Notes for Evaluation of Learning Facilitation

Learning Facilitation Disciplines

- Theological reflection
- Exercises authority appropriately
- Appropriately delegates
- Differentiates between counselling and facilitation of learning
- Sensitive to personal dynamics
- Integrates theory and practice
- Encourages self-directed learning; pays attention to student learning objectives
- Competent in evaluation and enabling student's self-evaluation
- Termination dynamics taken seriously
- High degree of congruity between espoused theory and theory model in practice

Learning Facilitation Skills

- Gives attention to theological reflection
- Listens carefully
- Identifies issues
- Sorts issues carefully
- · Assists students in identifying issues of and for ministry
- Draws out the student
- Sensitive to gender issues
- Sensitive to racial and cultural issues
- Confronts creatively
- Calls forth faith tradition
- Responsive to student's needs
- Identifies and affirms student's strengths and weaknesses
- Helps student to identify and own her/his growing edges
- Asks open-ended and well-formed questions
- Conducts learning facilitation without outside interruptions
- Proper attention to detail
- Assists in probing for meaning
- Makes clarifying and helpful comments on written reports
- Is helpfully assertive

Learning Facilitation Attitudes

- Comfortable in the learning facilitation role
- Comfortable in one-to-one relationships
- Comfortable in group relationships
- Willing to take risks
- Able to differentiate own needs from those of student
- Willing to be open to new insights
- Able to be vulnerable when appropriate
- Own goals clearly formed
- Sensitive to the larger needs of ministry
- Helpful role model for ministry
- Speaks out of experience