



APPLIED INQUIRY PROJECT PROPOSAL : MAEA PROGRAM

Student Name:		DePaul ID:	
Cohort Number:		Student Email:	
Phone (Day):		Phone (Eve or Cell):	
Faculty Mentor (FM):		Project Advisor (PA):	
FM Email:	ph:	PA Email:	ph:
Student's area of practice re. educating adults:			
Workplace Learning Professional, Learning & Development, Strategy			

See MAEA Guidebook & forms website and consult with faculty mentor for more details.

Phase I: EA 507 (1 credit hour). Date approved by Academic Committee: 10/15/12_____ (faculty mentor submits grade of PA)

Phase II: EA 508 (1 credit hour). Date approved by Academic Committee: __11/29/12____; by GSPRC _____

Grade for EA 508 authorized by GSPRC upon approval of complete proposal; grade of PA posted by faculty mentor.

The AIP is organized into two phases (each 1 credit hour) and developed in consultation with your academic committee. Phase I concerns the nature and focus of the project, along with a review of the literature. Phase II concerns the plan for design and implementation and anticipated presentation of results. The Phases may be registered for in the same or separate quarters. Note that you are likely to be drafting sections of both phases simultaneously. Save and download the Proposal template to record your responses and to obtain feedback from your academic committee, and ultimately, GSPRC.

Phase I: EA 507
Guiding Questions

1. What is the working title of this project?**Student Response:**

Facilitator Education Workshop: Improving Facilitator Effectiveness through Theory, Experience, and Self-Awareness

Feedback:

The rest of the proposal will make it clear that this is in the context of in-house professional development that could be adapted for external settings as well

2. What specific issue-problem-question(s) does this project address? In what setting?**Student Response:**

Organizations that support learning and development as part of their business strategy understand that training can contribute to achieving “a business goal through the application of knowledge, skills, and behavior” (Haywood, 2010, p. 13). In order to support business strategy through organizational learning and development initiatives, it is important for organizations to provide their facilitators and workplace learning professionals (WLPs) with professional development opportunities to maintain, update and improve their knowledge of adult and workplace learning techniques, concepts, and skills. It is also important to provide managers and subject matter experts who find themselves in a new role as a facilitator, with opportunities for professional development. Providing new and experienced facilitators with opportunities for professional development could result in improved transfer of training in company learning initiatives, WLP motivation, and retention (Goad, 1997) (Merrill, 2008) (Passion, 2012).

To develop more effective facilitators to support business strategy, providing opportunities to attend learning events for WLPs is necessary. As Thomas points out, developing facilitators is more than reading a training manual about facilitation techniques and models (2004). Effective facilitator education is learning in action where facilitators develop and deepen their self-awareness and apply new learning (Thomas, 2004). These learning events must be interactive, cover the latest facilitation techniques, concepts, theories, and ideas in adult and workplace learning. If WLPs are able to continuously improve through continuing education, learning events designed by WLPs to support a business process or area could be more successful and effective (Biech, 2009).

Even if an organization values learning, barriers can still exist between adults and professional development opportunities (Sostrin, 2009) (Noe & Wilk, 1993). These barriers, such as motivation to learn, manager support, and professional benefits, influence whether or not WLPs will choose to pursue internal or external workplace learning professional development opportunities (Noe & Wilk, 1993). To help WLPs overcome these barriers to new learning, organizations can motivate WLPs to learn by providing upper management support of WLP's continuous learning and defining how attending continuous learning opportunities could benefit them professionally (Noe & Wilk, 1993).

This project will create a professional development workshop to provide facilitators and WLPs with continuing education in adult and workplace learning theories and concepts. The literature supports the need and development of this project proposal.

Feedback:

We are impressed with your aim to situate professional development within the larger business strategy

3. How does this project relate to your practice and aspirations with regard to educating adults? In what ways are you connected to this project?

Student Response:

This project relates to my practice of educating adults because I am an adult educator working in a WLP capacity. As a WLP, I am connected to this project through my current position as the Senior Training Coordinator at ABC, Inc. (ABC). I have been employed at ABC and working in the field of adult and workplace learning for six years. As the Senior Training Coordinator, I work closely with adult students attending job retraining programs. I am responsible for creating student schedules, mentoring students, and assessing student learning throughout their programs as well as designing and facilitating ABC training sessions. The training sessions I teach at ABC are Introduction to Typing, Interview Skills, Test Preparation, and PowerPoint Introduction.

When I began the MAEA program in Spring 2011, I immediately began applying new learning to my practice. By engaging in reflective practice, I began to see my professional identity as a WLP take shape, my facilitation skills improved, and I began to think about adult and workplace learning on a holistic level (Boud, 2001). ABC also supported my continuous learning and application of new learning in the ABC context (Sostrin, 2009). Because I had a passion for learning and could immediately see how my new learning was benefitting me in my context, my self-efficacy as a WLP increased and barriers I held towards continuous learning began to fall away (Sostrin, 2009). As my skills as an adult and workplace learning professional improved, I became more able to align my new learning and practice in support of the business needs of ABC.

With a more holistic view, I began to see workplace learning on a new level and ask myself questions. How can learning help support or improve a business process? Can workplace learning align with and contribute to the business strategy? Are there internal and external learning opportunities available for facilitators and WLPs? How can I be an architect for learning? What are the barriers for WLPs?

Through continual reflective practice from new learning in my MAEA program and application in my context, I began to think that if I was seeing these changes in myself from continuous learning, then other facilitators and WLPs might be interested in continuing their learning and development.

Feedback:

We are pleased to see your AIPP so well aligned with your practice setting and longer-range goals

4. What in your experience convinces you that this project is worth doing?

Student Response:

My experience at ABC convinces me this project is worth doing. In my six years at the company, ABC has only conducted one internal learning event for ABC instructors. The learning event was a three hour in-person session led by the ABC Office Manager and a ABC instructor. I was asked to facilitate a 15 minute session on professional identity in adult education. The main learning objective of the learning event was to bring all ABC instructors up to date on ABC policies and procedures. However, I noted from the class evaluations that the part of the class the ABC instructors engaged in the most was the 15 minute facilitation session on professional identity. With my new learning from the MAEA program I am able to evaluate the three hour internal learning event for ABC instructors and make recommendations on how to make the session more effective and meaningful while still supporting the learning with the business needs of ABC.

It is understandable that ABC does not want to hold an internal learning event for instructors on a typical workday because it takes them away from instructing ABC classes and being productive for ABC in other capacities. However, new and experienced facilitators need opportunities for professional development so that they can continue helping to support business goals through the sessions they facilitate.

If there is a lack of internal learning events to develop instructors at ABC, this is most likely occurring in other workplace learning contexts. I believe this project is worth doing because as an architect for learning, it is important to ensure that WLPs are current on the latest in adult and workplace learning to ensure that the company is maintaining an edge in today's competitive economy.

Feedback:

Very well articulated!

5. What is the primary nature of this project? How does the project relate to one or more of the core courses you have completed?

- Design (EA 516)
- Assessment (EA 526)
- Evaluation (EA 526, 525)
- Delivery/Facilitation (EA 517)
- Other (explain)

Student Response:

This project relates to MAEA courses Delivery/ Facilitation (EA 517) and Design (EA 516). The primary nature of this project involves applying facilitation techniques I have learned from EA 517 to ABC classes (Introduction to Typing, Test Preparation, Interview Skills, and PowerPoint Introduction) I facilitate. The data generated from in-class formative assessments and my reflective practice regarding my facilitation will inform the design of the facilitator education workshop. In addition, data gathered from ABC student class evaluations from the ABC classes I facilitate will offer insight in to the effectiveness of the applied facilitation techniques.

Class design concepts, theories, and models from EA 516 will be applied in the design of the facilitator education workshop.

Feedback:

Strong integration of Design & Facilitation

6. Who will be affected by/benefit from the results of your project? i.e., who is your primary audience?

Student Response:

The primary audience for this project are adult and workplace learning professionals, specifically facilitators and trainers that may not have a strong background in adult learning. New facilitators, trainers, subject matter experts, and managers will have a need to learn, develop, and apply facilitation techniques in the classroom. Experienced facilitators also need to stay current and update their facilitation skill sets.

This project will provide new learning and development opportunities for WLPs. According to Noe, it is important that WLPs maintain and update their knowledge, skills, and abilities and apply these to learning solutions in support of business strategy in their workplace (2010).

WLPs will benefit from this project because learning events will be designed for them. Company support for professional development activities will show WLPs that they are valued and their professional development is important to the company. Due to the learning events, WLPs intrinsic motivation to learn and self-efficacy could increase developing more effective, self-aware and engaged WLPs.

Feedback:

The 'prompt' for this project is your desire to monitor, reflect on, and improve your own practice as a learning facilitator—in that way, you—as a developing professional—are part of 'the audience'

7. What do you anticipate will be created, changed or improved through your work on this project?

Student Response:

The facilitator education workshop that will be created with this project could help facilitators improve their effectiveness and help improve and support business strategy through workplace learning solutions. In addition, the facilitator education workshop aims to help support business strategy because it could help organizations improve performance and retention of workplace learning professionals (Yin, 2010). As a result, learning events designed by WLPs that support business strategy could be more effective (Yin, 2010).

