RLCF

REGIONAL LEARNING COMMUNITIES & FACILITATORS
When We Share, We Win

collaborative professionalism at its best

Curriculum for Learning Community Facilitators

Bildungsdirektion Steiermark | FRIDA utbildning — The Art Of Education | FUTURE BALLOONS — we take you higher! | bit management — member of bit group | Co-funded by the Erasmus+ Programme of the European Union

"When we share, we win"

Introduction

The Curriculum for Learning Community Facilitators strives to empower facilitators, such as teachers and other educational actors, in their role as initiators and leaders of learning communities. The curriculum is developed on the basis of a **catalogue of competences and skills** needed for **a facilitator in relation to networking and learning processes**, in analogue as well as digital settings.

The curriculum is structured methodically as a **blended learning concept**. The course is divided into two parts (Phase 1 and Phase 2), each consisting of 2 different modules (e-learning and workshop). Each module contains 5 content units (CU). For each content unit, an overall learning objective is formulated, which in turn is divided into 5 fine learning objectives. These objectives are formulated in order for the participant to reach and work with the content at different levels: to understand, to explain and to reflect.

In total, **the curriculum covers 100 learning hours**. These are evenly divided between the 4 modules (25 h/module) and the 20 content units (5 h/CU). This means that each overall learning objective covers approximately 1 hour. In the e-learning modules, the participants complete a digital course based on individual studies and reflections and dialogues with other course participants. Each e-learning module is followed by a physical workshop (approximately 5 days) where the participants will be able to have face-to-face interaction with the other course members.

To make it easier for the facilitator to use and implement the curriculum, it will be accompanied by a Train-the-Trainer manual (separate document). The **Train-the-Trainer manual** gives the facilitator **implementation proposals and concrete method offers** for the achievement of the learning objectives described in the curriculum.

You can find out more about the project "Regional Learning Communities and Facilitators", within the framework of which this curriculum was produced, on the last page of this publication.

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Overview "Curriculum for Learning Community Facilitators"

CONTENT UNIT 1: Introduction

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**Background of the course**	*An understanding of the purpose of the course*	1. You understand the purpose and goals of the course. 2. You understand the background and the motives for the course. 3. You can formulate your own purpose (your Why) of participating in the course. 4. You can reflect on the importance of the course. 5. You can formulate questions in relation to the course.
2	**Structure and content of the course**	*An understanding of the structure and content of the course and the underlying expectations on the participants*	1. You have an overview of the course's various contents. 2. You have an overview of the course design. 3. You understand what is expected of you as a participant. 4. You can reflect on your expectations of the content of the course. 5. You can reflect on how the course can be adapted to your needs.
3	**Reflection on your own experience**	*An understanding of the course as a whole in relation to your current position*	1. You can describe in your own words what you learned during LH 1 and LH 2. 2. You can describe your present situation in relation to the role of being a facilitator and the purpose of the course. 3. You can formulate important goals for your own personal learning that you want to achieve during the course. 4. You can describe your current situation to one or more course colleagues and give feedback on their descriptions. 5. You can reflect upon your personal goals in relation to other participants.
4	**Historic description of communities**	*A basic understanding of communities today and historically*	1. You can give an overview of the historical background to today's learning communities. 2. You can reflect on trends when it comes to learning communities. 3. You can describe the benefits of participating in learning communities. 4. You can give examples of different types of learning communities. 5. You can describe a few different learning communities online.
5	**Communities in the future**	*A basic understanding of communities in the future*	1. You understand more on how to predict trends in the future. 2. You can give examples on possible future scenarios considering historical trends of communities 3. You can reflect on possibilities and challenges in relation to future scenarios. 4. You can reflect on how communities play a part in the development of society. 5. You can reflect on the role of a facilitator in future communities.

CONTENT UNIT 2: Best Practice

LH	Learning hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**Research on Collaborative Professionalism**	*An understanding of Collaborative Professionalism*	1. You can give an overview of Hargreaves & O'Connor's four historical development phases for teacher collaboration. 2. You can summarize what collaborative professionalism is - and what it isn't? 3. You can name Hargreaves & O'Connor's ten principles for collaborative professionalism. 4. You can give examples of the difference between professional collaboration and collaborative professionalism. 5. You can reflect on concrete areas of use in your own context.
2	**International examples on learning communities**	*An understanding of Best Practice examples in an international context*	1. You can account for some of the networks for collaboration on this level. 2. From the examples given you are able to conclude the main advantages of these networks. 3. Individually and / or in cooperation with the other course participants, you are able to identify possible weak points and give suggestions for improvement. 4. Individually and / or in cooperation with the other course participants, you are able to identify areas and potential for development. 5. You can reflect upon concrete ideas and the use of some of these Best Practice examples in your own context.
3	**National examples on learning communities**	*An understanding of Best Practice examples in a national context*	1. You can account for some of the networks for collaboration on this level. 2. From the examples given you are able to conclude the main advantages of these networks. 3. Individually and / or in cooperation with the other course participants, you are able to identify possible weak points and give suggestions for improvement. 4. Individually and / or in cooperation with the other course participants, you are able to identify areas and potential for development. 5. You can reflect upon concrete ideas and the use of some of these Best Practice examples in your own context.
4	**Regional examples on learning communities**	*An understanding of Best Practice examples in a regional context*	1. You can account for some of the networks for collaboration on this level. 2. From the examples given you are able to conclude the main advantages of these networks. 3. Individually and / or in cooperation with the other course participants, you are able to identify possible weak points and give suggestions for improvement. 4. Individually and / or in cooperation with the other course participants, you are able to identify areas and potential for development. 5. You can reflect upon concrete ideas and the use of some of these Best Practice examples in your own context.

