

# Google's Facilitation Bootcamp Training

Participant Workbook

## Introduction

Establish your personal learning objectives for this workshop.

**What will make this session useful to me?**

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**What is a course I deliver, or plan to?**

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**What is one way I could improve the course?**

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## Agenda

### Introduction

- Expectations
- Agenda

### Facilitating

- Adult Learners
- Presenting Skills
- Facilitation – Definition, Skills, and Benefits
- Prioritizing Information for your Learners
- Challenging Learners

### Wrap Up

- Key Learning
- Action Planning





# Facilitation

Define 'facilitation':

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Facilitation is not...

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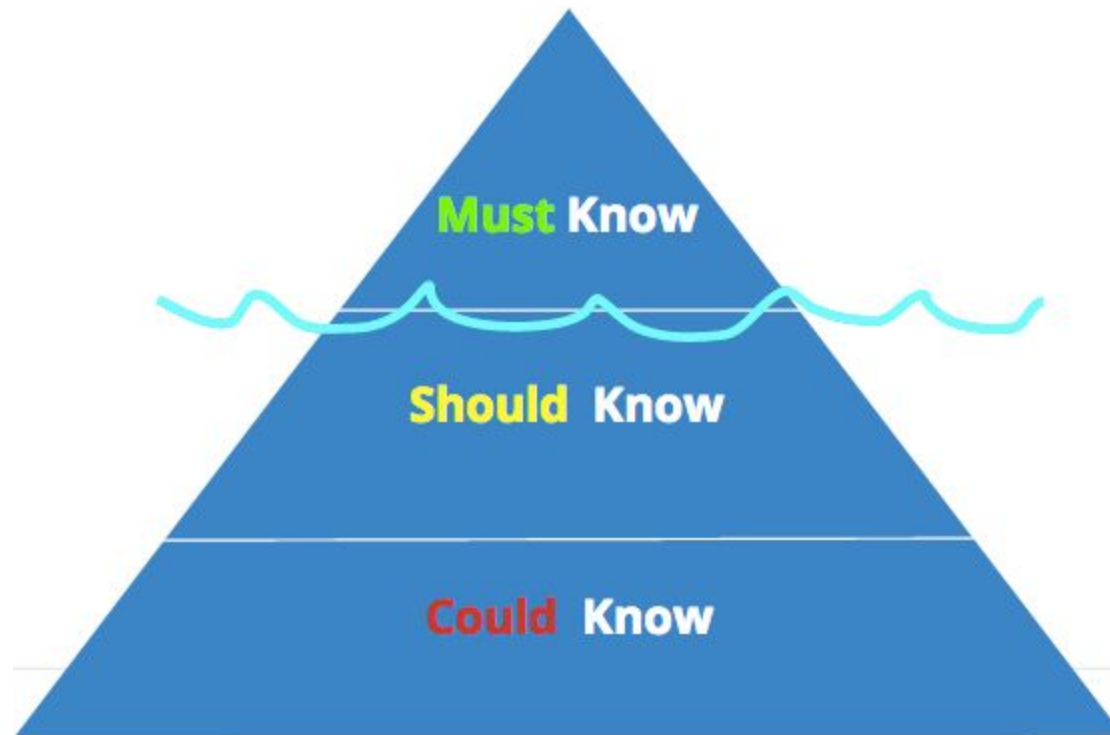
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## Fighting the Curse of Knowledge

“Every beginning instructor discovers sooner or later that his first lectures were incomprehensible because he was talking to himself, so to say, mindful only of his point of view. He realizes only gradually and with difficulty that it is not easy to place one's self in the shoes of students who do not yet know about the subject matter of the course.”

- Jean Piaget, 1962 (one of foremost and most influential cognitive psychologists who studied how people learn)

What is it that my audience:



**Notes:**





## Common Challenging Learners - Dos & Don'ts

**The Talkative Learner:** talks a lot (often without substance); doesn't summarize their points or know when to stop


**The Cynical Learner:** negative; frowning; in principle they're against it


**The Quiet Learner:** never talks, but nods; may write a lot of notes; keeps head down, avoids eye contact

A set of four horizontal grey bars stacked vertically, intended for taking notes on the 'The Quiet Learner' type.

**The Disengaged Learner:** doesn't contribute, no facial expressions, looks half asleep or thinking about other things

A set of four horizontal grey bars stacked vertically, intended for taking notes on the 'The Disengaged Learner' type.

