MCM FACILITATION & TRAINING

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Strategies and Tools to Support Adult Learners in Online Professional Development Programs
— Facilitator's Guide—

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About the Author

Mary Clare Massicotte is the owner of MCM Facilitation & Training and provides services to connect people with meaningful resources and learning opportunities. Her passion for leadership, teaching, and connecting with people drives her business ethic.

Mary Clare's role as a consultant is enhanced by her program management, leadership, strategic planning, coordination, and organizational skills. Her career spans working with all levels of Government, including Indigenous governments. She worked with the Federal Government in several departments:

- Public Safety Canada
- Health Canada
- Indigenous and Northern Affairs Canada
- Shared Services Canada

This facilitator's guide is part of a thesis project that meets the requirements of the Vancouver Island University - Master of Education (Educational Leadership). The thesis, "Strategies and Tools for Applying the Community of Inquiry Framework to Support Adult Learners in Online Professional Development Programs." It complements the website for the thesis project https://www.mcmmassicotte.com/.

Mary Clare lives in Port Alberni on Vancouver Island with her husband, Ron, and their two dogs, Bentley, and Leo.

I respectfully acknowledge that I live and work on the unceded territories of the Hupacasath First Nation and the Tseshaht First Nation.

Note to the Reader

This Facilitator's Guide is designed to be a practical resource for professional development training in support of adult learners in online and blended learning environments.

Strategies and Tools to Support Adult Learners in

Online Professional Development Programs

Overview

This facilitator's guide focuses on designing professional development training programs using various leadership strategies and tools. Learning organizations could benefit from applying these concepts to online or blended learning professional development programs.

Learning that is designed with activities that are appropriate for engaging adult learners— specifically for professional development training – should 'Flow' as Csikszentmihalyi (1991, p. 4) describes below:

> Flow is the state in which people are so involved in an activity that nothing else seems to matter; the experience is so enjoyable that people will continue to do it, even at a high cost, for the sheer sake of doing it.

The primary leadership strategy recommended in this document is the Community of Inquiry (CoI) Framework— which outlines how to apply the domains of Social, Cognitive, and Teacher Presence to adult training opportunities. Using an organizational framework helps organizations to ensure they are not just focusing on one area to engage learners. First, instructors are attentive to participants' needs by creating an intentional Teaching Presence. However, they must initially develop a curriculum, facilitate learning activities, and deliver content through direct instruction. Using the CoI framework, course participants are given opportunities for collaboration and reflection on their learning (Wicks et al., 2015). Secondly, Cognitive Presence is "*the extent to which learners can construct and confirm meaning through sustained reflection and discourse in a critical Community of Inquiry*" (Garrison et al., 2000).

The second recommended leadership strategy – is the Reflective Practice model. Reflective Practice is "*The skill of consciously learning to improve how you interact with other people*" (Taylor, 2015). It is used to enhance learning in various professional development contexts. The [Kolb Experiential Learning Cycle (1983)](link) is often referred to as the foundation for learning from experience in stages through observation, reflection, concept/development, and action. The reflective process happens when we know from our observations, reflect on them, and form theories about learning. The Kolb model is based on the notion that the best education is achieved through the involvement of reflection and action, as it puts effort into managing the learning model. This cycle has four elements:

1. concrete experience
2. abstract conceptualization
3. observation and reflection
4. active experimentation.

Moon (2004) argued that the Kolb cycle is effective as it involves learning and reinforcement of learning through feedback, combined with robust processes of reflection that result in effective learning.

As an adult educator, developing a personal credo (See Appendix A) was a helpful introspective exercise. My credo includes a statement about Emotional intelligence (EI), as I use EI to apply competencies for identifying, expressing, processing, and regulating emotions for myself and course participants.

> "*Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; the ability to regulate emotions to promote emotional and intellectual growth*" (Salovey & Sluyter, 1997).

To enhance both Teacher and Social Presence(s), there are a wide array of online tools, some of which are still available for free, to build community and engage participants; the 'go-to' ones are suggested in this document.

Facilitating Programs for Adult Learners

While facilitating programs throughout the Covid pandemic, I discovered that people were socially isolated and wanted to connect more with others. Siemans (2004) describes this as [Connectivism](link)— his theory stating that education is not just about the learning process; it is about connecting to opportunities and other people *during* the learning process. Learning is more than remembering information; it involves building [social/human] relationships especially in distance or online learning.

Adult learners tend to have fewer social contact opportunities (with people outside their home and work environments) and value interactions with actual humans (Goeman et al., 2020). Social connectedness is what adult learners are looking for - especially in informal training and non-credit courses.

Leadership Strategies

Through the Vancouver Island University (VIU) - Master of Education (MEdL) program, the strategies I delved deeply into to support adult learners online included applying leadership frameworks— specifically the Community of Inquiry (CoI)— when designing training programs.

I also expanded my knowledge about using Reflective Practice models to engage participants, build community and gather information.

