### Learning Event: Curso Fundamental Changes

#### 1. Who?
- Who are the people who will be there and what do you know about them that shapes the design of this event? (motivation, knowledge, experience…?) If any of the facilitators or learners are from different cultures, what cultural differences need to be accounted for in the design of the Learning Event?

**Group dynamics and language and culture factors relevant to participating in this event:**
- Multicultural, most of them native English speakers. Missionaries in different places.

**Profile of an intended Participant:**
- People with expertise learning languages and teaching how to learn languages,
- People involved in missions and training.

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<thead>
<tr>
<th>Participants</th>
<th>Contact Info</th>
<th>Comment</th>
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<tr>
<td>1. Participants</td>
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<tr>
<th>Facilitators</th>
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<tr>
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#### 2. Why?
- What is the situation calling for this learning event? WHO needs WHAT as defined by Whom? (The Before Picture.)

Although all participants have had experience learning languages and being part of multicultural teams it's important to support and encourage your teammates to learn together and help each other to grow reaching goals together.

#### 3. So That?
- What do you expect to see that shows that learning has taken place? (The After Picture.)

This is the place to specify observable behaviors that prove to participants that they have indeed learned what they set out to learn. **Measurable, specific, and observable behaviors** are criteria to use in selecting proofs of learning.

**Indicators of Transfer (Mid-Term):**
(What will they be doing differently?)

- By «date», participants will have…
  1. Within 6 months of this conference the participants will applied one idea proposed in this workshop in their own context.

**Indicators of Impact (Long-Term):**
(What impact in the Learners’ organizations and communities do we expect to see?)

- 2. Organizations represented by participants will find new ways to encourage their members, who will in turn encourage others, including the leaders of their organizations.

#### 4. When?
- Date(s), Schedule, Duration.

| Date(s): March 27th (Wednesday) |
| Participants latest arrival at the venue: Sunday 24th |
| First activity of the event begins: Sunday 5 pm |
| Final activity of the event ends: Wednesday night |
| Participants begin departure: Thursday morning |

#### 5. Where?
- Location & details of the learning environment (e.g. seating plans, equipment needed)

| Venue: At YMCA Rockies Ram's Horn Lodge |
| Space and environment: |
| Equipment: powerpoint projector, white board and podium in each room |
| Communication technology: wireless internet connection |
| A meeting room that probably has chairs that can be moved for group work |

#### 6. What?
- What they will learn [content], in terms of Attitudes, Skills, and Knowledge.

- Knowledge about SIL’s progress in helping Latin American organizations develop Language and Culture training programs that encourage students to think in terms of the growth of all involved, while meeting their training needs, whether to go on for further studies at CILTA or to grow in redemptive participation in other languages and cultures.
- Other people’s experiences and suggestions

#### 7. What for?
- What they will have done [action verbs] by the end of this learning event to show that they have learned the content.

**By the end of this Learning Event, participants will have…**

- Gained knowledge about SIL’s progress in helping Latin American organizations develop Language and Culture training programs that encourage students to think in terms of the growth of all involved, while meeting their training needs, whether to go on for further studies at CILTA or to grow in redemptive participation in other languages and cultures.
- Offered advice to Curso Fundamental staff and the group at large about ideas for overcoming some current challenges.
- Considered how they could take any of the ideas shared to benefit trainees in their own context
### 8. How?

The process we are going to use to get this done.

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<th>Learning Tasks written as instructions for the learner, relevant to the WHY, WHO and WHERE</th>
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| **Connection**
A short illustration or story that introduces the topic and its importance.
TIME: 5 minutes |
| 1. Let’s form groups of 2 or 3 and  
2. Think about an experience in which you felt you needed help or support from others while you were learning a language.  
3. Share your experiences in small groups and then reflect on how that experience would have been different if someone else had helped you. |
| **Content**
TIME: 25 minutes |
| Presentation about the CF, using these questions to guide the presentation.  
- What can we say about impact that we have training trainers?  
- How can we built CoP’s that encourage others?  
- How can make our subject areas focus on collaborative learning?  
- Can use the support from their leaders or supervisor to learn a language that they are interested?  
- How can we become more collaborative instead of competitive one and other? |
| **Challenge**
TIME: 20 minutes |
| Individual reflection and table group discussion  
- The participants to begin their table discussions by together listing suggestions and how we can improve our CoP’s to turn in a real of support and encouragement groups?  
- What suggestion do you have to help us in order to build a better CoP?  
- What insights you have about the role that we have as a trainers that can help to train a much better missionaries?  
Plenary group discussion  
- What do you want to share with the whole group from your table discussions? |
| **Change**
TIME: 2 minutes |
| Take a minute to write down in your notes your responses to this question: From the insights I have gained in this session, what will I do differently when I return home in my role? |

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