

*Eastern Mennonite University/Center for Justice & Peacebuilding*  
**Summer Peacebuilding Institute**  
**Designing Learner Centered Training for Conflict Transformation**  
**PAX 576**  
*Session III: May 27 – June 4, 2008*  
(Final syllabus)

***Instructor***

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***Course Description***

This course will examine principles and practices of learner-centered design for those designing and facilitating training/education for conflict transformation. The course will focus on design of training and education events using principles of dialogue education. Participants will use a “seven steps of planning” framework for designing “learner-centered” tasks. The framework accounts for different learning styles and considers the varied purposes of learning tasks. Participants will examine the power of group-based learning to bring about behavior change. They will also develop a simple evaluation format that considers the concepts of learning, transfer and impact as outcomes of learning. Participants will work on designs they plan to use in their work and must come to the class with a design idea to work on. The class is built upon concepts and practice developed by Jane Vella and focuses less on learning theory than on design practice.

**Important Notes: This course does not include content on principles of conflict transformation or peacebuilding. Students are expected to come with some background in these areas or others around which they will apply principles of dialogue education taught in this course. Participants who have taken the course “Learning to Listen, Learning to Teach taught at SPI from 2001-2004 should recognize that key content from that course will be taught in this course as well. While there will be some overlap, we believe that the review will be useful and this course will enable students to go further than they could in the previous course in designing learner-centered events.**

***Course Objectives***

By the end of the course, all participants will have:

- **Named** the factors of your best adult learning and **compared** them to current theory;
- **Distinguished between** dialogue and monologue approach to learning;
- **Described** what being a Subject of your own learning looks like, sounds like, and feels like;
- **Compared** the Seven Steps of Planning with your current planning approach to learning design and **used** the Seven Steps to design a half-day learning event;
- **Written** strong achievement-based objectives for your learning event design;

- **Designed** a learning needs resource assessment for your design;
- **Used** the four “A” task design model to design and analyze tasks;
- **Applied** the theory of multiple intelligence to design learning tasks;
- **Utilized** the ideas, feelings, and actions learning domains to improve designs;
- **Examined** the principle of engagement and its relation to using small groups in designs
- **Examined** Lewin's principles of group dynamics and organizing for change; and **created** a representation of at least one;
- **Given** and **received** feedback on designs;
- **Defined** what learners should transfer from the learning event you design and what the impact in the broader society should be.

### ***Course Assignments***

- Prior to the start of the course, learners are expected to have completed the introductory reading.
- During the course, every participant, working with another participant, will design a half-day learning event. To allow for this, each participant must come to the course with a design idea. Design ideas might be for a workshop, forum, partnership meeting or other group-based event. Participants may, for example, come to the course to begin development of a multi-day conflict transformation training or a stakeholder meeting at which some agreements must be reached. While the workshop or meeting might be several days long, during this course they will work on the design of at most one half day of the event. Participants can contact the instructor via email prior to the class to discuss design ideas they are planning to bring.

### ***Introductory Reading***

Vella, J., (2000) *Taking Learning to Task: Creative Strategies for Teaching Adults*. San Francisco: Jossey-Bass. (Chapter 1 of this book will be posted on the web. Please read at least this first chapter before the course)

### ***Bibliography***

#### **Textbooks**

Freire, Paulo (2000) *Pedagogy of the Oppressed*. Continuum International Publishing Group; 30th Anniversary Edition

Vella, Jane (2003) *Dialogue Education at Work: A Case Book*. San Francisco: Jossey-Bass.

#### **Recommended Reading**

Bellenca, J. (1997). *Active Learning Handbook for the Multiple Intelligences*. Illinois: Skylight Publishing.

- Freire, Paulo (1985). *The Politics of Education: Culture, Power and Liberation*. Trans. Donaldo Macedo. South Hadley: Bergin and Garvey.
- Gardner, Howard (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
- Palmer, Parker (1998). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass.
- Schrock-Shenk, Carolyn, Ed. (2000) *Mediation and Facilitation Training Manual*, Chapter 7 "Pedagogy", Mennonite Conciliation Service.
- Vella, J. (1995). *Training Through Dialogue*. San Francisco: Jossey-Bass.
- Vella, J. (2002) *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. Jossey-Bass, San Francisco, CA, (Revised Edition)

### ***Course Requirements (graduate credit only)***

- Reading:
 

In addition to the Basic Reading, graduate credit students must also read

  1. Paulo Freire's *Pedagogy of the Oppressed*
  2. Three to four chapters of Jane Vella's *Dialogue Education at Work: A Case Book*.
  3. One other book from the *Recommended Reading* list. Participants can discuss this choice with the instructor
  
- Writing (to be turned in during or after the course):
  1. A 5-page paper critically analyzing some aspect of Freire's *Pedagogy of the Oppressed* as it applies to your work.
  2. A 5-10 page "chapter" for Vella's book *Dialogue Education at Work: A Case Book*. Imagine that it is five years from now and Jossey Bass, the publisher, approaches you to update this book. What chapter will you write and how will it describe your organization's use of dialogue education approaches?
  
- Design:
  1. During the course participants will design (with assistance from another participant) one half-day learning event. Participants must type up the design but can turn it in after the course is over.
  2. After the course each participant will design one eight hour (at most) "peace education" event using the dialogue education approach.

### ***Course Evaluation (graduate credit only)***

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| ▪ Critical reflection on Freire                      | 10% |
| ▪ "Chapter for <i>Dialogue Education at Work</i>     | 20% |
| ▪ Half-day design done during the course             | 30% |
| ▪ Post-course design of an eight-hour learning event | 40% |