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**Center for Excellence in Teaching and Learning: Facilitator Guide**

Purpose

The Center for Excellence in Teaching and Learning (CETL) proudly supports and promotes faculty and staff as they innovate and create on Mountwest Community and Technical College’s campus. This guide is presented to any speakers looking to facilitate informational sessions or workshops as part of the CETL’s semesterly offerings.

Though the information below primarily pertains to recommendations, the CETL does encourage any speakers to consider best practices as they pertain to visual aids, engagement, learning outcomes, and more. If there is any information you feel may be missing or may need adjustments, please contact the director of the CETL at [cetl@mctc.edu](mailto:cetl@mctc.edu).

**Necessary Resources and Materials**

As you prepare for your session, make sure that you have identified (and requested, if need be) the materials that are necessary for the success of your session. For example, if you would like participants to be able to follow along with you on similar devices, you might request a computer lab for your session. You may also request that the room be prepared for refreshments.

| **Item** | **Quantity** | **Requests** |
| --- | --- | --- |
| Computer |  |  |
| Microphone |  |  |
| Projector |  |  |
| PowerPoint/Google Slides |  |  |
| Handouts |  |  |
| Refreshments |  |  |

The CETL team strongly encourages all speakers to test the technology in their assigned room in advance of the session’s facilitation date. Testing the technology the day before, for instance, can adequately prepare you for what to expect and allow you to troubleshoot potential issues.

For reference, you can put in a ticket with our IT team by following the link [here](https://www.mctc.edu/it/it-services/).

**Session Learning Outcomes (SLOs)**

Each session hosted by the CETL needs to have (at least) two Session Learning Outcomes. Not to be confused with Student Learning Outcomes, these outcomes must be identified within the first ten minutes of the session. If you have been asked to speak at a CETL-sponsored or hosted event, it is possible that the outcomes have been provided for you. If this session is entirely of your own creation, you are responsible for writing your SLOs.

Previous examples of SLOs include but are not limited to:

* Identify ways to participate in or develop co-curricular assessment initiatives.
* Outline steps for organizing and drafting an assessment report.
* Explain the purpose of assessing more than one outcome in a single course or program.

Your SLOs should be accessible both in terms of language and in visual presentation. The CETL team recommends placing them on one of your slides in your PowerPoint or Google Slides presentation. For additional assistance writing your outcomes, consider consulting the our Assessment Manual or Bloom’s Taxonomy, a link to which can be found [here](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/).

**Session Modality**

The modality of the session will be selected when the speaker fills out the appropriate proposal form, which is linked on the CETL’s website. The speaker should then carefully consider how their choice of modality affects the delivery of their information. They should also plan accordingly for additional technology requirements, if necessary.

As a reminder, CETL sessions may be offered in the following modalities:

1. Synchronous, In-Person: During sessions like these, speakers and attendees meet in a scheduled classroom.
2. Synchronous, Live-Remote: During sessions like these, speakers and attendees gather on Zoom at a scheduled time. These sessions are recorded and uploaded to the CETL’s YouTube channel.
3. Synchronous, Flex: During sessions like these, the speaker shall attend in-person, and the attendees can attend either in-person or on Zoom. These sessions are also recorded.

Each modality comes with different considerations for attendees’ engagement and participation. The speaker should consider, for example, how a hands-on activity may be completed for attendees Zooming into a session. The speaker should also be cognizant of how much time is spent speaking versus allowing the attendees to participate in learning through active conversation, small group projects, and more.\*

Some claim, for example, that a speaker or instructor should only spend ten or (at most) fifteen minutes on a given idea before transitioning to something else to maintain students’ attention. Others, however, contend that the studies supporting that theory don’t focus nearly enough on student attention as they purport to. Ultimately, it resides with the speaker or instructor to maintain engagement, and as nearly every study seems to indicate, student or listener attention will vary depending on preference, interest area, etc.

Regardless of modality, the session should incorporate opportunities for questions, discussion, and when possible, opportunities for attendees to test their newfound knowledge and work towards meeting the SLOs.

\*It is important to note that some sessions may be purely informational and not interactive. If this is the case, make sure to inform the CETL director so that they can properly promote the session via email, in the newsletter, and in calendar invites through Outlook.

**Preparing Your Agenda**

One of the most important steps to planning your session is setting an agenda. What will be covered in this session? Rather, what must you discuss or practice in order for the attendees to meet the SLOs?

An agenda should be provided either in the presentation slides or as a printed handout. This agenda gives attendees a preview of what is to come and helps keep the speaker from going off topic or focusing on one idea for too long. As you compose your agenda, you might even consider allotting a specific amount of time to each portion of the session. For example, your agenda might look like this:

*Agenda Example One*

| **Time** | **Content** | **Resources** |
| --- | --- | --- |
| 2:00pm | Welcome and Session Introduction | Agenda (printed) |
| 2:05pm | Overview of Topic | Presentation (digital) |
| 2:15pm | Discussion of Key Points | Presentation (digital) |
| 2:30pm | Activity Based on Key Points | Presentation (digital) |
| 2:50pm | Sharing of Activity Results | Not Necessary |
| 3:00pm | Survey Administration and Closing Remarks | QR Code for Survey |

*Agenda Example Two*

1. What is “Assessment”?
   1. What, when, where and why?
2. Assessment Methods: 2021 to Now
3. New Assessment Materials
   1. Review: Course Assessment Cycle Template
   2. Course Assessment Report Form (Fall 2024)
4. Rubrics
   1. What is a rubric?
   2. Creating rubrics in Blackboard
5. Data is the Future
   1. Assessment report writing
6. Questions

How you choose to format the agenda is up to you, provided that it is easily accessible (in terms of language and physical presentation) and is presented within the first five minutes of the session. Consider this as a sign of respect for your attendees, as well. They are interested in the subject matter and what you have to say about the topic; make sure that they are clearly informed about the session’s specific contents and how you intend to cover them.