| 5 | Local examples on learning communities | An understanding of Best Practice examples in a local context | 1. You can account for some of the networks for collaboration on this level.
2. From the examples given you are able to conclude the main advantages of these networks.
3. Individually and / or in cooperation with the other course participants, you are able to identify possible weak points and give suggestions for improvement.
4. Individually and / or in cooperation with the other course participants, you are able to identify areas and potential for development.
5. You can reflect upon concrete ideas and the use of some of these Best Practice examples in your own context. |

CONTENT UNIT 3: Theory of communities

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**What is a community?**	*An understanding of the definition of a community*	1. You understand the meaning of the concept "community". 2. You can describe characteristics of a community. 3. You can distinguish the characteristics of different types of communities. 4. You can give examples of different types of communities. 5. You can reflect upon your own understanding of what a community is.
2	**How does a community work?**	*An understanding of the function of a community*	1. You understand that different types of communities have different purposes. 2. You can give examples of different types of communities based on the purpose. 3. You can describe the difference between Internal and External communities. 4. You can give examples of different roles linked to a community. 5. You can reflect on the importance of different purposes for a community.
3	**Learning communities**	*An understanding of communities of practice*	1. You understand the meaning of the concept "community of practice". 2. You can describe characteristics of a community of practice. 3. You can give examples of different types of communities of practice. 4. You can give examples of what communities of practices can look like. 5. You can reflect on what types of communities you have been part of.
4	**Being part of a community**	*An understanding of participation in a community of practice*	1. You can explain the meaning of a dynamic organization. 2. You can give examples on different types of participation in a community of practice. 3. You can give examples of different roles in a community. 4. You can give examples on motives for active participation in a community. 5. You can reflect on the facilitator's role in relation to a community of practice.
5	**Building and leading a community**	*An understanding of building and leading a community of practice*	1. You understand the value of strategy in leading a community of practice. 2. You can give examples on different success factors when building a community. 3. You can give examples on different success factors when facilitating a community. 4. You can give examples on different misconceptions of communities of practices. 5. You can reflect on your strengths and areas of development as a facilitator in a community.

CONTENT UNIT 4: Systems theory

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**Theoretical background**	*A basic understanding of Systems theory*	1. You understand the basic ideas of Systems theory. 2. You can describe the origin of Systems theory. 3. You can describe the difference between linear and circular thinking. 4. You understand the meaning and the importance of a holistic view. 5. You can reflect on the contribution of Systems theory in relation to the role as a facilitator.
2	**Focus of attention**	*An understanding of a Systems theory perspective*	1. You understand the importance of making conscious choices in regard to your focus. 2. You understand the strength of focusing on the desirable. 3. You understand the importance of choosing the starting point of a meeting. 4. You understand the importance of changing perspectives. 5. You can reflect on how patterns can help you see things in new ways.
3	**Co-creation**	*An understanding of the use of Systems theory to interact in communities*	1. You understand the role of the facilitator in a network. 2. You understand the importance of creating a democratic space. 3. You understand the importance of having a shared understanding. 4. You can give examples on how to make participants active and engaged. 5. You can reflect on how you as a facilitator can make the participants contribute in a community.
4	**Rhythm and Variation**	*An increased ability to use Systems theory to create a good rhythm in a meeting*	1. You understand the meaning of the concepts "rhythm" and "variation". 2. You can describe the formula $K = I \times R$. 3. You can plan a network session with a good rhythm. 4. You can adapt a network session to different participants' rhythm. 5. You can reflect on the value of creating a balance between constancy and variation.
5	**Power vs Information**	*An understanding of how to use Systems theory to be a successful leader of a community*	1. You understand the meaning of causal relations. 2. You can describe the difference between power and information. 3. You can give examples on how to be a flexible leader rather than a strong leader. 4. You understand the meaning of the metaphor "judo". 5. You can reflect on what it means to lead a community with information rather than power.

CONTENT UNIT 5: Leadership

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**Different types of leadership**	*An understanding of different types of leadership*	1. You can reflect on your own understanding of the concept of leadership. 2. You can give examples of different types of leadership. 3. You can explain the difference between different types of leadership. 4. You can reflect on different types of leadership in relation to leaders you have met. 5. You can reflect on the advantages and disadvantages of different types of leadership in relation to networks.
2	**Being a learning leader**	*An understanding of the concept "learning leader"*	1. You understand the meaning of being a learning leader. 2. You can describe the difference between "the leader as an expert" and "the learning leader". 3. You can describe the strengths of being a learning leader in the role of facilitator in a community. 4. You can give examples of actions that characterize a learning leader. 5. You can reflect on how you yourself can become a more learning leader.
3	**Creating a culture of learning**	*An understanding of the meaning of a culture of learning*	1. You understand the difference between the terms "a culture of niceness" and "a culture of learning". 2 . You can give examples of tools that a leader has to create a culture of learning. 3. You can reflect on what characterises a culture of learning in a digital context. 4. You can reflect upon your own experiences of "a culture of niceness " and "a culture of learning". 5. You can reflect on the concepts "a culture of niceness" and "a culture of learning" in relation to the role of facilitator.
4	**Good leadership in a community**	*An understanding on how to create a good leadership in a community*	1. You can reflect on what you think characterises good leadership in a community. 2. You can reflect on how to be a learning leader in a community. 3. You can reflect on how to create an environment for learning in a community. 4. You can reflect on the meaning of good leadership together with others. 5. You can give examples of different perspectives on good leadership.
5	**My personal mastery - leadership**	*An increased understanding of your competence of leadership in the role of a facilitator*	1. You can reflect on your current situation and your goals. 2. You can reflect on what you have learned about leadership in CU5. 3. You can reflect on what you want to characterise your leadership as a facilitator. 4. You can reflect on how to create an environment for learning in your community 5. You can reflect on your thoughts together with others.

