

Online Facilitator Workshop



Learning outcomes

- Describe online facilitation techniques and strategies
- Manage the online learning space and foster interaction

What is the role of an online discussion facilitator?

What skills do you need as an online discussion facilitator?

What are the challenges of being an online discussion facilitator?

EXAMPLES

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View:



Our goals are to establish trust, shared interests, open communications and interaction. To help us meet those goals please introduce yourself.

Consider including:

1. about you professionally
2. AO teaching experience
3. have chaired a course previously
4. what course(s) will you chair in 2013/2014
5. about you personally.

Please read everyone's intro and feel free to ask questions or comment.

Participant posting: Introduction

dear colleagues,

this time of the year is most often filled with the preparation of the congress/teaching activities which are all planned for september and october which means that I am running out of time ... And my biggest problem in participating in this course is my genetic aversion and difficulties with e-learning, knowing this is a part of the CEP.

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Participant posting: Introduction

Hi everyone,

Having just completed the quiz I realise more than ever that I still know no right answers and I hope to find myself in good company :-)

kind regards

eModerators answer:

Hi XY

Thanks for your feedback on the assessment. We will spend some time to discuss online why and how we use an assessment tool to learn about our learners. But firstly we will start a discussion on motivation which is actually one part of the assessment when we ask about your present and desired level...but let's discuss this interesting topic from Thursday on.

Would you mind to please give us some details about your background, your teaching experience and the course that you will chair next?

Kind regards,

Participants reply:

Dear all,
YZ has politely asked me to reveal more of myself and who could decline such an instruction? However apologies if this is a little too much for you all.

Mr was born of sound medical stock, his father an orthopaedic surgeon and mother a physiotherapist. Formative years were spent engaged in deep discussion of all things morbid relating to the human condition and attending his father's operating lists from early adolescence.

Formal training was under taken at the London Hospital Medical College Whitechapel and, always a man ahead of his time, subsequently at the Royal & Ancient St Bartholomew's Hospital Smithfield, long before any amalgamation of these two great infirmaries was proposed. During this time Mr Dwyer engaged in the UK's earliest Advanced Trauma Life Support programmes both training teams to prevent avoidable death and disability in the seriously injured, evolving the radical changes in practice in emergency departments and leading trauma teams.

Fellowship of the Royal College of Surgeons was hard earned in 1990.

An advances course was attended in Davos in 2000 where skiing was discovered and several delegates became cases for fire side discussion. In this year Mr Dwyer was elected to the ranks of examiner for the Intercollegiate specialty board of England, Scotland and Ireland and the following year Mr Dwyer joined AOUK faculty and has taught on principles, ORP, Advances and paediatric courses on a regular basis ever since. Eventually desperation resulted in international call up, invitation to co-chair UK current concepts and most recently the challenge of developing new treatment concepts and implants with the paediatric expert group and revisiting the education programme with the paediatric taskforce. As reward Mr Dwyer has been honoured with the challenge of chairing a paediatric masters symposium in the UK in November and a paediatric Current Concepts day in December.

Mr Dwyer continues his extensive NHS practice managing severe trauma and complex orthopaedics in children and young adults and remains committed to teaching, training and assessing, students and doctors at all stages in their careers; Currently being involved in major international projects redesigning trauma educational programmes, researching and developing new orthopaedic techniques and chairing international educational courses.

Mr Dwyer considers his greatest achievement persuading Kathryn (a senior nursing sister) to become his wife in 1986. Together they have grown in strength and stature and Mr Dwyer now has the privilege of being married to Britain's oldest trainee solicitor (on the balance of probability). Debates around the dinner table now include the concepts of liability, causation and quantum, which adds variety to the more mundane, cut and thrust of purely surgical conversation. They share the professional ambitions of enhancing the lives of those coming to them for help, by providing excellence in care, be it through mediation, surgery or the Law. The active synergy of their combined skills, knowledge and experience provides a nearly unique service be it for cure, conflict resolution, personal injury or medical negligence litigation.

When silence falls they retire to the mountains, either afoot or on ski, or cycle inordinately long distances together.

Please call me XY. Kind regards and best wishes.

Reply eModerator:

Dear XY

Thank you very much for this very comprehensive and nearly poetically written introduction.

We also feel much honored having the Best Teacher of Surgery of the year 1991 with us... and as participant Y said, you are still a very good teacher.

