# FACILITATE FOR IMPACT

## *Turning Learning Moments into Lasting Change*

# Facilitate for Impact:

## Turning Learning Moments into Lasting Change

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## Module1: Getting the Most from this Learning Experience

Authenticity is what builds credibility and trust. So, take what we talk about here and make it your own.

Please, for the love of retention, take notes.

## Learner Prompt #1:

### Learning Goals

Take a few minutes to think about what you want to do with what you learn in this course. What needs to change? What do you want to do differently? How do you want to grow in this area? Note your overall goal and up to three smaller, more specific goals.

If you are having trouble defining your goals, think about what attracted you to this course in the first place. Was it the instructor's award-winning reputation? Was it the title and sales page? Did the takeaways speak to you? Did it seem to be a good resource to help you overcome a particular challenge (or two?)

What is your WHY for this learning experience?

**Overall Learning Goal:**


**Specific Goal #1:**


**Specific Goal #2:**


**Specific Goal #3:**

# Module 2: Foundational Concepts

A quote from author Katherine Paterson:

"The name we give to something shapes our attitude toward it."

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## Learner Prompt #2

### The Power of Labels

Take a minute to review these labels and decide how each one may impact how you want learners to see you.

A **teacher** is a professional who guides individuals to acquire knowledge, skills, and values.

A **trainer** is a person who trains people or animals.

**Talent Development** is the process of helping organizations and their people grow through planned and unplanned learning.

A **facilitator** is a person who makes an action or process easy or easier.

What have you called yourself in the past? How has it been received? Do you want to try a different label? Which one? Why?

# A Preview of What's to Come:

Here are a few terms we'll be exploring in the next few modules. We thought you might like a preview.

- Metacognition - awareness and understanding of one's own thought processes.  In simple terms, metacognition is thinking about your own thinking. It's the process of being aware of your mental processes, monitoring your understanding, and regulating how you learn or approach a task.
- Self-Directed Learning - a process where an individual takes the initiative to diagnose their learning needs, set goals, find resources, choose strategies, and evaluate the outcomes of their learning, with or without help from others.
- Self-determination theory - a framework in psychology that explains human motivation, personality, and well-being by identifying three innate, basic psychological needs: autonomy, competence, and relatedness.
- MOOCs - Massive Open Online Courses, are online courses that are available to anyone with an internet connection, often at no cost, and can have an uncapped number of participants.
- Gamification - the application of typical elements of game playing (e.g. point scoring, competition with others, rules of play) to other areas of activity, typically as an online marketing technique to encourage engagement with a product or service. Gamification in education is the practice of applying game design elements—such as points, badges, leaderboards, and challenges—to non-game educational activities to increase student motivation, engagement, and overall learning outcomes.
- Bloom's Taxonomy – a hierarchical framework developed to classify and organize learning objectives by levels of cognitive complexity, moving from basic knowledge to complex creation. Created by educational psychologist Benjamin Bloom in the 1950s, it provides a common language for educators to design curriculum, assessments, and instructional methods that promote higher-order thinking in students.

# Module 3: The Motivation Equation — Self-Determination Theory and Adult Learning

At the heart of SDT there are three fundamental psychological needs: **autonomy**, **competence**, and **relatedness.**

## 1. Competence
We all need to feel capable — like we can do the thing and do it well. Competence fuels confidence, growth, and that satisfying "I've got this" feeling that keeps learners coming back for more.

## 2. Autonomy
This one's all about control. Adults don't like being told what to do — especially in a learning environment. Autonomy means having freedom and choice: learning *their* way, in *their* time, for *their* reasons.

## 3. Relatedness
At our core, we want to belong. When people feel connected — to you, to each other, to the material — their guard comes down. And once that happens, their minds open up.

## Motivation: The Inside Job

- *Extrinsic motivation* is the carrot — external rewards like bonuses, praise, or passing grades. It works, but it fades fast.
- *Intrinsic motivation* is the good stuff — driven by curiosity, purpose, and internal satisfaction. That's the kind of motivation that lasts.

# Learner Prompt #3

## Self-Determination Theory

As a facilitator, which of the three SDT components — **competence, autonomy, or relatedness** — needs your focused attention?

- Maybe you excel at creating belonging but struggle to give up control.
- Or maybe you're great at building skills but forget to invite input.

What's your growth edge here? Where can you move the needle with one – or more - of these three components?

# Module 4: Adult Learning Challenges — Engagement, Self-Awareness, and Closed Minds

Engagement Isn't Optional — It's Everything.

Do Your Homework.

Get Them in the Right Mindset.

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## Learner Prompt #4

### Stop-Start- Continue

Spend a few minutes jotting down some notes using the Stop-Start-Continue process.

Based on our discussion about engagement, what is something that you may want to STOP doing in your sessions?

What is something that you want to START – or at least TRY – in one of your sessions to garner a higher level of engagement, or to earn engagement quicker?

