



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Facilitation of learning in non-formal education contexts	

Academic staff	Core academic unit(s)
Coordinating: assist. prof. dr. Justina Garbauskaitė-Jakimovska Other: prof. Hsueh-Hua Chuang <i>** In a non-recurring way, the course will also give place to theoretical and practical interventions of Lithuanian and foreign researchers and experts in the field.</i>	Faculty of Philosophy, Institute of Educational Sciences

Study cycle	Type of the course unit
First	Elective

Mode of delivery	Semester or period when it is delivered	Language of instruction
Blended	Autumn semester	English

Requisites	
Prerequisites:	Co-requisites (if relevant): English at B2 level Group size no more than 20 students

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	48	82

Purpose of the course unit

The aim of the course is to equip students with the theoretical foundations and practical skills necessary to effectively facilitate learning outside of traditional classroom settings. This course aims to provide a comprehensive understanding of the unique dynamics of non-formal education, including the design, implementation, and evaluation of educational programs tailored to diverse groups of learners.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Students will be able to articulate key principles and theories of non-formal education and explain how they differ from formal education systems.	Lectures, analysis of literature, seminar discussion, debate	Participation in group discussion
Students will demonstrate the ability to design and facilitate interactive, inclusive, and engaging learning sessions appropriate for a variety of non-formal education settings.	Workshops, peer-teaching sessions, work in pairs, analysis of literature.	Planning and running a workshop
Students will critically analyse case studies of non-formal education to identify successful elements of	Case study analysis, problem-based learning, peer-teaching sessions, feedback sessions.	Written case study analysis

program design and facilitation, as well as potential areas for improvement.		
Students will engage in reflective practice, assessing their facilitation techniques and personal teaching style, and will develop a personal action plan for their continued development as non-formal educators.	Reflective journals, self-assessment exercises, group reflection and discussion	Reflective journal, participation in group discussions
Students will exhibit an understanding of cultural diversity and inclusivity in non-formal educational settings, demonstrating the ability to adapt facilitation methods to diverse populations and learning environments.	Role play exercises, guest speakers, case analysis	Reflective journal, participation in group discussions
Students will effectively incorporate educational technology tools into non-formal learning facilitation, enhancing participant engagement and learning outcomes.	Online workshops, digital learning assignment	Online workshop participation, program design project (integrated technology)
Students will be able to create comprehensive non-formal educational programs, including objectives, activities, assessments, and evaluations, demonstrating an understanding of the program development cycle from inception to reflection.	Project-based learning, feedback sessions.	Program design project

Topic	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Introduction to non-formal education. Definition and principles, values and philosophical foundations, historical development, political context in Europe.	4		2				6	4	Literature studies: <ul style="list-style-type: none"> • Smith, M. K. (2001); • Deltuva, A. et al., (2013); • Garbauskaitė-Jakimovska, J. (2023); • La Belle, T. “Formal, non-formal and informal education: a holistic perspective on lifelong learning” Reflective journal.
2. Learning theories and approaches. Adult learning,	2		2				4	4	Literature studies: <ul style="list-style-type: none"> • Smith, M. K. (2001);

transformative learning, theme centered interaction								<ul style="list-style-type: none"> • M. Schneider-Landolf, J. Spielmann, W. Zitterbarth (2017) • D. A. Kolb (2015) • D. A. Kolb, A. Y. Kolb (2008) <p>Reflective journal.</p>
3. Formats of non-formal learning. Project work. Educational project design, funding and management (Erasmus+, European Solidarity Corps, other programmes)	2					2	4	<p>Literature studies:</p> <ul style="list-style-type: none"> • Kloosterman, P., Giebel, K. (2003) • Kurapkaitienė, N. (2014) • Deltuva, A. et al., (2003) • Abrignani, B. et al. (2003) • Malinauskas A., Kučikas A. (2008) <p>Overview of Erasmus+ programme and European Solidarity Corps programme documents and/or MOOC videos.</p>
4. Introduction to service learning and its connections to non-formal, informal education	1		1			2	6	<ol style="list-style-type: none"> 1. Johnson & Majewska (2022) 2. Crabtree (2013) 3. Videos <ol style="list-style-type: none"> a. TedEx Video (International Service Learning for Sustainable Development International service learning for sustainable development Caroline Payne TEDxWilliamsp ort) b. Dr. Atkinson UNESCO Classification of Learning: Formal, Non-Formal, Informal, Incidental UNESCO Classification of Learning: Formal, Non-Formal, Informal, Incidental

