





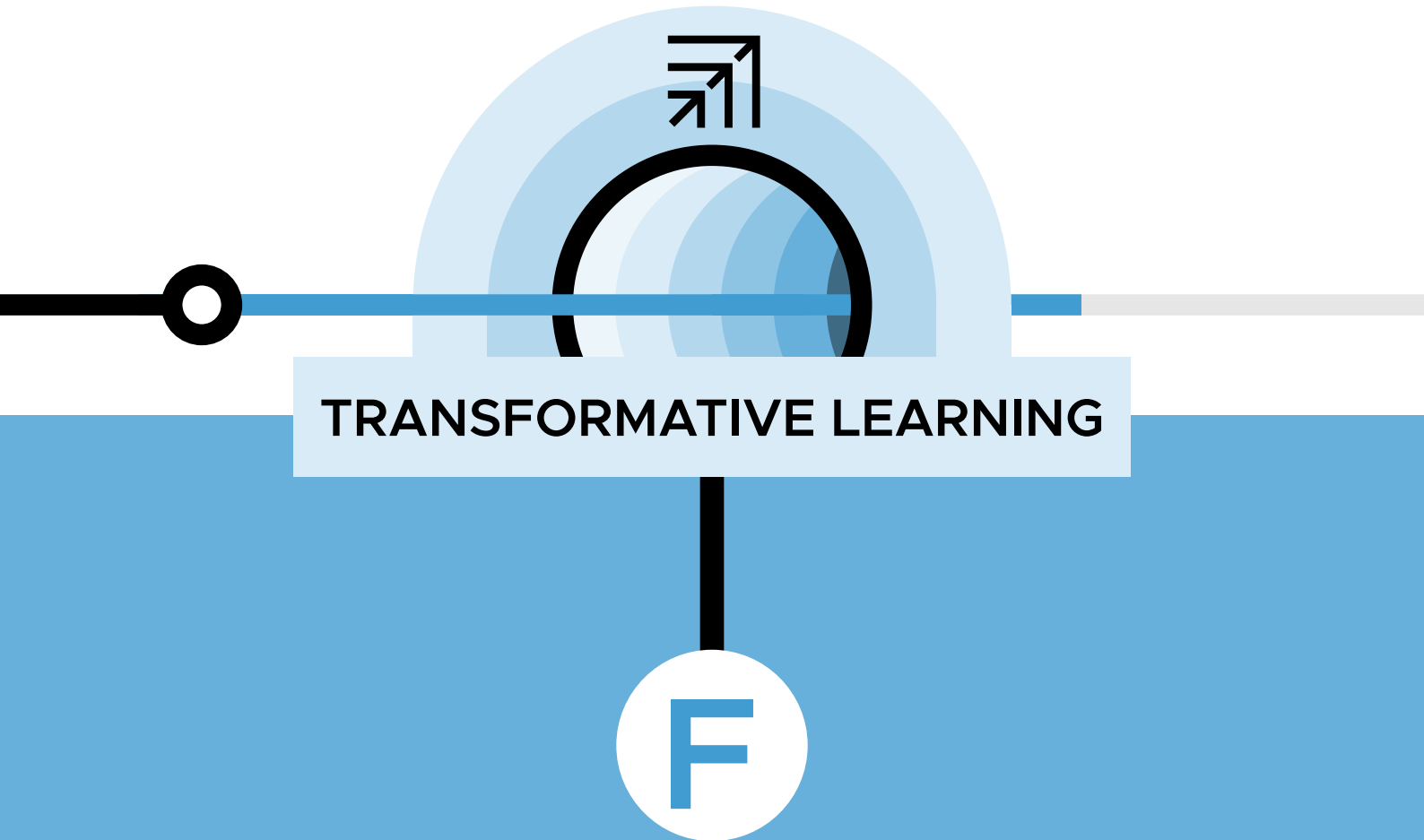


TRANSFORMING HIGHER EDUCATION  
FOR SOCIAL CHANGE A MODEL FROM EAST AFRICA

# FACILITATOR RESOURCE PACK

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- PROGRAMME ALIGNEMENT 
- TRANSFORMATIVE LEARNING 
- COURSE REDESIGN 
- LEARNING DESIGN 



**TESCEA**  
TRANSFORMING EMPLOYABILITY FOR SOCIAL  
CHANGE IN EAST AFRICA

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This toolkit has been developed by the Transforming Employability for Social Change in East Africa (TESCEA) partnership.

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The TESCEA partnership is a consortium of seven organisations from four countries, Mzumbe University, University of Dodoma, Gulu University, Uganda Martyrs University, AFELT, Ashoka East Africa and INASP.

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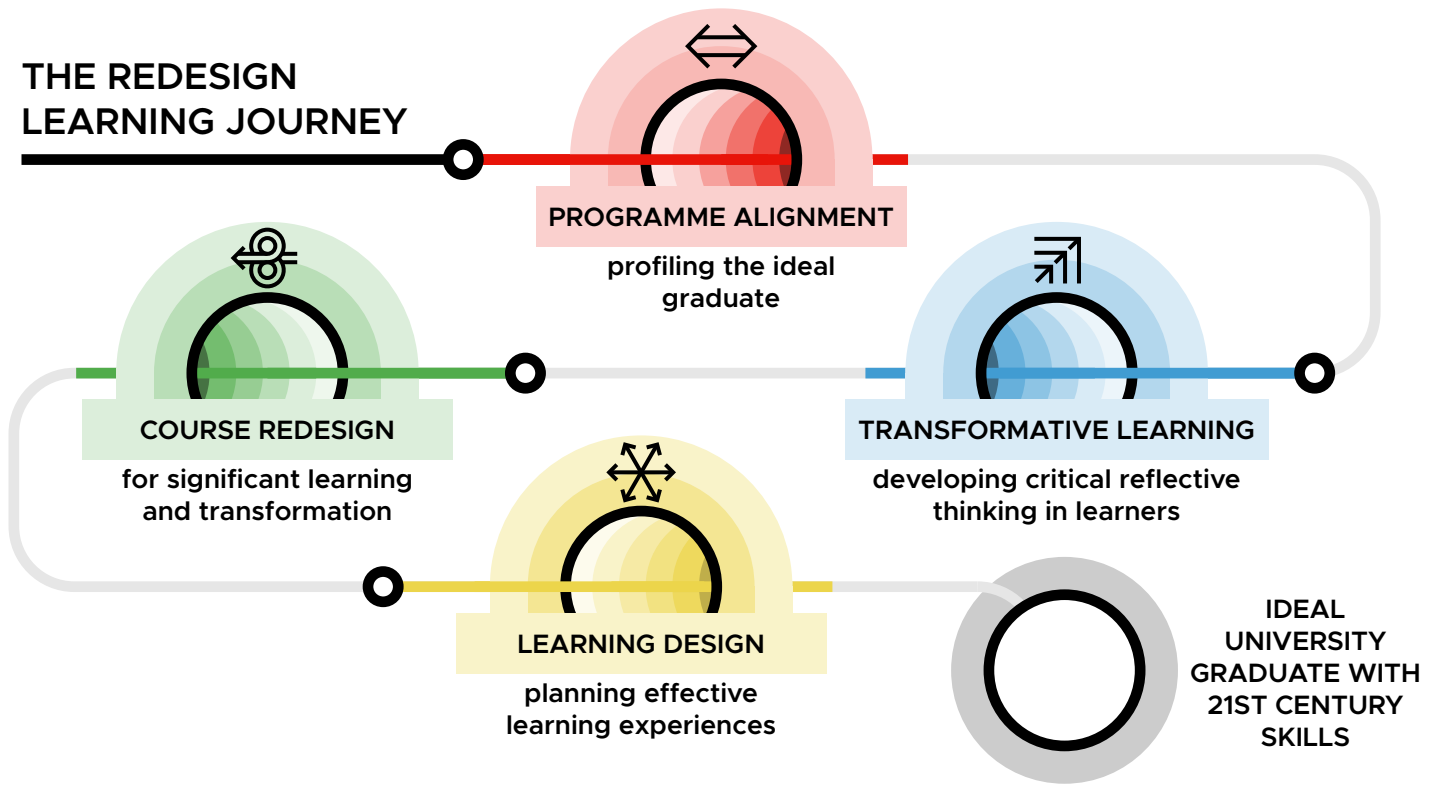
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# INTRODUCTORY FACILITATION GUIDELINES

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# 1. OVERVIEW OF THE REDESIGN LEARNING JOURNEY



## 2. SUMMARIES OF REDESIGN WORKSHOPS AND ONLINE COURSES

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### 2.1. *Programme Alignment – Profiling the Ideal Graduate – face-to-face workshop*

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The Programme Alignment – Profiling the Ideal Graduate workshop is aimed at key academic teaching staff (including Heads of Departments, Deans and Quality Assurance Officers) involved in designing and delivering programmes and courses, mainly at the undergraduate level, that will be undergoing redesign. The workshop is designed to support a process of conceptualising the big picture of the nature and character of the type of ideal graduate that the university is aiming to shape and how each individual institutional unit, programme and course contributes to the development of this graduate. The workshop can take the form of a two to three-day workshop which can either be conducted with representatives from three to four programmes from different institutional units at the university or with all programmes in the same institutional unit in one session.

Throughout the workshop, key academic teaching staff involved in delivering a programme are taken through a process ensuring that they design programmes and courses that pay attention to the ultimate goal; namely the shaping of employable graduates equipped with 21st century skills.

### 2.2. *Transformative Learning – Developing Critical Reflective Thinking in Learners – face-to-face-workshop*

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The Transformative Learning – Developing Critical Reflective Thinking in Learners workshop is aimed at academic teaching staff, who teach mainly at undergraduate level. Its goal is to promote a growth mindset amongst academic teaching staff and equip them with the necessary competencies to infuse critical thinking and problem-solving into their own teaching (and facilitation) practice and within the learning environments in which they operate.

The two and a half-day workshop is designed to inspire and furnish academic teaching staff with the skills to mainstream Transformative Learning within their courses. The workshop can alternatively be run as a series of shorter ‘chunked’ workshops run over a longer period of time, allowing participants more opportunity to reflect on their own facilitation practice and to make incremental changes to their facilitation approach.

Throughout the workshop, academic teaching staff are taken through a process that simulates the Transformative Learning Cycle (TL Cycle), which they are encouraged to embed in their own facilitation of learning practice. Through the adoption of this cycle and Transformative Learning Pedagogy, academic teaching staff are able to create learning environments which move students beyond simply ‘knowing’ to confidently exercising critical reflective thinking and problem-solving in all areas of their life.

Students and graduates who possess these skills, capabilities and dispositions are more likely to demonstrate the ability and mental agility to create their own futures; innovating and creating new knowledge, becoming the changemakers they need to be, to transform themselves, their communities and the world for the better.

### 2.3. Course Redesign for Significant Learning and Transformation – face-to-face workshop

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The purpose of the Course Redesign for Significant Learning and Transformation toolkit is to enable academic or administrative staff, responsible for staff development within their institution, to facilitate a process of hands-on course redesign. The process is aimed at academic teaching staff, who teach mainly at the undergraduate course level. To support a short or long-term process of course redesign, the toolkit can be used as a resource to design and facilitate one or a series of shorter face-to-face workshops. The toolkit uses the example of a five-day workshop to kick-start the process, with academic teaching staff working on the redesign of one course to start off with and continuing to work on its redesign after the workshop ends. However, a series of shorter ‘chunked’ workshops run over a longer period of time within an institution might be more effective, with participants working on the redesign of their course between each workshop.

The methodology adopts a two-layered approach to course redesign. Academic teaching staff start by conceptualising the content of their course; then crafting learning outcomes based on these concepts, instilling the hard and soft skills required in that discipline, then producing a course assessment plan and schedule of teaching and learning strategies, aligned to their course learning outcomes.

Throughout the course redesign process, academic teaching staff importantly embed the soft skills, capabilities and dispositions that their students will need to develop and master within that discipline. In addition, they are challenged to improve their own pedagogy to ensure that both their male and female students equally derive learning from their course and master the required gender knowledge and skills related to that discipline. These are the ‘power skills’ which employers, communities and students themselves are demanding, not only to enable students to become the experts they need to be, but to transform themselves and ultimately the world around them.

### 2.4. Course Redesign for Significant Learning and Transformation – online course

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The purpose of the Course Redesign for Significant Learning and Transformation course is to enable academic teaching staff to conceptualise their course content to embed the soft skills and gender responsiveness that their students will need when entering the world of 21st century employment. The course is aimed at academic teaching staff who teach mainly at the undergraduate level.

Academic teaching staff will start by conceptualising the content of their course; then crafting learning outcomes based on these concepts, inculcating the hard and soft skills required in their discipline, producing a course assessment plan and a schedule of teaching and learning strategies aligned to their course learning outcomes.

Hosted on Moodle, an online learning platform, the course is running in a mostly asynchronous mode – allowing the participants maximum flexibility as to when to learn – complemented by synchronous drop-in clinics where the participants have a chance to interact with facilitators and peers in real time. The content of the course is delivered in a mixed-media format – text-based resources, videos and interactive exercises. There is also group work in a dedicated discussion forum to provide mutual support and feedback on a course assignment.

Following successful completion of all eight units, academic teaching staff will have developed an outline of a redesigned course that will equip their students with 21 century skills alongside subject knowledge. The natural continuation of this course is the ‘Learning Design – planning effective learning experiences’ course in which the participants will start planning each of the learning sessions step by step to ensure a high-quality learner experience.

## 2.5. Learning Design – Planning Effective Learning Experiences – online course

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The purpose of this online course is to introduce academic teaching staff to the aspects of Learning Design; a methodology which helps facilitators of learning to plan for the delivery of their courses step by step and from the perspective of learners. It helps to ensure varied and effective learning experiences for students.

This six-week online course can be taken as a standalone training, or subsequent to the workshops identified above. Hosted on Moodle, an online learning platform, the content is delivered in a mix-media – text-based resources, videos and interactive exercises. There is also group work with a dedicated discussion forum to share ideas and feedback on an authentic assignment as well as peer-review activity.

Following successful completion of all five units, academic teaching staff will develop a gender responsive, high-quality learning design for their own course, using the Learning Designer online tool.



### 3. OVERVIEW OF THE TRANSFORMATIVE LEARNING – DEVELOPING CRITICAL REFLECTIVE THINKING IN LEARNERS WORKSHOP

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#### 3.1. *Summary of the Transformative Learning workshop (toolkit)*

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The purpose of the Transformative Learning – Developing Critical Reflective Thinking in Learners toolkit is to enable academic or administrative staff, responsible for staff development within their institution, to facilitate a process that not only promotes a growth mindset amongst staff but equips them with the necessary competencies to infuse critical thinking and problem-solving into their own facilitation practice and within the learning environments in which they operate.

The process is aimed at academic teaching staff, who teach mainly at the undergraduate course level. To launch the mainstreaming of transformative learning within the courses they teach, the toolkit can be used as a resource to design and facilitate face-to-face Transformative Learning workshops. The toolkit uses the example of a two and a half-day workshop to kick-start the process. However, a series of shorter ‘chunked’ workshops run over a longer period within an institution might be more effective, allowing participants more opportunity to reflect on their own facilitation practice and to make incremental changes to their facilitation approach.

The methodology links to the Programme Alignment – Profiling the Ideal Graduate workshop, which normally comes before this workshop. It also links with the Course Redesign for Significant Learning and Transformation workshop, which comes after the Transformative Learning workshop. Academic teaching staff are introduced to Gender-Responsive Pedagogy and what they can do to ensure that both their female and male students benefit from teaching and learning processes. Transformative Learning Pedagogy occupies the main part of the workshop with sessions covering the following three key concepts:

1. Thinking over knowing
2. Transformative Learning
3. The infusion of critical reflective thinking into learning spaces

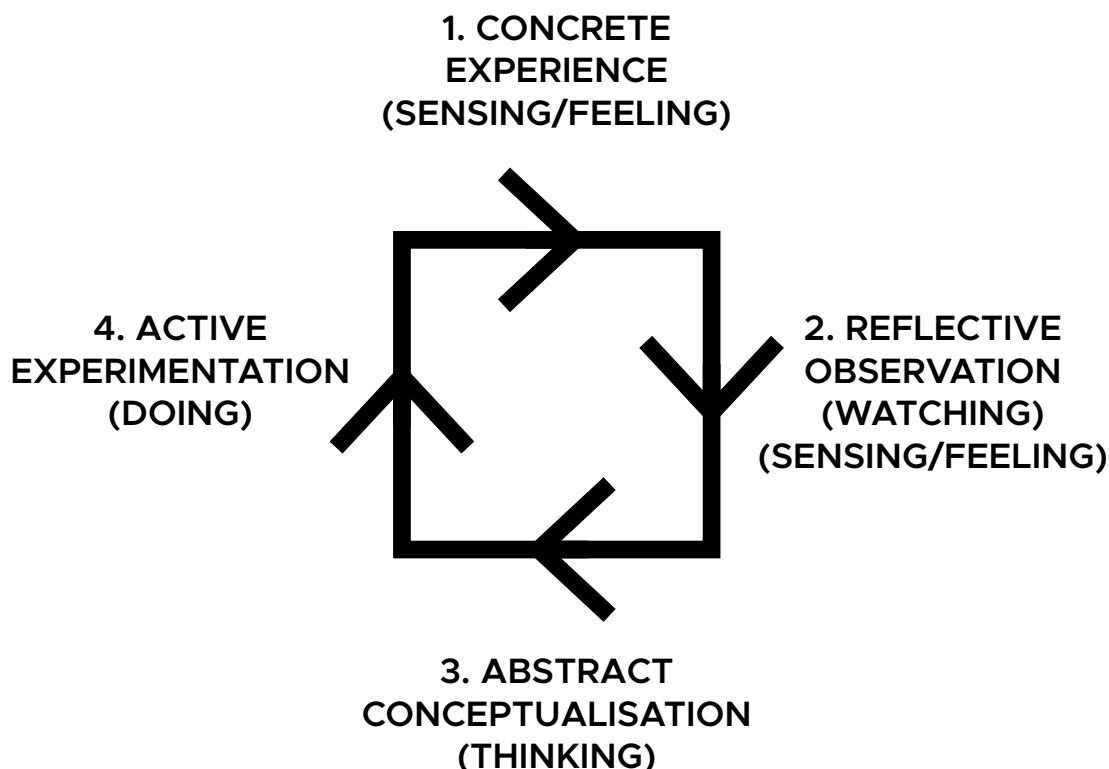
Throughout the workshop, academic teaching staff are taken through a process that simulates the Transformative Learning Cycle, which they are encouraged to embed in their own facilitation of learning practice. Through the adoption of this cycle and Transformative Learning Pedagogy, academic teaching staff are able to create learning environments which move students beyond simply ‘knowing’ to confidently exercising critical reflective thinking and problem-solving in all areas of their life.

Students and graduates who possess these skills, capabilities and dispositions are more likely to demonstrate the ability and mental agility to create their own futures; innovating and creating new knowledge, becoming the changemakers they need to be, to transform themselves, their communities and the world for the better.

## 3.2. The Transformative Learning Cycle in a nutshell

As mentioned in the section on the previous page, the workshop is designed so that workshop participants are taken through a process that simulates the Transformative Learning Cycle<sup>1</sup>. Workshop facilitators will need to familiarise themselves with this methodology, in advance of sessions, so that they can facilitate in line with the cycle. More information on the Transformative Learning Cycle can be found in the handout in the Day 2 additional facilitation guidance and visual aids section and in the Day 2 Transformative Learning facilitation notes, in this facilitator resource pack. A short summary is included below for ease of reference.

### THE TRANSFORMATIVE LEARNING CYCLE



The four phases of the Transformative Learning Cycle

1. **Concrete experience:** This is an activity that should elicit an experience significant enough that it gives participants/ learners an opportunity to come face-to-face with their unexamined hidden assumptions regarding the key theory that underpins the field of study for which learning is being facilitated.
2. **Reflective observation:** Once the hidden assumptions have been brought to the fore via the previous activity, participants/ learners need to think introspectively about their reactions to the experience. This should enable them to begin to identify and challenge their assumptions.
3. **Abstract conceptualisation:** Once the participants/ learners have reflected on their observations, they are next introduced to the facts that underpin their field of study. Once this is done, participants/ learners are invited to validate or invalidate their assumptions that have been newly identified. This should allow them to formulate new ideas.
4. **Active experimentation:** Participants/ learners then next get to try out the new ideas they have formulated.

<sup>1</sup>The 'Transformative Learning Cycle' is a term coined by Charles Kingsbury of AFELT to refer to teaching and learning that aligns with the four areas of Kolb's (1984) learning styles. The cycle is a matching of Kolb's styles with Mezirow's (1978, 1991, 2000) Transformative Learning theory.

## FACILITATING THE WORKSHOP IN LINE WITH THE TRANSFORMATIVE LEARNING CYCLE

The Transformative Learning Cycle in a nutshell section has not been included in the Participant Handbook for a reason: participants need to have the opportunity to first experience the Transformative Learning Cycle during the workshop, before reading about it.

As you prepare and actually facilitate the Transformative Learning workshop, it is of particular importance that the workshop facilitators never give facts or information at the beginning of a session. Workshop facilitators need to make the thinking of their participants visible to themselves first. After this they should invite participants to reflect on what they have observed and experienced. This is when the facts or information related to the concept or topic can be introduced, so that participants can start to validate or invalidate their assumptions and then 'test drive' this new found learning.

It is also strongly recommended that, at the start of a session, facilitators, do not share with participants the title or name of the activity (as noted in the day-by-day facilitation notes, for example). This information is only to help orient the workshop facilitators. By not sharing this information, participants are more likely to engage with the material/activities without any biases. Hopefully this will help them come face-to-face with their hidden assumptions that the transformative learning process is trying to surface.

### 3.3. Format of the workshop

The workshop is an interactive and collaborative learning experience, which employs facilitation strategies to promote critical reflective thinking amongst its participants. Workshop sessions take the form of plenary discussion, groupwork and individual reflective journaling.

In the context of this workshop, the 'reflective spaces' throughout the participant handbook will be used for reflective journaling. It is an account of participants' work in progress, but more essentially an opportunity for critical reflection on the learning experience. Participants should record their insights not as summaries of what took place in the workshop or in the reading assignments, but as reflections on their reactions to what they have encountered. It should provide participants with a means of engaging critically and analytically with what has been happening in the workshop, as it pertains to their life.

As already outlined in the previous section, the teaching and learning activities have been specifically chosen and sequenced to model the transformative learning approach.

On a more practical note, there needs to be a reliable Internet connection at the workshop venue, in order to access online links to readings and to play YouTube videos during the sessions.

Participants receive a soft copy and hard copy of the Participant Handbook. However, it is strongly recommended that they make notes in the soft copy of their handbooks. It is highly likely they will need to revise their original inputs as they progress through the workshop and it allows more flexibility in the amount of space, they have to make notes.

## 4. THE TOOLKIT EXPLAINED

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The Transformative Learning – Developing Critical Reflective Thinking toolkit comprises two key documents, the Facilitator Resource Pack and the Participant Handbook. Each will be described in more detail in the sections that follow.

### 4.1. *Abbreviations and terminology*

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This toolkit tries to avoid too many acronyms. However, from time to time, particularly in the naming of resources, the following abbreviations may be used:

**CR** – Course Redesign

**TL** – Transformative Learning

**PA** – Programme Alignment

**FRP** – Facilitator Resource Pack

**PH** – Participant Handbook

**GRP** – Gender-Responsive Pedagogy

The ‘Transforming Employability for Social Change in East Africa’ partnership is abbreviated to TESCEA.

A glossary of terms for the Transformative Learning workshop(s) can be found in Appendix C of the Facilitator Resource Pack.

Responding to feedback from participants of previous Course Redesign and Transformative Learning workshops, the term ‘facilitator of learning’ shall, wherever possible, be used instead of ‘teacher’, ‘instructor’ and ‘lecturer’ in this toolkit. The reason is that this is more compatible with the learning philosophy and pedagogy being promoted throughout this redesign process. However academic teaching staff will be used when writing in the plural.

For the sake of clarity, staff developers, who will be designing and facilitating the Transformative Learning workshop, shall be referred to as ‘workshop facilitators’ or simply ‘facilitators’ in the Facilitator Resource Pack. In the case, where one workshop facilitator is responsible for the design, collation of resources and facilitation of a particular session, they shall be referred to as the ‘lead facilitator’. Where another facilitator is providing the lead facilitator with support during the session, they shall be referred to as a ‘co-facilitator’. It is worth noting, that these roles are not fixed and can change from one session to another.

The academic teaching staff who are participating in the Transformative Learning workshop shall be referred to as ‘participants’ in the Facilitator Resource Pack.

Students of the academic teaching staff may also be referred to as ‘learners’ in this toolkit.

Classroom and learning space are used interchangeably, as is class and learning session.

**A note about navigation:** To help facilitators and participants keep track of the resources across the three toolkits, even if they are printed in black and white, each toolkit has a distinctive graphic at the bottom of each page, which match the learning journey graphic at the start of this Introduction. In addition, pages in the Facilitator Resource Packs have an F at the bottom and pages in the Participant Handbooks have a P on them.



Programme Alignment



Transformative Learning



Course Redesign



Facilitator



Participant

## 4.2. Facilitator Resource Pack

The FRP consists of five key parts:

- Introductory facilitation guidelines
- Day 1: Thinking over knowing
- Day 2: Transformative learning
- Day 3: Infusing critical reflective thinking into learning spaces
- Appendices

The resources for Days 1 to 3 are divided into two main sections: Facilitation notes and Additional facilitation guidance and visual aids. Every day is accompanied by a slide deck that can be downloaded from the Transformative Learning section of [TransformHE.org](https://TransformHE.org). The next three subsections provide more detail on each of them and the fourth subsection looks at the appendices.





### 4.2.1. DAY-BY-DAY FACILITATION NOTES

There is one set of facilitation notes for each day of the three-day workshop. The facilitation notes are deliberately detailed, so that staff developers with varying levels of experience in transformative learning and workshop facilitation, can use them. It is strongly recommended that workshop facilitators go through the facilitation notes and edit or create their own version. This version can be in a preferred format and to the level of detail necessary for them to feel confident in facilitating the Transformative Learning workshop(s).

Before the first session of each day, there is a preparation section for the day. This includes not only the required preparation for the first session but any general preparation for the day, such as printing, lining up videos, reminders to participants and preparation of facilitation materials. In addition, there are 'Preparation/ guidance for next session' sections, throughout the facilitation notes, for more detailed preparation pertaining to a particular session. They can also be drawn upon to help workshop facilitators with the session debriefs.



At the start of each session, there is a summary section which includes the following:

-  The rationale, a short explanation written primarily for the workshop facilitators, making clear the purpose and necessity of the session. The workshop facilitators might also find it useful to share some of the points with participants when introducing the session.
-  The key learning points and outputs, which are only for the workshop facilitators. They should not be read out to participants, to avoid pre-empting any of their learning. They are noted in this section so that the facilitators know what key points participants need to have learnt or understood the importance of or what key outputs they need to have produced by the end of the session.
-  Specific links to other sessions or workshops - this could mean that the session has a link to specific sessions in the Transformative Learning workshop or to specific sessions in other workshops / courses or to the workshops / courses more broadly. These links are not listed for all sessions, only where applicable.
-  Primary materials - materials used during the session that workshop facilitators and participants need to have readily available.

The key sessions and activities are numbered and where relevant are referenced in the day-by-day additional facilitation guidance and visual aids sections and Participant Handbook to help locate additional resources.

Participants may be asked to work individually, in pairs or groups, or in the plenary during sessions. These arrangements are indicated in the facilitation notes using: **[Individually]**, **[Pairs]**, **[Groups of three]** and **[Plenary]**, for example.

Throughout the facilitation notes, timings are provided as an approximate guide. Workshop facilitators are expected to make adjustments to suit the context of the workshop as well as to effectively manage the time during the course of the workshop. More information on this issue is provided in the 'Managing time' section.

PowerPoint slide numbers are referenced in the day-by-day facilitation notes in bold and underlined. To aid navigation, within each toolkit, slides indicate day as well as number (for example, **Slide 3.4** means the fourth slide for Day 3).

At the end of each day, a facilitation team debrief meeting is proposed, in order to review how they and the participants felt the day went, agree on any preparation for the following day and to watch any preparatory videos etc.

#### 4.2.2. DAY-BY-DAY POWERPOINT SLIDES

There is one set of PowerPoint slides for each day of the workshop. Workshop facilitators will need to go through the slides in advance for example, to customise slides to their context etc.

Workshop facilitators might want to copy and paste relevant notes from the day-by-day facilitation notes into the note section of the slides or perhaps produce a storyboard set of facilitation notes with each slide listed against the relevant facilitation notes.

The slides can be downloaded from the Transformative Learning toolkit section of [TransformHE.org](https://www.transformhe.org)

### 4.2.3. DAY-BY-DAY ADDITIONAL FACILITATION GUIDANCE AND VISUAL AIDS

There is one set of additional facilitation guidance and visual aids for each day of the workshop. This section provides the workshop facilitators with extra guidance to help them in the facilitation of specific sessions that are referenced. For example, these sections include any handouts for participants that cannot be included in the Participant Handbook and templates included in the Participant Handbook.

### 4.2.4. APPENDICES

The appendices are the final part of the Facilitator Resource Pack. A short explanation of each appendix is provided in the table below.

	APPENDIX	EXPLANATION
A.	Example workshop facilitator schedule for a two and a half-day workshop	This is a suggested facilitator schedule for a two and a half-day Transformative Learning workshop. Workshop facilitators are expected to review this schedule carefully and adapt it to the context of the workshop. Once this schedule is finalised, each member of the administration and facilitation team should have a copy, <b>at least one week in advance</b> of the workshop.
B.	Example participant schedule for a two and a half-day workshop	This is a suggested participant schedule for a two and a half-day Transformative Learning workshop. Workshop facilitators are expected to review this schedule carefully and adapt it to the context of the workshop. Once finalised this schedule should be shared with participants, <b>at least one week in advance</b> of the workshop.
C.	Glossary of terms	The glossary includes the definitions of key terms used in the Transformative Learning workshop. A copy of this glossary is also included in the appendices of the Participant Handbook.
D.	Evidence document for Programme Alignment, Transformative Learning and Course Redesign (blank version for participants to complete)	<p>A soft copy of this document should have already been introduced to and shared with participants at the Programme Alignment workshop. A copy of the evidence document, however, has been included again in the Transformative Learning Participant Handbook, in case they need one.</p> <p>Participants are asked to capture (in soft copy) the key evidence relevant to the Transformative Learning workshop, which should help them in the completion of their standard university course outline template, which they start towards the end of the Course Redesign workshop.</p> <p>Participants are expected to have this soft copy document with them at all times during the Programme Alignment, Transformative Learning and Course Redesign workshops, and to complete the relevant sections as they navigate their redesign learning journey across the three aforementioned workshops.</p>
E.	End of day reflection form	This is a template that can be used for the end of day reflection exercise on Days 1 and 2. Workshop facilitators can choose to do this using Google Forms or if there are internet connectivity issues, using this hard copy form. If workshop facilitators choose to do it online, then they can draw on the questions in the example end of day reflection form.

	<b>APPENDIX</b>	<b>EXPLANATION</b>
F.	Example workshop evaluation form	This is an example template for a Transformative Learning workshop evaluation form. Workshop facilitators are expected to review the form carefully and adapt it to the context of the workshop and any specific information needs, for e.g., of the facilitation team and other relevant stakeholders. It can also be used as a basis for the design of an online survey, if workshop facilitators so wish.
G.	Digital tools	This is a resource to support workshop facilitators in using the following digital tools to facilitate sessions in the Transformative Learning and Course Redesign workshops: Google Classroom, Google Docs, Google Forms, Mentimeter and Padlet. It includes some detailed 'how to' instructions and useful links to online tutorials. It is strongly recommended that workshop facilitators draw on the contents of this appendix, to help them prepare and practise using these tools, in advance of the workshop sessions.



### 4.3. Participant Handbook

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It is important that participants have access to the soft copy of the Participant Handbook during all two and a half days of the workshop. The Participant Handbook contains tables, pre-organisers and reflective spaces which they will need to complete. Doing this in soft copy allows for more flexibility in the amount of space they have to make notes.

If the workshop facilitation team chooses to run a series of shorter half-day workshops or a workshop longer than two and a half days, the Participant Handbook will need to be edited to reflect this.

The Participant Handbook consists of five parts:

- Introductory facilitation guidelines
- Day 1: Thinking over knowing
- Day 2: Transformative learning
- Day 3: Infusing critical reflective thinking into learning spaces
- Appendices

The sections on the three days consist of a mix of reflective spaces, exercises and templates to use during the workshop and resources used during the sessions.

The relevant sections of the Participant Handbook are referred to in the day-by-day facilitation notes and a table of contents is provided at the start of the Participant Handbook .

The appendices in the Participant Handbook consist of: a summary of Participant Handbook appendices, the glossary of terms and an extra blank copy of the Evidence Document for Programme Alignment, Transformative Learning and Course Redesign.

## 5. NUMBER AND PROFILE OF PARTICIPANTS AND WORKSHOP FACILITATORS

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The recommendation is 25-30 participants and a minimum of two facilitators for the Transformative Learning workshop.

The Transformative Learning toolkit is designed for academic or administrative staff, responsible for staff development within their institution, who want to mainstream the values and principles of Transformative Learning within the undergraduate courses offered by their institution.

They are referred to in this toolkit as workshop facilitators or simply facilitators. They need to be committed to the planning and facilitation of the workshop, in terms of both time and energy and will need to actively participate in all planning, debrief and workshop sessions. The facilitators need to have in particular, strong time management skills, critical reflective questioning skills, excellent active listening skills, an appetite to learn from both facilitators and participants and a willingness to read all the materials within this toolkit.

The Transformative Learning workshop is primarily aimed at academic teaching staff in higher education institutions, who are committed to changing their own facilitation of learning practice and are willing to question their own feelings, beliefs, assumptions, and perspective on their purpose. There is also the requirement that participants are self-directed learners who are also willing and committed to honest self-reflection in and outside the workshop sessions.

