

## Class Facilitation Guidelines

1. Make sure that you have thoroughly read and understand all the material.
2. Everyone is responsible for facilitating all the material. Do not simply assign each person an article to be responsible for.
3. Provide a brief synopsis prior to beginning the discussion of each article.
  - Make sure you give the operational definitions and examples for ambiguous concepts or variables (e.g. social identity)
  - Provide the full APA citation at the beginning of each article.
  - Try to put the information in your own words rather than how it is written.
  - Make sure you have a summary/conclusion for each article.
4. Organize your articles in a logical fashion. The order on the syllabus is arbitrary.
5. Group your facilitation questions by article and by theme.
  - Avoid too many questions about personal opinions. Instead of saying “how do you feel” or “what do you think”, ask them “what do the authors suggest” or “what did the authors find regarding...?”.
  - Be sure to combine questions that deal with a common theme.
  - Make sure that most of the questions focus on the central theme of the readings
  - Restate or reword poorly phrased questions so that they are clear to the class.
  - Have built in follow-up questions ready to use during discussion.
  - Have in mind the main points of the article and try to get the class to emphasize these issues.
6. Don't rush through the questions. Give the class time to fully discuss each one. Ask for different or opposing viewpoints. *Play the devil's advocate*. If you pose a question to the class, you should be ready to spend a minimum of 5-10 minutes developing an answer.
7. You need to have concrete answers or main points in mind for your questions. Your job is to guide the class via discussion to the correct answers.
8. Make sure you reinforce the class when they make good points or suggestions.
9. Don't worry if the discussion takes an unexpected turn, but don't allow the class to stray too far from the topic or central point of the readings.
10. Make sure that you give the class time to answer the questions, don't be afraid to wait or allow them time to refer back to the material.
11. Provide a summary of the discussion at the end of the period.