

Aspect	Conventional Facilitation	Participatory Facilitation
<b>Role of Facilitator</b>	Traditional structure, leader driven, instructor, authority.  e.g. The instructor leads the discussion, asks questions, and controls the flow.	Participant driven, collaborative, guide, co-learner.  e.g. The facilitator sets up the space, then steps back to let students guide the discussion.
<b>Decision Making</b>	Controlled by facilitator.  e.g. The instructor decides on discussion topics and how the conversation unfolds.	Shared among participants, facilitator is a guide not direct authority.  e.g. Students co-create discussion topics, choose focal points, and direct the flow.
<b>Engagement</b>	Passive or structured participation, participants respond rather than initiate ideas.  e.g. Students respond to instructor prompts but do not shape the discussion.	Active, organic, shared decision making.  e.g. Students actively build on each other's ideas, ask their own questions, and introduce new perspectives.
<b>Power Dynamics</b>	Top-down, hierarchical; often used in lectures/ meetings.  e.g. The instructor is the authority and final word on the topic.	Horizontal, distributed.  e.g. The instructor and students share the responsibility for meaning-making.
<b>Outcomes</b>	Pre-determined, there is an end goal designated by the facilitator.  e.g. The discussion reinforces a predetermined takeaway or "correct" interpretation.	Emergent, shaped by group.  e.g. The discussion allows for emergent insights and student led conclusions.
<b>When Tensions Are Rising</b>	Instructor ignores or suppresses tension to maintain control and redirects or changes the topic. Students rely on instructor to mediate (consciously or subconsciously).	Instructor acknowledges the tension and invites group reflection. Instructor asks open ended questions to maintain dialogue and encourages students to ask questions of each other.
<b>When a Hot Moment Happens Norm is Violated or Harm Occurs</b>	Instructor (intentionally or unintentionally) tries to move past or brush the moment or conflict to avoid more harm from occurring. Focus is on intent rather than impact.	Instructor names the moment or conflict and invites discussion and reflection.  Structured re-engagement where instructor makes a decision with the group about the best way to move forward in the moment (e.g. conversation with a partner, guided reflection or restorative conversation - opportunity to list options for student choice).  Clear acknowledgement of impact, discussion of repair, and analysis of group dynamics.
<b>After the Moment Repairing &amp; Moving Forward</b>	Instructor maintains authority over accountability. The moment is treated as an isolated incident.	Accountability is modeled by all, students and facilitator ask for what they need to move forward. Group reflects on what was learned and adjusts norms if needed. Instructor follows up with individuals impacted or creates an assignment based on the dialogue.