

Train the Trainer: Working for Conflict Transformation PCTS/BUSI-2190
CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY

Syllabus for
Train the Trainer: Working for Conflict Transformation
PCTS/BUSI-2190

COURSE SYLLABUS

INSTRUCTOR: Karen Ridd

TIME: Monday-Friday 9-5, Session II, June 22-26, 2015

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VOLUNTARY WITHDRAWAL DATE

July 15, 2015 is the final date to withdraw from this course without academic penalty.

COURSE DESCRIPTION

This interactive course will help participants create and implement interactive learning tools, increase the “menu” of training tools, hone their ability to facilitate discussions, enhance learning and improve group dynamics. Participants in this course will learn from modelling, analyzing current literature on teaching methodologies and opportunities to try out teaching techniques. This course is the result of a collaboration with Training for Change (TfC) in Philadelphia, PA (see website trainingforchange.org). Participants in this course will simultaneously be acquiring credit for having taken TfC’s “Training for Social Action Trainers”, a pre-requisite for TfC’s advanced courses.

TEACHING METHODS AND OBJECTIVES

Peace and justice is nothing if it is not experienced in the lives of real people. People – their needs, context, relationships, experiences and intuitive knowledge – must be central. For conflicts to be transformed into a justpeace, people must be empowered, take responsibility and work out of their identity while discovering a path of just peace that respects all people and all creation.

For teaching to begin to approach this high goal, learners – not teachers – must be central. Teaching and evaluation methods will therefore be less prescriptive (lecture, regurgitation exam) and more elicitive (drawing out knowledge and theories from students and the community). This will require active class participation. We will seek to engage not just the intellect but also the heart, the spirit, the gut and the feet.

Interactive exercises, role plays, exploring case studies, small group activities, carefully listening, and personal sharing will be important teaching methods. Lectures will also be used but will not be the primary resource. Students will be expected to keep up with readings and actively engage in class activities.

This will be a highly participatory course, where students will be expected to be involved in discussions, exercises and practice sessions, as well as lectures. The goal is to work as a learning community.

REQUIRED TEXTBOOKS

Train the Trainer: Working for Conflict Transformation PCTS/BUSI–2190

Lahey, George. *Facilitating Group Learning: Strategies for Success with Adult Learners*. San Francisco: Jossey-Bass. 2010. Available on-line from Training for Change (<http://www.trainingforchange.org/publications/Books%20%2526%20Manuals>). A portion of the proceeds from the purchase of this book will go to the non-profit organization Training for Change when the text is purchased from their website.

Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: John Wiley and Sons. 1998. In Winnipeg, available at Mondragon Bookstore and Café, 91 Albert St.

Additional readings may also be assigned during the week of the course.

COURSE GOALS

This course will provide students with the opportunity to reflect on the craft of training, to practice leading a group and getting feedback from other trainers, and to learn the pedagogical underpinnings of experiential education.

Participants will:

- Gain greater awareness about yourself and your strengths as a facilitator;
- Get a chance to take risks, experiment and refine skills in a safe and supportive environment;
- Get the stimulation of fresh approaches and increased options;
- Receive personal guidance in a small group setting ;
- Learn new tools that are easily adapted, principles of workshop design, skills for working with diversity and a better understanding of how to use experiential education methods effectively.

GOALS

- To enhance workshop facilitation and design skills
- To increase the training tools you can use effectively
- To gain greater awareness of yourself as facilitator
- To meet and receive support from other trainers and learn about new developments in the field

The central components of this workshop help participants build their skills in the areas of creating safety and cohesion so that a group can do its best work together, using experiential activities to elicit the wisdom of the group and guide their learning, working with diversity within groups, and principles of design that support stronger workshops. Throughout the course there are multiple opportunities for discussion about specific questions or challenges that you may want to explore in this workshop. (trainingforchange.org)

COURSE REQUIREMENTS

The bulk of the work of this course will take place during class time although (given the limited time available to us) it is imperative that all students have read the texts beforehand and attend all the class time.

Students taking this course for academic credit will be required to complete the following three assignments, on a pass/fail basis.

