

Course Map:

Facilitating Social Learning and Stakeholder Engagement in Natural Resource Management Contexts. Introductory Course

Part of Programme: Tsitsa Project

External Short Course NQF Lvl5

Start date: October 2020 - April 2021

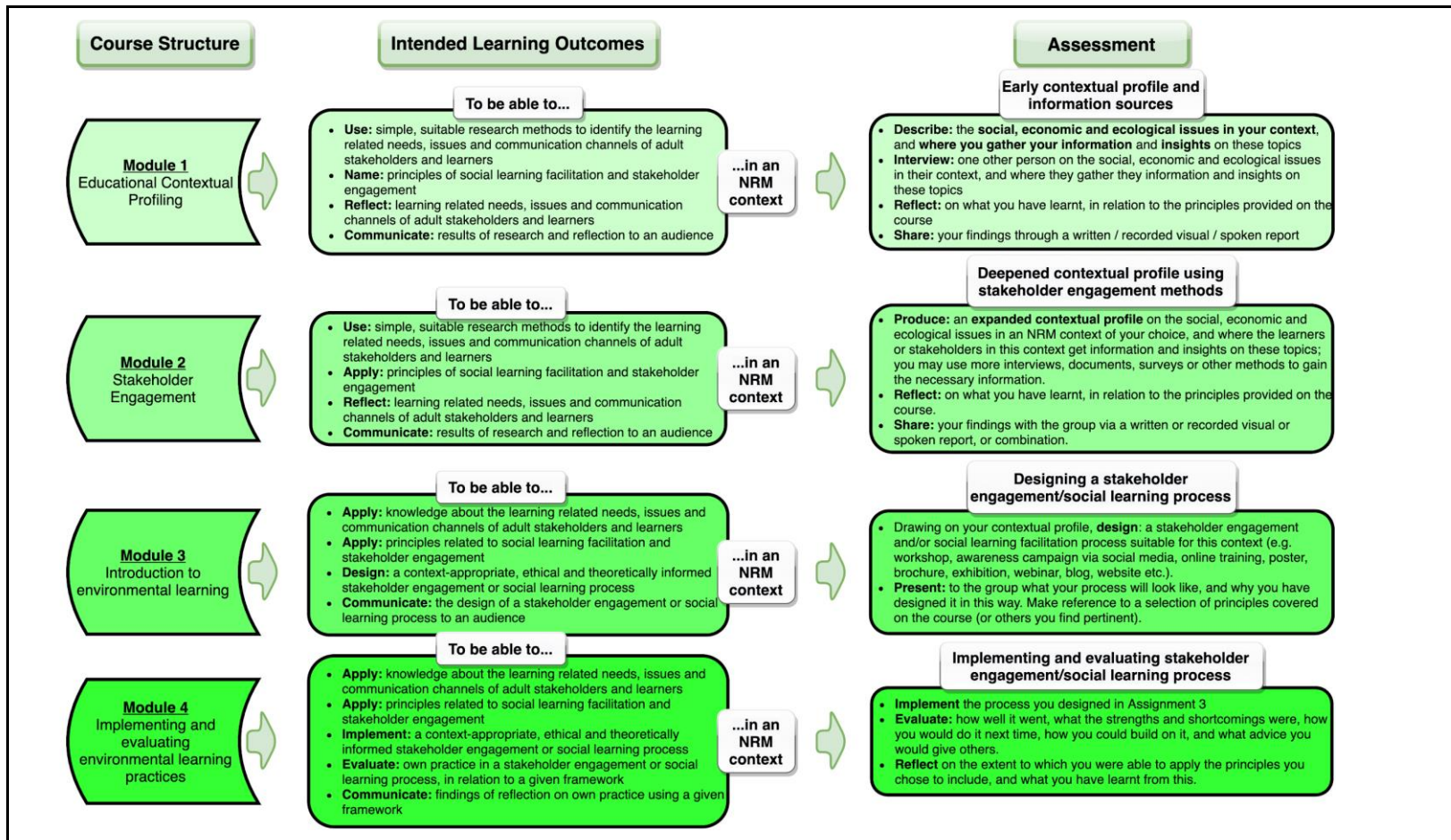
Platform: LearnDash (additional course to be added to an existing [Greenskills](#) website)