Looking forward to some more online discussion on the topics of motivation, gaps, needs,

Best regards,

Problems

Hello All

...I have been involved with AO since 1996, first as junior faculty in national courses, then international faculty...I am looking forward to this unique learning opportunity as I have been Chair of many international basic, advanced and master courses but I always felt that I could have done better if I had the knowledge and the tools. **So I am very excited for this course even if I feel that the task is kind of overwhelming for me given my very limited knowledge in this field.**

Looking forward to meet everybody

The topic: Motivation and the Facilitation of Change, learning and participation in educational programs for health Professionals, which has been given to us to learn through.

I found it difficult to understand.

Regards

<<< Replied to message below >>>

Subject: Motivation

As per your suggestions I downloaded article from Bob on "Motivation"

I tried to read the article .

I am sorry to say that I found it difficult to understand .

Dear all

It seems that some of you are a bit concerned regarding the article on "Motivation and the Facilitation of Change, Learning, and Participation in Educational Programs for Health Professionals" from Robert (Bob) Fox and Clint Miner.

The topic of motivation in adult education was already described by Malcolm Knowles in 1980.

Needs:

Motivation to learn arises from an educational need. The need is the gap between the present level of an ability (what is) and the desired level of ability (what ought to be) required for effective performance as defined by the learner, their organization, or society (eg, a general patient health problem in your country).



Motivation:

The more concrete learners can assess their present level of ability, the more exactly they can define their educational needs and the more intensely they will be motivated to learn. In other words, a gap in surgical practice might lead to a certain level of discomfort that will motivate to learn (= close the gap).

I'm sure that Mark could come up with some practical examples on that.

This was one part of the article, and I hope my explanations were helpful. Please let us know if you have any questions regarding that. But as I mentioned before, we will further discuss our cases and you will recognize that all the theory will be covered there.

Best regards,

BACKGROUND & STRATEGIES

1. Strategy: Develop and maintain a social presence in discussion forums



1. Strategy: Develop and maintain a social presence in discussion forums

Posting to an online forum is like writing a message, placing it in a bottle, and dropping the bottle in the ocean. Without **feedback**, one can never be sure that someone has read the message.



1. Strategy: Develop and maintain a social presence in discussion forums

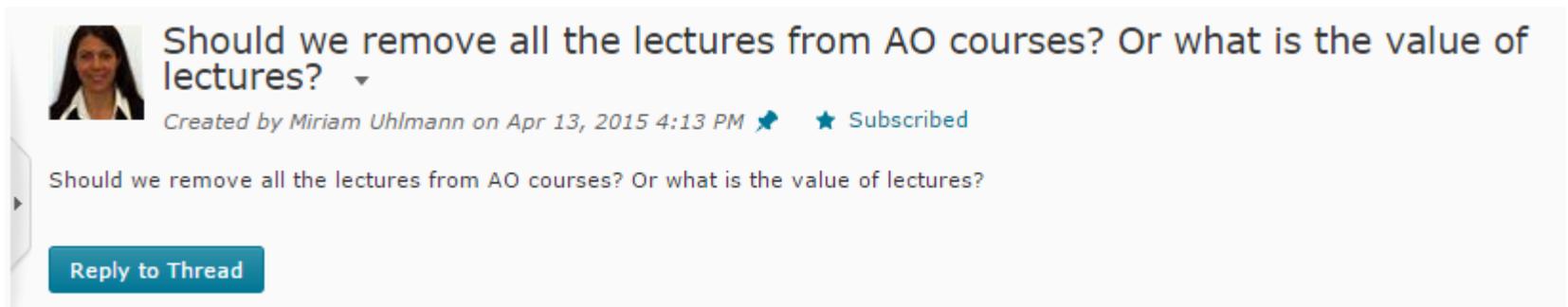
How ?

1. Strategy: Develop and maintain a social presence in discussion forums

- Access the discussion forums each day in order to keep up with the conversations.
- Post at least one message per day in group discussion boards to suggest postings are being read. However, allow learners time for **reflection**. Postings can be as simple as expressing appreciation, agreement, support, and encouragement. Avoid being sharp or overly critical.

1. Strategy: Develop and maintain a social presence in discussion forums

- Maintain a focused discussion and periodically summarize what has or needs to be done
- Encourage student dialogue by asking thought-provoking questions that stimulate in-depth, reflective discussions and hold students responsible for their thinking



A screenshot of a discussion forum post. On the left is a profile picture of a woman with dark hair. To the right of the picture is the text: "Should we remove all the lectures from AO courses? Or what is the value of lectures?" followed by a small downward arrow. Below this is the text: "Created by Miriam Uhlmann on Apr 13, 2015 4:13 PM" with a blue star icon and the word "Subscribed". At the bottom of the post is a blue button with the text "Reply to Thread".

