



Wycliffe College

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 well.

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

I. Course Details

Instructor's Name: Carmin MacMillan
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Office Hours: by appointment
Class: Wednesdays, 10-12 pm EST (Remote Synchronous)

II. Learning Outcomes

The following are what you will do during this course:

- **EXAMINE** 5 KEY PRINCIPLES OF ADULT LEARNING (RESPONSIBILITY, INCLUSION, ENGAGEMENT, RELEVANCE & DIALOGUE)
- **APPRAISE** THE SPIRIT OF CHRISTIAN HOSPITALITY
- **EMPLOY** BASIC SKILLS OF FACILITATION
- **USE** FACILITATION AND CO-FACILITATION
- **DEMONSTRATE** THE PRINCIPLES OF FACILITATION TO TRAININGS AND MEETINGS
- **CREATE** THEIR OWN PHILOSOPHY OF BUILDING COMMUNITY THROUGH ADULT EDUCATION
- **APPLY** 6 STAGES OF DESIGN,
- **RECOGNIZE** THE CONCEPTS OF ADULT LEARNING AND DEVELOPMENT

- **COMPARE** LEARNING, TEACHING AND DISCIPLESHIP
- **IDENTIFY** MULTIPLE INTELLIGENCES (GARDNER)
- **INSPECT** THE VERBS AND QUESTIONS (BLOOM)
- **OPERATE** THE 4 STEPS OF LEARNING TASKS DESIGN
- **CREATE** AN EFFECTIVE HALF-DAY WORKSHOP
- **DEMONSTRATE** FACILITATION SKILLS
- **VALUE** CONSTRUCTIVE FEEDBACK AND COACHING

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: <i>Praxis for Practice</i>	<ul style="list-style-type: none"> • Demonstration of knowledge learned in class
Design a half day workshop. This is a written assignment.	40%	Assignment B: <i>Design a half-day workshop</i>	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Demonstration of facilitation skills and core principles
design. This is a presentation.		Workshop facilitation	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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"	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Actively and meaningfully participant in class activities, work and discuss • Demonstration of knowledge gained through course readings.
Total	100%		

IV. Policy on Assignment Extensions

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then **one percentage point per day will be deducted**. The absolute deadline for the submission of assignments is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link <https://www.wycliffecollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Extension.pdf> or can be collected from the registrar's office. An SDF request must be submitted, with instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was not submitted.

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

Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, 60, 451–474

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.

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

VI. Recommended Reading

Alexander, P. A., Schallert, D. L., & Reynolds, R. E. (2009). What is learning anyway? A topographical perspective considered. *Educational Psychologist*, 44, 176–192.

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.

Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: An overview. *Theory Into Practice*, 41, 212–218

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9, 106–119.

Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95, 667–686. 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 Neighbours, 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.

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

VII. Outline of Lectures, Assignments and Required Readings

Date	Class Objectives	Readings for <u>Next</u> Class	Assignment Due
Pre-course		<ul style="list-style-type: none">• Review Course Syllabus	
Jan. 11 WEEK 1	<ul style="list-style-type: none">• 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	For Jan. 18: <ul style="list-style-type: none">• Read <i>The Courage to Teach</i>• Review all assignments	Assignment F (ongoing)

Jan. 18 WEEK 2	<ul style="list-style-type: none"> Explore the value of a learning needs and resources assessment Differentiate four types of questions Explore 6 steps for designing learning events Outline the first 5 steps of your personal learning design 		Assignment A (Part I) Assignment F (ongoing)
Jan. 25 WEEK 3	<ul style="list-style-type: none"> Unpack the importance of designing “with the end in mind” Experience the value of achievement-based objectives for determining content for a learning event 	For Feb. 1: Read <i>How Learning Works</i>	
Feb. 1 WEEK 4	<ul style="list-style-type: none"> Integrate 8 learning intelligences, and discover personal intelligence (Gardner) Integrate 3 learning preferences Determine best visuals in for a variety of situation, and personal workshop Provide space for radical transformation Reflect on how this methodology can build peace 		Assignment A (Part II)
Feb 8 WEEK 5	<ul style="list-style-type: none"> Explore 4 more principles for authentic teaching and designing 		Assignment B (draft)
Feb 15 WEEK 6	<ul style="list-style-type: none"> Use 6 facilitation skills 		Assignment F (ongoing)
Reading Week – February 20-24			
March 1 WEEK 7	<ul style="list-style-type: none"> Select ways to harvest data while facilitating learning Model constructive feedback 		
March 8 WEEK 8	<ul style="list-style-type: none"> Learn from your class participant’s designs and offer constructive feedback Facilitate your workshop and receive constructive feedback 		Assignment C Assignment F (ongoing)
March 15 WEEK 9	<ul style="list-style-type: none"> Learn from your class participant’s designs and offer constructive feedback Facilitate your workshop and receive constructive feedback 		

March 22 WEEK 10	<ul style="list-style-type: none"> • Plan for resistance • Differentiate between learning, transfer and impact 		Assignment D
March 29 WEEK 11	<ul style="list-style-type: none"> • Plan your next steps for completing your design • Invite others into your learning journey • Determine one place or person to share your learning • 		Assignment B (Final)
April 5 WEEK 12	<ul style="list-style-type: none"> • Complete a final course synthesis • Develop a plan for personal next steps 		Assignment E
Post-course	All final coursework must be submitted by April 13		

TST Grading System - Basic Degree Students

1000, 2000 and 3000 level courses at TST use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).