**Lesson Plan for Preparing Students to Facilitate a Webinar**

 **Learning Outcome:**

* Facilitate an interactive webinar with peers using questioning techniques and engaging communication style.

**Assessment Activity:**

Students facilitate a 10-minute synchronous session in groups of 3 to 4 peers based on their chosen topic (this is the same topic they facilitated in the Week Three discussion board) using a Facilitation Guide, Power Point slides, and tools available in the Ultra synchronous platform (chat, microphone, poll, white board).

**Instruction:**

I facilitated a synchronous session in Week Three called *Facilitating Engaging Synchronous Sessions Workshop* where I oriented students to the tools available in Ultra to engage participants. Students got some hands-on practice in breakout groups using the tools. We discussed best practices and examples of facilitation. We had an interactive white board activity where students discuss the difference between presentation and facilitation. Then, together as a class, we came up with the rubric criteria for their peer evaluation which modeled the facilitation of a group decision-making process and created more ownership of the assessment criteria since it was the students who came up with the criteria. I asked for student volunteers to help me facilitate this process, so students could get some formative practice facilitating synchronously. One student volunteered and co-facilitated the activity with me. She asked for suggestions from her peers while I scribed their answers on the white board. The criteria we came up with together was:

* Makes everyone feel welcome and heard
* Demonstrates respect for individual/audience needs
* Establishes clear goals and expectations
* Engages audience to facilitate group interaction
* Keeps session focused
* Summarizes main concepts and concludes the session

**Course Materials:**

Lastly, I showed students one of the most important resources I use to facilitate: my Facilitation Guide (see Appendix A). This guide includes my script, Power Point slides, and Ultra tools used throughout the session. One student commented, “It’s like finding out Santa Clause isn’t real.” [See link to session recording](https://us-lti.bbcollab.com/recording/789a6c8631954d81b6605e8c088b04f6).

I gave students access to my Facilitation Guide and Power Point slides that I used after the session was over and told them they could use them as a template for when they created their own Power Point slides and Facilitation Guides for their sessions. I also created video lessons that I sent out to students early in the week on [Planning a Synchronous Session](https://cdnapisec.kaltura.com/p/1700302/sp/170030200/embedIframeJs/uiconf_id/31092972/partner_id/1700302?iframeembed=true&playerId=kaltura_player&entry_id=1_5lftcc3s&flashvars%5bstreamerType%5d=auto&amp;flashvars), [My Recommended Format to Follow](https://cdnapisec.kaltura.com/p/1700302/sp/170030200/embedIframeJs/uiconf_id/31092972/partner_id/1700302?iframeembed=true&playerId=kaltura_player&entry_id=0_llpketla&flashvars%5bstreamerType%5d=auto&amp;flashvars), and [Avoiding ‘Death by Power Point’](https://cdnapisec.kaltura.com/p/1700302/sp/170030200/embedIframeJs/uiconf_id/31092972/partner_id/1700302?iframeembed=true&playerId=kaltura_player&entry_id=0_h1xp6tto&flashvars%5bstreamerType%5d=auto&amp;flashvars) with an accompanying [Video Quiz](https://cdnapisec.kaltura.com/p/1700302/sp/170030200/embedIframeJs/uiconf_id/35293062/partner_id/1700302?iframeembed=true&playerId=kaltura_player&entry_id=0_fs4amlx3&flashvars%5bstreamerType%5d=auto&amp;flashvars).

 **Peer Evaluation:**

Students evaluated their peers they observed using the criteria we came up with as a class. They used a rating system of 1 to 3, with 3 being the highest and had to provide constructive feedback using the sandwich method and explain their point allocation. I included a video in the instructions on [Growth Mindset](https://www.youtube.com/watch?v=75GFzikmRY0) to prepare students to give and receive constructive feedback for improvement. This authentic assessment promoted peer-to-peer teaching, learning, and engagement and gave students real world skills in giving and receiving feedback as well as higher-order evaluation skills.