Course # EA 517; 4 Credits; Winter 2020
Saturdays: January 18, February 1, February 15, February 29, March 14
Loop Campus, 9:00 a.m. – 4:15 p.m.
14 E. Jackson, Room 406

Instructor: Wendy B. Yanow, Ed.D.
wyanow@depaul.edu

Available during normal business hours and by appointment
Messages returned within 24 hours

Course Description

This course focuses on developing students’ skills to effectively facilitate adult learning in a variety of settings. Students will learn about concepts that inform learner-centered methods and techniques of facilitating learning. Throughout the course, they will apply various methods and techniques in real settings and reflect on how these methods influence learning. The repertoire of skills that students develop as facilitators of learning will have both immediate and future application. While the concepts, methods and techniques covered in this course are also relevant to on-line learning, students who wish to delve further into this area are encouraged to do so through the Electives option.

Course Learning Outcomes

By end the end of the course you will

1. Distinguish “facilitation” from “instruction” and recognize the role of both in adult learning.

2. Apply facilitation strategies and techniques in practice and assess how they contribute to learner-centered, brain-aware, and democratic approaches for adult learning.

3. Evaluate adult learning settings to meaningfully select facilitation strategies and techniques.

4. Assess your own assumptions, tendencies, and attributes as a facilitator to guide your ongoing practice and development.
Possible MAAPS Application: Given its 4 credit hours, **EA-517** might apply to two competencies within the MAAPS Program (i.e., if appropriate to one’s focus area and approved according to MAAPS process):

**AP-530** Specialized Skill. (“Can describe and demonstrate various facilitation methods in designing and conducting learning events for adult participants.”)

**AP-540** Communication Modes. (“Can describe and demonstrate principles of effective dialogue and apply a variety of communication methods in adult learning situations.”)

**AP-585, -586, -587, -588, -589** Supplemental Competence. (“Can purposefully facilitate the growth potential among adult learners representing different mental models, worldviews and self-images.”)

or some other version of the above competencies—subject to advance approval by the Faculty Mentor and Course Instructor.

Learning Strategies & Resources

As this is a course on learning how to facilitate adult learning, students will be actively involved in facilitating the learning of their adult peers; that is, each session will include demonstration teaching by the participants. Readings and resources will be used to guide and analyze these demonstrations using the principles and dimensions of adult learning.

Class sessions will rely on participant preparation, using the course text and other required readings and resources, to serve rich discussion and questioning. Students will work on individual and group facilitation strategies.

Required Text:


Supplemental required materials will be drawn from resources such as the following and will be provided via D2L or Library E-Reserves:


Heron, J. (2012). An overview of radical education in action. E–Learning and Digital Media 9: 3, 304-316. www.wwwords.co.uk/ELEA
The Ultimate Training Workshop Handbook, Bruce Klatt

Additional readings and resources relevant to the students’ practice settings and interests of students will be provided by instructor and students on D2L

Learning Deliverables

Written Assignments will be submitted via D2L unless otherwise directed.

1. **Active Participation**
   Preparation evident in contributions. Contributing member to all class activities including facilitation practice and providing thoughtful feedback based upon an understanding of facilitation strategies being addressed. Commentary relates to principles, dimensions and/or theories of facilitating adult learning. Suggests applications to other settings including one’s own practice site.

   Addresses LO: 1, 2, 3, 4

2. **Special Interest Project**
   This assignment will give individual students an opportunity to pursue a specific dimension of facilitation or a topic related to their facilitation practice. Students will develop a learning contract for their project that specifies learning objectives, resources, and deliverables that will be approved in advance by the instructor. At the first class session, the class will brainstorm possible topics and deliverables that students might include in their contract. Students will present their learning in a 5-7 minute presentation.

   Learning Contract Due: 2/1
   5 min Presentation: 2/29
   Supplemental Documentation/Resources Due: 2/29

   Addresses LO: 2, 3, 4

3. **Reflection and reaction essays**
   4 papers, 1.5 – 3 pages double-spaced, due the Saturday following each class session. Each essay will respond to a prompt provided at the end of the class session.

   Due: 1/25, 2/8, 2/22, 3/7

   Addresses LO: 1, 3, 4

4. **Demonstration Project: Workshop Session**
Each student will develop a plan for facilitating learning within their own practice setting. This will include an analysis of the organizational setting and attributes of learners; comprehensive explanation of purposes of the training, meeting, etc.; and selection of a minimum of three facilitation techniques addressed in the course to be used in the facilitation. In Session 5 students will practice two of the identified facilitation techniques with class members and engage in a follow-up discussion directed to improving and strengthening the facilitator’s selection and execution of facilitation techniques.

Demonstration Plan Due: March 7
Demonstration Project Presentation: March 14

Addresses LO: 1, 2, 3, 4

5. Self-Assessment

2 – 4-page essay exploring how your understanding of learner centered, brain-aware and democratic approaches to facilitating learning is changing. What more would you like to learn about your special project? What are your remaining questions? What do you want to learn more about?