And lastly, celebrate what you are already doing well and note what you want to CONTINUE doing in your sessions; that thing you already do that helps learners want to be in the room with you.

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# Module 5: Metacognitive Facilitation: Enhancing Learning Through Awareness.

Metacognition is the ability to observe one's own thinking, allowing for self-assessment, adaptation, and improvement in cognitive tasks.

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## Learning Prompt #5

### Your Thinking Style

Jot down some thoughts on these questions. Don't worry, there are no right or wrong answers – it's all about getting to know your own unique thinking style!

1. **Your Mind's Operating System:**
   - How does your brain actually process information? Are you a detective, meticulously analyzing every detail? Or do you prefer to see the whole landscape from a mountaintop?
   - Do you tend to get lost in the weeds, or do you always keep the big picture in sight?
   - Are you a 'what you see is what you get' kind of thinker, or do you dive into the abstract?
   - In your own words, how would you describe the way your mind works?
2. **Your Learning Sweet Spot:**
   - How do you learn best? Let's get specific! Saying 'hands-on' is a great start, but what does that *actually* mean for you?
   - Do you need a step-by-step guide while you're doing it, or do you prefer to watch someone demonstrate first?
   - Do you learn better by listening to podcasts, watching videos, reading, or by doing?
   - What are the absolute best conditions for you to retain information?
3. **The Learning Roadblock:**
   - Think back to a time when you really struggled to learn something new.
   - How was it being taught? What was the method of instruction?

- o Do you think you would have had a better experience if it had been taught differently?
- o If you could redesign that learning experience, how would you do it? What would make it ideal for you?"

# Module 6: Applying Self-Determination Theory in Facilitation

## Supporting Autonomy **(You may want to make note of the tips and techniques that you want to try!)**

## Supporting Competence **(Same advice again!)**

## Supporting Relatedness **(Do we even need to say anything?)**

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# Learning Prompt #6

## What will you do differently?

Take a few minutes to note your thoughts:

- Which strategy will you implement in your next learning session, and why?
- Did this discussion spark any new ideas of your own? Write them down and sketch out a plan to test them in your next session.

# Module 7: Self-Directed Learning — From Theory to Practice

Self-Directed Learning, or SDL, happens when learners take charge of their own learning.

SDL works best when an *advising facilitator* supports the learner's process. The facilitator helps set the direction, but the learner holds the wheel.

## How It Works

The learner:

1. **Identifies needs and goals.**
2. **Finds resources.**
3. **Implements strategies.**
4. **Evaluates outcomes.**

## The Challenges

## Why It's Worth It

## Learning Prompt #7

### Keep Learning….

- Do a quick online search for "Self-Directed Learning."
- Watch a short video or read an article that catches your attention — even if it's an older one.
- As you explore, jot down what stands out. What new perspectives or challenges does the information spark for you?

  You'll probably notice that every example points back to one truth: **the more ownership we give learners, the deeper their learning becomes.**

# Module 8: Self-Directed Learning — The Four-Step Process

Self-Directed Learning, or SDL, follows a natural cycle that mirrors how most of us learn in everyday life — we just don't always realize we're doing it.

The four steps are:

1. **Assess Readiness** (Being Ready to Learn)
2. **Set Learning Goals**
3. **Engage in the Learning Process**
4. **Evaluate and Reflect on Learning**

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## Learning Prompt #8

### Take a few minutes to think about your own learning habits:

- Which of these four steps comes most naturally to you?
- Which one tends to get skipped when you're learning something new?
- How can you strengthen that weaker step the next time you're learning or facilitating?

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# Module 9: Learners Learning Their Way

**MOOCs** are free or low-cost online courses open to anyone, anywhere. They make learning accessible, flexible, and incredibly scalable.

Our role doesn't end when the session does. The most powerful facilitation experiences spark **residual learning** — the kind that keeps going after learners leave the room.

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## Learning Prompt #9

### Your Learning Habits

Take a few minutes to reflect:

- What types of learners do you typically work with?
- What kind of self-work might work best for *them*?
- Could you reach out to past learners and ask what helped them keep learning after a session?

Now, jot down **2–3 ideas** for how you'll encourage residual learning in your next facilitation experience.

# Module 10: Gamification — Making Learning Playful and Purposeful

**Gamification** means weaving game mechanics into non-game settings to make tasks more motivating.

## The Cons — When Gamification Misses the Mark

1. It takes time and energy.
2. It can miss the motivation mark.
3. It leans on extrinsic motivation.
4. It can oversimplify complex content.
5. It can alienate people.

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## The Pros — When Gamification Works

1. It boosts engagement and enjoyment.
2. It improves retention.
3. It provides immediate feedback.
4. It allows self-paced progress.
5. It encourages collaboration and accountability.

