SCHOOL FOR NEW LEARNING
Master of Arts in Educating Adults (MAEA)

EA 517: FACILITATING ADULT LEARNING
Winter 2019

Instructor
> Gretchen Wilbur
> SNL Resident Faculty
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> Individual consultations arranged by appointment.

Course Dates
> Saturdays: January 12; January 19; February 2; February 16; March 2
> 9:00 a.m. – 4:15 p.m.

Course Location and Delivery Format
> Loop Campus; Onground

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 (see EA 547 Designing OnLine Learning).

This course is designed for graduate students in the following programs:

MAEA	Cohort #22, Catherine Marienau, Faculty Mentor; and students from other cohorts
MAAPS	Can apply two competencies within the MAAPS Program (see below-- if appropriate to one's focus area and approved according to MAAPS process)
Certificate:	Educating Adults Certificate required course

Learning Outcomes and Competencies

By the end of the course, students will be able to:

1. Use theories, principles, and dimensions of facilitation and adult learning to analyze effectiveness of strategies and methods in a variety of practice settings
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. Develop an approach to facilitating adult learning based on a general understanding of how the human brain 'learns'
4. Assess your own assumptions, tendencies, and attributes as a facilitator to guide your ongoing practice and development

MAAPS students may apply this course toward any two of these focus area competencies:

- 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 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. Discussions and record keeping will provide a forum for collaborative reflection on how the strategies and techniques apply to a variety of settings including those of the students. The course will be experiential, trying on the concepts and strategies of the course curriculum through learning-in-action. Activities will include:

- **Discussions** analyzing the application of facilitation dimensions and strategies in different situations
- **Demonstration facilitation** with active engagement of individuals and collaborative groups preparation, delivery, and self-assessment
- **Recording and reflecting** on a graphic organizer to build a repertoire of strategies and methods that have been introduced and demonstrated
- **Facilitation assessment** using participant-observation during demonstration teaching episodes and discussion with participants afterwards
- **Synthesis performance** of your growth in facilitating, including your assumptions, attributes, and approaches

Required Text:
>Taylor, K., & Marienau, C. (2016). *Facilitating learning with the adult brain in mind*. San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-71145. [Referred to as T&M on Schedule]

Required Readings & Resources: online or posted on D2L site
>Bens, I. (2018). Understanding facilitation. In *Facilitating with ease!: Core skills for facilitators, team leaders and members, consultants, and trainers* (4th ed.): 1-30. Hoboken, NJ: Wiley. [Ch. 1]
>Heron, J. (1999). Varieties of the experiential learning cycle. In *The complete facilitator's handbook* (pp 277-296). London, UK: Kogan Page. [Ch. 14]
>International Association of Facilitators Methods Database*: https://www.iaf-world.org/site/about*
>Wilkinson, M. (2004). *The secrets of facilitation: The S.M.A.R.T. guide to getting results with groups.* San Francisco, CA: Jossey-Bass. E-book
>Additional readings and resources relevant to the students' practice settings and interests of students will be provided by instructor and students on D2L.

Recommended Readings & Resources
>Bens, I. (2018). *Facilitating with ease!: Core skills for facilitators, team leaders and members, consultants, and trainers* (4th ed.). Hoboken, NJ: Wiley.
>Brookfield, S. D., & Preskill, S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms* (2nd ed.). San Francisco, CA: Jossey-Bass.
>Galbraith, M. W., Ed. (2004). *Adult learning methods: A guide for effective instruction* (3rd ed.). Malabar, FL: Krieger Publishing Company.
>Heron, J. (2012). An overview of radical education in action. E–Learning and Digital Media 9: 3, 304-316. *www.wwwords.co.uk/ELEA*
>Schuman, S., Ed. (2005). *The IAF handbook of group facilitation*. San Francisco, CA: Jossey-Bass.
>Additional readings and resources relevant to the students' practice settings and interests of students will be provided by instructor and students on D2L.

Learning Evidence and Assessment Criteria
>The evidences of learning for which students will be graded represent the experiential features of the course and the various modalities of facilitation that we will be studying and demonstrating. Students will be engaged in defining the particulars of the assignments. Below is a listing of the core criteria that will be used to assess the assignments and learning outcomes. The dates represent the developmental stages of the assignments. The weighting of assignments in terms of the overall grade is identified.