When facilitators have an understanding of adult learning theories, concepts, and facilitation techniques, facilitators will be more effective in keeping students engaged in learning and could have a higher chance of transfer of learning to the student's context. The success of future learning solutions that facilitators who have taken a part in this facilitator education workshop could show an improvement in transfer of learning in support of a business process or goal. It is my hope that when organizations see the positive impact continuing education can have for facilitators, organizations will support continuing education opportunities for facilitators and other WLPs.

Feedback:

We agree that this is the longer term 'improvement' goal. The more immediate change/improvement concerns your own knowledge-skills base as a facilitator and

designer of educational offerings

8. What is the larger context for this project outside of the specific setting?

Student Response:

The larger context for this project outside of ABC is the field of workplace learning and development. The facilitator education workshop that will be designed for this project can be transferrable to different workplace learning departments. Biech notes that it is important to align training with business objectives and goals (2009). Three areas of business that are most often targeted by workplace learning departments are “expense reduction, revenue generation, and regulation compliance” (Biech, 2009, p. 52). In order to ensure that learning solutions are designed in support of business goals and objectives, it is necessary that facilitators understand and can apply effective facilitation techniques, skills, and adult learning theory. If new facilitators do not have the knowledge, skills and abilities needed, an organization risks a lower rate of student transfer of learning to their context. Haywood notes that typically 20% of learners who attend a learning event transfer their new learning to their context (2010). If facilitators can improve their facilitation skills, an organization could increase the percentage of transfer of learning and an organization’s return on investment of a learning solution.

Feedback:

Well said.

Note: You will be doing literature reviews for two main purposes (See 9 &10).

9. The purpose of the first review is to find literature in the field that convinces you and others that this project is worth doing. Attach an annotated bibliography (follow the format from EA 527)

Student Response:

The following sources have convinced me that this project is worth doing. The literature reveals that continuing education opportunities for workplace learning professionals, specifically facilitators, is necessary to ensure that learning is a strategic part of an organization.

Biech, E. (Ed.). (2008). *ASTD handbook for workplace learning professionals*. Alexandria, VA: ASTD.

- Goad, T.W. (1997). *The first time trainer*. New York, NY: Amacom.
- McCullough, C. (2007). Developing you! *T+D*. 61(12), 64-67.
- Merrill, S. (2008). Training the trainer 101. *T+D*. 62(6), 28-31.
- Noe, R.A. & Wilk, S.L. (1993). Investigation of the factors that influence employee's participation in development activities. *Journal of Applied Psychology*. 78(2). 291-302.
- Passion, V. (2012). They're experts, but can they be trainers? *T+D*. 66(2), 54-52.
- Sostrin, J. (2009). A conceptual framework of barriers to workplace learning and performance. *OD Practitioner*. 41(30), 42-49.
- Thomas, G. (2008). Facilitate first thyself: The person-centered dimension of facilitator education. *Journal of Experiential Education*. 31(2), 168-188.
- Thomas, G. (2004). A typology of approaches to facilitator education. *Journal of Experiential Education*. 27(2), 123-140.

Feedback:

Excellent selection of sources—you have prepared a 'model' annotated bibliography

10. The purpose of the second, and larger literature review, is to identify the *big ideas* (theories, concepts, models, principles) that will inform key decisions/choices you will be making as you shape and implement this project. (attach a sample of your annotated bibliography and a sample thematic review of the literature. (Follow formats from EA 527, 525, and 518)

Student Response:

Through the development of this project and research of the literature, I have identified six themes: The Need for Facilitator Education, Workplace Learning Professional Skills, Reflective Practice, Methodology, Design of the Facilitator Education Workshop, and Supporting Business Strategy with Learning Solutions. Please see the attached annotated bibliography for a complete list of sources for each theme. Also, please see the attached sample thematic review of the literature. This literature review will be expanded for the final project.

The Need for Facilitator Education:

The first theme found in the literature focuses on the importance of providing continuing education opportunities for WLPs, specifically facilitators. The literature

focuses on defining barriers to continuous learning in the workplace, why new and experienced facilitators need continuing education opportunities, and the importance of developing self-aware facilitators.

Workplace Learning Professional Skills:

The literature supporting the second theme covers adult learning theories, concepts, and techniques that are important for WLPs to have knowledge of, understand, and be able to apply in their context. Understanding how and why adults learn, teaching perspectives, philosophical foundations, culturally relevant learning opportunities, ethics, and facilitation techniques are important in the success of learning solutions.

Reflective Practice:

Data generation in this project focuses on my reflective practice prior to and after facilitating a ABC training session. The literature supporting the third theme focuses on how to become a critically reflective facilitator, the importance of critical reflection, and how critical reflection can improve one's practice.

Methodology:

This theme discusses the methodology applied to this project. The literature supports the development of this project as an action research case study.

Design of the Facilitator Education Workshop:

The fourth theme is supported by literature that draws on creating the facilitator education workshop by incorporating a backward and iterative design model. Literature also supports the design of different environments for workplace learning.

Supporting Business Strategy with Learning Solutions:

The sixth theme found in the literature is supporting business strategy with learning solutions. The literature supports continuing education opportunities for facilitators by showing that strong facilitators could help to support or improve a business process.

Feedback:

Excellent conceptualization of the themes/topics.
You have prepared a 'model' thematic review of the literature.

PHASE II: Plans for Design & Implementation (EA 508)

Guiding Questions

- 11. In the larger context of inquiry, what methodology (ies) will frame this project?** (Refer to methodologies from EA 525, e.g., action research, case study, ethnography, evaluation, narrative, participatory action research, phenomenology, quasi-experimental, etc.)
Support your choice with citations from the research methods literature.

Student Response:

This project is an action research qualitative case study. According to Merriam, a qualitative case study is, “an in-depth description and analysis of a bounded system” (2009, p. 40). The bounded system in this action research case study is myself as a facilitator. This case study is particularistic and intrinsic (Merriam, 2009). Merriam notes that a particularistic case study is a “good design for practical problems—for questions, situations, or puzzling occurrences arising from everyday practice” (2010, p. 43). Facilitation is a common practice for WLPs. According to Merriam, intrinsic case studies are undertaken because “the researcher is interested in the particular case itself” (2010, p. 48). This case study is intrinsic because I am interested in understanding what has made me an effective facilitator in my context. I am also interested in understanding how my research and new learning can benefit others in the form of a facilitator education workshop.

In action research, the focus is “on learning in action” (Coghlan & Brannick, 2010). Action research attempts to solve an issue through “systematic study” (Bargal, 2008, p. 19). Action research is an “iterative cycle of problem identification, diagnosis, planning intervention, and evaluation of the outcomes to estimate what has been achieved and to plan subsequent interventions” (Bargal, 2008, p. 17). One of the purposes of action research is to create knowledge (Robertson, 2000). Action research was chosen for this project because the data generated from the project will be used to create a facilitator education workshop for WLPs. In action research you are learning from action. From the action, you identify and evaluate what worked, what did not, and what needs to be changed. (Robertson, 2000, P. 315).

Feedback:

After consideration of several possibilities, this approach—action research using yourself as the case (unit of analysis) makes sense

12. If people are involved, who will be the main participants in your project? How will you get access to them?

Student Response:

This project is a case study of myself as a facilitator. I will be the main participant in this project. Through an iterative cycle of constructing, planning action, taking action, and evaluating action (Coghlan & Brannick, 2010), I will investigate how applying adult learning theories and facilitation skills to my practice has improved my facilitation skills and techniques.

ABC student class evaluations from the classes I facilitate at ABC (Introduction to

Typing, Test Preparation, Interview Skills, and PowerPoint Introduction) will generate supporting data for my reflective practice.

Feedback:

Ok!

Whether or not your project involves gathering original/new data, you will be making choices and decisions based on key data and information, in addition to the literature.

13. What information/data will you be gathering, and from what sources? Also, what specific methods (e.g., document review, interviews, focus groups, surveys, etc) will you use to extract the information/ data? (be explicit in linking the source and method—consider preparing a chart)

Student Response:

I will be generating data from myself and gathering data from students who have attended the classes I have facilitated at ABC. The data generated from myself will be from reflective practice prior to, during, and after ABC class sessions I facilitate. Specific questions will be designed for my reflective practice. Data will also be generated in class through formative assessments in the form of guided conversations, activities, and reflection. I will note this information during class and incorporate into my reflective practice after each class.

General post-activity/ guided conversations and reflective questions during class will be recorded on the white board in the classroom. I will record the answers from the white board to a notebook. Then I will scan the data into a file folder on my computer. These in-class reflective questions for students are:

1. How was the activity?
2. How did this activity contribute to your learning and understanding of the topic?
3. What are take-aways from this activity?
4. How can you implement what you have learned in your context?

Reflective questions for my critical reflection:

Prior to facilitating a class:

What actions am I taking to prepare for class to increase student engagement and understanding?

Is the classroom organized appropriately and comfortably?

Is the class organized in a logical way?

Reflection before the action: (Coghlan & Brannick, 2010, p. 78-79)

1a: What do I think are the salient features of the situation I face?

1b: Why do I think that these are the salient features? What evidence do I have for insight?

2a: If I am correct, what outcomes do I believe are desirable?

2b: Why do I think that these outcomes are desirable in this situation?

3a: If I am correct about the situation and the desirability of the outcomes, what actions do I think will give me the outcomes?