- **Preliminary Reflection Paper**
- **Reflection paper on completion of the course**
- **Skills Evaluation**

Train the Trainer: Working for Conflict Transformation PCTS/BUSI–2190 ASSIGNMENT DESCRIPTIONS

Preliminary Reflection Paper: This is a short (2 page) reflection paper. Students are asked to use this assignment as a way to increase their consciousness of their own abilities as a trainer – what is your level of experience (be honest here... this assignment is a self-reflection tool, you don't need to impress the teacher ☺)? What are your strengths? Where have you struggled? In what areas are you hoping to improve? What are your own learning goals for this course? **DUE by Email June 19, 2015.**

Practical skills evaluation: All students will have the opportunity to lead several brief training sessions, working with a small group. Students taking this course for credit will be expected to attain a certain standard of proficiency in order to pass the course. **DUE by June 26, 2015.**

Reflection paper on completion of the course: This will be a 4 page paper in which students reflect on what they have learned in the course and how the student has put those learnings into practice over the weeks since the completion of the course. The due date, July 25, 2015, is intentionally set several weeks after the end of the course so that students have time and space to reflect on their experiences. **DUE by Email July 25, 2015.**

STYLISTIC REQUIREMENTS

CMU as adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Fifth Edition. Boston: Bedford/St. Martin's, 2009.

Students should acquire this handbook (available at the CMU bookstore) and an up to date dictionary as reference tools for all written assignments. See "Guidelines for Academic Writing at CMU" in the *CMU Student Handbook* for more information.

- *I expect students to use University of Chicago Style with in text citation in all papers.*
- Please put a title page on all papers, and include your mailbox number please
- Number the pages of your paper.
- 12-point font, Times New Roman, Double space all papers.
- Staple the paper together. Please do not use plastic folders.
- Type the papers and check for spelling and grammar before you turn them in.
- See guide on student portal shared documents for this class

EVALUATION

For those who are taking this course for academic credit, it will be evaluated on a pass/fail basis. A pass in this course is achieved when a student demonstrates sufficient mastery of the skills component, has attended 9/10ths of the 5 day course, and has completed the two written assignments to the satisfaction of the professor.

Good communication skills are essential for conflict transformation studies. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented. Further information regarding expectations for written assignments will be provided in class as required.

NOTE: The *CMU Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean's Office.

Accessibility Programs

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Accessibility Programs at sloeppky@cmu.ca or 204.487.3300 x.340.

ADDITIONAL NOTES

1. All assignments must be double spaced and preferably typewritten.
2. All material referred to in any assignment MUST be appropriately referenced.
Plagiarism is a serious academic offense All papers for this course must follow the MLA (preferred), Chicago, or APA in-text citation/documentation formats.
3. Assignments are due as scheduled. I am very open to re-negotiating assignment due dates with individuals: **BUT** this re-negotiation needs to happen *prior to the day* on which the assignment is due.
4. Final date to withdraw from this course without academic penalty is July 15, 2015. If you are considering withdrawing from the course, I would strongly encourage you to speak with me, in case we are able to work out an arrangement that would enable you to finish in good standing.
5. All PACTS students are encouraged to take up any concerns/questions regarding grades, first with the instructor, then with the Assistant Vice-President Academic, Wesley Toews. The CMU Calendar outlines its appeals process clearly on page 48 of the student handbook.
6. E-mail: Substantive discussions are best done person to person, not electronically. E-mail can be used to set up personal appointments, to send regrets if one has to miss class, and so on, but not for engaging in substantive discussions. Due to the vagaries of email communication, when assignments have been sent by email it is incumbent upon the student to ensure that the professor has received the assignment. If the professor does not email back indicating receipt of the assignment within 24 hours, then the student needs to re-send, until the professor's receipt of the assignment has been confirmed. It is the student's responsibility to gain confirmation of receipt for any given submission.
7. Students with disabilities are encouraged to talk to me about any accommodation/support that I can offer that would be helpful.

COURSE SCHEDULE

CSOP Timetable:

Monday	8:00 - 8:45	Registration and Coffee
	9:00 - 10:00	Opening Program
	10:00 - 12:30	Beginnings: Intros, Goals, Supporting Learning
	12:30 - 1:15	Lunch
	1:30 - 5:00	What is Direct Education, Building Learning Tools
	5:30-6:00	Supper
Tuesday	9:00 - 12:30	Activity, Experiential Cycle, Thinking like a Trainer
	12:30 - 1:30	Lunch
	1:30-2:30	Class Sampler*
	2:30-3:00	Coffee Break
	3:00 - 5:00	What is Power, Putting Learning into Practise
	5:30-6:00	Supper
Wednesday	9:00 - 12:30	The Secret Life of Groups
	12:30 - 1:30	Lunch
	1:00 - 5:00	Analysis of dynamics, Putting Learning into Practise
	5:30	Supper
Thursday	9:00 - 12:30	Principles of Design
	12:30 - 2:00	Peacebuilder Banquet
	2:00 - 5:00	Unpacking Systems, Putting Learning into Practise
	5:30	Supper
Friday	9:00 - 12:00	Topics Arising
	12:30 - 1:30	Lunch
	1:30 - 3:00	Closing
	3:00 - 4:00	Closing Ritual & Coffee break

Coffee breaks are normally 10:30-11 and 3:30-4