**FACILITATOR RESOURCE PACK**

PROGRAMME ALIGNEMENT TRANSFORMATIVE LEARNING

COURSE REDESIGN LEARNING DESIGN

**TRANSFORMATIVE LEARNING**

### TRANSFORMHE.ORG





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

**Authors:** Kendi Muchungi, Charles Kingsbury, Annelise Dennis, Mai Skovgaard

**Acknowledgements:**

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.

The TESCEA project (2018-2021) was part of the Strategic Partnerships for Higher Education Innovation and Reform (SPHEIR) programme. SPHEIR is funded by the UK Foreign, Commonwealth

& Development Office (FCDO) and is managed on behalf of FCDO by a

consortium led by the British Council that includes PwC and Universities UK International.



**TRANSFORMHE.ORG**

**Contact:** TransformHE@inasp.info

We are grateful to all those who have contributed to the evolution and development of our toolkit for Transformative Learning. Particular thanks go to the AFELT team members and multipliers and facilitators of learning at Mzumbe University, University of Dodoma, Gulu University and Uganda Martyrs University who co-facilitated,

participated in and provided feedback on the transformative learning workshops during the TESCEA project.

Thank you to all the organisations and individuals who have granted permission for reuse of copyrighted material for the purpose of this toolkit. We would also like to thank Charlotte Nussey who consulted on the development of our framework for gender-responsive pedagogy.

**Editing and proofreading by:** Siân Harris, Sophie Gillespie

**Page setting by:** Sally Stevens, Steven Dickie

**Design:** squarebeasts.net

**©** INASP 2021 (on behalf of the TESCEA partnership), unless stated otherwise.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license. Trainers are encouraged to reproduce material from this toolkit for their own training and publications under the same conditions as the materials are made available. This license does NOT extend to third-party content, text or images, that has been cited. Please contact the original authors of any third-party content if you wish to reuse or adapt.

### 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?

1. 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?
2. 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?
3. 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?
4. 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?
5. 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?
6. 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?
7. 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?
8. 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?
9. 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

**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:

* 1. It makes your ideas about learning visible to yourself and to your students
	2. It can become the standard to which one holds oneself to
	3. It can act as a measure of success

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

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 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.

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

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

**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 news 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 CYCLE2

* 1. **CONCRETE EXPERIENCE**

**(SENSING/FEELING)**

**4. ACTIVE EXPERIMENTATION**

**(DOING)**

* 1. **REFLECTIVE OBSERVATION (WATCHING)**

**(SENSING/FEELING)**

* 1. **ABSTRACT CONCEPTUALISATION**

**(THINKING)**

**KOLB’S REFLECTIVE CYCLE**

**CONCRETE EXPERIENCE (FEELING)**

**ACCOMMODATING**

**(FEEL AND DO)**

**DIVERGING**

**(FEEL AND WATCH)**

**CONTINUUM**

**ACTIVE EXPERIMENTATION (DOING)**

**PROCESSING CONTINUUM**

**REFLECTIVE OBSERVATION (WATCHING)**

**CONVERGING**

**(THINK AND DO)**

**ASSIMILATING**

**(THINK AND WATCH)**

**PERCEPTION**

**ABSTRACT CONCEPTUALISATION (THINKING)**

2.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 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 ADDITIONAL FACILITATION GUIDANCE AND VISUAL AIDS

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

**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**While reading the handout, what ideas, terms, concepts did you come across that really stood out for you?**List a minimum of three key points** | **INSIGHTS**How does this key point affect how you think about teaching and learning?How does your own personal way of facilitating learning compare with this key point?How did you feel about this key point? Why do you think you felt this way? |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| **METACOGNITION**How has your learning increased because of reading the handout?When you facilitate learning, do you create an environment where your students have the opportunity to exercise critical reflective thought? [Yes/No]If yes, what is it that you do exactly?If no, what will you start doing differently? (with the emphasis on how) |
|  |
|  |
|  |
|  |

