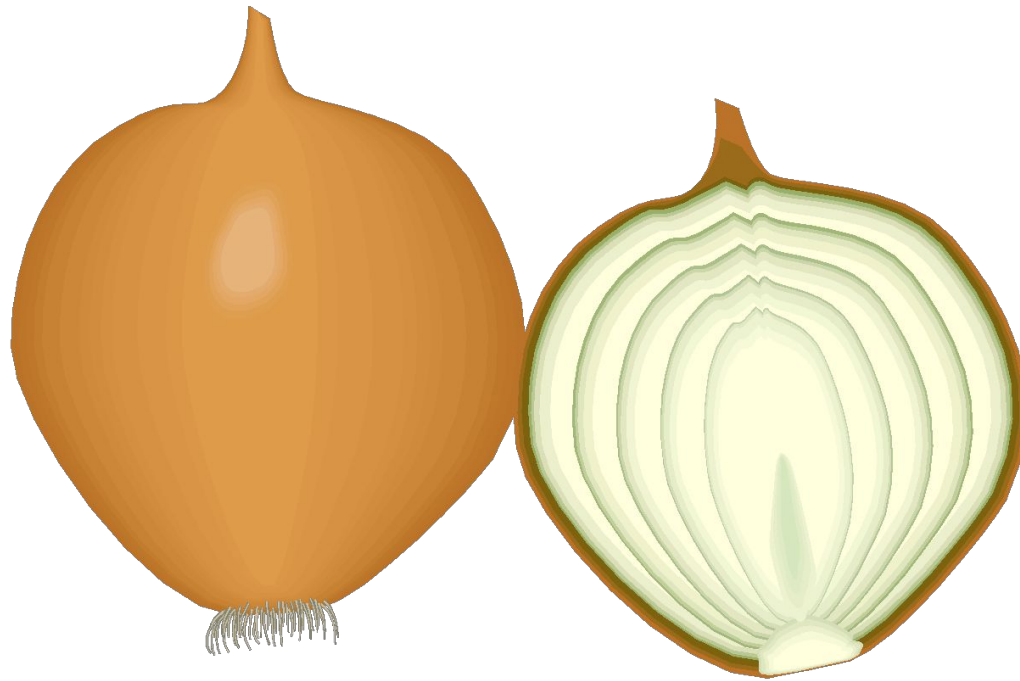


Teaching vs. Facilitating

Mercè Bernaus
mbernaus@uab.es

An Onion Task



Adapted from Filomena Cassis

Mercè Bernaus
mbernaus@uab.es

An Onion Task

(4 minutes)

- Draw a layered onion.
- On one half of the onion list things that were of great importance to you when you started to teach.
- Work from the centre to the outer layers of the onion in order of importance.

An Onion Task cont.

(4 minutes)

- Do the same on the other half of the onion but now from your present perspective.
- Work from the centre to the outer layers of the onion in order of importance.

Group work

(5 minutes)

- Discuss with the colleagues in your group the purpose of the task and what you learned from it.

A task to think over

(6 minutes)

- Form groups of 4-5.
- Discuss if there are any differences between TEACHING and FACILITATING. Write the conclusions.
- **REPORT YOUR CONCLUSIONS TO THE WHOLE GROUP**

What is facilitation?

- = bringing out and focusing the **wisdom of the group**, often as the group creates something **new** or solves a **problem**.

Hogan (2002)

Teaching vs. Facilitating

- A process whereby a teacher leads a group of students in acquiring new skills, knowledge, or understanding.
- Helping/making it easy for students to learn together in a group, or to achieve something together as a group.

Teaching vs. Facilitating

- Most subject area teaching involves telling and teaching the students.
Measurable outcome at the end.
- Involves helping the students to discover by themselves.