3b: Why do I think that these actions will deliver these outcomes in this situation?

Reflection after the action: (Coghlan & Brannick, 2010, p. 78-79)

0a: Did I get the outcomes I wanted? Or more realistically, what were the outcomes that I got, and how well do these accord with those I sought?

0b: To the extent that I got them, do I still want them? Why or why not?

0c: To the extent that I didn't get them, why not?

1a: In what ways, if any, was I mistaken about the situation?

1b: If I was mistaken, which of my assumptions about the situation misled me?

1c: What have I learned? What different conclusions will I reach about similar situations in the future?

2a: In what ways, if any, was I mistaken about the outcomes or their desirability?

2b: If I was mistaken, which of my reasons for favouring these outcomes misled me?

2c: What have I learned? What outcomes will I try to pursue when next I'm in such a situation?

3a: Did I succeed in carrying out the planned action? If not, what prevented or discouraged me? What have I learned about myself, my skills, my attitudes, and so on?

3b: If I did carry out my actions, in what ways (if any) was I mistaken about the effect that they would have? Which of my assumptions about the actions misled me?

3c: What have I learned? What actions will I try next time I am pursuing similar outcomes in a similar situation?

Standard ABC student class evaluations, computer based surveys completed at the end of each class, will be used to gather data from classes I facilitate. The standard ABC student class evaluation consists of 17 questions to gather data about the student and their experience in the class. Below is a list of the 17 questions on the ABC student class evaluation:

1. Your name
2. Company name
3. Phone
4. What is your overall impression of today's class
5. Was the training room comfortable and appropriate?
On a scale of 1-5 please rate the following, 5 being the highest and 1 being the lowest
6. Instructor's presentation
7. Instructor's knowledge of subject

8. Overall evaluation of instructor
9. Quality of student materials
10. Overall evaluation of class
11. What did you like most about the class?
12. What would you recommend we do to improve the class?
13. How did you hear about us?
14. May we publish your comments for advertising purposes?
15. Are there any other classes you would like to see us offer?
16. If you like, please list the names, with addresses or phone numbers, or email addresses, of any others who might appreciate receiving a class schedule.
17. If you are the person who arranged your training today, why did you choose us?

The responses to the 17 question ABC class evaluation will gather data on student satisfaction of the instructor, training room, and company. The general post-activity/ guided conversations in-class reflective questions will generate data to recognize levels of engagement and understanding in the class.

Feedback:

Good use of multiple data sources; clearly focused on reflecting on/improving your own practice and how that can inform teaching others how to do it (better)

**14. In what way(s) will your own experience be a source of data for this project?
Incorporated how?**

Student Response:

This project is an action research case study that requires my experience as a facilitator and WLP to be the primary source of data generation. According to Coghlan and Brannick (2010), action research iteratively cycles through four phases: construction, planning action, taking action, and evaluating action. In each of these phases I will incorporate my experience.

Phase 1: Construction

One of the purposes of this project is to build an understanding of effective facilitation techniques in workplace learning through my experience and application of new learning of adult learning theory. Another purpose of this project is to interpret the data to design a facilitator education workshop to help facilitators and WLPs improve their facilitation skills.

Phase 2: Planning Action

In this phase, my prior experience and learning of adult learning theory plays a key role in informing the types of critically reflective questions designed for this project. In this phase I will be designing, redesigning, and making any necessary changes to the ABC classes I teach.

Phase 3: Taking Action

In this phase I will be facilitating classes at ABC. During this phase I will be generating data through guided conversations, activities, and class reflection. I will also be implementing the design and facilitation choices from phase 2.

Phase 4: Evaluating Action

In this phase, I will continue to generate data from the ABC classes I teach in the form of critical reflection. In critical reflections, I will be able to dissect my experience from each ABC class I facilitate. In this phase I will also review the data gathered from the ABC class evaluations. Based on the data generated and gathered, I will be able to make any changes necessary as I prepare for the next class and continue to cycle through the action research process.

In my critical reflections, I will be reflecting on the action research cycle at a meta level (Coghlan & Brannick, 2010). This cycle “is a reflection cycle which is an action research cycle about the action research cycle” (Coghlan & Brannick, 2010, p. 11). In this cycle I will be reflecting on my experience in three levels: content, process and premise.

Content: In this section, I will be reflecting on my experience in the classroom, what I perceive as happening.

Process: In this section, I will be reflecting on my facilitation techniques, how I am preparing for and deconstructing a class.

Premise: In this section I will be reflecting on my perspectives and behaviors, how these have been incorporated in to my classes.

Feedback:

Excellent description of the action research cycle per your endeavor

15. Relating to #13 & 14 above, what techniques and tools do you anticipate using to analyze the data/information? What will help you interpret what you find out?

Student Response:

When interpreting data from the ABC student class evaluations from the ABC classes I teach, I will be looking for common themes from questions 4-12 (please see question 13 of the proposal). Questions 6-10 from the ABC student class evaluations return data on a scale from 1-5 with 5 being the highest and 1 being the lowest. Data gathered from these questions can be represented on a chart. I will also be able to compare current ABC student class evaluations to historical data from

previous ABC student class evaluations from classes I have facilitated. If data gathered from the ABC student class evaluations recommends change, I will incorporate the changes and the action to be taken in my reflective practice.

According to Merriam, when analyzing qualitative data, a unit of data must meet two criteria (2009). First, the unit of data must “reveal information relevant to the study and stimulate the reader to think beyond the particular bit of information” (Merriam, 2009, p. 177). Second, the unit of data must be able to stand on its own (Merriam, 2009). Data generated from my reflective practice will be reviewed for themes. These themes will be broken down into categories.

Feedback:

Ok!

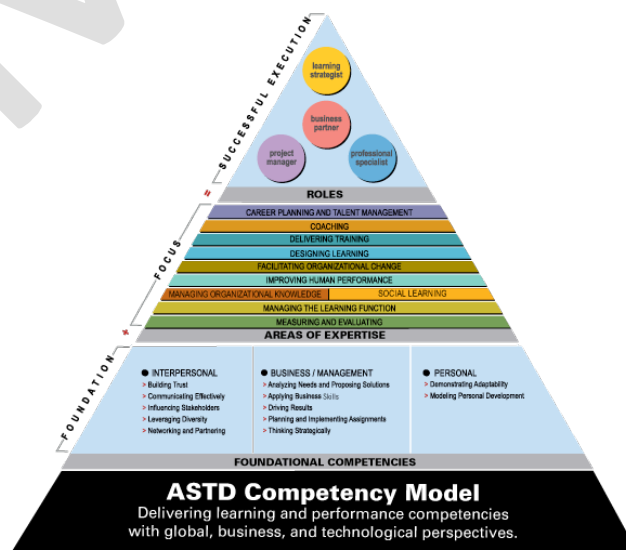
16. Depending on the nature of your project (see #5), how will you determine whether (how well) your final project meets standards of the field and/or accomplishes its main objectives?

Student Response:

I will determine if this project meets standards of the workplace learning field and accomplishes its objectives by field testing the design of the facilitator education workshop and requesting feedback on its viability and applicability with three WLPs.

The facilitator education workshop will also align with The American Society for Training and Development's (ASTD) Competency Model. The ASTD Competency Model has three levels: Foundations, Focus/ Areas of Expertise, Successful Execution/Roles.

The ASTD foundational competencies are “linked to successful performance in the field, and are desirable regardless of an



individual's area of expertise or role" (ASTD Model). The foundational competencies of communicating effectively, building trust, driving results, analyzing needs, and proposing solutions will be exercised and built upon in the facilitator education workshop. The ASTD areas of expertise are specific knowledge and skill areas WLPs need to be able to perform in their role. According to ASTD, WLPs might need proficiency in more than one knowledge and skill area (ASTD Model). Because the facilitator education workshop focuses on improving facilitation techniques, this workshop could help WLPs improve in "delivering training, designing learning, and improving human performance" (ASTD Model). The facilitator education workshop will also align with the four roles detailed in the ASTD Competency Model.

Feedback:

We support your plan to field test the workshop and to use the ASTD competency model as a standard

17. Does this project require LRB/IRB review and approval? If so, when did you complete the CITI training? (submit your application to LRB after approval of proposal by GSPRC)

Student Response:

I will not need LRB/IRB review and approval for this project because the main participant in this project is myself. I will not need approval for data gathered from ABC class evaluations because I will be disseminating feedback from class evaluations.

Feedback:

agree

18. What ethical considerations do you need to attend to with this project? And, how will you address them?

Student Response:

To maintain ethical standards and ensure that my project is reliable, valid, and credible, I have built in cross checks throughout the development and research of the project. Through reflexivity I will investigate my "biases, dispositions, and assumptions regarding the research to be undertaken" (Merriam, 2010, p. 219). Another strategy to maintain reliability and validity is providing "rich, thick description" of the context, the participants, and the findings (Merriam, 2010, p. 227). By providing this type of description, the findings of the study could be transferrable to

another context. Finally, I will be engaging in a review process throughout the project to ensure “congruency of emerging findings” (Merriam, 2010, p. 229). The facilitator education workshop that is developed as a result of this project will also be field tested with three WLPs to ensure credibility and validity.