Organisers of the Transformative Learning workshop, should aim for a good balance of male and female participants and a participant group with a variety of teaching and facilitation experience, not only in terms of years but also in the nature of the experience itself. It is also important that participants come from more than two different departments. This will ensure a cross fertilisation of ideas and viewpoints and will encourage the surfacing of hidden assumptions which can often become entrenched within any one discipline.

## 6. MANAGEMENT OF WORKSHOP SESSIONS

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### 6.1. Group management

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Participants may be asked to work individually, in pairs or groups, or in the plenary, these arrangements are indicated in the day-by-day facilitation notes. When forming small groups in sessions (not based on departments), the workshop facilitators should try to ensure a balanced distribution of participants based for example, on gender, discipline, years of teaching or facilitation experience, decision-making powers within the institution and level of enthusiasm for reflecting upon and improving their own facilitation of learning practice. During the sessions, workshop facilitators should try to keep an eye out for participants who have the potential to become future workshop facilitators.

### 6.2. Techniques for managing feedback from group work

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During the sessions, participants are frequently required to feed back on the discussions or activities they conducted in their small groups. There are a number of ways the workshop facilitators can manage this process of feeding back, some suggestions are provided below:

- By asking for male and female volunteers to simply share their reflections.
- Organising a gallery walk, where the groups record their feedback on flip chart paper for example, and display them in 'gallery style', in a way that allows participants to disperse themselves around the room, with several participants clustering around each particular flip chart. The most important factor is that the flip charts are spread far enough apart to reduce significant crowding. Viewing instructions will depend on the objectives for the activity. Participants can take a gallery walk on their own or with a partner. They can also travel in small groups, with the workshop facilitator announcing when groups should move to the next flip chart. One direction that should be emphasised is that participants are supposed to disperse around the room. When too many participants cluster around one flip chart, it not only makes it difficult for them to view the text but also increases the likelihood of off-task discussions. Once participants have had a chance to view a sufficient number of the flip charts around the room, the activity should be debriefed in the plenary.
- The workshop facilitator reading through the written contributions of participants, for example on sticky notes, and feeding back in plenary any common threads or themes that are emerging.
- Participants verbally feeding back in 'popcorn style' by going around in the plenary. The workshop facilitator can ask a participant to share one point of feedback and when the participant has shared their point, they can handover to another participant to share a different point of feedback and so it continues until most of the points are exhausted.
- The groups feeding back their points in the form of group presentations, ensuring that both male and female participants take on the role of presenter.
- Each group in turn sharing a different point of feedback until all points are exhausted.

- Using the 'hot seating' method where one or two members of the group sit at the front of the room and give a short statement or point of feedback, followed by questions 'from the floor'.
- Feeding back in the form of 'panel bullets' where scribes from each group (both male and female) form a panel at the front of the room. Each scribe makes one bullet point in turn, not repeating anything already said until all the points are exhausted.

### 6.3. Managing time

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In order to manage participant expectations, explain that not all session activities and outputs will be finalised during the course of the workshop. Some activities are designed to stimulate different kinds of thinking, so the process and the learning points that surface are often more important than the output itself. Make sure that this is explained to the participants at regular intervals throughout the workshop. Further to this, use the day's output/s to be clear on what activities must be completed.

Workshop facilitators should try as much as possible to keep to the allocated session times in the workshop schedule. It is recommended that each day a member of the participant group or the workshop administrator is assigned the role of timekeeper.

Timings for all group presentations also need to be managed effectively, because any session running over will negatively impact on the delivery of the workshop. To manage these particular sessions, workshop facilitators need to make it clear to participants that the presentations are an opportunity to share only one or two key insights identified within any discussion session. Facilitators therefore must ensure that there is enough time for the preparation of presentations - a level of firmness may also be necessary when it comes to time-keeping otherwise not all the groups will have the opportunity to present.

## 7. FACILITATION TEAM PLANNING MEETINGS

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From the outset, the workshop organisers need to decide who will be part of the overall workshop team, for example who will be the facilitators, the workshop administrator (the person in charge of logistics and arrangements) and/or the rapporteur (the person in charge of recording the workshop proceedings and submitting the workshop report).

The workshop facilitators should hold at least two pre-workshop planning meetings in advance of the Transformative Learning workshop. It is recommended that a half day is scheduled for the final meeting, to allow the facilitation team to do a final run through of the day-by-day facilitation notes and materials. The facilitation team might want to consider scheduling additional group practice days where they can experiment with actually facilitating some of the sessions.

The format and content of the materials in this toolkit, for example the day-by-day facilitation notes, the PowerPoint slides and workshop schedules can be edited by the workshop facilitators and adapted to suit their own context, geography, audience and format preferences.

Once an institution has conducted its first Transformative Learning workshop and photos have been taken similar to those in the current slides, these more recent, contextualised photos should be inserted into the slides and used in subsequent workshops.

In addition to the pre-workshop planning meetings:

- The facilitation team should meet daily at 8.00 a.m. prior to the day's workshop sessions. This is an opportunity to share how the lead facilitators are going to facilitate sessions and anything new that they have thought of the previous evening while preparing the sessions.
- Also, as good practice dictates, at the end of each day, the facilitation team should attend a debrief meeting, in order to review how they and the participants felt the day went and agree on any preparation for the following day etc.

## 8. PREPARATION FOR THE WORKSHOP

### 8.1. Documents and requests to send out in advance of workshop

It is recommended that the facilitation team, in advance of the workshop, compiles an electronic list of all the email addresses and/or WhatsApp contacts of the participants. This will ensure quick and efficient communication between the facilitation team and participants not only in advance of but during the workshop itself.

TIMELINE	LINKS, DOCUMENTS OR REQUESTS TO SEND OUT
At least one week in advance of the TL workshop	<ul style="list-style-type: none"><li>• Share the link to the reading Chapter 2 Pedagogy of the Oppressed for participants to read in advance of the workshop.</li><li>• Share the link to the reading Making Thinking Visible: How to promote engagement, understanding, and independence for all learners - Chapter 1 - Unpacking Thinking (for the links to the two readings see the later section entitled 'Table of assigned readings and instructions).</li><li>• Send an adapted version of the participant workshop schedule to participants (Appendix B)</li><li>• Request participants bring their laptops to the workshop</li><li>• Request participants bring their Programme Alignment Participant Handbook and Evidence Document for Programme Alignment, Transformative Learning and Course Redesign to the workshop (which include their notes). Participants will be drawing on its content and the notes they made to inform some of the activities in the Transformative Learning workshop.</li></ul>
Two days in advance of the TL workshop	<ul style="list-style-type: none"><li>• Send a soft copy of the Participant Handbook to participants</li></ul>

## 8.2. Gathering and/or synthesis of information in advance of workshop

DAY & SESSION(S)	INSTRUCTIONS
<p><b>Day 1: The Banking Concept</b> (Creating a summary based on Chapter Two of the Pedagogy of the Oppressed)</p>	<p>Work through the online links (listed below) to create a summary of Chapter Two of the Pedagogy of the Oppressed, which will support the facilitation of this session.</p> <p><a href="http://www.inquiriesjournal.com/articles/171/re-envisioning-paulo-freires-banking-concept-of-education">http://www.inquiriesjournal.com/articles/171/re-envisioning-paulo-freires-banking-concept-of-education</a></p> <p><a href="https://www.coursehero.com/lit/Pedagogy-of-the-Oppressed/chapter-2-summary/">https://www.coursehero.com/lit/Pedagogy-of-the-Oppressed/chapter-2-summary/</a></p>
<p><b>Day 2: Gender is... representation</b></p>	<p>In this session participants examine the representation of women and men in the university's promotional material. Gather (with the help of participants) and print a selection of promotional materials for the university for e.g., website pages, flyers, pamphlets. For any website pages that will be used, a print-out will suffice or participants can look at these on a laptop. Ensure that there is one copy of each of the materials per group, for use during the group work.</p> <p>On Day 1 of the Programme Alignment workshop there was a session titled "How the university is promoting itself" where participants were also looking at a selection of promotional materials for the university. You could reuse the materials gathered for the Programme Alignment workshop in this session if you have them available.</p>
<p><b>Day 2 Gender is... representation</b></p>	<p>At the end of this session, participants will be introduced to the Global Gender Gap report produced by the World Economic Forum. The link to the latest report (2021) can be found in the DAY2 TL PPT slides, in the Participant Handbook and in the following section. Country profiles for each country featured in the report can be found from page 90 onwards.</p> <p>Find the country/countries relevant to the participants in the workshop and note down the relevant page numbers so that while sharing the link to the report, you can also share the page number/s.</p>

### 8.3. General preparation for the gender sessions

At the end of each gender session on Days 1 and 2, participants are asked questions that help them to reflect on the content of the session and relate it to their own facilitation practice and process of course redesign. Participants should be encouraged to note these reflections to support them in making their courses and facilitation practice more gender responsive in the future. Reflective spaces have been created in the Participant Handbook for participants to enter their thoughts from the gender sessions. Alternatively, workshop facilitators may want to create a dedicated online space for the gender reflections of participants. This could be on Google Classroom or on another learning management system being used to manage the overall workshop learning experience. For more information on how to use Google Classroom see Appendix G on digital tools in the Facilitator Resource Pack.

For the successful facilitation of the gender sessions, it is recommended that workshop facilitators spend some time familiarising themselves with any of the gender concepts they might not be fully familiar with. This includes understanding the importance and relevance of gender responsive pedagogy in higher education. The following table contains resources and readings recommended for this purpose:

TITLE OF RESOURCE OR READING	WHERE TO FIND IT	AUTHORS
<p>INASP Gender Mainstreaming in Higher Education Toolkit.</p> <p>Refer particularly to Topic 1: Defining and exploring gender concepts</p>	<p><a href="https://www.inasp.info/gendertoolkit">https://www.inasp.info/gendertoolkit</a></p>	<p>Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018)</p>
<p>Gender Responsive Pedagogy in Higher Education: A framework, INASP.</p> <p>This paper introduces the framework for gender responsive pedagogy that has been developed through the TESCEA project and which is used as a basis for the daily gender sessions</p>	<p><a href="https://www.inasp.info/sites/default/files/2021-01/Gender%20responsive%20pedagogy%20Framework%20paper.pdf">https://www.inasp.info/sites/default/files/2021-01/Gender%20responsive%20pedagogy%20Framework%20paper.pdf</a></p>	<p>Chapin, J. Warne, V. (2020)</p>
<p>How to make university classes more gender responsive.</p> <p>This blog post from INASP shares examples of what facilitators of learning involved in the TESCEA project have done to make their classes more gender responsive.</p>	<p><a href="http://blog.inasp.info/how-to-make-university-classes-more-gender-responsive/">http://blog.inasp.info/how-to-make-university-classes-more-gender-responsive/</a></p>	<p>Skovgaard, M. (2020)</p>



TITLE OF RESOURCE OR READING	WHERE TO FIND IT	AUTHORS
<p>The World Economic Forum’s Global Gender Gap report.</p> <p>The Global Gender Gap Index benchmarks the evolution of gender-based gaps among four key dimensions (Economic Participation and Opportunity, Educational Attainment, Health and Survival, and Political Empowerment) and tracks progress towards closing these gaps over time (page 5).</p> <p>Country profiles can be found from page 90 onwards. Workshop facilitators might want to familiarise themselves with their country profile and its related data - in particular the data related to educational attainment.</p>	<p>The 2021 report can be found here: <a href="https://www.weforum.org/reports/global-gender-gap-report-2021">https://www.weforum.org/reports/global-gender-gap-report-2021</a></p> <p>Depending on when you are running the workshop you might want to check if a newer report has been published and update the link in the Participant Handbook and PPT slide accordingly.</p>	<p>World Economic Forum</p>

## 8.4. Preparation of the workshop space

The workshop facilitators together with the workshop administrator, need to ensure that a suitable workshop space and layout is organised in advance of the workshop.

It is recommended that, for the smooth and successful delivery of the workshop, the following layout arrangements are made for the sessions in the workshop space:

- Small, moveable tables are sourced, comfortably sitting up to five participants (for example if there is a total of 20 participants, four tables would be required)
- Three small extra tables are provided: two to house the laptop and projector and, one for the workshop facilitators’ materials
- Light, movable chairs are sourced, enough for each participant and facilitators and three as spare
- Find a main room that has lots of wall space on which flip charts and training resources can be attached. It also needs to have a blank wall to act as a screen in case there is no available screen for the projector.
- Ensure the projector is tested by one of the workshop facilitators to determine that it works and that the sound is clear all the way to the back of the main room. It is recommended that there is also a set of separate loudspeakers to hand to help with sound projection.
- Check that the workshop space and layout arrangements will be comfortable for both male and female participants. For example, some female participants might feel more comfortable sitting at tables which screen their legs and provide cover at the front, by using tablecloths, for example.
- Hard copies of the Participant Handbook and participant workshop schedule for each participant should be printed and placed on participant tables ready for the first session on Day 1
- For detail on additional printing required for the sessions, workshop facilitators should refer to the ‘Preparation/ guidance for the day’ sections in the day-by-day facilitation notes.

## 8.5. Stationery and equipment required for the workshop

Be sure to have the following items available throughout the 2.5-days of the workshop:

- Plenty of sticky notes of assorted colours for e.g., rectangular sticky notes (approx. size: 76mm x 127mm), square sticky notes (approx. size: 76mm x 76 mm) and large sticky notes (approx. size: 152mm x 101mm).
- Plenty of flip chart paper pads and at least three flip chart stands
- Manilla paper
- Blank pieces of A4 paper
- A4 card or paper suitable for certificates
- Sets of colour flip chart marker pens
- Stapler and staples
- Biro pens
- Pencils
- Sellotape
- Scissors
- Sticky tack
- Projector and screen
- Computer to connect to the projector
- Loudspeakers for laptop computer

## 9. Table of assigned readings and instructions

The links for the assigned readings need to be shared with participants **at least one week in advance** of the workshop, so they can read them in their own time, if they so wish.

The links could be posted onto an online platform like Google Classroom or an existing institutional platform, or they could be sent out by email to participants. The decision will come down to whatever works best for the participants, as in which option will most likely guarantee that the readings are read.

The workshop facilitators need to read the assigned readings in advance of the workshop. During the team planning meetings, an agenda item could be for the facilitation team to discuss what they think are the key points of content and to plan how the relevant sessions will be facilitated.

TITLE & REFERENCE (WITH LINK WHERE APPLICABLE)	INSTRUCTIONS	SHORT PRECIS	DEADLINE FOR COMPLETION OF TASK
<p><i>Chapter Two handout of The Banking Concept of Education: Freire, P., &amp; Ramos, M. B. (1970). Pedagogy of the oppressed. New York: Continuum. Copies of this book are widely available for free online (search for "Pedagogy of the Oppressed pdf" and select an appropriate link)</i></p>	<p>Share the link with participants at least one week in advance of the Transformative Learning workshop.</p> <p>The link will also need to be accessed during the Day 1 session entitled 'The Banking Concept'</p> <p>The link is also in the Participant Handbook under 'Links to resources relevant to Day 1'</p>	<p>Freire describes two opposing theories of education. He criticises the traditional relationship between teachers and students, in which teachers have power and knowledge, but the students do not. In this "banking model" of education, a teacher "deposits" facts into the mind of the students, who have to memorise and recall them. Freire contrasts this model with a "problem-posing model" where teachers and students work together on a more equal footing to investigate reality and acquire understanding. Problem-posing education presents students with worldly problems that relate to their lives and pushes them to analyse how and why those problems exist.</p>	<p>Before first session on Day 1</p>

TITLE & REFERENCE (WITH LINK WHERE APPLICABLE)	INSTRUCTIONS	SHORT PRECIS	DEADLINE FOR COMPLETION OF TASK
<p>Ritchhart, R., Church, M. &amp; Morrison, K., (2011). <a href="#"><u>“Chapter 1 - Unpacking Thinking.”</u></a> Making Thinking Visible: How to promote engagement, understanding, and independence for all learners. JosseyBass.</p>	<p>Share <b>the link</b> with participants at least one week in advance of the Transformative Learning workshop.</p> <p>The link will also need to be accessed during the Day 2 session entitled ‘What is thinking?’</p> <p>The link is also in the Participant Handbook under ‘Links to resources relevant to Day 2’.</p>	<p>The authors critique Bloom’s taxonomy and argue that understanding is not a precursor to application, analysis, evaluating, and creating, but a result of it. To promote thinking for understanding, they create a map of this kind of thinking and propose teaching strategies (i.e., classroom routines) that uncover students’ thinking and make it visible for further thinking.</p>	<p>Before first session on Day 2</p>

## 10. TABLE OF VIDEOS USED DURING THE WORKSHOP

The videos used during the Transformative Learning workshop are listed in the table below, together with the relevant sessions, links and their location in the toolkit and, instructions for use.

DAY & SESSION(S)	TITLE & LINK
To play during: <b>Day 1:</b> Mandate of the Elite	<a href="#">Video 1.1 Patrick Awuah: 2007 TedTalk; Educating a New Generation of African Leaders</a> (Duration 17.19)  Link is also in the Participant Handbook under 'Links to resources relevant to Day 1', the DAY1 TL PPT slides and in the 'Preparation/ guidance for Day 1' section of the DAY 1 Transformative Learning Facilitator Resource Pack.
To play during: <b>Day 2:</b> What is thinking?	<a href="#">Video 2.1 The Michael Sandel video 'Justice: What's The Right Thing To Do? Episode 01'</a> (Total duration 54:56) The video only needs to be played up to 15.14.  Link is also in the Participant Handbook under 'Links to resources relevant to Day 2', the DAY2 TL PPT slides and in the 'Preparation/ guidance for Day 2' section of the DAY 2 Transformative Learning Facilitator Resource Pack.
To play during: <b>Day 2:</b> Making Thinking Visible	<a href="#">Video 2.2 Video: High Road Low Road – Potential &amp; Kinetic Energy</a> (Duration 11.00) The video needs to be played in stages.  Link is also in the Participant Handbook under 'Links to resources relevant to Day 2' and in the 'Preparation/ guidance for Day 2' section of the DAY 2 Transformative Learning Facilitator Resource Pack.
To play during: <b>Day 2:</b> Transformative Learning Philosophy	<a href="#">Miriam Makeba - YouTube</a> <a href="#">Ladysmith Black Mambazo - YouTube</a> <a href="#">The Tokens - YouTube</a> <a href="#">Solomon Linda &amp;The Evening - YouTube</a>  The videos only need to be played enough so that the tune can be heard, facilitators do not need to play the videos through to the end.  Links are in the DAY2 TL PPT slides.

## 11. INGREDIENTS FOR A SUCCESSFULLY FACILITATED WORKSHOP

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This section draws on the unique experiences of past facilitators of the Transformative Learning and Course Redesign workshops.

### 11.1. *Clear division of roles and responsibilities within the facilitation team*

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It is recommended that careful thought is put into which member/s of the workshop facilitation team, will lead on which sessions across the two and a half days of the Transformative Learning workshop. It is essential that a clear division of roles and responsibilities is agreed in advance of the workshop day.

What is key to the successful facilitation of any workshop, is that the members of the facilitation team coordinate and communicate at regular intervals on what they are doing and what they have learnt. Secondly, members maintain a good understanding of what is happening across all the sessions (not just in the sessions they are responsible for). This will enable a cross-fertilisation of learning points throughout the workshop, a clear and joined-up learning pathway for the participants and a motivating learning environment which maximises learning opportunities for both the participants and the workshop facilitators.

### 11.2. *Managing participant expectations*

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Workshop facilitators need to explain to participants the importance of working through the activities in the sessions with intent and focus, however when informed that the time is up, it is okay for them to cease working on that activity. They can capture any remaining thoughts or ideas in their notebooks or reflection spaces, indicating what they need to go back to when they have some time outside the workshop.

Workshop facilitators do not have to be the source of all knowledge, together with the participants they are co-learners. The participant contributions are as important as the learning they are exposed to - together the participants and facilitators will be co-creating new knowledge.

This workshop is not looking for right answers, and so when participants ask 'am I right?' - encourage them to realise that this is not the best approach to learning. The whole point of this workshop is to facilitate deep critical reflective thought. Some of the indicators that indicate that deep critical reflective thought is happening amongst the participants might include:

- There is a personal emotional reaction for example, "You have made us bare - we have been exposed" this was a comment made by a previous participant when working through the 'Map Your Thinking' exercise.
- A commitment to action for example, "I get it! I'm going to ....."
- Acknowledgement of some personal implications for example, "Yes, I see how that connects to me and to my students"
- Expression of sense of ownership for example, "I'll put that to work in my life"

Workshop facilitators are not looking for ‘right answers’, there exists a better approach to facilitating learning for transformation. Encourage the participants to constantly reflect on the approach being modelled through the facilitation of the workshop.

### *11.3. Making participants’ thinking visible*

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Throughout the facilitation notes, workshop facilitators will notice references to making the thinking of participants visible to themselves as well as to the facilitators. This is helpful for participants trying to become aware of their unexamined ideas and hidden assumptions. It helps bring the participants face-to-face with their assumptions and presuppositions from the perspective of others. There are a number of simple strategies, workshop facilitators can adopt to achieve this, for example:

- Verbally reflecting back to the participants their ideas and actions
- Allowing significant time for silent individual reflection, including making use of the reflective spaces in their Participant Handbook as often as possible
- Before asking participants to share within their groups, get them to make their own thinking visible to themselves, for example writing their thoughts and ideas down in their notebooks first.
- In order for participants to reveal what and how they’re thinking, facilitators need to create opportunities for peer learning as well as environments in which participants feel it’s safe to take risks

### *11.4. Creating a productive and positive learning space*

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It is important that workshop facilitators ensure that all participants have an equal voice throughout the workshop. They need to pay particular attention to any power dynamics or hierarchies at play within the participant group and mitigate these where necessary. For example, this could be by giving the opportunity for individuals in more junior positions to make contributions and be heard; making sure that the reactions or feedback from session activities are elicited from both male and female participants.

During the sessions, workshop facilitators will need to monitor the atmosphere in the workshop space, and use short energiser activities when a change of pace or energy levels is required. Sessions can also be made more engaging and relevant by eliciting real-life examples from participants and co-facilitators.

During the sessions, workshop facilitators should try to avoid touching or taking control of the materials and products produced by participants, for example written sticky notes. This will encourage participant ownership of both the process and product.

Workshop facilitators should encourage participants to sit with any of the facilitators during the breaks to share any concerns or questions they might have.

## 11.5. Participant support in the facilitation of the workshop

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To encourage higher levels of engagement and commitment amongst the participants, the workshop facilitators might want to invite participants to offer support in the facilitation of the workshop.

If confident in the abilities and time-management skills of the participants, workshop facilitators could assign a variety of roles. They could include keeping both participants and facilitators to time, monitoring adherence to the learning contract, recording participant feedback during plenary sessions and coming up with a saying or key insight to sum up the day. Another role could involve monitoring emotional undercurrents that can be gleaned from tones, body language etc., recognising the need to call for a short break or a change of pace and facilitating ice-breakers or energisers (as long as the single participant or group is given prior notice).

The workshop facilitators will need to make sure that they rotate the individual participants or groups, to ensure other participants are given the opportunity to take on a facilitation role, making sure that there is a balance of female and male participants.

## 11.6. Being a reflective practitioner

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Workshop facilitators themselves need to reflect on their experiences, and consciously think about how they could do better next time.

Facilitators need to prioritise some time to reflect on the sessions they have just facilitated and establish what worked well and what didn't. They need to determine if there are any lessons that could be carried over to the following sessions for example, the time it took to formulate groups or the amount of facilitator 'talk time' during the session etc. They can then look at their upcoming session/s and see if there are any immediate changes that need to be made or if the changes are more applicable to the future facilitation of the session.

This routine of reflection should be embedded in the practice of all competent facilitators of learning. Some of these reflections can also be shared during the facilitation team debrief meetings at the end of each workshop day.

There are numerous questions facilitators can ask themselves when reflecting on how a session or a day is going or went. Schön (1991) explains reflection-in-action as reflection that occurs in association with the action and reflection-on-action as reflection that occurs after the action. It is recommended that workshop facilitators select only 2-3 questions to reflect upon during or after any one session. Some of the less commonly used questions to guide self-reflection are provided in the table below.



<b>EXAMPLE CHECKLIST QUESTIONS TO CAPTURE MY REFLECTIONS</b>
1. <b>What surprised me most on this particular day's facilitation?</b> Why was this unexpected? What would I now do, with hindsight, to address this, if it were to happen again in a future session?
2. <b>How well do I now think that I <i>started</i> this particular session?</b> Have I learned anything about how best to start this particular kind of session? How may I now fine-tune the beginning of a similar session?
3. <b>How well did the participants seem to take ownership of the need to work towards achieving the learning outcomes?</b> Could the participants see 'what's in it for me' regarding effort into the subject?
4. <b>To what extent did the participants seem to want to learn the topic?</b> Is there anything I need to do to help them to increase their want to learn next time?
5. <b>To what extent did I manage to get participants <i>learning by doing</i> during this session?</b> Was this enough? If not, how could I have built in more participant activity?
6. <b>What was my own best moment at this particular session?</b> Why do I feel good about this particular aspect? What can I do to lead to more such moments at future sessions?
7. <b>To what extent did training this session help me to <i>make sense of the subject better</i>?</b> What was the most important thing I learned about the topic?
8. <b>How did the male and female participants behave differently in the session?</b> What was my role as workshop facilitator in relation to these interactions?
9. <b>Did I manage to include opportunities for participants to deepen their learning by explaining things to each other during the session?</b> Could I do more of this next time?
10. <b>How well do I think I closed the session? Did I end it with a whimper or a bang?!</b> Was I rushed towards the end of the session, trying to get through everything on my agenda? What would I do next time round, with hindsight, to make sure that a future similar session ended really positively?

Source: Race, P (2014) *Making Learning Happen: 3rd edition*, London: Sage.

# DAY 1: THINKING OVER KNOWING

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## FACILITATION NOTES: THINKING OVER KNOWING

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### *Learning outcomes*

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By the end of Day 1, participants will be able to:

1. Evaluate what their university promises their students and establish the existing reality.
2. Interrogate and communicate effectively the role of higher education in the 'becoming' of graduates.
3. Articulate their personal teaching and learning philosophy.

### *Key output of Day 1: Thinking over knowing*

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- A strategic implementation plan that addresses the gaps identified between who the students actually are and what the university promises they will become.
- A value chart comparing courses with impact and those without impact.

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**Preparation/  
guidance for  
Day 1**

- Go through the slides for Day 1 and customise **Slide 1.21** (inserting the link to an online form for the end of day reflective exercise, if you are using one)
  - Prepare the end of Day 1 reflective exercise for participants to complete. You can do this using Google Forms (refer to Appendix G on Digital Tools in the Facilitator Resource Pack for detail on how to use Google Forms) or if there are internet connectivity issues, using a hard copy end of day reflection form such as Appendix E in the Facilitator Resource Pack. If you choose to do it online, then draw on the questions in the example end of day reflection form.
  - Ensure facilitators of different sessions are clear on what they are supposed to facilitate.
  - Ensure that there are enough printed copies of the Participant Handbook and participant workshop schedule on the tables for each participant.
  - The assigned reading for Day 1 is Chapter Two, **“The Banking Concept of Education” in The Pedagogy of The Oppressed**. See the “Table of assigned readings and instructions” section in the introductory facilitation guidelines of the Facilitator Resource Pack for the link to the reading. Remind participants that they should ideally have read it before the Day 1 sessions.
  - Line up Video 1.1, the TED Talk, [“Educating a New Generation of African Leaders”](#). The link can be found on **Slide 1.16** of the DAY1 TL PPT slides.
  - Ensure you have a projector that you have tested to determine that it works and that the sound is clear all the way to the back of the workshop room. Otherwise, have some speakers to hand to help with sound projection.
  - Display **Slide 1.1 or 1.2** as participants start to enter the main workshop space.
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8.30

## WELCOME AND INTRODUCTIONS

Total session time  
(45 minutes)



### RATIONALE:

Workshop facilitators need to create a positive and enabling environment in which participants can freely participate and feel safe and ready to start the process of learning.



### KEY LEARNING POINT(S) OR OUTPUTS:

- Participants have a clear understanding of the structure and schedule of the Transformative Learning workshop.
- Participants appreciate the level of participation required to successfully complete the workshop.



### PRIMARY MATERIALS:

- DAY1 TL PPT slides.
- Participant Handbook.
- Participant workshop schedule.

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15 minutes

## WELCOME, WAYS OF WORKING AND HOUSEKEEPING

[Plenary]

1. Welcome participants warmly and state that you hope the workshop will be a productive and inspiring two and a half days. Explain that the workshop will require full attendance, punctuality and a commitment of time and energy.
2. Add that the workshop will start at 8.30 a.m. every day and will normally end by 5.30 p.m. Recommend that in the morning, participants should try to be in the room at least 15 minutes in advance of the first session.
3. Explain that to ensure the workshop is an enjoyable, productive and motivating experience for everyone, you have drawn up a “learning contract” based on past workshop experiences. Display **Slide 1.3** and go through each of the ways of working, checking that participants are happy to adhere to them. Ask if there are one or two more that they would like to add to the slide. If everyone is in agreement, then add the suggestions to the slide.
4. Tell them about other housekeeping matters such as where the washrooms are situated and also inform them of break and meal times.

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15 minutes

## INTRODUCTIONS

### [Pairs]

1. Invite the workshop facilitators to sit with participants.
2. Choose an icebreaker strategy of your choice or simply ask the workshop facilitators and participants to introduce themselves to one another by stating one interesting or unique thing about themselves or telling the person seated next to them something the other person definitely does not know about them.

### [Plenary]

3. Randomly choose as many pairs as time permits to introduce one another to the whole group.

---

15 minutes

## OVERVIEW OF THE WORKSHOP AND LEARNING OUTCOMES

### [Plenary]

1. Inform participants that the workshop will run for two and a half days.
2. Direct participants to the schedule of the workshop (which they should also have received in advance) and read out the five learning outcomes for the overall workshop. Explain that for each day there will be a specific set of learning outcomes that will be displayed on a PowerPoint slide at the start of each day.
3. Mention that there is a printed Participant Handbook on their table (which has also been shared in soft copy in advance) that will supplement what they learn during the sessions. You might want to explain the purpose of the reflection spaces. They are to help participants to critically reflect over what has been happening in the workshop as it pertains to their life and their learning experiences. Encourage them to complete these reflection spaces in soft copy.
4. Ask participants for their permission: to use any materials they generate during the workshop (to improve future Transformative Learning workshops) and to take photographs of the sessions. Inform them that if they are unwilling to let the workshop facilitators know privately.
5. Now move on to presenting the learning outcomes for Day 1 of the workshop, which are on **Slide 1.4**. Invite any questions from the group.
6. Finally, display **Slide 1.5** in readiness for the next session.

Total session time  
(45 minutes)

**RATIONALE:**

Enables participants to start thinking about gender and pedagogy as it relates to various aspects of their teaching practice.

**KEY LEARNING POINT(S) OR OUTPUTS:**

- Participants develop initial ideas as to how to make their classes or learning sessions more gender responsive.

**PRIMARY MATERIALS:**

- DAY1 TL PPT slides.
- Participant Handbook.

**SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:**

- Day 1 Programme Alignment session “Prioritising Gender”: the next session builds on the Programme Alignment session by getting participants to think about how they can make their teaching practice more gender responsive.
- Day 5 Course Redesign session “Course Redesign showcase three-minute pitch”. At the end of the Course Redesign workshop that follows this workshop, participants will be making a course redesign pitch. As part of this pitch, they will be asked to explain how they are being gender responsive in the planning and facilitation of their course. Any notes that participants write down during the individual reflection activity during this session might be useful for them when preparing for their final course redesign workshop pitch.

---

10 minutes

Session 1:  
Activity 1

**GROUPS GENERATE IDEAS AS TO HOW THEY CAN ENSURE THAT ONLY MALE STUDENTS OR ONLY FEMALE STUDENTS WILL BENEFIT FROM TEACHING AND LEARNING.**

**[Groups of four – if possible, consisting of the same gender i.e. groups with only female and male participants]**

1. Display **Slide 1.6**. Ask the groups to think creatively about the question on the slide (according to the gender composition of their group).

You can leave **Slide 1.6** up during the first part of the group work to remind groups of the question they are working on. The aim of this activity is for the groups to have fun and think creatively about the question. They should be encouraged to think outside of the box and are allowed to come up with ideas that might not always be realistic.

If it is not possible to split the groups according to gender, you can have participants work in mixed gender groups instead and split the two questions above evenly among the groups.

2. Ask participants to write down their answers in their notebooks or on a flip chart.

**N.B.** The groups will not be presenting this part of the ideation back in plenary. They will only be presenting their reversed answers (which falls in the next activity).

---

10 minutes

Session 1:  
Activity 2

**GROUPS GENERATE IDEAS IN 'REVERSE' AS TO HOW THEY CAN ENSURE THAT ALL STUDENTS WILL BENEFIT FROM TEACHING AND LEARNING.**

**[In the same groups]**

1. Display **Slide 1.7** and ask participants to take their answers to the previous question and reverse them to answer the question on the slide.

You can leave **Slide 1.7** up during this part of the group work to remind the groups of what they are looking at.

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20 minutes

## GROUPS SHARE THEIR 'REVERSED' GENERATION OF IDEAS IN PLENARY.

Session 1:  
Activity 3

[Plenary]

1. Invite each group to present their 'reversed' answers to the question on **Slide 1.7**. These presentations could for example take the form of a standard presentation in front of the group or a gallery walk (see the introductory facilitation guidelines in the Facilitator Resource Pack for techniques on how to manage feedback from group work).

**N.B.** Make sure you keep a record of the points discussed in each group (this could either be photos of the flip charts or you could type up what is on the flip charts) so that you can share the notes with the group (e.g. on your institutional learning platform or Google Classroom if being used).

**N.B. Slide 1.9** (which is hidden in the presentation) outlines the methodology of the Topsy Turvy activity.

If there is time, explain that Topsy Turvy (also known as “reverse brainstorming”) is a good technique for creative problem solving. It combines idea generation and reversal techniques.

To use this technique, you start with one of two “reverse” questions:

- Instead of asking, “How do I solve or prevent this problem?” ask, “How could I possibly cause the problem?”
- And instead of asking “How do I achieve these results?” ask, “How could I possibly achieve the opposite effect?”

