

How do we use the 48 steps to move someone
from a Ranger to a Change Agent & Increase the
Outcomes for Learners in an L2L Experience? [a
very rough draft]

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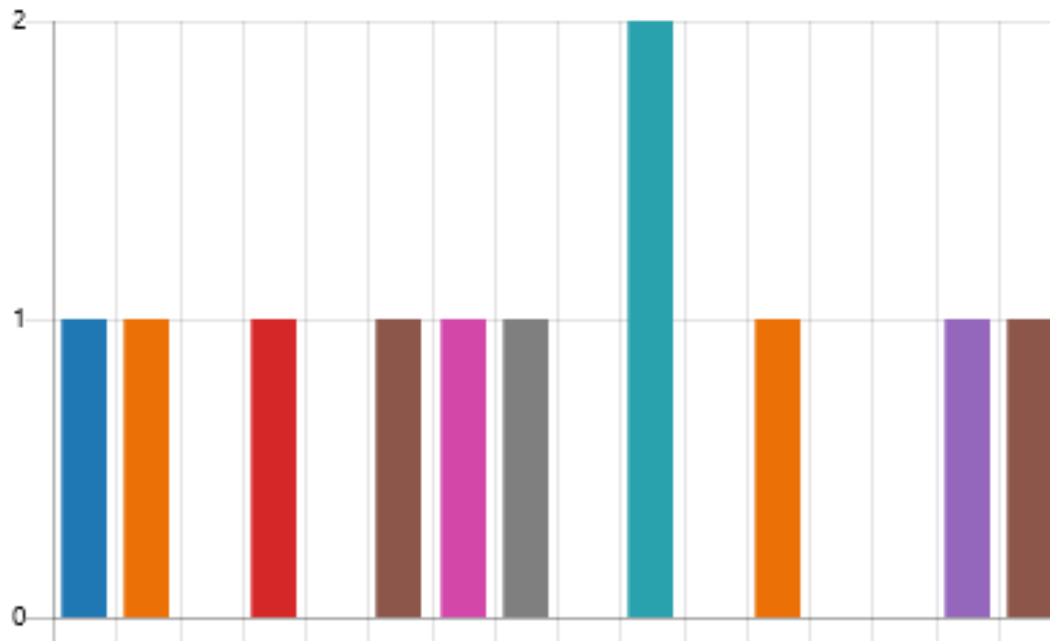
Ingrid Ulbrich

Dan Apple

Survey

- Sent to 12 people, 5 responses
- “Demographics”
 - # years doing L2L: avg = 8; range = 2 – 15 years
 - How many L2L experiences: avg = 34 (median = 9) ; range = 1 – 150
- Link:
<https://forms.office.com/Pages/ResponsePage.aspx?id=21KVzwpmkUqb1mXCMA-csTQnimA7eblGibppfhiYsttUQU9YR1ZER005RIg2SFpQWEdNWkYzTkMzTi4u>

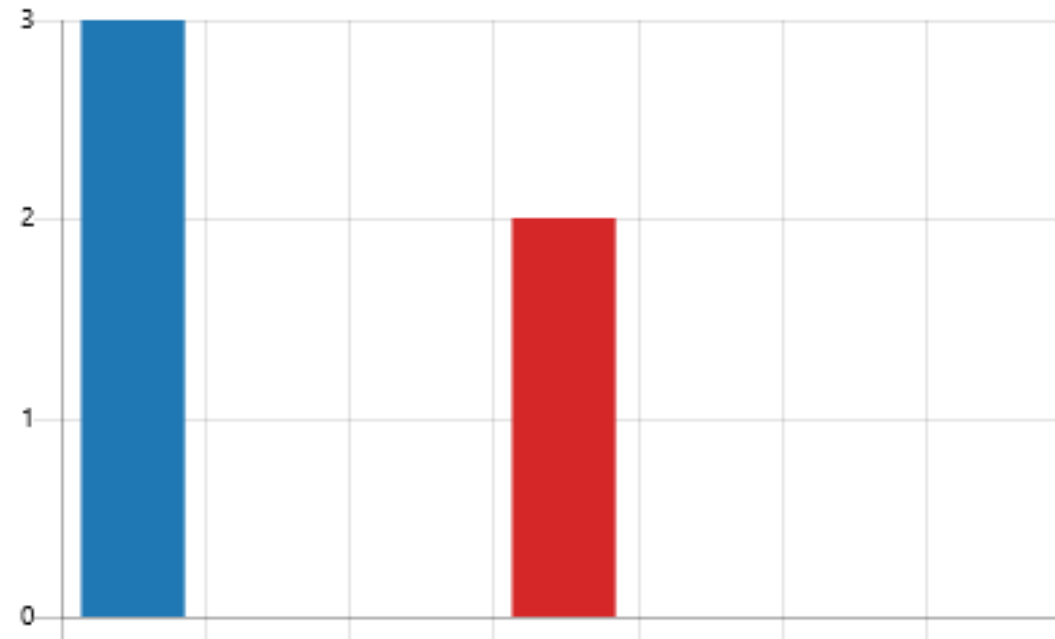
What are the 3 L2L experiences that you facilitate most effectively?



