



Facilitator Handbook

OLLI*West*

2018

This handbook is available online
under the Facilitator Information
tab on the OLLI West website:
<https://portfolio.du.edu/ollwest>

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About the Bernard Osher Foundation

Thanks to the generosity of The Bernard Osher Foundation, OLLI at the University of Denver joins a network of 119 Osher Lifelong Learning Institutes across the United States that are meeting the needs of older learners who want to learn simply for the joy of learning and personal fulfillment.

OLLI at the University of Denver

The Osher Lifelong Learning Institute (OLLI) at the University of Denver (DU) is an adult learning membership program designed for men and women age 50 and "better" who wish to pursue lifelong learning in a relaxed, non-competitive atmosphere. For more than 20 years OLLI has been providing stimulating classes in the Metro Denver area.

OLLI Policy Statement

In the spirit of fostering understanding, each OLLI member is encouraged to share opinions and ideas. OLLI class participants do not attempt to "convert" others because there is a mutual respect for each member's experiences, ideas, value systems and beliefs. The true focus of an OLLI class is the critical examination of issues and opinions. Each participant's point of view carries equal weight. Consensus is not a goal. We encourage participants with all points of view to attend and become engaged through discussion and civil debate.

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THANK YOU FOR MAKING A DIFFERENCE!

INTRODUCTION

OLLI is a learning organization that revolves around a schedule of classes 9 months of the year. When our members attend classes, they want them to be intellectually engaging and run smoothly, and they want to foster new acquaintances. There is a lot that happens behind the scenes all 12 months of the year to make this happen-- developing new classes and recruiting peer leaders; making the puzzle pieces of the class schedule fit together; ensuring our classrooms are safe, comfortable and accommodating; communicating with and training peer leaders to deliver a great learning experience; and expanding learning opportunities in the surrounding area. Thank you for joining us to help keep OLLI's learning program vibrant! OLLI facilitators play a huge role in the success of our program. We want to support you. Please do not hesitate to ask for assistance. The list of contacts is included in the back of the handbook.

This handbook is provided as a resource to make your job easier. Our goal is to help you prepare for a successful class and to provide guidance that will help both you and your class members enjoy learning together.

FACILITATOR BENEFITS

Facilitator benefits include:

- tuition waiver for one term (either the term you are teaching or the following term),
- an end of year dinner celebrating facilitators,
- access to the OLLI Library,
- enjoying continued learning,
- fulfilling a desire to teach and share knowledge,
- learning along with the class members,
- getting exposure to new ideas or knowledge and
- making new friends with other facilitators and class members.

WHAT DOES OLLI EXPECT OF ME?

OLLI facilitators are expected to do their best to have a successful class. This includes the following guidelines:

- Be open to contrary thoughts and opinions; agree to disagree.
- Encourage debate and the challenge of new ideas.
- Listen to and respect the opinions of the learners – all ideas are important.
- Honor your commitment to complete the class.
- Share your knowledge.
- Facilitate learning – we are all learning together.
- Encourage learners to be resources to you and to each other.
- Learn how to operate any technical equipment you use for your class. .

WHAT SUPPORT WILL I RECEIVE IN PROVIDING THE COURSE?

OLLI support, described in this handbook, is provided by:

- the OLLI staff (Manager and Assistant),
- other facilitators,
- your classroom assistant,
- the Curriculum Committee Sub-Chairpersons and
- our technical equipment expert.

GETTING STARTED

OLLI West Locations

Jefferson Unitarian Church (JUC)
14350 West 32nd Avenue
Golden, CO 80401

Shepherd of the Hills Presbyterian Church (SoH)
11500 West 20th Avenue
Lakewood, CO 80215

Academic Terms

There are three academic terms: Fall Term (Sep – Nov), Winter Term (Jan – Mar) and Spring Term (Mar – May). Scheduling of future classes occurs months before the term starts.

TERM	CUT-OFF FOR SUBMITTING PROPOSAL
Fall (begins Sep)	April
Winter (begins Jan)	September
Spring (begins Mar)	December

Frequency of Classes

Classes meet once a week for two hours each session. Depending on the subject matter and at the discretion of the facilitator, the classes may be three to eight sessions during the term. You may also consider doing a special presentation on a particular subject that would occur on one day during the term for two hours.

Class Size

Class sizes generally range from 15 to 100+ members. A minimum enrollment of seven is required. If the minimum enrollment is not met, the class will be subject to cancellation. Usually within a week or two prior to the start of the term we can determine if the class will meet that minimum enrollment. At that time, you will be contact by the Manager to discuss potential cancellation.