1. Course Description

A distance learning short course comprising four modules to build the capacity of participants practicing and interested in conducting environmental learning processes drawing on learning theory, methods and processes. The purpose of the course is to inform and strengthen the existing and future

practice of educators, trainers, facilitators (and people interested in these roles) in Natural Resource Management contexts with up-to-date theory and methodology.

2. Learning Objectives and Outcomes



Purpose	To inform and strengthen the practice of current and future community and adult educators, trainers and facilitators in Natural Resource Management contexts with introductory level theory and expanded facilitation, teaching, engagement and basic intervention design methodologies.	
Intended Learning Outcomes	Module 1	<p>Able to <i>use</i> simple, suitable research methods to identify the learning related needs, issues and communication channels of adult stakeholders and learners in a natural resource management (NRM) context</p> <p>Able to <i>name</i> principles of social learning facilitation and stakeholder engagement in an NRM context</p> <p>Able to <i>reflect</i> on the learning related needs, issues and communication channels of adult stakeholders and learners in an NRM context</p> <p>Able to <i>communicate</i> results of research and reflection to an audience</p>
	Module 2	<p>Able to <i>use</i> simple, suitable research methods to identify the learning related needs, issues and communication channels of adult stakeholders and learners in a natural resource management (NRM) context</p> <p>Able to <i>apply</i> principles of social learning facilitation and stakeholder engagement in an NRM context</p> <p>Able to <i>reflect</i> on the learning related needs, issues and communication channels of adult stakeholders and learners in an NRM context</p> <p>Able to <i>communicate</i> results of research and reflection to an audience</p>
	Module 3	<p>Able to <i>apply</i> knowledge about the learning related needs, issues and communication channels of adult stakeholders and learners in NRM context</p> <p>Able to <i>apply</i> principles related to social learning facilitation and stakeholder engagement in an NRM context</p> <p>Able to <i>design</i> a context-appropriate, ethical and theoretically informed stakeholder engagement or social learning process</p> <p>Able to <i>communicate</i> the design of a stakeholder engagement or social learning process to an audience.</p>
	Module 4	<p>Able to <i>apply</i> knowledge about the learning related needs, issues and communication channels of adult stakeholders and learners in NRM context</p> <p>Able to <i>apply</i> principles related to social learning facilitation and stakeholder engagement in an NRM context</p> <p>Able to <i>implement</i> a context-appropriate, ethical and theoretically informed stakeholder engagement or social learning process, <i>following a given design</i></p> <p>Able to <i>evaluate</i> own practice in a stakeholder engagement or social learning process, in relation to a given framework</p> <p>Able to <i>communicate</i> findings of reflection on own practice using a given framework</p>

3. Course curriculum, tasks and assignments

Module Module s will be run 6 weeks apart	Week Provide content at beginning of module vs dripping content in - following up with a synchronou s. Providing all content gives participant s an idea of the workload	<p style="text-align: center;">Topics and sub-topics (provides guidelines on course material to be produced and the depth required of each) All topics and subtopics will be pre-prepared and accessible for asynchronous and workaway learning</p>	<p style="text-align: center;">Content delivery mode <i>All content, learning/instructional sessions and discussion sessions will take place online</i></p>	<p style="text-align: center;">Other tasks [Include all other tasks: Readings, discussions / debates, reflective blogs etc.] <i>In each module participants will be required to: Participate in Full Group Session; Contribute to online discussions; Engage with provided materials; Assignment; Assignment discussion with tutor; Small group, peer discussion</i></p>	<p style="text-align: center;">Primary contributor</p>
<u>Module</u> <u>1</u> Educati onal Context	Week 0 5 - 12 October	<ol style="list-style-type: none"> 1. Setting the scene for the course - What, Why, How (Introduction, overview, logistics, content, course website etc.) (<i>Depth in Module 1</i>) <ol style="list-style-type: none"> a. <i>Introduction to Module 1</i> 	<p style="text-align: center;">Synchronous group session (zoom or other appropriate platform) <i>Recorded for asynchronous viewing</i> <i>Pre-recorded video</i> <i>Handouts</i></p>	<p style="text-align: center;">None - (Google form survey related to participant expectations possible)</p>	<p style="text-align: center;">Matthew, Monde & William</p>

