



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, meetings or other learning events.

I. Course Details

Instructor's Name: Jeanette Romkema
Phone: 416-516-9322
E-mail: jeanette@globallearningpartners.com
Skype: jeanetteromkema
Office Hours: By appointment if face-to-face or Skype
Class: Saturdays from 9-4 pm (Jan 7, Feb 11, Mar 11, Mar 25)

II. Learning Outcomes

The following are what you will do during this course:

- Explored the four phase of a principles to practice framework and practiced using tools in each phase of the learning journey
- 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 and planning 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 for writing achievement-based objectives based on Blooms hierarchy of complexity
- Connect types of content to an holistic model for learning
- Explore 4A model for ensuring learning and maximizing possibility of change
- Create engaging anchor tasks
- Integrate 8 learning intelligences, and discover personal intelligence
- Integrate 3 learning preferences, and discover personal preference
- Determine best visuals in for a variety of situations, and personal workshop
- Provide space for radical transformation

- Reflect on how this methodology can build peace
- Use 6 facilitation skills
- Select ways to harvest data while facilitating learning
- Learn from your class participant's designs and offer constructive feedback
- Designed a learning design for use in your volunteer life or work
- Share ideas, questions, and tools with classmates in class as well as via blog posts and other social media
- Actively engaged with the content in pair, small group and large group activities
- Assesses learning events in your day-to-day life using the principles and practices learned in class
- Facilitate a newly designed 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 how you will transfer your learning into your life and work
- 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 |
|---|-------|--|---|
| Meaningful participation in 5 online conversations outside class. | 10% | Assignment A: <i>Praxis for Practice</i> | <ul style="list-style-type: none"> • Demonstration of knowledge learned in class |
| Design a half day workshop. This is a written assignment. | 40% | Assignment B: <i>Design a half-day workshop</i> | <ul style="list-style-type: none"> • Integration of 8 steps of design • Utilization of the 4A model for task development • Ensure multiple intelligences and learning preferences so all learning feel included and learning is maximized • Incorporation of adult learners principles within design • Clarity, creativity and quality of final presentation, including visuals, facilitation notes and all materials. |
| Facilitate your workshop design. This is a presentation. | 10% | Assignment C: <i>Workshop facilitation</i> | <ul style="list-style-type: none"> • 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 as they arise • Demonstration of authenticity and deep listening. |
| Give constructive feedback to class participants on their facilitation. This is a written and oral assignment. | 5% | Assignment D: <i>Evaluations of others' facilitation</i> | <ul style="list-style-type: none"> • 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. | 25% | Assignment E: <i>Personal theory "Building Community through Adult Learning Principles & Practices"</i> | <ul style="list-style-type: none"> • Incorporation of reading materials • Integration of personal reflection, analysis and application • Quality of research • Clarity, creativity and quality of final presentation of ideas. |
| Class participation | 10% | Assignment F: | <ul style="list-style-type: none"> • Actively and meaningfully participant in class activities, work |

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|---|-------------|----------------------------|--|
| | | <i>Class participation</i> | and discuss <ul style="list-style-type: none"> Demonstration of knowledge gained through course readings. |
| Total | 100% | | |
| Note: That plagiarism is a serious offense. <i>The minimum penalty for a plagiarized paper is the grade of zero.</i> 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 (1%) point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

V. Academic Integrity

Plagiarism

All TST students are subject to University of Toronto’s “Code of Behaviour on Academic Matters.” Copies of the code are available at www.governingcouncil.utoronto.ca/policies/behaveac.htm. Please take special note of the section on plagiarism. For a helpful set of guidelines on how to avoid plagiarism, see www.writing.utoronto.ca/advice/using-sources/how-not-toplagiarize. This is part of a more general—and equally helpful—website that provides advice on academic writing (www.writing.utoronto.ca/advice).

Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation. Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from www.tst.edu/content/handbooks) and the University of Toronto *Code of Behaviour on Academic Matters* www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871. Students are assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges (www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences

TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).



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

Baldwin, C. & Linnea, A. (2010). *The Circle Way: A Leader in Every Chair*. San Francisco, CA: Berrett-Koehler Publishers.

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.

Brown, J., Isaacs, D. & the World Café Community. (2005). *The World Café: Shaping Our Futures Through Conversations That Matter*. San Francisco, CA: Berrett-Koehler Publishers. World Café:
<http://www.theworldcafe.com>

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 Neighbours, 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.

Vella, J. (2008). *On Teaching and Learning: Putting the Principles and Practices of Dialogue Education Into Action*. San Francisco, CA: Jossey-Bass.

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

On-line Resources

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

VII. Outline of Lectures, Assignments and Required Readings

| Date | Class Objectives | Readings for <u>Next</u> Class | Assignment Due |
|--------------------------------------|--|--|---|
| Pre-course | | For January 7: <ul style="list-style-type: none"> Review Course Syllabus Read <i>Learning to Listen Learning to Teach</i> | |
| Jan. 7 WEEK 1 | <ul style="list-style-type: none"> Review the syllabus and offer input Explore the principles to practice framework Differentiate 2 learning paradigms: teaching-centred and learning-centred Explore core principles for adult learning 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 | For February 11: <ul style="list-style-type: none"> Read <i>The Courage to Teach</i> Review all assignments | Assignment F (ongoing) |
| Feb. 11 WEEK 2 | <ul style="list-style-type: none"> 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 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 | For March 11: <ul style="list-style-type: none"> Read <i>How Learning Works</i> | Assignment A (Part I) Assignment F (ongoing) |
| Reading Week (February 20-24) | | | |

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| March 11 WEEK 3 | <ul style="list-style-type: none"> • 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 • Explore 4 more principles for authentic teaching and designing • Use 6 facilitation skills • Selecting ways to harvest data while facilitating learning • Learn how to model constructive feedback | | Assignment A (Part II) Assignment B (draft) Assignment F (ongoing) |
| March 25 WEEK 4 | <ul style="list-style-type: none"> • Learn from your class participant's designs and offer constructive feedback; Facilitate your workshop and receive constructive feedback <p>Plus,</p> <ul style="list-style-type: none"> • Plan for resistance • Differentiate between learning, transfer and impact • Plan your next steps • Invite others into your learning journey • Determine one place or person to share your learning • Completing a final synthesis | | Assignment B (final) Assignment C and D Assignment F (ongoing) |
| Post-course | | | Assignment E (April 4) |

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 |
|-----------------------|--|-------------|--|---|
| <u>A Range</u> | 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. |
| <u>B Range</u> | 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.