DePaul University
School of Continuing and Professional Studies
Master of Arts in Educating Adults (MAEA) Graduate Program

~

EA515: Developing Professional Identity
Fall Quarter 2019
Cohort #24

~

Five Saturdays
September 21; October 5 & 19; November 2 & 16

~

9:00am – 4:15pm (with lunch and breaks)
Loop Campus – Daley Building, 14 East Jackson, Room 1455 (SCPS Suite)
4 Credit Hours

**Faculty**
Caroline M. Kisiel, Ph.D.
Loop Office: Daley 1400
ckisiel@depaul.edu (best way to reach me)
312-362-8979 (voicemail will automatically register an email)
Office hours: after class and by appointment
See Faculty Biography section below for further information

**Course Description**
Welcome to the Graduate MAEA initial course, *Developing Professional Identity*!

In this foundational course of the MAEA program, participants will explore and refine their philosophical orientations to their work as educators of adults as they systematically examine their professional identity and construct their own philosophy of education. Each participant will examine her/his assumptions, beliefs, perspectives, and skills in the arena of educating adults. Participants will situate their own area of practice in broader contexts of adult learning and adult education and will expand their professional networks. A philosophy of educating adults, self-assessments/inventories, and action plans for future study in the MAEA program will comprise the beginnings of a Program Portfolio. Participants will be introduced to the *Elements of Better Practice*: Agency, Reflection, and Flexibility (see MAEA Guidebook for specific facets).

**Learning Resources (Including Required Texts) & Learning Strategies**

**Learning Resources**
This course has two required textbooks:


The books can be purchased at the DePaul Bookstore or through a vendor of your choice.

Other resources for this class include:

- The Master of Arts in Educating Adults (MAEA) Guidebook, 2019-2020 (accessible online, and hard copy provided to you free of charge on Day 1 of class)
- Articles and handouts provided online: articles/handouts/exercises distributed and used for activities in class; additional self-assessments (online/free); videos; websites.

**Recommended as refreshers** (inexpensive on Amazon)


(documentation) Resources for APA documentation style:

- Online Writing Lab, Purdue University, APA style: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**Resources Especially Relevant to MAEA Students**

Samples of Graduate Student Work: [https://scps.depaul.edu/student-resources/graduate-resources/Pages/graduate-writing-samples.aspx](https://scps.depaul.edu/student-resources/graduate-resources/Pages/graduate-writing-samples.aspx)

CAEA (Center to Advance Education for Adults): [http://caeacommcon.ning.com](http://caeacommcon.ning.com)

Graduate Programs Blog: [https://inspiredideations.wordpress.com](https://inspiredideations.wordpress.com)

**Learning Strategies**

**Class sessions:** Saturday class sessions will involve a variety of active learning methods, including but not limited to: full-class discussions, small group activities, group discussions, group presentations, individual presentations, role playing, videos, websites, in-class writings. Class sessions will model possibilities for adult learners, and will contain elements of reflective practice. You will conduct various inventories and self-assessments to highlight your competencies as an educator of adults, to ascertain your learning and teaching styles, and to formulate a personal philosophy as an educator of adults. Your current and planned-for practices will be examined in light of relevant philosophies and theories. You will share resources and strategies with one another. Assignments will be individualized as needed to address your particular interests and circumstances.
Interaction with your classmates is both expected and valued in terms contributing to the learning potential of the participants. It is expected that everyone will attend and participate actively in each class session.

**D2L:** Our D2L site will be used for the two-week period in between classes. It will house all assignments and resources under the “Content” section, and a series of four discussion forums – one in each two-week intervening period – will be used to help you remain connected to the group and the learning between meeting times. We will also be using the D2L dropbox – “Submissions” – for submitting your written assignments, where I will provide feedback and your points grade.

**Reading and Writing Strategies:** Graduate-level reading may take some adjustment, and in this course we will focus on what this means and identify strategies together. Reading Guidelines will be provided to help you both navigate and synthesize the reading material. Writing assignments are designed to help you engage in both reflective and formal academic writing that incorporates source material. Writing strategies for graduate work will also be discussed in class, and you will be introduced to DePaul’s Writing Center, a valuable resource.