2. Strategy: Emphasize student-to-student interactions in course dialogue



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A challenge for the online instructor in establishing and maintaining social presence is to show that student postings are read without the instructor becoming the center of all discussions.

How ?

2. Strategy: Emphasize student-to-student interactions in course dialogue

Some principles for the online instructor to follow include:

- Do not respond too quickly to a posting in order to provide the opportunity for students to respond first
- Instead of mostly making statements or directly answering questions, which will likely terminate productive discourse, ask probing questions and provide encouragement.
- Provide closure to discussion threads after discussion topics have run their course or assign specific students responsibility for providing closure.

2. Strategy: Emphasize student-to-student interactions in course dialogue

Some principles for the online instructor to follow include:

- Attend to problems that can disrupt student discussions, particularly aggressive communication that can silence some students
- Deal tactfully and privately with students who dominate discussions or who remain silent, perhaps by phone conversation or email, in order to create a more equitable communication environment.

3. Strategy: Consider different cultural communication patterns



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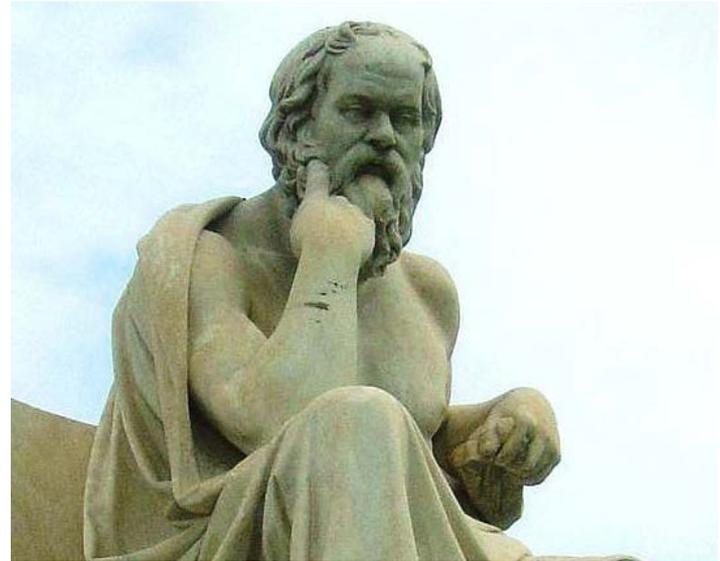
Cross-cultural differences result in individuals who communicate differently and even understand the same message differently

3. Strategy: Consider different cultural communication patterns



Teacher centered

Confucius (551–479 BC)



Student centered

Socrates (469–399 BC)

3. Strategy: Consider different cultural communication patterns

| Non-Western | Western |
|---|--|
| Teachers are treated as unchallenged authorities | Teachers treated as equals to be engaged and even challenged |
| Teachers are solely responsible for what happens in instruction | Students take responsibility for learning activities |
| The teacher is the primary communicator | Dialogue and discussions are critical learning activities |
| Students speak up in limited situations | Expectation that student speaks up |
| Best student is used as the norm | Average is used as the norm |
| Only excellence is praised | All students are praised |
| Competition is cultivated | Collaboration is cultivated |

3. Strategy: Consider different cultural communication patterns

Principles for the instructor to follow include:

- Get students to know each other and learn about their respective backgrounds and learning goals.
- Create a variety of social learning activities that allow multiple opportunities for demonstrating knowledge and skill proficiencies designed to address the diverse range of learning preferences and communication patterns that students bring to instructional environments (Bangert, 2004).

3. Strategy: Consider different cultural communication patterns

Principles for the instructor to follow include:

- Recognize and respond to communication patterns that can silence some students. For example, recognize putdowns and alienating or competitive dialog and respond privately to offending students to encourage them to be more inclusive.
- Encourage all students to participate in discussions; use the telephone or e-mail to privately confer with students who remain silent in order to determine the cause.

Student status

Minority students, in particular, may be considered low status by their majority white peers.

Principles for the instructor to follow include:

- Intervene indirectly to equalize students' status in the classroom by raising the status of those students with lower status by recognizing the importance of their roles and creating problems or discussion topics that require multicultural perspectives.
- Publicly recognize the work students have accomplished, paying particular attention to low status students, through actions such as giving praise, citing student contributions, and assigning significant roles in group projects.

Summary

- 1. Strategy: Develop and maintain a social presence in discussion forums
- 2. Strategy: Emphasize student-to-student interactions in course dialogue
- 3. Strategy: Consider different cultural communication patterns

Reflection

- What are you going to do in your online teaching in the future?
- List three things