This methodology can be shared with participants after the workshop by sharing the relevant slides with them.

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5 minutes

## INDIVIDUAL REFLECTION

Session 1:  
Activity 4

[Individually]

1. Display **Slide 1.8** and ask each participant to reflect on the questions based on the activity they have just completed. Invite them to write down their thoughts on the questions in reflective space 1 in the Day 1 section of their Participant Handbook and flag that they can draw on these notes when they prepare their course redesign pitch on the final day of the Course Redesign for Significant Learning and Transformation workshop.

This is a good time to flag to participants that they will need to bring their Transformative Learning Participant Handbook to the Course Redesign workshop that comes next. Participants will be drawing on its content and the notes they make during this workshop, to inform some of the activities conducted during the Course Redesign workshop.



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**Preparation/  
guidance for next  
session**

- Participants need to have access to their Ideal University Graduate Profile. They should already have recorded this in their Evidence Document for Programme Alignment, Transformative Learning and Course Redesign at the Programme Alignment workshop.
  - Participants should also have access to their notes from Day 1 of the Programme Alignment workshop, particularly from the session on the perspectives of external stakeholders on the performance of graduates. These should have been recorded in their Programme Alignment Participant Handbook.
  - It is important to encourage the participants in the following session to be extremely truthful in their responses. This will allow participants better clarity on:
    1. Who their graduates actually BECOME.
    2. Who their graduates become, beyond their university education.
    3. What gaps exist between the university promise and who the university students actually BECOME.
    4. How to address the gaps identified by the participants between who their students actually are and the university promise.
  - Because each group will develop a unique implementation plan, in essence, each group will become a committee of its own to see through the delivery of its plan.
-

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10.00

## SESSION 2: THE PROMISE VS THE REALITY

Total session time

(1 hour 40 minutes – not including the break)



### RATIONALE:

Expose the existing reality of who their students and graduates are and who they envision these students should become. This exposure will provide the necessary buy-in as to why transformative learning and course redesign process is important to embark upon.



### KEY LEARNING POINT(S) OR OUTPUTS:

- An implementation plan that addresses the established divide between the existing reality of the kind of graduate the participants' university is producing and the expressed promise by the university of whom their students will become.



### PRIMARY MATERIALS:

- DAY1 TL PPT slides.
- Participant Handbook.
- Evidence Document for Programme Alignment, Transformative Learning and Course Redesign (used by participants during the Programme Alignment workshop).
- Notes made by participants in their handbooks during the Programme Alignment workshop.



### SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 1 of Programme Alignment where feedback on the university's performance was considered.
- Day 2 Programme Alignment session 'The Ideal Graduate Profile and University Promise'. The Ideal University Graduate Profile and the University Promise developed during Programme Alignment will be important references for participants during this session.

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5 minutes

## FORMATION OF DEPARTMENTAL GROUPS

1. Invite participants to work in groups of their represented departments. Depending on the number of persons per department ensure that you have at most five participants per group. Try to ensure a gender balance in all groups, where possible.
2. Once participants are in their groups, display **Slide 1.10** with the overall objectives of the session.

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20 minutes

**EXPOSING THE PROMISE AND THE EXISTING REALITY: REVIEW OF THE PROGRAMME ALIGNMENT WORKSHOP SESSION**

Session 2:

Activity 1

[Groups]

1. Ask the groups to write out all the desired characteristics of their university's graduates on manilla paper. This is the university's promise. They can refer to the 'Ideal University Graduate Profile' (developed during the Programme Alignment workshop) and recorded in their Evidence Document for Programme Alignment, Transformative Learning and Course Redesign to cross-check the desired characteristics.
2. Instruct the groups to write out on manilla paper how their stakeholders perceive their students presently. This is the existing reality. The groups can refer to their notes from Day 1 of the Programme Alignment workshop for this. They should pay particular attention to feedback shared by the external stakeholder representative during Day 1 of the Programme Alignment workshop.
3. Once they finish exposing the existing reality, ask the participants in their groups to discuss and answer the questions on **Slide 1.11**. Invite participants to make notes in reflective space 2 in their Participant Handbook. For question 3, you can recommend a rudimentary tracer study to establish the % of their students who BECOME accomplished experts. Give them around five to eight minutes for this.
4. Inform participants that they will be building on their answers as they move through the session.

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10.25  
(20 minutes)

**BREAK**

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10.45

## CONDUCTING A COMPARATIVE ANALYSIS

15 minutes

[Groups]

Session 2:  
Activity 2

1. Invite the groups to re-read their two lists: the one based on what is promised (based on the ideal university graduate profile) and the one based on the reality (based on the stakeholder feedback).
2. Next ask them to carry out a comparative analysis, by responding to the questions with regards to the university on **Slide 1.12**, noting them down on manilla paper.

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20 minutes

## DEVELOPMENT OF AN IMPLEMENTATION PLAN TO HANDLE IDENTIFIED ISSUES

Session 2:  
Activity 3

[Groups]

1. Items a) to d) on the slide should then be addressed as issues that will form the basis of an implementation plan.
2. Ask the participants to discuss the questions on **Slide 1.13** with regards to their university. This slide can remain displayed as participants move to the next activity.
3. Refer participants to the implementation plan template in their Participant Handbook, which they can use as a basis for the development of their plan. The template is also provided in the Day 1 additional facilitation guidance & visual aids section of the Facilitator Resource Pack.
4. Issue each group at least three pieces of flip chart or manilla paper.
5. Using the template in their handbooks, invite participants to address the issues identified, in the comparative analysis exercise, to develop a strategic implementation plan.

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10 minutes

## PAIRED PEER GROUP PRESENTATIONS OF IMPLEMENTATION PLANS

Session 2:  
Activity 4

[Groups paired off]

1. Once the groups have finished their plans, pair off the groups.
2. Invite each paired group to present to each other (each group will have five minutes to present to one another). All the presentations will happen at the same time.

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<p><b>20 minutes</b> (including transitioning between groups)</p> <p><b>Session 2:</b> <b>Activity 5</b></p>	<p><b>GROUP PRESENTATIONS: PLAN TO ADDRESS GAPS</b></p> <p>[Groups in plenary]</p> <ol style="list-style-type: none"> <li>1. Use any group presentation strategies you know of to help you manage time effectively or refer to the introductory facilitation guidelines for techniques on how to manage feedback from group work. At most, a single group presentation should take 1 minute 30 seconds.</li> <li>2. For this to be effective, ask each group to pick one issue only to present to the rest of the participants.</li> </ol>
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<p><b>10 minutes</b></p> <p><b>Session 2:</b> <b>Activity 6</b></p>	<p><b>THE PROMISE VS THE REALITY SESSION DEBRIEF</b></p> <p>[Plenary]</p> <ol style="list-style-type: none"> <li>1. Summarise the key points that have surfaced from the session.</li> <li>2. Display <b>Slide 1.14</b> and invite the participants to reflect on their experience of working through this session. Question 2 should help participants to sort out their emotional reactions to the session and promote deeper reflection. Feel free to add to or edit the questions.</li> <li>3. Encourage participants to note down their thoughts to the first three questions in reflective space 3 in their Participant Handbooks and respond to the remaining two questions in their own time.</li> <li>4. If the participants express that they recognise the need for change in the education system that they are a part of, emphasise that the entire reason for the Programme Alignment, Transformative Learning and Course Redesign workshops is to address this identified need.</li> </ol>
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<p><b>Preparation/ guidance for next session</b></p>	<ul style="list-style-type: none"> <li>• Make sure you and the participants have access to the online link for the reading <b>Chapter Two: “The Banking Concept of Education” in Pedagogy of The Oppressed</b> (the link is in the table “Links to resources relevant to Day 1 sessions” in the Participant Handbook and in the “Table of assigned readings and instructions” in the introductory facilitation guidelines)</li> <li>• Ensure that you have worked through the online links (listed under the “Gathering and/or synthesis of information in advance of workshop” section of the introductory facilitation guidelines) to create a summary of Chapter Two of Pedagogy of the Oppressed, which will support you in the facilitation of this session.</li> <li>• From this session onwards, organise participants into groups of a maximum of five that are not bound to their departments. Form well-distributed groups considering gender, years of learning facilitation experience, level of seniority and level of enthusiasm for reflecting upon and improving their facilitation practice. If you can organise this before the onset of the Transformative Learning workshop, even better.</li> </ul>
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12:00

## SESSION 3: THE BANKING CONCEPT

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**Total session time  
(1 hour 30  
minutes – not  
including the  
lunch break)**



### RATIONALE:

The radical ideas by Paulo Freire in his essay “The Banking Concept of Education”, in chapter two of Pedagogy of The Oppressed, helps the participants explore existing flaws in education systems that have not embraced transformative learning pedagogy. This should help the participants evaluate their teaching practice in light of the approaches put forward by Freire, so as to recognise and hopefully inform themselves as to whether they need to change their approach to facilitating learning.



### KEY LEARNING POINT(S) OR OUTPUTS:

- A clear understanding of the banking concept approach, so that participants are able to identify and place their own approach to teaching, as well as to gain further buy-in for the need to engage with the Transforming Higher Education for Social Change model.
- Participants value an alternative mode of facilitation that promotes a problem-posing approach over a “banking” approach.
- Participants value the importance of continuous self-evaluation and introspection regarding their own role as lecturers in propagating the banking approach to learning.



### PRIMARY MATERIALS:

- DAY1 TL PPT slides.
- Participant Handbook (including the link to Chapter Two: “The Banking Concept of Education”, in Pedagogy of The Oppressed and the critical reflective questions).
- Laptops for reading the chapter online.



### SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 1 Transformative Learning session “The promise vs the reality” as it expounds the type of facilitation that should promote the becoming of students
-

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**5 minutes**

**INSTRUCTIONS FOR THE FIRST PART OF SESSION (WORKING INDIVIDUALLY WHILE SEATED IN GROUPS)**

**Session 3:  
Activity 1**

**[Plenary]**

From this session onwards, the participants will be in groups that are not bound to their departments.

1. Inform participants that for the first 25 minutes of the actual session, they will be asked to individually read Chapter Two: “The Banking Concept of Education” from Pedagogy of The Oppressed. The link for the reading should have been sent out in advance to participants and is also provided in the table “Links to resources relevant to Day 1 sessions” in the Participant Handbook. They will then be asked to consider some critical reflective questions. They will do this while still seated in their groups.
2. Assign approximately two or three different critical reflective questions to each group, ensuring all questions are covered. These questions can be found in the Participant Handbook and the Day 1 additional facilitation guidance & visual aids section.
3. If you have fewer than five groups, explain that each group will be asked to give a three-minute group presentation (this will come to around 20 minutes in total, with transitioning between groups).
4. If you have more than five groups, explain that once they have answered the critical reflective questions assigned to them, they will go straight into the plenary to discuss their findings.

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**25 minutes**

**PARTICIPANTS READ THE CHAPTER**

**Session 3:  
Activity 2**

**[Individually]**

Ask participants to read through the chapter “The Banking Concept of Education”, online, while seated in their groups.

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**12.30  
(60 minutes)**

**LUNCH**

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10 minutes

### PARTICIPANTS INDIVIDUALLY RESPOND TO THE REFLECTIVE QUESTIONS

Session 3:  
Activity 3

[Individually in their groups]

1. Ask participants to read the critical reflective questions assigned to their group in the Day 1 section of their Participant Handbook then recommend they respond to the questions in reflective space 4 (also in the Participant Handbook).
2. Encourage them to specify a minimum of two key points against each question and ask them to write each key point out on a separate sticky note.

---

20 minutes

### PARTICIPANTS SHARE THEIR RESPONSES WITH THEIR GROUP MEMBERS

Session 3:  
Activity 4

[Groups]

1. Reveal **Slide 1.15** and invite the participants to first discuss their key points (on the sticky notes) by answering the following questions: a) What similarities did you find? b) What differences did you find?
2. Then ask them to organise their key points under three main insights on flip chart paper and draw lines between the key ideas to establish any connections that exist between them.
3. Encourage participants to debate the reasons for their choices as they follow this mapping process.
4. Finally, invite them to discuss what stands out for their group as being the most significant concept, having considered the reflective questions, and their reasons why.

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20 minutes

### GROUP PRESENTATIONS: REFLECTIONS ON PEDAGOGY OF THE OPPRESSED

Session 3:  
Activity 5

1. If you have five groups of participants (or fewer), invite each group to take three minutes to present their group's organisation of key ideas (each presentation will take three minutes with a transitioning between groups of one minute). Workshop facilitators will need to manage time carefully here, as this part of the session can easily overrun.
2. If you have more than five groups, invite them to go straight into a plenary debrief session to discuss their findings with the whole group.
3. During this session as a facilitator, alongside the summary you will have developed in advance, identify at least one key point/concept presented by each group, which can be used to refine your presentation for the final debrief.



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10 minutes

## BANKING CONCEPT DEBRIEF

### Session 3: Activity 6

This debrief should not be laboured and should flow naturally from the discussions being had in the room. While you prepare for this plenary debrief, as previously noted, it is important to have formulated a summary that includes the banking concept. During the debrief, you can add to discussions by sharing any additional key points (you might want to create an extra slide to help structure your thoughts, but this is not necessary). However you choose to manage the debrief, it is important to not labour any points that have already been expressed by participants.

#### [Plenary]

Key points that you should try to elicit and explore alongside participants include the difference between the banking concept and the problem-posing approach, using questions such as:

- a) What are the differences between the banking concept and problem-posing approaches?
- b) What is the role of the student in the learning process?
- c) What is the role and purpose of the facilitator of learning in the learning process?
- d) What is the ideal student–teacher relationship?
- e) Who or what is the source of knowledge?

Encourage participants to jot down their reflections to the questions above in reflective space 5 in their Participant Handbook.

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### Preparation/ guidance for next session

- Line up Video 1.1: TED Talk, “Educating a New Generation of African Leaders”.
- Organise participants so that they are sitting in a loose semi-circle to watch the video. Request that they move away from their groups and desks, and if possible, move their chairs to congregate around the projection in the semi-circle. This will hopefully refresh participants so they are ready to start the next session.
- Set up a flip chart stand near the front of the room.

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14.30

## SESSION 4: THE MANDATE OF THE ELITE

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Total session time  
(30 minutes)



### RATIONALE:

How well students learn has a direct correlation with the kind of impact they have on their society. This session will therefore get participants to realise the role they play in promoting learning for transformation and positive impact within their communities.



### KEY LEARNING POINT(S) OR OUTPUTS:

- The realisation that the students the participants have under their wing have the opportunity to change the world for the better.
- Participants get to determine what their role is in facilitating learning that can allow for impact.



### PRIMARY MATERIALS:

- DAY1 TL PPT slides.
- Participant Handbook (both include the link to Video 1.1).



### SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 1 Transformative Learning session “The banking concept”; this session further explores the roles of the facilitator of learning and students in the learning process, a topic initiated in session 3.
- 

25 minutes

## PARTICIPANTS WATCH THE TED TALK AND NOTE DOWN KEY POINTS

Session 4:  
Activity 1

[Individually]

1. Play Video 1.1: “**Educating a New Generation of African Leaders**”. The link to the video is on Slide 1.16.
  2. Ask participants to jot down the key points that resonate with them in reflective space 6 in their Participant Handbook as they watch and listen.
-

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**5 minutes**

**DEBRIEF OF THE TED TALK**

**Session 4:  
Activity 2**

**[Plenary]**

1. Invite participants in the plenary to share any key observations and insights they gained from having watched the TED Talk.
2. Ask one of the participants to jot down on a flip chart the key observations and insights as they are shared by participants, to help make the participants' thinking visible to themselves.

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**Preparation/  
guidance for next  
session**

Ask participants to retrieve their soft copy Evidence Document for Programme Alignment, Transformative Learning and Course Redesign that they started to populate at the Programme Alignment workshop

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15:00

## SESSION 5: CHARACTERISTICS OF A GREAT LEARNING

Total session time  
(1 hour 45  
minutes)

### EXPERIENCE

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#### RATIONALE:

If participants can draw on personal experience to articulate what constitutes learning for impact, they can in turn strengthen their own capacity to self-evaluate. This will enable them to develop an approach that will ensure they are facilitating great learning experiences for their students and which more importantly lead to their students' transformation.



#### KEY LEARNING POINT(S) OR OUTPUTS:

- A checklist of what makes a great learning experience that participants can use beyond this workshop to create great learning environments for their students.



#### PRIMARY MATERIALS:

- DAY1 TL PPT slides.
  - Participant Handbook.
  - Participants' soft copy Evidence Document for Programme Alignment, Transformative Learning and Course Redesign.
- 

15 minutes

### COURSES AND THE VALUE THEY CREATE

Session 5:  
Activity 1

[Groups]

1. Display **Slide 1.17** and encourage participants to reach a shared understanding within their groups by answering the three questions on the slide.
  2. Ask them to jot down their responses to these questions in reflective space 7 in their Participant Handbook. Inform them that their shared understanding of these terms will help them to more meaningfully work through the next session's activities. Encourage them to have their responses visible and easily accessible.
-

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15 minutes

**INDIVIDUAL REFLECTIVE EXERCISE: PERSONAL LEARNING EXPERIENCES THEN GROUP DISCUSSION**

Session 5:  
Activity 2

[Individually]

1. Ask the participants to individually think of a course in their undergraduate studies, which they passed but they never processed the content of, or which had content or skills that they do not even remember or use in their day-to-day life. Refer to this as **Course 1 (no impact)**.
2. Next, ask them to each think of another course that resulted in a change in themselves; a change in how they live their life that has influenced their outlook. Refer to this as **Course 2 (changed my life)**.
3. Invite participants to jot down the characteristics of the two courses in the courses comparison table in their Participant Handbook. A copy of this can also be found in the Day 1 additional facilitation guidance and visual aids section.

[Groups]

4. Next, invite participants to share their experiences in their groups and to jot down any additional reflections that came out of their discussions.

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25 minutes

**GROUP REFLECTIVE EXERCISE: HOW DO PARTICIPANTS CREATE VALUE IN THEIR LEARNING SPACES?**

Session 5:  
Activity 3

[Groups]

1. Display **Slide 1.18** and ask participants to respond to the questions by completing a second table copied out onto manilla or flip chart paper.
2. Instruct each group to make a copy of the table (one per group) using the characteristics table template in their Participant Handbook. They can use either flip charts or manilla paper for this purpose. Again, a copy can be found in the Day 1 additional facilitation guidance and visual aids section.

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20 minutes

**THREE-MINUTE GROUP PRESENTATIONS: COMPARATIVE ANALYSIS OF COURSES WITH AND WITHOUT IMPACT**

Session 5:  
Activity 4

1. If you have five groups of participants (or fewer), invite each group to take three minutes to present their completed tables (each presentation will take three minutes with transitioning between groups of one minute). Workshop facilitators will need to manage time carefully here, as this part of the session can easily overrun.
2. If you have more than five groups, invite them to go straight into a plenary debrief session to discuss their reflections with the whole group.

At the end of their presentations, point out to participants that the characteristics they identified in the table actually constitute examples of what make great learning experiences. They should, however, keep expanding upon this list – especially against the attributes (e.g. value, learning environment) as they continue on this Transformative Learning workshop journey.

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5 minutes

**INDIVIDUAL SELF-REFLECTION EXERCISE: ARE PARTICIPANTS FACILITATING LEARNING FOR IMPACT?**

Session 5:  
Activity 5

[Individually]

1. Invite participants to reflect upon the sessions that have been facilitated so far on Day 1 of this workshop. Ask them to recall some of the sessions before revealing them on **Slide 1.19**.
2. Encourage each individual participant to think about themselves as a facilitator of learning. Reveal the two questions on **Slide 1.19** and ask them to note down their reflections in reflective space 8 in their Participant Handbook. You can also clarify the second question by adding: are you changing lives or are you simply churning out graduates?
3. Encourage participants to respond to the other reflective questions when they have time.

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15 minutes

## PERSONAL TEACHING AND LEARNING PHILOSOPHY

Session 5:  
Activity 6

[Individually]

1. Invite participants to develop their personal teaching and learning philosophy using the questions listed on **Slide 1.20**.
2. Instruct them to either type it directly into their soft copy Evidence Document for Programme Alignment, Transformative Learning and Course Redesign in section 3, or, if they prefer, to draft it in their notebooks and then type it up in their soft copy evidence document at home (before the final day of the workshop).
3. Point out that participants should always have in the back of their mind the purpose of having a philosophy and why they personally need to draft one. They should not aim for perfection immediately – their philosophy will never be perfect, especially because it has to evolve as they learn more about themselves and engage with new learning and teaching pedagogies.
4. Refer participants to the “Personal teaching and learning philosophy” section in their Participant Handbook, where they can read a short explanation as to what it is and why it is important. You can also find these explanations in the Day 1 additional facilitation guidance and visual aids section, together with an example, which you might like to share with participants if they experience any difficulties when drafting their own.

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10 minutes

## PEER CRITIQUE: PERSONAL TEACHING AND LEARNING PHILOSOPHY

Session 5:  
Activity 7

[Groups]

1. Invite the participants in groups of three to share their philosophies. Encourage them to be honest, but gentle, with their feedback.
2. Remind participants that each one of them will be expected to tweak their philosophy throughout the workshop as they are further exposed to new transformative learning approaches.

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Preparation/  
guidance for next  
session

Make sure you have prepared the end of day reflection exercise for Day 1 in advance of this session for participants to complete. You can facilitate the reflective exercise using Google Forms, or, if there are internet connectivity issues, using a hard copy end-of-day reflection form.

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16:45

## SESSION: REFLECTION ON DAY 1 AND PREPARATION FOR

Total session time  
(15 minutes)

### DAY 2

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#### RATIONALE:

Reflection is very important for transformation. This session will model this. Workshop facilitators will also receive feedback from the participants about how the day's workshop was run, what stood out for the participants, what worked, and what didn't work – all of which should give the facilitators further insights into their personal facilitation approach and help them to better prepare for subsequent workshop sessions. From the participants' point of view, this helps make their thinking visible to themselves. Critical Reflective Thinking = Growth = Transformation.



#### KEY LEARNING POINT(S) OR OUTPUTS:

- Reflections on Day 1 learning experiences.
- Experience of a strategy that participants can use in their learning spaces to promote reflection, which is vital to the promotion of deep and critical thinking.



#### PRIMARY MATERIALS:

- DAY1 TL PPT slides.
- Participant Handbook.
- Google Forms or a hard copy end-of-day reflection form.
- Participant workshop schedule.



#### SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 2 Transformative Learning session “Summary of the Day 1 reflection”

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10 minutes

## REFLECTION ON DAY 1

[Individually]

1. To bring the session to a close and to allow for some self-reflection, ask each individual to think about themselves and their participation today.
2. Use Google Forms (for the link reveal [Slide 1.21](#)), or print off a hard copy end-of-day reflection form if there are internet connectivity issues, to facilitate the reflective exercise.
3. Encourage participants to further reflect on the Day 1 sessions and to capture their reflections in reflective space 9 in their Participant Handbook.



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5 minutes

## PREPARATION FOR DAY 2

Direct participants to their participant workshop schedule and briefly run through the sessions they will be participating in on Day 2.

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17.20

## END OF DAY

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Debrief and preparation for next day

### FACILITATION TEAM DEBRIEF MEETING AND PREPARATION FOR NEXT DAY

45 minutes

1. Hold a workshop facilitators' meeting at the end of the day to review the day's proceedings. You might want to use the Start–Stop–Continue strategy (described below).
2. Provide the workshop facilitators with three sticky notes of different colours. Ask each facilitator to write the following:
  - What as a team should you **Stop** doing, basically what went wrong during the facilitation? (red sticky notes).
  - **Start** – What did you not do but should have done? (blue sticky notes)
  - **Continue** -- What went well and you should continue doing? (green sticky notes)

Then go through the responses on the sticky notes and discuss as a team.

3. Discuss the participants' responses from the Day 1 reflection.
4. Go through the workshop schedule for Day 2, for example the facilitation notes and slides, any required printing, decide who should be the lead facilitator and co-facilitators for what sessions, and how the sessions will be facilitated.
5. Facilitators of the Day 2 workshop sessions should prepare in the evening. At the facilitation team meeting the following morning at 8.00 a.m., they should share how they are going to facilitate the sessions and anything new that they thought of the previous evening.
6. The facilitator who administered the end-of-Day 1 reflective exercise will need to prepare the results to share in plenary the following morning. They will need to share the results in a PowerPoint presentation separate to the DAY2 TL PPT slides. If Google Forms is used then they can generate a summary of key participant responses by following the steps below:
  - a) Open the Google Form
  - b) Navigate to the "Responses" menu tab
  - c) Scroll through the responses while the "Summary" menu tab is selected
  - d) Make a summary of key responses against each reflective question asked
  - e) Either create a PowerPoint presentation and insert the results on slides or create a mind map of your summary of the responses

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The slides for Day 1 can be downloaded from the Transformative Learning toolkit section of [TransformHE.org](https://transformhe.org)

## DAY 1 ADDITIONAL FACILITATION GUIDANCE AND VISUAL AIDS

### Activity 3: Development of an implementation plan to handle identified issues

#### Session 2: The Promise vs The Reality

##### Note to workshop facilitator:

Using the implementation plan template in their Participant Handbook, invite the groups to copy the template onto manilla or flip chart paper and address the issues identified in the comparative analysis exercise, to develop a strategic implementation plan.

Implementation plan template

DESCRIPTION OF THE GAP   CHANGE   ELIMINATION   EMPHASIS	HOW	STAKEHOLDERS	CHAMPION (IN THIS GROUP) OF ACTION TO MITIGATE ISSUE	WHEN
ISSUE 1:				
ISSUE 1:				
ISSUE 1:				
ISSUE 1:				
ETC				

## Activity 3: Participants individually respond to the reflective questions

### Session 3: The Banking Concept

#### Note to workshop facilitator:

Assign approximately 2-3 different critical reflective questions to each group, ensuring all questions are covered.

Chapter two is the heart of Freire's Pedagogy of the Oppressed. Here are some questions that you should answer as completely and as fully as possible.

1. What does Freire mean when he says that the traditional student-teacher relationship is “fundamentally narrative [in] character”? What is your experience with this? Have you been in a learning relationship that was not fundamentally narrative in character? To what extent is the educational system in your country today basically narrative in character? To what extent, if any, do you perceive this as problematic?
2. Explain, in your own words, what Freire describes as the “banking concept of education.” What makes a good banking teacher? What makes a good banking student? How do you feel about this concept of education? Why do you feel this way?
3. What are the results of banking education, according to Freire, in the lives of people? What is your experience with this in your country? Where do you tend to disagree with Freire in this area? Why?
4. What is the source of knowledge according to Freire? What is your experience with this? In your life what have you been taught is/are the source(s) of knowledge? Is knowledge static or is it created? Is knowledge to be discovered or created, or both? How is knowledge discovered? How is it created? Have your understandings of such issues changed since you began your post-secondary education? If so, how and why?
5. To what extent do the 10 (items a to j) characteristics of banking education described on page 2, describe education at the institution(s) where you have been a student or faculty member? How do you feel about this?
6. How, according to Freire, does banking education serve the interests of the oppressors in a society? How have you seen this work out with oppressed communities? How did this make you feel? Have your feelings and ideas about the role education plays in the oppression of people in Africa changed? If so, how and why?
7. To what extent do higher education activities and practices with which you are familiar, fall into the category of banking education? To what extent do they serve the interests of the oppressors?
8. How does liberating, problem-posing education differ from banking education? What obstacles do you see in implementing such education in higher education programmes in your region?
9. Near the end of chapter 2, Freire says, banking education “... attempts to maintain the submersion of consciousness; [while problem-posing education] strives for the emergence of consciousness and critical intervention in reality.” How does each paradigm accomplish these?
10. How is banking education related to the fatalism of the oppressed? Cite any examples of this from your experience. What do you think are some of the results of such fatalism in the lives of learners?

## Activity 2: Individual reflective exercise: Personal Learning Experiences

### Session 5: Characteristics of a Great Learning Experience

#### Note to workshop facilitator:

Using the courses table in their Participant Handbook, invite the participants to individually jot down the characteristics of the two courses.

Course comparison table

	COURSE 1 (NO IMPACT)	COURSE 2 (CHANGED MY LIFE)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

## Activity 3 : Reflective Exercise: How do you create value in your learning spaces

### Session 5: Characteristics of a Great Learning Experience

#### Note to workshop facilitator:

Using the characteristics table template in their Participant Handbook, invite the groups to copy the template (one per group) onto manilla or flip chart paper and respond to the five questions on the slide.

Characteristics table template

	COURSE 1 (NO IMPACT)	COURSE 2 (CHANGED MY LIFE)
VALUE		
FACILITATION		
LEARNING ENVIRONMENT		
ATTITUDE OF LECTURER TO CONTENT		
ATTITUDE OF LECTURER TO LEARNERS		

## Activity 6: Personal Teaching and Learning Philosophy

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### Session 5: Characteristics of a Great Learning Experience

#### Note to workshop facilitator:

The first two explanations are also provided in the Participant Handbook for them to read before they start to draft their own. The example of a personal teaching and learning philosophy is for the workshop facilitators only but can be shared with participants, if you find them getting a bit stuck when writing their own philosophies.

### What is a personal teaching and learning philosophy?

---

This is the promise you make to yourself about how you intend to facilitate learning, how you intend to treat your students and an expression of what kind of learning environment you would like to create for your students.

It is a responsive and dynamic statement that SHOULD be constantly tweaked as you grow and are exposed to new transformative approaches to the facilitation of learning.

In the subsequent days of this workshop, it is our hope that you will tweak the philosophy you create in this session because of your new exposure to further transformative learning concepts and philosophies.

### Why do you need to draft a personal teaching and learning philosophy?

---

It is important to draft one because:

- a. It makes your ideas about learning visible to yourself and to your students
- b. It can become the standard to which one holds oneself to
- c. It can act as a measure of success

### An example of a personal teaching and learning philosophy

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Learning is an opportunity for self-reflection and discovery for the purpose of empowering the self, in order to transform the whole (community | nation | the world. My aspirations for my students, or should I say my co-learners, is that we go through the journey of self-discovery with the intent of changing the world for its betterment. The learning environment I strive to create is one that inspires self-directed study, innovation, collaboration, and the habits of mind that promote the concern for the human person. This environment can only be fostered if I, as the facilitator of learning, am approachable, just, and have concern for the well-being of my co-learners.

# DAY 2: TRANSFORMATIVE LEARNING

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## FACILITATION NOTES: TRANSFORMATIVE LEARNING

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### *Learning outcomes*

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By the end of Day 2, participants will be able to:

1. Explore what thinking is and how it can be made evident during the facilitation of learning.
2. Apply appropriate strategies to promote thinking in their learning spaces.
3. Interrogate the values, philosophy and pedagogy of transformative learning.
4. Develop an effective single learning session following transformative learning principles.

### *Key output of Day 2:*

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- A reworked learning session (employing the transformative learning cycle)

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**Preparation/  
guidance for  
Day 2**

- Go through the slides for Day 2 and customise **Slide 2.40** (if you are using an online form for the end of Day 2 reflective exercise).
  - Make sure that the facilitator who administered the end of Day 1 reflective exercise has prepared the results to share in plenary in the first session.
  - If you are using a hard copy form for the end of Day 2 reflective exercise then make sure you have enough printed copies for each participant.
  - Ensure facilitators of different workshop sessions are clear on what they are supposed to facilitate.
  - Ensure that the 'Transformative Learning Cycle' handout has been printed out for each participant. You can find this in the Day 2 additional facilitation guidance and visual aids section of the Facilitator Resource Pack.
  - Line up **Video 2.1**, [Michael Sandel's "Justice: What's The Right Thing To Do?"](#) (54:56). The link is also on **Slide 2.12** and it should only be played up until 15.14.
  - Line up **Video 2.2**, [Bruce Yeany 's "High Road Low Road – Potential & Kinetic Energy"](#) (11:00) The link can also be found in the "Table of videos used during the workshop" in the introductory facilitation guidelines of the Facilitator Resource Pack.
  - Display **Slide 2.2** as participants start to enter the main workshop space.
-



Total session time  
(15 minutes)



#### RATIONALE:

Participants are able to share what they learned and found useful from Day 1 and workshop facilitators can share what they plan to do differently on Day 2.



#### KEY LEARNING POINT(S) OR OUTPUTS:

- Participants are confident that the workshop facilitators are responding to feedback and that they are making appropriate adjustments to the workshop schedule.



#### PRIMARY MATERIALS:

- DAY2 TL PPT slides.
- A projection of the results from Google Forms or a summary of the key participant responses from the hard copy form on slides.



#### SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 1 Transformative Learning session “Reflection on Day 1 and preparation for Day 2”.

15 minutes

#### PRESENTATION OF RESULTS FROM DAY 1 REFLECTION

[Plenary]

1. The workshop facilitator who administered the reflective exercise for the previous day should present the summary of participant responses.
2. Now move on to presenting the learning outcomes for Day 2 of the workshop, which are on **Slide 2.3**. Invite any questions of clarification from the group.

**Preparation/  
guidance for next  
session**

- Ensure that there is at least one copy per group of each item of printed university promotional material, for example website pages, flyers, pamphlets. See the “Gathering and/or synthesis of information in advance of workshop” section in the introductory facilitation guidelines for details on preparation required in advance of the workshop.
- Make sure you have noted the relevant page number(s) for the country profile(s) in the Global Gender Gap report so that you can share the link to the report and the relevant page number(s) with participants at the end of the session. See also the section “Gathering and/or synthesis of information in advance of workshop” in the introductory facilitation guidelines for more detail on this.

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**SESSION 6: GENDER IS ... REPRESENTATION**

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**RATIONALE:**

Examine the representation of women and men in the university's promotional material and reflect on what implications this might have for male and female students.

**KEY LEARNING POINT(S) OR OUTPUTS:**

- Promotional material is where prospective students will first encounter the level and nature of male and female representation across an institution.

**PRIMARY MATERIALS:**

- DAY2 TL PPT slides.
- Examples of promotional materials (at least one copy per group).
- Laptops if relevant for looking at website pages (at least one per group).

**SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:**

- Day 1 Programme Alignment session “How the university is promoting itself”. During that session participants are asked what they would expect from the university if they were a female or male student respectively based on its promotional material. This session builds on the Programme Alignment workshop session by asking participants to carry out a gender audit of the promotional material.
- Day 5 Course Redesign session “Course redesign showcase three-minute pitch”. Participants should be encouraged to note down their reflections towards the end of this session, to help them prepare their pitch.

---

5 minutes

## INTRODUCTION TO GENDER DIMENSIONS COVERED DURING THE WORKSHOPS

Session 6:  
Activity 1

[Plenary]

1. Explain to the participants that starting from today and during the subsequent Course Redesign workshop, gender will be looked at from a different dimension each day. These dimensions will help participants to build a gradual understanding of gender as well as help them to think through how gender is relevant for their course and the process of course redesign they will be undertaking.
2. Display **Slide 2.4** and read out the six dimensions that the gender sessions will be exploring in this workshop and the next. Explain to participants that today's gender dimension is "Representation" and that the other five gender dimensions will be covered in the next workshop or online course, which focuses on course redesign.
3. Next display **Slide 2.5** and flag to participants that this gender dimension can be useful for counting, and is often called "gender parity" (equal numbers of men/women). Representation can be a good first step to getting a picture of gender in an institution and country etc. It is used in global measurements of gender associated with education.

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25 minutes

## GENDER AUDIT OF PROMOTIONAL MATERIAL IN GROUPS

Session 6:  
Activity 2

[Groups of four or five of mixed programmes and gender]

1. Give each group a copy of the university promotional materials that have been sourced prior to the session. Ask the groups to review the promotional materials by answering the questions listed on **Slide 2.6**.

---

10 minutes

## GROUP REPRESENTATIVES TAKE TURNS TO SHARE THEIR ANSWER TO ONE OF THE QUESTIONS.

Session 6:  
Activity 3

[Plenary]

2. Take turns by asking a representative from each group to share their answer to one of the questions listed on Slide 2.6. Once an answer to a question has been shared, you can ask the other groups if they have a different answer or if they have anything further to add to the answer before moving on to the next question.

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5 minutes

**INDIVIDUAL REFLECTION**

**Session 6:  
Activity 4**

**[Individually]**

1. Display **Slide 2.7** and ask each participant to reflect on the questions listed based on the review of the promotional material. Have participants write down their thoughts on the questions in reflective space 1 in the Day 2 section of their Participant Handbook and flag that they will be drawing on these notes when they are preparing to give a pitch on the final day of the Course Redesign workshop, which follows this workshop.
2. At the end of the session, display **Slide 2.8** and point participants to the relevant country profile(s) in the World Economic Forum's Global Gender Gap country report. Explain to participants that the country report is an optional resource that they can refer to, to gain an overview of gender representation across the four dimensions listed on the slide in their country. The link to the latest report can also be found in the table "Links to resources relevant to Day 2 sessions" in the Participant Handbook.

**N.B.** This report was published in March 2021 so depending on when you are running the workshop you might want to check if a newer report has been published and update the link accordingly. The report is published annually.

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**Preparation/  
guidance for next  
session**

- Line up the Michael Sandel video "**Justice: What's The Right Thing To Do?**" (**Video 2.1**) on **Slide 2.12** and it should be played up until 15.14.
- Make sure you and the participants have access to the online link for the reading "**Making Thinking Visible: How to promote engagement, understanding, and independence for all learners - Chapter 1 - Unpacking Thinking**" (the link is in the table "Links to resources relevant to Day 2 sessions" in the Participant Handbook and in the "Table of assigned readings and instructions" in the introductory facilitation guidelines).
- Although participants will have to work individually on occasion, they will be required to sit in groups for this session. Take this opportunity to change the formation of the groups from the day before, while still ensuring groups are well distributed considering gender, years of learning facilitation experience and level of enthusiasm for learning new things.

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9.30

Total session time (1 hour and 50 mins - not including the break)

## SESSION 7: WHAT IS THINKING?

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### RATIONALE:

Exposes how each participant facilitates learning and then gets them to evaluate whether thinking is happening through their mode of facilitation.



### KEY LEARNING POINT(S) OR OUTPUTS:

- Personal 'thinking map' guided by a three-column pre-organiser.
- Roadmap for introducing thinking into participants' classes or learning sessions.



### PRIMARY MATERIALS:

- DAY2 TL PPT slides (including the link to Video 2.1 "Justice: What's The Right Thing To Do?").
- Participant Handbook (including the online link to the reading "Making Thinking Visible: Chapter One – Unpacking Thinking").
- Laptops for reading parts of Chapter One online.



### SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 4 Course Redesign session "Compulsory reading: Unpacking thinking".
- 

20 minutes

Session 7:  
Activity 1

### INDIVIDUAL 'THINKING MAP' GUIDED BY A THREE-COLUMN PRE-ORGANISER

[Individually]

1. Display **Slide 2.9** with brief instructions for activity 1.
  2. Ask each participant to copy the pre-organiser for actions template in their Participant Handbook onto a piece of flipchart paper. You can also find the template in the Day 2 additional facilitation guidance and visual aids section. Instruct them to write each action on a separate sticky-note for List 1, List 2, and then List 3 and stick them in the appropriate column. They have 15 minutes to work on this.
  3. Ask each participant to carry out a comparative analysis between their three lists, asking them to what extent their first list matches list two and three.
  4. Invite the participants to write down their observations in reflective space 2 in their Participant Handbook.
-

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15 minutes

**GROUP DISCUSSION BASED ON PRE-ORGANISERS**

Session 7:  
Activity 2

[Groups]

Reveal **Slide 2.10** and next, in their groups, ask participants to discuss how connected their three lists are by responding to the questions on the slide.

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10 minutes

**EXPOSITION: DO YOU PROMOTE THINKING IN YOUR LEARNING SPACES?**

Session 7:  
Activity 3

[Plenary]

1. Now invite the groups to join the plenary and invite two or three groups to share the key points from their earlier discussions. A co-facilitator can jot down these key observations on a flip chart.
  2. If not mentioned within their feedback in the plenary, then display **Slide 2.11** and explain that if participants have found that there is some form of disconnect between their list one and list two and list three, then alert them to the points below.
    - a) Your students may be more focused on work and activity than understanding, e.g.:
      - Students spend most of their time listening to you as a lecturer.
      - Taking notes.
      - Doing assignments that are not personal to them and therefore all they need to do is Google the responses.
-

- 
- b) They may be doing more learning about the subject than learning to do the subject, e.g.:
- Students learn about English grammar, but this is not reflected in all their work submissions beyond that class or learning session.
  - Students are taught the principles of management, but aren't required to use this knowledge in either a personal exercise or one that responds to a need within the university itself or for identified community businesses.
- c) You are not engaging your students in authentic intellectual activity, e.g.:
- Students are not being required to do what experts/professionals in their field are actually required to do – rather than activities that require them to memorise and give back the same responses to the lecturer.
- d) There is a need for facilitators of learning to become more intentional about requiring their students to be involved in thinking activities. They need to create a learning environment where students are able to:
- Observe closely and describe what's there.
  - Build explanations and interpretations.
  - Reason with evidence.
  - Make connections.
  - Consider different viewpoints and perspectives.
  - Form conclusions.
  - Wonder and ask questions.
  - Uncover complexity and go below the surface of things.
3. Conclude by noting that the ways in which a facilitator of learning can be more intentional in creating thinking spaces will be covered in all of the subsequent activities.
-

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15 minutes

**REFLECTING ON ‘WHAT IS THINKING?’**

**Session 7:  
Activity 4**

**[Individually]**

1. Invite the participants to read online the section entitled “A Map of Thinking Involved in Understanding” from Chapter 1 of Unpacking Thinking on pages 11–14. The link for the reading should already have been sent out in advance and is also provided in the table “Links to resources relevant to Day 2 sessions” in the Participant Handbook.
2. Ask the participants to respond to the following questions while reading through the section and write down their responses in reflective space 3 in their Participant Handbook.
  - What ideas, terms, concepts did you come across that really stood out for you?
  - What questions have these key points prompted?
  - How has my learning increased because of this reading? (“I had heard about \_\_\_\_ before, but \_\_\_\_ is new to me. I learned that \_\_\_\_ and \_\_\_\_\_. I think this could be connected to \_\_\_\_\_.”)

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10.30  
(20 minutes)

**BREAK**

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10.50

**THINKING MADE EVIDENT THROUGH FACILITATION: MICHAEL SANDEL VIDEO**

20 minutes

Session 7:

Activity 5

[Plenary]

1. Ask all the participants to move to the front of the room and sit in a semi-circle around the video projection.
2. Play [Video 2.1](#) (link on [Slide 2.12](#)) up until the time marker 15:14 minutes.

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10 minutes

**ROADMAP FOR INTRODUCING THINKING INTO THE LEARNING SPACE**

Session 7:

Activity 6

[Individually]

1. Based on what the participants have just learnt from the reading and the video, invite participants to come up with a road map for introducing thinking into their classes or learning sessions.
2. Refer them to the section “Developing a roadmap” in their Participant Handbook where they can draft their roadmap with the help of some guidance questions:
  - What would you adopt/adapt from both the reading and the video i.e., how would you make thinking manifest in your learning sessions moving forward? If in management, how would you support/promote an environment that prompts thinking?
  - Write a paragraph describing a few ideas you have formulated around how you intend to adapt your learning sessions in order to promote thinking environments.
  - Indicate how you propose to support your current group members in promoting thinking within their classrooms or learning spaces.

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20 minutes

**DEBRIEF: WHAT IS THINKING?**

Session 7:

Activity 7

[Individually]

1. Display [Slide 2.13](#) with the five questions and invite participants to spend five minutes individually thinking through their responses.

[Plenary]

2. Then invite them in the plenary to share and discuss their thoughts.
  3. Invite a co-facilitator to jot down the participants’ responses on flip chart paper, to help make participants’ thinking visible to themselves.
-

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20 minutes  
(including  
transitioning  
between groups)

## GROUP PRESENTATIONS: PLAN TO ADDRESS GAPS

[Groups in plenary]

Session 2:  
Activity 5

1. Use any group presentation strategies you know of to help you manage time effectively or refer to the introductory facilitation guidelines for techniques on how to manage feedback from group work. At most, a single group presentation should take 1 minute 30 seconds.
2. For this to be effective, ask each group to pick one issue only to present to the rest of the participants.

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Preparation/  
guidance for next  
session

Line up [Video 2.2](#), Bruce Yeany: “High Road Low Road – Potential & Kinetic Energy” (11:00)

**Instructions for the high road – low road experiment and how this activity ties in with the subsequent activities in the transformative learning pedagogy and philosophy sessions:**

Participants will be watching [Video 2.2](#): “High Road Low Road – Potential & Kinetic Energy”. You will use this video to introduce the transformative learning cycle, which has been the strategy for facilitating this workshop so far.

The transformative learning cycle has four phases:

1. **Concrete Experience:** This is an activity that should elicit an experience, an experience significant enough that it gives the participants an opportunity to come face-to-face with their unexamined assumptions and presuppositions regarding the key theory that underpins the field of study for which learning is being facilitated.
  2. **Reflective Observation:** Once assumptions and presuppositions have been brought to the fore via the previous activity, next get the participants to think introspectively about their reactions to the experience. This should enable the participants to begin to identify and challenge their assumptions.
  3. **Abstract Conceptualisation:** Once the participants have reflected on their observations, next introduce the facts that underpin their field of study. Once this is done, invite the participants to validate or invalidate their assumptions and presuppositions that have been newly identified. This should allow them to formulate new ideas.
  4. **Active Experimentation:** Now ask the participants to try out the new ideas they have formulated.
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### How is the transformative learning cycle made evident in the activity you will be facilitating?

1. The time between 0.00 and 0.46 minutes introduces the activity that will be the experience for the participants. Here the participants are introduced to two ramps – a high road and a low road. There are also two balls of the exact same weight, density and size. The two balls at the time marker 0.47 minutes are released at the same time and from the same point. Before the participants are shown what will happen once the balls are released, invite the participants to explore what might possibly happen. You can do this by asking participants to write down:
  - a. Which ball will get to the end of the ramp first, the ball on the high road or the one on the low road? and
  - b. Why have you come to this conclusion?
2. When the participants answer the above questions, they are actually working at uncovering their hidden assumptions and presuppositions about the experience to be presented to them.
3. After they have engaged with the beginning of this activity (i.e. the **Concrete Experience**) and reflected on their observations regarding their interactions with the high road–low road video and what informed their thinking about the results of the activity (i.e. **Reflective Observation**), next introduce the facts. You do this by continuing the video until the time marker 1:45 minutes so that they can see the results of the experiment and listen to the explanation.

About the explanation: both balls are given potential energy when they are placed at a height; once released the potential energy is converted to kinetic energy. For the low road, potential energy is further converted into kinetic energy when there is another drop, making the ball on the low road travel faster than the ball with a single drop – on the high road.

4. Ask the participants to evaluate their initial responses versus the explained facts regarding potential and kinetic energy. This will give them the opportunity to validate or invalidate their hidden assumptions and presuppositions on the matter i.e. **Abstract Conceptualisation**. When they validate/invalidate their perceptions this will allow them to create new ideas.
5. Now, give them a new opportunity to test out the new ideas they have just formulated i.e. **Active Experimentation**. Do this by playing the video from time marker 1:45 to 2:04 minutes where a second version of the high road–low road is introduced. Follow the same steps as before and ask the participants to explore what will possibly happen. They should again write down their answers to the following questions:
  - a. Which ball will get to the end of the ramp first, the ball on the high road or the one on the low road? and
  - b. Why have you come to this conclusion?

- 
6. Get them to share briefly by a show of hands who chose what and why they did so in the plenary. After this, continue the video from time marker 2:04 to 2:10 minutes. At this point, ask the participants to evaluate whether the facts presented about potential and kinetic energy informed the way they thought about the results of the second experiment.
    - a. If they did get the answer right the second time around, ask participants to think around what they would need to do to gain a deeper understanding of the underpinning theories.
    - b. If they did not get the answer right, ask them to evaluate what they did not understand about the facts shared. Invite them to think around what they would need to do to gain a better understanding of the underpinning theories.
  7. What participants can now observe from point 6 is that the second experiment actually acts as the new concrete experience and the questions posed actually align with reflective observation. And so, the cycle begins again.
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11.40

## SESSION 8: MAKING THINKING VISIBLE

Total session time  
(60 minutes)



### RATIONALE:

You have helped participants to evaluate how they facilitate learning as a whole, and have moved them to appreciate the importance of engaging students using authentic intellectual activity. Now you need to introduce them to a strategy that will allow for this authentic intellectual activity. Such activity will/should promote critical reflective thought and problem-solving skills.



### KEY LEARNING POINT(S) OR OUTPUTS:

- How to make participants' thinking visible to the workshop facilitators and students' thinking visible to the participants, as facilitators of learning.



### PRIMARY MATERIALS:

- DAY2 TL PPT slides.
- Participant Handbook.
- Video 2.2 “High Road Low Road – Potential & Kinetic Energy”.



### SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 2 Transformative Learning session “What is thinking?”.

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25 minutes

## WHAT DO PARTICIPANTS SEE AND THINK AND WHY DO THEY THINK THIS WAY

Session 8:  
Activity 1

### [Plenary]

1. Play the first 0:46 minutes of the video and ask participants:
  - a. Which ball will get to the end of the ramp first, the ball on the high road or the one on the low road? and
  - b. Why have you come to this conclusion?
2. Invite them to share their conclusions in plenary – preferably by a show of hands – and then ask them to explain their reasons why.
3. Continue to play the video up until the time marker 1:45 minutes. In this section, they will hear the facts that underpin energy, more specifically, potential and kinetic energy.
  - a. Ask the participants to validate or invalidate their initial responses – ask them to write a sentence or two in their reflective journals to explain their new understanding of potential and kinetic energy.
4. Continue to play the video up until time marker 2:04 minutes to introduce a second version of the experiment.

- 
5. Ask the participants regarding the new variation
    - a. Which ball will get to the end of the ramp first, the ball on the high road or the one on the low road? and
    - b. Why have you come to this conclusion?
  6. Ask them to share in the plenary – preferably by a show of hands and then ask them to explain their reasons why.
  7. Continue to play the video to the time marker 2:10 minutes. Invite the participants to evaluate whether the facts presented about potential and kinetic energy informed the way they thought about the results of the second experiment.
  8. Then ask the participants the following questions:
    - a. If they did get the answer right the second time around, ask them to think around what they would need to do to gain a deeper understanding of the underpinning theories.
    - b. If they did not get the answer right, ask them to evaluate what they did not understand about the facts shared. Invite them to ideate around what they would need to do to gain a better understanding of the underpinning theories.

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**10 minutes**

**Session 8:  
Activity 2**

**MAKE PARTICIPANT THINKING VISIBLE: HIGH ROAD–LOW ROAD  
ACTIVITY**

**[Individually]**

1. Invite participants to reflect on how the concepts of potential and kinetic energy were taught by Bruce Yeany in the video “High Road Low Road”. Point them to reflective space 4 in their Participant Handbook where they can jot down their initial thoughts.
2. Ask participants to specify a minimum of three key points and then ask them to write out each of these key points onto separate sticky notes.

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**20 minutes**

**MAKING GROUPS' THINKING VISIBLE: HIGH ROAD-LOW ROAD  
ACTIVITY**

**Session 8:  
Activity 3**

**[Groups of three or four]**

1. Display **Slide 2.14** and invite participants in their groups to discuss their key points (on the sticky notes) by answering the following questions:
  - a) What similarities did you find?
  - b) What differences did you find?
2. Next, ask them to concept map or illustrate the group's key points, by clustering them under at least three main characteristics on flip chart paper and drawing lines between the key ideas that they think are connected in some way. Encourage the participants to debate the reasons for their choices as they work through the process, because growth can only happen when there is intelligent discourse.
3. Encourage participants to discuss what stood out for their group as the most significant underlying concept of this session and why.

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**5 minutes**

**DEBRIEF OF MAKING THINKING VISIBLE**

**Session 8:  
Activity 4**

**[Plenary]**

Invite the participants to share their observations on how Bruce facilitated the learning of potential and kinetic energy. At this point, you as the workshop facilitator do not need to share much; the next sessions will allow for further clarity on the transformative learning cycle.

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**Preparation/  
guidance for next  
session**

- You will need to read through the section introducing the transformative learning cycle in the Day 2 additional facilitation guidance and visual aids section, as well as the preparation/guidance for session 8.
- Make sure that there are enough "Transformative Learning Cycle" handouts for each participant.

**Total session time (1 hour 50 minutes – not including the lunch break)**

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## SESSION 9: TRANSFORMATIVE LEARNING PEDAGOGY

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### RATIONALE:

This session introduces the transformative learning cycle, the pedagogy that informs the strategy employed in the High Road–Low Road video experiment. And so, in essence this session introduces the science behind how to facilitate learning for impact and transformation.



### KEY LEARNING POINT(S) OR OUTPUTS:

- A redesigned single learning session in alignment with the transformative learning cycle.



### PRIMARY MATERIALS:

- DAY2 TL PPT slides.
- Participant Handbook.
- Handout “Transformative Learning Cycle”.



### SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

The four sessions below are inextricably linked and offer up the dos and don'ts with regards to what characterises Transformative Learning Pedagogy.

- Day 1 Transformative Learning session “The banking concept”
- Day 1 Transformative Learning session “Characteristics of a great learning experience”
- Day 2 Transformative Learning session “What is thinking?”
- Day 2 Transformative Learning session “Making thinking visible”



Session 9:  
Activity 1

[Plenary]

1. Introduce the transformative learning cycle graphic using **Slides 2.15–2.19**. For additional points, you might want to draw on the information in the “Transformative Learning Cycle” handout.
  2. First display **Slide 2.16** and start by explaining the Concrete Experience. This is an activity that should elicit an experience. It should be a significant enough experience that it gives your students an opportunity to come face-to-face with their unexamined assumptions and presuppositions regarding the key theory that underpins the field of study for which learning is being facilitated.
  3. Next display **Slide 2.17** and explain the Reflective Observation phase i.e. once your students’ assumptions and presuppositions have been brought to the fore via the experience you introduced, invite them to think introspectively concerning their reactions to that experience (observing their thinking). This should enable your students to begin to identify what exactly they think about the subject matter at hand.
  4. Move onto **Slide 2.18** and explain the Abstract Conceptualisation phase. Once your students have reflected on their observations, next introduce the facts that underpin their field of study. Next, invite your students to validate or invalidate their newly identified assumptions and presuppositions. This should allow them to formulate new ideas.
  5. Then onto **Slide 2.19** to explain the Active Experimentation phase: this is where you get your students to try out the new ideas they have formulated.
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20 minutes

**MAKING YOUR THINKING VISIBLE: REFLECTING ON YOUR OBSERVATIONS**

Session 9:  
Activity 2

[Individually]

1. Invite participants to reflect on either or both of the following:
  - a. How the videos “High Road Low Road” and “Justice: What is the right thing to do?” align with the transformative learning cycle.
  - b. How the transformative learning cycle connects with the following previous sessions:
    - Day 1 Transformative Learning session “The banking concept”
    - Day 1 Transformative Learning session “Characteristics of a great learning experience”
    - Day 2 Transformative Learning session “What is thinking?”
    - Day 2 Transformative Learning session 8 “Making thinking visible”
2. Ask them to write a minimum of three key points for each in reflective space 5 in their Participant Handbook before writing each key point out on separate sticky notes.

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13.10  
(60 minutes)

**LUNCH**

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14.10  
20 minutes

**MAKING THE GROUPS' THINKING VISIBLE: REFLECTING ON THEIR OBSERVATIONS**

Session 9:  
Activity 3

[Groups of three or four]

1. Display **Slide 2.20** and ask participants to discuss their key points (on the sticky notes) from the activity before lunch by answering the following questions a) What similarities did you find? and b) What differences did you find?
2. Next, invite them to concept map or illustrate the group’s key points, by clustering them under at least five main characteristics on flip chart paper and drawing lines between the key ideas which they think are connected in some way. Encourage the participants to debate the reasons for their choices as they work through the process.
3. Encourage the groups to conclude by discussing what stood out for them as the most significant underlying concept of this session and why.

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10 minutes

**BUILDING FURTHER INSIGHTS THROUGH A METACOGNITION EXERCISE**

**Session 9:  
Activity 4**

**[Individually]**

1. Distribute the handout “Transformative Learning Cycle” and invite participants to read the sections which outline the transformative learning cycle and Kolb’s reflective cycle.
  2. While the participants are reading the sections, ask them to reflect on how their learning has been influenced by participating in this session.
  3. Ask them to do so by completing the following sentences in reflective space 6 in their Participant Handbook:
    - a. I had heard about \_\_\_\_ before, but \_\_\_\_\_ is new to me.
    - b. I learned that \_\_\_\_ and \_\_\_\_.
    - c. I think this could be connected to \_\_\_\_\_.
- 



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40 minutes

## DEVELOPING A SINGLE LEARNING SESSION, ALIGNED TO THE TRANSFORMATIVE LEARNING CYCLE

Session 9:  
Activity 5

[Individually]

Invite participants to develop a single learning session for a significant concept that they normally teach but must now be aligned to the transformative learning cycle. Issue the following instructions, which are also in their Participant Handbook in the section “Developing a learning session” and ask them to work on it individually in the space provided. Inform them that they have 40 minutes for this exercise.

1. Identify what common misconceptions students have about this concept.
2. Once you have identified the misconception(s), develop an experience that will at the very least expose this misconception to your students. This experience must require a lot of sensory input and therefore facilitate sensing and evoke feelings – for example you could use a video, a sound recording, slides, a learning game, an impromptu skit, a role-play, a self-evaluation questionnaire or a story or an anecdote.
3. Write reflective questions that will encourage reflective observation, in that anyone who interacts with these questions will examine their hidden assumptions and misconceptions about the subject matter in question.
4. Then identify what factual data to share that will expose the theories that underpin that field of study.
5. Introduce an activity that will help your students formalise any new ideas formed due to their interaction with the presented facts – this activity should allow for the validation/invalidation of their assumptions and get them to express what they now know.
6. Finally, develop another experience that will help your students test out their newfound knowledge.

**N.B.** This activity is quite intensive; however, it isn't important that the participants finish this activity, what is important is that they know the strategy they should use to effectively align future learning sessions with the transformative learning cycle for the purpose of strengthening critical thinking and problem-solving skills among their students

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10 minutes

## PLENARY DEBRIEF OF THE TRANSFORMATIVE LEARNING CYCLE SESSION

Session 9:  
Activity 6

[Plenary]

1. Ask for feedback about the transformative learning cycle and how its implementation within their classrooms or learning spaces links to making thinking visible.
2. Jot down participant contributions on flip chart paper or type up their responses in Slide 2.21 of the DAY2 TL PPT slides.

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**Preparation/  
guidance for  
next session**

**Background to the session**

- Once participants have understood the importance of moving away from the traditional style of facilitating learning (i.e. the banking concept) and have engaged with the transformative learning cycle and pedagogy, they will need to be introduced to the transformative learning = philosophy; the values that promote and support this new thinking.
- Participants will need to make an intentional shift from the routine teaching of content to valuing the need for their students to learn for the purpose of transformation. This speaks to the first value proposed in “Chip’s Creed” presented in the following session, “Learning over teaching”.
- The creed, which extols the transformative learning philosophy and its values, was developed by Dr Chip Kingsbury the former Chairperson of The Association of Faculty Enrichment in Learning and Teaching, and is referred to as “Chip’s Creed”.
- Whether students are actually learning is dependent on whether they are going deeper than simply making sense of the content, to learning to make meaning. This speaks to the second value in “Chip’s Creed”: meaning making over sense making, which is evidenced by the other four values:
  - a. **Knowledge creation over knowledge replication:** Students will start creating new knowledge. This goes beyond replicating knowledge shared within the context of class activities.
  - b. **Innovation over tradition:** Students will start making new connections and therefore go beyond the formal structures of thinking proposed within their field of study.
  - c. **Transformation over information:** Students will start using the information they are learning to transform how they normally see their world and inform how they live day-to-day.
  - d. **Becoming over knowing:** Students will start becoming the experts their field requires rather than simply knowing the information about their field of study.

Because the key to transformation is making meaning, this session will require giving significant attention to what it takes to shift from sense making to meaning making.

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15.30

## SESSION 10: TRANSFORMATIVE LEARNING PHILOSOPHY

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**Total session  
time (1 hour and  
45 minutes)**



### **RATIONALE:**

So far participants have interacted with the transformative learning cycle and pedagogy and seen how it can be implemented. However, to make a permanent leap to this new way of facilitating learning, it is important to understand the philosophy that informs this new pedagogy. This will be done with the help of “Chip’s Creed” a creed developed by Dr Chip Kingsbury, the former Chairperson of The Association of Faculty Enrichment in Learning and Teaching, which extols the transformative learning philosophy and its values.



### **KEY LEARNING POINT(S) OR OUTPUTS:**

- Empathy towards and connection with the transformative learning pedagogy and an understanding of the values that underpin transformative learning as a whole.



### **PRIMARY MATERIALS:**

- DAY2 TL PPT slides.
  - Participant Handbook.
-

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20 minutes

Session 10:  
Activity 1

## PHILOSOPHIES UNDERPINNING TRANSFORMATIVE LEARNING: “CHIP’S CREED”

[Plenary]

1. Begin by introducing the session, based on the rationale provided above. Then move to **Slide 2.22** and share the quote that should act as motivation for striving towards transformation.
  2. Share the first value in the creed on **Slide 2.23**, “Learning over teaching”, which should be the perspective of all facilitators of learning. Highlight the importance of learning beyond teaching of content by asking participants to propose what they perceive to be the distinction between teaching and learning. Below are examples of the distinctions between the two:
    - **Teaching:** involved in transmitting knowledge | memorising | knowledge is transferred from faculty to students.
    - **Learning:** relates learning with life | allows for real life inquiry | promotes independent study | gives room for experiential learning | knowledge is jointly constructed by students and the facilitator.
  3. Invite participants to share their opinions in plenary and arrange for a co-facilitator to record participants’ contributions on a flip chart at the front of the room, to ensure participant opinions are being documented in a manner that allows visibility of their thinking.
  4. Move on to the second value on **Slide 2.23**, “Meaning making over sense making”. Invite the participants to propose what they perceive to be the distinction between making sense and making meaning.
  5. Ask them to ideate about whether meaning can be made without sense being made and vice-versa. This should simply get the participants to think and you as the workshop facilitator should not intimate that there is either a right or wrong response. Note that they will now go on to explore this second value in more detail.
- 



Session 10:  
Activity 2

[Plenary]

1. Display **Slide 2.24** and invite the participants to ideate around what they perceive to be the problem regarding higher education, for example, "Why are graduates unemployable today? Why are they considered to be 'half-baked'?"
2. Move to **Slide 2.25** and read out the problem this value is working to solve.
3. Display **Slide 2.26** and go through the slide which asks a question – at this point you can ask the participants in plenary to share their responses.
4. Play the videos in **Slides 2.27 – 2.29** (only play enough so that the tune can be heard, but you don't need to play the entire videos – these are actually the concrete experience for meaning making).
5. Reveal the answer to the question on **Slide 2.30** and then show **Slide 2.31**.
6. Display **Slide 2.32** and ask the participants to verbalise their feelings about what happened to Solomon Linda and arrange for a co-facilitator to write them down on the flip chart paper at the front of the room.
7. Next display **Slide 2.33** and pose the second question. However, participants are unlikely to admit they have music or videos on their phone, laptop, or other device, for which they have not paid or have no legal right!
8. Reveal **Slide 2.34** and elicit some responses to the sentiment on the slide from the group.
9. For effect, click on the link on **Slide 2.35** to play the original music by Solomon Linda.

[Groups of four or five]

10. Display **Slide 2.36**. Ask the participants to work in groups for about seven minutes and come up with what they think are the indicators of when students are making sense and of when they are actually making meaning; for example, what would they utter, how would they behave and what would they do?
11. To finish, reveal **Slide 2.37** and share Dr Chip Kingsbury's perspective as to what these indicators would be.



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10 minutes

**MEANING MAKING AND SENSE MAKING IN THE CLASSROOM OR LEARNING SPACE**

Session 10:  
Activity 3

[Individually]

Invite the participants to reflect on their context and to respond to the following questions in reflective space 7 of their Participant Handbook:

1. Think of something that your students often make sense of, but not meaning. Write a short paragraph describing this disconnect.
2. How important is it for you that your students make meaning from what they are learning?
3. In what contexts or under what conditions might being able to make meaning be less important?
4. Where would making meaning be more important?

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15 minutes

**REMAINING VALUES PROPOSED IN “CHIP’S CREED”**

Session 10:  
Activity 4

[Plenary]

1. Introduce the remaining values on Slide 2.38 and organise participants into six groups.

[Groups]

2. Assign the groups as follows: Group 1: Manager, Groups 2 and 5: Facilitator of learning, Groups 3 and 6: Student, and Group 4: Learning environment.
  3. Ask the groups to refer to the transformative learning values table template in their Participant Handbook. The template is also in the Day 2 additional facilitation guidance and visual aids section.
  4. Depending on the qualifier assigned to their group, i.e. Manager, Facilitator of learning, Student or Learning environment, invite the groups to copy onto flip chart the first column of the table and then the column for their assigned qualifier to form a two-column table.
  5. Indicate to participants that they now need to complete their two-column version of the table based on their understanding of each of the transformative learning values against the qualifier assigned to their group.
-

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20 minutes

## GROUP PRESENTATIONS OF TRANSFORMATIVE LEARNING VALUE TABLES

Session 10:  
Activity 5

[Plenary]

1. If you have five groups of participants (or fewer), invite each group to take three minutes to present their tables (each presentation will take three minutes with a transition between groups of one minute).
2. If you have more than five groups, then invite them to go straight into a plenary debrief session to discuss their findings with the whole group.

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10 minutes

## DEBRIEF OF THE TRANSFORMATIVE LEARNING VALUES SESSION

Session 10:  
Activity 6

[Plenary]

1. Invite the participants to share their thoughts on:
  - What stood out for them about “Chip’s Creed”.
  - How did they feel while working through the transformative learning values session and why?
2. Conclude by drawing on the notes in the preparation/guidance section for this session and by presenting **Slide 2.39**, which outlines some strategies for helping students to make meaning.

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**Preparation/  
guidance for next  
session**

Prepare the reflective exercise for Day 2 in advance of this session for participants to complete. You can facilitate the reflective exercise using Google Forms (refer to Appendix G in the Facilitator Resource Pack for detail on how to use Google Forms) or if there are internet connectivity issues, using a hard copy end-of-day reflection form such as the one in the Facilitator Resource Pack appendices. If you choose to do it online, then draw on the questions in the example end-of-day reflection form.

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17:15

## SESSION: REFLECTION ON DAY 2 AND PREPARATION FOR DAY 3

Total session time  
(15 minutes)



### RATIONALE:

Reflection is very important for transformation. This session will model this. Workshop facilitators will also receive feedback from the participants about how the day's workshop was run, what stood out for the participants, what worked, and what didn't work – all of which should give the facilitators further insights into their personal facilitation approach and help them to better prepare for subsequent workshop sessions. From the participants' point of view, this helps make their thinking visible to themselves. Critical Reflective Thinking = Growth = Transformation.



### KEY LEARNING POINT(S) OR OUTPUTS:

- Reflections on Day 2 learning experiences.
- Experience of a strategy that participants can use in their learning spaces to promote reflection, which is vital to the promotion of deep and critical thinking.



### PRIMARY MATERIALS:

- DAY2 TL PPT slides.
- Participant Handbook.
- Google Forms or a hard copy end-of-day reflection form.
- Participant workshop schedule.



### SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 3 TL session "Summary of the Day 2 reflection".

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10 minutes

## REFLECTION ON DAY 2

[Individually]

1. To bring the session to a close and to allow for some self-reflection, ask each individual to think about themselves and their participation today.
2. Use Google Forms (for the link reveal **Slide 2.40**) or print off a hard copy end-of-day reflection form if there are internet connectivity issues, to facilitate the reflective exercise.
3. Encourage participants to further reflect on the Day 2 sessions and to capture their reflections in reflective space 8 in their Participant Handbook.

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5 minutes

## PREPARATION FOR DAY 3

Direct participants to their participant workshop schedule and briefly run through the sessions they will be participating in on Day 3.