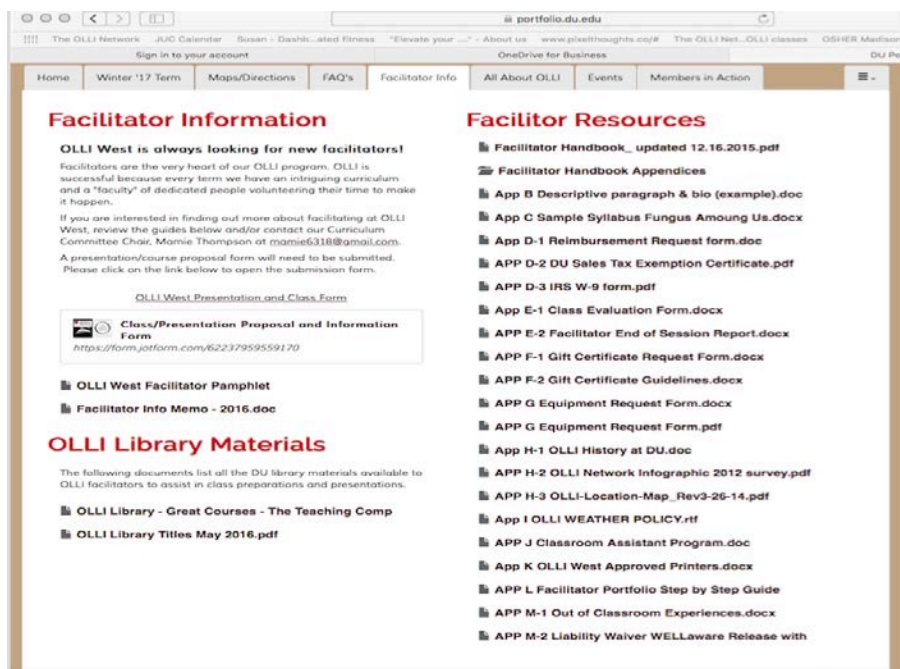
Class/Presentation Proposal and Information Form

You may submit the OLLI West Class/Presentation Proposal and Information Form either when you have an idea for a class that you'd like to submit and discuss with the Curriculum Committee (CC) or after you have spoken to someone on the CC about facilitating a class.

If you have not spoken to anyone on the CC yet and submit the form, you will then be contacted by a member of the CC. If you have spoken to a member of the CC and you are considering or confirmed to facilitate a class, completion of the form is the next thing you will need to do.

In all cases, this form is used to collect a variety of information necessary for the CC and the staff who develops the catalogs for each term. It is quick and easy to provide your contact information, the class you would like to facilitate (title and description), your bio, the term you'd like to teach, materials needed (such as a book), whether there is a co-facilitator, preferences for days/times and size of class and audio visual needs.

The screen shot indicates the form is accessible on the OLLI West website, <http://portfolio.du.edu/olliwest>, under the "Facilitator" tab. We ask that you submit this form for every class you teach at West. If you have already submitted this form for the same class previously, you would note under the bio and course description "on file with OLLI West." The other information regarding days/times, co-facilitator information and audio visual is subject to change and for that reason we ask that this form be completed for each class you facilitate at West. The use of this form will save you, the Curriculum Committee and the staff time in the long run as all information will be located in one place and one format.



Please be aware that there is no common database of facilitator and class information from one site to the next. As a result, if you taught a class at Central or South we do not have access to the information you submitted to those sites. We need to contact staff at the other sites and have them search for the information and send it unless you fully complete the form. Sending your class description and bio separately by email results in that information not being included with all the other relevant information for the class. If you copy and paste your bio and class description information into this form, you will greatly streamline the process and ensure the information for your class is stored as a "complete package." These saves time in the long run for you, the Curriculum Committee and the staff. We appreciate your consideration of this request for assistance.

Once the form is completed, just use the "submit" button at the end of the form. It will be sent to the OLLI West Manager, Assistant and Curriculum Chair.

PROCESS WHEN A NEW CLASS IS PROPOSED

If you would like to develop a new class for a future term, the OLLI West Presentation and Class Form is also used. Once submitted, it will be forwarded to the appropriate CC sub-chair and you will be contacted. The committee reviews the proposal and may ask for additional information or an interview with you. The final decision regarding the class proposal will be made by the site's Curriculum Committee. These procedures are designed to ensure a balanced curriculum each term.

Reviewing potential classes and finding facilitators is a long process. *If you are considering a new class, alert the Curriculum Committee chair as soon as possible.*

Members often make suggestions for new classes. The Curriculum Committee has a list of these suggestions. If you might be interested in developing one of these classes, please contact the Curriculum Committee Chair or the appropriate sub-committee chair for a list of "potential classes needing facilitators."

See Appendix B for an example of a Descriptive Paragraph & Biography. We recommend the class description be approximately 100 – 200 words. Your Biography should be approximately 75 - 125 words.

CLASS PREPARATION

KNOW YOUR AUDIENCE

OLLI members pay a per-term membership fee for unlimited classes (based on availability of the classes) and are:

- age 50+,
- mostly retirees,
- men and women with curiosity who want to learn new things,
- wanting to take some 'fun' classes on areas of interest and
- enjoy the social atmosphere OLLI provides.