CONTENT UNIT 6: Organising for clarity

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**Context description**	*An understanding of the importance of defining and mediating the context*	1. You understand the meaning of context (time, role, task, place). 2. You can describe the contribution of a context description in a meeting. 3. You understand how a defined context helps you as a leader to carry out the planned meeting. 4. You can make your own context description in relation to a specific network session. 5. You can reflect on the importance of a context description in the role of facilitator.
2	**Purpose and Goals**	*An increased ability to define purpose and goals that contribute to keeping a flow between meetings*	1. You understand the contribution of a defined purpose. 2. You can formulate purpose and goals for a meeting. 3. You understand how purposes and goals contribute to maintain the connection thought between meetings 4. You can formulate your own purpose and goals in a network session. 5. You can reflect on the importance of purposes and goals in the role of facilitator.
3	**Structure**	*An understanding of the importance of structure for successful meetings*	1. You understand the meaning of structure in a meeting. 2. You understand the meaning of structure in relation to networking. 3. You can give examples on how to use a "joint action" in a meeting. 4. You can give examples on how to make a "beautiful ending" in a meeting. 5. You can reflect on the importance of structure in relation to the role as facilitator.
4	**Relations**	*An understanding of the importance of relations for successful meetings*	1. You understand how structure, content and relationships affect meetings. 2. You can give examples on how you as a leader can strengthen relations between participants. 3. You can describe how "joint actions" and "beautiful endings" can strengthen relations. 4. You can reflect on the connection between relations and trust. 5. You can reflect upon relations in your role as facilitator.
5	**Clarity**	*An increased ability to choose and supply the participants with essential contents during the networking sessions*	1. You can describe different ways to choose content in order to reach the participants. 2. You can reflect on the balance between new information and revision. 3. You can describe how structure and relations can be used in order to make the contents useful for the participants. 4. You can give examples on how a leader can create engagement of a content. 5. You can reflect on the course contents in relation to your role as facilitator.

CONTENT UNIT 7: Organising for participation

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**Participation**	*An understanding of the importance of active participation in a community*	1. You can define participation in relation to group learning. 2. You can reflect on which parts of CU 6 contribute to participation. 3. You can reflect on when you yourself feel involved. 4. You understand the metaphor "Table Tennis vs Basketball". 5. You can reflect upon the importance of participation in different types of communities.
2	**Trust**	*An understanding of the importance of trust in a community*	1. You understand the importance of trust to create active participation. 2. You can reflect upon the meaning of the statement "trust takes a long time to establish but can be destroyed in a blink of an eye". 3. You can reflect upon what makes you feel confident in a learning collaboration. 4. You can reflect upon what happens to individuals and a group when trust is lacking. 5. You can give examples of how you as a facilitator create trust in relation to your participants.
3	**To create relationships**	*An understanding of how to build relationships in a community*	1. You understand the importance of relationships to create participation. 2. You can reflect on how trust and good relations are connected. 3. You can give examples of tools that contribute to relation building. 4. You can give examples of ways to create good relationships. 5. You can reflect on challenges that may exist around building relations.
4	**Pedagogic repertoire**	*An increased ability to facilitate participation in a community*	1. You understand the meaning of a pedagogic repertoire. 2. You understand the importance of having a pedagogic repertoire as a leader. 3. You can give examples of tools that can be included in a pedagogic repertoire for a leader of a community. 4. You can reflect on how a broad pedagogic repertoire can make a positive difference for the participants. 5. You can reflect on your current pedagogical repertoire and what it needs to be expanded with.
5	**Pedagogic awareness**	*An understanding of the importance of didactic awareness*	1. You understand the meaning of pedagogic awareness. 2. You can give concrete examples of what pedagogic awareness can mean. 3. You understand how pedagogic awareness can make a positive difference for the participants. 4. You can reflect upon the potential to develop your own pedagogic awareness. 5. You have developed your ability to make pedagogically conscious decisions.

