**Reflective technique to use in training or development\***

1. Provide reflection questions or a video of a student session

 Sample questions:

What are some indicators of your success as a facilitator this past year?

What aspect of facilitating groups did you appreciate the most this past year?

Based on the themes of your experience as a facilitator this past year, what do you aspire to see happen or change in the coming year?

N.B. Create questions to drive the discussion to go beyond just a straightforward consideration of lessons learned.

2. Participants depart for a time of journaling reflective thoughts

3. Reconvene in reflective groups to share notes and entries.

\*This could be done during a variety of settings, but usually is with small groups of faculty facilitators.

**Professional Learning Community**

 1. Establish reflective groups

 Develop group dynamics

 Determine facilitator to lead the group

 2. Provide a generic low-risk scenario as initial focus for a group discussion

Foment awareness—expectation that discussion will bring participant’s ‘theory in use’ into their conscious foreground.

The idea is to question, probe, challenge, and encourage critical reflection by group members, thus creating greater awareness and understanding in individual of their beliefs, values, and assumptions concerning facilitation.

3. Reflective Individual-This is accomplished within the reflective group, but is a more high-risk activity. This involves critical analysis of personal practice of facilitation with the view to transform or modify behaviors and underlying personal theories-in –use.

 Process begins with participants sharing personal performance as a facilitator.

Facilitators are asked to explore the thinking behind their practices and share with their group. The intention of the group in this case is to support the individual in clarifying, developing, and modifying their own thought process as it relates to ‘theories in use’ as a facilitator. The conflict, confusion, and discrepancies that occur can lead individuals to a transformation over time that will yield changes in PBL facilitator practice. This will vary individually, and really needs to be a cyclic process over time. The ultimate goal of the reflective individual with the professional learning community is self-monitoring; self-analysis, and self-evaluation.

This process does take work and should focus on individual’s efficacy, consciousness and craftsmanship as an educator.