- Performing like a star 1
- Becoming a master learner 1
- Your past doesn't define your f... 0
- Self-assessment, the engine of... 1
- Time, planning, and productiv... 0
- Methodologies: unlocking pro... 1
- Visioning your future 1
- Performing in teams and withi... 1
- Performing when being evalu... 0
- Reading for learning 2
- Metacognition: thinking abou... 0
- Using failure as a stepping sto... 1
- Choosing and using mentors ... 0
- My turn to shine 0
- Shifting from extrinsic to intrin... 1
- Other 1

The Profile of a Quality Facilitator has several broad categories. For which category is your facilitation the strongest?

- Preparing 3
- Assessing audience needs 0
- Setup 0
- Facilitating experience 2
- Closure 0
- Follow up 0
- Other 0



Reasons

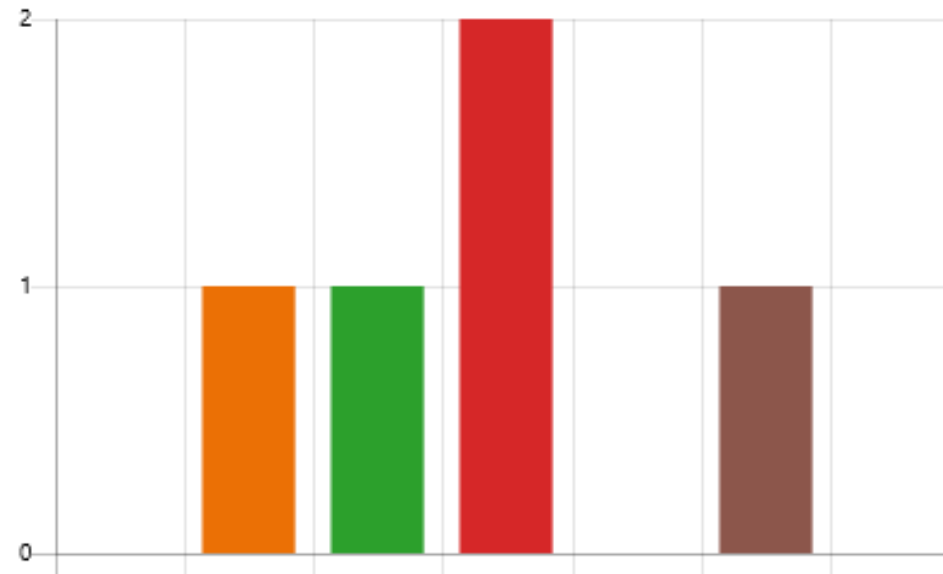
- Empowering students (don't give answers/enable)
- Constructive intervention on process, not content
- Continuously raise the challenge bar
- Created many activities –so know what the goal is for students to learn
- Preparing taps into strengths in instructional design; can tailor work time to when I am performing well
- Writing facilitation plans

In which broad category of facilitation would improvement most increase your effectiveness as a L2L facilitator?

