# ADEA Micro-credential: Facilitating Small Group Learning

**Overall Goal**

This micro-credential is a demonstration of the individual's ability to facilitate groups of adult learners through an educational process with clearly defined outcomes.

**Objectives and Outcomes**

- Practice comprehensive, empathetic, and reflective listening in the student-facilitation process.
- Use communication techniques and critical reflection to stimulate students to explore the thinking behind their practices and behaviors within a learning environment (cognitive coaching).
- Provide a space for feedback and self-assessment.
- Demonstrate an awareness of the dynamics of communication with diverse/cross-cultural groups and the practice of sensitivity, empathy and familiarity with people of different backgrounds.

**Rationale and Supporting Research**

These two references provide a wide scope of research, experience and outcomes examining the role of facilitators in student-centered learning. Both include a range of specific facilitator roles with examples of successful implementation and existing challenges within educational institutions.

- Savin-Baden, M. (2003). Facilitating Problem-based Learning: Illuminating Perspectives. The Society for Research into Higher Education & Open University
- Barrows, Howard S. (1988) The Tutorial Process. Revised Edition. SIU School of Medicine. Springfield, Ill.

**Sample Resources**

- Burgess, A., van Diggele, C., Roberts, C. *et al.* Facilitating small group learning in the health professions. *BMC Med Educ* 20**,** 457 (2020). https://doi.org/10.1186/s12909-020-02282-3
- Team-based Learning Collaborative: Upcoming TBL Workshops Around the Globe https://teambasedlearning.org/workshops/
- SIU School of Medicine The Facilitation and Evaluation of Problem Based-Learning in Virtual Settings workshop: https://www.siumed.edu/academy/virtual-problem-based-learning-workshop-zoom
- Lakey, G. (2020). *Facilitating Group Learning: Strategies for Success with Diverse Learners*. PM Press.

- National Center for Interprofessional Practice and Education: T3 Train the Trainer— Interprofessional Team Development Program: https://nexusipe.org/T3
- Steinert, Y. (1996). Twelve tips for effective small group teaching in the health professions, Medical Teacher, 18, 203-207.

**Submission Criteria and Evaluation Guidelines**

Section 1: Overview Questions (See grading rubric for evaluation criteria.)

1. *Motivation* – Explain the reasons that make this micro-credential meaningful for you. In addressing this, reflect upon and discuss the value this micro-credential has for your professional work and practice as an educator. Specifically, explain how this micro-credential supports or enhances your professional development as a facilitator/facilitator-trainer within dental and interprofessional health care education.

   *[Your response should be in text format; 250-word minimum.]*

2. *Training* – Provide the thr<u>ee</u> most significant and impactful resources used to support your development of knowledge and skills as a facilitator/facilitator-trainer. These resources can include individual training, facilitation-related courses and/or workshops, learning experiences, individual study of relevant literature or other formal/informal professional development. Describe each resource or activity and how it supported your learning of the knowledge and skills of facilitation as outlined in this micro-credential's objectives. You must include a minimum of three examples together with citations or links for each resource. To the extent possible, demonstrate variety in the format or type of learning resources included.

   *[Your response should be in text format and between 250-500 words.]*

3. *Outcomes* – Quote or describe two examples that highlight and support your efficacy as a facilitator/facilitator-trainer. One example should be feedback given to you for facilitation of students or as a facilitator trainer. A second example of an outcome supporting your efficacy can be of your choice. Analyze the feedback, considering the objectives and outcomes of this micro-credential. In other words, how does the feedback support your level of knowledge and skill as a facilitator/facilitator-trainer? In what way does the feedback/outcome measurement suggest the need for further development of your knowledge and skills as a facilitator/facilitator-trainer? Examples of feedback may be gathered from e-evaluation or facsimile, written peer review or student review, recorded feedback session or other any similar document.

   [*Your analysis should be in text format and have a 250-word minimum.*]

4. *Facilitator Credentialing* – Compare and contrast institutional practices for facilitator recruitment, training and professional development. Provide two examples of different training approaches, how they prepare individuals to facilitate and assess the effectiveness of the training approach. Include a discussion of the relevant literature that supports particular training/development practices.

Include a descriptive outline of each facilitator training experience with link to training program, if possible.

[*Your analysis should be in text format and have a 250-word minimum.*]

5. *Preparation and Communication* – "Effective facilitation requires an intentional state of mind to engage learners in the cognitive processes associated with learning through specific pedagogies (problem-based learning, team-based learning, case-based learning, etc.)." Analyze this statement as it relates to your training and practice as a facilitator. Specifically, explain how an effective facilitator can mentally prepare for a learning session and describe the communication skills associated with that preparation. In what ways did facilitator training prepare you to develop these skills? Support your statements and practices with two or three examples from the literature.

[*Your analysis should be in text format and have a 250-word minimum.*]

6. *Community Engagement* – All applications must also include evidence of community engagement within the topic area. Applicants should demonstrate evidence of community engagement through one or more of the following:
   a. Attendance and/or presentations at appropriate conferences,
   b. Attendance and/or presentation of relevant webinars or
   c. ADEA Connect participation on relevant discussion boards.

[*You may include written descriptions or links as evidence of your participation in these activities.]*

### Section 2: Reflection Questions (See grading rubric for evaluation criteria.)

1. *Critical Assessment of Portfolio Artifacts* – Provide a critical assessment of your submitted artifacts. Structure your reflection to address the following:
   a. What was your primary purpose or goal in creating this work? Who is the intended audience for this work and what is the intended use or application?
   b. How is your work informed by current information, literature and practices in this topic area?
   c. How have you been able to or how will you assess the effectiveness or impact of your work?

[*Your response must be text-based and at least 1,000 words.*]

2. *Relevant Ethical Considerations* – Provide a summary and description of relevant ethical considerations around this topic area and describe how you might elect to address these ethical challenges. Some examples of ethical considerations may address the following:
   • Use of patient-based information included in cases,
   • Appropriate use of adapted materials (rubrics, cases) and student resources (copyright or trademarked material),
   • Institutional review board (IRB) approval or exemption for facilitation research or

- Any other relevant ethical consideration for this topic area.

[*Your response must be text-based and at least 500 words.*]

3. *Supporting Diversity, Equity and Inclusion* – In what ways can work in this topic area support diversity, equity and inclusion efforts? Provide specific, actionable suggestions or recommendations. You may choose to focus on application of these efforts toward the following:
   - Patient experience and patient care;
   - Experience of learners in the learning environment;
   - Legislation, policies or practices that directly support diversity, equity and inclusion efforts; or
   - Other relevant applications.

[*Your response must be text-based and at least 500 words.*]

## Section 3: Portfolio Artifact (See grading rubric for evaluation criteria,)

*Submission Criteria*: Upload up to three portfolio artifacts that support your achievement of the overall micro-credential goal through demonstration of the goals, objectives and outcomes listed at the beginning of this document. Your artifact(s) should relate to the responses provided in Sections 1 and 2.

Acceptable artifacts include but are not limited to the following:

- Published peer-reviewed articles;
- Audio or video recordings of educational session(s) or facilitation training session(s);
- Facilitation training materials that you developed or helped develop;
- Examples of feedback given for your facilitator or facilitator-trainer activities; or
- An outcome measurement of your choice. These can be the same or different than materials referenced in Section 1.3 (e.g., facilitator journal or blog, criteria-based self-assessment or activities or educational material developed as a facilitator.)