Content expert

Presents information

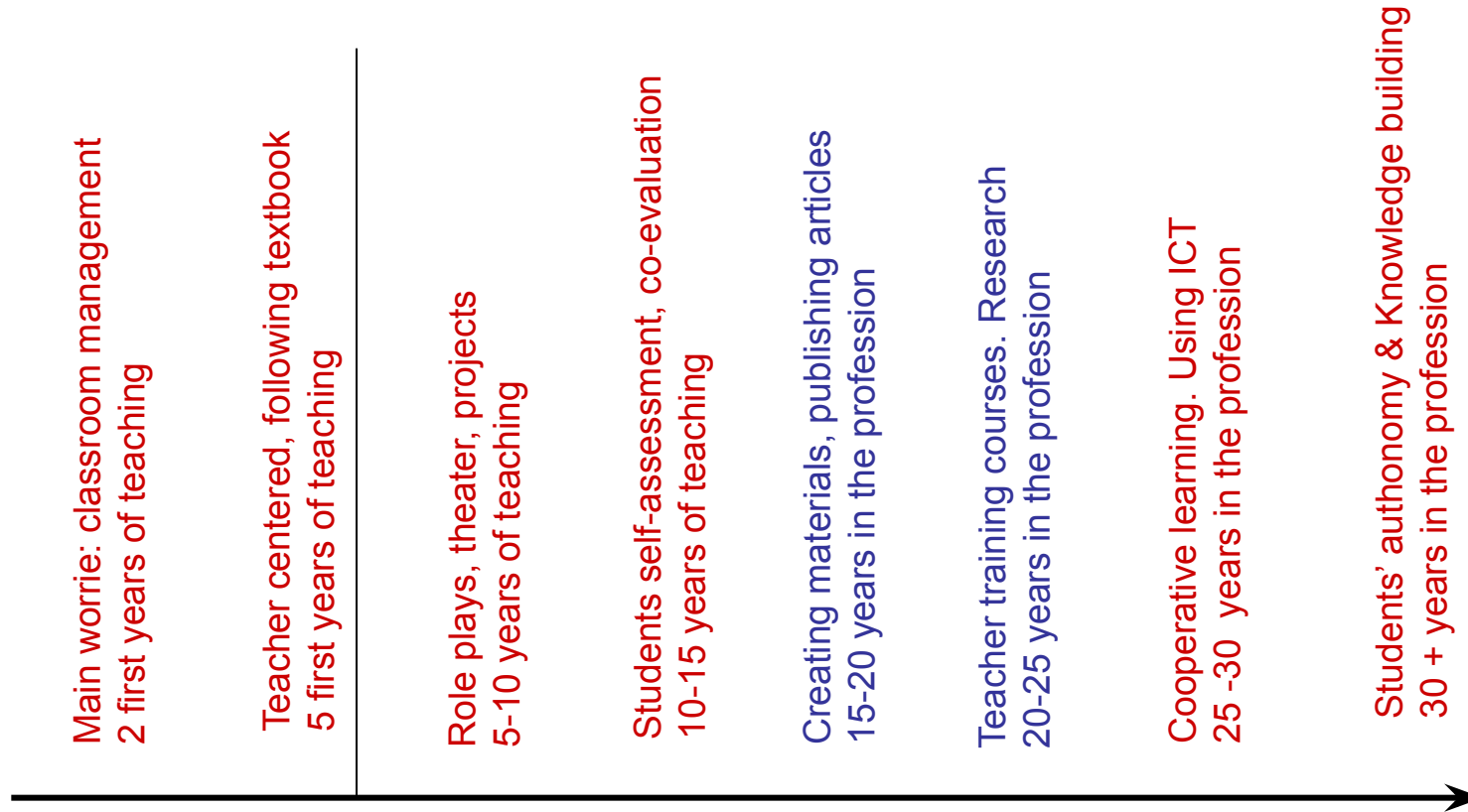
Provides the right
answers

Facilitator

Guides process

Provides the right
questions

Moving from teaching to facilitating



From teaching to facilitating timeline

Adapted from Hulda Danielsdóttir

Mercè Bernaus
mbernaus@uab.es

Moving from teaching to facilitating Timeline (6 minutes)

- Draw your own *Teaching to Facilitating Timeline*.

Pair work - Group work

(15 minutes)

- Share the work you did with a colleague, and reflect upon your moving from teaching to facilitating.
- Discuss with your group.
- Report to the whole group.

Teacher's Effective Ways to Facilitate

(15 minutes)

- In groups of 4 give suggestions that can help teachers to facilitate.
- Report to the whole group.

Teacher's Effective Ways to Facilitate (feedback)

- Problem of getting wider understanding (read teachers, parents, etc.) that facilitating is learning, despite apparent noise + mess
- Motivation for teachers: eg. Need to make daily life enjoyable + rewarding experience for kids and teacher through project based approaches.
- Catching up with students knowledge
- Preventing tendency of thinking you are an expert (do not be afraid to say I do not know)
- If you want to learn something new, teach it.
- Find interesting material.
- Be a good listener.
- Do not be afraid to delegate and empower.
- Be aware of needs, understand need
- Determine right questions.
- Be creative – not stick to strict curriculum.
- Ongoing professional training specially improving self + seminars.
- Reflect and evaluate your performance.

Teacher's Effective Ways to Facilitate (feedback)

- Be flexible.
- Be creative and up to date.
- Use different techniques.
- Show students you love them.
- Do not repeat the same things year after year (for example, after 20 years of teaching you teach in the same way as your 1st year of teaching).
- Do not allow your students to drink from a bottle, let them go to the river.
- Offer skills that lead to learning.
- Surprise your students.
- Do not focus on yourself.
- Respect each one of your students. Each one is different and special.
- Do not make fun of your students.
- Listen actively and comprehensively to your students.
- During the transitional period from a teacher to a facilitator, you need to be aware of your techniques so as not to go backward into being a teacher.