CONTENT UNIT 8: Organisation for cooperation

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**Cooperation**	*An understanding of cooperation in a learning community*	1. You understand the importance of collaboration for learning. 2. You can reflect on cooperation as an important part of the history of human development. 3. You can give examples of challenges with collaboration. 4. You can define important abilities in a collaboration. 5. You can describe what is important to you in a collaboration with others.
2	**Organising for cooperation**	*An increased ability to organise for cooperation in a community*	1. You can give examples of collaborations that come about by themselves and collaborations that someone has planned. 2. You understand the difference between group work and collaborative learning. 3. You can give examples of how a leader should act to create conditions for cooperation. 4. You understand that all course participants need to be given the chance to practice specific skills that are essential to collaboration. 5. You can reflect upon how you get involved in a collaboration.
3	**Basic principles for cooperative learning**	*An understanding of the basic principles for cooperative learning*	1. You can describe the five basic principles of cooperative learning. 2. You can reflect on how to recognize cooperative learning in a teaching situation together with others. 3. You can give examples of how you as a leader should act to promote each of the five basic principles. 4. You can evaluate the importance of the basic principles. 5. You can reflect on how the basic principles of cooperative learning are useful for a facilitator in a professional learning community.
4	**Activities for cooperation**	*An increased ability to structure a meeting*	1. You understand what is meant by activities for cooperation. 2. You can give examples on some activities for cooperation. 3. You can use an activity for cooperation in a meeting. 4. You can reflect on the possibilities you see with different activities for cooperation. 5. You can reflect on the challenges you see with different activities for cooperation.
5	**Structured forms of conversation**	*Increased ability to use different structured conversation forms*	1. You understand the importance of making the content relevant between the participants. 2. You understand the meaning of the term "a democratic space". 3. You can give examples of structured conversation forms that are based on collaboration and that benefit learning. 4. You can use a structured conversation form in a meeting. 5. You can evaluate the usefulness of different structured conversation forms in a digital context.

CONTENT UNIT 9: Organising for sharing

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**Different perspectives on sharing**	*An understanding of the purpose of sharing*	1. You understand the importance of sharing to contribute to individual learning. 2. You can reason about the different purposes of sharing. 3. You can reason about what may be relevant to share. 4. You can give examples of situations where sharing clearly contributes to your learning in your professional role. 5. You can reason about the advantages and disadvantages of sharing experiences in a digital and analogue context, respectively.
2	**"The good tale"**	*An increased ability to create a successful sharing community*	1. You can reason about the power of taking a starting point in examples of what works. 2. You can give examples of how companies use the power of the good story. 3. You can understand the importance of setting the framework for a community. 4. You can give examples of different parts that can be included in an agreement on frames. 5. You can reflect on the importance of the parts mentioned above for a successful community.
3	**Communication**	*An understanding of communication in a community*	1. You understand the meaning of the term communication. 2. You understand that communication is an interaction between sender and receiver. 3. You can reflect on challenges that exist around communication. 4. You can give your own examples of factors that promote good communication. 5. You can reason about how you as a facilitator can contribute to a communication that creates interaction.
4	**Documentation**	*An understanding of the importance of documenting in a community*	1. You can give examples of different purposes of documentation. 2. You can reason about the importance of documentation in a learning community. 3. You can give examples of different ways of documenting. 4. You can identify the advantages and disadvantages of using different types of documentation. 5. You understand how documentation can become a tool for sharing contents in a learning process.
5	**Sharing images and text**	*An understanding of conditions for sharing images and text in a community*	1. You can give different examples of how you can practically share images and texts in a community. 2. You can evaluate different ways to share text and image for different purposes. 3. You can reflect upon copyright in relation to sharing images and text. 4. You can identify source-critical aspects of shared material. 5. You can reflect upon what is important as a facilitator to consider in order to create conditions for sharing.

CONTENT UNIT 10: Organising and designing (regional) learning events

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**Preparing Regional Learning Events**	*An understanding of the preparation process*	1.You know the necessary steps in order to assemble and lead a team for the organisation and implementation of RLEs. 2. You can define a suitable and promising target group for a Regional Learning Community and build a sustainable network for RLEs. 3. You can choose the appropriate channels to search for and identify important and interesting current topics as well as ways to include the participants already in the topic selection process. 4. You are able to identify factors that may have a positive or negative impact/influence on the attendance and participation in RLEs. 5.You can reflect on ways to work in order to be innovative and develop RLEs further in your own context - depending on theme and group sizes, Selection criteria for trainers, Types of Lectures, Workshops, Polls,
2	**Promoting Regional Learning Events**	*An understanding of the communication process*	1. You have gained an insight into communication processes and the factors that may influence or have an impact on them. 2.You are familiar with and can choose efficient communication channels and methods to inform about and promote RLEs - create interest and interaction. 3.You have knowledge about what and when to communicate with the participants to prepare for an RLE without mailbombing /spamming. Sustainability aspect: You know how to develop a regular audience from participants in a single event. 4.You understand the value of inviting the participants in a Regional Learning Event to contribute in order to develop and have an impact on the event from the very beginning. 5. You are familiar with the rules and regulations including GDPR and can apply it to the event and all communication/documentation / dissemination of the material for the RLE.
3	**Running Regional Learning Events**	*An understanding of the facilitation process*	1. You share and discuss with the other participants in order to identify the necessary factors for successful moderation and facilitation within the following areas of an RLE: a) Startup activity - Collaborative professionalism focus b) Facilitator specifics. Agenda presentation, Time, Context and rundown, Meeting rules, "mute", video, Q&A, c) Team work - Who will lead what? Variation of work methods: Lectures, Workshops, Guided discussions, Polls, chat d) Success factors for Sustainability and Value You are able to produce and present Proof/Certificate of attendance - successful and efficient ceremony