<table>
<thead>
<tr>
<th>Learning Outcomes &amp; Evidence</th>
<th>Integrating Essay, drawing on inventories &amp; self-assessments, reflection logs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Create your individual profile as a practitioner of educating adults</td>
<td><strong>Integrating Essay</strong>, drawing on inventories &amp; self-assessments, reflection logs</td>
</tr>
<tr>
<td>2) Create your individual profile as an adult learner</td>
<td><strong>Integrating Essay</strong>, drawing on inventories and self-assessments, reflection logs</td>
</tr>
<tr>
<td>3) Formulate and articulate your personal philosophy of educating adults, representing multiple perspectives</td>
<td><strong>Integrating Essay</strong>, drawing on reflection logs, professional resources, academic sources</td>
</tr>
<tr>
<td>4) Situate your role(s) and responsibilities as an adult educator in the larger context of adult education.</td>
<td><strong>Integrating essay</strong>, drawing on reflection logs, academic sources, professional resources</td>
</tr>
<tr>
<td>5) Link philosophical orientations of adult education and theories of adult learning to aspects of your practice</td>
<td><strong>Integrating Essay</strong>, drawing on reflection logs, academic sources, professional resources</td>
</tr>
</tbody>
</table>
6) Investigate sources & resources to build your knowledge base and professional network

**Documentation of professional resources; academic sources** (may be supported by work done in LLS 450)

7) Assume agency for your learning in graduate study

**An action plan** for future learning in the MAEA program

---

**The Course Notebook – Your Major Deliverable for EA515**

Your Course Notebook will contain evidence in line with the specified learning outcomes for this course. It should be organized into six sections *(details for each section will be covered in full on the first day of class)*:

1. Inventories and self-assessments
2. Reflection logs
3. Professional resources
4. Academic sources;
5. Action plan for future study
6. Integrating Essay

You may choose to add additional categories to capture other activities. The final product for this course will be the **Integrating Report**, which is due with the rest of your Notebook. *Exact due dates will be provided on Day 1 of class.*

Each section of the Course Notebook and assignments for the sections will build toward your Integrating Report. Rather than producing new material, your Integrating Report will draw on what you have thought and written about throughout the course. While one anticipates new/further insights in the process of preparing the essay, you will not need to go beyond your Course Notebook and assigned readings to develop the Integrating Essay. *Guidelines for the Integrating Report will be provided early in the quarter.* We will review these guidelines several times so that you can be self-assessing your own progress as well as receiving feedback from me and your peers.

Segments of your notebook will be submitted to me for formative feedback during the course, via the D2L dropbox (“Submissions”); the entire notebook will be handed in at the end of the course for summative feedback and grading. A loose-leaf binder is recommended so that you can insert relevant pieces as they are developed. You might want to create the written parts of your notebook electronically and then save and print out.
Your Ongoing MAEA Learning Portfolio – Course Notebook as Foundation

While this is not a “deliverable” in this course, the Course Notebook itself will be the starting point/foundation for the creation of your Program Portfolio, which you have the option of creating through DePaul’s online Digication system, a private portal where you can upload text and visuals to create an electronic e-portfolio. See: https://depaul.digication.com

As a student in the MAEA program, you will be compiling a collection of your work, over time, that contains evidence of what you know and can do with respect to educating adults. This is what we call the Program Portfolio. It will require you to engage in critical reflection on what you are learning, how you are applying that learning, what results are you seeing and seeking, and how you might improve your practice in educating adults. You will build your Program Portfolio across the life of the MAEA program, drawing on your coursework and seminars, independent pursuits, work-based activities, and feedback from instructors and others. The four Reflective Practice Seminars will provide a forum to share significant aspects of learning as represented in students’ Program Portfolios and to receive feedback from me (faculty mentor) and other students.

You will make choices about what to include in your Program Portfolio that represents your best work, significant learning, areas for future inquiry and growth, and the like. (Information regarding Types of Portfolios and how to use Digication will be provided).