Applied tools to support learners included engaging participants through non-Learning Management System (LMS) tools such as whiteboard mediums, video, digital games, and online notice boards, to name a few. These tools serve as motivators to engage and inspire learning.
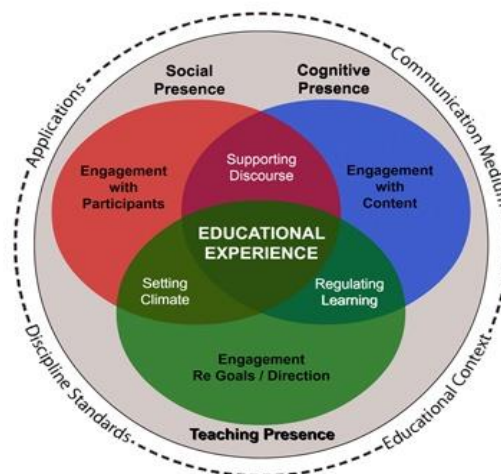
Community of Inquiry Framework

The CoI framework represents creating Collaborative-Constructivist learning experiences through three independent elements: Social Presence, Cognitive Presence, and Teaching Presence (Garrison, Anderson & Archer, 2001; Garrison, 2009; Koole, 2013). A Collaborative Constructivist view of teaching and learning means that the relationship is inseparable between the social environment and personal meaning-making. It corresponds to the teaching and learning responsibilities of an educational experience (Garrison, 2017.)

According to Parker (2013), educators can create a sense of belonging by combining two frameworks: the Constructivist Pedagogy (Piaget, 1973; Vygotsky, 1978), which encourages learners to create their meaning with learning through the learning environment, activities, and methods, and the Community of Inquiry (CoI) (Anderson et al., 2001) and which takes a collaborative approach to learning.

The CoI model below (See Figure 1) depicts how the presences interact and enhance the educational experience.

Figure 1

Community of Inquiry Framework

What is Social Presence?

Social Presence is the ability of learners to project their characteristics into the Community of Inquiry, thereby presenting themselves as 'real people.' It can be created in online environments either synchronously or asynchronously. According to Brown (2001), there are three stages for helping to build online communities, first, by building online acquaintances; second, by creating opportunities for exchanging ideas; and third, a sense of camaraderie occurs after lengthy, intense personal communication exchanges.

When facilitating online, going slow and not rushing participant interactions is essential. Not all participants are comfortable sharing or talking when they join a session. It is critical to create safe and respectful spaces by setting boundaries and creating group norms whereby all course participants contribute to— sharing what they like and do not like when taking online training courses. Creating a group contract is a good way to guide discussion and set group norms.

However, this requires a skillful facilitator to lead this discussion as the participants often need clarification on what they do or do not like. Beginning with concrete examples and prompting participants to engage in the dialogue of safety and respect is a good starting point. Facilitators can ask, "*What do you like when you take a workshop, and what do you dislike*?"

This initial investment of time is essential for adult learners as it allows them to describe how they are doing, where they are at, and what has been going on in their lives— effectively creating group buy-in and establishing relationships.

Communities of Congruence and Practice

Other leadership approaches to create Social Presence, in professional development settings, such as the one described by Palmer (2010) as '*Communities of Congruence'* to "offer mutual support and opportunities to develop a shared vision" (p. 173). An alternative approach is to encourage '*Communities of Practice'* (Farnsworth et al., 2016). *"Communities of Practice can arise anywhere where people want to share information, expertise, interests, and practices collectively."* Saks et al. (2016) stated, "a Community of Practice is a social system in which individuals interact to share and develop knowledge." The premise is that learning occurs through participation in multiple social practices formed by pursuing any enterprise over time. In 2004, Bette Gray published a study investigating the contribution that online communities of practice make to informal learning programs and stated the following:

> *Communities of Practice have multiple levels and types of participation. The interplay between experienced members and newcomers is an essential dimension of passing on knowledge and facilitating the creation of new knowledge and insight. At any time, we may be central participants in one community of practice but peripheral participants in another. We can move back and forth between the core and the periphery. All participation, even at the periphery, is considered legitimate learning, and it is through participation that we learn how to do and be.*

What is Cognitive Presence?

Cognitive Presence is the extent to which learners can construct and confirm meaning through sustained reflection and discourse (Garrison, et al., 2001). In 2001, Garrison et al. developed the Practical Inquiry Model (See Figure 2). This model builds off the foundational work that Dewey (1933) introduced, which states that Cognitive Presence is an outcome of higher education learning. The Practical Inquiry Model has four phases:

1. A triggering event or issue— where a problem is identified for further inquiry.
2. Exploration of that event or issue— independently or collaboratively.
3. Integration of constructed ideas about how to deal with the event or issue.
4. Resolution of the problem and application of the new knowledge in their workplace.