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Debrief and preparation for next day

45 minutes

### FACILITATION TEAM DEBRIEF MEETING AND PREPARATION FOR NEXT DAY

1. Hold a workshop facilitators' meeting at the end of the day to review what went well and what needs improvement.
2. If you have co-facilitators who are facilitating for the first time, you can ask them if they feel they are being supported in the facilitation process.
3. Discuss the participants' responses from the Day 2 reflection.
4. Go through the workshop schedule for Day 3, for example the facilitation notes and slides, any required printing, who should be the lead facilitator and co-facilitators for what sessions, and how the sessions will be facilitated.
5. The facilitator who administered the end of Day 2 reflective exercise will need to prepare the results to share in plenary the following morning.
6. If certificates are to be awarded, ensure they are printed and signed before morning break tomorrow, so they can be handed out in the final session.
7. As good practice dictates, it is strongly recommended that both participants and workshop facilitators complete a workshop evaluation so that the findings can inform and improve the delivery of future transformative learning workshops. A suggested template has been included in Appendix F of the Facilitator Resource Pack, but remember this is just a template. It needs to be tailored to the context and meet the information needs of the facilitation team and other relevant stakeholders. The evaluation can be conducted using a hard copy form or using Google Forms (for example) in the final session.
8. Facilitators of the Day 3 workshop sessions should prepare in the evening. At the facilitation team meeting the following morning at 8.00 a.m. they should share how they are going to facilitate the sessions and anything new that they thought of the previous evening.

The slides for Day 2 can be downloaded from the Transformative Learning toolkit section of [TransformHE.org](https://transformhe.org)

## ADDITIONAL FACILITATION GUIDANCE AND VISUAL AIDS

### Activity 1: Individual 'thinking map' guided by a three-column pre-organiser

**Session 7:** What is thinking?

**Note to workshop facilitator:**

Using the pre-organiser template in their Participant Handbook, invite participants to individually copy the template onto flip chart paper. Instruct them to write each idea on a separate sticky note for List 1, List 2, and then List 3 and to stick them in the appropriate column.

<b>LIST 1: ACTIONS STUDENTS IN YOUR CLASS SPEND MOST OF THEIR TIME DOING</b>	<b>LIST 2: ACTIONS MOST AUTHENTIC TO THE DISCIPLINE FOR WHICH YOU ARE TEACHING E.G., IF TEACHING BIOLOGY, INDICATE WHAT BIOLOGISTS SPEND MOST OF THEIR TIME DOING WHILE WORKING</b>	<b>LIST 3: ACTIONS YOU REMEMBER DOING YOURSELF WHEN YOU WERE ACTIVELY ENGAGED IN DEVELOPING YOUR SKILLS IN AN AREA OF YOUR INTEREST</b>

## Activity 4: Building further insights through a metacognition exercise

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### Session 9: Transformative Learning Pedagogy

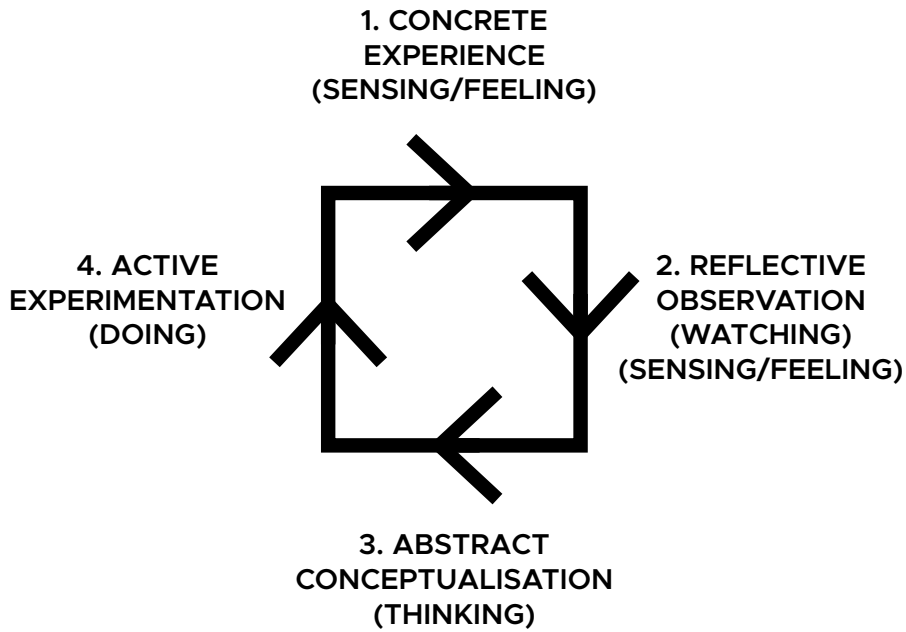
#### Note to workshop facilitator:

Customise this two-page handout by deleting the two top headings and these instructions. Print enough handouts for each participant and hand them out to each participant during activity 4 of the session. Invite participants to read the handout before they note down their reflections on how their learning has been influenced by participating in the Transformative Learning Pedagogy session.

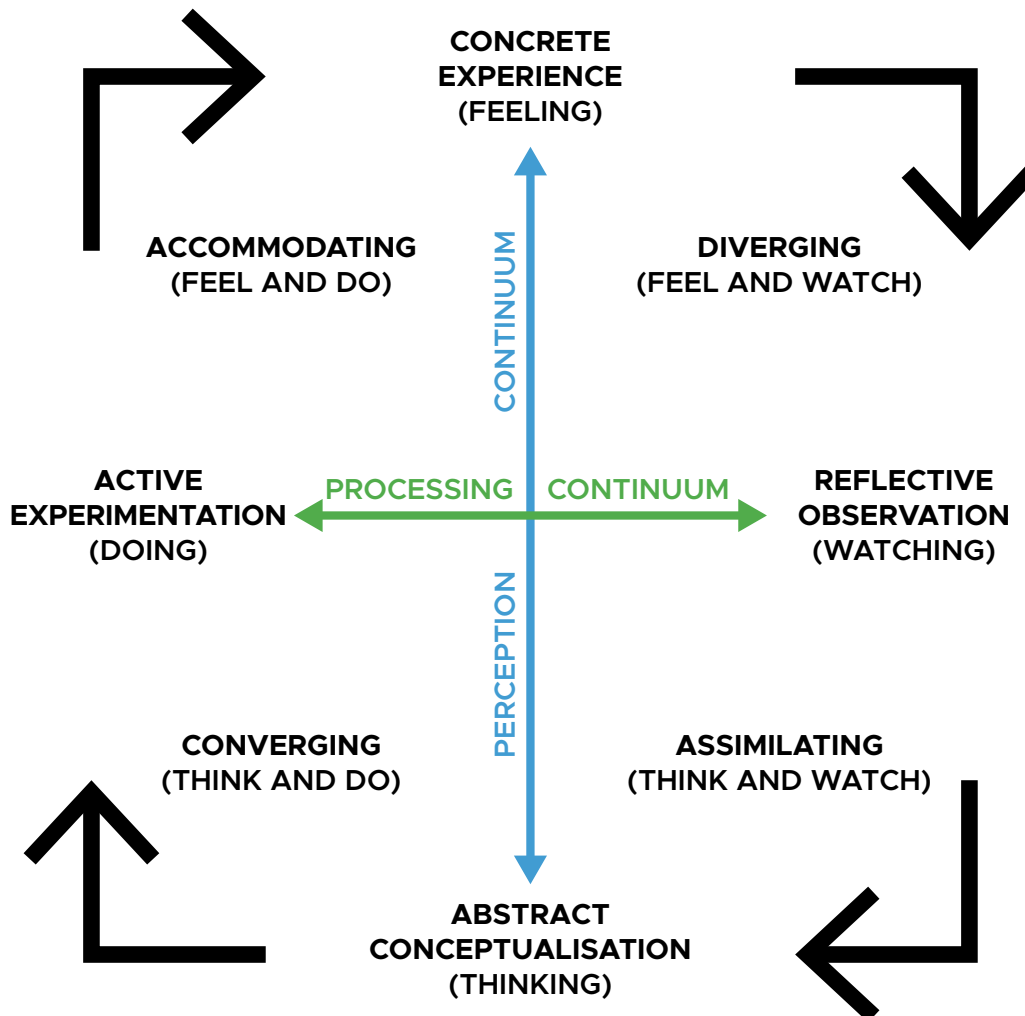
#### Handout: The Four Phase Process of Transformative Learning

- 1. Concrete Experience:** Start a lesson with some form of concrete experience. This can be a physical activity (e.g., a learning game, impromptu skit, etc.), a worksheet, a self-evaluation questionnaire, or a presentation (e.g., video, slides, sound recording, etc.). The design of the activity should be such that it gives the learners either a real experience (a learning game, impromptu skit, a worksheet, a self-evaluation questionnaire), or a vicarious one (a story, an anecdote, or a presentation). Include a lot of sensory input. The experience should facilitate sensing and feeling. The intention of the experience is to help learners come face to face with their unexamined assumptions and presuppositions about an issue.
- 2. Reflective Observation:** Next, have the learners think about and reflect on their reactions to the exercise. Why do they think they felt the way they did? This can be done in twos or threes or even in the big group if there is a high sense of trust within the group. This helps learners to begin to identify and challenge assumptions that underlie their beliefs, values, and actions that are often taken for granted and the context that supports these assumptions.
- 3. Abstract Conceptualisation:** This is the dreaming, imagining, new idea stage. Have the learners begin imagining and exploring alternatives to existing ways of thinking and living. This is a search for new ways of explaining and behaving. They begin to develop alternative perspectives. By gaining some new insight or changed perspective they begin learning in new ways.
- 4. Active Experimentation:** This is the “let’s try it out” stage. Facilitate discussion along the lines of “How can we implement these new insights (new perspectives, new assumptions, etc.) into our lives?” They begin integrating the new ways into their lives. This experimentation completes the learning cycle, for the attempt to “try it out” becomes the new concrete experience.

**THE TRANSFORMATIVE/ PRAXIS LEARNING CYCLE<sup>2</sup>**



**KOLB'S REFLECTIVE CYCLE**



<sup>2</sup>The 'Transformative Learning Cycle' is a term coined by Charles Kingsbury of AFELT to refer to teaching and learning that aligns with the four areas of Kolb's (1984) learning styles. The cycle is a matching of Kolb's learning styles with Mezirow's (1978, 1991, 2000) Transformative Learning theory.

## Activity 4: Remaining values proposed in 'Chip's creed'

### Session 10: Transformative Learning Philosophy

#### Note to workshop facilitator:

Refer participants to the values table template in their Participant Handbook. Depending on the qualifier assigned to their group i.e., Manager/ Administrator, Facilitator of Learning, Student or Learning Environment, invite the groups to copy onto flip chart the first column of the table and then the column for their assigned qualifier to form a two-column table. Next, ask them to note down their understanding of each Transformative Learning value against the qualifier assigned to their group.

Transformative Learning values table template

	WHAT IS THE ROLE OF THE / THE NATURE OF THE ..... SO AS TO ENSURE TRANSFORMATION?			
	MANAGER OR ADMINISTRATOR	FACILITATOR OF LEARNING	STUDENT	LEARNING ENVIRONMENT
LEARNING OVER TEACHING				
MEANING MAKING OVER SENSE MAKING				
KNOWLEDGE CREATION OVER KNOWLEDGE REPLICATION				
INNOVATION OVER TRADITION				
TRANSFORMATION OVER INFORMATION				
BECOMING OVER KNOWING				



# DAY 3: INFUSING CRITICAL REFLECTIVE THINKING INTO LEARNING SPACES

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## FACILITATION NOTES: INFUSING CRITICAL REFLECTIVE THINKING INTO LEARNING SPACES

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### *Learning outcomes*

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By the end of Day 3, participants will be able to:

1. Create a learning environment where their students have the opportunity to exercise critical reflective thought.
2. Communicate the Big Dream for their course, which conforms to transformative learning values and principles, to their students and colleagues.

### *Key output of Day 3:*

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- Articulation of the Big Dream for the students taking the course.

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**Preparation/  
guidance for  
Day 3**

- Review the slides for Day 3 and customise **Slide 3.11** (if using an online form for the workshop evaluation).
  - Make sure that the facilitator who administered the end of Day 2 reflective exercise has prepared the results to share in plenary in the first session.
  - If you are using a hard copy form for the workshop evaluation then make sure you have enough printed copies for each participant.
  - Ensure that the “What is Critical Reflective Thought?” handout has been printed out for each participant. You can find this in the Day 3 additional facilitation guidance and visual aids section of the Facilitator Resource Pack.
  - Make sure that if you are giving out certificates they are ready to share at the end of the day.
  - Ensure facilitators of different workshop sessions are clear on what they are supposed to facilitate.
  - Be aware that Day 3 is only a half day, 8:30–13.00.
  - Display **Slide 3.2** as participants start to enter the main workshop space.
-

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8.30

## SUMMARY OF THE DAY 2 REFLECTIVE EXERCISE

Total session time  
(15 minutes)



### RATIONALE:

Participants are able to share what they learned and found useful from Day 2 and workshop facilitators can share what they plan to do differently on Day 3.



### KEY LEARNING POINT(S) OR OUTPUTS:

- Participants are confident that the workshop facilitators are responding to feedback and that they are making appropriate adjustments to the workshop schedule.



### PRIMARY MATERIALS:

- DAY3 TL PPT slides.
- A projection of the results from Google Forms or a summary of the key participant responses from the hard copy form on slides.



### SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 2 transformative learning session “Reflection on Day 2 and preparation for Day 3”.

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15 minutes

## PRESENTATION OF RESULTS FROM DAY 2 REFLECTION

[Plenary]

1. The workshop facilitator who administered the reflective exercise for the previous day should present the summary of participants’ responses.
2. Now move on to presenting the learning outcomes for Day 3 of the workshop, which are shown on **Slide 3.3**. Invite any questions from the group.

---

Preparation/  
guidance for next  
session

- Make sure that there are enough “What is Critical Reflective Thought?” handouts for each participant.

**Total session time (1 hour and 30 mins - not including the break)**

## SESSION 11: CRITICAL REFLECTIVE THOUGHT



### RATIONALE:

This session ties all of the learning over the past three days together. Of significance is the importance of cognition, which is questioning and contemplative in nature. The whole reason for the Transforming Higher Education for Social Change model is to enhance critical thinking and problem-solving skills. This session offers the final push towards this.



### KEY LEARNING POINT(S) OR OUTPUTS:

- An understanding of what critical reflective thought entails.
- Confidence in using strategies within learning spaces that can facilitate critical reflective thought.



### PRIMARY MATERIALS:

- DAY3 TL PPT slides.
- Participant Handbook.
- Handout “What is Critical Reflective Thought?”



### SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- The four sessions below are inextricably linked and offer up the dos (which include critical reflective thinking), and the don'ts with regards to what characterises transformative learning pedagogy.
- Day 1 Transformative Learning session “The banking concept”
- Day 1 Transformative Learning session “Characteristics of a great learning experience”
- Day 2 Transformative Learning session “What is thinking?”
- Day 2 Transformative Learning session “Making thinking visible”

---

15 minutes

## PARTICIPANTS PONDER ON A MEMORABLE LIFE EVENT

Session 11:  
Activity 1

[Individually]

1. Invite each participant to write down in reflective space 1 in the Day 3 section of their Participant Handbook the most recent/most memorable event that got them to ponder the meaning of life and their role within it. Allow around three minutes for this.

[Pairs]

2. Ask participants to form pairs and share with each other the details of the event and their role within it. Give them around four minutes for this (two minutes each).

[Groups of four]

3. Display **Slide 3.4** and ask the pairs to join up with another pair to form a group of four and spend eight minutes:
  - a. sharing the key points from their previous discussion, and
  - b. articulating and noting down on flipchart or manilla paper the characteristics of these events that caused them to be so reflective.
4. Inform participants that they will be drawing on these ideas in a later group activity.

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25 minutes

## PARTICIPANTS ORGANISE THEIR THOUGHTS AROUND WHAT IS CRITICAL REFLECTIVE THINKING

Session 11:  
Activity 2

[Individually]

1. Give participants around five minutes to write in reflective space 2 in their Participant Handbook, noting the difference between the following, and giving examples:
  - a. thinking and critical thinking, and
  - b. critical thinking and critical reflective thinking.

[Individually]

2. Display **Slide 3.5** and distribute the handout called “What is Critical Reflective Thought?” Ask participants to spend around 10 minutes reading through it.
3. Next, ask participants to spend the remaining 10 minutes using the two pre-organisers in their Participant Handbook to organise their thoughts around what they have just read. Encourage them to complete the pre-organisers in soft copy. A copy of the pre-organisers can also be found in the Day 3 additional facilitation guidance and visual aids section of the Facilitator Resource Pack.

---

10 minutes

**GROUPS INTERROGATE THEIR THINKING AROUND WHAT IS CRITICAL REFLECTIVE THINKING**

Session 11:  
Activity 3

[Groups]

1. Next display **Slide 3.6** and invite participants to share the similarities between their memorable life event (Transformative Learning session 11: activity 1) and the ideas expressed in the handout (Transformative Learning session 11: activity 2).
2. Ask participants to ideate around how they as a group can support each other in creating critical reflective thinking learning spaces. They can use flip chart paper to record their key ideas.

---

25 minutes

**GROUP PRESENTATIONS ON CREATING CRITICAL REFLECTIVE THINKING LEARNING SPACES**

Session 11:  
Activity 4

[Plenary]

1. If you have five groups of participants (or fewer), invite each group to take three minutes to present the common ideas and perspectives developed during the previous activity (each presentation will take three minutes with a transitioning between groups of one minute). Facilitators will need to manage time carefully here, as this part of the session can easily overrun.
2. If you have more than five groups, then invite them to go straight into a plenary debrief session to discuss their ideas with the whole group. It is important to have a co-facilitator jot down the key findings from each group or from the wider group in a central location – preferably on a flip chart.
3. During this session, as a facilitator, make a note of at least one key point/concept presented by each group, to refine your presentation ready for the final debrief.

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10.00  
20 minutes)

**BREAK**

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10:20

15 minutes

Session 11:  
Activity 5

## PARTICIPANTS REFLECT ON THEIR CURRENT PRACTICE OF FACILITATING LEARNING AND WHAT CAN BE RETAINED OR CHANGED

[Individually]

Display **Slide 3.7** and bring the session to a close with some self-reflection. Invite each participant to think about themselves as facilitators of learning and ask them to respond to the questions on **Slide 3.7** (the fuller versions of the questions are provided below). Ask them to note down their thoughts in reflective space 3 of their Participant Handbook.

- Where do they fall presently on the continuum between the banking concept approach to transformative learning practice?
- Are you facilitating learning for impact; that is, are you changing lives or are you simply churning out graduates?
- What are you doing well, what have you taken away from the transformative learning sessions that will inform your future strategies when it comes to facilitating learning for transformation and impact?
- What do you plan on doing moving forward?

---

Preparation/  
guidance for next  
session

- Ask participants to retrieve their soft copy Evidence Document for Programme Alignment, Transformative Learning and Course Redesign. They will need access to their Evidence Document, in order to review the following:
  - Section 2.2: Programme (Curriculum) Matrix
  - Section 2.1: Faculty/Programme Outcome Matrix
  - Section 1: Institutional information:
    - Faculty Promise to the students on the programmes
    - University Promise to the students
    - Ideal University Graduate Profile
  - Section 3: Personal Teaching and Learning Philosophy

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10:35

Total session  
time (1 hour 40  
minutes)

## SESSION 12: BIG DREAM FOR THE COURSE

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### RATIONALE:

This session will inform the future work of participants in the Course Redesign Workshop. The Big Dream for the participant's course will require alignment with their Faculty Promise to the students on the programmes.



### KEY LEARNING POINT(S) OR OUTPUTS:

- The Big Dream for the course the participant will be redesigning.



### PRIMARY MATERIALS:

- Participant Handbook.
- Evidence Document for Programme Alignment, Transformative Learning and Course Redesign.



### SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 2 Programme Alignment session "Curriculum Map – alignment between course and Programme Learning Outcomes" where participants select the course they will be working on in the Transformative Learning and Course Redesign workshops
  - Day 4 Course Redesign session "Whistle stop review of transformative learning"
-



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25 minutes

**BACKWARDS DESIGN: POPULATING THE BIG DREAM PRE-ORGANISER**

**Session 12:  
Activity 1**

**[Individually]**

1. First ask participants to reconfirm the title of the course they have chosen to redesign, which they should have selected towards the end of the previous Programme Alignment workshop.
  2. Next ask participants to refer to their Evidence Document for Programme Alignment, Transformative Learning and Course Redesign and review the sections listed on **Slide 3.8** and how they all connect. They should have already completed these sections. Allow around 5–10 minutes to do this.
  3. Invite participants to then complete the pre-organiser template for the Big Dream in the Day 3 section of their Participant Handbook. The questions in the pre-organiser are copied below:
    - a. How is your chosen course contributing to the faculty promise and therefore to the university promise?
    - b. What career opportunities are there for students taking this course?
    - c. What expertise/professional skills or competencies are required by experts in this field that this course can contribute to?
    - d. What are the dispositions or habits of mind required by experts in this field that this course can contribute to?
-

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20 minutes

**PEER INTERROGATION OF EACH OTHER'S REFLECTIONS FROM THE PRE-ORGANISER**

Session 12:  
Activity 2

[Groups of three]

1. Try to ensure that the groups are made up of participants from different faculties/ departments.
2. Display **Slide 3.9** and invite each group member to share their key reflections from questions b–d as noted in their pre-organiser for the Big Dream.
3. Encourage participants to question each other – some of the questions they could use are listed on the slide.
  - a. Can you envision who your students can/will BECOME and not just what they should KNOW?
  - b. Can you clearly articulate what they MUST KNOW?
  - c. Can you therefore describe what they MUST DO in your classrooms so that they can/will BECOME?

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25 minutes

**PARTICIPANTS FORMULATE THE BIG DREAM FOR THE STUDENTS TAKING THEIR COURSE**

Session 12:  
Activity 3

[Individually]

Ask participants: in their 'dream of dreams', what is it that they would really love their students to learn? Invite participants to draw on their notes in their pre-organiser for the Big Dream and type this out directly into their Evidence Document for Programme Alignment, Transformative Learning and Course Redesign under section 4: General course information. The format for the Big Dream is provided below:

**By the end of this course, the student will be able to know ...** (the concepts/ theories you would love them to know)

**in order to be able to do ...** (expertly practise)

**so that they become ...**

Below is an example of a Big Dream for a course. You can share this as an example with the participants in case they would find it helpful:

“By the end of this course, you (the student) will be able to make informed decisions about what appropriate technology, infrastructure, and business models to employ in order to design e-commerce solutions that are viable, feasible and responsive to the needs of digitally resource-poor economies. This will enable you to become a critical thinker and designer working to empower the excluded through bespoke e-commerce solutions.”

**[Plenary]**

1. Invite each participant to take exactly 1 minute and 30 seconds to present their Big Dream for the students taking their course.
  2. If some time remains, encourage some positive feedback from the whole group.
    - Prepare in advance one or two flip charts which list all the Transformative Learning workshop sessions: 1) Gender-responsive pedagogy, 2) The promise vs reality, 3) The banking concept, 4) The mandate of the elite, 5) Characteristics of a great learning experience, 6) Gender is ... representation, 7) What is thinking? 8) Making thinking visible 9) Transformative learning pedagogy 10) Transformative learning philosophy 11) Critical reflective thought and 12) Big Dream for the course.
    - Also prepare one piece of flip chart paper that lists the following three questions:
      - What will you STOP doing, in light of your exposure to the Transformative Learning workshop?
      - What will you START doing?
      - What have you done well in light of the Transformative Learning workshop and will CONTINUE doing?
    - Make sure that if you are giving out certificates and conducting a workshop evaluation they are ready for the next session.
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12.15

## SESSION TITLE: THE WAY FORWARD

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Total session time  
(45 minutes)



### RATIONALE:

This final session is about bringing effective closure to the workshop. It is a time to recap on the highlights of what has happened, reinforce learning, celebrate one another's efforts and reflect on how the participants and the facilitation team will turn the learning into action moving forward.



### KEY LEARNING POINT(S) OR OUTPUTS:

- Participants have a good understanding of what the face-to-face workshop and online course “Course Redesign for Significant Learning and Transformation” entails and are motivated to continue their redesign learning journey.



### PRIMARY MATERIALS:

- DAY3 TL PPT slides.
- Participant Handbook.
- Pre-prepared flip charts with all the Transformative Learning sessions listed.
- Certificates (if applicable).
- Workshop evaluation online survey or form (if applicable).



### SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- The “Course Redesign for Significant Learning and Transformation” face-to-face workshop and online course.
-

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15 minutes

### MAKING PARTICIPANTS' THINKING VISIBLE ON WHAT THEY HAVE LEARNT FROM THE TRANSFORMATIVE LEARNING WORKSHOP

#### [Plenary]

1. Organise participants so that they form a semicircle at the front of the workshop space.
2. First, invite them to view the sessions listed on the pre-prepared flip charts and give them five minutes to reflect on what, if anything, they have learnt from the Transformative Learning workshop.
3. Next, using the start, stop and continue strategy, invite participants to view the three questions on the pre-prepared flip chart and ask for some volunteers to share their responses.
4. Arrange for a co-facilitator to capture the key take-aways on flip chart paper in a location where everyone can see.
5. Encourage participants to continue to reflect on all the Transformative Learning sessions after the workshop comes to an end and to capture their reflections in reflective space 4 in their Participant Handbook.

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30 minutes

### BRINGING THE WORKSHOP TO A CLOSE

#### [Plenary]

1. Project **Slide 3.10** and provide a brief overview of the face-to-face workshop and online course called "Course Redesign for Significant Learning and Transformation", which potentially comes next in participants' redesign journey.
2. If you are awarding certificates, this is the appropriate time to perform the ceremony.
3. As good practice dictates, it is strongly recommended that both participants and workshop facilitators complete a workshop evaluation so that the findings can inform and improve the delivery of future Transformative Learning workshops. You can either hand out printed versions of your workshop evaluation form or share a link to an online survey on **Slide 3.11**.

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13.00

## END OF THE WORKSHOP

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**Debrief and next steps**      **Facilitation team debrief meeting and next steps****40 minutes**

1. Hold a workshop facilitator debrief meeting and use the following four questions to guide discussions on what next:
  - What loose ends need to be addressed from the workshop, and how will they be addressed?
  - What further support can the facilitation team provide to participants outside the workshop?
  - What are the team's key learnings from the workshop, and how will these learnings inform the facilitation of any future workshops?
  - To whom should the results of this workshop be communicated, by whom, how and by when?
2. Following on from the discussions above, ensure that a clear action plan for the facilitation team has been agreed upon with assigned responsibilities and deadlines.

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The slides for Day 3 can be downloaded from the Transformative Learning toolkit section of [TransformHE.org](https://transformhe.org)

### *Activity 2: Participants organise their thoughts around what is critical reflective thinking*

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#### **Session 11:** Critical Reflective Thought

#### **Note to workshop facilitator:**

This handout was developed by Charles Kingsbury of AFELT, drawing on an example from a Christian denomination. You are welcome to use and adapt this example or develop your own example that best fits the context of your participants.

Customise this handout by deleting the three top headings and these instructions. Print enough handouts for each participant and hand them out to each participant during activity 2 of this session.

#### **Handout: What is Critical Reflective Thought?**

The concept of critical reflective thinking in its most literal and ordinary meaning concerns cognition that is questioning in its orientation and contemplative in nature. This is the type of thinking that takes place when individuals ponder and question issues that are often more abstract than concrete. There are two elements to this type of thinking. The first is the aspect of being critical. Critical thinking is that which questions the very nature of issues rather than that which simply tries to remember, analyse or improve. Critical thinking asks, “Is this the best idea?” not just, “What are the parts of this idea?” or “How do I implement this idea in the next situation?” Critical thinking involves questioning, exploring, examining, discovering, reframing and inventing. Therefore, to some extent, it also involves transforming the assumptions underlying our beliefs, values, accepted truths, perceptions, behaviours, and social structures. Reflective thinking has a reflexive aspect to it (but not in the sense of “unthinking”). The reflective thinker is one who contemplates him/herself in relation to the issues at hand. He/she deliberates about the issues, rather than just mentally remembering what the issues are. With critical reflective thought there is the possibility of creating knowledge.

- An example of critical reflective thinking would be for when a Christian pastor, from a denomination where males hold all leadership positions, attends a neighbouring church service where a visiting female pastor brings the sermon. The sermon has a strong positive impact on him. Nonetheless he is shocked and upset by the fact that this minister is a woman. He begins asking himself, “What is wrong with having women ministers? Why do we not have women in ministry in our church? Why do I feel offended and irritated even though this sermon has helped me? Are my beliefs and understandings about women in ministry valid?” Because of this questioning, he begins to discuss the issue of women leadership in the Church with other ministers from his denomination.
- An example of thinking that is not critically reflective would be the Bible college student memorising facts, terms, and dates about biblical archaeology in order to pass a test in the class. The aim of this type of thinking is to gather and store information in one’s mind to use it at some later date. Knowledge is discovered or gathered with this type of thinking; it is nearly impossible for this type of thinking to create knowledge.
- Borderline or related examples would be thinking that is questioning and reflective but does not reach to the most basic underlying themes and principles. Critical reflective thinking should question underlying assumptions and presuppositions. If the CEO of the East African Widget Manufacturing Company were to think about what he/she can do to improve efficiency, to make better widgets, or even to think about completely restructuring the widget production process, these would almost be critical reflective thinking. Real critical reflective thinking would include the CEO asking him/herself “Should we be making widgets at all?” “Is there something else this company should be doing rather than making widgets?”

## Activity 2: Participants organise their thoughts around what is critical reflective thinking

### Session 11: Critical Reflective Thought

#### Note to workshop facilitator:

Invite participants to read through the handout called 'What is Critical Reflective Thought?' and use the following two pre-organisers to help organise their thoughts. Encourage them to complete the pre-organisers in soft copy.

Pre-organisers for the handout

KEY POINTS	INSIGHTS
<p>While reading the handout, what ideas, terms, concepts did you come across that really stood out for you?</p> <p><b>List a minimum of three key points</b></p>	<ul style="list-style-type: none"> <li>• How does this key point affect how you think about teaching and learning?</li> <li>• How does your own personal way of facilitating learning compare with this key point?</li> <li>• How did you feel about this key point? Why do you think you felt this way?</li> </ul>

METACOGNITION
<ul style="list-style-type: none"> <li>• How has your learning increased because of reading the handout?</li> <li>• When you facilitate learning, do you create an environment where your students have the opportunity to exercise critical reflective thought? [Yes/No]</li> <li>• If yes, what is it that you do exactly?</li> <li>• If no, what will you start doing differently? (with the emphasis on how)</li> </ul>



# APPENDICES

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## APPENDIX A. EXAMPLE WORKSHOP FACILITATOR SCHEDULE FOR A 2.5-DAY TRANSFORMATIVE LEARNING WORKSHOP

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### DAY 1: THINKING OVER KNOWING

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#### *Learning outcomes*

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By the end of Day 1, participants will be able to:

1. Evaluate what their university promises their students and establish the existing reality
2. Interrogate and communicate effectively the role of Higher Education in the 'BECOMING' of graduates
3. Articulate their personal teaching and learning philosophy

#### *Key outputs of Day 1:*

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- A strategic implementation plan that addresses the gaps identified between who the students actually are and what the university promises they will become
- A value chart comparing courses with impact and those without impact

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
8.30	<b>Welcome and Introductions</b>	<ul style="list-style-type: none"> <li>• Ways of working, housekeeping and introductions</li> <li>• Overview of the workshop and learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Participants have a clear understanding of the structure and schedule of the Transformative Learning workshop</li> <li>• Participants appreciate the level of participation required to successfully complete the workshop</li> </ul>
9.15	<b>Session 1: Gender responsive pedagogy</b>	<ul style="list-style-type: none"> <li>• Generation of ideas using the Topsy Turvy method (also known as reverse brainstorming)</li> <li>• Individual reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Participants develop initial ideas as to how to make their classes or learning sessions more gender responsive</li> </ul>
10.00	<b>Session 2: The Promise vs The Reality</b>	<ul style="list-style-type: none"> <li>• Exposing the promise and the existing reality: review of the Programme Alignment workshop session</li> </ul>	<ul style="list-style-type: none"> <li>• An implementation plan that addresses the established divide between the existing reality of the kind of graduate the participants' university is producing and the expressed promise by the university of whom their students will become.</li> </ul>
10.25	<b>BREAK</b>		
10.45	<b>Session 2:</b> <i>The Promise vs The Reality cont.</i> <i>The Promise vs The Reality cont.</i>	<ul style="list-style-type: none"> <li>• Conducting a comparative analysis</li> <li>• Development and presentations of implementation plans</li> <li>• Debrief in plenary</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> </ul>

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
12.00	<b>Session 3: The Banking Concept</b>	<ul style="list-style-type: none"> <li>• Reading Chapter 2 ‘The Banking Concept of Education’, Pedagogy of the Oppressed</li> </ul>	<ul style="list-style-type: none"> <li>• A clear understanding of the banking concept approach, so that participants are able to identify and place their own approach to teaching, as well as gain further buy-in for the need to engage with the Transforming Higher Education for Social Change model</li> <li>• Participants value an alternative mode of facilitation that promotes a problem-posing approach over a ‘banking’ approach</li> <li>• Participants value the importance of continuous self-evaluation and introspection regarding their own role as lecturers in propagating the banking approach to learning</li> </ul>
12.30	<b>LUNCH</b>		
13.30	<b>Session 3: The Banking Concept cont.</b>	<ul style="list-style-type: none"> <li>• Responding to critical reflective questions</li> <li>• Discussion and concept mapping</li> <li>• Group presentations</li> <li>• Debrief in plenary</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> </ul>
14.30	<b>Session 4: The Mandate of the Elite</b>	<ul style="list-style-type: none"> <li>• Watching the TedTalk and noting down key points</li> <li>• Short debrief in plenary</li> </ul>	<ul style="list-style-type: none"> <li>• The realisation that the students, participants have under their wing have the opportunity to change the world for the better</li> <li>• Participants get to determine what their role is in facilitating learning that can allow for impact</li> </ul>

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
15.00	<b>Session 5: Characteristics of a Great Learning Experience</b>	<ul style="list-style-type: none"> <li>• Reaching a shared understanding of terms</li> <li>• Reflective exercise on personal learning experiences</li> <li>• Group reflective exercise on creating value in their learning spaces</li> <li>• Group presentations on courses with and without impact</li> <li>• Formulating a personal Teaching and Learning Philosophy</li> </ul>	<ul style="list-style-type: none"> <li>• A checklist of what makes a great learning experience that participants can use beyond the workshop to create great learning environments for their students</li> </ul>
16.45	<b>Reflection on Day 1 and preparation for Day 2</b>	<ul style="list-style-type: none"> <li>• Reflection on Day 1</li> <li>• Brief overview of Day 2</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections on the Day 1 learning experiences</li> <li>• Experience of a strategy that participants can use in their learning spaces to promote reflection, which is vital to the promotion of deep and critical thinking.</li> </ul>
17.00	<b>END OF WORKSHOP DAY</b>		
45 MINS	Facilitation team debrief meeting and preparation for the next day		

### Preparation for Day 2

- Go through the workshop schedule for Day 2 for example, the facilitation notes and slides, any required printing, who should be the lead facilitator and co-facilitators for what sessions and how the sessions will be facilitated.
- Facilitators of the Day 2 workshop sessions should prepare in the evening. At the facilitation team meeting the following morning at 8.00 a.m., they should share how they are going to facilitate the sessions and anything new that they thought of the previous evening.
- The facilitator who administered the end of day reflection for Day 1 will need to prepare the results to share in plenary the following morning.