Special Notes on Attendance/Participation for This Course

**Class Attendance/Participation** (includes D2L Discussion Forum work) –

Attendance and participation are **mandatory for this five-Saturday class, and this comprises 20% of your overall course grade.**

In addition to attending **ALL** class sessions, students will be required to post in a total of four D2L forums; one forum will be set up in each of the intervening two-week periods (between these class sessions: 1-2, 2-3, 3-4, 4-5).

Class sessions will be conducted in an active, workshop format, with activities that will balance information, reflection and production. Class learning and activities will be the main vehicle where you will share knowledge, test ideas, garner feedback, and contribute and refine your own skills.

**Missing one class will mean missing ONE-FIFTH of these vital and necessary components of learning that will contribute to your development of your professional identity as an educator. Guidelines and grading rubric for the D2L work will be provided the first day of class.**
Attendance and participation are essential in this class, as each week we will cover a critical aspect of one or more of the above criteria, which will be important for your academic success in the graduate program. In addition, we will miss your valuable perspective if you are not in attendance!

*If you know ahead of time that you will have a conflict in attending all five Saturdays, please register for this course at a more convenient time. I do understand that significant emergencies at times occur after class has begun, and I will work with you; please contact me immediately if you find yourself in this situation.

**Assessment of Student Learning & Grades**

**Assessment Criteria**

Attendance/participation, all pieces of the Course Notebook and the D2L forum assignments will be assessed on a points basis; points will then fold into the Grading Percentages noted next to each section below to determine your final course grade. The percentages identified below are related to your final course grade for EA515.

**Class Participation (20%)** (includes D2L participation, i.e. posting and responses)

A level work: engaged participation in all class sessions based on thoughtful preparation; ability to discuss readings, draw on relevant life experience and overall contribute to the quality of the collaborative learning experience.

B level work: active participation in most class sessions, class preparation and ability to discuss readings and relate them to practice setting with some degree of thoughtfulness.

C level work: Inconsistent participation and preparation; demonstration of some ability to link readings to practice though lacking in detail; absences

**Notebook Section 1 – Inventories & Self-Assessments (10%)**

A level work: analyzes themes and interprets the meaning of the data obtained from assigned inventories and self-assessments; provides rich descriptive detail that informs and supports narrative. Draws from all assigned inventories and self-assessments

B level work: analyzes some of the evident themes and interprets the meaning of the data obtained from assigned inventories and self-assessments; provides descriptive detail that informs and supports narrative. Draws from at least 2/3 of assigned inventories and self-assessments
C level work: completes up to $\frac{1}{2}$ of assigned inventories and self-assessments; provides basic description of experience but offers minimal analysis and interpretation.

**Notebook Section 2 – Reflection Logs (20%)**

A level work: analyzes the readings (interpret, question, critique) to show critical engagement with the material; articulates learning from each class session; poses questions and issues from one’s practice; explores how different ideas and approaches (at least 4) might inform one’s professional identity and/or practice; completes all the assignments.

B level work: analyzes the readings with some interpretation; connects ideas and/or approaches (at least 3) about ‘educating’ to one’s practice; notes changes in development of professional identity; completes up to $\frac{2}{3}$ of the assignments.

C level work: names ideas in the readings but offers little explanation; describes experience in basic terms; makes surface links between ideas and experience; completes up to $\frac{1}{2}$ of the assignments.

**Notebook Section 3 – Professional Resources (10%)**

A level work: completes all parts of the professional networking worksheet (to be provided); provides tangible documentation (e.g., people, places, interview notes, resources & other materials).

B level work: completes up to $\frac{2}{3}$ of the worksheet; draws on and documents fewer sources; provides more limited tangible documentation.

C level work: completes up to $\frac{1}{2}$ of the worksheet; draws on limited sources (1-2); provides minimal documentation.

**Notebook Section 4 – Academic Sources (5%)**

You may include sources that you find during LLS 450.

A level work: completes all parts of the worksheet; draws on and references at least four different kinds of scholarly sources relevant to your area of practice.

