

SCHOOL FOR NEW LEARNING
Master of Arts in Educating Adults (MAEA)
Facilitating Adult Learning
Syllabus

Course # EA 517; 4 Credits; Summer 2019
Saturdays: June 22, July 13, 27, August 3, 17
Loop Campus, 9:00 a.m. - 4:15 p.m.
Cohort #23

Instructor: Donna Younger, Ed.D.
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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. Develop an approach to facilitating adult learning based on a general understanding of how the human brain 'learns.'
3. Evaluate adult learning settings to meaningfully select facilitation strategies and techniques.
4. Employ facilitation techniques to advance adult learning through discussion and other forms of interaction.
5. 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 and Resources

The course is designed to connect theories and models related to adult learning to the specific choices and tools we use to facilitate it. Two required texts will be used throughout the course:

Facilitating Group Learning by George Lahey. Jossey-Bass, 2010.

ISBN: 978 0 470 76863 1.

This will serve as the core text for the course.

Facilitating Learning with the Adult Brain in Mind by Kathleen Taylor and

Catherine Marienau. Jossey-Bass, 2016. ISBN-13: 978-1118711453

We will be using the first three chapters of this text.

Supplemental materials will be drawn from resources such as the following and will be provided via D2L or, occasionally, via classroom handouts:

The Discussion Book by Stephen Brookfield and Stephen Preskill. Jossey-Bass, 2016. ISBN 978-1-119-04971-5.

Facilitation Skills The ASTD Trainer's Sourcebook. Dennis Kinlaw. McGraw-Hill, 1996 ISBN - 13: 978-0070534445

The Ultimate Training Workshop Handbook, Bruce Klatt

In general, class sessions will begin with an exploration of theories, models, and principles related to facilitation strategy and practice. Afternoon sessions will be devoted to linking these foundations to specific facilitation practices, settings, and structures. For example, a morning session that addresses the role of cultural press as a context for learning will set the stage for afternoon exercises in characterizing organizational cultures and relating facilitation styles and techniques to those cultures.

Class sessions will rely on participant preparation, using the course text and provided resources, so that class time permits rich discussion and questioning. Exercises designed to permit application and practice of facilitation techniques will involve both individual and group opportunities.

Learning Deliverables

Assignments will be submitted via D2L unless otherwise directed.

1. Session Reaction and Reflection

5 papers, 750-1250 words due within 5 days following a class session.

Each paper will respond to a prompt provided at the end of the class session. (Due dates: 6/27, 7/18, 8/1, 8/8, 8/22)

Addresses LO: 1, 2, 3, 5

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.

Addresses LO: 2, 4

3. Resource Review: Each student will locate and review a resource (book, article, or white paper, etc.) to support a facilitator's practice and ongoing professional development. The resource should be relevant to general facilitation practice rather than content specific to a field or topic. Students will submit a brief written review, including bibliographic information, to link the resource to foundational theories and will review it for the class in Session 4 in a 3-5 minute presentation during Session 4 (8/3). Addresses LO: 1, 2, 3

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 (August 17), 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. The written document reflecting the facilitator's plan will be due on August 14.

Addresses LO: 1, 2, 3, 4, 5

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

Deliverables of Learning	Criteria Used to Assess Student Learning	Course Weight
Session Reaction and Reflection (4 papers)	<ol style="list-style-type: none"> 1. Responds directly to the prompt offered to guide reflection. 2. Specific relationships are drawn between session activities and course concepts. 3. Observations illuminate complexities and issues yet to be resolved. 4. Reflections demonstrate growing awareness of the relationship between course material/concepts and actual practice. 	35%
Special Interest Project	<ol style="list-style-type: none"> 1. Conscious selection of project content and methods to support student's professional growth as a facilitator. 2. Exploration of the project topic relies on the thoughtful and accurate analysis or application of a minimum of 3 scholarly sources. 3. Deliverables of learning reflect standards of academic quality and professionalism. 	20%