								<p>John & Majeska (2022): What are the main assumptions of each educational approach? How are they different, how are they connected?</p> <p>Crabtree (2013): How does service learning represent non-formal and informal education? What are intended and unintended outcomes of service learning?</p> <p>Videos: Reflection/ comments on the video</p>	
5. Case Study Analysis. Case Study Introduction: International Service Learning of Taiwanese Pre-Service Teachers in Indonesia	1		3				4	4	<ol style="list-style-type: none"> 1. Desrochers (2006) 2. Chang et al. (2024, unpublished) <p>Desrochers (2006): What are the different types of service learning? What makes service-learning effective?</p> <p>Chang et al. (2024): Read the paper describing the Indonesia PST experience. Do you have questions left unanswered? Do you see any further limitations or criticism of the study?</p> <p>1. Case Study Analysis <i>Guide for the analysis:</i></p> <ul style="list-style-type: none"> • Crabtree (2013, especially pp. 10-11 (A Framework for Analysis))
6. Experiential Learning in non-formal, informal, and service learning	2						2	4	<ul style="list-style-type: none"> • Kolb (2015) Ch. 2 • Morris (2019)

									<p><i>Pre-reflection questions:</i></p> <ul style="list-style-type: none"> • What is experiential learning to you? • In what ways can we enable experiential learning in practice? What are some of the features and conditions of experiential learning? 	
7. Leaving your comfort zone through non-formal, informal, and service learning	2		2					4	4	<ol style="list-style-type: none"> 1. Nadler (1995) 2. Reflective writing “Critical Incident” 3. TedEx Video- Life Begins at the end of your comfort zone https://www.youtube.com/watch?v=cmN4xOGkxGQ
8. Practical Design of non-formal, experiential, or service-learning programme									14	<ol style="list-style-type: none"> 1. Silberman (2007) Ch. 4- Ch.12 (choose one chapter) 2. Activity Design 3. Post-Course Reflection Paper
9. Understanding the role of the facilitator. Roles and responsibilities, facilitator vs. teacher, ethics.	1		1					2	4	<p>Literature studies:</p> <ul style="list-style-type: none"> • Klocker, S. (ed.) (2021), p. 22-29; • Evrard-Markovic, G., Bergstein, R., Deltuva, A. (2014) <p>Reflective journal.</p>
10. Designing Learning Experiences. Needs assessment, curriculum development, session planning	1		1					2	14	<ol style="list-style-type: none"> 1. Session planning for the workshop on a chosen topic. 2. Literature studies: <ul style="list-style-type: none"> • Gomes, R. (ed.) et al (2016) 13-51 p.; • Klocker, S. (2021), 53-71, 85-96. • Gailius, Ž. et al. (2013), p. 10-80 3. Reflective journal.
11. Facilitation techniques. Interactive methods, creative	2		10					12	10	<ol style="list-style-type: none"> 1. Literature studies: <ul style="list-style-type: none"> • Gomes, R. (ed.), (2016), p. 52-60.

problem solving, conflict management, boundary setting.								<ul style="list-style-type: none"> Gomes, R. (ed.), (2020), p. 51-58 2. Conducting a learning session during a seminar. 3. Reflective journal.	
12. Group dynamics and management. Stages of group development, inclusion and diversity, motivation and engagement	2		2				4	2	Literature studies: <ul style="list-style-type: none"> Brander, P. et al (2016) 13-51 p.; Klocker, S. (2021), 7-41; Bachmann, Ph. (2015) Buldioski et al (2003), 41-81 p.; Gailius, Ž. et al. (2013), p. 10-80 Reflective journal.
13. Assessment and evaluation. Feedback mechanisms, evaluating programmes.	1		1				2	4	Literature studies: <ul style="list-style-type: none"> Klocker, S. (2021), 96-103. Abignani (2003), p. 87-97 Reflective journal.
14. Reflective practice and professional development. Models of reflection, building a personal philosophy, becoming educator in non-formal education field, continual learning.	1		1				2	4	Literature studies: <ul style="list-style-type: none"> Jakube A. et al. (eds.) (2016) Garbauskaitė-Jakimovska, J. (2023) Reflective journal.
Total	20		26				48	82	

Assessment strategy	Weight %	Deadline	Assessment criteria
Planning, implementing and evaluating a workshop based on non-formal education principles	30 %	During the semester	3 points - a detailed lesson plan based on theory and observation; the planned activities and methods are in line with the aims and objectives and the group's learning needs. The lesson is implemented according to the plan or adapted to take into account and adapt to the needs of the group or other changing circumstances. All team members participate equally in the delivery of the session. The analysis of the activities carried out is detailed and specific improvements and directions are clearly defined. 2 points - the lesson plan is presented; the activities planned and the methods chosen are largely in line with the aims and objectives and the learning needs of the group. The lesson was implemented as planned. All team members are involved in the delivery of the activity. The analysis of the activities is detailed, with clearly defined improvements and directions for improvement. 1 point - the lesson plan is presented; the planned activities and the chosen methods are partly in line

