Facilitation transforms the traditional roles and responsibilities of student and educator such that educators become facilitators of learning experiences where students are learners who take ownership of and responsibility for their learning.

Facilitation in Process Education

With the focus on active learning starting in the early 1990s, *Education as a Process* (Apple & Hurley-Lawrence, 1994) argued that education could be facilitated as a process with faculty taking the role of "facilitators rather than providers of information." As the interest in and popularity of active learning grew, it became increasingly necessary to redefine *teaching* as the facilitation of learning and *mentoring* as the facilitation of growth. These processes were modeled in the Concept Map of Process Education (Duncan-Hewitt, 1995). As the *Primer for Process Education* (Apple & Duncan-Hewitt, 1995) explains,

> *The main goal is to empower students to become lifelong learners, both capable and eager to learn new concepts on their own. Educators become facilitators of the learning process assessing students' performance in real time to help their growth in the use of these processes.*

The prominence of facilitation within Process Education was made clear in the 1995 *Teaching Institute Handbook* (Apple & Krumsieg), in which the Knowledge Table for

Process Education lists facilitation as one of the key PE processes along with assessment, constructive intervention, learning, personal development, faculty development, teamwork, management, and curriculum design.

As a direct result of workshops conducted at Stony Brook University, two major PE books were published: *An Instructor's Guide to Process Workshops* (Hanson, 1996) and *Improving the Teaching/Learning Process in General Chemistry* (Hanson & Wolfskill, 1998). Both focused on the facilitation of active learning and targeted the development of key processes.

In the 1998 *Teaching Institute Handbook* (Apple & Krumsieg), the facilitation section was expanded to include what had been learned through workshops, including an overview of facilitation, a facilitation methodology (Figure 1), facilitation tools, and the criteria for a quality facilitator.

The 2000 *Teaching Institute Handbook* (Apple & Krumsieg), provided even more information and additional tools for faculty-as-facilitators: a process map for facilitation, an outline of facilitator responsibilities, tips for facili-

Figure 1 Facilitation Methodology

1. Define the outcomes of an activity.

2. Design, review, and prepare for an activity.

3. Decide which teaching/learning processes and tools are appropriate for each activity including the roles for the learners.

4. Pre-assess before an activity. Assess the level of students' preparation.

5. Set up the activity. Make sure students have the why, learning objectives, performance criteria, resources, and general tasks for an activity. Performance criteria should be set in terms of both process and content.

6. Release the teams to pursue the activity.

7. Assess team and individual performances.

8. Provide constructive interventions based on process not content.

9. Bring all the teams back together at the conclusion of the activity.

10. Provide closure with inter-group sharing of performance. Share quality performances that others can benefit from and areas where performance needs improvement.

11. Use various forms of assessment to provide feedback to students. Make regular use of oral reflector's reports.

12. Follow up after class.

tation, insights on facilitation, and the factors influencing the quality of facilitation. That same year, Pacific Crest held its first Facilitator's Institute, supported with the *Facilitator's Institute Handbook* (Apple & Krumsieg, 2001). This standalone handbook offered a collection of all the facilitation expertise from the Teaching Institute handbooks but also included information on creating a facilitation plan, how to peer coach an individual's facilitation session, and a profile of a quality facilitator.

The scholarship and learning to this point was gathered and expanded upon during the *Faculty Guidebook* project, leading to the publication of numerous modules (all 2007):

- *Overview of Facilitation* (Smith)
- *Profile of a Quality Facilitator* (Smith)
- *Facilitation Methodology* (Smith & Apple)
- *Identifying Learner Needs* (Minderhout)
- *Constructive Intervention* (Leise & Smith)
- *Constructive Intervention Techniques* (Smith & Leise)
- *Facilitation Tools* (Minderhout & Smith)
- *Creating a Facilitation Plan* (Minderhout)
- *Annotated Bibliography — Facilitation* (Smith)

Shifting and Transforming Practice: Educator to Facilitator

In *Taking the Helm* (1996) Klopp elaborates on the differences in practice and dynamics between a faculty member as instructor and a faculty member as facilitator. She also speaks directly to the not inconsiderable risk faculty may face when shifting practice from educator (as "sage on the stage") to facilitator (as "guide on the side"):

> *It is a risk to change the way we teach because that implies that how we have taught in the past needed to be changed for some reason. That, in turn, challenges the worth of many years, even decades, of teaching practices. It also challenges our need for control. Going from a teacher-centered classroom to a student-centered classroom means sharing the "power," sometimes even giving over the power almost completely (as in collaborative learning), and we may be very uncomfortable about losing that control.*

While the change in practice is something Process Education has encouraged from the first call to shift ownership of the learning process to the student (Apple, 1991), the extent to which the change could be viewed as a risk was not fully appreciated until the work on The

