Community Development:
The Art of Facilitation and Workshop Design

At the core of every community developer is a commitment to transformational teaching which unleashes within people the competencies to change their local community. Individual and group learning is possible when community members are treated with respect, feel safe to explore new ideas and can readily apply new learning to their present context. Based on both the theory and practice of adult learning and the biblical principles of discipleship, participants will develop their personal capacity to facilitate both trainings and meetings, and design workshops, to move communities a step closer to peace and well-being.

This course is also valuable for lay and ordained leaders in the church who may be called to lead adult Christian education courses, focus groups, or other organizational meetings.

I. Course Details

Instructor's Name:	Jeanette Romkema
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Office Hours:	by appointment if face-to-face or Skype
Class:	Tuesdays from 2-4 pm

II. Learning Outcomes

The following are what you will do during this course:

- Explore core principles for adult learning
- Differentiate 2 learning paradigms: teaching-centred and learning-centred
- Explore teaching, designing, and learning holistically
- Explore the value of a learning needs and resources assessment – see the gift of pre-course learning
- Experience the difference and potential of various types of questions
- Explore 8 steps for designing learning events
- Unpack the importance of designing with the end in mind
- Experience the value of achievement-based objectives for determining content for a learning event
- Select verbs based on Blooms hierarchy of complexity
- Connect types of content to holistic model for learning
- Explore 4A model for ensuring learning and maximizing possibility of change
- Created engaging anchor tasks
- Integrate 8 learning intelligences, and discover personal intelligence (Gardener)
- Integrate 3 learning preferences
- Determine best visuals in for a variety of situation, and personal workshop
- Provide space for radical transformation
- Reflect on how this methodology can build peace
- Use 6 facilitation skills
- Selecting ways to harvest data while facilitating learning

- Learn how to model constructive feedback
- Learn from your class participant's designs and offer constructive feedback; Facilitate your workshop and receive constructive feedback
- Plan for resistance
- Explore what the Bible has to say about this way of working and being
- Differentiate between learning, transfer and impact
- Plan your next steps
- Invite others into your learning journey.

III. Requirements and Evaluation

The breakdown of the assignments for the semester is as follows:

Assignment	Grade %	Assignment	Evaluation Criteria
Co-facilitate a learning task from pre-designed material. This is a presentation.	10%	Assignment A: Practice of facilitation	• Demonstration of knowledge learned in class
Design a half day workshop. This is a written assignment.	40%	Assignment B-F: Design a half-day workshop	• Integration of 8 steps of design • Utilization of the 4 steps of task development, using the 4A model • Ensure multiple intelligences and learning preferences so all learning feel included • Incorporation of adult learning principles within design • Clarity, creativity and quality of final presentation.
(Co-) facilitate your workshop design. This is a presentation.	10%	Assignment G: Practice of facilitation	• Demonstration of facilitation skills and core principles • Evidence of good co-facilitation skills • Ability of class participants to engage in learning • Ability to be flexible and respond to needs at they arise.
Give constructive feedback to class participants on their facilitation. This is a written and oral assignment.	10%	Assignment H: Evaluations of others' facilitation	• Articulation of demonstrated strength of others • Quality of recommendations to be implemented • Ability to specially name principles, practices, and theory learning in class.
Construct a personal theory of "Building Community Through Adult Learning Principles and Practices". This is a written assignment and the final paper.	30%	Assignment I: Personal theory "Building Community through Adult Learning Principles & Practices"	• Incorporation of reading materials • Integration of personal reflection, analysis and application • Quality of research • Clarity, creativity and quality of final presentation of ideas.
Total	100%		
Note: That plagiarism is a serious offense. *The minimum penalty for a plagiarized paper is the grade of zero*. If you borrow ideas or distinctive phrases, you must acknowledge your source(s) properly.			

IV. Policy on Assignment Extensions

Students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = "standing deferred") beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than two weeks before the completion of the term in which the course is taken. The request form is available on the college website or from the Registrar's office. One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

V. Required Reading

Ambrose, Susan A. Bridges, Michael W. DiPietro, Michele. Lovett, Marsha C. and Norman, Marie K. (2010). *How Learning Works* , San Francisco: Jossey-Bass.

Palmer, Parker. (2007). *The Courage to Teach.* San Francisco: Jossey-Bass.

Vella, Jane. (2002). *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults.* San Francisco: Jossey-Bass.

Course design will be distributed weekly and used in class as well as be a tool for out-of-class study.

VI. Recommended Reading

Bloom, Benjamin S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals.* UK: Longman Pub Group.

Brookfield, Stephen D. and John D. Holst (2010). *Radicalized Learning Adult Education in a Just World.* San Francisco: Jossey-Bass.

Gardner, Howard. (1983). *Frames of Mind: The Theory of Multiple Intelligence.* New York: Basic Books.

Gubbels, Peter and Catheryn Koss*. (2000). From the Roots Up,* World Neighbhours, 2nd Edition.

Hammond, Sue Annis. (2001). *The Thin Book of Appreciative Inquiry.* Thin Book Publishing Company.

Hope, Ann and Sally Timmel. (1984). *Training for Transformation: A Handbook for Community Workers.* Mambo Press.

Knowles, Malcolm Shepherd. (1981). *The Modern Practice of Adult Education.* Cambridge: Cambridge Book Company.

Solem, Lynn & Bob Pike (1997). *Fifty Creative Training Closers.* San Francisco: CA: Pfeiffer.

Wheatley, Margaret. (2009). *Turning to One Another.* Berrett-Koehler Publishers, 2nd edition.