| 4 | **Technical support of Regional Learning Events** | *An understanding of the technical aspect* | 1. You have gained an insight into the technical aids needed to successfully carry out RLEs, e.g. for good quality sound, picture and connection and can write down guidelines and support hints for technical problems the participants might encounter, to send out in advance.
2. You are able to choose suitable collaborative digital tools for the implementation of a hybrid/blended regional learning event.
3. You discuss with the other participants on different factors that have an impact on RLEs and which tools or methods you use for successful facilitation taking into account the number of participants and the specifics of the location.
4. You can adapt the tools and methods to optimise the interaction of participants and expert lecturers/workshop leaders.
5. You share your experience with the other participants to gather best practice examples of digital tools for sharing material, creating activities, surveys and efficient evaluation and documentation methods in an RLE context. |
| 5 | **Evaluating Regional Learning Events** | *An understanding of efficient evaluation and dissemination* | 1. You can give examples of successful ways to create sustainability and continuity for RLEs as well as proof to value participation in the events whether as a trainer or participant.
2. You have knowledge about existing evaluation and documentation methods used for RLEs.
3. You have an understanding of best practice and knowledge about physical and virtual platforms for successful dissemination.
4. You have an understanding of best practice evaluation for improvement and sustainability for regional learning events.
5. You have an understanding of best practice for debriefing the organisation team and build on the experiences made. |

CONTENT UNIT 11: Leading networks

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**How to build a network**	*An understanding of the necessary steps to build a network*	1. You understand that there are many different types of networks. 2. You understand what characterises networks in the educational field. 3. You can give examples of which focus areas may be important in a network within the educational field. 4. You can give examples of necessary steps to build a network. 5. You can reflect on your own role as a facilitator in relation to building a network.
2	**The communication process**	*An understanding of how to maintain and contribute to an ongoing communication process*	1. You understand what communication in a network means. 2. You can give examples of the purposes of communication in a network. 3. You can give examples of different channels for communicating in a network. 4. You can reflect on your own role as a facilitator in relation to maintaining communication in a network. 5. You can reflect on your own role as a facilitator in relation to contributing to communication in a network.
3	**Informal and formal networks**	*An understanding of how to distinguish between informal and formal networks*	1. You understand the difference between informal and formal networks. 2. You can give examples of informal networks. 3. You can give examples of formal networks. 4. You can reflect on the benefits of informal and formal networks. 5. You can reflect on your own role as a facilitator in relation to informal and formal networks.
4	**Facilitation skills**	*An understanding of how to use facilitation skills in informal and formal networks*	1. You can understand the need for facilitation skills in networks. 2. You can give examples of general skills for a facilitator. 3. You can provide examples of skills that are specific for facilitating informal networks. 4. You can provide examples of skills that are specific for facilitating formal networks. 5. You can reflect upon your own needs as a facilitator.
5	**Attracting participants**	*An understanding of how to attract members and other stakeholders to your network*	1. You understand the value of making a market analysis when creating a network. 2. You can give examples of what is important for participants to participate in networks. 3. You can give examples of how different types of networks market themselves. 4. You can reflect on the need for different types of networks. 5. You can reflect on how you can attract participants to your network.

CONTENT UNIT 12: Barriers & Resistance

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**Barriers for learning**	*An understanding of barriers to learning and why it is important*	1. You understand what is meant by the expression "taking mental shortcuts". 2. You understand why resistance is a problem in a network. 3. You can give examples of different types of barriers to learning. 4. You can give examples of how resistance can manifest itself in a network. 5. You can reflect upon your own experiences of network resistance.
2	**Not thinking through all possibilities**	*An understanding of the barrier not thinking through all possibilities*	1. You understand what the barrier "not thinking all possibilities through" means. 2. You can give concrete examples of how this barrier can manifest itself in a network. 3. You can explain why this barrier is a problem within a network. 4. You can reflect on the reasons why this barrier arises. 5. You can reflect on possible ways to overcome this barrier in the role of facilitator.
3	**Confirming hypotheses**	*An understanding of the barrier confirming hypotheses*	1. You understand what the barrier "to confirm hypotheses" means. 2. You can give concrete examples of how this barrier can manifest itself in a network. 3. You can explain why this barrier is a problem within a network. 4. You can reflect on the reasons why this barrier arises. 5. You can reflect on possible ways to overcome this barrier in the role of facilitator.
4	**Considering ourselves as exceptions**	*An understanding of the barrier considering ourselves as exceptions*	1. You understand what the barrier "to see oneself as an exception" means. 2. You can give concrete examples of how this barrier can manifest itself in a network. 3. You can explain why this barrier is a problem within a network. 4. You can reflect on the reasons why this barrier arises. 5. You can reflect on possible ways to overcome this barrier in the role of facilitator.
5	**Intentional interruption**	*An understanding of how to meet resistance*	1. You understand why it is important to intentionally break down barriers in a network. 2. You understand the concept of "activity trap". 3. You understand the difference between algorithmic and heuristic tasks. 4. You understand the importance of choosing tools to meet a need. 5. You can reflect on how you can act as a facilitator to meet resistance.