			<p>with the objectives and targets set and the learning needs of the group. The implementation of the lesson is flawed. The activity does not demonstrate an equal sharing of responsibilities. The analysis of the activities carried out is superficial, not detailed, and the directions for improvement are not realistic.</p> <p>0 points - task not completed.</p>
Practical Design of non-formal, experiential, or service-learning programme	30 %	October 31st	<p>3 points - The need for the educational programme is based on several sources of literature and on observation of research carried out with the target group. Realistic objectives and creative means and educational activities to achieve them. Objectives and means are described in detail, with justification of the links. The activities are based on the principles of non-formal education. Techniques for evaluating the achievement of objectives are provided. The learning programme is coherent, logical and detailed.</p> <p>2 points - the need for the educational programme is described and justified on the basis of less than 2 sources. Learning needs of the target group are identified and described. Realistic objectives and means and educational activities to achieve them. Objectives and measures are described. The principles of non-formal education can be identified but there is no clear description. Techniques for evaluating the achievement of objectives are provided. The project is coherent and logical.</p> <p>1 points - The need for the project is described but lacks justification. Realistic objectives and means and educational activities to achieve them. Objectives and measures are described. Some activities are based on non-formal education principles. Techniques for evaluating the achievement of the objectives are foreseen. The project lacks detail and logical links.</p> <p>0 - no or incomplete project application.</p>
Reflective journal	20 %	January 6th	<p>2 points - journal entries go beyond description to include feelings, reactions, and self-analysis. Student demonstrates a willingness to challenge their own assumptions and beliefs. Student effectively connects experiences and reflections with theoretical concepts discussed in the course. Entries are informed by and integrated with relevant literature, theories, or frameworks. Student identifies specific instances of learning and professional growth. Student asks deep, probing questions about their experiences and the subject matter. Student relates reflections to practical aspects of facilitation in non-formal education settings. There are clear examples of how the student might apply what they have learned to real-world situations.</p> <p>1 point – journal entries include some description and reactions. Student shows some willingness to challenge their own assumptions and beliefs. Student partially connects experiences and reflections with theoretical concepts discussed in the course. Entries are somewhat informed by and integrated with relevant literature, theories, or frameworks. Student mentions some instances of learning and professional growth. Student relates reflections to some practical</p>

			aspects of facilitation in non-formal education settings. There are some examples of how the student might apply what they have learned to real-world situations.
Active participation (in lectures, workshops, seminars, group discussions, completing learning assignments)	20 %	During the semester	<p>Proactivity, coherence and logic in the presentation of arguments, knowledge of the topic, reliance on sources, originality, appropriate vocabulary.</p> <p>2 points - participates actively and constructively in discussions, reflects on own experience, presents his/her views in a reasoned manner, raises issues, answers questions posed by others, completes more than 90% of the tasks.</p> <p>1.5 point - participates actively and constructively in discussions, reflects on his/her own experience, presents his/her own views in a reasoned manner, answers questions posed by others, completes more than 70% of the tasks.</p> <p>1 point - participates in discussions, answers others' questions, gives an opinion, completes more than 40% of the tasks.</p> <p>0 - does not participate in the discussion, completes less than 40% of the tasks.</p>

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Abrignani, B.	2003	T-Kit 3: project management		https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-3-project-management
Berne, E.	1996	Games People Play: The Basic Handbook of Transactional Analysis		
Bowyer, J. et al.	2004	T-Kit 9: Funding and Financial Management		https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-9-funding-and-financial-management
Crabtree, R. D.	2013	The intended and unintended consequences of international service-learning.	Journal of Higher Education Outreach and Engagement, 17(2).	
Desrochers, C.	2006	Educating pre-service teachers for diversity: Perspectives on the possibilities and limitations of service learning.	The Journal of Educational Thought, 40, 263-280.	
Gomes, R. (ed.)	2016	All different, all equal education pack		https://rm.coe.int/1680700aac
Gomes, R. (ed.)	2020	Compass: Manual for Human Rights		https://www.coe.int/en/web/compass