Due: 3/19

Addresses LO: 2, 4

Assessment of Student Learning

Criteria to guide assessment of student learning will emphasize the student’s conscious and intentional use of insights and strategies directed to facilitating adult learning

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<th>Deliverable</th>
<th>Criteria</th>
<th>Grade Scale</th>
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| Active Participation| • Attend all 5 sessions (be on time, leave on time)  
• Come prepared, engage actively and critically in class sessions and in interaction with classmates  
• Using participant observation during in-class facilitation lab experiences, provide feedback in discussion with participants  
• **Note**: Students who miss more than 1 session will need to retake the course with a different instructor at another time | Total-20 points; 20% of course grade             |
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<th>Component</th>
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| Reflection and Reaction    | • Responding to assignment prompts, reflect on key learnings and identify ways to apply them to your facilitation plan  
• Specific relationships are drawn between session activities or readings and course concepts  
• Identify break-through moments of understanding, including preceding areas of confusion and/or uncertainty  
• Reflections demonstrate growing awareness of the relationships between course materials/concepts and actual practice | 25 points; 25% of course grade |
| Essays                     |                                                                                                                                                                                                              |          |
| Special interest Project    | • Conscious selection of project content and methods to support student’s professional growth as a facilitator  
• Exploration of the project topic relies on the thoughtful and accurate analysis of application of a minimum of 3 scholarly sources  
• Deliverables of learning reflect standards of academic quality and professionalism | 20 points; 20% of course grade |
| Demonstration Project       | • Planning document is specific and comprehensive  
• Planning document demonstrates a clear understanding of the elements that influence effective facilitation  
• Facilitation technique practice reflects an interest in learning from practice and from feedback from others | 25 points; 25% of course grade |
| Self-Assessment             | Reflection essay assessing learning centered, brain-aware and democratic approaches for adult learning                                           | 10 points; 10% of course grade |
Grading Criteria and Scale

Points Available: 100

A 95-100
A- 91 – 94
B+ 88 - 90
B 83 - 87
B- 80 - 82
C+ 78 – 79
C 73 – 77
C- 70 - 73

Course Schedule – Handed out Session 1

EXPECTATIONS, POLICIES & OTHER RESOURCES

a. Adult/Professional Engagement: All course participants (students & instructors alike) are responsible for co-creating the learning space of this course—contributing individual uniquenesses while also modulating them for the sake of group learning. In this regard, professional engagement is expected from all—and particularly in areas of difference. Such engagement manifests itself through punctual attendance, thorough preparation, focused and respectful interactions (turning off electronic devices; curtailing side-conversations; active listening; informed contributions; probing questions; involved discussion; open-mindedness; etc.) as well as a high degree of both self-motivation and self-accountability. In addition, as adults, we are all responsible for requesting what we need to improve/sustain learning. The answer may be ‘yes’ or ‘no’—but, not to request is to leave the matter to chance. For additional information pertaining to DePaul’s Code of Student Responsibility, see: http://studentaffairs.depaul.edu/handbook/index.html

b. Students are expected to adhere to the University’s policy regarding academic integrity (involving plagiarism, cheating and other forms of academic dishonesty). Violations of academic integrity will be adjudicated in accordance with this policy. For additional information pertaining to Academic Integrity, see following link: http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf.

c. Attendance: Attendance is of vital importance. The MAEA encourages participation in all sessions; if a session must be missed, the student takes responsibility for “catching up” and “making up” missed work. If a student misses more than one full day session s/he needs to retake the course. All class session start on time and end on time. You are
expected to be present at the start of class to support the collaborative learning experience. Two late arrivals of more than 15 minutes will count as a half-day absence and could jeopardize your ability to pass the course. In accordance with adult/professional engagement (above) and, in particular, the importance of co-creating the learning space of this course, students are expected to participate and contribute within all class sessions.

d. **Citation Format**: SCPS Graduate Programs has adopted the APA reference style for all papers, presentations, etc. See most recent edition of *Publication Manual of the American Psychological Association*.

e. **Classroom-based Research involving Human Subjects**: Students are expected, when conducting research through the auspices of this course, to exhibit concern for the confidentiality and protection of their research subjects—guaranteeing anonymity wherever possible. Should there be any possibility or intent to publish or otherwise disseminate data and findings of research associated with this course, students are required to file an application for review of their methods protocol with the IRB (Institutional Review Board) prior to beginning any data collection. For additional information pertaining to Classroom-based Research, see following link: [http://research.depaul.edu/IRB/IRB_Home.html](http://research.depaul.edu/IRB/IRB_Home.html).

f. **Incomplete (IN) Grade**: This process follows university policy. A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

   - The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade](#) form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
   - The instructor has discretion to approve or not approve the student’s request for an IN grade.
   - The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
   - The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
   - The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

g. **Learning Disabilities**: Students who have need of an accommodation based on the impact of a disability should contact the instructor as early in the course as possible for a private/confidential conversation. In addition, students should contact Plus Program (for LD, AD/HD) at 773-325-4239 or The Office for Students with Disabilities at 773-325-7290. See [http://studentaffairs.depaul.edu/plus/index.asp](http://studentaffairs.depaul.edu/plus/index.asp).

h. **Writing Assistance**: Students who wish assistance with their writing may seek such through the DePaul Writing Centers. These centers offer resources for student writers
through both on-site and online services. Students are advised to consult the following links for information pertaining to writing assistance: http://condor.depaul.edu/writing/index.html and/or http://snl.depaul.edu/writing/index.html.

INSTRUCTOR BIOGRAPHY – Wendy Yanow, Ed.D.

Wendy Yanow, an adult educator, is an Associate with Adult Learning Unleashed, a group of educators leveraging justice and equity through learning. She facilitates workshops on race, whiteness and privilege through a network of interfaith organizations and other community groups in the Chicagoland area. Wendy works with adult university students, trains faculty educators and has served as a popular education teacher in a bi-lingual adult high school. She teaches a variety of undergraduate and graduate courses at DePaul University, School of Continuing and Professional Studies, Master of Arts in Educating Adults and was recently elected to the Oakton Community College Board of Trustees.

ADDITIONAL SUGGESTED RESOURCES AND BIBLIOGRAPHY


International Association of Facilitators *Methods Database:* https://www.iaf-world.org/site/about


Rothwell, W. J. (2008). *Adult learning basics: A complete how-to guide to help you translate theory into practice; train coach and mentor effectively; and promote lifelong learning.* ASTD Press


