

Preceptor Care

How do you address....?

Preceptor Morale when attendance is low

- reiterate to preceptors that this is time that they can review the material
- tell them you're being proactive about increasing attendance → consider

collapsing group, PWS slide booklet to preceptor to review
→ Advertising where study groups are

- Kennedy → bring a copy of a copy

Preceptors who are struggling with/considering dropping the course

Recognize them as a person (not a problem) first + foremost

- 1) Ask them where the problems are coming from, how do you study for this class → encourage self quizzing + distributing practice (ie not cramming)
- 2) Meet w/prof & SP to discuss struggles & options
- 3) Too many obligations - prioritize for what's right for you

Facilitation

How do you handle....?

Attendees who just want "the answers"

- friendly but firmly remind them of the outcome of only getting the answers → encourage them to stay + learn
- point to Agenda to identify when group will get to discuss those topics

Attendees expectation that this is a TA session and they will be taught

- start by announcing you are not a TA with the answers
- benefit of being here now is to figure out what you know + don't (now, not during test)
- pair people up at beginning to make connections so people return

Attendees who haven't been to class, haven't tried the homework, and haven't changed their study habits

- point to resources (youtube, prof, book, TA)
- clearly set expectations of this study group (re: content scope)
- consider ^{asking} preceptors to follow up with via email to encourage invite to talk to TA/pod together

Preceptors feeling like they have to explain everything

- set expectations -- collaborative learning
- challenge for preceptors -- only Ask Questions, or invite 70% attendees to talk/participate
- practice being silent (+ comfortable with this)
- sit down not at the front of the room

Providing answers to the agenda items (? If applicable)

- provide hints on where to find answers (back of book, figures, etc)

? ? → could send out Agenda key at end of week -- ??

Facilitation

How do you handle....?

Attendees who just want "the answers"

Have them go up to the board w/ chalk to write the problem down.

Attendees expectation that this is a TA session and they will be taught

Explain the purpose of PLVS, then give them the option of staying or leaving.

Attendees who haven't been to class, haven't tried the homework, and haven't changed their study habits

Tell them about other study groups, extra Sanger resources.

Preceptors feeling like they have to explain everything

Practice "just saying no"

Providing answers to the agenda items (? If applicable)

Facilitation

How do you encourage....?

Breaking up side discussions efficiently

- Be nice, don't seem bossy, direct a? about the material to the group 'off topic

Keeping all students focused and on the same page

- 'Let's get back to the agenda'
- Avoid info n/a
- be nice, not bossy

Working on practice problems as a whole group

- Avoid? - depends on size of group (less than or = to 4 or 5 as a whole group is fine)
- participants are leading, or diff. people leading diff. parts, not just preceptors

Effective introductions, making clear that preceptors are fellow students in the class

- disclaimer @ beg - of every session if new people are there
- be aware of how preceptors are sitting in the group (authority figures?)

Facilitation

How do you encourage....?

Breaking up side discussions efficiently

Question for side group that is on topic.
Proximity control - have a preceptor move towards + join this group

Keeping all students focused and on the same page

Agenda / Projector display /

Engaging Questions.

Setting timers, create a sense of urgency +
stump money forward

Working on practice problems as a whole group

Break up into teams to generate questions;
return to whole group for ~~answer~~ exchange
and answer. Have small groups present on their
PART

Effective introductions, making clear that preceptors are fellow students in the class

Seating → round table

Preceptors sitting among attendees. not next to each other

Agenda includes PLUS philosophy.
greet everyone who walks in the room warmly

Preceptor Role

How to promote....?

Being a study group facilitator and participant (but not a lecturer), especially if preceptors are more knowledgeable on the material

asking ~~not very~~
general, broader
questions that outline
the ^{big} picture, then

1) ^{involvement}
start with
writing of
paired STAGS

narrowing down
with diagnosing questions, lots of
encouragement, + hints (figures to look at,
problems to reference)

Equitable participation from attendees in a round table format
(especially first timers, quiet students)

having expectations
~~in their~~ to do their
part of the activities

getting expectation
out of low
status/ex-cubitus
board work

Preceptors equity of interaction and facilitation

- Plan ahead of time - delegate ^{facilitating} sections to the different preceptors
- Play to Preceptors strengths → could take on 'role'
(ex: "book" references book for questions
collaborator judges smaller study groups along
Artist draws systems & questions on board etc)

Time Management

How to promote....?

Using the full allotted time

What would you say to groups habitually finishing early? Late?

- Finishing early → use extra time to do practice problems
- start w/the most important & difficult material; survey the group with what they want to do

Not getting stuck on initial problems

- set a time limit/problem. If you can't figure it out star it & take it to prof

Getting the most out of the study groups

- staying on task
- asking the group what they prefer to study (& how)
- Break into small groups