

Helping Learners Sing “New Hits”: T2C Facilitation Model

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My Agenda

- ▶ To be useful to you! So, please . . .
 - ▶ interrupt
 - ▶ ask questions
 - ▶ agree with me (or not)
 - ▶ ask for a moment of silence
 - ▶ interact in some way!

Why A Facilitation Model?

- ▶ To make learning less mechanical:
 - ▶ Reliable & Replicable
 - ▶ Routine & Ritualistic
 - ▶ Content-Delivery Focus
 - ▶ "Anutha thang" & "data dumps"
 - ▶ Teacher Centered
 - ▶ Focus needs to be on learners
 - ▶ Measuring & Grading
 - ▶ "Whadda I havta do to get a 89.50000000001?"



Why A Facilitation Model?

- ▶ "The challenge of educators is less about providing the information in the right way as it is about moving towards a dialogical process where the learner has the opportunity to articulate into the educational system and thus allowing the [system] to intervene in the process of learning."

▶ Petraglia (1998)

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Why A Facilitation Model?

- ▶ "In the [online] environment, the role of the instructor becomes that of an educational facilitator . . . [who] provides gentle guidance and a loosely constructed framework, . . . thus allowing students to explore . . . without restriction."
 - ▶ Palloff & Pratt (1999), page 74.

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Facilitation Should Touch the Learner's Mind



"Mind Reader" by Dustin Lynch

Why A Facilitation Model?

- ▶ “[A]ny technology that is integrated into university classrooms must promote learning; any agenda prioritized above learning creates an ethical breach of an implied contract between higher education institutions and society at large.”
- Knowlton (2018, p. 287)

It Ain't About Tools



It Ain't About Tools



So What Have We Learned?

- ▶ We need a facilitation model to ensure
 - loosely constructed framework
 - dialogue as meaningful learning process
 - systematic approach based in technique, not tools
 - Move toward artisanship

How?

▶ **How** can all this be possible in the context of facilitating online interactions?

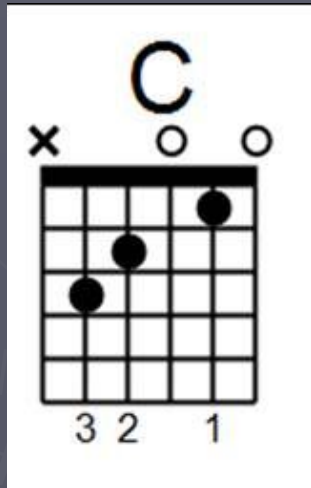
■ Answer: Country Music!!!

▶ "Three chords and the truth—that's what a country song is."

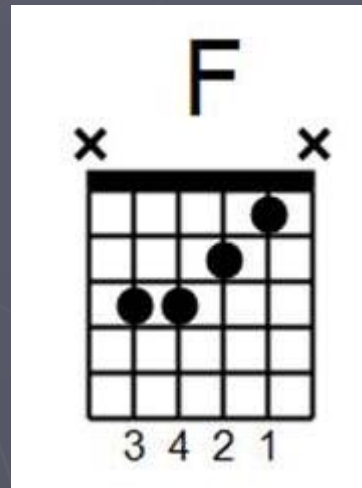
- Willie Nelson

Framework for the T2C Model

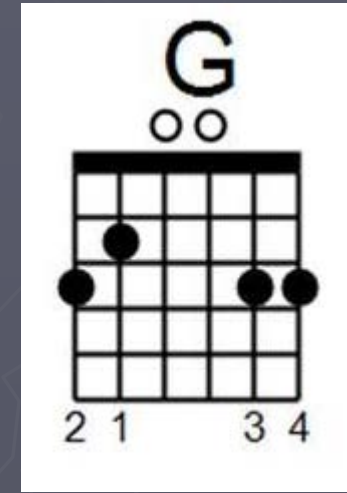
Teacher



Counselor



Critic



Dialogue

Truth

Artisanship

Purpose	Values	Roles	Strategies
Teacher			
Counselor			
Critic			

Not an algorithm! Not exacting!