CREATE YOUR COURSE OBJECTIVES

Start with the end in mind. The first step in a successful class is to prepare the "flow" of your class. Consider a sequence of the ideas and key points you will be presenting so that there is a clear relationship between the various points. If you are using a textbook, this will be simpler – you will usually follow the chapters in the book and supplement with additional information such as handouts, or class reports. If you choose to prepare a *syllabus*, consider your goals for the class. Remember you have a specific number of weeks (no more than eight). What do you want to accomplish during those sessions? What do you want your learners to learn? What issues do you want to highlight for discussion? This analysis will help you formulate discussion questions that will lead the class through the material you have prepared. Determining your specific goals for the class will also help you to evaluate your success at the end of the class.

PLAN THE FLOW AND PRESENTATION

- Consider both your content AND the audience knowledge and experience.
- Give the *big picture* first, then more *specific* details.
- Start with the *most important* content and work toward the *lesser* content.
- Work from the *easier* points to the more *difficult* ones – build your case.
- Determine a chronological sequence that best suits the content of your course.
- Choose a workable format for your information. The best classes usually combine several learning components to keep things fun and interesting:
 - lecture or discussion or a combination,
 - multimedia – video, audio, Internet, PowerPoint,

- stories, case studies and real life experiences,
- handouts – preferably provided by email or use of *DU's Portfolio web page* (more below) and
- participant input.

Remain flexible and be willing to adjust your plan to allow for an unexpected interest in a particular issue. On the other hand, you also will want to have enough discussion questions prepared so that you can fill in if the class participants are not very vocal. You don't have to use them all, but it is reassuring to have some questions in reserve.

DEVELOP GOOD QUESTIONS TO PROMOTE DISCUSSION

Being an effective facilitator does not rely on how much you know, but rather on your ability to draw the most out of each class member and to keep the discussion focused, informative and flowing.

Designing questions that will lead to a lively discussion requires developing *open-ended questions*. Test the questions on yourself by considering "How would I answer this question?" "Would others contribute or would the answer tend to end the discussion?"

One helpful strategy is to do extra reading related to your subject. Questions developed from resources beyond what you have assigned the class often provide material and suggest broader questions for stimulating discussion.

It is important that your questions build upon what class members have read and do not appear to be a "test" to see if class members have read the material.

Here are some helpful guidelines for formulating effective discussion questions:

- A good question is one that *cannot* be answered with a "yes" or "no" response, or the name of a person, place or thing. We call these questions "closed-ended." The answer doesn't go anywhere – after the answer is given the 'door' to discussion is closed.
- A good question should open the door to discussion. Keep these simple tips in mind: Avoid starting your questions with a verb. Do start it with one of these thought-provoking words: *when, where, what, who or how*. This will help to keep it open-ended.
- Questions should not reflect a *hidden* facilitator bias. Sometimes that can be difficult, especially where politics are involved.
- Try to avoid "multiple questions" within the primary question. It can be confusing...not to mention, hard to remember. For example: *"If Edward VIII supported the Nazi party, as many historians think, do you think Wallis Simpson was also a Nazi supporter, or was she just an ambitious, social-climbing, gold digger who had no clue about anything political, or could it be possible that she was actually a spy for the Nazi party whose mission was to seduce Edward and pass along England's secrets and war plans."*
- In addition to constructing "good" questions, you also must be prepared when your question is met with bewildered stares. Fifteen seconds of silence can seem like an eternity. So, be prepared to rephrase the question.
- However, if your question is clearly stated, be comfortable with silence. If you have asked a thought-provoking question, give the group time to think about a response. This can be especially important when you have one or two class members who tend to jump right in. Some class members like to have a little time to process a question before responding.

- Another excellent strategy is to preface your question with a statement of fact, the results of a survey or poll or a related news story.

HANDOUTS

Participant handouts can serve the purpose of 'advanced organizers' for students or can allow you to deliver important content either before or during the class. Handouts that are clearly titled and page-numbered will help learners follow the content.

Electronic Handouts

To conserve paper and lessen the cost for a class, we encourage the electronic distribution of handouts. That could occur either by sending the handouts to the class members prior to the class or by using Portfolio.

- Email Addresses: The site manager will prepare a contact list with email addresses (if available) and phone numbers of your class members. This will allow you to create an email distribution list. The list will be made available to you about a week prior to the start of the term.
 - Electronic distribution can also occur by utilizing "Portfolio" which is a webpage you establish for your class.
 - Portfolio is a software program managed by DU that OLLI facilitators can use to set up a class webpage. It is a useful tool that allows you to post classroom content or handouts for your class. Although the use of *Portfolio* is optional, once set up you can post information for your class in the form of links to Internet web pages, documents or other content for your class. You will need to instruct your class on how to access the page, so that participants can then reference the content you posted prior to each class to check out your postings.
 - Using this tool saves you the time and effort of having to make copies of handouts for your class members. Instead participants who have access to a computer can download the information themselves before class. If you do choose to use *Portfolio*, you may need to accommodate learners who don't have access to a computer, although there are just a few members without a computer.

