

## **P2PU Facilitator Guide**

# **Leveraging Learning from Life**

The Leveraging Learning from your Life Course was created in collaboration with College Unbound specifically for learning circles. As a result, the course is already aligned with P2PU's meeting structure, and this guide will serve as an outline with tips for the facilitator to support learner engagement.

[Course Website](#)

[P2PU Resource Page](#)

[P2PU Knowledge Base](#)

This course has been approved for college credit with College Unbound. Ask participants to [complete a learning journal](#) in order to earn credit.

>> [Learn more about credit-bearing learning circles](#)



**What is a Facilitator Guide?** P2PU Facilitator Guides are designed to provide structure and insight for adapting popular free online courses to the learning circle model. Every learning circle is different, and in that spirit we hope this will serve as a jumping off point for your learning circle -- don't feel like you need to follow this precisely. To remix this guide, click "File" and select "Make a Copy".

**What's the Learning Circle Format?** Each learning circle comprises a few common elements—a check-in, group activity, coursework, and a reflection—and you'll see that format followed throughout this guide. The [P2PU Knowledge Base](#) has a number of resources to help you adapt the guide for your learning circle, including [an activity library](#), [a set of standard group expectations](#), and tips for [facilitating a peer learning experience](#).

# Week 1: What is learning from experience?

*This week, we'll tell stories, do a little drawing, and explore what it means to "learn from experience."*

## 1. Check-in (20 min)

*This course asks that participants share stories and experience from their personal lives. Whenever participants are asked to share or discuss sensitive topics we encourage facilitators to help the group establish expectations to ensure that conversations and discussion are respectful and productive.*

### **(10 mins) Introductions**

**(10 mins) Group Expectations** Below are P2PU's recommended group expectations for a new learning circle:

- **Respect the speaker:** When a person is sharing, allow them to share their complete thoughts without interruption. Listen actively and push past distractions from digital devices and your environment when possible.
- **Speak from "I" and eye:** Share from your own experience and perspective. Don't assume the experiences of others and avoid making comments or generalizations about entire communities. Keep your shares focused on what you see, what you notice, and what you feel.
- **Lean into discomfort:** Some topics may be uncomfortable to talk about because of personal experiences or oppressions felt in your everyday life. The emotions and feelings that may arise are normal and can help enhance authentic learning together if shared. Participants are asked to lean into their own discomfort and honor the space for others to do the same.
- **Step up, step back:** A learning circle is most effective when all voices can be heard. If you find yourself speaking often, step back and create space for others to share their ideas. If you're someone who prefers to listen, push yourself to speak out and share at least once per meeting.

- **Keep it confidential:** *What happens in the learning circle stays in the learning circle. Respect the privacy of your fellow participants and don't share others' stories without consent.*

*As a group, note anything that you'd like to add or remove for the list. How do you want to address any conflicts that arise in light of these expectations? (You can return to this list throughout the learning circle).*

## **2. Check in Activity: Share a Story (30 min breakout)**

*If possible, coach participants past generalizations to specific stories.*

## **3. Read, Watch & Discuss (10 min)**

*The goal here is to distinguish between having an experience and learning from an experience.*

## **4. Activity (25 min breakout)**

## **5. Reflect (5 min)**

## Week 2: College Unbound's Big 10

*This week, we'll use College Unbound's Big 10 rubrics for self assessment and to gain input on our strengths from others who know us well.*

### 1. Check-in (15 min)

### 2. Read & Discuss (10 min)

### 3. Activity (40 min)

#### Using rubrics

*Encourage participants to move relatively quickly, trying not to second guess themselves. but do take some time to talk through terms and phrases that are unfamiliar to the group. People may be hesitant at first to ask about language they are not sure about - it can be useful to make it a game to "break down" language in the rubric.*

### 4. Activity (20 min)

#### Engaging your Network

*Set the expectation that participants may not receive feedback from all the people they requested it from, which is why we encourage casting a wide net. . Next week, we will spend time reflecting upon what we learned from the people who were able to respond to our request.*

### 5. Reflect (5 min)

## Week 3: Brainstorming & tacit knowledge

*This week, we'll brainstorm to uncover tacit knowledge, skills, and capacities you may take for granted. You will also start to identify specific examples of the Big 10 that you have demonstrated in your life.*

### 1. Check-in (10 min)

*Note that these testimonials from others are excellent supporting evidence for Big 10s.*

