



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

FACILITATING ADULTS LEARNING
SYLLABUS

Seminar # EA 517; 4 Credits

Saturdays: September 12 and 26, October 10 and 24, and November 7
9:00 a.m. – 4:00 p.m., Loop Campus
Catherine Marienau, Faculty Mentor, MAEA

A. Instructors

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Individual consultations to be arranged by appointment

B. Description

The course, *Facilitating Adults Learning*, expands participants' repertoire of effective facilitation of adult learning in various settings. It emphasizes adult learner-centered strategies and techniques for instruction, creating and interpreting group interactions, and working with individuals. This course emphasizes *practice* of these techniques and methods. It intersects with course design, learning outcomes, and assessment processes, elements of which are addressed in SNL 516 and 526.

C. Overview

This course expands the repertoire of effective facilitation of adults' learning in various settings. It emphasizes adult learner-centered strategies and techniques for:

- Instruction
- Interpreting group interactions
- Working with individuals both in-person and online environments

The course reinforces the MAEA's four "elements of practice" by:

- **Practicing Reflectively:** Acquiring the skills of a reflective practitioner of adult learning is a critical competency for this program. Indeed, one could say that is what adult learning is, the ongoing capacity to reflect upon one's experiences and to learn from them. This seminar provides participants with a series of processes to assist their students in how to be lifelong learners themselves, and to model these capacities.
- **Engaging in Multiple Inquiry Processes:** Guiding people through depth probing of life questions is part of the task of educating adults. Modeling and sharing methods of question-asking and synthesizing experiences is shared in this seminar.
- **Developing and Demonstrating Flexible Capabilities:** Educating adults is not about one's teaching, but about their learning. Therefore learning how to become competent in one's ability to be flexible and adaptable and to be ready for the "teachable moment" is a key facet of this seminar.
- **Making Thoughtful Decisions:** Adult learners generally learn for a reason or have a purpose for their learning adventure. The notion of being intentional with one's life is a hallmark of maturity. Knowing how to facilitate a person or a group in the methods of exploring alternative choices will be shared in this seminar.

The course also addresses the following MAAPS competencies:

- **Specialized Skills:** Can employ various facilitation methods in designing and conducting learning events for adult participants. The course will offer both facilitation methods and the rationales behind the methods.
- **Communication Modes:** Understands principles of effective dialogue and can apply a variety of communication methods in adult learning situations. The course will model and highlight various modes of getting messages across.
- **Supplemental Competence:** Can purposefully facilitate the growth potential among adult learners representing different mental models, world views, and self-images. The course will offer insights on how to change internal images.

D. Basic Texts

Gardner, Howard. (2008). *Five minds for the future*. Boston, MA: Harvard University Press. ISBN: 1-4221-4535-7.

Pink, Daniel H. (2006). *A whole new mind*. New York: Riverhead Books. ISBN: 1-59448-171-0.

The Gardner and Pink texts will be used intensively throughout the course.

E. Learning Outcomes

Learning Outcomes (LO)	Evidence for Assessment
1. Participants will be able to identify their style of learning and learn how to adapt their facilitation approach to other learning styles.	The following evidence will be included in each participant's methods toolkit. Two self-assessments: <ul style="list-style-type: none">• Five Minds for the Future• Multiple intelligences
2. Participants will strengthen their communication skills by learning and practicing dialogue methods that produce depth shared discoveries, insights and results.	A participant created dialogue plan, method delivery, and assessment of the adult learning experience.
3. Participants will practice two study methods summarizing knowledge from adult learning practitioners.	Variety of charts and graphic organizers from class studies and presentations.
4. Participants will be able to identify the mental models, world-views and self-images people possess and how to facilitate changing them.	An image change worksheet designed for an adult learning situation.
5. Participants will be able to deliver a participatory presentation.	An outline of a participatory presentation for use in an actual adult learning situation of the participant.
6. Participants will be able to design a learning event that integrates the various facilitation methods introduced in the course.	A team created event plan for the class project (one per team). A participant prepared lesson plan for an adult learning situation.
7. Participants will be able to do continuous self-reflection on their learning and the application of it for their work.	Journal reflections posted on Blackboard for each class, sent before the following class.

F. Grading Criteria and Process:

Letter grades are assigned to courses in the MAEA. Students must earn a grade of C or better to receive credit for the course; receipt of a grade of C- or lower will require retaking the course. (Note: Students must have a GPA (grade point average) of B or higher to graduate.)