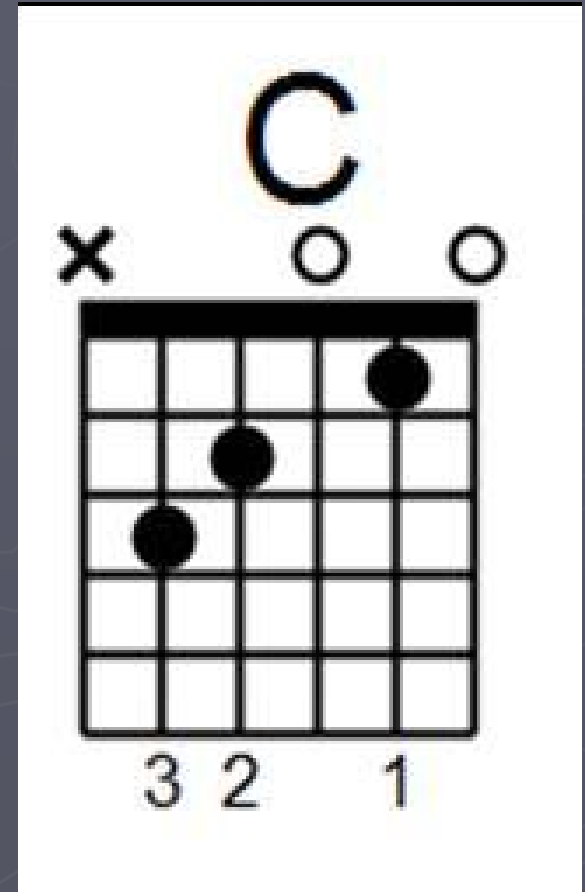
Teacher

► *Purpose*

- To meet the learners where they currently are!

► *Values*

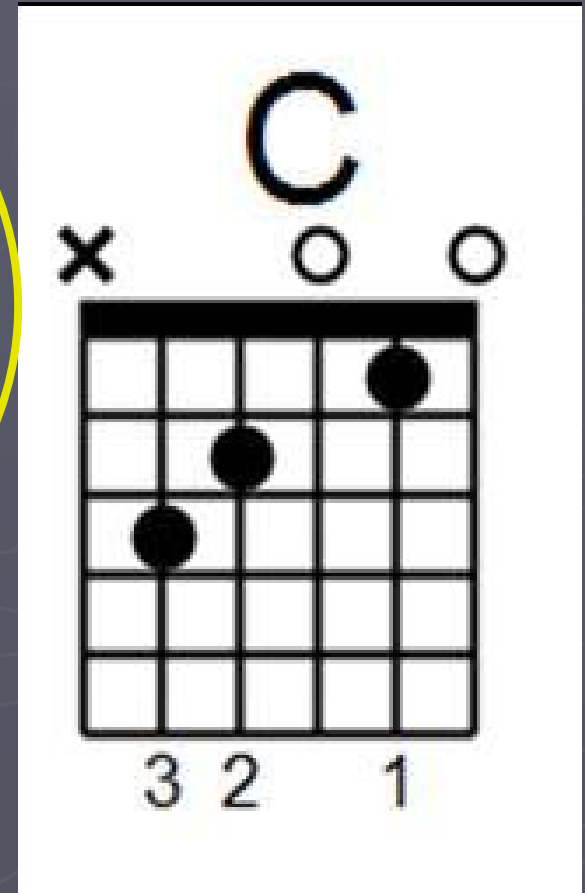
- Safe place for learners
- Foundational, content-driven truths
- Fidelity to assignments and course purpose



Teacher

▶ *Roles*

- ▶ "Ground" students
- ▶ Set the tone
- ▶ Clarify
- ▶ Establish expectations and norms



Strategies?