7. In which broad category of facilitation would improvement most increase your effectiveness as a L2L facilitator?

[More Details](#)

- Preparing 0
- Assessing audience needs 1
- Setup 1
- Facilitating Experience 2
- Closure 0
- Followup 1
- Other 0



Top facilitation tips

- Students need meaningful, relevant work.
- Create failure that challenges students to want to learn and not quit (productive failure)
- Establishing trust (non-judgemental, encouragement)
- Continually model learning skills, especially assessment
- Empower, don't enable
- Intervene on process, not content
- Demonstrate that you believe students can be successful
- Planning can make you confident – make the content your own
- Planning and preparation – intimate familiarity to the outcomes of each experience
- Assessment – self and mentor
- If setup seems limiting, be flexible in finding solutions
- Respect and value each participant's contribution

“New” Direction

- Creating a magical L2L experience:
 - Part 1 – The Process (IJPE 2022)
 - Cynthia, Ingrid, Auston, Dan
 - Dan’s 48 steps
 - Question #3 – focus on reading for learning and experiences not chosen
 - Part 2 – The Facilitator (IJPE 2022?)
 - Auston, Cynthia, Ingrid, Dan
 - Question #7 – areas of improvement wrt Profile of Quality Facilitator

Example – Reading for Learning

- **Experience 10**
- **Step 31: Reading for Learning**
- **Description:** Students use the Reading Methodology and the Reading Log to do their reading assignments.
- **Means:** Process the reading associated with this chapter to challenge to use the reading process as you read about reading process as it relates to learning process
- **Tools:** Reading Methodology, Reading Log
- **Risk Factors:** Ineffective reader, Unorganized
- **Learner Characteristics:** reader, organized, prepared, inquisitive
- **Outcome:** Reading works with a disciplined process and produces learning

Example – Time, planning, and productivity

- **Step 15: Productivity**
- **Description:** Students explore the power of managing time by planning its use, prioritizing what is essential, being efficient with allocated time and aligning efforts with planned outcomes.
- **Means:** Analyze their current use of time to see where they are productive and where time gets away from them.
- **Tools:** Time analysis form
- **Risk Factors:** procrastination, lacks time management
- **Learner Characteristics:** Disciplined, manages time, plans, set goals
- **Outcome:** Efficiency mindset – constantly trying to do more with less
- **Step 16: Scheduling**
- **Description:** Put planning in place for the current course to produce a schedule for this course as well as do a global schedule for the current or next term.
- **Means:** Identify what needs to be done by when and amount of effort required and with prioritization scheduling the block of time to accomplish all required tasks with the quality and on time
- **Tools:** Monthly and Weekly Planner and Daily To Do List
- **Risk Factors:** Wings Everything, Lacks Discipline
- **Learner Characteristics:** Organized, Plans, Sets Goals, Clarifies Expectations
- **Outcome:** Effective planning

Cont'd

- **Step 17: Tracking Progress**

- **Description:** The students have completed up to 30% of the course now. It is time to stop and reflect on what has happened so far, determine how much of their self-growth goals have been achieved and what changes in action plans could help develop even stronger outcomes.
- **Means:** Progress check on their self-growth goals followed by an assessment of this progress to improve their progress over the next section of the course
- **Tools:** Progress Check form, SII
- **Risk Factors:** Coasting/Unchallenged, Lacks Mentors
- **Learner Characteristics:** Metacognitive, Reflects, Plans, Validates
- **Outcome:** Realize that you are the only one that can change you and if truly important you must take ownership to make it happen.

- **Step 18: Set Goals**

- **Description:** A natural extension of this course at this time is for the learner to take ownership of their life and a great way of them doing so, is for them to view their future and what they want to accomplish that is critical over the next couple of years.
- **Means:** The learner sets two short term (less than 6 months) life goals and two long term life goals (6 months to 3 years).
- **Tools:**
- **Risk Factors:** No life vision, Uncommitted
- **Learner Characteristics:** Learner ownership, Life Vision, Sets Goals, Plans
- **Outcome:** Provides Self-Direction with underlying purpose

Suggestions for strengthening?