CONTENT UNIT 13: Digital tools

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**Inventory of my toolkit**	*An understanding of your personal digital toolkit*	1. You understand the value of a digital toolkit. 2. You can give examples of different digital tools that you use in your professional role. 3. You can reflect on the extent to which you use different digital tools in your professional role. 4. You can reflect on the purpose of different digital tools. 5. You can reflect on your digital "toolbox" in relation to the role of facilitator.
2	**Sorting**	*An increased ability to sort your digital tools*	1. You can give examples of categorizations of types of digital tools. 2. You can categorise the digital tools you use. 3. You can reflect on how you came in contact with the tools in your list. 4. You can reflect on digital tools together with other participants in the course. 5. You can give examples of new digital tools to use.
3	**Valuing**	*An increased ability to value different digital tools*	1. You can give examples of advantages and disadvantages of different digital tools. 2. You can evaluate different digital tools in relation to the need for prior knowledge and user-friendliness. 3. You can give examples of categories in which you yourself feel the greatest need to add more digital tools. 4. You can reflect on how different digital tools help you in your professional role. 5. You can reflect on which tools are particularly important for a facilitator.
4	**Testing**	*An increased ability to use digital tools in a meeting*	1. You can give examples of tools that you want to recommend to other facilitators. 2. You can use different digital tools in one meeting. 3. You have tried a new digital tool recommended by another participant. 4. You can categorise digital tools according to knowledge from CU13. 5. You can reflect on the usefulness of different digital tools.
5	**My up-dated toolkit**	*An understanding on how to adjust your personal digital toolkit*	1. You can describe the need to update your digital toolbox. 2. You can describe how digital tools can contribute to participation and collaboration. 3. You can reflect on the importance of starting from the need when choosing digital tools. 4. You can give examples of a digital toolbox for a facilitator as a leader of communities. 5. You can give examples of digital tools or types of digital tools that you want to explore further.

CONTENT UNIT 14: Real life examples: Actions - Trying out

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**Working in an exploratory process**	*An understanding of what it means to work in an exploratory process*	1. You understand the meaning of a scientific approach. 2. You can give examples of different parts of an exploratory approach. 3. You can reflect on the importance of trying things you learn in your own practice. 4. You understand the meaning of the term "action" and what trade-offs are made in connection with the choice of "action". 5. You understand the importance of documentation in connection with an exploratory approach.
2	**Planning for action**	*An understanding of how to plan for action*	1. You have tried parts of CU6, CU7 or CU8 in your own practice. 2. You can justify the choices you have made about content. 3. You can describe what you want to achieve with planned "action". 4. You can plan an "action" based on a purpose. 5. You can reflect on conditions in relation to your planned "action".
3	**Implementation and documentation**	*An understanding of how to implement action*	1. You can orally describe your completed "action". 2. You can describe in writing your completed "action". 3. You can reflect on the implementation of your "action". 4. You can describe what you understood better in relation to the selected part in CU6, CU7 or CU8. 5. You can reflect on how you can think in the future when you plan and carry out an "action".
4	**Planning for further action**	*An increased ability to plan for change*	1. You have tried parts of CU10, CU11, CU12 or CU13 in your own practice. 2. You can justify the choices you have made about content. 3. You can describe what you want to achieve with a planned "action". 4. You can plan an "action" based on a purpose. 5. You can reflect on conditions in relation to your planned "action".
5	**Further implementation and documentation**	*An increased ability to implement and document change*	1. You can orally describe your completed "action". 2. You can describe in writing your completed "action". 3. You can reflect on the implementation of your "action". 4. You can describe what you understood better in relation to the selected part in CU10, CU11, CU12 or CU13. 5. You can reflect on what you want to develop in the role of facilitator in relation to completed "actions".

CONTENT UNIT 15: Meta-reflection on Real-life examples

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	A meta-perspective	*An understanding of the importance of a meta-perspective*	1. You can explain the meaning of K = I x R. (Knowledge = Information X Reflection) 2. You can explain the term "meta-reflection". 3. You understand the systems theory concept "reframe". 4. You can give examples of situations when you change your gaze and do a reframe to see something important. 5. You can reflect upon the importance of a facilitator repeatedly taking a meta-perspective.
2	A meta-perspective on action 1	*An increased ability to take a meta-perspective*	1. You can describe your first action from CU14. 2. You can take a meta-perspective and reflect on clarity in relation to your action. 3. You can take a meta-perspective and reflect on participation in relation to your action. 4. You can take a meta-perspective and reflect on cooperation in relation to your action. 5. You can describe strengths and areas of development in relation to your action.
3	A meta-perspective on action 2	*An increased ability to take a meta-perspective*	1. You can describe your second action from CU14. 2. You can take a meta-perspective and reflect on clarity in relation to your action. 3. You can take a meta-perspective and reflect on participation in relation to your action. 4. You can take a meta-perspective and reflect on cooperation in relation to your action. 5. You can describe strengths and areas of development in relation to your action.
4	A meta-perspective on the course as a whole	*An increased understanding of the course as a whole*	1. You can generally describe the form and content of the course in its entirety. 2. You can take a meta-perspective and reflect on clarity in relation to the course. 3. You can take a meta-perspective and reflect on participation in relation to the course. 4. You can take a meta-perspective and reflect on cooperation in relation to the course. 5. You can describe strengths and areas of development in relation to the course as a whole.
5	To see the forest and the trees	*An increased understanding of your development as a facilitator*	1. You can describe your previous "current situation". 2. You can take a meta-perspective and reflect on your own development in relation to the purpose of the course. 3. You can give examples of further issues to discuss. 4. You can give suggestions for possible future actions to implement in your internship. 5. You can reflect on the importance of recurring perspectives as a facilitator.

