Community Development:
The Art of Facilitation and Workshop Design

At the core of every change-maker is a commitment to transformational teaching and learning. Change-makers need a methodology for teaching and learning that acknowledges, respects, and grows the change-makers in their communities. Based on both the theory and practice of adult learning and the biblical principle of discipleship, participants in this course will develop their personal capacity to create and facilitate small groups, workshops, large gatherings, and 1-1 sessions to move individuals and communities a step closer to peace and wellbeing.

Whether you are an MDiv student, practitioners in the field, peacebuilder, social justice advocate, lay or ordained leaders in a church, adult educator, or student in the MTS program; whether you are a community developer, pastor, community leader, church planter, or teacher; whether you are working on a degree or just taking a few courses; whether you work in a church, for a charity, in the community, or for a company; whether you are just starting your learning journey or you have many years of experience… *if you need to facilitate change and growth, then this course is for you.* We all participate in teaching and learning opportunities and need to know how to do this <u>well</u>.

This class fulfills the Development Practice section within the MTS in Urban and Community Development.

I. Course Details

Instructor's Name: Jeanette Romkema
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Office Hours: by appointment
Class: Saturdays from 9-4 pm (Jan 11, 18, Feb 1, 29, Mar 21)

II. Learning Outcomes

The following are what you will do during this course:
- Explore the four phases of a principles to practice framework and practiced using tools in each phase of the learning journey
- Explore core principles for adult learning
- Differentiate two learning paradigms: teaching-centred and learning-centred
- Explore teaching, designing, and learning holistically
- Explore the value of a learning needs and resources assessment—see the gift of pre-course learning
- Experience the difference and potential of various types of questions
- Explore 8 steps for designing and planning learning events
- Unpack the importance of designing with the end in mind

- Experience the value of achievement-based objectives for determining content for a learning event
- Select verbs for writing achievement-based objectives based on Blooms hierarchy of complexity
- Connect types of content to a holistic model for learning
- Explore 4A model for ensuring learning and maximizing possibility of change
- Create engaging anchor tasks
- Integrate eight learning intelligences, and discover personal intelligence
- Integrate three learning preferences, and discover personal preference
- Determine best visuals in for a variety of situations, and personal workshop
- Provide space for radical transformation
- Reflect on how this methodology can build peace
- Use six facilitation skills
- Select ways to harvest data while facilitating learning
- Learn from your class participant's designs and offer constructive feedback
- Design a learning design for use in your volunteer life or work
- Share ideas, questions, and tools with classmates in class as well as via blog posts and other social media
- Engage with the content in pair, small group and large group activities
- Assess learning events in your day-to-day life using the principles and practices learned in class
- Facilitate a newly designed workshop and receive constructive feedback
- Plan for resistance
- Explore what the Bible has to say about this way of working and being
- Differentiate between learning, transfer and impact
- Plan how you will transfer your learning into your life and work
- Invite others into your learning journey.

III. Requirements and Evaluation

The breakdown of the assignments for the semester is as follows:

Assignment	Grade	Assignment	Evaluation Criteria
Meaningful participation in five (5) online conversations outside class.	10%	Assignment A: *Praxis for Practice*	• Demonstration of knowledge learned in class
Design a half day workshop. This is a written assignment.	40%	Assignment B: *Design a half-day workshop*	• Integration of 8 steps of design • Utilization of the 4A model for task development • Ensure multiple intelligences and learning preferences so all learning feel included and learning is maximized • Incorporation of adult learning principles within design • Clarity, creativity and quality of final presentation, including visuals, facilitation notes and all materials.
Facilitate your workshop	10%	Assignment C:	• Demonstration of facilitation skills and core principles

design. This is a presentation.		*Workshop facilitation*	• Evidence of good co-facilitation skills • Ability of class participants to engage in learning • Ability to be flexible and respond to needs as they arise • Demonstration of authenticity and deep listening.
Offer constructive feedback to class participants on their facilitation. This is a written and oral assignment.	5%	Assignment D: *Evaluations of others' facilitation*	• Articulation of demonstrated strength of others • Quality of recommendations to be implemented • Ability to specially name principles, practices, and theory learning in class.
Construct a personal theory of "Building Community Through Adult Learning Principles and Practices". This is a written assignment and the final paper.	25%	Assignment E: *Personal theory "Building Community through Adult Learning Principles & Practices"*	• Incorporation of reading materials • Integration of personal reflection, analysis and application • Quality of research • Clarity, creativity and quality of final presentation of ideas.
Class participation	10%	Assignment F: *Class participation*	• Actively and meaningfully participant in class activities, work and discuss • Demonstration of knowledge gained through course readings.
Total	**100**%		

Note: That plagiarism is a serious offense. *The minimum penalty for a plagiarized paper is the grade of zero*. If you borrow ideas or distinctive phrases, you must acknowledge your source(s) properly.

IV. Policy on Assignment Extensions

Students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = "standing deferred") beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than two weeks before the completion of the term in which the course is taken. The request form is available on the college website or from the Registrar's office. One percentage (1%) point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

V. Academic Integrity

Plagiarism

All TST students are subject to University of Toronto's "Code of Behaviour on Academic Matters." Copies of the code are available at www.governingcouncil.utoronto.ca/policies/behaveac.htm. Please take special note of the section on plagiarism. For a helpful set of guidelines on how to avoid plagiarism, see www.writing.utoronto.ca/advice/using-sources/how-not-toplagiarize. This is part of a more general—and equally helpful—website that provides advice on academic writing (www.writing.utoronto.ca/advice).

Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation. Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from www.tst.edu/content/handbooks) and the University of Toronto *Code of Behaviour on Academic Matters* www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871. Students are assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences

TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

V. Required Reading

Ambrose, Susan A. Bridges, Michael W. DiPietro, Michele. Lovett, Marsha C. and Norman, Marie K. (2010). *How Learning Works*, San Francisco: Jossey-Bass.

Palmer, Parker. (2007). *The Courage to Teach.* San Francisco: Jossey-Bass.

Vella, Jane. (2002). *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults.* San Francisco: Jossey-Bass.

Course design will be distributed weekly and used in class as well as be a tool for out-of-class study.

VI. Recommended Reading

Baldwin, C. & Linnea, A. (2010). *The Circle Way: A Leader in Every Chair*. San Francisco, CA: Berrett-Koehler Publishers.

Bloom, Benjamin S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals.* UK: Longman Pub Group.

Brookfield, Stephen D. and John D. Holst. (2010). *Radicalized Learning Adult Education in a Just World.* San Francisco: Jossey-Bass.

Brown, J., Isaacs, D. & the World Café Community. (2005). *The World Café: Shaping Our Futures Through Conversations That Matter*. San Francisco, CA: Berrett-Koehler Publishers. World Café: http://www.theworldcafe.com

Gardner, Howard. (1983). *Frames of Mind: The Theory of Multiple Intelligence.* New York: Basic Books.

Gubbels, Peter and Catheryn Koss*. (2000). From the Roots Up,* World Neighbhours, 2nd Edition.

Hammond, Sue Annis. (2001). *The Thin Book of Appreciative Inquiry.* Thin Book Publishing Company.

Hope, Ann and Sally Timmel. (1984). *Training for Transformation: A Handbook for Community Workers.* Mambo Press.

Knowles, Malcolm Shepherd. (1981). *The Modern Practice of Adult Education.* Cambridge: Cambridge Book Company.

Solem, Lynn & Bob Pike. (1997). *Fifty Creative Training Closers.* San Francisco: CA: Pfeiffer.

Vella, J. (2008). *On Teaching and Learning: Putting the Principles and Practices of Dialogue Education into Action*. San Francisco, CA: Jossey-Bass.

Wheatley, Margaret. (2009). *Turning to One Another.* Berrett-Koehler Publishers, 2nd edition.

On-line Resources
Global Learning Partners www.globallearningpartners.com (Sharable Resources webpage)

VII. Outline of Lectures, Assignments and Required Readings

Date	Class Objectives	Readings for Next Class	Assignment Due
Pre-course		For January 13: • **Review** Course Syllabus • **Read** *Learning to Listen Learning to Teach*	
Jan. 11 **WEEK 1**	• Review the syllabus and offer input • Explore the principles to practice framework for learning • Differentiate two learning paradigms: teaching-centred and learning-centred • Explore core principles for adult learning • Explore teaching, designing, and learning holistically • Explore the value of a learning needs and resources assessment • Differentiate four types of questions	For Jan. 18: • **Read** *The Courage to Teach* • **Review** all assignments	Assignment F (ongoing)

Jan. 18 WEEK 2	- Explore 8 steps for designing learning events - Outline the first 5 steps of your personal learning design - Unpack the importance of designing "with the end in mind" - Experience the value of achievement-based objectives for determining content for a learning event - Select verbs based on Blooms hierarchy of complexity - Connect types of content to holistic model for learning - Explore 4A model for ensuring learning and maximizing possibility of change - Create engaging anchor tasks	For Feb. 1: **Read** *How Learning Works*	Assignment A (Part I) Assignment F (ongoing)
Feb. 1 WEEK 3	- Integrate 8 learning intelligences, and discover personal intelligence (Gardener) - Integrate 3 learning preferences - Determine best visuals in for a variety of situation, and personal workshop		Assignment A (Part II) Assignment B (draft) Assignment F (ongoing)
Reading Week – February 17-21			
Feb. 29 WEEK 4	- Provide space for radical transformation - Reflect on how this methodology can build peace - Explore 4 more principles for authentic teaching and designing - Use 6 facilitation skills - Select ways to harvest data while facilitating learning - Model constructive feedback		Assignment C and D Assignment F (ongoing)
March 21 WEEK 5	- Learn from your class participant's designs and offer constructive feedback - Facilitate your workshop and receive constructive feedback Plus, - Plan for resistance - Differentiate between learning, transfer and impact - Plan your next steps for completing your design - Invite others into your learning journey - Determine one place or person to share your learning - Complete a final course synthesis - Develop a plan for personal next steps.		
Post-course			Assignment B (Final) Assignment E

Academic Information

GRADING SYSTEM

Grading Scale

As taken from the TST Basic Degree Handbook:

Letter Grade	Numerical Equivalent	Grade Point	Grasp of Subject Matter	Further Qualities Expected of Students
A Range	Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluation, broad knowledge base.			
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, analytic & synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; master of an extensive knowledge base.
A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Evidence of original thinking and of analytic and synthetic ability; sound critical evaluations; broad knowledge base.
B Range	Good: Student shows critical capacity and analytic ability; understanding of relevant issues, familiarity with the literature.			
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature.
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at post-baccalaureate level	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature.
FZ	0-69	0.0	Failure	Failure to meet above criteria
NCR	No numerical equivalent	0.0		

Please see the TST Basic Degree Handbook for explanation on grades without numerical equivalent (11.3).

Supplementals

Students who have received an FZ grade between 65 and 69 are entitled to take a supplemental examination or do supplemental work to bring their grade for the course up to B- 70. Supplemental examinations/work must be assigned at a time mutually agreed upon by professor and student, but finished no later than six months after the date on which the grade was handed in by the professor. If the first attempt at bringing the grade up to a B- fails, no further attempt will be permitted.