Figure 2

Practical Inquiry Model
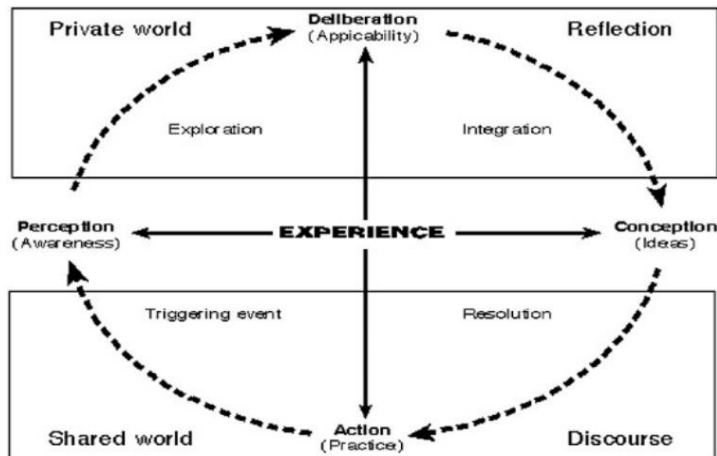
What is Teaching Presence?

Teaching Presence is designing, facilitating, and directing cognitive and social processes to realize personally meaningful and educationally worthwhile learning outcomes.

For Teacher Presence, three essential skill areas influence the relational outcomes for groups:

1. listening for understanding
2. verbal and nonverbal tools
3. assessment and feedback systems.

Listening for understanding requires applying filters to hear what the individual, and the whole group, are saying and not saying, and not getting on our own 'ladder of inference' (Senge, 1990). Verbal and non-verbal contributions can be adjusted by tone, responses, pausing and reflecting, and paraphrasing. "*Knowing when to withhold their ideas and listen is as important as knowing when to join the conversation*" (Lipton & Wellman, 2009).

Self-Determination Theory

A related educational theory for creating Social, Cognitive and Teacher Presence(s) is the Self-Determination Theory (SDT) (Ryan & Deci, 1985). (See Figure 3). Creating meaningful learning opportunities while motivating participants is critical to supporting three basic human needs: autonomy, perceived competence, and relatedness. Adult learners want autonomy over their choices for assignments and engagement in activities. They also want to be recognized as competent with life experience. Finally, they want to relate to the topics and understand what they mean to them and why they are essential.

Figure 3

Self-Determination Theory by Deci and Ryan

SELF-DETERMINATION THEORY

Self-determination is when a person or group make their own decisions regarding their life and how it is managed.

THEORY

self-determination theory was created by Ryan and Deci (2000). The theory starts with two assumptions:

1. Human beings strive for growth, and
2. Internal sources of motivation are essential.

In order to achieve growth, people need to feel autonomous, competent, and connected with others.

STAGES OF MOTIVATION

The theory proposes 6 stages of motivation:

1 Non-regulation
2 External regulation
3 Introjected regulation
4 Identified regulation
5 Integrated regulation
6 Intrinsic regulation

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Reflective Practice

Kolb's Experiential Learning Cycle

> *Becoming an experiential educator involves more than just being a facilitator or matching the learning style with the teaching style. Experiential education is a complex relational process that involves balancing attention to the learner and the subject matter while also balancing reflection on the deep meaning of ideas with the skill of applying them* (Kolb, Kolb, Passarelli & Sharma, 2014).

Kolb's Experiential Learning Theory is a powerful foundational approach to learning, development, and change. Experiential Learning describes the ideal learning process, invites you to understand yourself as a learner, and empowers you to take charge of your learning and development (Experiential Learning Institute, 2021).

The Kolb Experiential Learning Cycle (1983) is often presented as the visual foundation for learning from experience in stages through observation, reflection, concept/development, and action. The reflective

process happens when we learn from our observations and then reflect on them. We then form theories about learning. This model is based on the notion that the best learning is achieved through the involvement of reflection and action. It puts action into the management of the learning model.

This cycle has four elements: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (See Figure 4). Moon (2004) argued that the Kolb cycle is effective as it involves learning and reinforcement of learning through feedback, combined with robust processes of reflection that result in effective learning.

Figure 4

Kolb's Experiential Learning Cycle

David Kolb (1984) described and outlined the six propositions of Experiential Learning:

    1. Learning is best conceived as a process, not in terms of outcomes.

    2. All learning is re-learning.

    3. Learning requires the resolution of conflicts between dialectically opposed

    modes of adaptation to the world.

    4. Learning is a holistic process of adaptation to the world.

    5. Learning results from synergetic transactions between the person and the

    environment.

    6. Learning is the process of creating knowledge.

Kolb also created the nine approaches to learning and life (See Figure 5) through the Learning Styles inventory to determine an individual's preferred learning style. How does this work for facilitators? Kolb

describes educators as Facilitators, Subject Experts, Standard-Setters/Evaluators, and Coaches. Kolb, et. al., (2014) state the following about facilitators:

> When facilitating, educators help learners connect with their personal experiences and reflect on them. They adopt a warm affirming style to draw out learners' interests, intrinsic motivation, and self-knowledge. They often do this by facilitating conversation in small groups. They create personal relationships with learners.

Facilitators' instructional techniques are particularly suited to experiencing, imagining, and reflecting on learning styles.

