



‘Debriefing’ Methods & Best Practices with Adult Learners



Debrief: Question about a mission or undertaking

Debriefing: a meeting that takes place in order to get information about a particular piece of work that has been finished, for example about what was done successfully and what was not.

<p>1-10 Scale Method</p>	<p>After the learning has happened, the teacher/presenter asks the learner “On a scale of 1-10, 10 being the best, how was that experience?” After listening to their answer, ask “what would have made it a 10?” Take notes and then decide if those are recommendations you would like to incorporate next time you teach.</p> <p>Use: to solicit feedback from audience/learner, or a person you asked to observe the learning environment.</p>
<p>The Gap</p> <p>Identifying the ‘gap’ between what the instructor thought would happen and what actually happened, and how to be more on target next time.</p>	<p>The gap method is a series of questions asked after a Level 1 or 2 instructor has taught and the learner is no longer present.</p> <ol style="list-style-type: none"> 1) What did you visualize would happen during the lesson? 2) What actually happened during the lesson? 3) What do you think contributed to the gap between the visual/plan and the reality of how the lesson went down? 4) What are you going to keep doing from this experience/lesson? 5) What are you going to change next time based on the gap you identified? <p>Optional: in a practicum situation, the other instructors may share their ideas based on prior experience or knowledge to help coach on how to shorten the ‘learning gap’ the certifying Level 1 or 2 instructor has identified.</p> <p>Use: When the learner is in charge of setting up the environment and plan. Also, for the first time they are trying a lesson out to construct notes on how to make their teaching/presenting better.</p>
<p>Highlight / Lowlight / Insight</p>	<p>This method is used for a quick group debrief. To perform, each person shares what their Highlight – best part; Lowlight – not so enjoyable; and Insight –what they gained or learned from the experience.</p> <p>(If using for a youth audience, use ‘highs’ and ‘lows’, and leave off insight).</p>

<p>Competency Checklist</p>	<p>This situation is set up after a teaching scenario, and there is a planned observation period. This is highly individualized to provide concrete feedback. A prime time to use this is following practicum.</p> <p>Ahead of time, the instructor prepares a checklist of competencies being taught in the class or learning experience. After each competency, the instructor will use the rubric to provide feedback to the learner.</p> <p>The instructor then observes and makes comments on each individual (or group if performing as a team), and reviews with the person or group what was observed, and creates discussion on successes and improvements.</p> <table border="1" data-bbox="961 516 1436 831"> <thead> <tr> <th>Competency: STEM Teaching</th> <th>Did not observe this</th> <th>Observed a little of this</th> <th>Observed a proficient amount</th> </tr> </thead> <tbody> <tr> <td>Used STEM vocabulary</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Had/used visual aids</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Shared what the learner would do and learn</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Allowed the learner to go through the scientific method</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Used the 'reflect' questions</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Used the 'apply' questions</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Use: When observation is critical to learning, and competency is being measured versus knowledge which could have been done on a paper-pencil test.</p>	Competency: STEM Teaching	Did not observe this	Observed a little of this	Observed a proficient amount	Used STEM vocabulary				Had/used visual aids				Shared what the learner would do and learn				Allowed the learner to go through the scientific method				Used the 'reflect' questions				Used the 'apply' questions			
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<p>Success Outcome Markers</p> <p>Expect to See, Like to See, Love to See</p>	<p>The Success Markers starts with an outcome. Then a chart is developed to identify behaviors that need to be built upon.</p> <p>Expect – what are the behaviors a participant must have before a successful program can be evaluated? Like – what are emerging behaviors that come after ‘expect’? Love – what are some higher order skills that will lead to successful programs because of behavior?</p> <p>Tip: Keep each level to 3-4 behaviors/skills.</p> <p><i>Example - Outcome: The 4-H leader will create a sense of belonging in the learner.</i> <i>Expect – The instructor will make nametags, and use the participants’ names during 4-H experience.</i> <i>Like – The 4-H leader will meet with small groups to help the individual set goals.</i> <i>Love – The 4-H leaders (or club volunteers) will meet one-on-one to go over goal accomplishments and/or set up a plan to accomplish goals.</i></p> <p>Use: when you desire transformational learning where people are expected to master competencies over time, and the instructor has set clear outcomes that are achievable and a progression of mastery is possible.</p>																												