Feedback:

ok

19. In what ways do you anticipate applying the Elements of Better Practice in this project?

- Reflection
- Agency
- Flexibility

Student Response:

Reflection: I will be applying reflection through reflective journaling prior to and after facilitating an ABC training session. I will also engage in reflection when interpreting student feedback from ABC student class evaluations. I will draw on theories, concepts, and ideas of adult and workplace learning to inform my reflections. The reflections from class and ABC student class evaluations will inform how I prepare for future classes and the design of the facilitator education workshop.

Agency: In this project, I will use every opportunity for new learning and application. I have set goals for completion of each part of the project: proposal, literature reviews, research, final paper and artifact. I will also engage in different learning resources from personal experience, student experience, and research in the field of adult and workplace learning. Throughout my research and development of the facilitator education workshop for WLPs, I will assess my progress against current standards in the field and from feedback from my faculty mentor and project advisor.

Flexibility: I will engage in flexibility in various ways throughout this project. Being flexible on this proposal is helping me prepare for the flexibility needed during the main research and development of the facilitator education workshop. Throughout the proposal, project, and final product, I will have to be able to adapt to changing situations in the classroom, outside of the classroom, and in the data interpretation process. I will continue to engage in my new learning from the MAEA program and my experience.

Feedback:

You have already demonstrated well developed abilities in each of these areas in the process of drafting-redrafting this fine Proposal

(ANTICIPATING THE FINAL PRODUCT)

20. The nature & purpose of your project will influence the format of your final product(s). What format(s) do you anticipate for your final product? (All of the components in #1-20 should be in evidence. It is up to you and your academic committee to propose how to represent them in your final product(s)).

Student Response:

Facilitator Education Workshop: Improving Facilitator Effectiveness through Theory, Experience, and Self-Awareness

The final product of my project will be in portfolio form. The portfolio will consist of four sections that detail the rationale, the data generated and gathered, the workshop, and the analysis of the design of the facilitator education workshop. The design of the facilitator education workshop will be field tested with three experienced WLPs.

Section 1: The rationale in support of the need of the facilitator education workshop.

Section 2: The data points that have informed the design of the facilitator education workshop. These data points will be gathered and generated from my experience and reflections, feedback from students on their experience in class, the literature, and what other experienced facilitators are saying.

Section 3: The design of the facilitator education workshop. The workshop will be open to new and experienced facilitators and will aim to provide facilitators and WLPs with new learning of adult and workplace learning concepts, ideas, and facilitation techniques. The workshop will be hands-on to allow facilitators the opportunity for experiential learning of applying what they have learned and receiving feedback in the workshop. The workshop can be done off-site and could also be transferrable to a company setting.

Section 4: An analysis of the design of the facilitator education workshop regarding key decision points that influenced the design of the workshop. An analysis of how the literature supports the design and decision points will also be discussed.

Feedback:

Very sound plan for your deliverables (appendix—the excellent lit reviews that you have produced as part of this proposal).

Annotated Thematic Bibliography

Facilitator Education

Biech, E. (Ed.). (2008). *ASTD handbook for workplace learning professionals*. Alexandria, VA: ASTD.

The *ATSD Handbook for Workplace Learning Professionals* is a comprehensive book that covers the core aspects of workplace learning. The book is divided into nine sections. Each section is divided into chapters. Each chapter is written by a different author with experience and expertise as a workplace learning professional. This book is intended for workplace learning professionals at all levels. The sections and chapters highlight important core aspects and competencies that workplace learning professionals must have knowledge of to assess, design, implement, facilitate, and align learning with business goals and strategy. This book is current and relevant to my research. I rate this book as high in my research because it offers support for creating a facilitator education workshop that supports business goals and strategy. The book also offers examples and explanations of effective facilitation techniques and information on developing learning for different types of classroom environments.

Goad, T.W. (1997). *The first time trainer*. New York, NY: Amacom.

Tom Goad's book, *The First Time Trainer*, is intended to help an individual who does not have a background in workplace learning develop their skills as a trainer and facilitator. This book can also be used as a reference for workplace learning professionals when designing learning events to educate managers, subject matter experts, and new trainers on effective facilitation skills and techniques. In his book, Goad details eight steps in how to develop from being an effective manager or subject matter expert into an effective facilitator and trainer. His

eight steps: facilitate learning, focus on performance, focus on learning, preparation, effective delivery, learner involvement, soliciting feedback, and continuous learning are themes present throughout literature in adult, continuing, and workplace learning. Although this book is over ten years old, it is still applicable to my research because Goad offers insight into the need for facilitator education for managers and subject matter experts. Goad has over 25 years in the training and development field and is considered a trainer and human resource development expert.

McCullough, C. (2007). Developing you!. *T+D*. 61(12), 64-67.

Cathy McCullough's article is intended for workplace learning professionals, specifically facilitators and trainers. In her article, McCullough discusses the importance of self-leadership of trainers to create and lead their own professional development. McCullough begins by suggesting that trainers view their professional development in line with the development of the organization and business needs. She then divides the creation of a self-professional development plan into six steps designed to help trainers grow and exceed their potential. This article was published in 2007 and is current in today's workplace learning environment. This article is relevant to my research because it supports the need for the development of trainers and facilitators. McCullough is the director of the Francis Tuttle Executive Officer Network in Oklahoma City, Oklahoma.

Merrill, S. (2008). Training the trainer 101. *T+D*. 62(6), 28-31.

In Sharon Merrill's article, *Training the Trainer 101*, she discusses the importance of ensuring subject matter experts and trainers are knowledgeable in adult learning theory. In her

article, Merrill discusses how to assess prior learning for the train the trainer session to determine design and implementation of the learning solution. She also discusses the importance adult learning theory plays in developing and implementing training sessions. This article is intended for an individual in a workplace learning department interested in offering continuing education for subject matter experts, trainers, and facilitators. This article is recent and relevant to my research because the author discusses the importance of continuing education for workplace learning professionals, whether they are novices or experienced trainers and facilitators. Merrill is a training and development specialist for the DuPage County Health Department.

Noe, R.A. & Wilk, S.L. (1993). Investigation of the factors that influence employee's participation in development activities. *Journal of Applied Psychology*. 78(2). 291-302.

In Raymond Noe's and Steffanie Wilk's journal article, *Investigation of the Factors that Influence Employee's Participation in Development Activities*, the authors describe the background, research, methodology, and results of the study. This article is intended for a professional in a workplace learning department. In the study, the authors surveyed employees from three different companies on the following factors that could influence continuous learning in organizations: motivation to learn and transfer of new learning to work contexts, perceptions of self-awareness and organizational support of employee development, and benefits employees will receive upon attending training sessions. The results of the study revealed that self-efficacy, an individual's motivation to learn, and the support of learning from managers and co-workers highly influence employees pursuing professional development opportunities. Although this article was written in 1993, the results of the study are applicable to learning in organizations today. The authors provide a model to illustrate the variables investigated in the study. A table is

also provided to illustrate the study's results. This article is relevant to my research. At the time this article was written, Noe and Wilk were working at the Industrial Relations Center, Carlson School of Management, University of Minnesota.

Passion, V. (2012). They're experts, but can they be trainers?. *T+D*. (66)2, 54-52.

In the *T+D* article, *They're Experts, But Can They be Trainers?*, Vic Passion addresses the question of how to develop subject matter experts into effective trainers and facilitators. This article is intended for an individual in a learning, organizational, or performance development role that is tasked with the responsibility of educating subject matter experts to design, train, and evaluate learning solutions effectively. In the article, Passion lists several reasons that choosing a subject matter expert to become a trainer is a good business move. Passion also describes the types of knowledge, skills, and attitudes that a subject matter expert must possess to be an effective facilitator. In the article, Passion describes six steps in training a subject matter expert to become an effective trainer. Passion also provides a table to illustrate the necessary knowledge, skills, and attitudes needed for this role. This article was published in 2012 and is relevant to my research. I rate this article as important because it supports the need to provide learning and development opportunities to individuals stepping into roles as trainers and facilitators. Passion is the director of operations at TechProse.

Sostrin, J. (2009). A conceptual framework of barriers to workplace learning and performance.

OD Practitioner. 41(30), 42-49.

Jesse Sostrin's journal article, *A Conceptual Framework of Barriers to Workplace Learning and Performance*, is intended for a professional working in a learning and development or organizational development role. The article could help workplace learning and organizational development professionals identify barriers to learning, continuous learning, and change in organizations. Sostrin begins the article by defining and identifying barriers to learning in the workplace. He then discusses the framework and implementation of his study to understand barriers to learning that exist in organizations. In the article, Sostrin notes there are three categories (individual, group, and organization) and seven dimensions of barriers that exist through the three categories. Sostrin's article is current and relevant to my research in understanding barriers to learning that exist in organizations. His article includes charts and graphs to illustrate the results of his study. I rate this article as important. Sostrin is an expert in workplace learning and development. He frequently speaks and writes about issues in workplace learning.

Thomas, G. (2008). Facilitate first thyself: The person-centered dimension of facilitator education. *Journal of Experiential Education*. 31(2), 168-188.