Figure 5

Kolb's Learning Styles

Applying Reflective Practice through the Community of Inquiry Framework

To apply Reflective Practice in online training courses, facilitators must first decide how to develop the activities outlined in the Community of Inquiry Framework. Reflective Practice is particularly beneficial when designing activities for participants that draw on their own life experiences and have the participants explain how they might apply their new learning to everyday life.
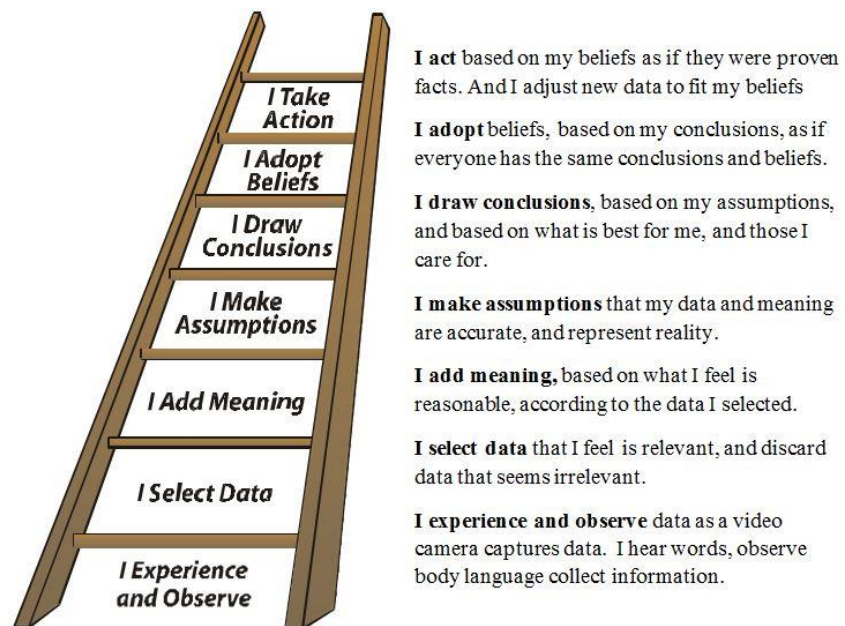
Lipton & Wellman (2015) describe a process to manage the output and interactions of the group by explaining how relational and task skills intersect. The premise is that groups use both relational skills and task skills. Relational skills are developed through participant presence activities by the facilitator by creating safe spaces for groups; and supporting emotional and cognitive thinking, which allows people to take risks and voice their divergent points of view by disagreeing with ideas and being curious. Task skills are created through Teacher Presence by assigning tasks and assessment criteria and establishing guidelines, standards, timelines, and roles to achieve intended learning outcomes. This way, participants can learn that thinking can be collaborative. By seeking opportunities to gain experience and external resources, they can reach levels— hence the Kolb Active Experimental Phase. Applying Reflective Practice

in an online learning environment is essential for encouraging critical thinking, becoming better learners, and establishing self-reflective learning for both learners and facilitators (Mackeracher, 2004). An effective way to apply critical thinking is using Mental Models – and the Ladder of Inference (Senge, 1990) (See Figure 6).

Figure 6
Ladder of Inference

I **act** based on my beliefs as if they were proven facts. And I adjust new data to fit my beliefs

I **adopt** beliefs, based on my conclusions, as if everyone has the same conclusions and beliefs.

I **draw conclusions**, based on my assumptions, and based on what is best for me, and those I care for.

I **make assumptions** that my data and meaning are accurate, and represent reality.

I **add meaning,** based on what I feel is reasonable, according to the data I selected.

I **select data** that I feel is relevant, and discard data that seems irrelevant.

I **experience and observe** data as a video camera captures data. I hear words, observe body language collect information.

Leadership Tools

To enhance Teacher and Social Presence(s), and leadership in general, there are a wide array of online tools, some of which are still available for free, to build community and engage participants; the 'go-to'

ones are highlighted below. For the most part, they are free for educators, however, a "service fee" subscription may also be appropriate for some applications.

Communication and Listening

CAMTASIA is a software tool that easily records your computer screen as video output. It is also helpful for editing videos and presentations and adding a voiceover as a post-production. In my experience, using the free OBS (Open Broadcast Software) to edit videos is more accessible. CAMTASIA only offers a free trial; however, it is a justifiable expense for my practice.

FLIP (formerly FLIPGRID) is a user-friendly video platform that allows you to record and post short audio or video clips and easily send them out to course participants.

Graphic Presentation and Information Sharing

For graphic design, I use CANVA— a free graphic design platform that allows you to easily create invitations, business cards, flyers, lesson plans, Zoom backgrounds, and more using professionally designed templates. The professional account allows me to access much better graphics and features than the free one— often valid with online apps and programs.

A good tool for presentation and sharing is MURAL— a virtual tool enabling innovative teams to collaborate visually and brainstorm solutions to their problems or challenges. In many ways, MURAL is a "*thinking canvas*" that you use to organize your ideas in lists, flowcharts, frameworks, or drawings. Being able to create simple but comprehensive diagrams and throw ideas down in a virtual, collaborative space are some of the top reasons that it is one of my favourite 'go-to' tools.

Collaborating and Networking

The free collaborative tools that I recommend include PADLET. This community-centred application allows users to easily express their thoughts on a common topic and read what others say in real-time. It is a virtual bulletin board where collaborators can create and organize posts of any content type, whether text, documents, images, videos, audio, or links to other resources.