A Step-by- Step Guide to Creating and Maintaining a DU Portfolio Web Page can be found in Appendix L. You may also request training on Portfolio if you would like to use it for your class.

Paper Handouts

If paper handouts are required for your class, there may be an additional materials fee required for the class. The fees are determined as follows:

Pages (2 sided)	Material Fee Charge
0 – 25	No fee
25 – 50	\$ 5.00
50 – 175	\$10.00
175 – 250	\$15.00

Copying should rarely exceed 50 pages and never exceed 250 pages. If you must provide paper copies, they ***must*** be black and white. Color printing is expensive and the material fee charges noted above will not be sufficient to cover those costs.

OLLI West has three locations where you can have copies made and these locations will invoice DU so there is no out-of-pocket expense to you. If you use one of these copiers, make sure they have your name for the copy job so

that when they invoice your name is associated with the charge. These locations send the invoice to the Manager's email who in turn submits the bill to DU. These are the approved DU vendors for use by OLLI West:

The UPS Store	3440 Youngfield Street, Wheat Ridge
Cedar Park Printing	9964 West 20 th Ave., Lakewood

If you choose not to use one of these locations, you will need to pay for the copying and claim reimbursement. Sales tax is not reimbursable. There is a tax-exempt form on the website under the facilitator tab, that you can take with you to the copy store you choose. **See Appendix D-2 for the DU Sales Tax Exemption Certificate.**

STEPS TO FILE A CLAIM FOR REIMBURSEMENT

To be reimbursed for the copies made at a printer who is *not* on our list, use the new instructions listed below. You will then submit the *original store receipt (not just the credit card receipt)*, stapled to the *Reimbursement Request form* to your site manager who will then submit the reimbursement request to DU. For purposes of reimbursement you are considered a "vendor."

- Go to du.edu/sharedservices
- In the horizontal ribbon: Click on Vendor Services
- In the vertical menu: Click on New Vendor Registration
- Under New Vendor Registration: Click on New Vendor Registration Form
- Fill out form with your information.
- For DU Contact use the Manager's name: Susan Schmetzer
- DU Contact Email: Susan.Schmetzer@du.edu.
- DU Contact Department: University College

SYLLABUS

The *optional* syllabus is a brief outline of what you intend to cover each week. Although a syllabus is optional it is helpful for the students to glean more information about the class prior to registering for the course as it is posted on the website at the time the catalog for the new term is posted. For any class using a book or text, note the reading assignment for each week. Typically reading assignments are most successful if limited to no more than forty pages per week. If the class includes additional resources, such as use of videos and speakers, those should be noted for the appropriate week in the syllabus. If you have material to be read in preparation for the first class, that material should be emailed to participants prior to the first class or may be posted on a class *Portfolio website* you create.

See **Appendix C** for a sample syllabus.

EQUIPMENT/AUDIO VISUAL (AV) NEEDS

Use of AV materials will enhance OLLI presentations. Visual aids may include maps, PowerPoint presentations, posters, displays, illustrations and models. AV aids help (1) maintain focus on the subject, (2) emphasize important points and (3) show supporting information related to the main topic, such as timelines, print media, artwork, videos, sounds, photos, and cultural details. At each site there are tripods, white boards and flip charts. OLLI West at JUC does have laptops, projectors, screens and a CD player for use. You are welcome to use your own laptop at JUC and at SoH you must have your own laptop.

PowerPoint Presentations

- For the most part, PowerPoint slides should look simple. Remember that AV materials are used to support what is spoken, not to replace your words. Here are a few things to remember when creating AV materials.
- Keep the slides simple, uncrowded, and easy to read.
- Use an easy-to-read font. Avoid small, light and/or crowded fonts as they are difficult to read.

- Use a font that is large enough for the people at the back of the room to read easily. The minimum size suggested is 36 pt. A 48 pt font is best in the larger venues.
- The slide should have no more than 5 phrases. The audience should be listening to you, not reading the screen. Also, depending on the size of the font, make sure the information on the slide isn't crowded.
- Always avoid using paragraphs on AV materials – they frustrate audience members and distract from your presentation.
- Photos, illustrations, paintings, etc. must be large, clear, and easily recognized. Avoid placing more than two of these images on one screen/slide. Showing unreadable material wastes time and frustrates audience members.
- Leave slides up long enough for the audience to read or write a short note about them if they wish. Avoid reading AV materials to the audience.
- If using a computer, make sure you are facing your audience and use a pointer or the cursor to mark important places you are covering on the slide. Be sure to avoid blocking your audience's view of the AV material. To a degree, this is unavoidable, so move around so that the same people do not have an obstructed view throughout.
- There is internet connectivity, but often it is more practical to download the videos to your portable device.