Evidence	Criteria	Outcome	Due Dates	Weight
Demonstration facilitation				20%
Preparation	Planning Outline includes at least 2 dimensions of facilitation, conceptual & embodied learning, group reflection & application	#2 AP-530	On or before the day of delivery	
Delivery	Organization, active engagement of participants, attempt to meet <75%	#2 AP-585-9	February 2 or 16	

	of effective facilitation checklist			
Self-Assessment	Reflection essay assessing learner-centered, brain-aware, and democratic approaches for adult learning	#1 #3 AP-585-9	One week after delivery	
Short essays	Describe and compare 2 strategies Analyze strategies using theories, principles & dimensions Illustrate application of strategies in different situations	#1 AP-530 AP-540	January 19 February 16	15%
Graphic organizer of strategies	Brief description of strategies <20 strategies; 50% non-required sources Type & application of strategies <4 different purposes/settings	#2 AP530	January 26 via D2L February 16 March 7	15%
Facilitation assessment of teaching episodes	Participant-Observation field notes record facilitator actions and participant reactions Interview questions align with facilitation principles & dimensions Transcription of responses appended Write up describes themes, interprets principles, dimensions & recommendations for growth & applications	#1 AP 530	February 16 or March 2	20%
Synthesis performance of your growth in facilitating	Uses metaphor and/or embodied approach Identifies assumptions at beginning and end of course Highlights personal attributes as facilitator Illustrates priorities of ongoing growth & development of approaches	#4 AP 540 AP 585-9	March 2	20%
Active Participation	Preparation evident in contributions Contributing member to all class activities Commentary relates to principles, dimensions and/or theories of facilitating adult learning Suggests applications to other settings including one's own practice	#1 #2 #3 #4 AP-530 AP-540 AP-585-9		10%

Grading Criteria & Scale

Letter grades are assigned to graduate courses; pass/fail is not an option. Students must earn a grade of C or better to receive credit for the course; receipt of a grade of C- or lower will require retaking the course.

> A = 94-100
> A- = 90-93
> B+ = 87-89
> B = 84-86
> B- = 80-83
> C+ = 77-79
> C = 74-76

C- =70-73

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.

Course Schedule
The course schedule is in development. It will be finalized prior to the first class. The schedule is subject to change during the course with changes made for the benefit of student learning. Any changes made during the course will be discussed with students before they take effect.

Date	Session Focus	Readings	Assignments Due

January 12 In-class session	Setting the Stage
	    Building community; lowering anxiety; engaging curiosity
	    Dimensions of Facilitating Adult Learning
	    Personalizing Goals & Aspirations
	    Identifying expectations & resources
		T&M-Ch 4	

January 19 In-class session	Enter Stage Left
	    Verbal, theoretical, conceptual approaches
	    Demonstrating & Discussing Stage Left Approaches
	    Sharing Resources Discovered
		T&M-Ch 5
		Readings on D2L
			Short Essay

January 16			Graphic Organizer on D2L

February 2 In-class session	Enter Stage Right
	    Embodied and metaphorical approaches
	    Demonstrations
	    Participant Observations
	    Discussion: Assessments of Learning
	    Effective Facilitation Criteria & Checklists
		T&M-Ch 6
		Readings on D2L
			Demonstration Facilitation

February 16 In-class session	Center Stage
	    Interweaving multi-faceted approaches
	    Demonstrations
	    Participant Observation
	    Discussion Assessments of Facilitation
		T&M-Ch 7
		Readings on D2L
			Short Essay
			Demonstration Facilitation
			Graphic Organizer Facilitation assessment

March 2	Meaning Making	T&M-Ch 8	Graphic Organizer Facilitation

In-class session	Scaffolding reflection & feedback Synthesis Performances		assessment Synthesis performance

Course Policies

This course includes and adheres to the college and university policies described in the links below:

Academic Integrity Policy

APA citation format

Incomplete (IN) and Research (R) Grades Expiration Policy

Course Withdrawal Timelines and Grade/Fee Consequences

Accommodations Based on the Impact of a Disability

Protection of Human Research Participants

Other Resources for Students

University Center for Writing-based Learning

SNL Writing Guide

Dean of Students Office

Instructor Brief Bio

Gretchen Wilbur is a Resident Faculty and Mentor in the School for New Learning. She has facilitated adult learning for over 30 years in a variety of educational settings. She has worked with teachers in school districts, staff in state educational agencies, and adult students in colleges and universities. She has designed programs with and for adult learners in these settings Her areas of expertise and scholarship have focused on teacher education, equity educational cultures, and collaborative inquiry for the purpose of actively engaging all learners. Most recently, she was a U.S. Fulbright Scholar in Jamaica and studied the impact of using the arts in teaching and learning to achieve equity aims and to honor multiple forms of self-expression in learning.