CONTENT UNIT 16: Design and run Offline Meetings and Workshops

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	Thoughts about meetings offline	*An understanding of what constitutes a good offline meeting*	1. You can explain the expression "the good meeting" in relation to offline meetings. 2. You can discuss the form, content and importance of relationships for an offline meeting. 3. You can describe the four elements of "the good meeting". 4. You can reflect on time and rhythm in relation to planning a meeting offline. 5. You can reflect on the importance of how you express a purpose for a meeting.
2	To plan an offline meeting	*An increased ability to plan an offline meeting*	1. You can describe the framework for an offline meeting where you act as a facilitator. 2. You can formulate a relevant purpose for the meeting. 3. You can plan an offline meeting based on thoughts about "the good meeting". 4. You can reflect on trade-offs made during the work with the planning. 5. You can explain which digital tools have been chosen in order to contribute to participation and collaboration.
3	A critical friend	*An understanding of the importance of feedback*	1. You understand the term "critical friend". 2. You can describe important aspects of feedback. 3. You can describe the feedback form "Two stars and a Wish". 4. You can reflect on what you as a participant or observer should be curious about in order to evaluate a meeting. 5. You can formulate circular questions (focusing on differences).
4	Exercise during panic-free time	*An increased ability to act as critical friend*	1. You can explain the planning of an imaginary meeting. 2. You can describe important considerations to bring about "the good meeting". 3. You can lead a scheduled meeting for some other participants. 4. You can participate in other people's planned arrangements. 5. You can ask constructive circular questions to other facilitators.
5	Feedback (or Feed Forward)	*An increased ability to provide and use feedback*	1. You can give constructive feedback to other participants. 2. You can reflect on the feedback received from other participants 3. You can formulate a concrete goal that you want to develop in relation to the role as facilitator. 4. You can give suggestions on how different goals can be achieved. 5. You can reflect on the similarities and differences between meetings offline and online.

CONTENT UNIT 17: Know and Apply new digital tools

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**Choose your tool**	*An increased ability to choose relevant digital tools*	1. You can explain the concept of "digital tools". 2. You can describe your best digital tools for online and offline meetings. 3. You can account for strengths and weaknesses with selected tools. 4. You can describe how selected tools benefit important parts that the course has previously formulated. 5. You can plan for a presentation of your tools.
2	**Sharing tools**	*An understanding of different digital tools and their use*	1. You can present digital tools at a trade fair. 2. You can act as a participant in a trade fair for digital tools. 3. You can describe three "new" digital tools and justify how these will make you a better facilitator. 4. You can take a meta-perspective and reflect on the fair's offerings. 5. You can give examples of digital tools that you want to try/learn more about.
3	**Digging deeper**	*An increased understanding of different digital tools and their use*	1. You can describe what you learned about a digital tool in the role of participant. 2. You can reflect on strengths and weaknesses with the digital tool you have tried. 3. You understand and can reflect on how the use of a digital tool is experienced by the participants. 4. You understand and can reflect on the use of a digital tool for the leader. 5. You can reflect upon how the leader's actions affect the outcome of an activity with a digital tool.
4	**Digital meeting tools**	*An increased ability to use digital tools in a meeting*	1. You can give examples of some common digital "meeting tools". 2. You can describe basic functions in some meeting tools based on the role of a participant. 3. You can use some basic features of any meeting tool in the role of facilitator. 4. You can invite participants to a digital meeting tool by creating a calendar event. 5. You can reflect upon what is important to consider as a facilitator when working via digital meeting tools.
5	**Choosing tools for a purpose**	*An increased ability to choose tools relevant for a specific purpose*	1. You can reflect on your previous offline meeting planning based on the new tools you learned in LH 1-3. 2. You can reflect on the importance of choosing digital tools based on the desired purpose. 3. You can describe what purpose you want to achieve with digital tools. 4. You can give examples of strategies for solving situations when digital tools do not work as desired. 5. You can reflect upon how best to proceed when you encounter technical problems or want to learn new features.

CONTENT UNIT 18: How to deal with difficulties

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**From a culture of niceness to a good environment for learning**	*An understanding of the meaning of a good environment for learning*	1. You can describe the difference between a "culture of niceness" and a "good environment for learning". 2. You understand the concepts of assimilation and accommodation. 3. You understand the importance of making preconceived notions in the light. 4. You can give examples of different strategies for raising preconceived notions. 5. You can reflect on your own preconceived assumptions in relation to your role as a facilitator.
2	**To anchor activities in internship problems**	*An increased ability to break the barrier "not thinking through all possibilities"*	1. You can describe the barrier "not thinking through all the possibilities" and why it is a problem in a network. 2. You understand the meaning of "activity trap control". 3. You can carry out the "activity trap check" in a meeting where you are a participant. 4. You can reflect on how the "activity trap control" can contribute to the quality of a meeting. 5. You can reflect on how "activity trap control" can contribute to your role as a facilitator.
3	**To obtain contradictory evidence**	*An increased ability to break the barrier "to confirm hypotheses"*	1. You can describe the barrier "to confirm hypotheses" and why it is a problem in a network. 2. You can give examples of different strategies for breaking the confirmation lesion bias. 3. You can act as a "critical friend" in a meeting where you are a participant. 4. You can reflect on how "critical friends" can contribute to the quality of a meeting. 5. You can reflect on how "critical friends" can contribute to your role as a facilitator.
4	**To see mistakes as opportunities for learning**	*An increased ability to break the barrier "to see oneself as an exception"*	1. You can describe the barrier "to see oneself as an exception" and why it is a problem in a network. 2. You can give examples of why mistakes are important in a good learning environment. 3. You can explain the difference between a fixed and a growth mindset. 4. You can reflect on how a fixed and a growth mindset could be in expressed in a meeting. 5. You can reflect on how you as a facilitator can promote a dynamic mindset where mistakes are seen as an opportunity for learning.
5	**From knowing to doing**	*An increased understanding of how to facilitate learning*	1. You can reflect on your own collective lessons about how you as a facilitator can work to break barriers. 2. You can, together with others, reflect on the group's collected lessons. 3. You can set goals for the continued work in your own network. 4. You can plan for different tools to use in relation to your own network. 5. You can reflect on your own continued learning in the role of facilitator.