B level work: completes up to $\frac{2}{3}$ of the worksheet; draws on and references at least three different kinds of scholarly sources relevant to your area of focus.

C level work: completes up to $\frac{1}{2}$ of the worksheet; draws on and makes reference to fewer than three scholarly sources; relevance of sources to area of practice is not explicit.

**Notebook Section 5 – Action Plan for Future Study (10%)**
A level work: articulates specific interests in and learning goals for the Liberal Learning Seminars; identifies potential areas for the Electives; generates at least one idea for the Applied Inquiry Project; identifies readings and other sources to pursue; identifies specific areas of interest in future MAEA courses.

B level work: generates ideas/plans for three of the five areas noted above.

C level work: generates ideas/plans for two of the five areas above.

**Notebook Section 6-- Integrating Report (25%)**

(guidelines and grading rubric for Integrating Report will be provided)

The Integrating Report will be built on previous assignments and is the space within which to pull things together. While the course notebook will show how your thinking has progressed over time, the report calls for reflection on and selective integration of what you have learned and produced in this course as a summative (albeit tentative) statement at the close of the quarter.

**A level work:**

- Articulates and integrates knowledge and awareness of self and others, and influences of context, on one’s practice as a learner and educator of adults
- Incorporates ideas (theories, models) from the literature and class discussions with explicit connection to the source(s)
- Adopts or imagines influence and implications of ideas/perspectives other than one’s current set on future practice(s)
- Articulates a personal philosophy of educating adults with specific reference to philosophical perspectives, ideas (theories) re adult learning, and other influences

**B level work:**

- Articulates knowledge and awareness of self and others, and influences of context, on one’s practice as a learner and educator of adults, but treats them as separate rather than integrated components
- Makes reference to ideas but with loose connections to the source(s)
- Adopts or imagines influence and implications of ideas/perspectives other than one’s current set on future practice(s)
- Articulates a personal philosophy of educating adults but with limited connection to philosophical perspectives, theories, and other influences;

**C level work:**

- Addresses each of the above elements but with limited analysis, interpretation, and connection among ideas and experience.
Overview of Grading Percentages (same as noted above)

<table>
<thead>
<tr>
<th>Class Attendance/Participation</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notebook Section 1 – Inventories and Self-Assessments</td>
<td>10%</td>
</tr>
<tr>
<td>Notebook Section 2 – Reflection Logs</td>
<td>20%</td>
</tr>
<tr>
<td>Notebook Section 3 – Professional Resources</td>
<td>10%</td>
</tr>
<tr>
<td>Notebook Section 4 – Academic Resources</td>
<td>5%</td>
</tr>
<tr>
<td>Notebook Section 5 – Action Plan for Future Study</td>
<td>10%</td>
</tr>
<tr>
<td>Notebook Section 6 – Integrating Report</td>
<td>25%</td>
</tr>
</tbody>
</table>

Points correlation to letter grading system for overall course grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-96</td>
</tr>
<tr>
<td>A-</td>
<td>95-91</td>
</tr>
<tr>
<td>B+</td>
<td>90-86</td>
</tr>
<tr>
<td>B</td>
<td>85-81</td>
</tr>
<tr>
<td>B-</td>
<td>80-76</td>
</tr>
<tr>
<td>C+</td>
<td>75-71</td>
</tr>
<tr>
<td>C</td>
<td>70-66</td>
</tr>
</tbody>
</table>

**NOTE: Students who receive an overall course grade of C- (65 or below) based on a combined tally of their assignments do not receive credit for the course.

Late Work Policy

Late work will be assessed at - 5% per day for assignments – this applies to posting deadlines on D2L (in the four two-week interims), and all written assignments that are due in the dropbox (“Submissions”) by the following class session – please speak to me if this becomes a concern due to emergent circumstances to determine alternatives.