Chat rooms, such as GOOGLE MEET/CHAT, facilitate peer-to-peer discussions, provide an online format for sharing information and resources, and post assignment questions and answers. Participants can post their comments anonymously or by name, depending on how you set it up as a facilitator.

GOOGLE JAMBOARD is a digital whiteboard collaboration tool. JAMBOARD is interactive, creative, and visually appealing. Plus, there are many free JAMBOARD activities available online.

Gamification, Quizzing, and Polling

Some free gamification tools I use include; JEOPARDYLABS for designing Jeopardy game course reviews; GOOGLE SITES and GOOGLE DOCS for creating digital escape rooms and other interactive challenges; KAHOOT for designing interactive quizzes; and MENTIMETER for polling, summarizing, and creating a word cloud. These tools engage users with motivating and interactive learning experiences.

Summary

In conclusion, while the research for enhancing online learning programs is rich, it must be applied to designing engaging and motivating learning activities supporting adult learners online. Instructors, as Instructional Designers, should endeavour to augment the learning theories, complement the learning outcomes, and not take over or distract from the overall learning objectives.

Structuring learning opportunities using an organizational framework like the CoI will ensure motivation and engagement to support adult learners online. This, combined with applying a reflective practice model, such as Kolb's Experiential Learning Cycle, enhances learning opportunities for participants, and makes it more interesting to deliver for instructors.

Anderson (2014) depicts how course participants interact with online learning through the CoI framework using a variety of net-based synchronous and asynchronous (video, audio, computer conferring, chat, or virtual world) interactions (See Figure 7). I believe this model could also be used for blended learning programs.

Figure 7

*A Model of
Online Learning*
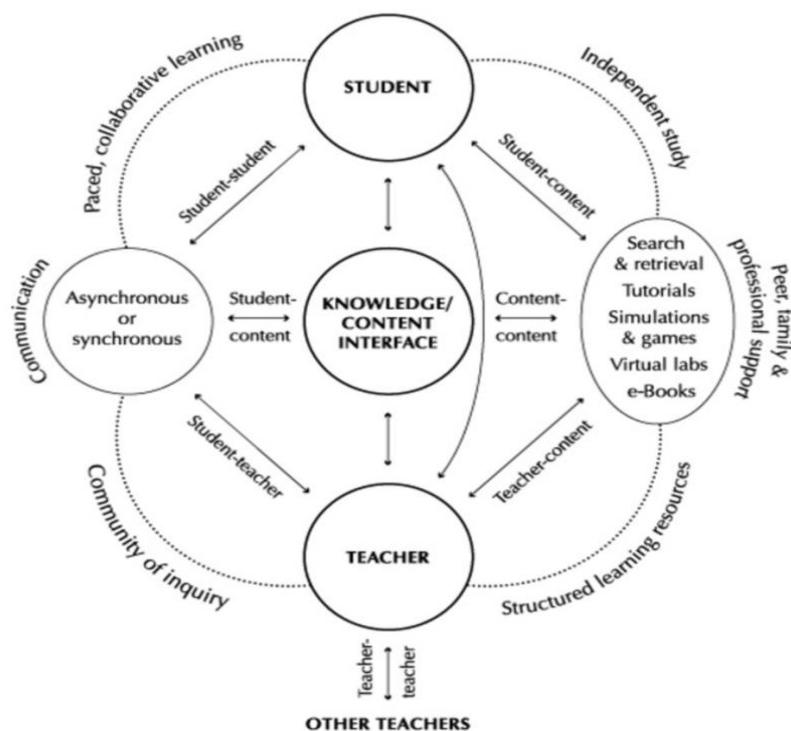
Csikszentmihalyi (1990) stated how the relationship to mastering tasks increases as the challenges increase. Conversely, if tasks are too easy, learning does not *flow*, and participants get bored. Following the concept of flow, adult learners especially gain meaning from learning when they control the learning environment. Applying this theory allows participants to enjoy learning and reduces boredom and anxiety.

Once the *flow* has been intentionally considered in the design process, selecting tools for creating engaging learning activities can be utilized. While many creative online tools exist for any design endeavour, specific tools I have used include those for Communication and Listening, Graphic Presentation and Information Sharing, Collaboration and Networking, Gamification, Quizzing and Polling.

Keep in mind that for any instructional design endeavour, these three laws of education technology by Hoadley (2013, as cited in Parker, 2013) must be considered:

1. It's not the technology, it's what you do with it.

2. It's not what the technology makes possible, it's what the technology makes easy.

3. Pay attention to the trends in learning, not in technology.

Tips for Effective Facilitation

	Leadership Strategies	Leadership Tools
Social Presence	To create Social Presence, facilitators need to do the following: • Encourage user-friendly and safe learning environments. • Build positive rapport by exemplifying open and friendly communication. • Be approachable. • Show respect, courtesy, and patience to the participants. To form a sense of belonging; facilitators should: • Address participants by name. • Encourage participation. • Publicly or privately recognize progress and achievement without embarrassing participants. • Promote a sense of purpose. • Monitor participant's engagement and performance. • Provide constructive and timely feedback. • Articulate course goals. • Encourage Communities of Practice or Communities of Congruence (p. 7-8).	• FLIP- Facilitators can post topics or course introductions, and course participants can respond asynchronously via audio, video, or text. • PADLET for collaboration and networking. • GOOGLE MEET/CHAT to facilitate peer-to-peer discussions. • GOOGLE SITES and DOCS to create digital escape room games. • MENTIMETER to create word clouds.
Cognitive Presence	To develop and encourage Cognitive Presence, facilitators should: • Confirm participants' understanding of tasks. • Assess learning strategies, work processes, and propose corrections. • Remind others of tasks, encourage them to contribute to the tasks, and offer help with tasks, processes, and learning products. • Manage the movement through the learning sessions.	• CANVA or MURAL to explain concepts in a graphically appealing way. • JEOPARDYLABS for formative or summative evaluations. • MENTIMETER to assess learning. • KAHOOT to create review games.

	Leadership Strategies	Leadership Tools
Cognitive Presence continued	• Conduct an exercise using the Ladder of Inference to walk participants through the model to show them how to express feelings (negative and positive) about a complex topic (See Figure 4). This exercise helps participants understand when they get stuck on an abstract concept. At the top of the ladder, asking the learners to frame the information in their heads can be a powerful way of introducing 'Mental Models' and how we each come into a new learning situation with our mental model (or ideas) about it.	
Teacher Presence	To enhance Teacher Presence, activities could include: • Icebreakers, such as creating an introductory video before the program sharing the facilitator's background and stating the program's learning objectives. • Assign collaborative activities during training sessions. • Pose questions on discussion boards and monitor participant activity and engagement. • Promote a space for interactions between sessions. • Ask for feedback regularly and revise course content to reflect the feedback as a cycle. • Use the Self-Determination Theory (p. 8) for motivation when designing activities for Teacher Presence.	CAMTASIA and FLIP for video interactions pre- and post-course delivery. Record videos showing POWERPOINT slides or MURAL presentations. Post to VIMEO or YOUTUBE. MENTIMETER to introduce concepts in a fun way. KAHOOT to engage participants in a topic.
Reflective Practice	To apply Kolb's Experiential Learning Cycle: • To develop abstract concepts, ask participants to talk about articulating how what they learned could be helpful in their everyday lives.	

	Leadership Strategies	**Leadership Tools**

Reflective Practice continued	• To develop active experimentation, ask participants how they could implement a plan with what they have learned.
	• Conduct operational experimentation activities early in the session to allow for enough time for people to debrief about it.
	• To develop concrete experience, ask participants how they feel and how they could integrate those feelings with their thinking.
	• To develop reflective observation, pause during learning to allow people to reflect on their experiences. Use *wait time* between sentences to allow the listener's brain to reflect.
	• Confront misconceptions early on.
	• Encourage concept or mind-mapping to demonstrate understanding of a topic/issue.
	• Ask learners to explain something to demonstrate understanding.
	• Use open-ended questions for specific results.
	   ○ Hypothesis – "*I wonder what you will learn from this experience….?*"
	   ○ Feelings – "*How do you feel about …...?*"
	   ○ *Future projections – "How do you think you will react in that situation*?" Critical judgements – "*How can we justify that situation?*"
	• Encourage reflection during problem-solving exercises.
	• Ask learners to bring a picture or a piece of poetry and talk or write about it.
		PADLET for open-ended questioning and journaling.
		
		KAHOOT to assess understanding.
		
		MURAL for braining storming and mind-mapping activities.

	Leadership Strategies	**Leadership Tools**
Reflective Practice continued	• Lead a whiteboard drawing activity using metaphors and images. • Encourage journaling by presenting how to reflect through examples of reflective writing and a deepening activity. Activities could involve writing about a problem from another person's point of view or a different discipline. • In pairs or small groups - discuss how to support each other in their reflections. • Establish peer support teams and encourage the teams to decide which social media avenue they would like to stay connected with each other. • Brainstorm about how to use reflective practice. • Lead a discussion using personal examples. • Develop an e-portfolio activity, including the development of a personal credo.	
Unique Attributes of Adult Learners	Adults learn best when: • They are in good health, rested, and not distressed. *Facilitators can be helpful by being aware of the physical well-being of individual learners.* • The physical environment allows for any loss of sensory acuity (vision and hearing). *Facilitators can adapt the environment and learning resources to consider vision and hearing problems.* Adults do not learn productively under time constraints and learn best when they can set For older adults, time pressures become increasingly counterproductive. Their own pace for learning and when time pressures are kept to a minimum. Plan activities with flexible time limits and provide alternatives for learners needing more learning time.	

Sample Workshop – Together Everyone Achieves More

The following is an example of a workshop I developed called "Together Everyone Achieves More." It is designed around the ADDIE instructional design framework (Analysis, Design, Development, Implementation, and Evaluation), with the learning outcomes and objectives incorporated into the development phase of the model. The workshop includes online instruction as prior learning, facilitator-led instruction (onsite or online), and individual and group activities (synchronously and asynchronously).

