

METHODS OF PARROTING - GIVING FEEDBACK AND TEACHING LEARNER-TEACHERS

It is very important to structure feedback and use an outcome-based approach when teaching learners and using the “pause button” method.

It is particularly important when the learner-teacher is relatively unskilled. If they are skilled, just chunking the teaching session, not letting things go on too long, but on the other and not interrupting too soon; and letting the learner teacher run on until there is a problem may provide safe and effective learning for everybody, including the doctor on the tape.

A more structured approach would **start** by:

- agreeing with the learner to chunk the teaching session; “let’s discuss each bit as we go,.... what do you think?”
- or if they are relatively skilled, let me know when you want to pause, otherwise I suggest that you run on until there’s a problem

When we teach facilitation by parrotting, it should definitely take an outcome-based approach. Remember to watch the tape like a hawk the first time through so that you can discuss strategies with the new facilitator. And then give everyone plenty of time to get their thoughts in order.

Discuss each section before it happens, work dilemmas out loud for the rest of the group, exposing the facilitators thinking. Signpost carefully which level you are working at so that the learners and observers (if you have them in the group) are clear about their roles, and fore whose benefit the main focus of the teaching is.

- what are you aiming for in this part of the teaching session ?
- what strategies do you want to try?

then let them have a go, stop when appropriate and discuss with feedback

- how did it go
- any problems
- have you achieved what you wanted
- alternative strategies which might help
- where next?.

Be careful to explain that both the new facilitator and the tapee are providing raw material here and that they may feel exposed especially as we may not finish the process during the teaching session. We need to take care of the facilitator, the tapee and the learning of the group. If you ask the new facilitator to share their thoughts, again be careful; they may not yet be clear in their own thinking and will also have to consider of the effect their comments might have on the tapee who may have shown a “difficult tape”. Use the outside group to help with facilitation points rather than the inner group if possible.

This is much better than the alternative of parrotting of letting them have a go without discussion first and then stopping when it is going wrong especially if they are being heavy with the tapee. You end up rescuing the tapee, the group rescues the new facilitator and you get caught in the crossfire. The outcome based method makes the facilitation process overt so much better.

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