# APPENDICES

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

### DAY 1: THINKING OVER KNOWING

#### Learning outcomes

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:

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** | **Welcome and Introductions** | Ways of working, housekeeping and introductionsOverview of the workshop and learning outcomes | Participants have a clear understanding of the structure and schedule of the Transformative Learning workshopParticipants appreciate the level of participation required to successfully complete the workshop |
| **9.15** | **Session 1: Gender responsive pedagogy** | Generation of ideas using the Topsy Turvy method (also known as reverse brainstorming)Individual reflection | Participants develop initial ideas as to how to make their classes or learning sessions more gender responsive |
| **10.00** | **Session 2:****The Promise vs The Reality** | Exposing the promise and the existing reality: review of the ProgrammeAlignment workshop session | An implementation plan that addresses the established divide between the existing reality of the kind of graduate the participants’ university is producing andthe expressed promise by the university of whom their students will become. |
| **10.25** | **BREAK** |
| **10.45** | ***Session 2:******The Promise vs The Reality cont.******The Promise vs The Reality cont.*** | Conducting a comparative analysisDevelopment and presentations of implementation plansDebrief in plenary | See above |

|  |  |  |  |
| --- | --- | --- | --- |
| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** | **KEY LEARNING POINT(S) OR OUTPUT(S)** |
| **12.00** | **Session 3:****The Banking Concept** | Reading Chapter 2 ‘The Banking Concept of Education’, Pedagogy of the Oppressed | 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 modelParticipants value an alternative mode of facilitation that promotes a problem-posing approach over a ‘banking’ approachParticipants value the importance of continuous self-evaluation and introspection regarding their own role as lecturers in propagating the banking approach to learning |
| **12.30** | **LUNCH** |
| **13.30** | **Session 3:****The Banking Concept cont.** | Responding to critical reflective questionsDiscussion and concept mappingGroup presentations Debrief in plenary | See above |
| **14.30** | **Session 4:****The Mandate of the Elite** | Watching the TedTalk and noting down key pointsShort debrief in plenary | The realisation that the students, participants have under their wing have the opportunity to change the world for the betterParticipants get to determine what their role is in facilitating learning that can allow for impact |

|  |  |  |  |
| --- | --- | --- | --- |
| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** | **KEY LEARNING POINT(S) OR OUTPUT(S)** |
| **15.00** | **Session 5: Characteristics of a Great Learning Experience** | Reaching a shared understanding of termsReflective exercise on personal learning experiencesGroup reflective exercise on creating value in their learning spacesGroup presentations on courses with and without impactFormulating a personal Teaching and Learning Philosophy | A checklist of what makes a great learning experience that participants can use beyond theworkshop to create great learning environments for their students |
| **16.45** | **Reflection on Day 1 and preparation for Day 2** | Reflection on Day 1 Brief overview of Day 2 | Reflections on the Day 1 learning experiencesExperience 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. |
| **17.00** | **END OF WORKSHOP DAY** |
| **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** | **Summary of the Day 1 reflective exercise** | Presentation of results from Day 1 reflection | Participants are confident that the workshop facilitators are responding to feedback and are making appropriate adjustments to the workshop schedule. |
| **8.45** | **Session 6: Gender is… representation** | Gender audit of promotional materialGroup presentations and individual reflection | Promotional material is where prospective students will first encounter the level and nature of male and female representation across an institution. |
| **9.30** | **Session 7:****What is thinking?** | Individual ‘thinking maps’Assigned reading and reflection | Personal ‘thinking map’ guided by a three-column pre-organiserRoadmap for introducing thinking into participants’ classes or learning sessions |
| **10.30** | **BREAK** |