Workshop Learning Goals:

The learning goals (Nichols, Walsh, and Yaylaci, 2020) are broken down into the following:

1. The mental actions that the learners need to do to complete the tasks.

2. The knowledge that the learners need to complete the task.

3. The cues to inform learners along the way.

Workshop Learning Objectives:

The pedagogical objectives are in the cognitive domain, attitudes, intellectual skills, and informal verbal information as informed by Gagne's Domains of Learning and determined as per Bloom's Cognitive Taxonomy (Salama et al., 2020). The activities are designed around several learning theories: Cognitivism, Behaviourism, Constructivism, and Connectivism (Bates, 2015).

The overall learning objectives for this workshop are:

The workshop participants will recognize that trust and conflict are indispensable elements in working as a team; they will learn about their conflict styles and summarize the styles for the team, differentiate between the various stages of the change curve and relate how they can move forward through the changes.

Workshop Content/Learning Outcomes:

The workshop's learning outcomes are designed in the intellectual (cognitive) domain.

Pre-Work - Part One – Learning Styles Investigation

Objective: Upon completion of the Pre-Work aspect, participants can assess their learning style.

Asynchronously via FLIP:

- Engage participants via a video introduction that is in advance. In the video, introduce yourself and your background, and explain the questions that are being asked of the participants about their learning style preferences:

- Invite participants to view a video on learning styles "What kind of learning are you?" (7 minutes).

- Ask the participants which learning style they relate to the most, and ask if they relate to more than one learning style?

- Post the questions on PADLET and ask participants to contribute their answers (asynchronously).

Pre-Work - Part Two – What's Your Story? Activity Preparation

Upon completion of the Pre-Work aspect, participants will be prepared to participate in the "What is Your Story" activity by reflecting on two questions.

To prepare participants for the "What's Your Story" activity in Module 1 – Building Trusting Teams, send an email to the participants in advance and include the questions below. State that the questions will be used in an initial the synchronous small group activity.

Ask the participants to think about the answers to these two questions:

1. What was your best job ever?
2. What was your worst job ever?

State that everyone is not expected to share their answers with the large group - the purpose of the activity is to demonstrate vulnerability safely by talking to each other about their best and worst job(s).

Lesson Plan- Module 1 – Building Trusting Teams (180 minutes)

Chosen Delivery Model: Online or Blended Learning

Learning Objective	Engage (Cognitivism)
	This 180-minute module is part one of a teamwork workshop for adults working in non-profit organizations, municipal governments, and Indigenous organizations. **Learning Objective:** **At the end of this module, participants will be able to recognize that trust is an essential element of any team.**
Introduction **20 minutes**	**Engage (Cognitivism) & Explain (Behaviourism)**
	Synchronously (via Zoom or another Web-Conferencing platform) Introduce the Tuckman's stages of team development; Forming, storming, norming, performing, and adjourning. Use the whiteboard, MURAL, or MENTIMETRE, and conduct an initial brainstorming activity asking what trust means to them. Write the words down and allow for time for people to think.
Presentation & Video **50 minutes**	**Explore & Apply (Constructivism)**

	Synchronously – Show the PowerPoint slides.
	
	Show the Brene Brown '***Braving'*** video (9:49 min)
	https://www.bing.com/videos/search?&q=brene+brown+on+braving&docid=60800 5290538057439&mid=9D0B5E931FA7B6450FCD9D0B5E931FA7B6450FCD&view=de tail&FORM=VDRVSR&ajaxhist=0
	
	Facilitate a discussion on the video by asking the following reflective questions:
	    1. Did anything jump out at you?
	    2. Was there any part to which you could relate?
	    3. What are the key takeaways from the video?

"What's Your Story?" Activity **90 minutes**	**Reflect (Behaviourism, Cognitivism, and Constructivism)**

	Introduce the 'What is Your Story?' Activity.
	Divide the group into smaller groups, and send them to breakout rooms (virtual or f2f) to discuss these two questions:
	    1. What was your best job ever?
	    2. What was your worst job?
	
	Bring the group back together and have the groups present their discussions.
	
	Ask if anyone discovered something about the other members of the team.
	
	Summarize the discussions by linking them to trust and vulnerability-based trust in teams.

Review & Summary **20 minutes**	**Extend (Connectivism)**
	Synchronously or Asynchronously: Recap using a whiteboard or digital whiteboard such as MURAL. Open MENTIMETER again and show the slide "What is your takeaway from today…." Introduce the second module – Fostering Collaborating Teams.
	Reflect (Behaviourism)

	Asynchronously:
	Share these two resources for those participants who wish to explore further.
	    1. Brown, B. (2018). Braving - The Seven Elements of Trust.
	    https://daretolead.brenebrown.com/wp-content/uploads/2018/10/BRAVING.pdf
	
	    2. Lencioni, P.M. (2002). Overcoming the Five Dysfunctions of a Team.
	    http://meridiancoaching.ca/wp-content/uploads/2018/08/Definition-and-Lencioni-Teams-.pdf

Lesson Plan- Module 2- Fostering Collaborating Teams (180 minutes)
Chosen Delivery Model: Online or Blended Learning