ual Profilin g Online engage ment 2 X 1.5 Small groups 2 x 1.5 Contrib ution to online discussi ons 2 hrs Own studies 20 hours	Week 1 12-19 October	2. Education, knowing and sources of information (including IK, place-based) (<i>Depth in Module 1</i>) a. Introduction and history of environmental education/learning (<i>Less detailed?</i>)	Pre-recorded video (Narrated powerpoint) Handout Activities?	Readings Small group, peer discussion	Eureta & Monde?
	Week 1 12-19 October	3. Context - why it is important and how to do an educational contextual profile (<i>Depth in Module 1</i>) a. Different dimensions of the environment and why they are important (Figure 1); b. Context and systems thinking and historical analysis	Pre-recorded video (Narrated Powerpoint) Handout Activity?	Readings Small group, peer discussion	Jessica & Eureta
	Week 2 19-26 October	4. Information, information sharing and where people get their information from. (<i>Depth in Module 1?</i>)	Pre-recorded video (Narrated Powerpoint) Handout Activity?	Readings Small group, peer discussion	Monde &
	Week 2 19-26 October	5. Research methods to research learning related needs? (<i>Less detail</i>)	Pre-recorded video (Narrated Powerpoint) Handout	Readings Small group, peer discussion	Matthew & Monde

	Week 3 26 Oct - 2 Nov	6. Principles of social learning and stakeholder engagement <i>(Introduction, less depth)</i>	Pre-recorded video	Readings Small group, peer discussion	Reuben & Eureka
	Week 3 26 Oct - 2 Nov	7. Introduction on reflection and reflexivity (What, why and how) <i>(Introduction, less depth – enough to assist in reflection practice)</i> LINK TO PREVIOUS TOPICS - KNOWLEDGE SOURCES - LEARNING FROM DOING AND REFLECTING	Pre-recorded video	Readings Small group, peer discussion	Reuben? & Jess
	Week 4 2-9 November	8. Research communication - some support on completing and submitting their tasks (e.g. how to create an informative video) (Depth in Module 1, provide multiple options for assignment presentation – cross-cutting)	Lukhanyo to provide pointers Pre-recorded video	Small group, peer discussion	Unassigned William?
	Week 1 12-19 October	9. Overview of task one (<i>Detailed and clear</i>)	Pre-recorded video	Small group, peer discussion	Monde
<u>Module</u> <u>2</u> Stakeholder					

engage ment	Week 1 16 - 20 November	Introduction to Module 2 1. Feedback on Assignment 1 2. Overview of Assignment 2	Group Check-in Session (zoom) <i>Recorded for viewing in own time (asynchronous viewing)</i> Handouts & Guidelines	Readings Small group, peer discussion	
		<u>Topic 2.1</u> PURPOSE of STAKEHOLDER ENGAGEMENT: Purpose of Stakeholder Engagement in this Course and in NRM Generally	Narrated PowerPoint Handout	Readings Small group, peer discussion	
	Week 2 13 - 27 November	<u>Topic 2.2</u> PROCESSES of STAKEHOLDER ENGAGEMENT: Examples of Stakeholder Engagement Processes and Contexts	Narrated Powerpoint Handouts Expert Videos	Readings Small group, peer discussion	
	Week 3 30 November - 4 December	<u>Topic 2.3</u> PRINCIPLES of STAKEHOLDER ENGAGEMENT: Guiding Principles for Ethical Stakeholder Engagement	Narrated Powerpoint Handout	Readings Small group, peer discussion	