## DAY 2: TRANSFORMATIVE LEARNING

### Learning outcomes

By the end of Day 2, participants will be able to:

1. Explore what thinking is and how it can be made evident during the facilitation of learning
2. Apply appropriate strategies to promote thinking in their learning spaces
3. Interrogate the values, philosophy and pedagogy of Transformative Learning
4. Develop an effective single learning session following Transformative Learning principles

### Key output of Day 2:

- A reworked learning session (employing the Transformative Learning Cycle)

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
8.30	<b>Summary of the Day 1 reflective exercise</b>	<ul style="list-style-type: none"> <li>• Presentation of results from Day 1 reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Participants are confident that the workshop facilitators are responding to feedback and are making appropriate adjustments to the workshop schedule.</li> </ul>
8.45	<b>Session 6: Gender is... representation</b>	<ul style="list-style-type: none"> <li>• Gender audit of promotional material</li> <li>• Group presentations and individual reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Promotional material is where prospective students will first encounter the level and nature of male and female representation across an institution.</li> </ul>
9.30	<b>Session 7: What is thinking?</b>	<ul style="list-style-type: none"> <li>• Individual 'thinking maps'</li> <li>• Assigned reading and reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Personal 'thinking map' guided by a three-column pre-organiser</li> <li>• Roadmap for introducing thinking into participants' classes or learning sessions</li> </ul>
10.30	<b>BREAK</b>		

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
10.50	<b>Session 7: What is thinking? cont.</b>	<ul style="list-style-type: none"> <li>• Watching a video</li> <li>• Developing a roadmap for introducing thinking into the learning space</li> <li>• Debrief in plenary</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> </ul>
11.40	<b>Session 8: Making Thinking Visible</b>	<ul style="list-style-type: none"> <li>• What do participants see - think and why do they think this way (video)</li> <li>• Reflection and concept mapping</li> <li>• Debrief in plenary</li> </ul>	<ul style="list-style-type: none"> <li>• How to make participants' thinking visible to the workshop facilitators and students' thinking visible to the participants, as facilitators of learning.</li> </ul>
12.40	<b>Session 9: Transformative Learning Pedagogy</b>	<ul style="list-style-type: none"> <li>• Introducing the Transformative Learning Cycle</li> <li>• Reflection on how the two videos and workshop sessions align with the Transformative Learning Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• A redesigned single learning session in alignment with the Transformative Learning Cycle.</li> </ul>
13.10	<b>LUNCH</b>		
14.10	<b>Session 9: Transformative Learning Pedagogy cont.</b>	<ul style="list-style-type: none"> <li>• Reflection and concept mapping</li> <li>• Metacognition exercise</li> <li>• Developing a single learning session, aligned to Transformative Learning Cycle</li> <li>• Debrief in plenary</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> </ul>

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
15.30	<b>Session 10: Transformative Learning Philosophy</b>	<ul style="list-style-type: none"> <li>• Chip's Creed' which extols the Transformative Learning philosophy</li> <li>• Example which highlights Meaning-Making over Sense-Making</li> <li>• Individual reflection</li> <li>• Completion of Transformative Learning values table and presentations</li> <li>• Debrief in plenary</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy towards and connection with the Transformative Learning pedagogy and an understanding of the values that underpin Transformative Learning as a whole</li> </ul>
17.15	<b>Reflection on Day 2 and preparation for Day 3</b>	<ul style="list-style-type: none"> <li>• Reflection on Day 2</li> <li>• Brief overview of Day 3</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections on Day 2 learning experiences</li> <li>• Experience of a strategy that participants can use in their learning spaces to promote reflection, which is vital to the promotion of deep and critical thinking.</li> <li>• Reflections on Day 2 learning experiences</li> <li>• Experience of a strategy that participants can use in their learning spaces to promote reflection, which is vital to the promotion of deep and critical thinking.</li> </ul>
17.30	<b>END OF DAY</b>		
45 MINS	<b>Facilitation team debrief meeting and preparation for the next day</b>		

### **Preparation for Day 3**

- Go through the workshop schedule for Day 3 for example, the facilitation notes and slides, any required printing, who should be the lead facilitator and co-facilitators for what sessions and how the sessions will be facilitated.
- The facilitator who administered the end of day reflection for Day 2 will need to prepare the results to share in plenary the following morning.
- If certificates are to be awarded, ensure they are printed and signed before morning break on Day 3, so they can be handed out in the final session.
- Prepare the online or hard copy document for the workshop evaluation, ready for the final session.
- Facilitators of the Day 3 workshop sessions should prepare in the evening. At the facilitation team meeting the following morning at 8.00 a.m., they should share how they are going to facilitate the sessions and anything new that they thought of the previous evening.



## DAY 3: INFUSING CRITICAL REFLECTIVE THINKING INTO LEARNING SPACES

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### *Learning outcomes*

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By the end of Day 3, participants will be able to:

1. Create a learning environment where their students have the opportunity to exercise critical reflective thought.
2. Communicate the Big Dream for their course, which conforms to transformative learning values and principles, to their students and colleagues.

### *Key output of Day 3:*

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- Big Dream for the students taking the course

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
8.30	<b>Summary of the Day 2 reflective exercise</b>	<ul style="list-style-type: none"> <li>• Presentation of results from Day 2 reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Participants are confident that the workshop facilitators are noting their points for clarification and making appropriate adjustments to the schedule, in order to address them.</li> </ul>
8.45	<b>Session 11: Critical reflective thought</b>	<ul style="list-style-type: none"> <li>• Reflection on a memorable life event</li> <li>• Assigned reading and completion of pre-organisers</li> <li>• Group reflection and presentations on creating critical reflective thinking learning spaces</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of what critical reflective thought entails</li> <li>• Confidence in using strategies within learning spaces that can facilitate critical reflective thought</li> </ul>
10.00	<b>BREAK</b>		
10.20	<b>Session 11: Critical reflective thought cont.</b>	<ul style="list-style-type: none"> <li>• Reflection on current practice of facilitating learning and what needs to be retained or changed</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> </ul>
10.35	<b>Session 12: Big Dream for the course</b>	<ul style="list-style-type: none"> <li>• Backwards Design: populating the Big Dream pre-organiser</li> <li>• Peer interrogation of the Big Dream</li> <li>• Formulation and presentation of the Big Dream for the students taking their course</li> </ul>	<ul style="list-style-type: none"> <li>• The Big Dream for the course the participant will be redesigning</li> </ul>
12.15	<b><i>The way forward</i></b>	<ul style="list-style-type: none"> <li>• Review of Transformative Learning sessions and what was learnt</li> <li>• Closing of workshop (overview of Course Redesign workshop or course, certificates and workshop evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>• Participants have a good understanding of what the face-to-face workshop and online course Course Redesign for Significant Learning and Transformation entails and are motivated to continue their redesign learning journey.</li> </ul>
13.00	<b>END OF THE WORKSHOP</b>		
40 MINS	<b>Facilitation team debrief meeting and next steps</b>		

## APPENDIX B. EXAMPLE PARTICIPANT SCHEDULE FOR A 2.5-DAY TRANSFORMATIVE LEARNING WORKSHOP

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### *Date(s) and Location:*

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To be completed by workshop facilitators

### *Overall workshop learning outcomes*

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By the end of the workshop, within the context of your discipline, you will be able to:

1. Interrogate and communicate effectively the role of Higher Education in the 'BECOMING' of your students
2. Articulate your personal teaching and learning philosophy
3. Align your future learning sessions with Transformative Learning values and principles
4. Create learning spaces where your students have the opportunity to exercise critical reflective thought
5. Communicate the Big Dream for your course to your students and colleagues

Note to workshop facilitators: you might want to insert additional information and a suitable image here.

## DAY 1: THINKING OVER KNOWING

### Learning outcomes

By the end of Day 1, you will be able to:

1. Evaluate what your university promises your students and establish the existing reality
2. Interrogate and communicate effectively the role of Higher Education in the 'BECOMING' of graduates
3. Articulate your personal teaching and learning philosophy

TIME	SESSION TITLE	KEY ACTIVITIES
8.30	<b>Welcome and Introductions</b>	<ul style="list-style-type: none"> <li>• Ways of working, housekeeping and introductions</li> <li>• Overview of the workshop and learning outcomes</li> </ul>
9.15	<b>Session 1: Gender responsive pedagogy</b>	<ul style="list-style-type: none"> <li>• Generation of ideas using the Topsy Turvy method (also known as reverse brainstorming)</li> <li>• Individual reflection</li> </ul>
10.00	<b>Session 2: The Promise vs The Reality</b>	<ul style="list-style-type: none"> <li>• Exposing the promise and the existing reality: review of the Programme Alignment workshop session</li> </ul>
10.25	<b>BREAK</b>	
10.45	<b>Session 2: The Promise vs The Reality cont.</b>	<ul style="list-style-type: none"> <li>• Conducting a comparative analysis</li> <li>• Development and presentations of implementation plans</li> <li>• Debrief in plenary</li> </ul>
12.00	<b>Session 3: The Banking Concept</b>	<ul style="list-style-type: none"> <li>• Reading Chapter 2 'The Banking Concept of Education', Pedagogy of the Oppressed</li> </ul>
12.30	<b>LUNCH</b>	
13.30	<b>Session 3: The Banking Concept cont.</b>	<ul style="list-style-type: none"> <li>• Responding to critical reflective questions</li> <li>• Discussion and concept mapping</li> <li>• Group presentations</li> <li>• Debrief in plenary</li> </ul>
14.30	<b>Session 4: The Mandate of the Elite</b>	<ul style="list-style-type: none"> <li>• Watching a TedTalk</li> <li>• Short debrief in plenary</li> </ul>

<b>TIME</b>	<b>SESSION TITLE</b>	<b>KEY ACTIVITIES</b>
<b>15.00</b>	<b>Session 5: Characteristics of a Great Learning Experience</b>	<ul style="list-style-type: none"> <li>• Reaching a shared understanding of terms</li> <li>• Reflective exercise on personal learning experiences</li> <li>• Group reflective exercise on creating value in learning spaces</li> <li>• Group presentations on course comparisons</li> <li>• Formulating a personal Teaching and Learning Philosophy</li> </ul>
<b>16.45</b>	<b>Reflection on Day 1 and preparation for Day 2</b>	<ul style="list-style-type: none"> <li>• Reflection on Day 1</li> <li>• Brief overview of Day 2</li> </ul>
<b>17.00</b>	<b>END OF DAY</b>	

## DAY 2: TRANSFORMATIVE LEARNING

### Learning outcomes

By the end of Day 2, you will be able to:

1. Explore what thinking is and how it can be made evident during the facilitation of learning
2. Apply appropriate strategies to promote thinking in your learning spaces
3. Interrogate the values, philosophy and pedagogy of Transformative Learning
4. Develop an effective single learning session following Transformative Learning principles

TIME	SESSION TITLE	KEY ACTIVITIES
8.30	<b>Summary of the Day 1 reflective exercise</b>	<ul style="list-style-type: none"> <li>• Presentation of results from Day 1 reflection</li> </ul>
8.45	<b>Session 6: Gender is... representation</b>	<ul style="list-style-type: none"> <li>• Gender audit of promotional material</li> <li>• Group presentations and individual reflection</li> </ul>
9.30	<b>Session 7: What is thinking?</b>	<ul style="list-style-type: none"> <li>• Individual 'thinking maps'</li> <li>• Assigned reading and reflection</li> </ul>
10.30	<b>BREAK</b>	
10.50	<b>Session 7: What is thinking? cont.</b>	<ul style="list-style-type: none"> <li>• Watching a video</li> <li>• Developing a roadmap for introducing thinking into the learning space</li> <li>• Debrief in plenary</li> </ul>
11.40	<b>Session 8: Making Thinking Visible</b>	<ul style="list-style-type: none"> <li>• What do you see - think and why do you think this way? (video)</li> <li>• Reflection and concept mapping</li> <li>• Debrief in plenary</li> </ul>

<b>TIME</b>	<b>SESSION TITLE</b>	<b>KEY ACTIVITIES</b>
<b>12.40</b>	<b>Session 9: Transformative Learning Pedagogy</b>	<ul style="list-style-type: none"> <li>• Selecting teaching and learning strategies that meet your course learning outcomes</li> <li>• Give and receive feedback from peers &amp; facilitators</li> <li>• Starting to transfer key information from your Evidence Document for Programme Alignment, Transformative Learning &amp; Course Redesign to your university course outline template.</li> </ul>
<b>13.10</b>	<b>LUNCH</b>	
<b>14.10</b>	<b>Session 9: Transformative Learning Pedagogy cont.</b>	<ul style="list-style-type: none"> <li>• Reflection and concept mapping</li> <li>• Metacognition exercise</li> <li>• Developing a single learning session, aligned to Transformative Learning Cycle</li> <li>• Debrief in plenary</li> </ul>
<b>15.30</b>	<b>Session 10: Transformative Learning Philosophy</b>	<ul style="list-style-type: none"> <li>• ‘Chip’s Creed’ which extols the Transformative Learning philosophy</li> <li>• Individual reflection</li> <li>• Completion of Transformative Learning values table and presentations</li> <li>• Debrief in plenary</li> </ul>
<b>17.15</b>	<b>Reflection on Day 2 and preparation for Day 3</b>	<ul style="list-style-type: none"> <li>• Reflection on Day 2</li> <li>• Brief overview of Day 3</li> </ul>
<b>17.30</b>	<b>END OF DAY</b>	

## DAY 3: INFUSING CRITICAL REFLECTIVE THINKING INTO LEARNING SPACES

### Learning outcomes

By the end of Day 3, you will be able to:

1. Create a learning environment where your students have the opportunity to exercise critical reflective thought
2. Communicate the Big Dream for your course, which conforms to transformative learning values and principles, to students and colleagues

TIME	SESSION TITLE	KEY ACTIVITIES
8.30	<b>Summary of the Day 2 reflective exercise</b>	<ul style="list-style-type: none"> <li>• Presentation of results from Day 2 reflection</li> </ul>
8.45	<b>Session 11: Critical reflective thought</b>	<ul style="list-style-type: none"> <li>• Reflection on a memorable life event</li> <li>• Assigned reading and completion of pre-organisers</li> <li>• Group reflection and presentations on creating critical reflective thinking learning spaces</li> </ul>
10.00	<b>BREAK</b>	
10.20	<b>Session 11: Critical reflective thought cont.</b>	<ul style="list-style-type: none"> <li>• Reflection on current practice of facilitating learning and what can to be retained or changed</li> </ul>
10.35	<b>Session 12: Big Dream for the course</b>	<ul style="list-style-type: none"> <li>• Big Dream pre-organiser</li> <li>• Peer interrogation of the Big Dream</li> <li>• Formulation and presentation of the Big Dream for the students taking your course</li> </ul>
12.40	<b>Session 9: Transformative Learning Pedagogy</b>	<ul style="list-style-type: none"> <li>• Review of Transformative Learning sessions and what was learnt</li> <li>• Closing of workshop</li> </ul>
13.10	<b>LUNCH</b>	
12.15	<b>The way forward</b>	<ul style="list-style-type: none"> <li>• Reflection and concept mapping</li> <li>• Metacognition exercise</li> <li>• Developing a single learning session, aligned to Transformative Learning Cycle</li> <li>• Debrief in plenary</li> </ul>
13.00	<b>END OF WORKSHOP</b>	



## APPENDIX C. GLOSSARY OF TERMS FOR THE TRANSFORMATIVE LEARNING - DEVELOPING CRITICAL REFLECTIVE THINKING IN LEARNERS WORKSHOP

TERM	DEFINITION
<b>Banking concept</b>	<p>The “banking” concept of education is a method of teaching and learning where the students simply store the information relayed to them by the teacher. In a “banking” type of environment, a classroom is structured in a way that the primary duty of students is to remember and accurately recall the information provided by the instructor. They are not asked to participate in any other way, and simply absorb the information. In this type of approach, the world is seen as static and unchangeable, and students are simply supposed to fit into it as it is. The prevalence of the banking concept within most educational systems prevents students from developing skills that make themselves fair-minded critical thinkers and continues to promote long-standing biases within society.</p> <p>More information:</p> <p>Rose, M., (2017). The Idea of the “Banking Concept in Education”, Our Politics. <a href="https://ourpolitics.net/the-idea-of-the-banking-concept-in-education/">https://ourpolitics.net/the-idea-of-the-banking-concept-in-education/</a></p>
<b>The Big Dream for the students taking the course</b>	<p>This is a coherent expression (in form of a statement) of what the student taking the course 1) must know, 2) so that they are able to do and finally, 3) so that they can become that intended expert or professional on completing the course. This statement should show clear alignment with one or more of the Programme Learning Outcomes.</p>
<b>Critical reflective thinking</b>	<p>Brookfield (2017), states that critical reflection is a consistent focus on unearthing and scrutinizing assumptions that are detrimental to students’ learning. Through the use of reflections most students see things differently and develop a questioning mind.</p> <p>It goes beyond critical thinking. It requires thinking that is questioning in its orientation and contemplative in nature and engages both the cognitive (mental skills) and the affective (feelings, emotions and attitudes).</p> <p>More information:</p> <p>Brookfield. D.S., (2017). Becoming a Critically Reflective Teacher (2nd Edition), Jossey-Bass</p>

<p><b>Critical thinking</b></p>	<p>While there is widespread consensus on its importance, the definition of critical thinking is highly debated, two definitions have been included here for you to consider:</p> <p>The ability to “process and utilise new information ... reason objectively and draw objective conclusions from various types of data; evaluate new ideas and techniques efficiently; become more objective about beliefs, attitudes, and values; evaluate arguments and claims critically; and make reasonable decisions in the face of imperfect information” (Pascarella &amp; Terenzini, 2005, p. 155)</p> <p>“...considering an issue from multiple perspectives, critically examining evidence (and attending to information that may run counter to or disconfirm initial ideas), valuing claims that are backed by appropriate and adequate evidence, reasoning objectively and dispassionately, and arriving at informed judgments and decisions” (Chun, 2010, p. 23)</p> <p>More information:</p> <p>Pascarella, E.T. and Terenzini, P.T. (2005). How college affects students. (2nd Edition), Jossey-Bass</p> <p>Chun, M. (2010). ‘Taking Teaching to (Performance) Task: Linking Pedagogical and Assessment Practices’. Change: The Magazine of Higher Learning, 42 (2), 22-29. <a href="https://doi.org/10.1080/00091381003590795">https://doi.org/10.1080/00091381003590795</a></p>
<p><b>Empowerment</b></p>	<p>Empowerment is a process that enables a person to gain control of their lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate (gender) discrimination and inequality.</p> <p>No one can empower another: only the individual can empower herself or himself to make choices or to speak out. However, institutions can support processes that can nurture self-empowerment of individuals or groups.</p> <p>More information:</p> <p>Gender Equality Glossary, UN Women Training Centre. <a href="https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&amp;mode=letter&amp;hook=E&amp;sortkey=&amp;sortorder=asc">https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&amp;mode=letter&amp;hook=E&amp;sortkey=&amp;sortorder=asc</a></p>
<p><b>Facilitator of learning</b></p>	<p>A facilitator of learning is an individual who does not operate under the traditional concept of teaching. Traditional approaches are teacher-directed and students are taught in a manner that is conducive to sitting and listening. In contrast, a facilitator of learning guides and assists students in learning for themselves, for example picking apart ideas, forming their own thoughts about them, and generating new knowledge through critical reflection and dialogue.</p> <p>You will notice that in this workshop, the term ‘facilitator of learning’ is being used over terms such as ‘instructor’, ‘teacher’ and ‘lecturer’. The reason being that it is more compatible with the learning philosophy and pedagogy which is being promoted through this workshop.</p>

<p><b>The Faculty Promise to the students on the programmes</b></p>	<p>This is a coherent expression (in the form of a statement) of whom the student will become after completing the programme, based on the Faculty Vision and Mission and aligned to the University Promise.</p>
<p><b>Feminism</b></p>	<p>This is a movement for social, cultural, political and economic equality of women and men.</p> <p>Feminism is not just about women or a pro-women agenda, but it is about a pro-women agenda that seeks to transform power relations in a way that lifts up all people.</p> <p>More information:</p> <p>Gammage, S., Thompson, L. and Clement, R. (2016), Towards a more feminist United Nations, International Center for Research on Women. <a href="http://www.icrw.org/wp-content/uploads/2016/12/ICRW_FemUNRecommendations_WebReady_v5.pdf">www.icrw.org/wp-content/uploads/2016/12/ICRW_FemUNRecommendations_WebReady_v5.pdf</a></p> <p>History of feminism, Wikipedia. <a href="https://en.wikipedia.org/wiki/History_of_feminism">https://en.wikipedia.org/wiki/History_of_feminism</a></p>
<p><b>Gender</b></p>	<p>Refers to the roles, activities, attitudes, feelings, and behaviours that a given culture associates with a person’s biological sex; in other words, that a given society considers appropriate for men and women.</p> <p>More information:</p> <p>Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018). Gender Mainstreaming in Higher Education Toolkit, INASP. <a href="https://www.inasp.info/gendertoolkit">https://www.inasp.info/gendertoolkit</a></p>
<p><b>Gender bias</b></p>	<p>Refers to the unfair difference in treatment of women, girls, men and boys because of their sex.</p> <p>More information:</p> <p>Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018). Gender Mainstreaming in Higher Education Toolkit, INASP. <a href="https://www.inasp.info/gendertoolkit">https://www.inasp.info/gendertoolkit</a></p>
<p><b>Gender equality</b></p>	<p>Equality between men and women...does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they were born male or female.</p> <p>More information:</p> <p>Concepts and definitions, UN Women. <a href="https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm">https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm</a></p> <p>Pavlic, B., Ruprecht, L., Sam-Vargas, S. (2000). Gender equality and equity: a summary review of UNESCO’s accomplishments since the Fourth World Conference on Women, Beijing 1995. UNESCO. <a href="https://unesdoc.unesco.org/ark:/48223/pf0000121145">https://unesdoc.unesco.org/ark:/48223/pf0000121145</a></p>

<p><b>Gender equity</b></p>	<p>Fairness of treatment for men and women according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities.</p> <p>More information:</p> <p>Pavlic, B., Ruprecht, L., Sam-Vargas, S. (2000). Gender equality and equity: a summary review of UNESCO’s accomplishments since the Fourth World Conference on Women, Beijing 1995. UNESCO. <a href="https://unesdoc.unesco.org/ark:/48223/pf0000121145">https://unesdoc.unesco.org/ark:/48223/pf0000121145</a></p>
<p><b>Gender mainstreaming</b></p>	<p>Is the process of assessing implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels.</p> <p>It is a strategy for making women’s as well as men’s concerns and experiences an integral part of the design, implementation, monitoring and evaluation of all legislation, policies and programmes so that women and men benefit equally and inequality is not perpetuated.</p> <p>More information:</p> <p>Pavlic, B., Ruprecht, L., Sam-Vargas, S. (2000). Gender equality and equity: a summary review of UNESCO’s accomplishments since the Fourth World Conference on Women, Beijing 1995. UNESCO. <a href="https://unesdoc.unesco.org/ark:/48223/pf0000121145">https://unesdoc.unesco.org/ark:/48223/pf0000121145</a></p>
<p><b>Gender responsive</b></p>	<p>A gender responsive policy or programme considers gender norms, roles and inequality with measures taken to actively reduce their harmful effects.</p> <p>More information:</p> <p>WHO, Gender Manual Glossary of Terms and Tools. <a href="https://www.who.int/gender/mainstreaming/Gender_Manual_Glossary.pdf">https://www.who.int/gender/mainstreaming/Gender_Manual_Glossary.pdf</a></p>
<p><b>Gender responsive pedagogy (GRP)</b></p>	<p>Refers to teaching and learning processes that pay attention to the specific learning needs of female students and male students (adapted from Mlama, P., Dioum, M., Makoye, H., Murage, L., Wagah, M., Washika, R. (2005). Gender Responsive Pedagogy (GRP): A Teacher’s Handbook, Forum for African Women Educationalists. <a href="https://issuu.com/fawe/docs/gender_responsive_pedagogy_-_a_teach">https://issuu.com/fawe/docs/gender_responsive_pedagogy_-_a_teach</a>)</p> <p>The following definition of GRP was developed by the TESCEA project, which builds on the FAWE definition:</p> <ul style="list-style-type: none"> <li>• The learning needs of male and female learners are addressed in teaching and learning processes (inside and outside of the classroom)</li> <li>• Teaching staff are gender-aware and gender-responsive in their planning and facilitation of courses, and are continuously reflecting and adapting.</li> </ul>

<b>Global Gender Gap Index</b>	<p>The Global Gender Gap Index is designed to measure gender equality.</p> <p>The Index benchmarks the evolution of gender-based gaps among four key dimensions (Economic Participation and Opportunity, Educational Attainment, Health and Survival, and Political Empowerment) and tracks progress towards closing these gaps over time. The Index measures scores on a 0 to 100 scale and scores can be interpreted as the distance to parity (i.e., the percentage of the gender gap that has been closed).</p> <p>More information:</p> <p>World Economic Forum, (2021). Global Gender Gap Report 2021. <a href="https://www.weforum.org/reports/ab6795a1-960c-42b2-b3d5-587eccda6023">https://www.weforum.org/reports/ab6795a1-960c-42b2-b3d5-587eccda6023</a> (page 5)</p>
<b>Habits of mind</b>	<p>A habit of mind means having a disposition toward behaving intelligently when confronted with questions and problems, the answers to which are not immediately known. Thus, as facilitators of learning we are interested in focusing on student performance under those challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship to resolve a complex problem or question.</p> <p>More information:</p> <p>Costa, A.L., (2019) What Are Habits of Mind? – The Institute for Habits of Mind, The Institute for Habits of Mind. <a href="https://www.habitsofmindinstitute.org/what-are-habits-of-mind/">https://www.habitsofmindinstitute.org/what-are-habits-of-mind/</a></p>
<b>Hidden assumption</b>	<p>This is an assumption or presupposition that supports an argument or theory without that assumption or presupposition being made explicit. The holder of the theory or argument may often be unaware of the assumption. It is usually informed by the holder’s self-concept and frame of reference such as their beliefs, schemas, preferences, values and culture in which the holder biases their understanding and judgment.</p>
<b>Ideal University Graduate Profile</b>	<p>The desired competencies, core values and habits of mind, based on the University Vision and Mission, the Taxonomy of Significant Learning soft skills matrix and feedback (assessment of needs) from 1) industry 2) the community 3) students and 4) other stakeholders, that the graduates of the university should exhibit in their life and in the world of work.</p>
<b>To ideate/ ideation</b>	<p>To form ideas; think, imagine or conceive. Ideally done within a group.</p>
<b>Learning spaces</b>	<p>This workshop moves away from thinking about learning environments as simply classrooms to learning spaces – diverse spaces in which actual activities to promote critical reflective thinking and learning occur.</p> <p>Also referring to the environment as ‘a space’ implies room created for thinking. This room for thinking is not limited to what is happening purely within the traditional four walls of a university lecture room, but extends to incorporate the real-world as part of the learners living lab.</p>

<b>Pedagogy</b>	<p>A concept that embraces virtually all teaching and learning processes. Within the context of classroom settings, pedagogy is a term that includes what is taught (the content), how teaching takes place (the teaching process) and how what is taught is taught (the teaching methods).</p> <p>More information:</p> <p>Chapin, J. Warne, V. (2020). Gender Responsive Pedagogy in Higher Education: A framework, INASP. <a href="https://www.inasp.info/publications/gender-responsive-pedagogy-higher-education">https://www.inasp.info/publications/gender-responsive-pedagogy-higher-education</a></p> <p>Adapted from Mlama, P., Dioum, M., Makoye, H., Murage, L., Wagah, M., Washika, R. (2005). Gender Responsive Pedagogy (GRP): A Teacher’s Handbook, Forum for African Women Educationalists. <a href="https://issuu.com/fawe/docs/gender_responsive_pedagogy_-_a_teachers_handbook">https://issuu.com/fawe/docs/gender_responsive_pedagogy_-_a_teachers_handbook</a></p>
<b>Presupposition</b>	<p>A thing tacitly assumed beforehand at the beginning of a line of argument or course of action.</p>
<b>Problem-based learning (PBL)</b>	<p>PBL is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.</p> <p>A well-designed PBL project provides students with the opportunity to develop skills related to for example, working in teams, managing projects and holding leadership roles, self-awareness and evaluation of group processes, critical thinking and analysis, self-directed learning, applying course content to real-world examples and problem solving across disciplines.</p> <p>More information:</p> <p>Cornell University Center for Teaching Innovation, Problem-Based Learning, <a href="https://teaching.cornell.edu/teaching-resources/engaging-students/problem-based-learning">https://teaching.cornell.edu/teaching-resources/engaging-students/problem-based-learning</a></p>
<b>Reflective journaling (and reflective spaces)</b>	<p>In the context of this workshop, the ‘reflective spaces’ throughout the participant handbook will be used for reflective journaling. It is an account of participants’ work in progress, but more essentially an opportunity for reflection on the learning experience. It should provide participants with a means of engaging critically and analytically with what has been happening in the workshop, including the readings, as it pertains to their life and their experience throughout the workshop</p>
<b>Sex</b>	<p>Sex refers to a person’s biological status and is a fact of human biology: we are born male, female or intersex (this refers to atypical features that usually distinguish male from female such as sex chromosomes, internal reproductive organs and external genitalia).</p> <p>More information:</p> <p>Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018). Gender Mainstreaming in Higher Education Toolkit, INASP. <a href="https://www.inasp.info/gendertoolkit">https://www.inasp.info/gendertoolkit</a></p>

<b>Teaching and Learning Philosophy</b>	This is a self-reflective statement of your beliefs about teaching and learning and of what guides you as a facilitator of learning. It is a narrative that conveys your core ideas about being an effective facilitator of learning in the context of your discipline. It captures ideas around what value you promise to create through your facilitation, your facilitation approach, the kind of learning environment you intend to create and your personal attitude towards content and students.
<b>Tracer study</b>	<p>A tracer study or graduate survey is a survey (in written or oral form) of graduates from education institutions, which takes place sometime after graduation or the end of the training. The subjects of a tracer study can be manifold, but common topics include questions on study progress, the transition to work, work entrance, job career, use of learned competencies, current occupation and bonds to the education institution (school, centre, university).</p> <p>More information:</p> <p>Schomburg, H. (2016). Carrying out tracer studies, Guide to anticipating and matching skills and jobs, Volume 6. European Training Foundation / European Centre for the Development of Vocational Training / International Labour Office. <a href="https://www.cedefop.europa.eu/en/publications/2218">https://www.cedefop.europa.eu/en/publications/2218</a></p>
<b>Transformative Learning</b>	<p>By definition, transformative learning is a type of experience that causes a shift in an individual’s perspective or attitude. It’s based on a learning theory propounded by Jack Mezirow (1978, 1991, 2000) and proposes that learning is “the process of making new interpretations based on the meaning derived out of experience.” What this means is that, rather than focusing on surface experiences, transformative learning challenges the simplicity behind learning.</p> <p>More information:</p> <p>Brown, D., (2019). Transformative Learning, edapp.com. <a href="https://www.edapp.com/blog/transformative-learning/">https://www.edapp.com/blog/transformative-learning/</a></p>
<b>Transformative Learning Cycle</b>	The ‘Transformative Learning Cycle’ is a termed coined by Charles Kingsbury of AFELT to refer to teaching and learning that aligns with the four areas of Kolb’s (1984) learning styles. The cycle is a matching of Kolb’s styles with Mezirow’s (1978, 1991, 2000) Transformative Learning theory.
<b>The University Promise to the students</b>	This is a coherent expression (in the form of a statement) of whom the student will become after graduating from the university, based on the Ideal University Graduate Profile.

## APPENDIX D: EVIDENCE DOCUMENT FOR PROGRAMME ALIGNMENT, TRANSFORMATIVE LEARNING AND COURSE REDESIGN

---

### *Introduction*

---

This document is introduced to you on the first day of the Programme Alignment – Profiling the Ideal Graduate workshop. The purpose of this document is for you to capture (in soft copy) the key evidence relevant to the redesign of your course. You will draw upon this evidence to support you, as a facilitator of learning, in the completion of your standard university course outline template, which you will start on Day 4 of the Course Redesign for Significant Learning and Transformation workshop. Make sure that you have this document with you at all times during the three workshops, as you will need to draw on your inputs in this document to support your learning in the sessions.

You will need to enter key information related to your institution (section 1) as well as the key outputs you generate through participating in the Programme Alignment, Transformative Learning and Course Redesign workshops (sections 1–8).

Treat this as a dynamic document, completing the sections as you navigate your learning journey through the three aforementioned workshops and make time to revisit your inputs, reflect upon them and revise where necessary. As a final note, this evidence document will prove to be a valuable contribution to your teaching portfolios (if you maintain one).