Commensurate with the philosophy of the School of New Learning, self-assessment will be the main measure and process of one's grade for the seminar. This self-assessment, performed during the last seminar session, will be augmented by the instructor's assessment. The criteria to be used for the assessment will be the Liberal Learning Criteria of the whole program as tailored for this seminar. Assignment of a final letter grade in this seminar is contingent upon the quality of completion of all seminar assignments as well as demonstrated competency in the Liberal Learning Criteria relative to seminar content as assessed by the student and faculty instructor.

The instructor assumes that each student begins the seminar with a grade of “A” and that it is incumbent upon the student to maintain that grade through the list of expectations in Section G. At the end of the seminar, the instructor will read the students’ own assessment perception and will determine the degree to which each student was able to maintain their grade. Then the instructor will decide upon a grade for each student.

G. Participant Expectations

1. **Preparation for all sessions:** This entails reading the assigned texts and handouts as well as bringing to class in a timely fashion the requested assignments.
2. **Participation in all sessions:** Active involvement is expected in group discussions, small group exercises, whether called upon or voluntary.
3. **Team-Created Class Project:** See Section H
4. **Methods Toolkit:** See Section I
5. **Assistance Initiative:** Students employ all available means necessary to equip themselves to participate fully in all facets of the seminar including outside reading, peer group discussions and mentoring, as well as contacting the instructors for clarification and amplification.
6. **Professionalism:** Students involve themselves in the seminar as becoming of their profession.
7. **Confidentiality:** Because it is expected that students share with the class their own organizational experiences, the personal and organizational information needs to be confidential and not shared outside the classroom setting without the permission of the individual person who shared the information.

H. Learning Modes

1. **Discussions** - Each session entails discussions on topics related to the main subject of the day. During this discussion, each student is expected to participate. Some of these discussions will be guided.
2. **Participatory Presentations** - The instructor makes a presentation of the basic ideas and concepts that will provide contextual framework for the group exercises. Students are encouraged to interact with questions of clarity as well as illustrations of the ideas presented.
3. **Small Group Exercises** - The main portion of each session includes the use of simulations and exercises providing an opportunity for the topic of the session to be experienced and discussed in small groups. The whole class will reflect upon the learning discoveries revealed during the exercises.
4. **Readings** - Through assigned and voluntary readings, students become familiar with the basic ideas supplementing the topic of the session.
5. **Team-Based Class Project** – see Section H.

I. Team-Based Class Project

For the last session on November 7th, students will be organized in teams to create a presentation on adult learning strategies. The responsibility of the team is to design and deliver a 30-minute “lesson plan” to present to the class that covers the information in their assigned topic. Throughout the seminar multiple adult learning facilitation techniques will have been shared. During the third class, the elements of lesson or event planning will be discussed. The idea for the team is to incorporate these – and other techniques familiar to them – into their lesson plan and delivery.

Each team member must be part of the delivery exercise. In a sense, this is a form of “team teaching” that has been modeled throughout the seminar. Your team will have time during the fourth session to prepare. There is a two-week interval between the fourth and fifth session to perfect your plan and delivery.

J. Methods Toolkit

The methods toolkit will be a computer compilation of the “learning products” obtained throughout the seminar. This is not simply all the class work and handouts alone. It will include information that has informed your facilitation practice and your own preparation and debriefing on particular methods. You will arrange it in such a way that it will serve you in facilitating adults in the future with a cover, table of contents and highlighting the most effective methods you intend to use in the future. The toolkit needs to demonstrate its usefulness in your actual work situation. The methods toolkit will be emailed to both instructors no later than the close of business on Friday, November 13th, the week after the last class on November 7th.

K. Journal Reflections

Journal Reflection Template: The Journal Reflection is to be posted on Blackboard before the beginning of each session, reflecting on: (1) your experience of the past session and (2) how you applied methods you learned between sessions. The Session Reflection is a paragraph; the Method Application can be up to one page.

Session Reflection	Method Application Reflection
1. What was most helpful to you and why?	1. What skills did you practice since the last session?
2. What was least helpful to you and why?	2. What did you do to prepare?
3. What did you learn during this session?	3. How did it go for you (e.g., success, frustration, learning)?
4. How do you see the applicability of this session to your capacity to facilitate adult learning?	4. What did you learn as a result of your experience (e.g., about the people you worked with, about using the skill, about yourself as a facilitator)?
5. What other reflections do you have?	5. What would you change or do differently the next time to be more effective?