|  |  |  |  |
| --- | --- | --- | --- |
| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** | **KEY LEARNING POINT(S) OR OUTPUT(S)** |
| **10.50** | **Session 7:****What is thinking? cont.** | Watching a videoDeveloping a roadmap for introducing thinking into the learning spaceDebrief in plenary | See above |
| **11.40** | ***Session 8: Making Thinking Visible*** | What do participants see - think and why do they think this way (video)Reflection and concept mappingDebrief in plenary | How to make participants’ thinking visible to the workshop facilitators and students’ thinking visible to the participants, as facilitators of learning. |
| **12.40** | **Session 9: Transformative Learning Pedagogy** | Introducing the Transformative Learning CycleReflection on how the two videos and workshop sessions align with the Transformative Learning Cycle | A redesigned single learning session in alignment with the Transformative Learning Cycle. |
| **13.10** | **LUNCH** |
| **14.10** | **Session 9: Transformative Learning Pedagogy cont.** | Reflection and concept mappingMetacognition exerciseDeveloping a single learning session, aligned to Transformative Learning CycleDebrief in plenary | See above |

|  |  |  |  |
| --- | --- | --- | --- |
| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** | **KEY LEARNING POINT(S) OR OUTPUT(S)** |
| **15.30** | **Session 10: Transformative Learning Philosophy** | Chip’s Creed’ which extols the Transformative Learning philosophyExample which highlights Meaning-Making over Sense-MakingIndividual reflectionCompletion of Transformative Learning values table and presentationsDebrief in plenary | Empathy towards and connection with the Transformative Learning pedagogy and an understanding of the values that underpin Transformative Learning as a whole |
| **17.15** | **Reflection on Day 2 and preparation for Day 3** | Reflection on Day 2 Brief overview of Day 3 | Reflections on Day 2 learning experiencesExperience 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.Reflections on Day 2 learning experiencesExperience 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. |
| **17.30** | **END OF DAY** |
| **45 MINS** | **Facilitation team debrief meeting and preparation for the next day** |

**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

#### Learning outcomes

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:

Big Dream for the students taking the course

|  |  |  |  |
| --- | --- | --- | --- |
| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** | **KEY LEARNING POINT(S) OR OUTPUT(S)** |
| **8.30** | **Summary of the Day 2 reflective exercise** | Presentation of results from Day 2 reflection | 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. |
| **8.45** | **Session 11: Critical reflective thought** | Reflection on a memorable life eventAssigned reading and completion of pre- organisersGroup reflection and presentations on creating critical reflective thinking learning spaces | An understanding of what critical reflective thought entailsConfidence in using strategies within learning spaces that can facilitate critical reflective thought |
| **10.00** | **BREAK** |
| **10.20** | **Session 11: Critical reflective thought cont.** | Reflection on current practice of facilitating learning and what needs to be retained or changed | See above |
| **10.35** | **Session 12:****Big Dream for the course** | Backwards Design: populating the Big Dream pre-organiserPeer interrogation of the Big DreamFormulation and presentation of the Big Dream for the students taking their course | The Big Dream for the course the participant will be redesigning |
| **12.15** | ***The way forward*** | Review of Transformative Learning sessions and what was learntClosing of workshop (overview of Course Redesign workshop or course, certificates and workshop evaluation) | 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. |
| **13.00** | **END OF THE WORKSHOP** |
| **40 MINS** | **Facilitation team debrief meeting and next steps** |

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

#### Date(s) and Location:

To be completed by workshop facilitators

#### Overall workshop learning outcomes

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** | **Welcome and Introductions** | Ways of working, housekeeping and introductions Overview of the workshop and learning outcomes |
| **9.15** | **Session 1: Gender responsive pedagogy** | Generation of ideas using the Topsy Turvy method (also known as reverse brainstorming)Individual reflection |
| **10.00** | **Session 2: The Promise vs The Reality** | Exposing the promise and the existing reality: review of the Programme Alignment workshop session |
| **10.25** | **BREAK** |
| **10.45** | ***Session 2: The Promise vs The Reality cont.*** | Conducting a comparative analysisDevelopment and presentations of implementation plans Debrief in plenary |
| **12.00** | **Session 3: The Banking Concept** | Reading Chapter 2 ‘The Banking Concept of Education’, Pedagogy of the Oppressed |
| **12.30** | **LUNCH** |
| **13.30** | **Session 3: The Banking Concept cont.** | Responding to critical reflective questions Discussion and concept mappingGroup presentations Debrief in plenary |
| **14.30** | **Session 4: The Mandate of the Elite** | Watching a TedTalk Short debrief in plenary |