		<p align="center">Topic 2.4 PRACTICALITIES of STAKEHOLDER ENGAGEMENT: Facilitation Methods, Tools and Practicalities for Stakeholder Engagement (Facilitation 101 - guidelines)</p>	<p align="center">Narrated Powerpoint Handout Expert Videos</p>	<p align="center">Readings Small group, peer discussion</p>	
	<p align="center">Week 4 7 - 11 December</p>	<p align="center">Additional Assignment Support Module 2 Assignment in focus</p>	<p align="center">Assignment guideline</p>	<p align="center">Small group, peer discussion</p>	
		<p>1. Introduction to Module 3</p>			
<p>Module <u>3</u> Introduction to environmental learning</p>		<p>2. Purposes, types of learning, methods and processes (<i>Detailed in Module 3</i>) - <i>Depth dependant on module length - introduction rather than deep dive</i></p> <ul style="list-style-type: none"> a . Information transfer methods (e.g. field trips/learning exchange and presentations); b . experiential methods (e.g. role-play, interpretive trails, arts-based and embodied methods); c . investigative methods (e.g. participatory methods and case studies); d . learning by doing (e.g. projects and action research); and e . deliberative methods (social learning methods and scenario planning). 	<p align="center">Pre-recorded video</p>	<p align="center">Readings Small group, peer discussion</p>	

		3. Working with information (prior knowledge, new information) <i>(Detailed in Module 3)</i>	Pre-recorded video	Readings Small group, peer discussion	
		4. Case examples of learning processes/interventions (e.g. village level planning process (Laura CA) <i>(Less detailed in Module 3)</i>	Pre-recorded video	Readings Small group, peer discussion	
		5. Facilitation methods and techniques <i>(Less detail in Module 3 - Covered in Module 2 - present additional if necessary)</i>	Pre-recorded video	Readings Small group, peer discussion	
		6. Feedback on Task 2 - Individual, mentorship circle, general?		Readings Small group, peer discussion	
		7. Overview of Task 3	Pre-recorded video		
<u>Module 4</u>		1. Introduction to Module 4			
Implementing and evaluating environmental learning		2. Revisit theory based on work done <i>(Less detailed - responsive to feedback)</i>	Pre-recorded video		
		3. Practicalities of implementation <i>(Detailed in Module 4)</i>	Pre-recorded video		
		4. Basic evaluation - how to learn from the process <i>(Less detailed in Module 4)</i>	Pre-recorded video		

practice s		<p>5. Reflexivity as a learning process (how would you adapt your intervention in the future; different forms/methods of reflection; referring back to your contextual profile, has it changed the way you look at it) (<i>Less detail - responsive to feedback</i>)</p> <ul style="list-style-type: none"> a. Framings – action research learning cycle (plan, act reflect) b. Theory of change – reflective evaluation of events (participants could develop a theory of change for their intervention links nicely to evaluation) c. Triple loop learning d. Realist evaluation CMO (context, mechanisms and outcomes) 	Pre-recorded video		
		6. Feedback on Task 3	Pre-recorded video		
		7. Overview of Task 4	Pre-recorded video		

Table 4: Overview of the credit value determination of the Course.