If you have any questions about this document, don't hesitate to ask your workshop facilitators for more guidance.



## 1. INSTITUTIONAL INFORMATION

(most of this information exists already within your institution and/or you will need to draw on what is generated in the Programme Alignment workshop).

Complete the table below.

<b>UNIVERSITY NAME:</b>		
<b>FACULTY/SCHOOL NAME:</b>		
<b>DEPARTMENT NAME:</b>		
<b>UNIVERSITY VISION:</b>		
<b>UNIVERSITY MISSION:</b>		
<b>UNIVERSITY MISSION OUTCOMES:</b>	<b>UMO1:</b>	
	<b>UMO2:</b>	
	<b>UMO3:</b>	
	<b>UMO4:</b>	
	<b>UMO5:</b>	
	<b>UMO6:</b>	
<b>UNIVERSITY CORE VALUES:</b>		
<b>THE UNIVERSITY PROMISE TO THE STUDENTS:</b>		
<b>FACULTY/SCHOOL VISION:</b>		
<b>FACULTY/SCHOOL MISSION:</b>		
<b>FACULTY/SCHOOL MISSION OUTCOMES:</b>	<b>FMO1:</b>	
	<b>FMO2:</b>	
	<b>FMO3:</b>	
	<b>FMO4:</b>	
	<b>FMO5:</b>	
	<b>FMO6:</b>	
<b>FACULTY/SCHOOL CORE VALUES:</b>		
<b>THE FACULTY PROMISE TO THE STUDENTS ON THE PROGRAMMES:</b>		
<b>THE IDEAL UNIVERSITY GRADUATE PROFILE:</b>		

## 2. PROGRAMME LEARNING OUTCOMES

(you will need to draw on what is generated in the Programme Alignment workshop)

These are clear and short statements of the knowledge, competencies or skills you expect students to have acquired by the end of the programme.

List your programme learning outcomes (**PLOs**) in the table below.

<b>PLO1:</b>	
<b>PLO2:</b>	
<b>PLO3:</b>	
<b>PLO4:</b>	
<b>PLO5:</b>	
<b>PLO6:</b>	
<b>PLO7:</b>	
<b>ETC.</b>	

### 2.1 FACULTY/PROGRAMME OUTCOMES MATRIX

Next, list the programme learning outcomes (**PLOs**) down the left-hand column and then indicate which PLO contributes to which faculty/school mission outcome by marking with an **X**.

PROGRAMME LEARNING OUTCOMES (PLOS)		FACULTY/SCHOOL MISSION OUTCOMES					
		FMO1	FMO2	FMO3	FMO4	FMO5	FMO6
<b>PLO1:</b>							
<b>PLO2:</b>							
<b>PLO3:</b>							
<b>PLO4:</b>							
<b>PLO5:</b>							
<b>PLO6:</b>							
<b>PLO7:</b>							
<b>ETC.</b>							

## 2.2 PROGRAMME (CURRICULUM) MATRIX

Hard skills are technical or subject-specific skills that require a dedicated course or teaching unit. They can be understood as the ability to research or carry out specific tasks that require specialist knowledge and/or experience, for example engineering design, credit risk assessment or software programming.

Soft skills are generic, transferable skills that do not require a dedicated course or teaching unit, but can be acquired by the student through well-designed activities in the curriculum. They are also referred to as “power skills”. They can be skills required in the workplace, irrespective of a specific role, for example, communication, teamwork, critical thinking and problem-solving skills and so on, namely the skills, capabilities and dispositions found in the TSL soft skills matrix.

Differentiate between the programme learning outcomes (**PLOs**) that inculcate hard skills and those which inculcate soft skills and list them down the first empty column. Then next list the Y1, Y2, Y3 and Y4 courses that contribute to each specific PLO listed.

PROGRAMME LEARNING OUTCOMES (PLOS)	YEAR 1 COURSES	YEAR 2 COURSES	YEAR 3 COURSES	YEAR 4 COURSES
<b>HARD SKILLS PROGRAMME LEARNING OUTCOMES</b>				
PLO1:				
PLO2:				
PLO3:				
PLO4:				
<b>SOFT SKILLS PROGRAMME LEARNING OUTCOMES</b>				
PLO5:				
PLO6:				
PLO7:				

### 3. PERSONAL TEACHING AND LEARNING PHILOSOPHY

(you will need to draw on what you developed at the Transformative Learning workshop)

You can revisit the following five questions to help refine your personal philosophy:

1. What is the value you intend to create through your facilitation of this course?
2. What approach will you use to facilitate learning?
3. What kind of learning environment do you intend to create to allow for a great learning experience?
4. What is your attitude towards the content you are facilitating learning about?
5. What will your attitude be towards your students?

Enter the description of your personal teaching and learning philosophy in the table below:

--

#### 4. GENERAL COURSE INFORMATION

(most of this information exists already within your records; you will just need to draw on Day 2 of the Transformative Learning workshop for the Big Dream for the students taking the course).

Complete the table below.

<b>COURSE CODE:</b>			
<b>COURSE TITLE:</b>			
<b>THE BIG DREAM FOR THE STUDENTS TAKING THE COURSE:</b>	<p><b>By the end of this course, the student will be able to know...</b> [please complete]</p> <p><b>in order to be able to do...</b> [please complete]</p> <p><b>so that they become...</b> [please complete]</p>		
<b>NUMBER OF CREDITS:</b>			
<b>MODE OF DELIVERY:</b> Select one option and mark with an X.	Face to face: ____	Online: ____	Blended: ____
<b>PREREQUISITES:</b> Particular courses to have already completed, specific knowledge or skills a student should have before beginning the course (e.g. use of the computer, ability to read architectural plans, etc.)			

## 5. COURSE CONTENT

(you will need to draw on what is generated in the Course Redesign workshop)

### 5.1 CONCEPT MAP

A concept map or graphic representation of the content of the course should be inserted here (for example by taking a photo):

### 5.2 DESCRIPTION OF COURSE CONTENT

(you will need to draw on what is generated in the Course Redesign workshop)

Brief descriptions, in the form of bullet points, of the key content that will be covered under each concept of the course.

Complete the table below.

CONCEPTS	DESCRIPTION OF THE CONTENT
	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

### 5.3 RATIONALE FOR THE SEQUENCE

(you will need to draw on what is generated in the Course Redesign workshop)

The rationale for the sequence of the course, especially if you are not using an assigned text in chapter sequence (e.g. a historical approach with topics arranged chronologically, a progression from simple to more complex procedures or concepts, or a series of theoretical principles followed by applications).

Enter your rationale in the table below.

--

## 6. COURSE LEARNING OUTCOMES

(you will need to draw on what is generated in the Course Redesign workshop)

Clear statements of the knowledge, capabilities or skills you expect students to have acquired by the end of the course. Differentiate between the course learning outcomes (CLOs) that inculcate hard skills and those that inculcate soft skills, then list them in the table below.

<b>HARD SKILLS COURSE LEARNING OUTCOMES</b>	
<b>CLO1:</b>	
<b>CLO2:</b>	
<b>CLO3:</b>	
<b>ETC.</b>	
<b>SOFT SKILLS COURSE LEARNING OUTCOMES</b>	
<b>CLO4:</b>	
<b>CLO5:</b>	
<b>CLO6:</b>	
<b>ETC.</b>	



## 7. ASSESSMENT

(you will need to draw on what is generated in the Course Redesign workshop)

A description of assessment methods or tasks that will be used during the course, aligned to each course learning outcome. The description of each assessment method or task should provide significant detail as to how it will assess the course learning outcome/s, i.e. the specific knowledge, capabilities, skills and habits of mind being developed.

Complete the table below.

<b>COURSE LEARNING OUTCOMES</b>	<b>FORMATIVE ASSESSMENT METHODS/TASKS</b>	<b>SUMMATIVE ASSESSMENT METHODS/TASKS</b>
<b>CLO1:</b>		
<b>CLO2:</b>		
<b>CLO3:</b>		
<b>CLO4:</b>		
<b>CLO5:</b>		
<b>ETC.</b>		

## 8. TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)

(you will need to draw on what is generated in the Course Redesign workshop)

A description of the teaching and learning strategies or activities that will be used during the course, aligned to each course learning outcome (e.g. lectures, seminars, laboratory or clinical activities, group projects, etc.)

Complete the table below.

<b>HARD SKILLS COURSE LEARNING OUTCOMES</b>	<b>TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)</b>
<b>CLO1:</b>	
<b>CLO2:</b>	
<b>CLO3:</b>	
<b>ETC.</b>	
<b>SOFT SKILLS COURSE LEARNING OUTCOMES</b>	<b>TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)</b>
<b>CLO4:</b>	
<b>CLO5:</b>	
<b>CLO6:</b>	
<b>ETC.</b>	

## APPENDIX E: END OF DAY REFLECTION FORM

		REFLECTIONS FOR DAY NO.	
QUESTION	RESPONSE		
1. To what extent did you find the workshop today helpful?	a. To a very great extent b. To a great extent c. To some extent d. To a small extent e. To a very small extent		
2. Why did you give the response above?			
3. How did you feel working through today's workshop?			
4. Why did you feel this way?			
5. What did you learn about yourself as a learner?			
6. What can you do to be a better participant tomorrow?			

7. What did you like about today's workshop?	
8. What could be done differently in tomorrow's workshop (including ways to be more gender responsive)?	

## APPENDIX F. EXAMPLE WORKSHOP EVALUATION FORM

Thank you for your participation in the Transformative Learning - Developing Critical Reflective Thinking in Learners workshop. We would appreciate your anonymous feedback to continually improve what we do.

STATEMENTS		Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
1.	My expectations of this workshop were met					
2.	The workshop achieved its objectives					
3.	The workshop was well organised					
4.	The workshop was useful in terms of my professional development					
5.	I would recommend this workshop to my colleagues					
6.	I have experienced a shift in mindset towards facilitating learning for transformation and impact					
7.	The facilitation of the sessions enabled me to reflect on and critique my own approach to facilitating learning					
8.	The facilitation of the sessions has motivated me to make changes to my approach to facilitating learning					
9.	I feel confident in employing the Transformative Learning Cycle in the design of my learning sessions					
10.	I have come away with new ideas as to how to ensure that both male and female students benefit equally from my learning sessions.					

Briefly explain how you intend to improve your students' learning after this workshop in relation to transformative learning, critical reflective thinking and gender responsiveness. Provide some examples:

Please share any suggestions for improvement for similar workshops in the future:

Any other comments:

## APPENDIX G: DIGITAL TOOLS

---

This appendix was developed by Kendi Muchungi and Josephine Dryden.

### *Introduction*

---

As you navigate the facilitation of the linked course redesign workshops, you will notice that some activities involve using (and modelling the use of!) the digital tools outlined in this appendix. For example, Mentimeter or Google Forms to carry out end of day formative evaluations and Padlet to showcase a variety of teaching and learning strategies with links from the web. You might also choose to use Google Classroom to manage the overall workshop learning experience, if your institution does not have access to a bespoke e-learning management system.

The following digital tools are introduced here: Google Classroom, Google Docs, Google Forms, Mentimeter and Padlet, together with some detailed 'how to' instructions and useful links to online tutorials. It is strongly recommended that you draw on the contents of this appendix, to help you prepare and practise using these tools in advance of the workshop sessions.

Some of them may already be very familiar to you, while others less so. These digital tools are not essential to the facilitation of these workshops, however they can provide, amongst other things, excellent opportunities for participant collaboration, personalised learning, peer learning and immediate or 'just in time' feedback. It is worth noting that there are some perceived challenges to using these tools effectively. For example, limits of existing technology infrastructure and workshop facilitators having the time and capacity to provide the appropriate level of support to participants. The good news is that with a bit of perseverance and adopting a 'learning by doing' approach, you should be able to confidently use all of the tools listed above in the facilitation of these workshops.

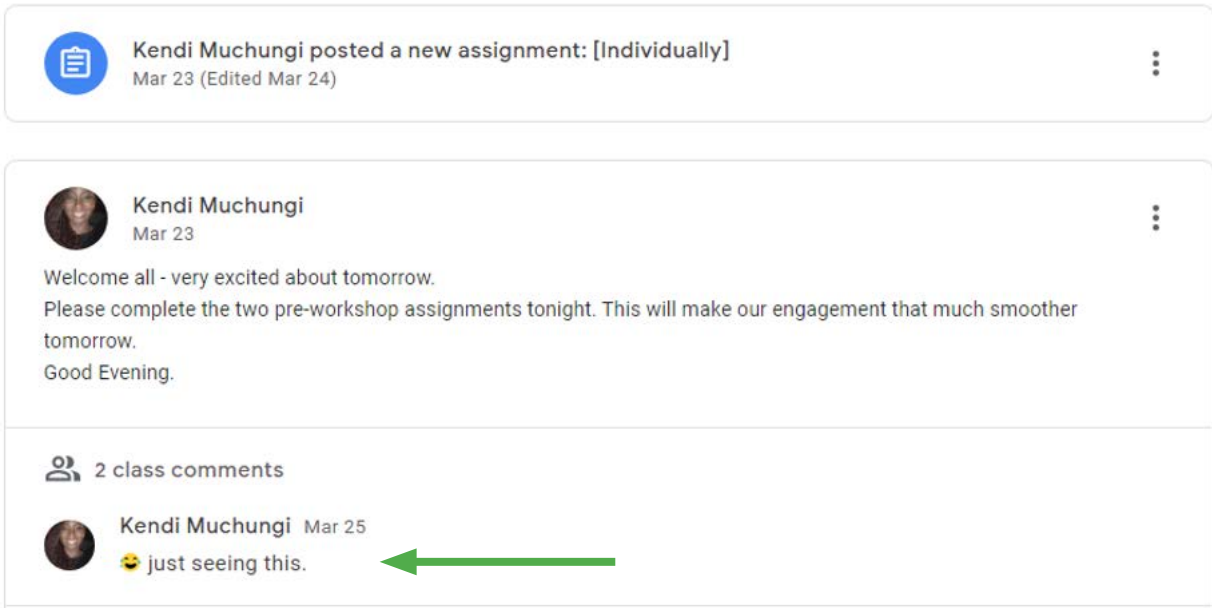
# Google Classroom

## WHAT IS GOOGLE CLASSROOM?

This is a free online learning management system, established by Google. It allows one to manage both online and face-to-face learning. It is especially effective for institutions that do not have access to bespoke e-learning management systems.

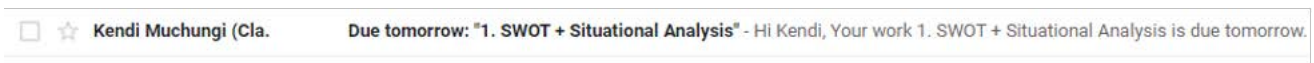
Google classroom supports effective communication between the facilitator and workshop participants. This is made possible by the following:

1. **Live chatting** is possible on the main Classroom stream or against any assignment or topic setup.

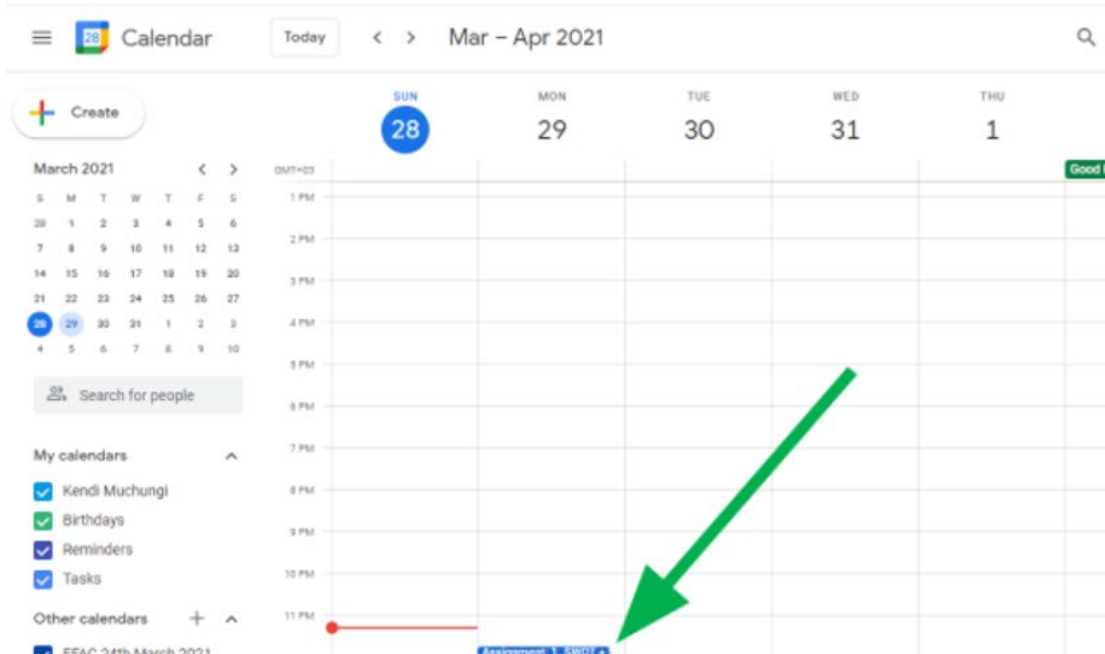


The screenshot shows a classroom stream. At the top, a post by Kendi Muchungi says "Kendi Muchungi posted a new assignment: [Individually] Mar 23 (Edited Mar 24)". Below it is a message from Kendi Muchungi dated Mar 23: "Welcome all - very excited about tomorrow. Please complete the two pre-workshop assignments tonight. This will make our engagement that much smoother tomorrow. Good Evening." Underneath the message, it says "2 class comments". One comment from Kendi Muchungi dated Mar 25 says "😊 just seeing this." with a green arrow pointing to the comment.

2. Assignments you set up as a facilitator prompt an **automatic email alert** and is set up automatically in the student's **Google Calendar**.



The snippet shows an email notification: "Kendi Muchungi (Cla. Due tomorrow: "1. SWOT + Situational Analysis" - Hi Kendi, Your work 1. SWOT + Situational Analysis is due tomorrow."



The screenshot shows a Google Calendar interface for March-April 2021. A green arrow points to a red dot on the calendar grid for Sunday, March 28, at 11 PM, with a label "Assignment 1: SWOT +".



3. Participant's submissions can be pegged directly to the **assignment**. You can either add a document to upload as an assignment [Google Drive | Share Link | Select a File] or create a document [Docs | Slides | Sheets | Drawings].

EFAC  
24th March 2021

## 1. SWOT + Situational Analysis

Kendi Muchungi · Mar 24 (Edited 11:10 PM)

100 points Duc Tomorrow, 11:59 PM

First document has the following requirements

- situational analysis
- perceived strengths
- perceived weaknesses

1\_2\_BusinessSituationalAnal... Word

3\_4\_BusinessSituationalAnal... Word

Class comments

Add a class comment

Your work Assigned

+ Add or create

Mark as done

Private comments

Add comment to Kendi Muchungi

EFAC  
24th March 2021

## 1. SWOT + Situational Analysis

Kendi Muchungi · Mar 24 (Edited 11:10 PM)

100 points Duc Tomorrow, 11:59 PM

First document has the following requirements

- situational analysis
- perceived strengths
- perceived weaknesses

1\_2\_BusinessSituationalAnal... Word

3\_4\_BusinessSituationalAnal... Word

Class comments

Add a class comment

Your work Assigned

+ Add or create

- Google Drive
- Link
- File
- Create new
  - Docs
  - Slides
  - Sheets
  - Drawings

4. Both facilitators and participants can see upcoming assignments on an easily accessible **notification board**.

EFAC  
24th March 2021

Stream Classwork People

EFAC  
24th March 2021

**Upcoming**

Due tomorrow  
11:59 PM - 1. SWOT + Sil...

[View all](#)

Announce something to your class

Kendi Muchungi posted a new assignment: 3. Business Model Canvas (Post-Workshop Acti...  
Mar 24 (Edited Mar 24)

## HOW WOULD I ACCESS GOOGLE CLASSROOM FROM MY BROWSER?

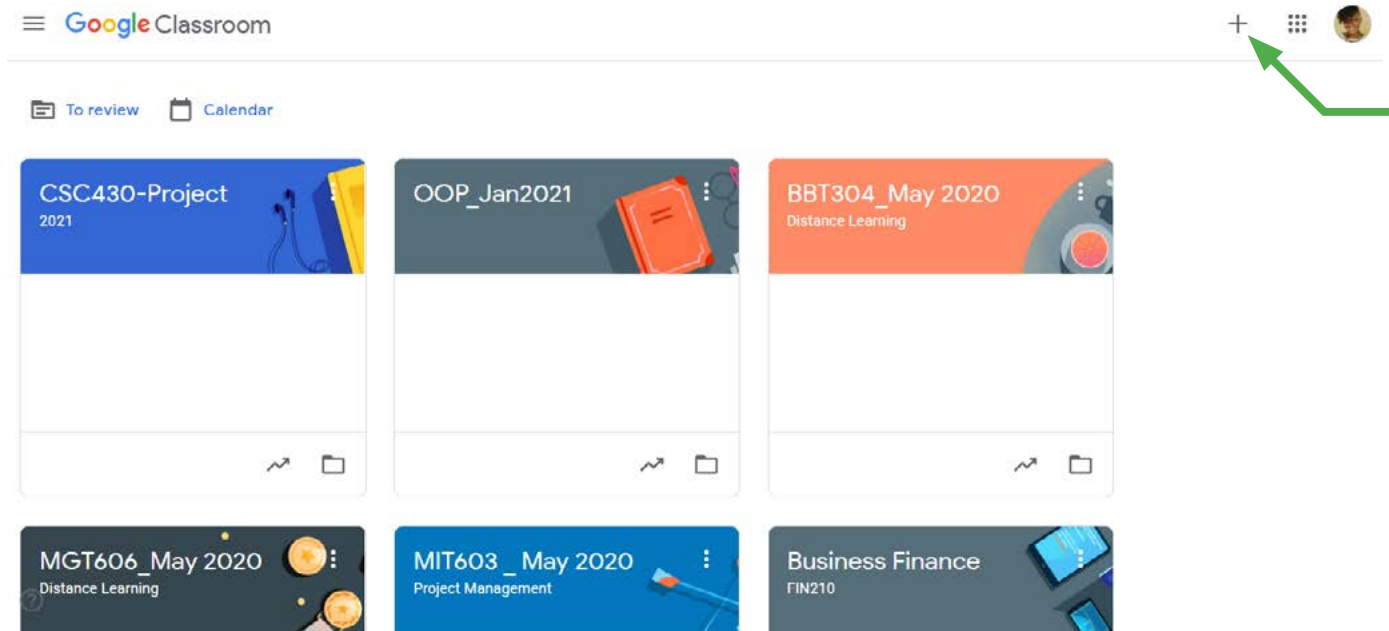
If you have not accessed Google Classroom before you could either use:

1. The following link <https://classroom.google.com/> or
2. Go through the following steps
  - a. open your google email
  - b. click the 9 dots [Google Apps] usually on the top right, between settings and your Google profile account image or initials. See the image below.



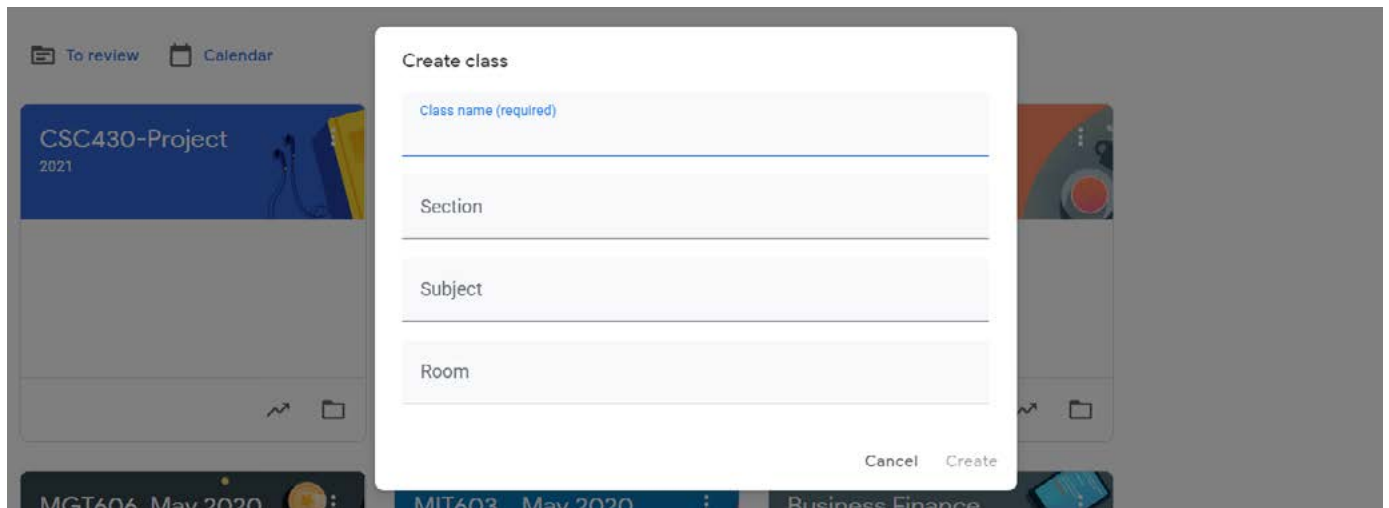
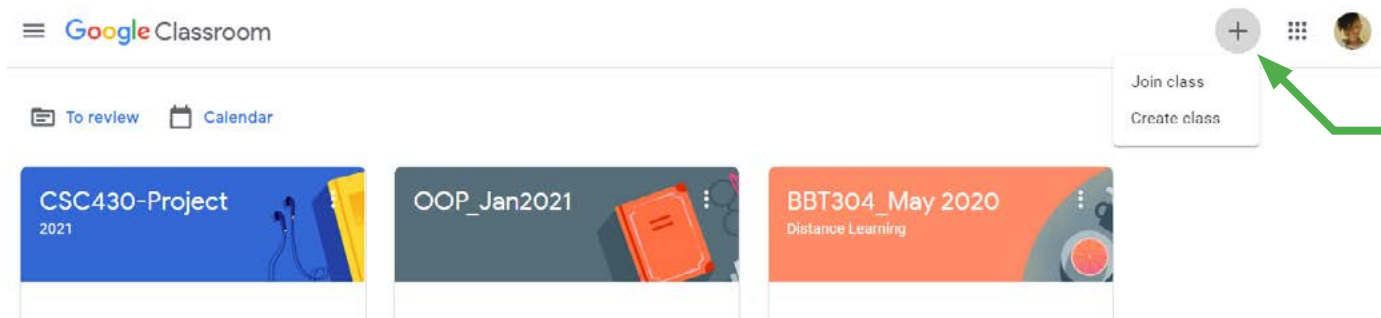
## HOW DO I SET UP GOOGLE CLASSROOM FOR THE PA + TL + CR WORKSHOP?

1. Click the plus symbol found at the top right next to the either your Google account profile image/ initials and the 9 dots [Google Apps] icon.



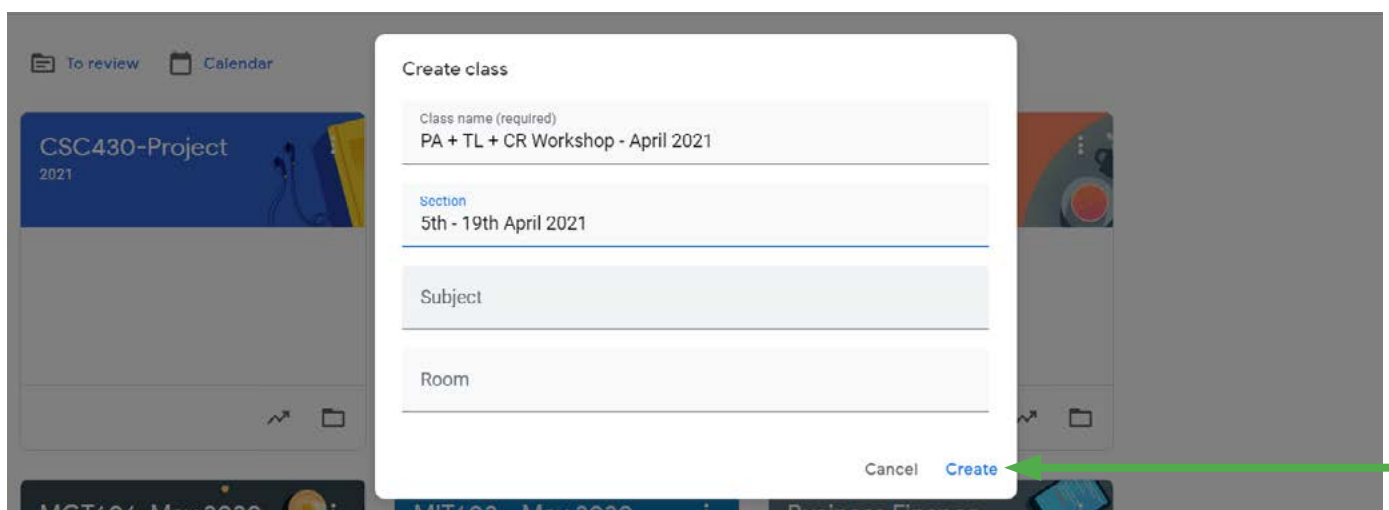
2. This should open up a pop-up dialogue box with two options
  - a. Join Class
  - b. Create Class

3. Select the option ‘Create Class’, which should open up a dialogue box that will help you create a Google Classroom (your online classroom)



4. This dialogue box will have the following:

- Class Name [Required]:** This is required – we propose you name your class “PA + TL + CR Workshop – April 2021”
- Section:** Should indicate the period you will be facilitating the workshop e.g. “5th – 19th April 2021”
- Subject:** You can use any other descriptors that will help with distinguishing this workshop from other workshops
- Room:** You can use any other descriptors that will help with distinguishing this workshop from other workshops



## 5. Then select/click “Create”

The screenshot shows the top navigation bar of a Google Classroom page. On the left, there is a hamburger menu icon, the class name 'PA + TL + CR Workshop - April 2021', and the dates '5th - 19th April 2021'. The main navigation tabs are 'Stream', 'Classwork', 'People', and 'Grades'. On the right, there are icons for settings, a grid of apps, and a profile picture. Below the navigation bar is a blue header banner with the class name and dates. Underneath the banner, there is an 'Upcoming' section with the text 'No work due soon' and a 'View all' link. To the right of the 'Upcoming' section is an announcement box with a profile picture icon and the text 'Announce something to your class'. Below the announcement box is a section titled 'Communicate with your class here' with a speech bubble icon and the text 'Create and schedule announcements'.

## HOW DO I INVITE WORKSHOP PARTICIPANTS TO THE WORKSHOP GOOGLE CLASSROOM?

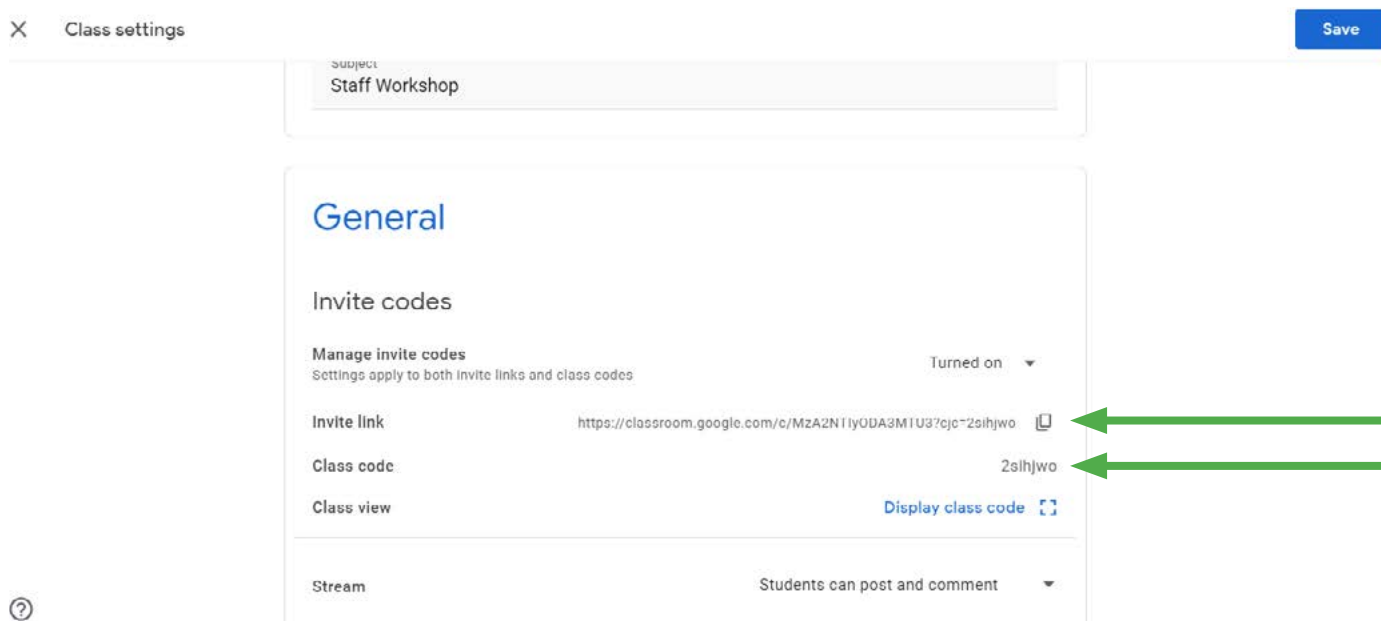
### 1. Select the classroom settings icon.

The screenshot shows the top navigation bar of a Google Classroom page for the class 'EFAC' on '24th March 2021'. The navigation tabs are 'Stream', 'Classwork', 'People', and 'Grades'. On the right, there are icons for settings, a grid of apps, and a profile picture. A green arrow points to the settings icon. Below the navigation bar is a blue header banner with the class name and dates. Underneath the banner, there is an 'Upcoming' section with the text 'No work due soon' and a 'View all' link. To the right of the 'Upcoming' section is an announcement box with a profile picture icon and the text 'Announce something to your class'. Below the announcement box is a section titled 'Communicate with your class here' with a speech bubble icon and the text 'Create and schedule announcements'. Below this section is a post by 'Kendi Muchungi' titled '3. Business Model Canvas (Post-Workshop Acti...' with a date of 'Mar 24 (Edited Mar 24)'.