Resource Review	<ol style="list-style-type: none"> 1. Selection of materials that are grounded in adult learning theory. 2. Review highlights features of the resource relevant to facilitation practice. 3. Review explains the potential of the resource to contribute to ongoing professional development. 	20%
Demonstration Workshop	<ol style="list-style-type: none"> 1. Planning document is specific and comprehensive. 2. Planning document demonstrates a clear understanding of the elements that influence effective facilitation. 3. Facilitation technique practice reflects an interest in learning from practice and from feedback from others. 	25%

Grading Criteria and Scale

Points Available: 1000

A	950-1000
A-	910 - 949
B+	880 - 909
B	830 - 879
B-	800 - 829
C+	780 - 799
C	731 - 779
C-	700 - 730

<u>Session Reflections</u>	35% of Course	350 points
5 papers	70 points each	
Special Interest Project	20% of Course	200 points
Resource Review	20% of Course	200 points
Demonstration Workshop	25% of Course	250 points

Course Schedule

Session	Topics and Activities	Assignments for Following Session	Comments
6/22	<p>Introduction to the course and to each other The Landscape: Learning, Facilitation, Instruction</p> <p>Starting Points Discussion Assumptions, Histories, Preferences</p> <p>Discuss Special Interest Project and Learning Contract</p>	<p>Review/read Chapters 1-3 in Facilitating Learning text</p> <p>Read Sections I and II in Lakey</p> <p>Reaction Paper (due 6/27)</p>	
7/13	<p>Exploration of FL chapters: A Look at the Brain</p> <p>Engaging Learners: Contracting and Questioning</p>	<p>Read Sections III and IV in Lakey</p> <p>Reaction Paper (due 7/18)</p> <p>Learning Contract (due 7/22)</p>	
7/27	<p>The Transformative Power of Facilitation</p> <p>I-E-O Model and its relevance</p> <p>Characterizing and Shaping the Facilitation Context</p> <p>Exercises in Contracting, Questioning, Reframing, Closing</p>	<p>Read Handouts (Klatt, Brookfield, Pink)</p> <p>Reaction Paper (due 8/1)</p> <p>Prep for Resource Review due 7/31</p>	
8/3	<p>Facilitating Discussion to Engage Diverse Learners</p> <p>Troubleshooting workshop management (based on Klatt reading)</p>	<p>Reaction Paper (due 8/8)</p> <p>Demonstration Workshop Planning Guide due 8/14</p>	
8/17	<p>Demonstration Workshops</p> <p>Resources for ongoing learning</p>	<p>Reaction Paper (due 8/22)</p>	

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:** SNL 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.
- f. **Incomplete Grade:** Students seeking an “incomplete” (due to unusual or unforeseeable circumstances not encountered by other students and as acceptable to the instructor) are to request such in accordance with the University’s policy regarding incompletes. To request an incomplete, students are to complete and submit the required form in advance of grading deadlines listed in the syllabus. Instructors are not obligated to accept all requests for incompletes. For additional

information pertaining to “incompletes” (including required form), see following link:
See http://snl/StudentResources/Graduate_Resources/Grades.asp .

- 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>
- 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 – Donna Younger, Ed.D.

Donna has served as an adult learning facilitator in a wide variety of roles and settings for more than thirty years. In higher education, she was a member of the resident faculty of SNL for 12 years and has taught in both the undergraduate and graduate programs as an adjunct faculty member for 14 years. Donna served as Dean of Academic Services at Oakton Community College from 2002-2012 where she led the effort to improve services to adult students and to implement a First Year Experience Program. More recently, Donna was Associate Vice-President for Higher Education at CAEL (Council for Adult and Experiential Learning) from 2014-2016 and continues to serve as a consultant for CAEL, working with academic institutions across sectors as well as with business and not-for-profit organizations. Donna’s particular areas for continuous inquiry for emotional and social competence and organizational development.