The PBL teacher’s role as a **FACILITATOR**

As the ‘executive facilitator’, the educator’s role is to create an *environment* conducive to effective project development and presentation.

The educator is the *executive facilitator* because she/he is responsible for facilitate, on a macro level, all of the teams’ successes for all of the outcome areas; each team, however, has responsibilities for facilitating their own success at the micro-level.

*Important ideas...*

* Doing something for the team that they can do themselves is NOT facilitating success.

* “Wh” questions often serve as the best verbal facilitators.
  
  “What would happen if...?”
  “What would be a different way to do that?”
  “What are some other ways to view this problem?”
  “Who would be the best person to do that?”
  “Who might be a good resource?”
  “When would be the best time?”
  “When should you seek help, and when should you keep trying without help?”
  “Where would be another place to find information?”

* Facilitate by providing multiple avenues (ways of planning, ways of researching, ways of presenting) to complete the project.

* A facilitator can act as a “guide on the side.”

* Address differences between superficial coverage and in-depth understanding.

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**Keys to success...**

Facilitate team-building activities.

Facilitate or promote discussions about controversial issues that incorporate different perspectives.

Teach open-ended ‘planning, constructing, and presenting’ strategies and provide organizational devices that can serve as “jumping-off” places when needed.

Provide “wrap-ups” that make tight connections between parts of a task, group discussions, and individual reports.

Facilitate by arranging for peer-evaluation of drafts (for reactions, suggestions & feedback) & final products (peers apply a rubric).

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**Locks to avoid...**

Avoid “hovering”.

Avoid making it the teacher’s project by over-structuring tasks & providing too much direction.