

Small Group Facilitator List

This document sets out expectations and a checklist for a small group facilitator in our MD Program.

(The document contains hyperlinked references in **BLUE** which will only work in the electronic version;
these links are to additional explanatory documents within or outside our School)

MUST DOs

- Ensure that you understand the role of the facilitator. Appreciate that facilitating is more akin to 'coaching' than didactic 'teaching'. A comprehensive guide to small group facilitating is [HERE](#);
- Read and be familiar with the small group materials, and follow the recommended activities and the objectives, recognizing that discussions will go beyond these on occasion. For PCCIA contact PCCIA.admin@schulich.uwo.ca;
- Please **do not** use curriculum small group time for extra-curricular voluntary experiences such as shadowing, clinic visits etc;
- Encourage student active learning while respecting diverse student talents and ways of learning. Be aware of and use active and interactive techniques in your small group where possible e.g. group round, snowball groups, circular questioning, buzz groups, think-pair-share, circle of voices, rotating trios, learning team. Read more [HERE](#);
- Facilitate group expectations and etiquette during the first meeting around "rules of engagement" e.g. expected amount of preparation, use of computers in sessions, how the group ensures that that all members are responsible and committed to learning all objectives;
- Please be punctual to sessions and cognizant of tasks and time on task (all sessions);
- Listen and observe carefully during sessions: choose interventions sparingly to clarify, broaden / narrow student discussion. Be prepared to facilitate student information-presenting skills, their problem solving and their communication skills;
- Provide the group, as a whole, with general feedback on its performance and learning each session;
- For individual students, provide professional regular and meaningful formative feedback. Do this at an interim point in the course and at the end. Be aware of and provide feedback about something the learner did well, something the learner could improve on and on strategies for improvement;
- Ensure that your summative assessment for each student contain written meaningful comments.

SHOULD DOs

- Within your group, consider student roles of facilitator, recorder, timekeeper, creator of a learning activity, supplier of weekly snacks etc. Encourage emphasis on group structure and peer interaction by fostering a sense of community within the group;
- Use a Socratic questioning / approach and rephrase questions rather than providing yes / no answers. See more [HERE](#);
- Actively avoid lecturing the group. Attempt to take a back-seat role for much of the time. Only give input when group has been silent for a period, or when the group is off-topic. Intervene to maximize group function / participation, to minimize behavior disruption (individual or group) and to equalize student participation;
- Wherever possible, link the small group session to course learning objectives;
- Consider feedback from students on your facilitator role and act on it. In the context of the feedback, strive to improve your goals, teaching modalities and assessments annually;
- Attend course debriefing and planning meetings, if possible.

COULD DOs TO IMPROVE YOUR FACILITATION AND CURRICULUM QUALITY

- Take some CPD to learn about and improve your facilitator skills;
- Be aware of "[Chickering & Gamson's 7 Principles](#)" of good educational practice to increase student learning and reflect on these while facilitating small groups.