ADDITIONAL SUGGESTED RESOURCES AND BIBLIOGRAPHY

Bens, I. (2018). *Facilitating with ease!: Core skills for facilitators, team leaders and members, consultants, and trainers* (4th ed.). Hoboken, NJ: Wiley.

Brookfield, S. D. (1986). *Understanding and facilitating adult learning*. San Francisco, CA: Jossey-Bass and (2011).

Brookfield, S. D. (2011). *Teaching for critical thinking.* San Francisco, CA: Jossey-Bass.

Brookfield, S. D., & Preskill, S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. San Francisco, CA: Jossey-Bass.

Buzan, T. (1993). The *mind map book: How to use radiant thinking to maximize your brain's untapped potential*. New York, NY: Penguin Group.

Cooperrider, D. L. (2000). *Appreciative inquiry: Rethinking human organization toward a positive theory of change*. Newbury Park, CA: Sage.

Galbraith, M. W., Ed. (2004). *Adult learning methods: A guide for effective instruction* (3rd ed.). Malabar, FL: Krieger.

Gardner, H. (2008). *Five minds for the future.* Boston, MA: Harvard Business Press; (1983). *Frames of mind: The theory of multiple intelligences*. London: Fontana; (1999) *Intelligence reframed.* New York, NY: Basic Books; and (2006). *Multiple intelligences.* New York, NY: Basic Books.

Goleman, D. (2007). *Social intelligence: The new science of human relationships and* (2006). *Emotional intelligence: Why it can matter more than IQ*. New York, NY: Bantam Books.

Heron, J. (1999). *The complete facilitator's handbook.* London, UK: Kogan Page.

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

Jenkins, J., & Jenkins, M. (2006). *The nine disciplines of a facilitator: Leading groups by transforming yourself.* San Francisco, CA: Jossey-Bass.

Kahn, M. (1995). *The tao of conversation: How to talk about things that really matter, in ways that encourage new ideas, deepen intimacy, and build effective and creative working relationships.* Oakland, CA: New Harbinger Publications.

Kaner, S., et. al. (2014). Facilitator's guide to participatory decision-making, 3rd ed. San Francisco, CA: Jossey- Bass.

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Lazear, D. (2003, Fourth Edition). Eight ways of teaching: The rrtistry of teaching with multiple intelligences. Thousand Oaks, CA: Corwin Press Krisco, K. H. (1997).

Mackeracher, D. (2004). *Making sense of adult learning*. Toronto: University of Toronto Press.

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Pink, D. (2006). *A whole new mind: Why right-brainers will rule the future*. New York, NY: Riverhead Books.

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

Schuman, S. (Ed.) (2005). *The IAF handbook of group facilitation*. San Francisco, CA: Jossey-Bass.

Schwarz, R. (2002). *The skilled facilitator: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers, and Coaches.* San Francisco, CA: Jossey Bass.

Schwarz, R., Davidson, A., Carlson, P, & McKinney, S. (2005) *The skilled facilitator fieldbook: Tips, tools, and tested methods for consultants, facilitators, managers, trainers, and coaches*. San Francisco, CA: Jossey-Bass.

Scott, S. (2002). *Fierce conversations: Achieving success at work and in life, one conversation at a time*. New York, NY: Viking Penguin.

Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization.* New York, NY: Doubleday.

Senge, P. M., Kleiner, A, et al. (Eds). (1994). *The fifth discipline field book: Strategies and tools for building a learning organization.* New York, NY: Doubleday.

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Taylor, K., Marienau, C., & Fiddler, M. (2000). *Developing adult learners: Strategies for teachers and trainers*. San Francisco, CA: Jossey-Bass.

Taylor, K., & Marienau, C. (2016). *Facilitating learning with the adult brain in mind*. San Francisco, CA: Jossey- Bass.

Vella, J. (2002). *Learning to listen, learning to teach: The power of dialogue in educating adults*. San Francisco, CA: Jossey-Bass.

Wilkinson, M. (2004). *The secrets of facilitation: The S.M.A.R.T. guide to getting results with groups.* San Francisco, CA: Jossey-Bass.