

PROTOCOL 5.2: Learning Dilemma

► The following protocol provides individuals with a structured process for students and teachers to work together to solve a problem that one person (the presenter) is facing in his or her learning. Example dilemmas including not making progress, not meeting transfer-level expectations, feeling stuck in understanding certain content, and struggling with identifying learning strategies that help a student move his or her learning forward.

Total Time: 45 minutes

Opening Moves (Introduction) (5 minutes)

- Review protocol purpose and process. Review agreements (or norms) of the team.
- Identify facilitator, presenter, and reviewers.

Statements of Dilemma (10 minutes)

- The facilitator asks the presenter to describe a learning dilemma to others. The presenter briefly explains the dilemma and addresses the following questions: *Why is this important? Why is this a dilemma? How is this a dilemma? What is causing this dilemma?* (Presenter may bring exemplars/artifacts.)
- The facilitator asks the group to pose any clarifying questions to the presenter. The presenter answers clarifying questions.

Discussing Dilemma (10 minutes)

- While the group discusses the dilemma, the presenter listens and takes notes but does not speak.
- The group discusses the dilemma. The facilitator asks the group to focus their discussion on the following questions: *What are the important facts that have emerged in this dilemma? What are the assumptions underlying the dilemma? What are potential perspectives or questions that may be of value to consider?*

Reflection From Presenter (10 minutes)

- Based on the feedback from the group, the presenter shares his or her reflections and discusses next steps.

Reflection on Process (10 minutes)

- The facilitator asks the presenter and the group the following questions: *What were the strengths in our adherence to the protocol? How could we improve our process?*

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