Teacher

- ▶ Establish the vibe!
 - Stickers & Bitmojis
 - Informalities of language
 - Slang
 - Formalities

Teacher

- ▶ Identifying and correcting content-based misunderstandings
 - "You seem to be suggesting that X. I'm not really sure that's true. Notice, for example, on page 37 of the article that Y & Z. Do you see the contradiction here?"
 - "Actually, the War of 1812 was not fought in the 1950s."
 - **Do:** Specifically identify what needs correcting and point them in the right direction!
 - **Don't:** Correct it for them

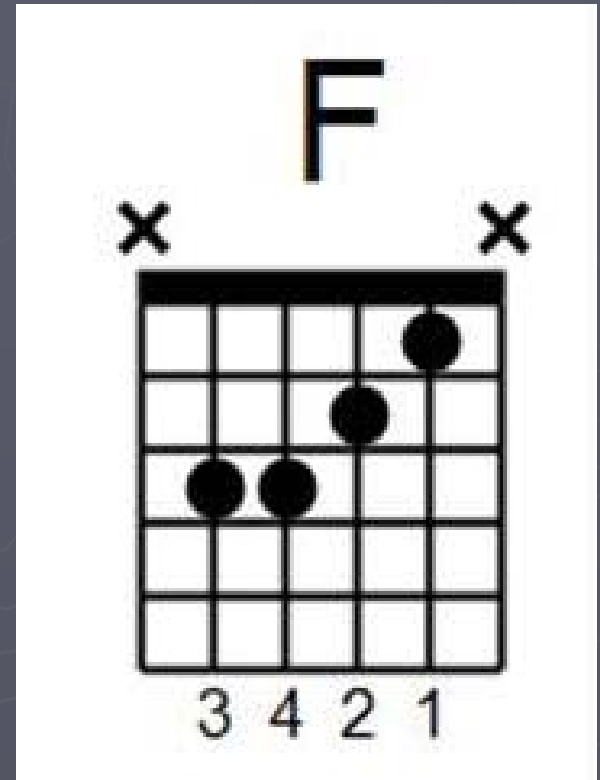
Counselor

► *Purpose*

- To take the learners where they need to go!

► *Values*

- Process
- Shared Truth (mental model building)
- Learning Skills
- Play
- Tension (it is a IV chord!)



Counselor's Value *Play*

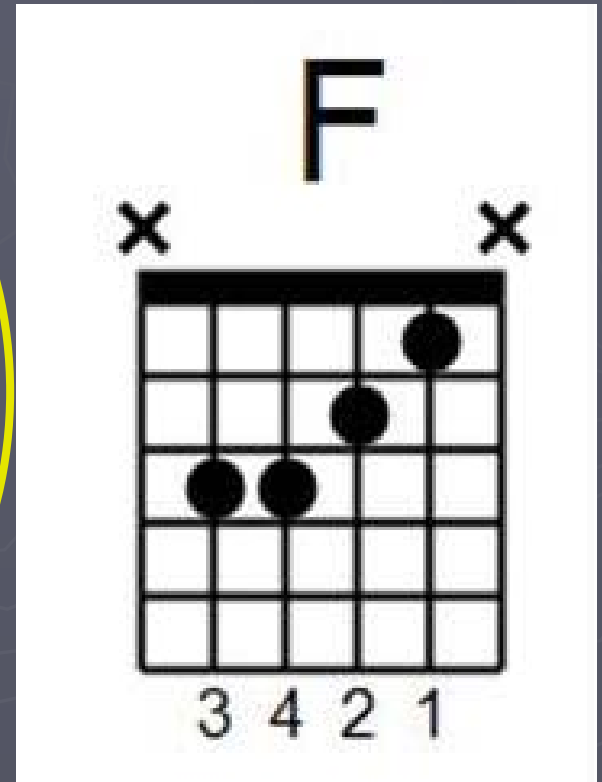
“If we don't take time to play, we face a joyless life of rigidity, lacking in creativity. The opposite of play isn't work, but depression. If we're going to [innovate], then we have to find . . . play time virtually every day.”

