

## Speaker Guidelines

Thank you for joining us as a session facilitator for the Board Professionals Conference and/or the National Conference on Trusteeship.

What sets AGB programs apart is what we ask of those who deliver learning. In keeping with the tradition of citizen board service, many participants in our programs are professionals in fields outside of education. Therefore, we ask no one to “present” on a topic, and we only rarely request that someone “speak;” we ask that you “facilitate” memorable learning experiences. We recognize this is an atypical request compared with many other venues in which you might share your expertise and insights.

To help you plan effectively, this document offers an overview of:

- Learning objectives for all sessions
- Types of sessions being offered
- Helpful tips to facilitate active learning

For more discussion of these points, or for feedback as you develop your session materials, please connect with AGB at [programs@agb.org](mailto:programs@agb.org).

Once again, thank you for agreeing to provide this essential service to the field.

## Objectives for the Participant Experience

Experiences of participants in any AGB learning session can be described in the following ways.

### Learning is:

- Made relevant through clear connections to important challenges and/or opportunities affecting colleges, universities, and/or the impact of their work.
- Accessible through facilitators’ openness and responsiveness to participant questions, and their nimbleness in serving the needs of participants with diverse levels of existing knowledge.
- Enhanced through participants’ collective wisdom, not just the facilitator’s.
- Memorable, through succinct materials, energetic facilitation and participation, and a bold approach to addressing thorny and consequential issues.

## Session Types

Both the Board Professionals Conference and the National Conference on Trusteeship includes the following types of sessions. Please reflect on the type of session you have agreed to provide, as noted in the confirmation message you received.

Plenary  
Concurrent  
Workshop

## Active Learning Techniques

The following activities, among others, have been shown to enhance learning and retention. Please consider whether and how these types of activities could enhance your session.

## Speaker Guidelines

### *One-Minute Reflections / Respond-React-Reply*

Provide a prompt such as a targeted question, written passage/text, or argument. Each participant takes one minute to write down a response. Then, have each person share their response with one or more people nearby (if time is short, facilitators can instead select a few to share with the group).

### *Think-Pair-Share*

Participants turn to someone near them to summarize learning, to answer a question posed, or to consider how and why and when they might apply a concept.

### *Pyramiding / Snowball*

Given a problem, participants first work alone, then in pairs, and finally in foursomes and compare, refine, and revise their conclusions/recommendations.

### *Case Study*

Provide participants a real-world case for analysis and discussion (e.g. a news article, account of a decision or procedure, video, etc.). In one or more groups, have participants analyze the case (potentially using specific guidelines or questions). Have participants present their analysis to the class or require groups to turn in written answers. Leverage participant analysis to facilitate discussion. Crystallize takeaways.

### *Role Playing / Fish Bowl*

Simulate real-life situation that requires problem-solving skills. If time is short, consider asking a few volunteers to come to the front of the room to role play, while their peers observe. Ask observers and role players alike to reflect on what happened (perhaps provide key questions at the outset).

### *Forced Choice*

Pose a series of questions one at a time. For each question, provide a selection of 2-4 imperfect or extreme stances or responses, and ask that each participant choose one. Give them 30 seconds to move to the part of the room that indicates their choice. Then, use facilitated discussion about participants' choices to enable insights and takeaways.

### *Dots*

Post butcher paper around the room annotated with diverse choices in response to a prompt. Give each participant one or more stickers to attach beneath the response(s) they find most compelling. Discuss the results as a group.

### *The Silent Question*

Participants respond to the prompt "A question I still have about this topic but have been afraid to ask is..." Instructor then addresses questions if time permits, or commits to post session follow-up.

### *Crowd-Sourcing / Word Salad*

Using butcher paper, pose a key question, and write down a list of responses (requiring single- word responses can sometimes be helpful too). Pause, engage, and clarify to make sure you get things "right." When the list feels full enough, discuss and find a way to account for each response.

### *The Socratic Method*

Rather than delivering answers, pose questions. Help participants to refine their thinking iteratively together with peers. Adopt, emphasize, and/or reframe what emerges to crystallize takeaways. And don't forget to add your own insights, including what the group may have missed.