



# **Facilitate Learning Using a Variety of Given Methodologies**

## **Handout 5**

### **Actions of Facilitator and the Possible Ways Learners are Affected**

Action of Facilitator	Typical Situation	Possible way learners are affected	
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Stands in the centre of the room in front of an open circle of learners	Start situations, leading the discussion	Quietened by the "solid rock" of authority, eye contact, security and trust	Passivity, sense of subjugation
Stands behind a table, reads from a book, writes minutes into computer	During a discussion	Learners can discuss their topics and questions without being disturbed	Lack of trust ("What's he writing?"), lack of control and clarity of content structure
Has hands in pockets or behind the back	During the discussion/whilst presenting a task	Sense of informality	Facilitator is disinterested or has something to hide
Use prominent gesticulation	Facilitator uses visualisation to explain a task, summarises results, asks group a question, steering the discussion	Focussing of learners (red thread), facilitator is neutral, motivation of learners to become active, clear signals for "stop" and "go"	Facilitator is insecure or defensive, inflexible, trying to "sell" the concept or entertain the learners and draw attention away from a weak process
Smiling	Too often to write here!	Mobilises, motivates, opens, gets learners emotionally involved, leaves learners with feeling of satisfaction and belonging	Emotional dependency ("Please like me!"), inability or unwillingness to deal with conflict, complex issues or weaknesses in the process
Facilitator sits in the circle of learners	Transfer-In, discussions, during an expert lecture or a welcome address	Open discussion culture, free, creative discussion, little pressure from the front to quickly get to goal, facilitator is "neutral"	Lack of orientation and steering, danger for time management, chaos, presenters/speakers are unsure how long to talk
Approaching individual learners with clear body language	Conflict, polarisation of opinion, dominant/waffling learners	Waffling learners shut up, focus of participant returns to facilitator/issue, time is won in conflicts to summarise and create a factual basis for the discussion	"Attack!" Individual learners feel abused, the rest of the group feels ignored