



## DESIGNING AND FACILITATING ADULT LEARNING AND DEVELOPMENT

Strong, responsive facilitation is not all we need to support adults as they learn – the design of that learning is equally important. And if we believe that adults all come with the capacity to do the work involved in learning, it becomes critically important that we create designs that maximally support them.

*“Learning is not the product of teaching; learning is the product of the activity of learners.” John Holt*



**Open to Faculty and Staff**

**Monday - Tuesday  
June 12 and 13  
8:30am – 4:30pm**

**Explore assumptions  
(our own and others)  
about how adults  
learn**

**Develop and receive  
feedback on a  
professional learning  
agenda**

### **FACILITATORS:**

Gene Thompson-Grove

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# Designing and Facilitating Adult Learning and Development

**WHO:**

Monroe Community College Faculty and Staff

**WHEN:**

Monday and Tuesday

June 12 and 13, 2017

8:30am – 4:30pm

**WHERE:**

Monroe Community College, Rochester, NY

**WHY:**

Strong, responsive facilitation is not all we need to support adults as they learn – the design of that learning is equally important. And if we believe that adults all come with the capacity to do the work involved in learning, it becomes critically important that we create designs that maximally support them.

**LEARNING OUTCOMES:**

- Explore assumptions – our own and others - about how adults learn.
- Consider principles of adult learning and apply them to a learning design.
- Evaluate the role of adult learning tasks in promoting authentic accountability.
- Analyze and apply eight steps of design.
- Consider the role of constructivist adult development as we design adult learning.
- Develop and receive feedback on a professional learning agenda.
- Problem-solve common facilitation challenges.

**SO THAT:**

Learners can design meaningful agendas for adult learning, which results in improved and/or transformed educator practice that leads to increased student learning.

*"Don't ever do what the learner can do; don't ever decide what the learner can decide." Jane Vella*