**Preparing Your Visuals**

While visual aids are not required for all CETL sessions, they are certainly recommended. Visual aids complement and supplement your material, potentially making more complicated ideas or processes that much more accessible. When preparing your visuals, you will want to carefully consider the following:

1. Font type and size: The font should be something easily readable. You do not have to abide by strict, MLA-style font formatting, but fonts like Times New Roman, Arial, Aptos, Calibri, Garamond, and others are much easier to read than Caveat, Lobster, Segoe Script. The font should be large enough to read from the back of the classroom.
2. Images: Incorporating images can help maintain interest and better illustrate the points you’re making. Just make sure that the images are relevant to the presentation.
3. Colors: Bright colors like yellow, orange, red, and even bright greens can be difficult to see, especially if the background is busy. Stick to bold, darker colors.
4. Text amount: Visual aids should be more than just text on a page. Similarly, an entire paragraph’s worth of text might make a viewer’s vision swim. Use text to highlight key points, not compose portions of an essay.
5. Slides amount: Slides are meant to be supplemental. You can have multiple slides; in fact, the CETL encourages you to do so! However, each slide should contribute to more than one or two minutes’ worth of content. Make sure that you aren’t including an excess of slides, especially for sessions that are an hour or less.

Speakers are more than welcome to incorporate videos, audio files, and more. They will, however, need to remember to check the technology in the room before the session to make sure that everything is working. If a speaker wants to utilize a video, it’s recommended that the video have a closed captioning option.

To make this process as seamless as possible, the CETL has provided a Presentation Template, which is accessible [here](https://docs.google.com/presentation/d/1-T4I6GF9_3ln5PHlDLEsAgCtgRivBusB/edit?usp=sharing&ouid=103374162439915662899&rtpof=true&sd=true). Speakers are encouraged to create their own visual aids, but this template may serve as a guide for setting up the visual presentation of their session.

If a speaker wishes to use the provided template, please be sure to download it or copy the slides into your own, separate presentation to ensure the integrity of the template.

**Taking Attendance**

Though not required, the CETL does recommend providing some kind of attendance sheet for in-person sessions. For live remote sessions, the speaker can quickly record the names of those in attendance. For flex sessions, both an attendance sheet for in-person attendees and a list of attendees online will be sufficient.

Attendance information will not be shared with any parties other than the speaker, unless deans and/or chairs have requested their faculty attend or if the session has been made mandatory.

**Lecture vs. Activities**

Unless your session is entirely informational, it’s likely that you will be oscillating between speaker and facilitator, providing resources and guidance as attendees complete tasks or build documents based on your instructions. As you conduct what would formally be termed as a “lecture,” keep attendee participation in mind. Pose interesting questions and/or allow them the opportunities to chime in about their own experiences.

This, of course, is intrinsically connected to our knowledge of high impact practices (HIP), especially the ways in which we build learning communities. You can learn more about high impact practices [here](https://www.aacu.org/trending-topics/high-impact). As you lecture, consider the ways in which your topic interacts or overlaps with other disciplines on campus. This helps to further cement the learning communities established at Mountwest.

As you transition to an activity of some kind, be sure to consider the following:

1. Provide instructions within your visual aid, preferably on their own, bespoke slide.
2. Read the instructions to the attendees.
3. Reword the direction to the attendees to ensure that everyone is on the same page.
4. Be clear about how much time the activity is going to take.
   1. To keep to your agenda, consider setting a timer.
5. Remind attendees of when they have ten and then five minutes remaining to complete the activity.
6. Circulate while the attendees are participating in the activity, engaging them in conversation and asking them questions.

Once the activity has concluded, allow the participants or a representative from each group to share their findings or product. As they share, reiterate what they’ve done and how it connects directly to one (or more) of the SLOs.

Each speaker will facilitate activities differently. In a similar vein, no two activities need be the same in terms of length, content, or facilitation. However, the above considerations should serve as a tentative framework as you continue building your session.

**CETL Survey Administration**

It’s paramount that the CETL consistently assess and evaluate its offerings. This ensures that Mountwest faculty and staff receive the best and most up to date information, best practices recommendations, and more. At the conclusion of a session, the speaker should remind attendees to complete the “Center for Excellence in Teaching and Learning: Workshop Evaluation Survey.” Below, you can find the QR code for this Microsoft Form survey.

To ensure that attendees complete the survey, the CETL recommend that the speaker do at least one of the following:

1. Include the QR code on the final slide of their presentation.
2. Tape copies of the QR code to the tables in the classroom wherein the session is taking place.
3. Email the link to the survey to all attendees after the session has concluded. The link can be found [here](https://forms.office.com/Pages/ResponsePage.aspx?id=Ny2dtn1HG0ewcernxnJKZmjH-0WrxvxKtsSIZgsR1a5UMVJCSjQySzNZTUpHUFVHTTk4MEcxRkNWWi4u).

After the session, the CETL director will provide the speaker with an Excel file containing all of the anonymous responses from the survey. The director will also maintain their own copy in the event that the feedback addresses issues with the CETL as a whole.

*Survey QR Code*



**Contact Information**

In the event that the speaker has questions before or after their session, they should contact the CETL director. The director can be reached at [cetl@mctc.edu](mailto:cetl@mctc.edu). At the time of composing this guide, Morgan Byrne is the current director of the CETL. Speakers may also contact her at [byrne@mctc.edu](mailto:byrne@mctc.edu) or in Office 317.