Glyn Thomas's journal article, *Facilitate First Thyself: The Person-Centered Dimension of Facilitator Education*, is intended for workplace learning professionals interested in understanding how to become more effective facilitators. Thomas's article is also intended for workplace learning professionals tasked with developing new facilitators. In his research, Thomas categorized four dimensions of facilitator education. The dimension he focuses on in

this article is person-centered facilitation. In this dimension, Thomas is most concerned with how facilitators understand and develop their self-awareness, beliefs, attitudes, and biases. The purpose of this particular study was to add to workplace learning literature on how facilitators, new and experienced, develop their skills, knowledge, and experience. The findings of his study found that a focus on self-awareness and an emphasis on being are critical for new and experienced facilitators. Thomas also concluded that there is more to effective facilitation than understanding theory and checking off competencies. Although Thomas' article is written in the context of experiential education, the same concepts of self-awareness and being are important in traditional workplace learning environments. Thomas's article also supports the need for professional education for workplace learning professionals. This article was written in 2008 and is relevant to my research. Thomas is a senior lecturer in the Faculty of Education at La Trobe University in Victoria, Australia.

Thomas, G. (2004). A typology of approaches to facilitator education. *Journal of Experiential Education*. 27(2), 123-140.

In Glyn Thomas's 2004 article, *A Typology of Approaches to Facilitator Education*, he discusses the need and importance of research in education and development of facilitators. Thomas's article is intended for workplace learning professionals seeking an in-depth understanding of facilitator education. Thomas also details how to create a set of competencies and best practices of facilitation to aid in developing facilitators at any level. In his article, Thomas describes and discusses the four types of facilitator education he has identified through his research: technical, intentional, person-centered, and critical. Thomas discusses the need for continuous learning for facilitators and that his four types can be applied in different contexts to

create continuous learning opportunities. By applying his typologies, workplace learning departments could create facilitator education appropriate for their organizational needs. This article is relevant to my research because it supports the need for the development of facilitators and the need for additional research in this area. Thomas is a senior lecturer in the Faculty of Education at La Trobe University in Victoria, Australia.

Workplace Learning Professional Skills

Chao, M.M., Okazaki, S., & Hong, Y. (2011). The quest for multicultural competence:

Challenges and lessons learned from clinical and organizational research. *Social and Personality Psychology Compass*. 5(5), 263-274.

In Chao's, Okazaki's, and Hong's 2011 article, emphasizing self-awareness, the authors discuss the importance of high cultural competency skills in today's global workforce. First, the authors provide a definition of cultural competence. Chao, Okazaki, and Hong illustrate their definition with examples of cultural competency. Next, the authors move into a discussion of training in cultural competence and how, when trained correctly, learners should be able to interact effectively with people from different cultures. Then, the authors discuss challenges to cultural competence which can affect a person's cultural competency skills. This article is current and relevant to my research. This article is important because workplace learning professionals must have strong cultural competency skills. Workplace learning professionals work with people from many different cultures and must have the knowledge, skills, and self-awareness to be able to interact and engage with learners. The three authors have experience and have completed extensive research in cultural competence. Chao is an assistant professor at the Hong Kong University of Science and Technology. Okazaki is a professor at New York

University. Hong is a professor at the Business School of Nanyang Technological University, Singapore.

Elias, J.L. & Merriam, S.B. (2005). *Philosophical foundations of adult education* (3rd ed.).

Malabar, FL: Krieger.

In John Elias's and Sharan Merriam's book, *Philosophical Foundations of Adult Education*, the authors discuss seven philosophical traditions that are the backbone of adult education. This book is intended for anyone in the field of adult education, including workplace learning. Elias and Merriam detail the history, descriptions, and examples in practice for each philosophical tradition. This book was written in 2005 and is important in my research. The book is relevant to my research because it is important for workplace learning professionals to understand and identify with philosophical traditions. Understanding philosophical traditions could also help workplace learning professionals in the design, implementation, and evaluation of workplace learning solutions. Elias is involved in the field of adult education and religious education and is a professor at Fordham University. Merriam has written several articles and books on adult education and is a professor at the University of Georgia, Athens, Georgia.

Guy, T.C. (1999). Culture as a context for adult education: The need for culturally relevant adult education. *New Directions for Adult and Continuing Education*. 82(Summer), 5-18.

Talmadge Guy's journal article on culture in education was published in 1999 and continues to be relevant. This journal article is intended for any individual interested in learning more about creating culturally relevant education. In his article, Guy offers four lenses to design culturally relevant education: the cultural identity of the instructor, cultural identity of the

learner, the curriculum, and facilitation techniques. Guy also points out that culturally relevant education demands educators understand how learner backgrounds, culture, and experience can affect learner experience in the classroom. In adult education it is important to validate each individual, and this means honoring their culture and how it relates to their new learning. This is especially important in the field of workplace learning because facilitators typically facilitate in a multi-cultural environment. When this article was written, Guy was an assistant professor in the Department of Adult Education at the University of Athens, Georgia.

Knowles, M.S. & Associates. (1984). *Andragogy in action: Applying modern principles of adult learning*. San Francisco, CA: Jossey-Bass.

Although Knowles' book, *Andragogy in Action: Applying Modern Principles of Adult Learning*, was published in 1984, this book is still relevant to my research of applying adult learning theories, concepts, and techniques in the workplace. This book is divided into nine sections. Each section consists of several cases where Knowles applied Andragogy to specific contexts. Section Two is relevant to my research because Knowles provides several cases about how he applied principles of Andragogy to business and government organizations. Chapter Four of Section Two is a case study on developing a learning solution to train managers to become effective facilitators in hopes of increasing the productivity of their employees. This is relevant to my research because it supports the need for facilitator education for new facilitators. Tables and charts are included in this book to provide readers with visual representations of the findings. Knowles is considered the father of adult education.

Knowles, M.S., Holton, E.F., & Swanson, R.A. (2005). *The adult learner: The definitive classic in adult education and human resource development*. (5th Ed.). Burlington, MA: Elsevier.

The Sixth Edition of *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development* was published in 2005. In this book, Elwood Holton III and Richard Swanson build on Malcom Knowles' previous work. This book is intended for any individual in the adult learning field that is interested in understanding their learners on a new level. The book is divided into three sections. The first section helps the reader build an understanding of Andragogy and the foundations of adult learning. The second section aligns Andragogy and adult learning theories with workplace learning and human resource development. The third section of the book provides insight into core competencies that workplace learning professionals must be aware of to be effective. The book has tables, diagrams and charts to visually convey adult learning theories and concepts. Each chapter closes with reflective questions. This book is current and relevant to my research because it aligns adult learning theory and concepts with workplace learning. I rate this book as high in my research. Knowles, who died in 1997, is considered the founder of adult education. Holton III is considered an expert on adult learning. Swanson is a leading expert on developing adults in organizations.

Merriam, S.B., Caffarella, R.S. & Baumgartner, L.M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco, CA: Jossey-Bass.

Learning in Adulthood is a must have book for adult educators. In this book, Merriam, Caffarella, and Baumgartner detail the context of adult learning, theories, concepts, and models, new approaches to adult learning, and how humans learn and develop throughout adulthood. The

third edition of this book was published in 2007 and is still current. The information on adult learning in this book is important to my research of workplace learning. The theories, concepts, models, and ideas detailed by Merriam, Caffarella, and Baumgartner in this book can inform the design, implementation, and evaluation of workplace learning solutions. Merriam is a professor of adult education at the University of Georgia. Caraffella is a professor at Cornell University and has done extensive research in adult education. Baumgartner is an associate professor at Northern Illinois University.

Noe, R.A. (2010). *Employee Training and Development* (5th ed.). New York, NY: McGraw-Hill Irwin.

Raymond Noe's book, *Employee Training and Development*, is an in-depth look at workplace learning and development. Noe details the context of workplace learning, training session design, methods, careers, special issues in the field, and the future of workplace learning. Each chapter has information specific for workplace learning professionals. Noe also discusses the importance of supporting business strategy through effective learning solutions. Noe shows that when learning solutions support business needs, the business could be able to see the value in continuing education. The book includes charts, graphs, and tables to visually represent information. This book is important to my research because it supports the need for continuing professional education of facilitators. The fifth edition was published in 2010 and is current to my research. Noe has been in the field of workplace learning for over 20 years and is currently a professor of Management at Ohio State University.

Pratt, D. (2005). *Five perspectives on teaching in adult and higher education*. Malabar, FL: Krieger.

Daniel Pratt's book, *Five Perspectives on Teaching in Adult and Higher Education* is an essential resource for any individual in the field of adult education. Pratt's research is important because he helps adult educators understand their personal beliefs and values of teaching through the lenses of his five teaching perspectives. The five adult teaching perspectives discussed in Pratt's book are the transmission perspective, apprenticeship perspective, developmental perspective, nurturing perspective, and social reform perspective. For each of his five perspectives, Pratt illustrates how perceptions of knowledge, roles, power issues, commitments, conflicts, and assessments relate to each of his teaching perspectives. Understanding teaching perspectives is important in connecting with oneself as an adult educator and in combating any bias that might exhibit itself through facilitation techniques, curriculum design, or assessment activities. Pratt's material has been an important resource in my current educational and work experience. Pratt is a Professor in the Department of Educational Studies at the University of British Columbia, Vancouver Canada.

Sork, T.J. (2009). Applied ethics in adult and continuing education literature. *New Directions for Adult and Continuing Education*, 123(Fall), 19-32.