		Education with Young People		
Evrard-Markovic, G., Bergstein, R., Deltuva, A.	2014	European Training Strategy II: Amended version of competences for trainers working at international level with criteria and indicators		https://www.salto-youth.net/downloads/4-17-3862/ETS-Competence-Model%20Trainers-Amended-version.pdf
Erikson, E.	2011	Formalist and Relationalist Theory in Social Network analyses		Yale University https://www.pop.upenn.edu/sites/www.pop.upenn.edu/files/Formalism%20and%20Relationalism%20in%20Social%20Network%20Theory4-1.pdf
Freire, P.	2000	Pedagogy of the Oppressed		Continuum
Gailius, Ž. et al.	2013	Handbook for people working with youth groups. Non-formal education practice in Lithuania		https://www.neformaliai.lt/wp-content/uploads/2014/11/handbook-for-people-working-with-youth-groups-en-web-version.pdf
García López, M. A. et al.	2003	T-kit 7: under construction... citizenship, youth, and Europe		https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-7-under-construction...citizenship-youth-and-europe
Geudens, T.	2010	Making waves		https://www.salto-youth.net/downloads/4-17-1408/MakingWaves.pdf
Jakubè, A. et al. (eds.)	2016	Holding the space: Facilitating reflection and inner readiness for learning		https://www.reflecting.eu/project/holding-the-space/
Johnson, M., and Majewska, D.	2022	Formal, non-formal, and informal learning: What are they, and how can we research them?		https://www.cambridgeassessment.org.uk/Images/665425-formal-non-formal-and-informal-learning-what-are-they-and-how-can-we-research-them.pdf
Klocker, S. (ed.)	2021	T-Kit 6: Training essentials		https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-6-essentials

				uth-partnership/t-kit-6-training-essentials
Kloosterman, P., Giebel, K.	2003	T-Kit 10: Educational evaluation in youth work		https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-10-educational-evaluation-in-youth-work
Kolb, D. A.	2015	Experiential Learning. Experience as the source of learning and development		Person Education http://ptgmedia.pearsoncmg.com/images/9780133892406/samplepages/9780133892406.pdf
Kolb, D. A., Kolb, A. Y.	2008	Experiential Learning Theory. A Dynamic Holistic approach to Management Learning, Education and Development		Sage Publications https://weatherhead.case.edu/departments/organizational-behavior/workingPapers/WP-07-02.pdf
Morris, T. H.	2020	Experiential learning – a systematic review and revision of Kolb’s model.	Interactive learning environments, 28(8), 1064-1077.	
Nadler, R.S.	1995	Edgework: Stretching boundaries and generalizing experiences.	The Journal of Experiential Education, 18(1), 52–55.	
Schneider-Landolf, M. et al.	2017	Handbook of Theme-Centered Interaction		https://www.vr-elibrary.de/doi/book/10.13109/9783666451904
Silberman, M. L. (Ed.)	2007	<i>The handbook of experiential learning.</i>		Pfeiffer
Smith, M. K.	2001	‘What is non-formal education?’, the encyclopaedia of informal education		http://infed.org/mobi/what-is-non-formal-education/
Yang, S.-A., Buel, F., Albanese, D. L., & Chang, Y.-H.	2013	Developing Pre-service Teachers’ Intercultural and Global Competences through International Service Learning.	<i>TERA 2023.</i>	
Recommended reading				
Affeldt, F. et al.	2016	Supporting practical science learning for all students – A German cross-country initiative in non-formal chemistry education		http://www.uni-bremen.de/fileadmin/user_upload/single_sites/freiex/pdf/Publ/SS_2016_MS_13_Affeldt_et_al_BR_IE.pdf
Affeldt, F. et al.	2017	The potential of the non-formal	Chemistry education research	http://pubs.rsc.org/-/content/articlehtml/

		educational sector for supporting chemistry learning and sustainability education for all students – a joint perspective from two cases in Finland and Germany	and practice, 18, p. 13-25	2017/rp/c6rp00212a#cit55
Bachmann, Ph.	2015	Theme-Centered Interaction. Ruth C. Cohn's pattern language for facilitating groups		Pittsburg, Pennsylvania, USA http://www.hillside.net/plop/2015/papers/penguins/25.pdf
Brunila, K.	2011	The Projectisation, Marketisation and Therapisation of Education		DOI: 10.2304/eerj.2011.10.3.421 / https://www.researchgate.net/publication/271642011_The_Projectisation_Marketisation_and_Therapisation_of_Education
Karzner, A.	2009	Project management: a systems approach to planning, scheduling, and controlling		Hoboken [N.J.]: John Wiley & Sons
Kendrick, T.	2015	Identifying and managing project risk: essential tools for failure-proofing your project	3 rd edition	New York: American Management Association
Spolander, G., Martin, L.	2012	Successful project management in social work and social care: managing resources, assessing risks and measuring outcomes		London: J. Kingsley
Stocklmayer, S. M. et al.		The roles of the formal and informal sectors in the provision of effective science education		https://espace.curtin.edu.au/bitstream/handle/20.500.11937/46399/202552_202552.pdf?sequence=2