Table 1 Aspects of the Transformation of Education Related to Facilitation

Aspect	Traditional Practice *Characteristics*	Transformed Practice *Characteristics*
Control	**Faculty-Centered** *Has the mindset of an expert. Is concerned with instructional efficiency. Asks, "Have I covered the syllabus?" Values dictation over facilitation.*	**Learner-Centered** *Believes learner engagement is critical for learning success. Concerned with instructional effectiveness. Views self as a facilitator of learning who creates independent learners. Asks, "Have I helped my students achieve the learning objectives?" Designs course/teaching to respond to student needs. Values facilitation over dictation.*
Delivery	**Presentation** *Prefers a lecture format and dissemination of information. Believes that students/learners are empty vessels or blank slates, and that they should passively and meekly absorb knowledge. "Sage on the stage"*	**Active Learning** *Believes that curiosity motivates learning and that discovery is education. Sees the educator as a facilitator or "guide on the side." Believes that students should actively learn by doing.*
Ownership	**Directed** *Believes that learners require prompting and monitoring in order to initiate and persist. Assumes extrinsic motivation is best/necessary. Micro-manages (not allowing others to demonstrate ownership). Assumes that students are passive (refuse to demonstrate ownership).*	**Self-Directed** *Knows that students can demonstrate initiative and persistence without prompting. Believes students can learn to self-monitor and self-regulate. Works to help students become self-growers who are intrinsically motivated to learn.*

Transformation of Education (Hintze, Beyerlein, Apple, & Holmes, 2011). Through its lens, we see that shifting practice from educator to facilitator goes deeper than merely changing practice or doing things differently, as Klopp so eloquently noted; it may well be at the heart of the way of being for an educator, involving **transforming** no fewer than three aspects of the educational context and dynamic: control, delivery, and ownership (see Table 1).

Advancing and Supporting Facilitation

There are several ways to support faculty who are willing to step into the role of facilitator. The Transformation of Education offers tips for transforming practice (from educator to facilitator) and Klopp notes that faculty can encourage and support one another in shifting practice (1996). An additional strategy is the use of facilitation plans and facilitator guides. These support the shift not only to facilitation, but to the development of facilitators who are already comfortable in their role. While it is assumed that many facilitators will want to draw up their own facilitation plans (Minderhout, 2007a), Pacific Crest has found that there is much benefit in providing additional support to facilitators in the form of facilitator guides. The first facilitator guide was created with the help of Baker College to support their newly designed math course, taught mostly by adjunct instructors (Baker College, 2003). Since then many additional facilitator guides have been created, perhaps most notably the *Instructor's Guide to Process-Oriented Guided-Inquiry Learning* (Hanson, 2006) and the *Learning to Learn Camp Facilitator's Guide: Training the Trainer* (Pacific Crest, 2013); see Figure 2.

Pacific Crest has created facilitator guides for a variety of curricula with the help of invaluable facilitator feedback. One example of high-quality curricula-based facilitator support that is well worth examining is *Learning to Learn: Becoming a Self-Grower Facilitation Guide* (Pacific Crest, 2014) (Figure 3).

We have found that the Facilitator's Institute provides an exceptionally useful environment when it comes to advancing the practice of facilitation so that it leads to transformational learning in the classroom. A wide variety of topics and challenges are addressed at a Facilitator's Institute (see Figure 4), giving faculty an opportunity to practice and improve their facilitation skills (Apple & Krumsieg, 2001).

Faculty who are comfortable meeting these challenges are empowered as facilitators and are able to successfully transfer ownership of the learning process to students, working to help them become intrinsically motivated to learn and grow.