In Thomas Sork's 2009 journal article, *Applied Ethics in Adult and Continuing Education Literature*, he discusses why maintaining high ethical standards in adult education are important. He provides support from past research and describes a framework for ethical practice for adult educators. This article is intended for an educator of adults interested in developing their ethical practice. This article is relevant to my research of learning in the workplace because it is

important that workplace learning professionals engage in ethical practice throughout the design, implementation, and facilitation of learning solutions. In his article, he cites the American Society of Training and Development and the Academy of Human Resource Development. Sork is a professor of adult education at the University of British Columbia in Canada.

Vella, J. (1995). *Training through dialogue: Promoting effective learning and change with adults*. San Francisco, CA: Jossey-Bass.

Jane Vella's glossary of key concepts in popular and adult education are very helpful for an educator of adults who is interested in creating a dialogue between the learners, content, and facilitator. Vella's glossary offers short definitions and reminders of relevant concepts to refer to when creating, facilitating, and evaluating educational opportunities. This glossary was published in 1995 and is relevant in today's field of adult education. One key concept from Vella's glossary is that dialogue questions are similar to guided conversations in that the facilitator asks learners questions to assist the learner in exploring and interpreting content. Open ended questions invite reflection and response. Another key concept is Vella's discussion of sequence or scaffolding of content. Many adult education concepts and theories deal with the importance of building content upon previously learned content so as not to confuse learners by working out of sequence. Additionally, I found Vella's argument that engagement of learners in the learning process through praxis most important. Vella has extensive experience in the field as an expert in adult education.

Reflective Practice

Boud, D. (2001). Using journal writing to enhance reflective practice. *New Directions for Adult and Continuing Education*. (90)Summer, 9-17.

In Boud's journal article, *Using Journal Writing to Enhance Reflective Practice*, he explores how journal writing, as a form of learning, can create meaning and new knowledge from situations and events for the reflective practitioner. Boud also explores modes and assumptions about reflective practice. He suggests for the reader times when reflective practice and journaling is appropriate, for example, prior to an event. In each time that reflective practice can occur, Boud provides examples of how to reflect effectively at each point. In closing, Boud also discusses two aspects that might inhibit honest and truthful journaling: the audience of the journal and assessment. Overall, Boud's article is current and relevant to my research. His article is important because it provides this project with support of incorporating reflective practice and journaling as a data generating method. Boud is a professor of adult education at the University of Technology, Sydney, Australia.

Boyd, J. & Boyd, S. (2005). Reflect and improve instructional development through a teaching journal. *College Teaching*. 53(3), 110-114.

In *Reflect and Improve*, Josh Boyd and Steve Boyd recommend engaging in reflective journaling and practice to inform one's teaching. Although this journal article focuses on teaching in a college setting, the authors' argument for reflective practice in the form of a teaching journal is relevant to my practice as a workplace learning professional. The article was written in 2005 and is current in the literature. In this article, the authors explain different types and purposes of reflective journals, such as a guided journal and a dialogue journal. The authors

also discuss three dimensions of reflective journaling: descriptive, comparative, and critical. The level of reflection and the purpose of the reflective journal will determine the type of reflective journal and the dimension engaged in during the reflective practice context. I rate this article important in my research because it will help determine the level of reflection and the purpose of the reflective journal I will be keeping throughout this project. Josh Boyd is an assistant professor at Purdue University. Steve Boyd is a professor at Northern Kentucky University.

Brookfield, S. (1998). Critically reflective practice. *Journal of Continuing Education in the Health Professions*. 18(4), 197-205.

Stephen Brookfield's journal article, *Critically Reflective Practice*, illustrates how deep and informative reflective practice can be. Brookfield's article provides a convincing argument for incorporating critical reflection and his Critical Incident Questionnaire into educational opportunities. This article is intended for any individual interested in exploring critically reflective practice. In this article, Brookfield describes four lenses through which adult education practitioners can reflect: the educator, the students, fellow adult educators, and the literature. Brookfield also describes and discusses the uses of his Critical Incident Questionnaire (CIQ) in this article. The (CIQ) consists of five questions and is focused on generating information from learners about specific points during the learning event. The CIQ can provide valuable information from the learners' point of view that will help inform future facilitation and curriculum design. This article is important in my research because it supports incorporating reflective practice. Brookfield is a professor at the University of St. Thomas in Minneapolis-St. Paul, Minnesota.

Brookfield, S.D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

In Stephen Brookfield's 1995 book, *Becoming a Critically Reflective Teacher*, he discusses what he means to be a critically reflective teacher, the different lenses individuals can critically reflect through, and how to design critically reflective practice for oneself. This book is intended for teachers in a school environment. However, Brookfield's research and argument are applicable to designing critically reflective practice in workplace learning. Brookfield argues that critically reflective practice occurs through four lenses: the self, students, colleagues, and the literature. These four lenses are also found in the workplace learning environment. Brookfield assists the reader by providing tables, charts, and worksheets to represent information. Although this book was published in 1995, Brookfield's research is relevant in designing critically reflective practice for this project. Brookfield has been an adult educator for over 35 years.

Hiemstra, R. (2001). Uses and benefits of journal writing. *New Directions for Adult and Continuing Education*. 90(Summer), 19-26.

In Roger Hiemstra's journal article, *Uses and Benefits of Journal Writing*, he explores the definition of journal writing and how it can be integrated into learning events. Hiemstra argues that journal writing can be used as an instructional tool and that there are different journal formats. Hiemstra also discusses the benefits of journal writing and how journal writing can inform one's professional practice. This article is intended for an individual in the field of adult education who is interested in incorporating journal writing as a learning tool in their practice. Hiemstra's article is current and relevant to my research because it offers examples and support for creating a reflective journal. Although this journal article is intended more to advise adult

educators on how to incorporate journal writing into learning events, the reflective practice in this project aligns with several of Hiemstra's points. Hiemstra is a professor of adult education at Elmira College in Elmira, New York.

Schoen, D.A. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.

In *The Reflective Practitioner: How Professionals Think in Action*, Donald Schoen discusses what reflection in action is, what it looks like, and how it can be incorporated in different professions. The first part of the book helps the reader to build an understanding of reflection in action. The second part of the book provides readers with contexts and examples of reflection in action. Although Schoen does not discuss reflection in action for workplace learning professionals, the book provides useful information for an individual interested in learning more about reflection in action and how to apply this practice in their context. Although this book was published in 1983, this book is useful in my research because it provides insight into reflection in action and how to engage in the process. Reflection in action is a significant part of the action research process.

Walkington, J., Christensen, H.P., & Kock, H. (2001). Developing critical reflection as a part of teaching training and teaching practice. *European Journal of Engineering Education*. 26(4), 343-350.

In Walkington's, Christensen's, and Kock's 2001 journal article, the authors begin by providing a brief introduction to critical reflection. Then, the authors discuss the rationale for and development of critically reflective practice. The authors then discuss how an individual can

facilitate critically reflective practice and generate data. One note the authors make is that it is important for teachers to share their data gathered through critically reflective practice for insights in to their practice. This article is intended for an adult educator, specifically a teacher in a university or traditional teaching context. However, the information on critically reflective practice provided by the authors is also relevant to workplace learning. This article is relevant to my research and important in the development of the reflective teaching journal as a data generating instrument. Walkington, Christensen, and Kock all have extensive experience in the field of adult education, especially in the university setting.

Methodology

Bargal, D. (2008). Action research: A paradigm for achieving social change. *Small Group Research*. 39(1), 17-27.

In David Bargal's 2008 journal article, *Action Research: A Paradigm for Achieving Social Change*, he defines action research, provides a historical overview of action research as a methodology and lists eight principles of action research based on Lewin's studies. Bargal's article is intended for any individual interested in understanding action research as a methodology. The article is also useful for an individual interested in designing and implementing an action research study. Each principle is also illustrated with examples from Bargal's research. Bargal's article was published in 2008 and is relevant to my research. I rate this article high in my research because it supports action research as the methodology for this project. David Bargal is the Gordon Brown Professor (Emeritus) at the Paul Baerwald School of Social Work and Social Welfare at the Hebrew University of Jerusalem.

Coghlan, D. & Brannick, T. (2010). *Doing action research in your own organization*. (3rd Ed.). Los Angeles, CA: Sage.

In *Doing Action Research in Your Own Organization*, David Coghlan and Teresa Brannick, provide the reader with an introduction to action research and how it can be successfully implemented in one's organization. Coghlan's and Brannick's book is intended for an individual interested in understanding action research and how it can relate to their organization. The authors provide graphs, charts, tables, and diagrams to help the reader paint a picture of action research. The exercises at the end of each chapter help to develop the reader's skills in action research. This book is current and relevant to my research because it will help

develop my skills in designing and implementing an action research project. Coghlan teaches organizational development at the School of Business, University of Dublin, Trinity College. Brannick has been a researcher for over 20 years and is a lecturer at the Michael Smurfit Graduate School of Business at University College, Dublin, Ireland.

Merriam, S.B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Sharan Merriam's book, *Qualitative Research: A Guide to Design and Implementation* is intended for an individual interested in understanding how to design, implement, and evaluate different types of qualitative studies. In her book, Merriam discusses what qualitative research is, its purpose, and how qualitative research can provide deep insights. In her book, Merriam discusses basic, critical, narrative analysis, phenomenology, ethnography, grounded theory, and qualitative case studies. This book is current in the research literature and relevant to my project because I will be conducting a qualitative case study. Merriam's book provides information needed to begin designing my project. Merriam also provides tables, charts, and graphs to help the reader understand the differences and intricacies of qualitative studies. Merriam is a professor of adult education at the University of Georgia and has authored many books on adult learning and research.