2. This will open up to class settings, which has the following sections
  - a. Class Details
  - b. General
  - c. Grading.

You will find the class **invite details** here. You should be able to either

- a. **Copy invite link:** Once you have copied the invite link, share the link via email or WhatsApp with the workshop participants. [This will be a unique link for every classroom.](#)
- b. **Share the class code:** You could also share copy down the class code and share it either via email or WhatsApp with the workshop participants. [This will be a unique code for every classroom.](#)



## STRATEGIES FOR EFFECTIVELY ORGANISING THE WORKSHOP GOOGLE CLASSROOM

1. You have the following menu items:
  - a. **Stream:** Allows you to communicate with students
    - i. Create & Schedule Announcement
    - ii. Respond to Participants' Posts
  - b. **Classwork:** Allows you to share materials, ask questions, setup assignments and organise your work
  - c. **People:** Allows you to invite the other workshop facilitators [Teachers] and workshop participants [Students]
  - d. **Grades:** You don't really need this for this workshop

## SETTING UP ONLINE SESSIONS FOR THE PA + TL + CR WORKSHOP

1. Select “Classwork”, which should allow you to create any of the following:
  - Assignment
  - Quiz Assignment
  - Question
  - Material
  - Re-Use Post
  - Topic
2. Select “Create” and then select “Topic” and then create the following Topics
  - a. Programme Alignment [PA]
  - b. Transformative Learning [TL]
  - c. Course Redesign [CR]

The screenshot shows the Canvas LMS interface for a course titled "PA + TL + CR Workshop - April 2021" (5th - 19th April 2021). The "Classwork" tab is selected, and a "Create" button is visible. Below the "Create" button, there are three topics listed: "Programme Alignment", "Transformative Learning", and "Course Redesign". Each topic has a vertical ellipsis menu icon to its right. Below the "Programme Alignment" and "Transformative Learning" topics, there is a note: "Students can only see topics with published posts".

3. Then create materials and/or assignments for each workshop section. E.g., for the Transformative Learning workshop, we will have the following
  - a. TL\_Day1\_Gender
  - b. TL\_Session1\_The Promise versus Reality
  - c. TL\_Session2\_The Banking Concept
  - d. TL\_Session3\_Mandate of The Elite
  - e. TL\_Session4\_Principles of Adult Learning
  - f. TL\_Session5\_Characteristics of a Great Learning Experience
  - g. TL\_Day2\_Gender
  - h. TL\_Session6\_What is Thinking
  - i. TL\_Session7\_How to Make Thinking Visible
  - j. TL\_Session8\_Transformative Learning Cycle
  - k. TL\_Session9\_Transformative Learning Philosophy
  - l. TL\_Session10\_Critical Reflective Thinking
  - m. TL\_Session11\_How to Dream

To create the above you would need to select “Create” again and then select either “Assignments/ Materials”. A pop-up dialogue box will come up requiring you to key in the following information:

- i) Title
- ii) Description
- iii) Topic

The screenshot shows a 'Material' creation dialog box. At the top left, there is a close button (X) and the title 'Material'. At the top right, there is a 'Post' button with a dropdown arrow. The main area is divided into two sections. The left section has a 'Title' field with a blue border and a 'Description (optional)' field with a grey border. Below these fields are two buttons: 'Add' with a plus icon and 'Create' with a plus icon. The right section has three dropdown menus: 'For' with the selected option 'PA + TL + CR...', 'All students', and 'Topic' with the selected option 'No topic'.

If you have chosen “Assignment” and not “Material” – these are the additional options

- a. Points (Grade points)
- b. Due (Date and Time)
- c. Rubric

X Assignment Assign

Title

Instructions (optional)

Add + Create

For  
PA + TL + CR... All students

Points  
100

Due  
No due date

Topic  
No topic

Rubric  
+ Rubric

Check plagiarism (originality)

PA + TL + CR Workshop - April 2021  
5th - 19th April 2021

Stream **Classwork** People Grades

All topics

### Programme Alignment

Students can only see topics with published posts

### Transformative Learning

- TL\_Day1\_Gender Posted 12:24 PM
- TL\_Session1\_The Promise versus Reality Posted 12:25 PM

### Course Redesign



## Google Docs

### WHAT IS IT?

Google Docs is an online word processor (like Microsoft Word) which is offered as part of the Google Suite (which also includes Google Sheets, Google Slides and Google Forms).

### BENEFITS

- It allows for **collaborative work**, especially for online or blended learning
- when participants are not in the same physical room.
- when (as a facilitator) you want to create a single repository of collaborative work done from different groups, working on different aspects of the same problem.
- It allows for access to your work from different devices as long as you login to Google.

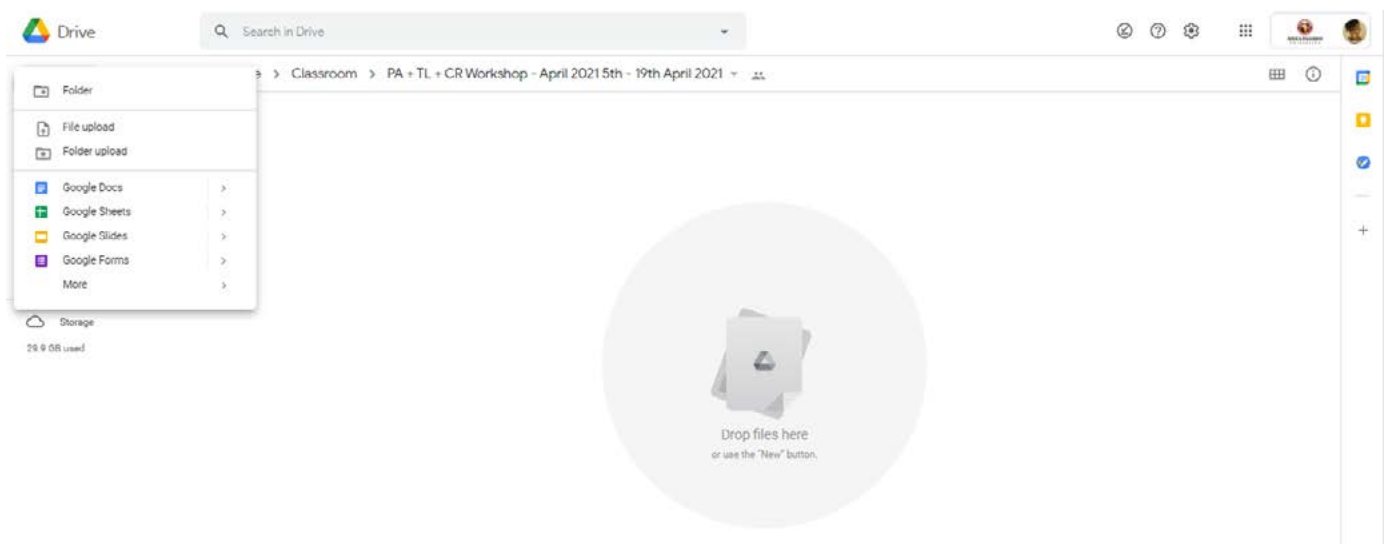
### CONCERNS

- Need for good connectivity
- Must have a Google account

### HOW DO YOU ACCESS GOOGLE DOCS

The most ideal way to do this, especially for this workshop is to:

1. Open Google Classroom
2. Select the “Classwork” menu item
3. Select the “Class Drive Folder”
4. Then select “+ New”, this should open up a menu containing the following items



5. Select “Google Docs” and then work with this document as you intended

The beauty of using the route of Google Classroom to set up your Google doc, is that this should ensure all your work that pertains to the PA + TL + CR workshop is in the same online space.

# Google Forms

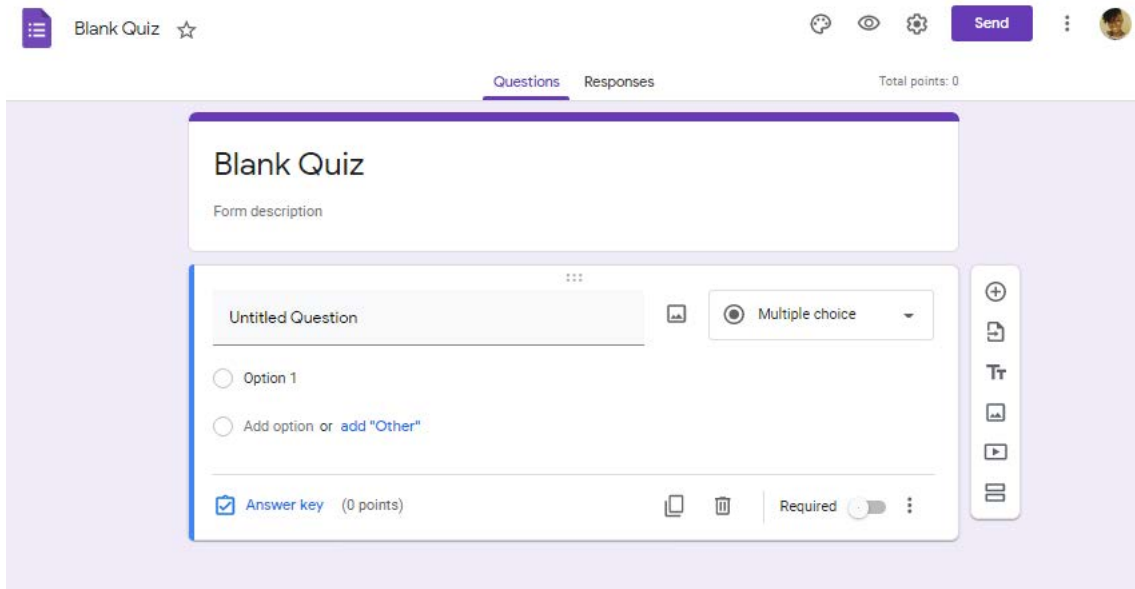
## WHAT IS GOOGLE FORMS?

Google Forms is a survey/questionnaire administration web application. It is part of the Google Suite.

## HOW DO I SET IT UP?

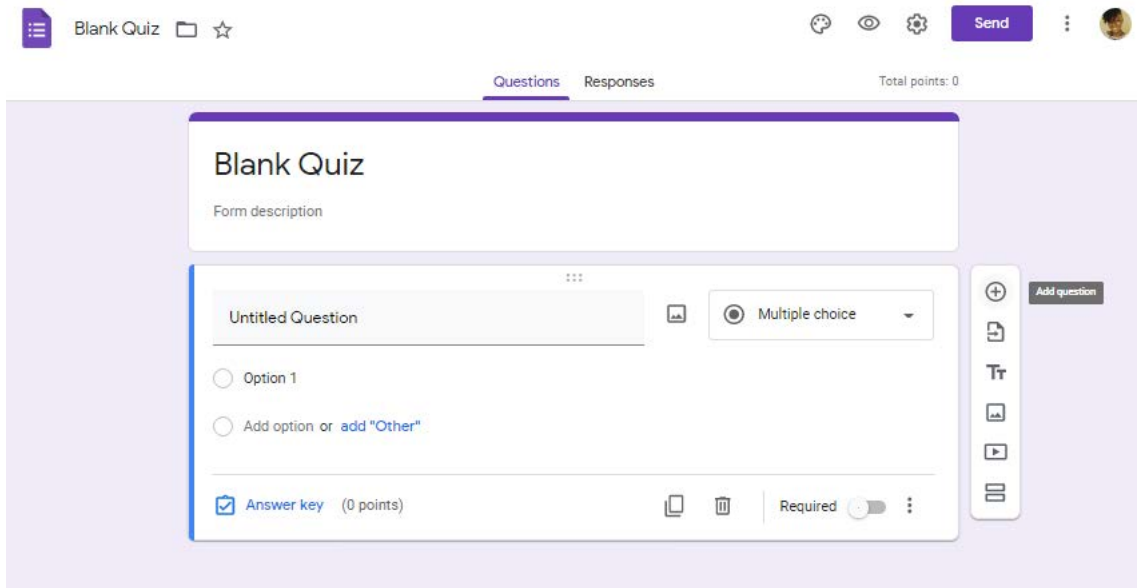
1. Use the following link <https://docs.google.com/forms/>
2. Select either “Blank Form/Blank Quiz”

This opens up a Google Form that look something like this

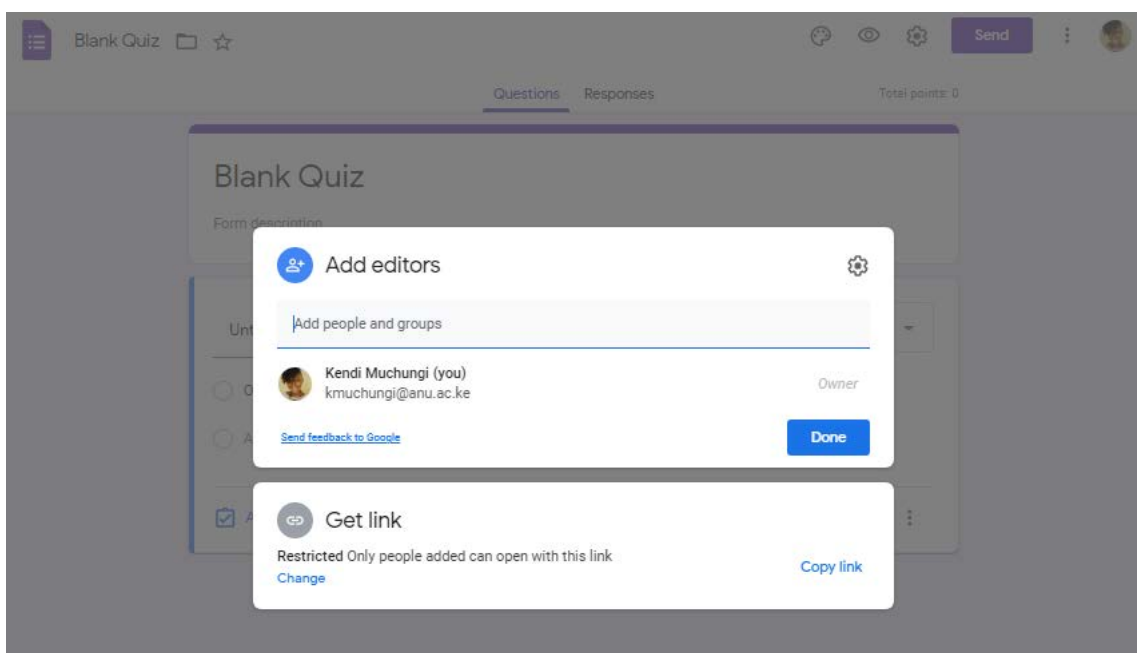


3. Name your form e.g., TL\_Day1\_FormativeEvaluation in place of “Blank Quiz”
4. Describe your form
5. You have the following options for your question types
  - a. Short Answer
  - b. Paragraph
  - c. Multiple Choice
  - d. Dropdown
  - e. File Upload
  - f. Linear Scale
  - g. Multiple Choice Grid
  - h. Checkbox Grid
  - i. Date
  - j. Time
6. You can also make a question mandatory or not (e.g., whether it can be skipped).

7. You have the following options to add using the vertical menu list

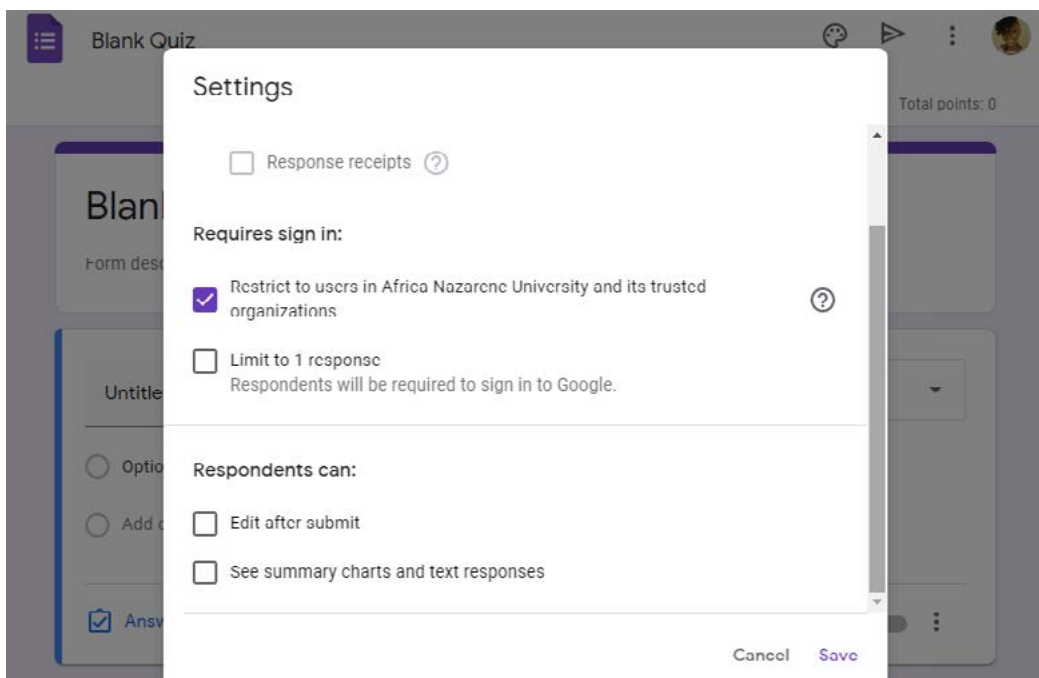
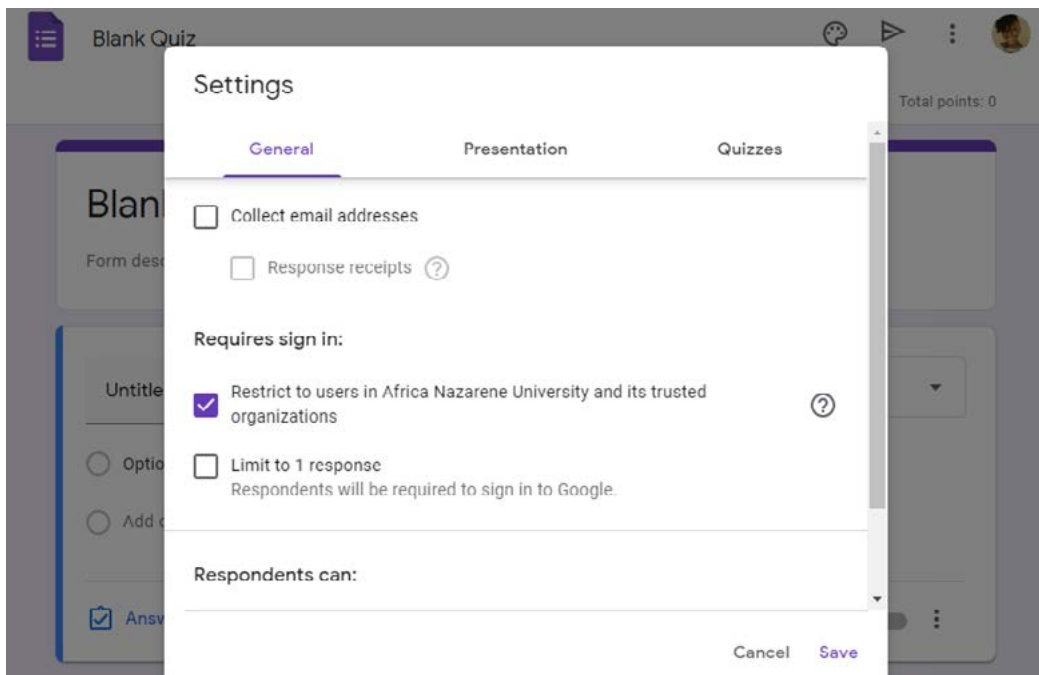


- a. Add Question
  - b. Import Question
  - c. Add Title & Description
  - d. Add Image
  - e. Add Video
  - f. Add Section
8. To add other workshop facilitators to this Form, click on “Send Button” and then select the “Add Collaborators”. Enter the email addresses of your fellow co-facilitators and then click “Done”. You could also send them the Google Form’s link by “Copy Link” and then emailing it or sending the link via WhatsApp.



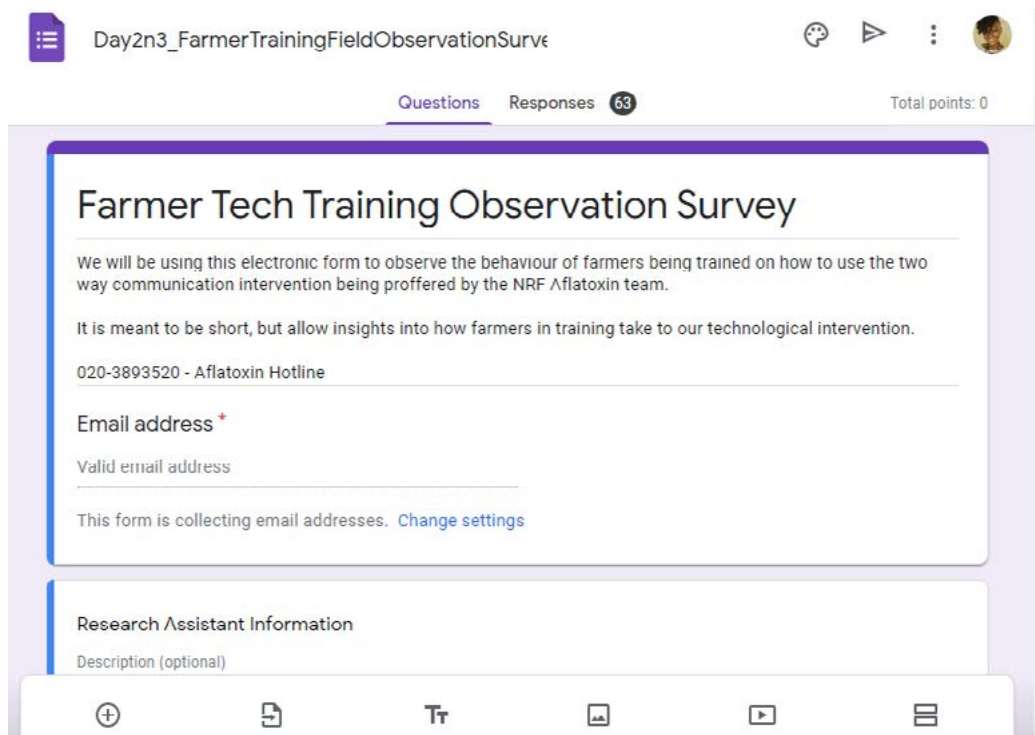
9. Next, select the “Form Settings” (The Wheel Icon), which is next to the “Send” button. This gives you access to the following menu items: General | Presentation | Quizzes.

- Check the box “Collect email addresses” - this will ensure participants get email notifications once they finish completing the survey.
- Uncheck the box “Restrict to users .....” - this will ensure that participants can use any email address to complete their submission.
- Leave the box “Limit to 1 response” unchecked - this will allow participants to make more than one submission. This is important especially if they reflect on their first submission and feel that they would like to make another more detailed or better thought-out submission.
- Check the box “Edit after submit” - this will allow respondents to be able to edit their survey responses once they are done.



10. You can then select the menu item - “Presentations”. While here, make sure to check the box “Show link to submit another response” and then you can customise the message participants will receive once they submit their response – e.g. “Thank you for your response to TL Day 1 Formative Evaluation”.

## HOW TO VIEW PARTICIPANT RESPONSES?



The screenshot shows a survey form titled "Farmer Tech Training Observation Survey". The form is displayed in a web interface with a purple header. The title is "Farmer Tech Training Observation Survey". Below the title, there is a paragraph of text: "We will be using this electronic form to observe the behaviour of farmers being trained on how to use the two way communication intervention being proffered by the NRF Aflatoxin team. It is meant to be short, but allow insights into how farmers in training take to our technological intervention. 020-3893520 - Aflatoxin Hotline". Below this text is a form field for "Email address" with a red asterisk indicating it is required. The field contains the placeholder text "Valid email address". Below the field is a link that says "This form is collecting email addresses. Change settings". Below the email field is a section titled "Research Assistant Information" with a sub-section for "Description (optional)". At the bottom of the form, there is a toolbar with icons for adding, deleting, and editing questions.

1. Once participants submit their responses - a “Responses” tab becomes available. Select the “Responses” tab. This should open up three menu items:

“Summary” | “Question” | “Individual”

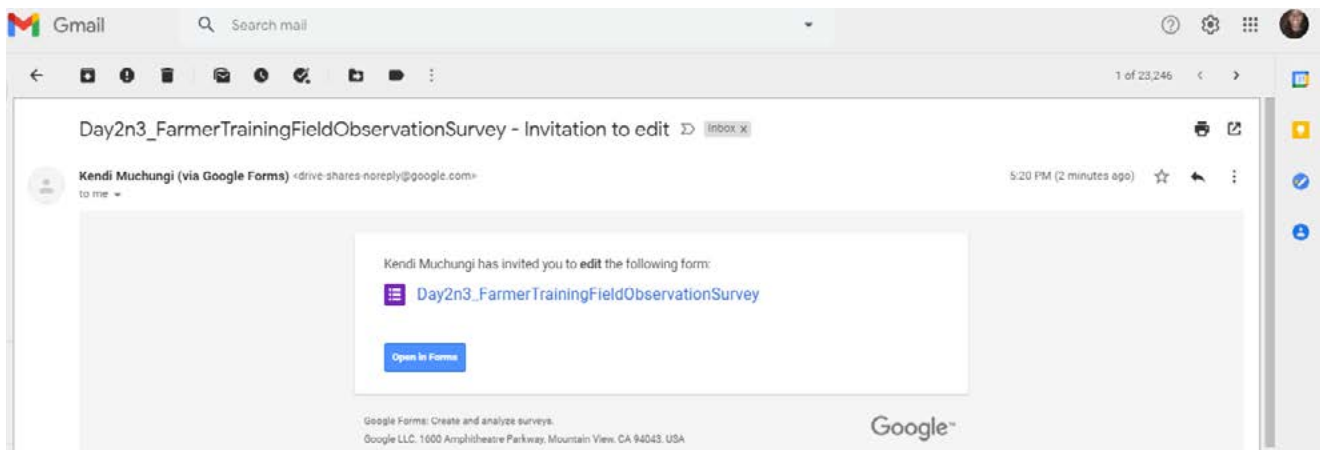
**Summary** – This shares insights of all responses submitted in graphs and summaries

**Question** – This shows all responses per question

**Individual** – This shows all responses per individual

## HOW COLLABORATORS CAN ACCESS THE GOOGLE FORM

Collaborators should receive an email from which they can have access to the Google Form by selecting “Open in Forms”.



## WHEN DO I USE IT?

- To collect session/workshop feedback
- To carry out a baseline study
- When quizzing participants

## Mentimeter

### WHAT IS IT AND WHAT DO I GET WITH THE FREE VERSION?

Mentimeter is an audience response management solution, which can help you engage with participants and students by providing tools to create interactive presentations. The platform enables you to collect data via live polls, quizzes, and questions in real-time and to analyse that data. You can also use the system to translate content into multiple languages, collect feedback via surveys, and control lectures via smartphones. The software allows participants to collaborate collectively and anonymously.

It requires internet connectivity and has a free and premium version. The free version allows for only three questions. You can get a few more questions if you share emails of friends who might be interested in using Mentimeter.

You can access an overview of the pricing here:

<https://www.capterra.com/p/160936/Mentimeter/#::~:~:text=Mentimeter%20pricing%20starts%20at%20%248.00,There%20is%20a%20free%20version.>

### HOW CAN IT BE USED IN THE SESSIONS I.E., WHAT IS IT GOOD FOR?

As a workshop facilitator you will need to set up the questions using [www.mentimeter.com](http://www.mentimeter.com). You will find that there are several types of questions with the free version:

- Multiple Choice
- Word Cloud
- Open Ended
- Scales
- Ranking
- Q&A

Participants will use [www.menti.com](http://www.menti.com) where they will key in the code specific to the session you have created to access the questions/presentations you have developed.

There are two paces of presentation:

- **Presenter:** In this pace, you as the workshop facilitator control movement from one slide to the next, the slide you navigate to is the one the participants have access to. Participants cannot access any slide that you as a workshop facilitator have not navigated to.
- **Audience:** In this pace, you allow your participants to navigate through your slide presentation without requiring explicit permission from you as the creator of the presentation.

Mentimeter works best when you:

- desire real-time feedback
- are seeking honest and unadulterated feedback from training participants
- would like to create a repository of knowledge created by a group of people
- want to make participants learning visible to them

- want to elicit stronger plenary discussion – it works better than asking participants to raise their hands or picking on participants within the plenary
- want to hear from a majority of the participants in the plenary
- when you want to build the confidence levels of the whole group within the workshop - especially at the onset of a workshop when participants are starting to feel their way in a new environment
- are integrating questions into presentations in order to generate a repository of the session material and responses from your participants

The aforementioned suggestions support most feedback activities and sessions.

### RECOMMENDED LINKS TO ONLINE TUTORIALS

Getting Started with Mentimeter:

<https://www.youtube.com/watch?v=azlt1JXhCUs>

How to Use Mentimeter in a Remote Session:

<https://help.mentimeter.com/en/articles/3810352-how-to-use-mentimeter-in-a-remote-session>

Can I Use Mentimeter with PowerPoint?

<https://www.youtube.com/watch?v=miVOKalOgPA>

Create Your First Presentation with Mentimeter:

<https://www.youtube.com/watch?v=SdOfAenuAnw>

5 Ways to Use Mentimeter to Engage and Interact with Students:

<https://www.youtube.com/watch?v=8ckjXGzOM-g>



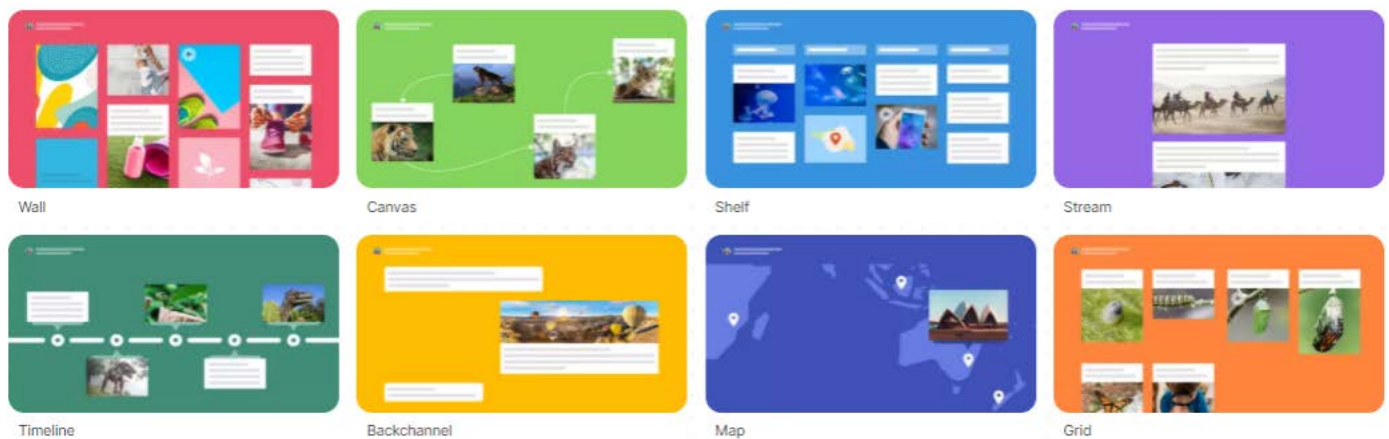
## Padlet

### WHAT IS IT AND WHAT DO I GET WITH THE FREE VERSION?

Padlet is a versatile online tool that can be used interactively to collect and present information – it can be described as ‘an online notice board’. You can create a Padlet board by selecting from a range of options, including timelines, maps, grids, and streams. The tool is designed to be easy to use, allowing you to add posts with one click, copy and paste, or drag and drop. It also autosaves changes as you make them.

To create Padlet boards, you will need to sign-up for a free account. Once you have an account, you can create up to three boards (you can export old boards to PDF/excel and then delete them on the Padlet site to make room for new ones). It is important to note that you can invite others – i.e., your students – to contribute to a board (adding comments and new sections) by sharing a link. They will not need to create an account of their own to edit and add to a board.

To sign up for free: <https://padlet.com/auth/signup>



### HOW CAN IT BE USED IN THE SESSIONS I.E., WHAT IS IT GOOD FOR?

A new Padlet board is a bit like a blank canvas - you can use it for any number of functions. Throughout the TESCEA project, Padlet boards have been used to brainstorm ideas, to collect resources and, also, as a place to accept submissions (attachments) to a task.

Padlet is designed for collaboration. As mentioned above, you can invite others to contribute to your boards without them having to sign up. Plus, the number of contributors you can invite is unlimited, which makes it a viable tool for large class sizes. You can also control how others interact with your boards; allowing them to only view the content or allowing them to write on and add to the board. It is also worth noting that you can make a board public, private and password protected.

Padlet is compatible with most devices, including mobile phones (downloaded from an app store).

## RECOMMENDED LINKS TO ONLINE TUTORIALS

- Padlet Tutorial - How to Get Started Guide 2020 by Evgenii Permiakov  
[www.youtube.com/watch?v=OPkq5q8nRbM](http://www.youtube.com/watch?v=OPkq5q8nRbM)
- Learn Padlet – NEW! Tutorial by Teacher’s Tech  
[www.youtube.com/watch?v=UkBnwPqaljA](http://www.youtube.com/watch?v=UkBnwPqaljA)
- Padlet Tutorial for Students - How to Join and Participate by Evgenii Permiakov  
[www.youtube.com/watch?v=delW1Jtoq\\_w](http://www.youtube.com/watch?v=delW1Jtoq_w)
- Padlet For Teachers: The Best Tips, Tricks, and Ideas For Your Classroom by We Are Teachers  
[www.weareteachers.com/padlet-for-teachers/](http://www.weareteachers.com/padlet-for-teachers/)
- Padlet Tutorial for Teachers by The New Edtech Classroom  
<https://newedtechclassroom.com/padlet-tutorial-for-teachers/>



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