Figure 2 Sample Facilitator Guides (*Learning to Learn Camp Facilitator's Guide: Training the Trainer* and I*nstructor's Guide to Process Oriented Guided Inquiry Learning*)
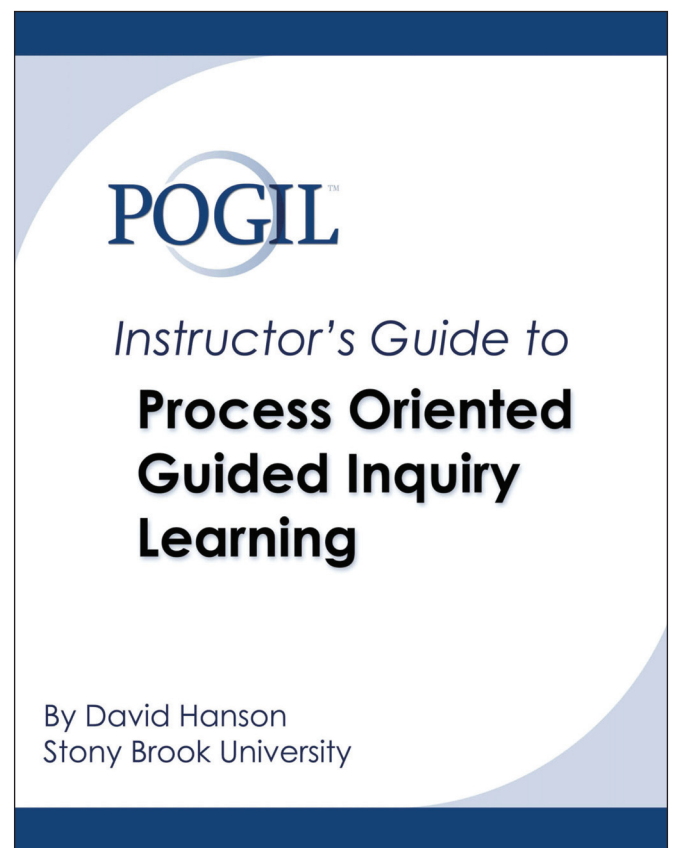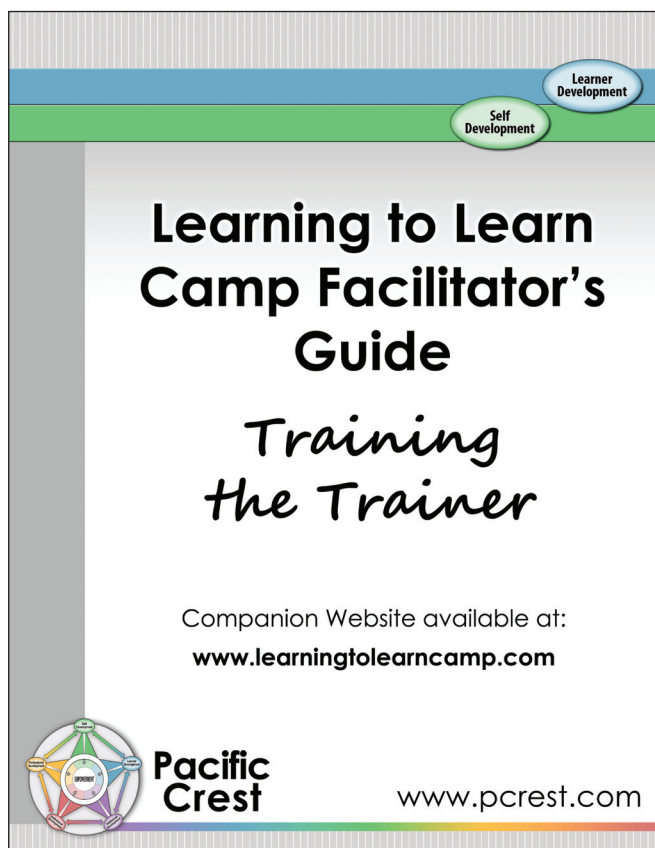
Figure 3 Contents of *Learning to Learn: Becoming a Self-Grower Facilitation Guide*

Section 1: Instructor Orientation and Introduction

Overview	About the Facilitation Plans	Pitfalls on the Road to Success
Long-Term Behaviors	Resources	Professional Development
Learning Outcomes	Creating a Learning Environment	Ten Best Practices 6 Teaching Techniques
Experience Design	Profile of a Quality Learner	

Section 2: Facilitation Plans

This section contains full facilitation plans for all 15 experiences in the book plus the two supplemental online experiences. Each facilitation plan contains the following components:

Experience Outcomes   What students who complete the experience will be able to do or demonstrate knowing

---

On My Own (*This is the work that students do before class: reading, an exploration activity, and questions to answer. The in-class activity builds upon this learning.*)

Instructor Preparation   Readings to read, tools to practice with, questions to think about, quizzes to attempt

    Notes on Preparation (for facilitator notes)

In My Class (*This in-class learning is active and collaborative. It builds on what students learned on their own and prepares them for the post-class part of the experience.*)

Assess Readiness (and time allotted)	Suggested tasks and strategies
Activity Tools & Supplies	List of tools, forms, reports and where they're found in the text
Team Roles	Recommended team roles that should be used for the in-class activity
Class Experience & Group Work (and time allotted)	Recommended tasks and strategies for facilitating the activity
Assessment points	Aspects of student performance that can be assessed as they complete the activity, including questions to ask of them.
Notes on Class Experience & Group Work (for facilitator notes)	
Closure (and time allotted)	*Notes on Closure* (for facilitator notes)

My Learning & Growth (*In this portion of the experience, students practice and apply what they've learned before and in class.*)

Reconciliation & Data	What evidence demonstrates that outcomes were met? Use data from group work to document.
	Instructor Assessment of Class Period

Answer Keys

- **Exploration Questions** (Sample high-quality student answers are provided, along with the criteria that answers should meet, such as "Student answers need to include similarities and differences between reading for enjoyment and reading for school.")
- **Critical Thinking Questions** (Sample high-quality student answers are provided, along with the criteria that answers should meet.)
- Reading Quiz answers
- Blank Reading Quiz