CLASS MANAGEMENT TIPS

CLASS ASSISTANT

Facilitators will have a Class Assistant. They will help with:

- Classroom administrative duties to include taking weekly attendance, setting out name tents, contacting members who do not come to the first class or miss a couple classes without any pre-notification
- Making announcements of upcoming events
- Providing the rules related to the facility
- Welcoming new members
- Helping with lights, blinds, windows

Make sure time is allowed every class session for the Class Assistant to provide announcements.

GENERAL GUIDELINES

- **Arrange Seating** so that everyone can see and hear you and each other. If the tables are arranged in a long rectangle, this may require moving the tables slightly into an “arch” on the long sides. Having class members get to know one another is an important part of the OLLI experience.
- **Time Management:** Start the class on time and don't stop to “fill in” latecomers. This is disrespectful to those who arrived on time. End the class on time also. Most classrooms have a clock on the wall, but if your room doesn't, put your watch in front of you on the table to easily note the time.
- **Breaks:** Plan to have your class take their breaks at the established OLLI break time (approximately 10:30 – 10:45 am and 2:00 – 2:15 pm). Part of the enjoyment of taking classes is the opportunity to socialize with other OLLI members who may be in the building taking other classes. Tell participants what time to return to class and resume class promptly when that time is reached.
- **Instruct people** to turn off their cell phones, or put them on ‘silent mode’ while class is in session.
- **Set Ground Rules for Discussion and Behavior in Class:** Setting ground rules for participant behavior helps to set a ‘safe climate’ for participation and discussion. This is particularly helpful if the subject of your class is political or potentially controversial. While this is optional, you might find it helpful to discuss some simple, respectful,

guidelines of expected behavior for class members.

- **Discourage Private Conversations.** This is rude to the speaker and distracting to others. Remind the class of the “ground rules.”
- **Use technical tools effectively.** If you are using PowerPoint or some other form of visual presentation, supplement it with meaningful input from you. Don't read the slides and don't speak to the board or slide – speak to your audience. Make sure you know how to use the technical equipment before your class begins.
- **Use the white board or flip chart effectively.** Talk to your audience, not the board. Use dark colors for text and save red for emphasis. Red and orange are difficult to read from a distance. Write large enough that it can be seen from the back of the room. Separate ideas by using bullets or different colors.
- **Make sure the participants can hear questions/conversation.** If you notice someone has a difficult time hearing, ask them at break or after class if they would sit near the front of class. If a microphone would be helpful in your class, make arrangements for that with the AV tech.
- **Class wrap up.** Wrap up your presentation about 10 minutes before the class is scheduled to end. Find a natural stopping place and sum up your points. If you are answering questions, indicate your awareness of the time by stating that “time is almost up – one more question.” If you need to close with something important left unsaid, make a note of it for the beginning of the next session.

FIRST DAY TIPS

FIRST DAY LOGISTICS

- **Preparation:**
 - ✓ Consider your room and make any needed adjustments with regard to acoustics, visibility and temperature. Furniture will be set up as you request.
 - ✓ Test the microphone or any other technical equipment you intend to use.
 - ✓ Have all your notes and any handouts organized on your table so you are not fumbling through papers during class. Be sure you know how to use the technical equipment or access the Internet, if you intend to use either of these.
 - ✓ The Site Manager will provide you with a list of class participants approximately a week prior to the first class. Keep it available.

SET THE TONE

- Be in your classroom well in advance and greet the members as they come in the room.
- Start your session on time and do not stop to fill in late comers. Participants will learn that they will miss information if they arrive late. Setting the stage the first day of class can become an important part of the context of each subsequent class discussion. For example: In his class, “Culture Matters,” The facilitator's first words were, “What is culture: how do you define it?” The answers from the class became part of the context for the following class sessions.
- If you are in a classroom with tables, your class assistant will make sure all participants have a blank table tent for

participants to write their first names on both sides so everyone can see it. Please stress the importance of wearing name tags and be sure to wear your own nametag at every class. Your assistant will also circulate a sign-in sheet, make any announcements, pass out handouts and provide other assistance as needed.

- Be sure to introduce yourself, describing your experience with OLLI, your professional background or why you are interested in the subject of the class.
- Ask your class members to briefly introduce themselves. The class roster you will receive from the Site Manager lists all new members in bold. If you have new members, welcome them to OLLI.
- Ask that everyone speak up when asking questions or commenting. Be sure to repeat any questions you receive before answering so all members of the class can hear the question.
- Review the syllabus with the class.
- If you have created a DU Portfolio page you will need to let your learners know how to access the information posted there and also make arrangements to accommodate those who do not have Internet access. **See Appendix L for creating a community login for your course.**
- Set your expectations of the class.
 - They need to arrive on time.
 - Basic rules of courtesy and decorum are to be observed.
 - If there are reading assignments, make it clear whether those assignments are required or merely recommended.
- Some facilitators like to start each class with a story or a joke or an inspirational quote. If that fits your style, some sources for these are Internet searches and Bartlett's quotations.