— Stuart Brown & Christopher Vaughan authors of
Play: How It Shapes the Brain, Opens the Imagination and Invigorates the Soul

Counselor

▶ *Roles*

- ▶ Co-create with students
- ▶ Model thinking and behavior
- ▶ Introduce tension and play
- ▶ Provide impetus for reflection and action with both content and at a meta-level



▶ ***Strategies?***

Counselor

- ▶ Model

- ▶ Thinking:

- ▶ Videos of instructor analyzing a text
 - ▶ Overtly pointing out one's own approach
 - ▶ "One thing that I've asked from you in these discussion boards is a sense of artistic thinking. I have tried to model that in this post. Notice that I"

- **Do:** Be specific and exacting in sharing your thinking
 - **Don't:** Suggest your way is the only way

Counselor

- ▶ Model

- ▶ Action:

- ▶ Narratives of an instructor working through a problem

- **Do:** Share mistakes and normalize failure
 - **Don't:** Suggest your way is the only way

Counselor

- ▶ Coaching individuals on the side
 - ▶ "I saw that one of your classmates replied to your post about X. I hope that you might check that out and continue the conversation. I thought the contrast between your post and your classmate's response was particularly interesting; perhaps that contrast is worthy as a basis of comment?"
 - **Do:** Help students see potential
 - **Don't:** Take sides or suggest superiority

Counselor

- ▶ Ask “Beautiful Questions” about content
 - Why do we assume that . . . ?
 - To what extent is it true that . . . ?
 - What if . . . ?
 - Why does it have to be the case that . . . ?
 - What do you think about . . . ?
 - How does this content connect to . . . ?

Counselor

- ▶ Ask “Beautiful Questions” about learning and self
 - What might be our own blind spots related to this topic?
 - To what extent did this activity help you learn?
 - You say you didn’t reply to any discussion board prompts because you had nothing to say; could it be that if you had started ‘saying,’ you would have discovered what you have to say?
 - What small wins should you celebrate?
 - Your summary is extremely thorough. What if you had forced yourself to write a shorter summary by being more selective with details? Do you think you would have gotten just as much out of the reading?

Draw out with Questions

- ▶ "Whenever you want to tell your learners something, first ask yourself if there's any way they can tell *you* instead."
- ▶ Dirksen (2016), p. 162

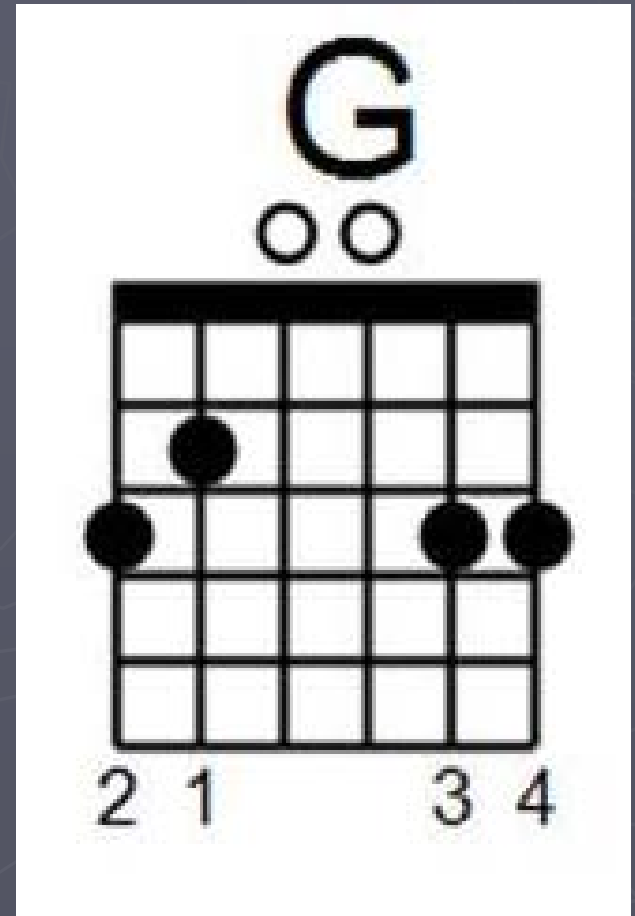
Critic

► *Purpose*

- To help learners recognize where they have arrived

► *Values*

- Products (and analysis thereof)
- Truth as Perspective
- Grit
- Defenses and rationales
- Learning as art
- Authenticity of reaction