On-line Resources

Global Learning Partners www.globallearningpartners.com (Downloadable Resources)

VII. Outline of Lectures, Assignments and Required Readings

Date	Class Objectives	Reading & Preparation	Assignment	Due
Jan. 12 Week 1	• Review the syllabus and offer input • Review a learning model and share personal experience • Explore core principles for adult learning	• **Review** Course Syllabus • **Review** Assignment H: Personal Theory on Building Community Through Adult Learning • **Read** *The Courage to Teach* (Ch. 1-3)		
Jan. 19 Week 2	• Differentiate 2 learning paradigms: teaching-centred and learning-centred • Explore teaching, designing, and learning holistically	• **Read** *The Courage to Teach* (Ch. 4-5) • **Read** *How Learning Works* (Ch. 1-2) • **Select** <u>topic</u> for Assignment B-F: workshop design		
Jan. 26 Week 3	• Explore the value of a learning needs and resources assessment – see the gift of pre-course learning • Experience the difference and potential of various types of questions	• **Review** Assignment F: Design a half-day workshop • **Read** *The Courage to Teach* (Ch. 6-7) • **Read** *How Learning Works* (Ch. 3-4)	**Assignment A**: Praxis for Practice *10% of grade*	Ongoing until the end of the course
Feb. 2 Week 4	• Explore 8 steps for designing learning events • Outline the first 5 steps of selected workshop • Unpack the importance of designing with the end in mind	• **Read** *How Learning Works* (Ch. 5-6)	**Assignment B**: Draft of First 5 steps of Design *5% of grade*	February 3 #B Due
Feb. 9 Week 5	• Experience the value of achievement-based objectives for determining content for a learning event • Select verbs based on Blooms hierarchy of complexity • Connect types of content to holistic model for learning	• **Read** *How Learning Works* (Ch. 7) • **Read** *Learning to Listen Learning to Teach* (Ch. 1-3)	**Assignment C**: Draft of Step 6 and 7 of Design *10% of grade*	February 10 #C Due
Reading Week (February 15-19)				
Feb. 22 Week 6	• Explore 4A model for ensuring learning and maximizing possibility of change • Created engaging anchor tasks	• **Read** *Learning to Listen Learning to Teach* (Ch. 4-7)	**Assignment D**: Draft of Step 8 of Design *5% of grade*	February 24 #D Due

			Assignment E: Draft of Full Workshop, with LNRA *10% of grade*	
Feb. 29 Week 7	• Integrate 8 learning intelligences, and discover personal intelligence (Gardener) • Integrate 3 learning preferences • Determine best visuals in for a variety of situation, and personal workshop	• **Review** Assignment F: Final Workshop Designs • **Read** *Learning to Listen Learning to Teach (Ch. 8-9)*	**Assignment I**: Draft of "Building Community through h Adult Learning Principles" (optional)	March 3 #E Due
March 1 Week 8	• **Provide** space for radical transformation • Reflect on how this methodology can build peace • Explore 4 more principles for authentic teaching and designing		**Assignment F:** Final Workshop Design, with LNRA *10% of grade*	March 10 #F Due
March 8 Week 9	• Use 6 facilitation skills • Selecting ways to harvest data while facilitating learning • Learn how to model constructive feedback			

			Groups 1	**Group 2**	**Group 3**
			Assignments Due March 24		
March 15 Week 10	• Learn from your class participant's designs and offer constructive feedback; Facilitate your workshop and receive constructive feedback		**#G:** Practice Facilitation *10% of grade*	**#H:** Evaluation of Others' Facilitation *10% of grade*	**#I:** "Building Community through h Adult Learning Principles"
			Assignments Due March 31		
March 22 Week 11	Plus, • Plan for resistance • Differentiate between learning, transfer and impact • Plan your next steps • Invite others into your learning journey		**#I**: "Building Community through Adult Learning Principles"	**#G:** Practice Facilitation *10% of grade*	**#H**: Evaluation of Others' Facilitation *10% of grade*
			Assignments Due April 7		
March 29 Week 12	• Determine one place to share your learning • Completing a final synthesis		**#H**:: Evaluation of Others' Facilitation *10% of grade*	**#I**: "Building Community through Adult Learning Principles"	**#G:** Practice Facilitation *10% of grade*
Exam Week (April 4-8)					

Academic Information

GRADING SYSTEM

Grading Scale
As taken from the TST Basic Degree Handbook:

Letter Grade	Numerical Equivalent	Grade Point	Grasp of Subject Matter	Further Qualities Expected of Students
A Range	Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluation, broad knowledge base.			
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, analytic & synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; master of an extensive knowledge base.
A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Evidence of original thinking and of analytic and synthetic ability; sound critical evaluations; broad knowledge base.
B Range	Good: Student shows critical capacity and analytic ability; understanding of relevant issues, familiarity with the literature.			
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature.
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at post-baccalaureate level	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature.
FZ	0-69	0.0	Failure	Failure to meet above criteria
NCR	No numerical equivalent	0.0		

Please see the TST Basic Degree Handbook for explanation on grades without numerical equivalent (11.3).

Supplementals
Students who have received an FZ grade between 65 and 69 are entitled to take a supplemental examination or do supplemental work to bring their grade for the course up to B- 70. Supplemental examinations/work must be assigned at a time mutually agreed upon by professor and student, but finished no later than six months after the date on which the grade was handed in by the professor. If the first attempt at bringing the grade up to a B- fails, no further attempt will be permitted.