Learning Objectives	Engage (Cognitivism)
	This 180-minute module is part two of a teamwork workshop for adult learners. **Learning Objectives:** **At the end of this module participants will be able to relate why it is healthy to have conflict in the workplace, providing that it is done in a safe and respectful environment.** **They will be able to associate the change curve with changes in their workplace.** **They can start thinking about an action plan for their workplace based on the activity's start, stop, and continue.**
Introduction 10 minutes	Explain & Discuss (Behaviourism, Cognitivism & Constructivism)
	Synchronously: Introduce the module by showing the definition of conflict: *"Conflict exists when one person needs another, and that need is not being met."* Explain the six types of interpersonal conflict at work: 1. Poor communication 2. Gossip 3. Personality differences 4. Clashing values 5. Competition 6. Unresolved issues
Presentation, Video, and Reflective Activity 45 minutes	Explore & Apply (Constructivism & Connectivism)
	Synchronously (via Zoom or another Web-Conferencing platform) Show the PowerPoint slides for Conflict Management. Introduce the Thomas Kilmann conflict model, explaining the five different conflict styles.

	Show the companion video "Managing Conflict - Thomas Kilmann Conflict Mode Instrument" (3:50) https://www.youtube.com/watch?v=QFf88IVl_Wc Explain the "What Is Your Conflict Management Style?" exercise (15 statements). Hand out the "What is your Conflict Management Style" inventory sheet. Ask everyone to take a few minutes to complete the sheet individually (10 minutes). Ask course participants which conflict management style they are most prone to have/engage with. Explain the advantages of having different styles and how you can use those styles in a team setting.
Review & Summary **15 minutes**	**Discuss & Share (Behaviourism, Constructivism & Connectivism)**
	Synchronously: Ask if anyone discovered something about the other members of the team. Summarize the discussions by linking them to the topic of conflict in teams. To reinforce how conflict can be used in a team setting, ask everyone to discuss their thoughts and link the learning to trust and conflict. Capture the discussion on MURAL, download the document and send it to everyone afterwards as a .png/image file.
Presentation and **Reflective Activity** **15 minutes**	**Extend (Behaviourism, Cognitivism, and Constructivism)**
	Synchronously: Show the presentation on the change management module. Describe the Kubler-Ross change curve and how it affects all of us in the workplace. Walkthrough the steps of the change curve. Discuss the change curve in the participant's workplace. Allow time for discussion by asking reflective questions such as: 1. Have you ever gone through a significant change in an organization? 2. If so, how did that work? How did it affect you personally and your team? 3. Where do you think people get stuck in the curve? 4. Does anything else come to mind when looking at the model?

Start, Stop, Continue Activity
65 minutes
	Introduce the Start, Stop, Continue exercise.
	Divide the teams into small groups to discuss the following:
	What the teams need to do:
	    1. Start doing.
	    2. Stop doing, and
	    3. Continue to…reduce conflict, improve performance, and foster collaboration (with their clients and each other).
	
	Throughout the activity, provide informative feedback to the participants.
	
	Bring the teams together and invite a spokesperson to summarize their discussion. Record the discussion on a whiteboard.
	Summarize the discussion and ask if anything is missing or not said. Allow time for reflection.

Recap and Next Steps **30 minutes**	Capture the discussion on MURAL, download the document and send it to everyone afterwards as a .png/image file. Open MENTIMETER again and show the second slide, *"What is your takeaway from today…."* Conduct the JEOPARDYLABS or KAHOOT game to review the topics discussed over the past two sessions.
	Reflect (Behaviourism)

	Asynchronously:
	Share these two resources for those participants who wish to explore further:
	    1. Thomas-Kilmann (TKI) Tests - Career Assessment Site
	    2. The Ultimate Guide to Start, Stop, Continue Retrospective - SlideModel

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https://docs.google.com/document/d/1I5hNakSEYB8R1uqgX2Gms6xhCjKiaFA7l3xWzMtIFOo/edit)

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List of Figures

Figure 1 – Community of Inquiry Framework.

Source : Garrison, R. (n.d.). *About the framework*. The Community of Inquiry. https://www.thecommunityofinquiry.org/framework.

The diagram is openly licensed through an Attribution-ShareAlike Creative Commons license and can be used with proper attribution to the Community of Inquiry website. Written permission is not required.

Figure 2 – Practical Inquiry Model.

Source: Garrison, D.R. (2016). E-Learning in the 21st Century: A Community of Inquiry Framework for Research and Practice (3rd ed.) Routledge. https://doi.org/10.4324/9781315667263.

Figure 3 – Self-Determination Theory by Deci and Ryan.

Source: Drew, C. (2020). *Self Determination Theory by Deci and Ryan*. Helpful Professor. https://helpfulprofessor.com/self-determination-theory/.

Figure 5 – Kolb's Experiential Learning Cycle.

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Figure 5 – Kolb's Learning Styles.

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Figure 6 - Ladders of Inference.

Source: Labrie, P. (2016-2019). Mental Model – Ladder of Inference. https://artofleadershipconsulting.com/blog/leadership/mental-models-ladder-of-inference/.

Figure 7 – A Model of Online Learning.

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