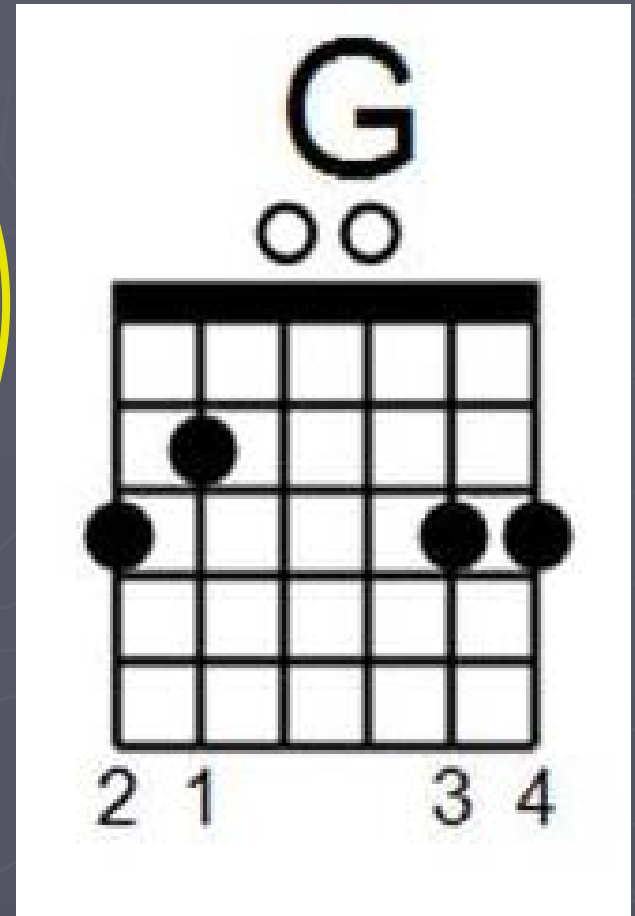


Critic

▶ *Roles*

- ▶ To reward achievement
- ▶ Note missed opportunities
- ▶ Provide an outsider perspective on the "effect" of the work products

 ***Strategies?***



Critic

► React Qualitatively & Authentically

- **Intellectual:** "Your analysis of the poem made me think more carefully about But, you missed an opportunity to also consider the perspective of"
- **Aesthetic:** "The structure of your argument has a nice parallelism to it because"
- **Emotional:** "I was bothered by your interpretation of"

Critic

- ▶ To reward “achievement”
 - ▶ What works? What is effective?
 - ▶ Using the language of . . .
 - ▶ Criteria (yes, it’s subjective, but not whimsical)
 - ▶ Critical thinking (appropriate for corporate training)
 - ▶ Artisananship (learning is an art)
- **Do:**
 - ▶ Consider the value of audio commentary
 - ▶ Start with the positive and rewarding of achievement
 - ▶ Diversify vocabulary

Critic

- ▶ To reward “achievement”
 - ▶ What works? What is effective?
 - ▶ Using the language of . . .
 - ▶ Criteria (yes, it’s subjective, but not whimsical)
 - ▶ Critical thinking (appropriate for corporate training)
 - ▶ Artisanship (learning is an art)
- **Don’t:**
 - ▶ Use the proverbial “feedback sandwich”
 - ▶ Don’t offer “snow jobs”