Robertson, J. (2000). The three Rs of action research methodology: Reciprocity, reflexivity and reflection on reality. *Educational Action Research*. 8(2), 307-326.

In *The Three Rs of Action Research Methodology: Reciprocity, Reflexivity, and Reflection-on-Reality*, Jan Robertson discusses how action research was used as the methodology of a research study to help school principals improve their practice. The study found that there were three elements of action research taking place concurrently: reciprocity, reflection and reflexivity. Robertson details each element and how the action research helped to improve each school principal's practice. The element of reciprocity describes how new knowledge is generated from reflective data generation. The second element, reflection, requires action researchers to reflect on their findings and new knowledge. Reflection allows action researchers to reflect on their actions, modify plans, and implement new steps. The third element, reflexivity, is described as the development of critical self-awareness. Although this article is a description of a collaborative action research project conducted in a school setting with school principals as the participants, the three elements are applicable to my research. I rate this article as important in support of this project's methodology. Robertson is a professor at the School of Education, University of Waikato in Hamilton, New Zealand.

Design of the Facilitator Education Workshop

Ambrose, J., & Ogilvie, J. (2010). Multiple modes in corporate learning: Propelling business IQ with formal, informal, and social learning. *Journal of Asynchronous Learning Networks*, 14(2), 9-18.

This journal article is intended for professionals working in training and development, adult learning, corporate education, and continuing education. *Multiple Modes in Corporate Learning* discusses the different types of learning forms available in corporate training and

continuing education and how technology can be integrated to support these types of training modules. John Ambrose and Julie Ogilvie detail each type of learning and the reasons why each learning option is important to consider. The authors then offer their expertise on how to implement these learning options. Both Ambrose and Ogilvie work at SkillSoft in corporate training and marketing roles. In addition, Ambrose lectures to learning professionals on technology and learning. Ogilvie also is a contributor to corporate training publications and has extensive experience in the software industry. *Multiple Modes in Corporate Learning* was published in November 2010 and is current. This article is relevant to my research because it provides a guide for adult education professionals on how to implement technology into program design. Ambrose and Ogilvie also discuss different learning modules available in continuing education. I rate this journal article as important to my research as it provides specific information on technology integration into different types of continuing education.

Dean, G.J. (2004). Designing instruction. In M.W. Galbraith (Ed.), *Adult learning methods: A guide for effective instruction*, (pp. 93-115). Malabar, FL: Krieger.

Gary Dean's *Designing Instruction* in *Adult Learning Methods* is an eye opening chapter on the instructional design process. Dean's chapter is a useful tool for any individual working in curriculum design, instructional design, or planning any educational offering. Dean offers three phases that occur concurrently in his instructional design process. These three phases are: assessment, creating educational materials, and reflection. Dean dives deeper into each phase and illustrates applications of his instructional design model. Dean's chapter and his instructional design model shows that instructional design is iterative and requires connection and awareness between each design phase. Dean argues that instructional designers must be able to work in,

between, and connect each phase in the design process. Dean's chapter also emphasizes the importance of reflection throughout the instructional design process to ensure that learner needs are being met. This means the designer must review the design and ensure that connections between content, learning activities, assessments, and the learners are appropriate and effective. Dean is an expert in the field of adult education and has written more than 60 articles on adult and continuing education. This chapter is intended for an adult educator, specifically instructional and curriculum designers. I rate this article as supportive to the design of the facilitator education workshop.

Moore, J.L., Dickson-Deane, C., & Galyen, K. (2011). E-learning, online learning, and distance learning environments: Are they the same? *Internet and Higher Education*, 14(2), 129-135.

In this journal article, the authors outline three types of technology based learning environments in continuing education. With the help of visual representations, the authors provide research results on how adult education professionals define these types of learning models and how these terms affect the characteristics and tools used in each model. Joi Moore, Camille Dickson-Deane, and Krista Galyen are faculty members of the School of Information Science and Learning Technologies at the University of Missouri. This article was published in March 2011 and is current to my research. This article addresses how terminology and definitions of learning modules can affect the design and outcomes of learning in technology based education. This article is important to my research because it provides insight into how companies view the types of technology used in continuing education.

Rossett, A., & Marshall, J. (2010). What corporate training professionals think about e-learning practitioners' views on the potential of e-learning in the workplace. *Journal of Asynchronous Learning Networks*, 14(2), 19-27.

Allison Rossett's and James Marshall's journal article on the incorporation of e-learning in the workplace is written for the professional in the corporate education environment who is interested in integrating technology in their training and learning modules. In this journal article, Rossett and Marshall outline the study they performed. They include information on their methodology, research sample, analysis, and results. This journal article highlights the positives and negatives of the growing use of e-learning in the workplace education environments. Rossett is a professor of Educational Technology at San Diego State University. She researches learning and technology integration and consults for private and government organizations. Marshall is also a faculty member at San Diego State University. In addition to his faculty duties, Marshall is also an independent consultant. The *Journal of Asynchronous Learning Networks* published this article in November 2010. This article is recent and relative to my research because it offers insight into how e-learning is currently being used in corporate training and how else it can be incorporated. This journal article is important to my research because the study was performed recently and showcases the growing use of e-learning in corporate training. Rossett and Marshall also display their findings through charts, graphs, and tables.

Shinkareva, O.N., & Benson, A.D. (2007). The relationship between adult students' instructional technology competency and self-directed learning ability in an online course. *Human Resource Development International*, 10(4), 417-435.

Olga Shinkareva's and Angela Benson's journal article is intended for educators who are interested in developing online continuing education courses in companies, colleges, and professional schools. In this article, Shinkareva and Benson investigate the relationship in self-directed learning and instructional technology in continuing education. The authors provide evidence from their research on learner motivation, methodology, and effectiveness in online education. Olga Shinkareva is an assistant professor at Indiana State University. Her work and research focuses on integrating technology in adult and higher education. Angela Benson, an associate professor at the University of Alabama, concentrates her research in online education technologies. This journal article was published in December 2007. Although this article was published almost four years ago, it is still relevant information in today's technology based environment. This journal article is relevant to my research because it examines the relationship between adult learning styles, motivations, program design, and how these are affected by the integration of instructional technology. The article also incorporates visual features, such as charts, graphs, and tables to show their findings.

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Upper Saddle River, NJ: Pearson.

Grant Wiggins' and Jay McTighe's book, *Understanding by Design*, is a useful tool in learning about and understanding curriculum design. This book is useful for any individual involved with curriculum design. The authors argue that before creating learning activities, you must first start by pinpointing the intended results. Wiggins and McTighe provide many

examples of how learning opportunities can be transformed by having a clear view of how the learning should look at the end of a learning event. Chapter 7, *Thinking Like an Assessor*, highlights the importance of evidence that would show learning of desired learning goals, outcomes, and objectives. Wiggins and McTighe also provide criteria and illustrations of effective assessments for authentic activities and reveal how effective and important assessment is in creating meaning and application of new knowledge. Wiggins is the president of Authentic Education in Hopewell, New Jersey. McTighe is an experienced educator and frequently consults and conducts workshops.

Supporting Business Strategy with Learning Solutions

Biech, E. (2009). Learning eye to eye: Aligning training to business objectives. *T+D*. 63(4), 50-53.

In Elaine Biech's article, *Learning Eye to Eye: Aligning Training to Business Objectives*, she discusses the importance of ensuring that training and development initiatives are aligned with the goals and objectives of the business. This article is intended for an individual working in any capacity as a workplace learning professional interested in developing learning solutions as part of the strategic goals. Biech begins the article by defining three general areas of business goals: expense reduction, revenue generation, and regulation compliance. It is the workplace learning professional's responsibility to design training that improves business processes in these areas. Finally, Biech discusses the importance of follow-up, immediate application of new learning, and management support for new learning in the workplace. Biech's article was written in 2009 and is relevant to my research of supporting business goals through learning solutions. Biech has over 30 years of experience in training and consulting.

Haywood, K. (2010). Linking training with improved business performance. *Training and Development in Australia*. 37(4), 12-13.

In Kristyn Haywood's article, *Linking Training with Improved Business Performance*, she explains how to link business goals and training by strategically designing, developing, implementing, and evaluating learning solutions. Haywood's article is intended for workplace learning professionals who are seeking to refocus training programs around strategic business goals. In this article, Haywood discusses the rule of 80/20, where about 20% of the learners who attended a learning event will apply their new learning directly to their work. Haywood notes that one of the reasons learning is not transferred is because of a lack of manager support. To increase the percentage of employees who apply new learning in the work, managers need to be consulted with regarding the importance of supporting their employees in the application of new knowledge and skills to increase performance outcomes. Haywood also provides a six step strategy for integrating business goals into a learning event. This article was published in 2010 and is relevant to my research. Haywood is the Managing Director at People for Success.

Noe, R.A. (2010). *Employee training and development* (5th ed.). New York, NY: McGraw-Hill Irwin.