## Three Keys to Gamifying for Adult Learners

1. Relevance
2. Adult-Centric Motivation
3. Clear, Simple Instructions

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# Learning Prompt #10

## Gamification Ideas

Take a few minutes to brainstorm:

- What topics do you teach that could lend themselves to gamification?
- How might you create a simple game or challenge around one of them?
- How could you weave in the three adult-learning elements: **relevance, motivation, and clarity?**

Start small. Prototype it. Test it. Adjust. You'll be amazed at how a little play can make a big difference.

# Module 11: Using Engagement Tools Effectively

## Organic Engagement Tools

## Technological Engagement Tools

**1** **Pick**

**2** **Prepare**

**3** **Practice**

**4** **Plan**

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## Examples of Technological Tools

### Collaborative Tools

- Padlet: digital brainstorming boards.
- Online forums or chat groups: encourage peer connection.
- Gamification platforms: Kahoot!, Quizizz, or even short polls for quick energy boosts.
- Video/media snippets: short, purposeful clips to illustrate a point or reset attention.

**Experiential Tools**

- Problem-based learning: small challenges or case studies that connect to real work.
- Reflection prompts: mini journaling or "what would you do?" moments.
- Hands-on activities: revising a process, designing a solution, role-play.

**Modern Learning Tools**

- Blended learning: hybrid setups that combine in-person and online elements.
- Microlearning: short, focused lessons for busy professionals.
- LMS platforms: organize and track learning in systems like TalentLMS or Odoo.

Remember — the tool should never *be* the learning. It should *serve* the learning.

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## Learning Prompt #11

### Engagement Ideas

Take a few minutes to explore the engagement tools list provided.

- Which ones catch your eye?
- Which fit your facilitation style and your audience best?
  Choose one to try over the next few weeks and use the **Prepare–Practice–Plan** method to master it.

# Engagement Tools

## Collaborative and interactive tools

- **[Padlet](#):** A digital board for brainstorming, sharing ideas, and collaborative discussions.

- **Online forums and chat groups:** Enable remote collaboration and peer-to-peer support.

- **Small group activities and brainstorming:** Engage adults by having them work together and share their experiences.

- **Gamification platforms (Kahoot!, Quizizz):** Make learning more fun through points, rewards, and challenges.

- **[Video and interactive media](#):** Use video clips and demonstrations to present information and keep attention, especially in short segments.

## Experiential and problem-based tools

- **[Problem-based learning (PBL)](#):**

  Use real-world challenges to develop critical thinking and problem-solving skills.

- **Hands-on activities:**

  Encourage learning by doing, such as revising a survey question in a group.

- **Reflection:**
  Incorporate opportunities for learners to reflect on how they will apply new skills in their work.

## Technology and modern learning tools

- **Blended learning:** Combine online and in-person training for flexibility and engagement.

- **Microlearning:** Break down information into small, focused lessons to fit busy schedules.

- **Personalized learning platforms:** Use tools that create personalized homepages to eliminate distractions and provide relevant content.

- **Learning Management Systems (LMS):** Utilize platforms like [TalentLMS](#) or [Odoo](#) to organize content and manage learning activities.

## Module 12: Bloom's Taxonomy and Its Usefulness with Adult Learners

## The Six Levels of Bloom's Revised Taxonomy

**1** Remembering — *Can they recall it?*

**2** Understanding — *Can they explain it?*

**3** Applying — *Can they use it?*

**4** Analyzing — *Can they see the patterns?*

**5** Evaluating — *Can they make a judgment?*

**6 Creating — *Can they innovate?***

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## Learning Prompt #12

### Applying Bloom's Taxonomy

Take a few minutes to think about your next learning session.

- Which level of Bloom's does your current content hit?

- Could you add an activity or question to nudge learners up to the next level?
- How can you make your objectives more *action-based* using verbs like "apply," "analyze," or "create"?

Write a few ideas down — small tweaks can elevate your facilitation from good to unforgettable.

# Module 13: Wrapping It All Up — Facilitating for Impact

**Reflection Moment:**
Consider pausing right now and jot down three quick notes:

- One thing you want to start doing in your next session.
- One thing you'll stop doing that doesn't serve your learners anymore.
- And one thing you'll continue doing because it works beautifully.

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## Step 1: Reflect on Your Growth

Think back to when you started this course.

- What's one insight or mindset shift that changed how you view facilitation?
- What new strategies or tools do you feel most confident using now?
- How has your definition of a *successful learning experience* evolved?

## Step 2: Start / Stop / Continue

Use this simple framework to stay intentional:

- **Start:** One thing you'll begin doing in your next facilitation.
- **Stop:** One habit or tendency you'll let go of.
- **Continue:** One thing that's working beautifully and deserves to stay.

## Step 3: Learning in Action

Facilitation isn't about perfection — it's about presence.

- How will you stay mindful and adaptable in your sessions?
- What will you do to keep learning about learning?
- Who can you connect with or mentor to keep this growth alive?

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