



JESUIT WORLDWIDE LEARNING
HIGHER EDUCATION AT THE MARGINS

LEARNING FACILITATOR Course Description

The Learning Facilitator Professional Certificate is an applied six-month course in response to the overwhelming desire for learning and education at all ages and in all locations. Learning technologies extend the reach of education, and this course integrates best practices of on-line and on-site facilitation. Learners in the course contribute in meaningful ways to the vision of Jesuit Worldwide Learning—“Learning together to transform the world.” The course culminates with a practicum experience in which learners apply educational principles and practices to address a collective concern within a local community.

COURSE CERTIFICATE: Certificate Awarded by the Catholic University of Eichstätt-Ingolstadt (KU) in Germany.

ELIGIBILITY REQUIREMENTS:

- Age 18 or above
- A proof of High School diploma or previous university course credits -
- English proficiency at B1 Level CEFR
- Students should be in the field of education, preferably working as teachers

COURSE DELIVERY:

The course follows a blended learning delivery which includes both classroom-based and online learning. The Learning Facilitator course is designed with the following five units:

1. Learning Facilitation
2. Planning for Learning
3. Teaching and Learning Strategies
4. Learning Differences
5. Learning Environments

During the latter half of this course, learners engage in a Practicum Experience. This 40-hour experiential learning practicum concludes the work required by the learner. As a competency-based program, all learners are expected achieve the learning outcomes.

COURSE TIMEFRAME: This six-month course encompasses 600 hours of instruction and a two-month practicum experience encompassing 40 hours.

COURSE DESIGN: Ignatian pedagogy and andrology in course design creates authenticity, interaction, personal engagement and continuous reflection. This design framework includes five key teaching elements, context, experience, reflection, action and evaluation.



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LEARNING SUPPORT

ONSITE FACILITATOR: The onsite facilitators lead the onsite learning community while assessing onsite individuals and group work, and coordinate group meetings. The onsite facilitator will be responsible for 25% of the learning.

ONLINE FACULTY: The online faculty members who will facilitate and evaluate the online section of the course, and grade all online discussion, activities and assignments for 75% of the course grade. (Both the onsite and online facilitators will need to communicate with each other throughout the course to support and accompany the learners).

COURSE OUTCOMES:

- A. Understand the importance of learning facilitation, how to reflect upon and evaluate the Facilitator's role to motivate, instruct, coach or lead the learning process. (Unit 1)
- B. Use instructional media and technologies to create learning experiences online and onsite with learning communities and learners. (Unit 1)
- C. Plan instruction so learners meet learning objectives by drawing upon knowledge of teaching and learning, as well as knowledge of their students and the community context. (Unit 2)
- D. Use multiple methods of assessment to engage learners, and the students they will teach, in their own growth to measure and monitor learning, and knowledge-based decision-making. (Unit 2)
- E. Understand and use a variety of instructional strategies to encourage active learning, questioning, and remembering at each of Bloom's levels of higher understanding. (Unit 3)
- F. Appreciate individual differences and understand diverse cultures and communities so learners meet high standards in an inclusive and learner-friendly environment. (Unit 4)
- G. Encourage active learning with children, youth and adults without discrimination regardless of gender, ethnicity, language, culture, religion or learning ability. (Unit 4)
- H. Work with the learning community to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning. (Unit 5)



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- I. Implement positive strategies to manage student behavior. (Unit 5)
- J. Ensure the classroom environment supports learning through the physical arrangement, and the use of clear expectations with predictable procedures and daily routines. (Unit 5)

COURSE OUTLINE:

Unit 1: Learning Facilitation
Week 1: Roles of Learning Facilitator
Week 2: Community Collaboration
Week 3: Educational Needs
Week 4: Educational Technologies and Media
Week 5: Codes of Conduct
Week 6: Learner Rights and Child Protection
Unit 2: Planning for Learning
Week 7: Curriculum Planning
Week 8: Making Lessons Meaningful
Week 9: Writing Objectives
Week 10: Continuous Assessments
Week 11: Performance and Summative Assessments
Week 12: Creating Learning Experiences
Unit 3: Teaching and Learning Strategies
Week 13: Active and Cooperative Learning
Week 14: Questioning Strategies
Week 15: Memorization and Understanding
Unit 4: Learning Differences
Week 16: Learning Strengths and Differences
Week 17: Learning Across Cultures
Week 18: Learning and Gender
Week 19: Inclusion
Unit 5: Learning Environments
Week 20: Learning in Schools and Classrooms
Week 21: Learning in Community Learning Centers
Week 22: Learning Online
Week 23: Learning in Work Environments
Week 24: Getting Ready for Practicum
PRACTICUM EXPERIENCE