## Facilitation Wrap-Up

Refer back to your personal learning objectives for today, and the good and bad characteristics of adult learners.

**What are 2-3 concepts/models I could use in my training?**


**What will I do differently in my future sessions?**


## Appendix

### Attributes of adult learners

- have first-hand experience.
- have set habits and strong tastes.
- have a great deal of pride, but their ways of “showing it” vary.
- have tangible things to lose so are very cautious in the educational environment. (eg. Perf if manager is in room, peer feedback etc.)
  
- have preoccupations outside the learning environment.
- may be bewildered by options (sometimes).
- have established a rational framework (values, attitudes, etc.) by which they make decisions.
  
- respond to reinforcement, especially positive reinforcement.
- in most cases can (and want to) change to better themselves.
- may have prejudices which are detrimental to the learning environment or to the institution (eg. Personal or cultural differences with regard to education: is it ok to ask questions? Is it ok to make mistakes?)
  
- have a strong need to apply what is learned and apply it now!
- want to be competent in their application of knowledge and skill.
- want a choice in what they learn.
- like their “creature comforts” in room, furniture, equipment, HVAC (heating ventilation & air-conditioning) and refreshments.

## Common Challenging Learners

**The Talkative Learner:** talks a lot (often without substance); doesn't summarize their points or know when to stop

**Tips:** Summarise what they've said; acknowledge their input; separate substance from what they've said; bring other people into conversation immediately. Don't avoid them totally, but don't ask them questions directly or give them free reign

**The Cynical Learner:** negative; frowning; in principle they're against it

**Tips:** foster their pride with statements like "you're an expert on...", "the basic idea is yours,..."; give their questions back to the full group instead of feeling you need to answer all; give applicable examples; remain positive. Don't let them drag you or the group down.

**The Quiet Learner:** never talks, but nods; may write a lot of notes; keeps head down, avoids eye contact

**Tips:** ask them easy questions; include pair discussions and listen to their points; make a lot of their contributions (congratulate, link back: "As Tina said earlier..."); build on

**The Disengaged Learner:** doesn't contribute, no facial expressions, looks half asleep or thinking about other things

**Tips:** ask them open ended questions; include extra small group activities or pair discussions to get them talking. Don't pair them together or ask them only closed questions.

## Quick Tips for Facilitating Over Google Hangouts (or a similar video conference platform)

### Logistics

- **Look at the center of the camera** to make eye contact with your audience.
- Ideally, use a VC-compatible room so that participants will see your face clearly. Or zoom a camera and frame yourself on camera so that others can **see your head and shoulders**.

### Interactivity

- **Ask for a thumbs up** to make sure that all participants are not having issues.
- Include interactive **activities, discussion, or pauses** to allow for questions at least **every 5-10 minutes**.
- When you ask a question, **be specific about how you want them to respond** (eg - hands up if...or one person from each location call out...or I'm going to name one of you so be ready.) Asking 'who thinks xyz' can result in awkward silence. Whenever possible, call on people by name rather than just asking general questions.
- **Pause** for a longer time (5+ seconds, even longer than 15 seconds if you want to force participation) when waiting for verbal questions or responses than you would in an in-person only session. They have to un-mute, interrupt, and aren't sure if others are speaking.
- **Consider using docs/spreadsheets** that all participants can edit simultaneously. Remember that they likely won't be watching the video feed while this is happening.

### Breakout rooms & small groups

Consider using **breakout rooms** for small group discussions and exercises.

- Breakout rooms in Google Hangouts are just rooms with different names. It may be easiest to name them based on the main room name.
- Don't use them too frequently, as it will take **2-3 minutes to facilitate the movement between rooms each time**. Plan for at least 10-15 minutes to allow time for movement into/out of the rooms and discussion.
- Give a clear time that participants should return, **assign a timekeeper** and let them know that you'll be popping in and out of the room as they work.
- Create a separate doc that participants can open in a new tab that shows the room assignments, links to the breakout rooms and the main room, and directions for what to do while they're there.

## External resources

- [Made to Stick](#) by Chip Heath
- [Facilitating with Ease](#) by Ingrid Bens
- [The Art of Facilitation](#) by Dale Hunter
- [101 Ways to Make Training Active](#), by Mel Silberman