**Part 3. Summary & Resolution to Assure Learning Basic Concepts**

**Small Group Facilitation Observation Guide**

**O=observed, NO=not observed**

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| **Group Facilitation Strategies** | **O** | **NO** | **Specific Examples/Comments** |
| **Group management** | | | |
| *Guides students toward goals and objectives:*  Monitors students’ learning needs  Checks students’ understanding  Keeps the discussion on track |  |  |  |
| **Task performance** | | | |
| *Communicates expectations that students will:*  Prepare for session (e.g., by reading, organizing  material and/or working together)  Share new information with the group  Explain ideas clearly orally or on board  Provide evidence to support ideas  Respect opposing opinions |  |  |  |
| *Provides information when appropriate:*  Provides information gathered between classes  Integrates issues of clinical relevance  Provides relevant facts, definitions, evidence,  readings |  |  |  |
| **Resolution** | | | |
| *Assures that a summary occurs:*  Summarizes him/herself  Asks a student to summarize  *Assures that the summary includes:*  Take home points  A learning agenda  Distribution of labor among students  *Encourages reflection:*  Seeks feedback on the session  Provides feedback on the session  Resolves problems in group dynamics |  |  |  |

**Questions to guide discussion:**

1. How did the group resolve the discussion? Did a summary occur? Did the facilitator determine whether all students understood the concepts?
2. Did the facilitator provide information? When do you feel that it is appropriate to provide information?
3. What strategies did the facilitator use to promote reflection and feedback?
4. What was the tone of the group during this segment? What did the facilitator that might have affected tone?
5. What would you do differently?

**Colleagues’ responses to strategies modeled in the video:**

1. A final summary is critical. But, summaries periodically during the discussion are also helpful.
2. Asking a *student* to summarize what the group has learned allows the facilitator to assess learning.
3. Asking a quiet student to summarize may give him/her an opportunity to speak unimpeded.
4. Identifying lingering gaps in the group’s understanding might establish learning agendas and next steps.
5. Frequently debriefing the group process and both asking for and giving feedback helps establish a positive learning environment. The facilitator might ask, “Was it helpful to our understanding to make a concept map?” “”When is it helpful for me to provide information and when is it unhelpful?” “I thought that the discussion took off today after you saw the connection between X and Y. I know that was challenging but your thinking about mechanisms collaboratively worked well.”