CONTENT UNIT 19: Design and run Online Meetings and Workshops

LH	Learning Hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**Thoughts about meetings online**	*An understanding of what constitutes a good online meeting*	1. You can explain the expression "the good meeting" in relation to digital meetings. 2. You can reflect on the importance of form, content and relationships for an online meeting. 3. You can reflect on time and rhythm in relation to planning an online meeting. 4. You can reflect on what is especially important to consider as a facilitator when it comes to online meetings (compared to offline). 5. You can reflect on the success factors for successful online meetings.
2	**To plan an online meeting**	*An increased ability to plan an online meeting*	1. You can describe the framework for an online meeting where you act as a facilitator. 2. You can formulate a relevant purpose for an online meeting. 3. You can plan an online meeting based on thoughts about the good meeting. 4. You can reflect on trade-offs made during the work with the planning. 5. You can explain which digital tools have been chosen in order to contribute to participation and collaboration.
3	**Exercise during panic-free time**	*An increased ability to act as critical friend*	1. You can explain the planning of an imaginary meeting. 2. You can describe important things to consider in order to bring about "the good meeting". 3. You can lead a scheduled meeting for some other participants. 4. You can participate in other people's planned arrangements. 5. You can ask constructive circular questions to other facilitators.
4	**Feedback (or Feed Forward)**	*An increased ability to provide and use feedback*	1. You can give constructive feedback to other participants. 2. You can reflect on the feedback received from other participants. 3. You can formulate a concrete goal that you want to develop in relation to the role as facilitator. 4. You can give suggestions on how different goals can be achieved. 5. You can reflect on the similarities and differences between meetings offline and online.
5	**Conclusions**	*An increased understanding of designing and running offline and online meetings*	1. You can give examples of important lessons that you have learned through CU16 and CU19. 2. You can reflect on how the choice of digital meeting tools affects online meetings. 3. You can reflect on success factors in relation to your planned meeting online. 4. You can describe what you want to develop in the future in order to lead even better meetings online. 5. You can reflect on what is important for a facilitator in a digital context.

CONTENT UNIT 20: Outroduction

LH	Learning hour Content	Learning Objective Goal Title	Fine Learning Objective Description
1	**Evaluation of the course - form and content**	*An increased understanding of the course as a whole*	1. You can reflect on the course as a whole. 2. You can give written feedback on the course structure in relation to form. 3. You can give feedback on the course content in writing. 4. You can orally summarize some things that have been good about the form of the course. 5. You can orally summarize some things that have been good about the course content.
2	**Reflect on your own learning process**	*An increased understanding of your own learning process*	1. You can describe in writing your current situation in relation to the assignment as facilitator and the purpose of the course. 2. You can reflect on your formulations of your current situation as you wrote in CU1. 3. You can reflect in writing on your learning process from CU1 to CU20. 4. You can, together with others, reflect on your common learning process as facilitators. 5. You can give examples of what has been particularly crucial for your learning.
3	**The group's collective experience**	*An increased understanding of the group's collective learning*	1. You understand the meaning of the term "positive bragging". 2. You understand the importance of telling good stories about the participants in the course. 3. You understand the meaning of the phrase "to understand is to see patterns". 4. You can describe patterns in the group's development. 5. You can formulate what characterises a "good" facilitator.
4	**Dreams for the future**	*An increased ability to start your own network*	1. You can formulate a short and effective headline that describes a desired situation for you as a facilitator in three years. 2. You can reflect on other participants' future formulations. 3. You can describe what you want to achieve in the role of facilitator in three years. 4. You can formulate your next step on the way to the future desired situation. 5. You can give examples of different resources that can help you achieve your goal.
5	**Celebration**	*An increased understanding of how to work as a facilitator*	1. You can give examples of what has worked well during the course. 2. You can give examples of what can be improved in the course. 2. You can describe what you are most proud of in relation to your participation in the course. 3. You can formulate what you want to do in the future to be a "good" facilitator. 5. You can formulate the best parts of the course in a sentence.

Regional Learning Communities and Facilitators

About the project

The project *"Regional Learning Communities and Facilitators"* - is an Erasmus+ funded strategic partnership. The project's goal is to create active, local, regional and European learning communities, promoted by Regional Learning Facilitators. To gain ownership of public issues and concerns, we need new organizational concepts, e.g. analogue and digital networks and support structures that take into account the value of informal networks. By learning communities, we mean forms of exchanges and cooperation's organized by individuals, supported by the community and ideally also by education authorities. Members of the community are invited to create, share, exchange and further develop ideas for the education sector – e.g. new teaching materials and innovative teaching methods. With the knowledge of existing challenges on different system levels, these Learning Communities can develop and suggest realistic solutions to current problems in everyday education.

The project team

The *Regional Learning Communities and Facilitators'* project (ReLeCoFa) is an Erasmus+ funded strategic partnership collaboration between:
   o   bit management Beratung GesmbH, Graz. *Austria*,
   o   Bildungsdirektion Steiermark - the Education Authority of Styria, Graz, *Austria*,
   o   Frida Utbildning, Didaktikcentrum, Vänersborg, *Sweden* and
   o   Future Balloons, Figueira da Foz, *Portugal*.