### 2. Read & Discuss (10 min)

### 3. Activity (40 min)

#### Brainstorming Take 1: Identifying and Organizing Key Learning Experiences

*Participants should collect the feedback from today's activities as evidence to support their Big 10 justifications later.*

### 4. Activity (25 min)

#### Brainstorming Big 10 Learning Experiences Take 2: Deduction

*Participants should collect the feedback from today's activities as evidence to support their Big 10 justifications later.*

*They may need clarification that they should only make one copy of the*

 *Big 10 brainstorming & drafting worksheet, and then keep filling it in with additional examples (like those they brainstormed today) and supporting documentation (like the feedback from their network).*

### 5. Reflect (5 min)

## Week 4: Generative Knowledge

### Interviewing, Part 1

*This week, you will learn about another approach to surfacing tacit knowledge, called Generative Knowledge Interviewing. Next week participants will practice this technique.*

#### 1. Check-in (15 min)

#### 2. Read, Watch & Discuss (40 min)

#### 3. Activity (30 min breakout)

##### Preparing for your Generative Knowledge Interview (GKI)

*Participants often find GKI's to be one of the most powerful elements of this experience. While it is useful this week and next to prepare for the GKI, this preparation should be relatively relaxed, like assembling ingredients not taking a culinary course before baking a cake.*

#### 4. Reflect (5 min)

## Week 5: Generative Knowledge

### Interviewing, Part 2

*This week, we will jump right into Generative Knowledge interviewing.*

#### 1. Check-in (10 min)

*Today we are going to jump right into our activity so that you have as much time as possible doing your GKIs. If you forgot the stories from last week (or were not here), you can still do a GKI. However, take this time to jot down three different moments when you had to make a difficult decision, faced a challenge, solved a problem, made a mistake that you learned from, or came up with a creative way to accomplish a goal.*

#### 2. Activity (70 min breakout)

##### Conducting your Generative Knowledge Interview (GKI)

For this activity, put participants in 2 or 3 person teams (given time limitations, lean toward two person teams). You can have participants record their interviews with each other, but it is not necessary.

#### 3. Reflect (10 min)

## Week 6: Showing your Growth & Gathering your Evidence

*You have collected examples of your Big 10 skills, now it is time to step back, reflect upon, and demonstrate your growth over time.*

### 1. Check-in (15 min)

*Send participants on a 5-minute scavenger hunt to find something that can represent their chosen Big 10. They can do this in their homes or wherever your learning circle is meeting.*

### 2. Activity (40 min)

#### Mapping your growth

*Depending upon the size of your group, you may not have time for everyone to share their story with the full group. If that is the case, put them in a different pairing so that they get the chance to tell their story two different times.*

### 3. Activity (25 min)

#### Gathering your evidence

*The key thing here is that just about anything can count as evidence as long as it in some way verifies the example the learner has provided.*

### 4. Reflect (10 min)



## Week 7: Using the Big 10 on/for the job

*Now that you have surfaced your learning from experience, let's explore how you can put it to work for you in the workplace.*

### 1. Check-in (15 min)

### 2. Watch & Discuss (10 min)

### 3. Activity (20 min breakout)

*This activity recommends 45-second pitches, but you can allocate more or less time depending on the size of your group. Be sure everyone has the chance to give their speech at least 3 times.*

#### Job Interview Improv

*This activity goes on until everyone has had a chance to play both interviewer and interviewee at least once. If you have a large group, you may want to break them out into smaller groups after doing an initial demonstration.*

#### Options:

- *Put these questions (and a few wildcards) on notecards that the interviews draw at random*
- *You can find more questions by simply Google "Behavioral interview questions"*
- *Make this a contest by splitting the group into two improv teams who take turns playing interview and interviewee.*

### 4. Reflect (5 min)

#### For Next Week

*For next week, please have a completed draft of either their elevator speech or their portfolio ready to share for feedback.*

## **Week 8: Feedback**

*Both giving and receiving feedback can be stressful, particularly when you are just figuring out something yourself. However, asking for and receiving constructive feedback is critical for learning and development. In the case of Big 10 portfolios, feedback is particularly important for understanding how others are making sense of what we are trying to communicate. In addition, giving feedback on others' portfolios can also give you new ideas for your own portfolio.*

### **1. Check-in (15 min)**

### **2. Watch & Discuss (20 min)**

### **3. Activity (35 min)**

### **4. Reflect (20 min)**

*The learning circle is over but encourage participants to incorporate this final round of feedback into Clear portfolio submissions and their elevator speeches.*