**Discussion Tool:**

**Facilitating Peer-to-Peer Engagements**

**Directions:** Select from the activities below based on how much time you have to dedicate to the conversation/reflection.

**Five Minute Activity**

1. Call to mind a peer-to-peer engagement that you have organized or participated in. A peer-to-peer engagement might look like a formal meeting with a colleague about a specific topic.
2. Review the list of key considerations for facilitating peer-to-peer engagements in the table below.
3. Place a check mark in the appropriate box to complete this sentence: “I/We (always/sometimes/rarely/never) complete this activity when I/we facilitate a peer-to-peer engagement.”

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| **Key Considerations for Peer-to-Peer Engagements** | **Always** | **Sometimes** | **Rarely** | **Never** |
| Identify a common problem of practice. |  |  |  |  |
| Connect two individuals or organizations. |  |  |  |  |
| Prepare participants in advance. |  |  |  |  |
| Identify a facilitator and a notetaker. |  |  |  |  |
| Document and distribute key takeaways. |  |  |  |  |

1. For any item where you selected “rarely” or “never,” consider why that is the case and what action you might take because of this information.

**Fifteen Minute Activity**

1. Jot down a list of times you have designed or participated in a formal peer-to-peer engagement. Note details like why the conversation happened, who participated, when it took place, what it looked like, etc. Then, think about which engagements on your list you would identify as effective.
2. Watch the video “Key Considerations for Facilitating Peer-to-Peer Engagements.”
3. After watching, complete the following table by placing a check mark in the appropriate box to complete this sentence: “I/We (always/sometimes/rarely/never) implement this activity when I/we facilitate peer-to-peer engagements.”

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| **Key Considerations for Peer-to-Peer Engagements** | **Always** | **Sometimes** | **Rarely** | **Never** |
| Identify a common problem of practice. |  |  |  |  |
| Connect two individuals or organizations. |  |  |  |  |
| Prepare participants in advance. |  |  |  |  |
| Identify a facilitator and a notetaker. |  |  |  |  |
| Document and distribute key takeaways. |  |  |  |  |

1. For any item where you selected “rarely” or “never,” consider the following questions:
	1. Is this the case for every peer-to-peer engagement I/we identified?
	2. Why might this be the case?
	3. What do the peer-to-peer engagements I/we identified as effective have in common?
	4. What impact might this have on my/our work?
	5. What steps do I/we need to take because of this information?
2. Watch Arkansas’s video about participating in peer-to-peer engagements as part of their CLSD work. Consider the following questions:
	1. What benefits have you gained from participating in or designing peer-to-peer engagements? How are those similar or different from those Arkansas identifies?
	2. What did I/we see in this video that I/we may be able to add to my/our peer-to-peer engagement practice?
	3. What additional information or resources do I need to complete this work?

**Thirty Minute Activity**

1. Jot down a list of times you have designed or participated in a formal peer-to-peer engagement. Note details like why the conversation happened, who participated, when it took place, what it looked like, etc. Then, think about which engagements on your list you would identify as effective.
2. Watch the video “Key Considerations for Facilitating Peer-to-Peer Engagements.”
3. After watching, complete the following table by placing a check mark in the appropriate box to complete this sentence: “I/We (always/sometimes/rarely/never) implement this activity when I/we facilitate peer-to-peer engagements.”

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| --- | --- | --- | --- | --- |
| **Key Considerations for Peer-to-Peer Engagements** | **Always** | **Sometimes** | **Rarely** | **Never** |
| Identify a common problem of practice. |  |  |  |  |
| Connect two individuals or organizations. |  |  |  |  |
| Prepare participants in advance. |  |  |  |  |
| Identify a facilitator and a notetaker. |  |  |  |  |
| Document and distribute key takeaways. |  |  |  |  |

1. For any item where you selected “rarely” or “never,” consider the following questions:
	1. Is this the case for every peer-to-peer engagement I/we identified?
	2. Why might this be the case?
	3. What do the peer-to-peer engagements I/we identified as effective have in common?
	4. What impact might this have on my/our work?
	5. What steps do I/we need to take because of this information?
2. Watch Arkansas’s video about participating in peer-to-peer engagements as part of their CLSD work. Consider the following questions:
	1. What benefits have you gained from participating in or designing peer-to-peer engagements? How are those similar or different from those Arkansas identifies?
	2. What did I/we see in this video that I/we may be able to add to my/our peer-to-peer engagement practice?
	3. What additional information or resources do I need to complete this work?
3. Review the “Engagement Tool: Champion Identification and Reflection” resource. Consider the following questions:
	1. Scan the Activities Analysis Matrix on page 2. Which activity and attribute are most important when selecting a champion to participate in peer-to-peer learning?
	2. Why is it important to identify a champion when designing a peer-to-peer learning activity?
	3. What components of this resource can I/we use in my/our practice?