EFFECTIVE FACILITATION

QUALITIES OF AN EFFECTIVE LEARNING GROUP

- ✓ The atmosphere tends to be informal, comfortable and relaxed.
- ✓ During discussions, many participate.
- ✓ Members listen to each other, respecting different opinions.
- ✓ Questions are frequent, frank and constructive without personal attacks.
- ✓ The facilitator handles the technical equipment, or other learning tools, effectively.

ENCOURAGE PARTICIPATION

*The majority of classes in OLLI are structured around the process of encouraging group discussion about a book or topic. Use of videos and speakers can enhance this process. Many facilitators use the Socratic Method, which is based upon posing **open-ended questions** and presenting **problematic situations** related to the content. Here are some ways to encourage sharing and contributions from your learners:*

- ✓ **Create dialogue among class members.** If a question is directed to you, you can turn it back to the class: "What do you think about that?" "Does anyone wish to address Tom's question?"
- ✓ **Remain neutral.** Minimize expressing your own views and values. Focus instead on the values and beliefs upon which participants base their contributions, and make sure that the class considers a variety of viewpoints. If the subject is controversial, and you have a bias, be open regarding that bias and respectful of opposing viewpoints.

If your class description clearly described a class topic that was to be discussed from a particular biased viewpoint, then your learners will be forewarned and prepared for you to present that viewpoint. *You will still be expected to be open to and respectful of opposing viewpoints.*

- ✓ **Read aloud only short portions of material** that the participants were assigned to read for homework. Assume the participants have come to class prepared to build upon an assignment, not to repeat it. If the information is critical, find some way of imparting that information without just reading it.
- ✓ **Clear up ambiguities.** Don't let them hang in the air. The facilitator might say, "I am not clear about your point; can you be more specific?" You might try rephrasing or summarizing the point, and asking if that is what the class member intended. However, try not to change the wording too much or you might embarrass the person.
- ✓ **Define terms.** If you are using jargon, be sure to define your terms and acronyms.
- ✓ **Don't cut the question time too short.** People love to talk, and while it sometimes shortens your presentation, the discussion can be worthwhile.
- ✓ **Give people a chance to ask questions** before moving to a new topic. Don't be afraid of silence, and give participants time to think before responding.
- ✓ **Allow divergent opinions, or even controversy.** Ask: "Would someone speak to the other side of this issue?" "Do you all agree?" "How do the rest of you feel about what Mary said?" "Are there other aspects of this issue we should consider or discuss?"
- ✓ **Summarize.** At the beginning of each class, some facilitators have found it useful to briefly summarize the previous week's discussion. At the close of class, provide time for a brief wrap-up of the day's discussion and major points. This is also a good time to review any changes in assignment or schedule and to make OLLI announcements.
- ✓ **Don't call on somebody repeatedly if you can avoid it.** Make sure everyone gets a chance to ask or answer a question.
- ✓ **Wait for a natural break when someone talks too long,** saying "thanks" and move on to another person. If participant comments are not a question, but person is expressing an opinion, you can also say "thanks" and move on. Curtail distracting side conversations.
- ✓ **Be enthusiastic** and have fun with the class. It will help everyone to relax and participate

SUGGESTED DO'S AND DON'TS

DO	DON'T
Plan for and schedule time for questions.	Fake an answer.
Anticipate and prepare for likely questions.	Ramble on and on.
Listen carefully to the question to be sure you understand it.	Rush to answer before the question is finished.
Repeat (or rephrase) the question if necessary.	Get sidetracked into an extended discussion of another topic unless you ask the group if they would like to do so.
Keep your answer simple and to the point of the question.	Engage in verbal battle.
DO	DON'T

Call on the group to answer questions and stimulate discussion.	Let the questioner(s) take control of the room.
Admit when you don't know the answer. You can offer to research the answer or invite someone else to do so and report back at the next class.	

HANDLING CHALLENGING CLASS MEMBERS

While most classes will go fairly smoothly, difficulties can arise. Here are some suggestions for handling some common participant challenges:

- **THE QUIET ONE** doesn't contribute to discussion or ask questions, but seems to be paying attention. Why? Bored, indifferent, feels superior, feels timid, insecure – or simply prefers to learn by listening, not talking. What to do? Don't let someone be a negative force, but remember that OLLI learners can choose not to participate. If that is the case, don't push. Listening is some people's preferred style of engagement. Some people may respond if the facilitator invites their participation, so you might try this option.
- **THE DOMINATOR** jumps in with comments before anyone else has a chance and continues to dominate the discussion. Why? This person might be an "eager beaver" or a show off. S/he may be exceptionally well informed and eager to show it or just naturally enthusiastic. What to do? Allow the dominator to maintain dignity without embarrassment; you might need that person's expertise later. Acknowledge contributions and then say "let's hear what some others have to say." Call on someone else to summarize what we've been saying up to now. If this doesn't help, it may be necessary to call the offending class member aside at break or *after class* to discuss how your efforts to involve other class members are being hampered by this continued domination of the discussion. *Do not challenge a participant in front of others.*
- **THE "INARTICULATOR"** comments' are unfocused, confused and may not even relate to the subject under discussion. Why? May lack the ability to put thoughts in proper order or may have an idea, but can't convey it. What to do? Attempt to rephrase the idea to make sense or ask a clarifying question. Be gentle!
- **THE RAMBLER** talks about everything *except* the subject. Why? May be looking for acceptance; may desire to be the center of attention. May not understand the topic under discussion. What to do? When the rambler stops for breath say "thank you" and refocus attention to the topic at hand. If someone introduces a new line of discussion and a few members begin discussing this tangent, you must firmly return the discussion to its original focus. The majority of the group is usually feeling bored or frustrated by the diversion. If the new "tangent topic" might fit in later in your class, you can "park" it for later discussion or you can agree *as a group* to take a few minutes to discuss the topic before refocusing the group.
- **THE ATTACKER** makes personal attacks on another person's comment or opinion. This person may seem quite rude, but may not be aware of how offensive s/he is. Why? This person might be used to speaking definitively, as if there is no other valid opinion. The attacker might not realize that he or she is being disrespectful and abusive of another person's opinion, or might be overly emotional about a controversial subject. What to do? *Calm things down quickly.* You can use the "time out" signal and acknowledge that the comments are becoming too heated. Remind everyone that people can disagree without being disrespectful of each other, and that the classroom should be a safe place to share our opinions. Refocus the discussion on a less controversial aspect of your material. You can declare that "we will agree to disagree on this point" and move forward to the next section. If necessary, talk to the offending parties after the class session.
- **THE PARTICIPANT WITH A PERSONAL AGENDA** may try to promote a personal agenda. Why? S/he may be

trying to convert the class to his or her own viewpoint to promote a political candidate or action. **What to do?** If this person tries to hijack the discussion in a way that is disrespectful or belittling of other people's comments, you may have to remind the class about the guidelines for respectful engagement. If the problem persists, you will need to speak firmly to the person after the class session.

FEEDBACK

There is an opportunity at the completion of the class for the class members to evaluate the class. There is also an opportunity for you to provide feedback to OLLI regarding your experience. These evaluations help us determine what we are doing well and where improvements can be made.

It is important to learn from your evaluations. The evaluations will be summarized for the Curriculum Committee. It is very helpful in planning our curriculum to have this feedback from members. The evaluation form also requests suggestions for other classes and often this gives us the information necessary to know whether to repeat a class during a later term or develop a related class.

A SAMPLING OF PAST PARTICIPANT COMMENTS

- Comments reflecting an effective facilitator:
 - Animated, enthusiastic, enjoyed the topic.
 - Showed respect for all members of the class and for their knowledge, skills or experience.
 - Good listener - resisted making judgments.
 - Respected participant's comments.
 - Informed and knowledgeable about subject.
 - Well prepared; organized, had done outside reading.
 - Lively discussion with a lot of participation.
 - Managed class participation so *all who wanted to* could participate.
 - Demonstrated humor and wit and encouraged it in others.
 - Kept discussion focused on topic.
 - Good balance between lecture and discussion.
 - Had a sense of humor.
- Comments showing areas of opportunity for improvement:
 - Facilitator not prepared, not organized. [L] [SEP]
 - Facilitator promoted own agenda or viewpoint and didn't listen to dissenting comments. [L] [SEP]
 - Talked too much and answers own questions. [L] [SEP]
 - Showed impatience with class members; too controlling. [L] [SEP]
 - Digressed frequently and got off the topic. [L] [SEP]
 - Didn't manage discussion well – let someone dominate discussion. [L] [SEP]
 - Content or presentation boring. [L] [SEP]
 - Couldn't manage the technical equipment. [L] [SEP]

FACILITATOR RESOURCES

TECHNICAL EQUIPMENT: There is often a training session scheduled after the Facilitator Training. Although there is a support person that can be contacted for each OLLI West site, you are responsible for learning how to use the equipment. When you complete the course information form (required), you indicate on that form your AV needs. This information is shared with the AV tech and if you are facilitating at JUC, Doug will contact you prior to your class to obtain clarification of your needs.

WIRELESS INTERNET ACCESS: Most classrooms have wireless Internet access. The technical portion of Facilitator Training will provide instruction on how to access the Internet. If your class requires access to information on the internet, consider downloading that information to your laptop prior to the class. Accessing information from the internet while facilitating a class can, at times, be very challenging. Downloading it ahead of time can save you time and frustration.