Figure 4 Topics Addressed During a Facilitator's Institute

- Valuing characteristics of a quality facilitator
- Establishing clear outcomes for an event
- Pre-assessing participant expertise and needs
- Identifying and solving key problems/issues
- Designing work groups
- Facilitating discussions
- Learning how to ask questions
- Using a Facilitation Methodology
- Handling facilitators' worst nightmares
- Facilitating a group from a failure

- Challenging performance
- Achieving closure
- Using real-time reflection within a process
- Facilitating change in a culture
- Facilitating a hostile group
- Addressing the needs of a group of skeptics
- Rephrasing effectively
- Taking feedback non-defensively
- Managing/leading mentors and co-facilitators

References

Apple, D. K. (1991). *Notes for the 1991 teaching institute*. Corvallis, OR: Pacific Crest.

Apple, D. K. (1995). *Teaching institute handbook*. Corvallis, OR: Pacific Crest.

Apple, D. K., & Duncan-Hewitt, W. (1995). *Primer for Process Education.* Corvallis, OR: Pacific Crest.

Apple, D. K., & Hurley-Lawrence, B. H. (1994, July). *Education as a process*. Paper presented at the Improving University Teaching 19th International Conference. College Park, MD.

Apple, D. K., & Krumsieg, K. (1998). *Process Education teaching institute handbook*. Corvallis, OR: Pacific Crest.

Apple, D. K., & Krumsieg, K. (2000). *Teaching institute handbook*. Corvallis, OR: Pacific Crest.

Apple, D. K., & Krumsieg, K. (2001). *Facilitator institute handbook*. Corvallis, OR: Pacific Crest.

Baker College (2003). *Math basic facilitator guide*. Lisle, IL: Pacific Crest.

Duncan-Hewitt, W. (1995). *Concept map of Process Education*. Corvallis, OR: Pacific Crest.

Hanson, D. M. (1996). *An instructor's guide to process workshops*. Stony Brook, NY: Stony Brook University Department of Chemistry.

Hanson, D. M. (2006). *Instructor's guide to process-oriented guided inquiry learning*. Lisle, IL: Pacific Crest.

Hanson, D. M., & Wolfskill, T. (1998). Improving the teaching/learning process in general chemistry, *Journal of Chemical Education,* 75, 143.

Hintze, D., Beyerlein, S. W, Apple, D. K., & Holmes, C. (2011). The transformation of education: 14 aspects. *International Journal of Process Education*, *3*(1).

Klopp, B. (1996). *Taking the helm: Targeting student learning*. Paper presented at the Speech Communication Association National Conference 1996.

Leise, C., & Smith, P. (2007). Constructive intervention. In S. W. Beyerlein, C. Holmes, & D. K. Apple (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance* (4th ed.). Lisle, IL: Pacific Crest.

Minderhout, V. (2007a). Creating a facilitation plan. In S. W. Beyerlein, C. Holmes, & D. K. Apple (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance* (4th ed.). Lisle, IL: Pacific Crest.

Minderhout, V. (2007b). Identifying learner needs. In S. W. Beyerlein, C. Holmes, & D. K. Apple (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance* (4th ed.). Lisle, IL: Pacific Crest.

Minderhout, V., & Smith, P. (2007). Facilitation tools. In S. W. Beyerlein, C. Holmes, & D. K. Apple (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance* (4th ed.). Lisle, IL: Pacific Crest.

Pacific Crest. (2013). *Learning to learn camp facilitator's guide: Training the trainer.* Hampton, NH: Pacific Crest.

Pacific Crest. (2014). *Learning to learn: Becoming a self-grower facilitation guide.* Hampton, NH: Pacific Crest.

Smith, P. (2007). Annotated gibliography: Facilitation. In S. W. Beyerlein, C. Holmes, & D. K. Apple (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance* (4th ed.). Lisle, IL: Pacific Crest.

Smith, P. (2007a). Overview of facilitation. In S. W. Beyerlein, C. Holmes, & D. K. Apple (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance* (4th ed.). Lisle, IL: Pacific Crest.

Smith, P. (2007b). Profile of a quality facilitator. In S. W. Beyerlein, C. Holmes, & D. K. Apple (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance* (4th ed.). Lisle, IL: Pacific Crest.

Smith, P., & Apple, D. K. (2007). Facilitation Methodology. In S. W. Beyerlein, C. Holmes, & D. K. Apple (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance* (4th ed.). Lisle, IL: Pacific Crest.

Smith, P., & Leise, C. (2007). Constructive intervention techniques. In S. W. Beyerlein, C. Holmes, & D. K. Apple (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance* (4th ed.). Lisle, IL: Pacific Crest.