Task/ activity	Estimated notional hours
----------------	--------------------------

Module 1: Participate in Full Group Session	2 x 1,5 hours = 3 hours
Module 1: Contribute to online discussions	2 hours
Module 1: Engage with provided materials	20 hours
Module 1: Assignment (interview, reflect, record)	14 hours
Module 1: Assignment discussion with tutor	2 hours
Module 1: Small group, peer discussion (whatsapp deliberations)	2 x 1,5 hours = 3 hours
Module 2: Participate in Full Group Session	2 x 1,5 hours = 3 hours
Module 2: Contribute to online discussions	2 hours
Module 2: Engage with provided materials	20 hours
Module 2: Assignment (expand contextual profile)	16 hours
Module 2: Assignment discussion with tutor	2 hours
Module 2: Small group, peer discussion	2 x 1,5 hours = 3 hours
Module 3: Participate in Full Group Session	2 x 1,5 hours = 3 hours
Module 3: Contribute to online discussions	2 hours
Module 3: Engage with provided materials	20 hours
Module 3: Assignment (design intervention)	20 hours
Module 3: Assignment discussion with tutor	2 hours
Module 3: Small group, peer discussion	2 x 1,5 hours = 3 hours

Module 4: Participate in Full Group Session	2 x 1,5 hours = 3 hours
Module 4: Contribute to online discussions	2 hours
Module 4: Engage with provided materials	20 hours
Module 4: Assignment (implement & evaluate)	30 hours
Module 4: Assignment discussion with tutor	2 hours
Module 4: Small group, peer discussion	2 x 1,5 hours = 3 hours
TOTAL	200 notional hours

4. Assessments

4.1 Formative assessment activities including contributing to final mark

Table 5: Tabular overview of the Course curriculum design: purpose, learning outcomes, assessment criteria and assessment tasks. This table indicates the coherence and alignment of these four Course elements.

Course Purpose statement	To inform and strengthen the practice of current and future community and adult educators, trainers and facilitators in NRM contexts with introductory level theory and expanded facilitation, teaching, engagement and basic intervention design methodologies.			
Module	Course Outcomes - Learners Are:	Assessment Criteria	Assessment Tasks	Notional hours

<p>Module 1</p>	<ul style="list-style-type: none"> • Able to <i>use</i> suitable methods to research the learning related needs, issues and communication channels of adult stakeholders and learners in an NRM context • Able to <i>name</i> principles of social learning facilitation and stakeholder engagement in an NRM context • Able to <i>reflect</i> on the learning related needs, issues and communication channels of adult stakeholders and learners in an NRM context • Able to <i>communicate</i> results of research and reflection to an audience 	<ul style="list-style-type: none"> • Interview method was ethical, suitable to context and yielded information • Social issues were identified • Economic issues were identified (can be intertwined) • Bio-physical (ecological, natural resource related) issues identified • Sources of information (or their absence) identified • Quality (scope and/or depth, appropriateness) of findings • Suitable principles named • Clarity of reflection • Quality of reflection (scope and/or depth and appropriateness of reflections) • Clarity, coherence of presentation (not the technical) 	<p>ASSIGNMENT 1:</p> <ul style="list-style-type: none"> • Using the structure provided, write 2-4 pages or present a talk on the social, economic and bio-physical issues in your context, and where you gather your information and insights on these topics; • Using the instructions, interview one other person on the social, economic and BP issues in their context, and where they gather their information and insights on these topics. Describe how you have conducted the interview using the given template. • Reflect on what you have learnt, in relation to the principles provided on the course. • Record and share your findings in a written / visual / spoken report 	<p>Assignment (interview, reflect, record) - 14 hours Engage with tutor on assignment - 2 hours</p>
<p>Module 2</p>	<ul style="list-style-type: none"> • Able to <i>use</i> suitable methods to research the learning related needs, issues and communication channels of adult stakeholders and learners in an NRM context • Able to <i>apply</i> principles of social learning facilitation and 	<ul style="list-style-type: none"> • Contextual profile clarity (coherence) • Scope and relevance of information provided on each of the 4 aspects • Appropriate principles applied • Quality of application: clarity, relevance, depth • Clarity of reflection 	<p>ASSIGNMENT 2:</p> <ul style="list-style-type: none"> • Using the structure provided, produce an expanded contextual profile on the social, economic and bio-physical issues in an NRM context of your choice, and where the learners or stakeholders in this context get 	<p>Expand contextual profile - 16 hours Discuss assignment with tutor - 2 hours</p>