THE TEACHING COMPANY: tapes, CDs and DVDs OLLI has purchased CDs and DVDs on a variety of subjects. In addition, OLLI is willing to purchase additional offerings from this company to use during class. You may obtain a list of the resources currently in our library from the OLLI website. If you borrow any of these resources, *please return them promptly* after your class so they will be available to other facilitators. If you would like OLLI to purchase a new item, please submit a request to your site manager with a short explanation of benefits.

OUT-OF-CLASS EXPERIENCES: Out-Of-Classroom experience can enhance learning and provide hands-on learning opportunities. This can involve travel to an educational site, learning off-site with a facilitator, and gaining new information from the experience. **Appendix M** outlines the guidelines for organizing trips.

PUBLIC OR DU LIBRARIES: You might also find supplemental books, tapes or DVDs from your local public library or the Penrose Library at DU. Arrangements can usually be made so you can keep the item for longer than the normal check-out time.

GUEST SPEAKERS: Discuss inviting a guest speaker with Site Manager before issuing an invitation.

Please DO NOT call a specific DU professor directly unless you have cleared this with the OLLI office to be sure this professor is not already committed to another OLLI event.

The following steps have proven helpful when working with a speaker:

- Describe the make-up of the class, particularly the education and experience the participants bring to the group.
- Provide an overview of the course itself, and identify issues being discussed.
- Be sure to inquire if the speaker will bring his or her own equipment or if any technical equipment will be needed from OLLI.
- Advise speakers to arrive early enough to set up their equipment. Please find out if any special help is needed.
- Re-confirm the date, day, time and location with your guest speaker before the class session.

GIFT CERTIFICATES: Outside speakers may be eligible for a \$25 Amazon gift certificate for. **Review the guidelines and complete the Gift Certificate Request form (Appendix F) and send to the Site Manager with at least two weeks of lead time to ensure you receive the certificates in time.** No more than two gift certificate requests are allowed per eight-week course. Formally present the gift certificate to your guest speaker during class.

FACILITATOR TRAINING WORKSHOP

A facilitator training workshop is often held prior to the start of a term. It is strongly recommended that all first-time facilitators attend. Experienced facilitators are invited to attend to share their experience with others and to sharpen their skills. Formulating open-ended questions and class management skills are just two of the topics covered. Administrative details are reviewed and following the training there may also be training on technology tools available to you.

ADMINISTRATIVE INFORMATION

Emergency Guidelines

- Call 911
- Report all incidents/accidents to the church office AND the Site Manager (303-503-3992)

Inclement Weather

- OLLI West follows Jefferson County School closings. If Jeffco schools close, OLLI West will also close.
- There is no delayed start for OLLI West.

Use of Classrooms

All classroom use is arranged through the Site Manager. Do NOT assume the room will be available for a date or time not previously scheduled.

Extending Class Weeks

At times, because of illness or inclement weather a class may be cancelled. If that occurs and you would like to extend the classes into another week, you MUST contact the Site Manager (susanollwest@gmail.com).

Shortening the Number of Class Sessions

At times you may choose to shorten the number of class sessions. If that occurs, you MUST contact the Site Manager (susanollwest@gmail.com). Classrooms are reserved and there is an associated cost for each use of the room. If the room will not be in use, the Site Manager will contact the facility administration to adjust the invoicing. OLLI is a non-profit organization and cannot afford to pay for rooms when they are not in use.

Beverages in Classrooms

Only beverages with lids are allowed in the classrooms. If there is a spill, it is your responsibility to ensure the member has cleaned it up.

CONTACT INFORMATION

OLLI WEST

Address: OLLI West, 12081 West Alameda Parkway #436, Lakewood, CO 80228

OLLI West website: <http://portfolio.du.edu/olliwest>

Susan Schmetzer, OLLI West Manager, susanolliwest@gmail.com, 303-503-3992

Dara Hughes, OLLI West Assistant, daraolliwest@gmail.com, 303- 912-9389

Doug Everitt, OLLI West AV Technician

Jefferson Unitarian Church, Eric, Church Liaison: 303-547-0788

Shepherd of the Hills Presbyterian Church, Lisa Chavez, Business Administrator and point of contact for AV issues: 303-238-2482

OTHER OLLI LOCATIONS

OLLI at DU Administration

Main OLLI DU web site: www.universitycollege.du.edu/olli

Address: OLLI at the University of Denver, 2211 South Josephine Street, Denver, CO 80208

Barbe Ratcliffe, OLLI Executive Director, (303) 871-3090,

Debbie Loftin, OLLI Administrative Assistant, (303) 871-3090, Debra.loftin@du.edu

OLLI Central

John Baumgartner, OLLI Central Manager, (303) 300-9940, Paul.simon@du.edu

Darcey Van Wagner, OLLI Central Operations Manager, (303) 871-3090, Darcey.vanwagner@du.edu

OLLI on Campus

Joanne Ihrig, Manager

OLLI East

Paul Simon

OLLI South

Jenny Fortenberry, OLLI South Manager, (720) 339-1379, ollisouth@gmail.com