Assignments are due in the D2L dropbox (“Submissions”) + bring in either an electronic or hard copy form on the date the assignment is due. Please NOTIFY ME if you encounter circumstances that prevent your timely submission of assigned work; and submit any work by email to me as soon as possible, and complete late posts on D2L as soon as possible. The timely submission of your assignments in this class will be a factor in your passing grade.
General Map of Course Sessions
FALL 2019: September 21 – November 16

NOTE: Any changes to our weekly course agendas/topics will be discussed in class each week + ALWAYS CHECK our D2L site!

Specific assignments, including readings, will be given in advance of each class session. The assignments will be geared to specific sections of your Course Notebook. These assignments will help you prepare for class discussions and activities as well as the final Synthesizing Essay.

For all assignments:
I will provide detailed instructions on all assignments in class and will post them to our D2L site – it will be very important that you review the detailed instructions so you know what to prepare for the assignment, and when it is due!
- Additional details for each Course Notebook assignment will be provided in class.
- Assignments are due in the D2L dropbox (“Submissions”) + bring in either an electronic or hard copy form on the date the assignment is due.

Note:
The Course Map (topics of focus/discussion) may be modified as we progress, in conjunction with the needs/interests of the class.

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Class Learning Focus &amp; Main Agenda Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION 1, September 21</td>
<td>Beginning Your MAEA Journey – Engaging, Learning, Educating</td>
</tr>
<tr>
<td></td>
<td>Introduction and welcome to the MAEA program and Developing Professional Identity!</td>
</tr>
<tr>
<td>SESSION 2</td>
<td>October 5</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Professional Identity &amp; Networks in the Adult Learning Landscape + Brain-Aware Learning</strong></td>
<td></td>
</tr>
</tbody>
</table>

Discussion/Activities with Readings & D2L Forums

- **Activities around:**
  - Your assumptions about adult learners and learning (any changes after the readings?)
  - Your challenges in helping adults learn (focus on practice settings)
  - Perspectives on brain-aware learning
  - Elements of professional identity/professional networks
  - Individual teaching sessions
  - Element of Better Practice: Reflection
  - Coaching vs. mentoring in the context of learning
  - Assignments for SESSION 3

<table>
<thead>
<tr>
<th>SESSION 3</th>
<th>October 19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Styles, Perspectives, Terminology in the Adult Learning Landscape</strong></td>
<td></td>
</tr>
</tbody>
</table>

Discussion/Activities with Readings

- **Activities around:**
  - Facilitating a session for the class – helping our group learn something (presentations)
  - Learning and teaching styles
  - Forms of learning & perspectives on adult learning;
  - 5 perspectives on teaching (Pratt), including Teaching Preferences Inventory (online/free resource)
  - Kolb’s Experiential Learning Cycle (online/free resource)
  - Connecting your views/experiences with the literature:
| SESSION 4  
November 2 | **Philosophies, Theories and Practice in the Adult Learning Landscape**  
Discussion/Activities with Readings  
~  
Activities around:  
- Philosophies of adult education & implications for practice;  
- More on Pratt’s 5 perspectives/making connections to your practice  
- Connecting brain-aware learning with your practice;  
- Your emerging educational philosophies and professional identities;  
- Collaborative feedback on shaping your Integrating Reports  
- Assessment/grading criteria reviewed + the “why” of assessment  
- Self-assessment of Element of Better Practice: Flexibility  
- Assignments for SESSION 5 |
| SESSION 5  
November 16 | **Moving Forward Into Your Program and Your Practice**  
Discussion/Activities with Readings  
~  
Activities around:  
- Peer review of your Integrating Reports (bring draft)  
- Review of MAEA program model;  
- Preview of MAEA core courses, electives, focus area;  
- Sharing of professional resources & academic sources  
- Integrating the three Elements of Better Practice  
- Reflection, Self and Group Assessments  
- Final assignments  
~  
Wrap-up and Celebration  
~  
*Complete and submit Course Notebook to instructor no later than* **Friday, November 22, by 5:00PM.**  
– drop off at 14 East Jackson, Suite 1400 OR email link to your electronic Notebook -- **(Options: Digication e-portfolio or ONE (single) PDF document)**
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: https://offices.depaul.edu/student-affairs/Pages/default.aspx.

b. **Academic Integrity:** 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: https://offices.depaul.edu/academic-affairs/faculty-resources/teaching/academic-integrity/Pages/default.aspx.

c. **Attendance:** 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. **Please also see special notes above regarding this five-Saturday class.** Lack of attendance (absences, late arrivals, early departures, etc.) may, at the discretion of the Instructor, impact final grade assignment. Students whose lack of attendance is equal to, or in excess of, one-third of all class sessions are advised to drop the course to avoid a grade of C- or lower which would necessitate re-registering for the course.