|  |  |  |
| --- | --- | --- |
| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** |
| **15.00** | **Session 5: Characteristics of a Great Learning Experience** | Reaching a shared understanding of terms Reflective exercise on personal learning experiencesGroup reflective exercise on creating value in learning spacesGroup presentations on course comparisonsFormulating a personal Teaching and Learning Philosophy |
| **16.45** | **Reflection on Day 1 and preparation for Day 2** | Reflection on Day 1 Brief overview of Day 2 |
| **17.00** | **END OF DAY** |

### 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** | **Summary of the Day 1 reflective exercise** | Presentation of results from Day 1 reflection |
| **8.45** | **Session 6: Gender is… representation** | Gender audit of promotional materialGroup presentations and individual reflection |
| **9.30** | **Session 7:****What is thinking?** | Individual ‘thinking maps’ Assigned reading and reflection |
| **10.30** | **BREAK** |
| **10.50** | **Session 7:****What is thinking? cont.** | Watching a videoDeveloping a roadmap for introducing thinking into the learning spaceDebrief in plenary |
| **11.40** | ***Session 8: Making Thinking Visible*** | What do you see - think and why do you think this way? (video)Reflection and concept mapping Debrief in plenary |

|  |  |  |
| --- | --- | --- |
| **TIME** | **SESSION TITLE** | **KEY ACTIVITIES** |
| **12.40** | **Session 9: Transformative Learning Pedagogy** | Selecting teaching and learning strategies that meet your course learning outcomesGive and receive feedback from peers & facilitatorsStarting to transfer key information from your Evidence Document for Programme Alignment, Transformative Learning & Course Redesign to your university course outline template. |
| **13.10** | **LUNCH** |
| **14.10** | **Session 9: Transformative Learning Pedagogy cont.** | Reflection and concept mapping Metacognition exerciseDeveloping a single learning session, aligned to Transformative Learning CycleDebrief in plenary |
| **15.30** | **Session 10: Transformative Learning Philosophy** | ‘Chip’s Creed’ which extols the Transformative Learning philosophyIndividual reflectionCompletion of Transformative Learning values table and presentationsDebrief in plenary |
| **17.15** | **Reflection on Day 2 and preparation for Day 3** | Reflection on Day 2 Brief overview of Day 3 |
| **17.30** | **END OF DAY** |

### 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** | **Summary of the Day 2 reflective exercise** | Presentation of results from Day 2 reflection |
| **8.45** | **Session 11: Critical reflective thought** | Reflection on a memorable life eventAssigned reading and completion of pre-organisersGroup reflection and presentations on creating critical reflective thinking learning spaces |
| **10.00** | **BREAK** |
| **10.20** | **Session 11: Critical reflective thought cont.** | Reflection on current practice of facilitating learning and what can to be retained or changed |
| **10.35** | ***Session 12:******Big Dream for the course*** | Big Dream pre-organiserPeer interrogation of the Big DreamFormulation and presentation of the Big Dream for the students taking your course |
| **12.40** | **Session 9: Transformative Learning Pedagogy** | Review of Transformative Learning sessions and what was learntClosing of workshop |
| **13.10** | **LUNCH** |
| **12.15** | **The way forward** | Reflection and concept mapping Metacognition exerciseDeveloping a single learning session, aligned to Transformative Learning CycleDebrief in plenary |
| **13.00** | **END OF WORKSHOP** |

### 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 comment