	<p>stakeholder engagement in an NRM context</p> <ul style="list-style-type: none"> • Able to <i>reflect</i> on the learning related needs, issues and communication channels of adult stakeholders and learners in an NRM context • Able to <i>communicate</i> results of research and reflection to an audience 	<ul style="list-style-type: none"> • Quality of reflection (scope and/or depth and appropriateness of reflections) • Successful use of methods; methods used were ethical, suitable to context and yielded relevant information • Clarity, coherence of presentation (not the technical) 	<p>information and insights on these topics; you may use more interviews, and/or documents, surveys or other methods to gain the information.</p> <ul style="list-style-type: none"> • Reflect on what you have learnt, in relation to the principles provided on the course. • Record and share your findings in a written / visual / spoken report, or combination. 	
Module 3	<ul style="list-style-type: none"> • Able to <i>apply</i> knowledge about the learning related needs, issues and communication channels of adult stakeholders and learners in NRM context • Able to <i>apply</i> principles related to social learning facilitation and stakeholder engagement in an NRM context • Able to <i>design</i> a context-appropriate, ethical and theoretically informed stakeholder engagement or social learning process • Able to <i>communicate</i> the design of a stakeholder engagement or social learning process to an audience. 	<ul style="list-style-type: none"> • Extent to which course principles are understood • Extent to which course principles are applied (theoretically informed) • Coherent and appropriate reference to contextual profile outcomes (Assignment 2) in the design of the process (context-appropriate) • Clarity and coherence of design • Process is ethical • Clarity and coherence of communication 	<p>ASSIGNMENT 3:</p> <ul style="list-style-type: none"> • Using the information and insights from your contextual profile, design a stakeholder engagement and/or social learning facilitation process suitable for this context. This may be a workshop, awareness campaign via social media, online training, poster, brochure, exhibition, webinar, blog, website, or similar. • Use the structure provided to present to the group what your process will look like, and why you have designed it in this way. Make reference to a selection of principles covered on the course (or others you find pertinent). 	<p>Design intervention - 20 hours Discuss intervention design with tutor - 2 hours</p>
Module 4	<ul style="list-style-type: none"> • Able to <i>apply</i> knowledge about the learning related needs, 	<ul style="list-style-type: none"> • Extent to which principles applied, design and execution aligned 	<p>ASSIGNMENT 4:</p>	<p>Implement and evaluate intervention - 30 hours</p>

	<p>issues and communication channels of adult stakeholders and learners in NRM context</p> <ul style="list-style-type: none"> ● Able to <i>apply</i> principles related to social learning facilitation and stakeholder engagement in an NRM context ● Able to <i>implement</i> a context-appropriate, ethical and theoretically informed stakeholder engagement or social learning process, <i>following a given design</i> ● Able to <i>evaluate</i> own practice in a stakeholder engagement or social learning process, in relation to a given framework ● Able to <i>communicate</i> findings of reflection on own practice using a given framework 	<ul style="list-style-type: none"> ● Clarity and coherence of communication ● Clarity, coherence of evaluation (reflection on practice) ● Scope and depth of evaluation ● Extent to which course principles are understood ● Extent to which course principles are applied (theoretically informed) 	<ul style="list-style-type: none"> ● Implement the process you designed in Assignment 3 ● Using the structure provided, conduct an evaluation of how well it went, what the strengths and shortcomings were, how you would do it next time, how you could build on it, and what advice you would give others. ● Reflect on the extent to which you were able to apply the principles you chose to include, and what you have learnt from this. 	<p>Discuss implementation and evaluation with tutor - 2 hours</p>
--	--	--	--	---