Raymond Noe's book, *Employee Training and Development*, is an in-depth look at workplace learning and development. Noe details the context of workplace learning, training session design, methods, careers, special issues in the field, and the future of workplace learning. Each chapter has information specific for workplace learning professionals. Noe also discusses the importance of supporting business strategy through effective learning solutions. Noe shows that when learning solutions support business needs, the business will be able to see the value in

continuing education. The book includes charts, graphs, and tables to visually represent information. This book is important to my research because it supports the need for continuing professional education of facilitators. The fifth edition was published in 2010 and is current to my research. Noe has been in the field of workplace learning for over 20 years and is currently a professor of Management at Ohio State University.

Yin, E. (2010). Thinking strategically at every step. *Training and Development in Australia*. 37(6), 12-13.

In Elaine Yin's article, *Thinking Strategically at Every Step*, she details six benefits of aligning learning events to business goals and provides ideas for evaluating learning and performance outcomes. Yin argues that if learning events are strategically aligned with business goals, learning can help drive results, develop future leaders in the organization, improve the leadership skill sets of facilitators, improve organizational communication and culture, promote positive organizational change, and reduce costs. In addition, Yin also provides measures on how workplace learning professionals can measure return on investment for different types of organizational learning events. This article is intended for a workplace learning professional who is looking for ideas on how to create more strategic learning events for their organization. Yin's article was published in 2010 and is relevant to my research. Yin is a Director of Hi-Life Hub.

Thematic Literature Review: Facilitator Education Workshop: Improving Facilitator Effectiveness through Theory, Experience, and Self-Awareness

This literature review will focus on a review of the literature in the field of adult and workplace learning that supports the need for continuing education for facilitators. Trainers and facilitators must possess knowledge of adult and workplace learning, facilitation skills and techniques, self-awareness, and attitudes to effectively facilitate to support transfer of learning in the classroom (Passion, 2012). The literature supports the need to continually develop new and experienced facilitators to support business strategy through effective facilitation in learning solutions. A review of the literature reveals six themes:

The Need for Facilitator Education

Workplace Learning Professional Skills

Reflective Practice

Methodology

Design of the Facilitator Education Workshop

Supporting Business Strategy with Learning Solutions

The Need for Facilitator Education

Effective facilitators are important in the workplace learning process. In a learning event, facilitators engage students in new learning, helping them to synthesize and become ready to apply new learning in their work contexts. Organizations should focus on the development of all of their employees, including workplace learning professionals. Providing continuous learning opportunities for workplace learning professionals, especially facilitators, could help to increase the effectiveness of learning solutions (McCullough, 2007).

Sometimes companies and organizations ask managers and subject matter experts (SMEs) to step into the role of facilitators. When this decision is made, if managers and SMEs turned facilitators are to continue supporting business strategy through facilitation, they must have training and knowledge in effective facilitation skills, techniques, and adult learning theory (Passion, 2012). For managers and SMEs, focusing on learning how to be a prepared facilitator, deliver new learning solutions effectively, how to involve and engage learners, and solicit feedback in the classroom are especially important (Goad, 1997). The literature also notes it is important to make certain that new and experienced facilitators are knowledgeable in and up-to-date in adult learning theory, concepts, and ideas (Merrill, 2008).

As SMEs and managers begin to understand their new roles as facilitators, it is likely that their professional identity will evolve. Helping SMEs and managers understand their professional identity could increase the effectiveness of their facilitation. In order to facilitate effectively, the literature reveals it is imperative that facilitators be self-aware, and have an understanding of their personal beliefs, attitudes, and biases (Thomas, 2008). The literature notes that facilitator education is a critical need exhibited in workplace learning departments (Thomas, 2008).

Barriers to workplace learning that exist for non-workplace learning professionals (WLPs) also exist for WLPs. (Sostrin, 2009). Continuous learning in organizations is influenced by the following factors: an individual's self-efficacy and motivation to learn, perceptions of organizational support for employee development, and the perceived benefits of new learning (Noe & Wilk, 1993). If organizations can alleviate these barriers to learning for WLPs and facilitators, learning solutions could provide companies with a competitive advantage in today's market (Sostrin, 2009).

Workplace Learning Professional Skills

Effective facilitators must have a strong understanding of adult learning theory, concepts and ideas, facilitation techniques, and cultural competence (Knowles, Holton, & Swanson, 2005). As a facilitator and WLP, it is important to understand Andragogy; a set of six assumptions that describe how and why adults learn (Knowles & Associates, 1984). These six assumptions: the need to know, the learner's self-concept, the role of the learner's experience, readiness to learn, orientation to learning, and motivation to learn all influence how facilitators interact and engage with students in the classroom (Merriam, Cafferella, & Baumgartner, 2007).

Understanding perspectives in adult learning can help a facilitator understand where they are coming from and how their perceptions of knowledge, roles, power issues, commitments, conflicts, and assessments impact their facilitation (Pratt, 2005). Additionally, understanding philosophical foundations of adult education can aid facilitators in developing self-awareness (Elias & Merriam, 2005).

Due to the global marketplace and the cultural diversity of the United States, it is important that workplace learning professionals are aware of cultural differences, respect these differences, and incorporate an understanding of cultural difference in the approach, design, facilitation, and evaluation of learning opportunities through cultural competence (Chao, Okazaki, & Hong, 2011). Cultural competence not only means being able to function in an organizational culture and the European American culture. It also means being able to function and interact successfully with members from non-Western cultures and design culturally relevant education (Chao et al., 2011) (Guy, 1999).

The dimensions of cultural competence that workplace learning professionals should be cognizant of are knowledge, awareness, and skills (Chao et al., 2011). Cultural knowledge is an individual's understanding of other cultures, especially non-Western cultures. Cultural skills are developed through interacting with persons from other cultures (Chao et al., 2011). Cultural awareness requires people to be aware of their own beliefs, biases, and assumptions (Chao et al., 2011).

Reflective Practice

The literature reveals that reflective practice is important in the development of effective facilitators because it can help facilitators develop self-awareness (Boyd & Boyd, 2005). Reflective practice can occur on different dimensions and through different lenses. Three dimensions of reflective practice are: descriptive, comparative, and critical (Boyd & Boyd, 2005). Three lenses that can be used when reflecting in the dimensions are: the self, the students, and the literature (Brookfield, 1995).

By engaging in reflective practice, facilitators can create meaning from situations and events in the classroom by reflecting on and through dimensions and lenses (Boud, 2001).

Methodology

The literature supports action research case study as the methodology for this project. This project is based on understanding what adult learning theories, techniques, and skills could make a facilitator more effective in achieving transfer of learning. Based on the literature, the most effective way to study action, evaluate action, and revise future action is through action research. Action research is learning in action; it is an iterative and continuous cycle of planning, implementing, and evaluating action (Coghlan & Brannick, 2010).

When undertaking action research, it is important the researcher understand three elements of action research that take place concurrently: reciprocity, reflection, and reflexivity (Robertson, 2000). The purpose of the first element, reciprocity, is to help the researcher create and build knowledge. The second element, reflection, asks the researcher to evaluate their actions and modify next steps if necessary. Reflexivity, the third element, asks the researcher to become more self-aware, understanding how new knowledge has informed their decisions and process (Robertson, 2000).

The literature supports case study as a part of the methodology for this project because a case study is a bounded system where the object being studied is surrounded by boundaries, limiting the study to the particular object (Merriam, 2009). In this project, the object around which the project is designed is myself as a facilitator. I am the bounded system.

Case studies can also exhibit different features and characteristics. The literature reveals that this action research case study is particularistic and intrinsic. A particularistic case study is helpful in solving practical issues (Merriam, 2009). In a workplace learning department, a practical issue is facilitator effectiveness in the classroom. The case study is also intrinsic because the researcher is intrinsically interested in the topic of research and motivated to understand facilitator effectiveness more in-depth (Merriam, 2009).

Design of the Facilitator Education Workshop

The literature supports the development of the facilitator education workshop incorporating an iterative and backward design model. The idea of backward design is important because before a learning solution can be designed, the evidence of what the learning will look like must be identified (Wiggins & McTighe, 2005). For this workshop, the literature supports

the design of the workshop by beginning with establishment of learning outcomes and objectives based on the findings from the data.

When creating and designing workplace learning solutions, it is important to keep in mind the iterative nature of the design process (Dean, 2004). Through interconnected phases of assessment and development, WLPs can design learning solutions that meet the needs of learners. Phase One: Assessment, consists of four sub-phases: increasing self-awareness, locating the content, understanding adult learning theory, and learning environments (Dean, 2004). Phase Two: Development, consists of three sub-phases: the development of goals and objectives, activities, assessments, and evaluations (Dean, 2004).

Supporting Business Strategy with Learning Solutions

Supporting business strategy with effective learning solutions could help improve a business process or goal (Haywood, 2010). The literature points out there are three main areas where learning solutions could help support business strategy: expense reduction, revenue generation, and regulation compliance (Biech, 2009). In order to support business strategy in these areas through learning solutions, it is critical that facilitators are effective and knowledgeable in adult learning theory and facilitation techniques.

Thinking strategically at every point in the development of learning solutions is critical for WLPs (Yin, 2010). This includes ensuring that facilitators have strong knowledge, skills, and capabilities in adult learning theory, facilitation techniques, and cultural competence. If facilitators lack these skills, the learning event is no longer a learning solution, but just another training session.