The Language of Critical Thinking

Critical thinking has occurred when students *apply* (use in context), *analyze* (break down), *evaluate* (judge quality), *synthesize* (connect dots), or *create* (add novelty and usefulness) *with qualities of . . .*

nuance and subtlety	depth beyond the obvious	coGENCY of point or purpose
relevant specificity and detail	heuristic / systemic reasoning	content deconstruction
richness / substance / robustness	evoking “wonder” or intrigue	sound judgment
multidimensionality	fluency of perspective	risk taking (vulnerability)
contextual awareness	abstract / hypothetical reasoning	breadth / range
process orientation	pattern recognition / creation	problem finding / solving
assumption probing	evidence, support, rationale	theoretical construction
questioning (asking and answering)	a social justice mindset (e.g., recognition of oppression)	aesthetic / literary expressiveness (e.g., metaphor, allegory, elegance)
imaginative evocativeness (“what if?” thinking)	fair-mindedness / even-handedness	journey with continuity (i.e., horizontal development)
ambiguity management (e.g., identifying & resolving)	recognition / avoidance of logical fallacy	exacting definitions of ideas, concepts, and/or principles
a “so what?” mindset (explicating implications)	metacognition, self awareness, self-consciousness	refinement of ideas / work (based on feedback)

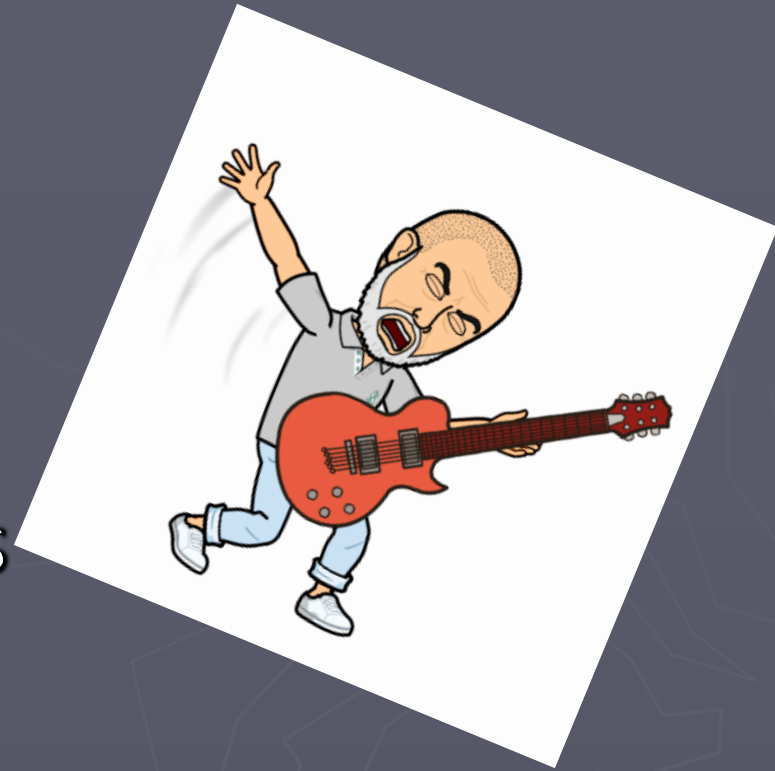
The Impact

	Purpose Meet learner where they...	Values	Roles	Strategies
Teacher	currently are	<ul style="list-style-type: none"> • Safe place • Foundational content-driven truths • Fidelity to assignments 	<ul style="list-style-type: none"> • “Ground” • Establish norms • Provide opportunities 	<ul style="list-style-type: none"> • Pointing to “guidelines” • Identifying and correcting • Establishing the “vibe” • misunderstandings
Counselor	need to go	<ul style="list-style-type: none"> • Process • Student autonomy • Learning skills • Student ideas • Play • Tension 	<ul style="list-style-type: none"> • Co-create • Model • Provide impetus for reflection and action 	<ul style="list-style-type: none"> • Side coaching • Mental Model building • Modeling • Beautiful Questions
Critic	have arrived	<ul style="list-style-type: none"> • Products • Grit • Critical analysis of products • Defenses and rationales • Learning as art • Authenticity of reactions 	<ul style="list-style-type: none"> • Reward Achievement • Note missed opportunities • Provide outsider’s perspective of “effect,” given criteria and context 	<ul style="list-style-type: none"> • MP3 commentary with the language of artisanship • Providing feedback • A star and 3 wishes • Shift language toward artisanship

Questions

Comments

Additional Thoughts



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www.siue.edu/instructionaltechnology

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