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.* See also the Online Writing Lab at Purdue University for APA format and guidance: http://owl.english.purdue.edu/owl/resource/560/01/.

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 Grades:** 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 https://scps.depaul.edu/student-resources/graduate-resources/Pages/grades-and-grading.aspx.

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 the Center for Students With Disabilities: for TTY: 773.325.7276 TTY, Loop Campus main phone: 312.362.8002, Loop Campus video relay: 312.724.6577; and see: https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx.

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, email support, and online and face-to-face appointments throughout the quarter. Students are advised to consult the following link for information pertaining to writing assistance: http://condor.depaul.edu/writing/index.html

Making an appointment: http://condor.depaul.edu/writing/programs-writing-center-appointment-types.html

**Additional Suggested Resources**

During the course you may draw on the resources below to inform your Course Notebook work and other assignments, and you may draw on this list throughout the program. Resources may be added (into a dedicated section on our D2L site) based on your suggestions and the interests of the class.

**Adult Learning Resources**


**Concept & Mind Mapping**


Concept Maps: [http://classes.aces.uiuc.edu/ACES100/Mind/CMap.html](http://classes.aces.uiuc.edu/ACES100/Mind/CMap.html)

The Concept Mapping Homepage: [http://users.edte.utwente.nl/lanzing/cm_home.htm](http://users.edte.utwente.nl/lanzing/cm_home.htm)

Concept or Mind Mapping for Learning: [http://www.studygs.net/mapping/](http://www.studygs.net/mapping/)

Concept Mapping: [http://www.socialresearchmethods.net/kb/conmap.htm](http://www.socialresearchmethods.net/kb/conmap.htm)


**Faculty Biography**

Caroline M. Kisiel is an Associate Professor in the School of Continuing and Professional Studies. She holds an M.A. in Interdisciplinary Arts (Columbia College Chicago), an M.Res. in Humanities and Cultural Studies (Birkbeck College, University of London), and a Ph.D. in Literature (University of Essex, UK). Her background includes work in the fields of immigration law, training and development, creative writing, and improvisational storytelling and movement. Integrating the arts with workplace, cultural, and identity concerns, she has taught and mentored adult learners in higher education for over twenty years. She aims to cultivate onsite and online classrooms that enable adult learners to express themselves deeply and authentically. A travel writing scholar with a focus on Illinois and Ohio Valley history and early American culture, her research explores the intersections between travel, culture and creativity, in both print and digital arenas. She is a Certified Leader in the improvisational practice of InterPlay®, and has facilitated workshops in this practice both nationally and internationally for many years. [Link to Professor Kisiel’s InterPlay leader bio](http://www.interplay.org/index.cfm/go/leaders:bio/leader_id/129/)

Dr. Kisiel mentors, teaches, and designs courses in both the Master of Arts in Educating Adults program as well as the Master of Arts in Applied Professional Studies program in DePaul University’s School of Continuing and Professional Studies (SCPS). She has designed and teaches the SCPS Graduate Liberal Learning Seminars, LLS 440: Travel, Values and Identity, and LLS 420: Engaging Play on Purpose. Courses Dr. Kisiel has designed and taught in the training and development field include Creativity in the
Workplace, Diversity in the Workplace, Presentation Skills for Trainers, and Managing Organizational Change. In addition, she has designed and facilitated on-ground and online offerings for adult learners in informal and community contexts covering a range of topics.

Link to biographical information, course syllabus, and other courses taught on SCPS website: https://scps.depaul.edu/faculty-and-staff/faculty-a-z/Pages/caroline-kisiel.aspx.