L. Bibliography

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- Scott, S.. (2002). *Fierce conversations: Achieving success at work and in life, one conversation at a time*. New York: Viking Penquin.
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M. Seminar Design - See last page of the syllabus, including session assignments.

N. Attendance Policy

Due to the intensive and participative nature of seminars, students are expected to attend all five days. If, however, it becomes necessary for a student to miss one session, the absence is acceptable provided the student negotiates provisions for “making up” the work. A second absence will require retaking the seminar.

Homework for a missed class:

1. Get notes from the class missed. Review them to see whether you need to schedule an appointment with the instructor or meet with another student to be able to understand and practice skills introduced in the class.
2. Do the homework assignment of the class missed to be turned in at the beginning of the next class.
3. Do an additional practice and journal reflection on an adult learning skill. This could be related to skills introduced in the class missed, skills introduced in other classes, or other adult methods that you have used or learned. Turn in the journal reflection within two weeks following the class missed.
4. Create a chart and write a one page review of a book on adult learning (not the required textbooks). Summarize the author’s thoughts and reflect on the book’s relevance for this course or for your own engagement in adult learning. This book can be selected from the course bibliography or another source that you have found. Turn in the book review within two weeks following the class missed.

O. Incompletes

Incomplete grades (INs) are given indicating a delay in completion due to unusual/unforeseeable circumstances not encountered by other students. In these situations, the student and instructor will prepare a written agreement regarding what work is to be completed and by what deadline. Students will have two quarters to complete an incomplete. At the end of the second quarter following the term in which the incomplete was assigned, remaining Incompletes will automatically convert to “F” grades

Assessment Criteria & Levels

Evidence	Criteria by Level			Weighting
	5 Points	10 Points	15-20 Points	
Class Participation	Attends five sessions	Attends five sessions. Participates in class discussion and practicing methods	Attends five sessions. Participates in class. Demonstrates knowledge of class material and leads in the use of methods and self-reflection.	20 points
Grasp of Theory	Shows grasp of either Gardner or Pink	Shows grasp of both Gardner and Pink	Applies grasp of theory to a concrete practical situation.	15 points
Personal Methods Practice	Practices and reflects on at least two facilitation methods	Practices and reflects on at least three facilitation methods	Practices and reflects on at least four facilitation methods	15 points
Self-reflection on facilitating adult learning	Writes two complete journal reflections, commenting on learnings	Writes three complete journal reflections, commenting on learnings	Writes four complete journal reflections, commenting on learnings	15 points
Class Project	Team leads the group in an adult learning situation without using any methods from the class	Team demonstrates the use of 1-2 methods used in class.	Team demonstrates the use of 3 or more methods used in the class.	15 points
Methods Toolkit	Methods toolkit is emailed by Friday, November 13 th or earlier.	The toolkit is arranged in a neat, practical way that demonstrates usability in the student's work situation. The toolkit includes cover, table of contents, and organization of	The toolkit demonstrates direct transfer of methods to the student's work situation. It includes analysis and reflection on the usability of specific methods used in	20 points

		tools.	class.	
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DePaul SNL MAEA #517 Fall 2009
Facilitating Adult Learning Seminar Design

Day	I September 12	II September 26	III October 10	IV October 24	V November 7
Session Title	The Ethical Mind	The Respectful Mind	The Creating Mind	The Synthesizing Mind	The Disciplined Mind
Focus	Image Change	Dialogue	Diversity	Design	Presentations
Skills	<ul style="list-style-type: none"> • Charting • Image Change 	<ul style="list-style-type: none"> • Conversation Method 	<ul style="list-style-type: none"> • Multiple Intelligences • Participatory Presentation Method 	<ul style="list-style-type: none"> • Graphic Organizers • Event Planning Method 	<ul style="list-style-type: none"> • Team Presentations
Class Prep (for the next session)	<ul style="list-style-type: none"> • Chart either Gardner or Pink—whole book and chapter 	<ul style="list-style-type: none"> • Practice conversation method • Prepare a method for Methods Moments 	<ul style="list-style-type: none"> • Post presentation • Turn in preview of team presentation 	<ul style="list-style-type: none"> • Complete toolkit • Prepare for team presentation 	Turn in Methods Toolkit
Before each session: <ul style="list-style-type: none"> • Prepare and use a method • Write a journal reflection on the past session and the method practice 					