



## Syllabus 2023

**Course: Nonformal Learning in International Education**, Asynchronous (100 % online) self-paced course. This course is designed for GlobalEd.

**Prior Knowledge:** This course requires **no** prior knowledge of nonformal learning.

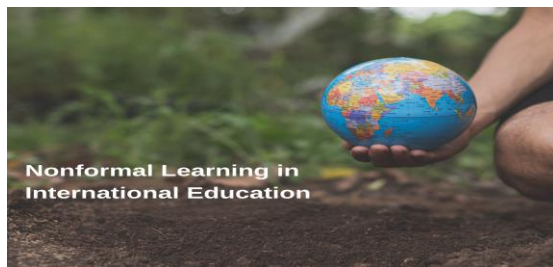
**Facilitator:** [Dr. Dilnoza Khasilova](#) (Founder of the [Access the World with World Languages and Cultures, NGO](#) and director of the [World Language and Culture Program at the University of Wyoming](#) that implements nonformal learning; Permanent Visiting Scholar, University of Wyoming.

### Contact Information:

For questions about the course material or assistance with the course resources, please contact me directly via email at [dkhasilo@uwyo.edu](mailto:dkhasilo@uwyo.edu) (please allow time to respond)

[LinkedIn:](#) @linkedin.com/in/dilnoza-khasilova

**Technical Support:** For technical issues or questions about course and course completion/micro-credential, please contact GlobalEd staff at [gloaledinbox@gmail.com](mailto:gloaledinbox@gmail.com) and allow them to get back to you within 24-48 hours.



### Course Requirements:

- Four modules includes approx. 12 hours of lessons/activities/assignments.
- Two on-demand video lectures;
- One task on Padlet (activity);
- One graded reflection;
- One graded final project in any format (e.g., paper/blog/podcast/video/platform) up to 300-500 words that will be assessed as part of the knowledge check;

**Course Length/Completion and Expectations:** This course was designed to be taken over a six-week period. There are 4 modules and approximately 12 hours of lessons/ activities including readings and assignments with an estimated time completion of two hours per module every week. Participants can work on and off line and are responsible for their own participation. Given the online nature of this course, it is possible to complete the course in more or less time depending on the participant's availability and preference. You may complete course assignments at any time during these six weeks. You are welcome, as a GlobalEd participant, to pose or answer any questions posted and exchange ideas on [Padlet](#) or [GlobalEd Discussion Forum](#).

**Certification:** Participants who complete all required activities will receive a digital badge in *Nonformal Learning in International Education* from GlobalEd.

### This course includes:

- ✓ 4 modules (approx.. 12 hours of lessons/activities/assignments)
- ✓ 2 on-demand video lectures and task guidance
- ✓ Optional: 1 task on review of a nonformal learning case study using Strength, Weaknesses, Opportunities, or Threats (SWOT) analysis
- ✓ Optional participation in the *Google Jamboard* to reflect on case studies
- ✓ Facilitator guidance and support
- ✓ Participation in the *Padlet* platform to connect, ask questions, or exchange ideas concerning the characteristics of nonformal learning

- ✓ 1 graded final project (300-500 words) in any format ( e.g., paper/blog/video/platform)
- ✓ Optional: review of articles to define and describe the notion of *nonformal learning* (through Matrix Template). Matrix is a document with columns where one can jot down synthesis from readings)
- ✓ Lifetime access – participants may access course materials, course updates, discussions, and updated resources at any time
- ✓ Digital Badge in *Nonformal Learning in International Education* (upon completion)

### **This course is for:**

The course is designed for anyone who wants to learn about nonformal learning settings to build or implement programming.

- Scholars-practitioners
- Early career professionals or researchers
- Newly appointed staff and faculty
- Post-doctoral fellows
- Faculty and scholars
- Administrators in higher education
- Office-wide professional development and training personnel
- Anyone with a need or desire to develop nonformal learning programs
- Anyone in a career that requires the development of programs (e.g., international education and interdisciplinary fields)

**Overview:** The purpose of this asynchronous, six-week course on nonformal learning for international educators is to provide participants with an introductory overview of the ways of learning including nonformal learning notion (via blogs, videos, interactive case studies, podcasts, and article readings). The course focuses on the practice of nonformal learning and its limitations and benefits. Specifically, participants will be given case materials from several countries to study diverse nonformal learning programs.

Participants will be given an opportunity to review and analyze examples of nonformal learning settings and will then be encouraged to identify and formulate a potential step-by-step guide to implement a nonformal learning program. The course facilitator will provide a template to assist participants as they review and analyze nonformal learning programs and generate ideas and design potential nonformal learning programs or projects in their respective areas. Participants will use interactive platforms including [Padlet](#) to engage with and learn from colleagues. No registration is required to use [Padlet](#) or [Google Jamboard](#), (a digital whiteboard for interactions); however, an email account will be necessary to access the platforms.

### **Course Learning Objectives:**

- Participants will be provided with the definitions and characteristics of all forms of learning including nonformal learning.
- Participants will examine articles and develop deep understanding of a nonformal learning setting.
- Participants will explore in-depth examples of nonformal learning settings from several countries and will be prompted to consider the pros and cons of this learning style.
- Participants will engage in a *Google Jamboard* activity after reading case descriptions of their choosing that are related to the international education.
- Participants will explore e-resources including templates to assist in designing an innovative nonformal learning program.
- Participants will view videos and engage in discussions via an online forum and *Padlet*.

### **Course Learning Outcomes:**

- Participants will identify and describe different ways of learning.
- Participants will define and develop their own interpretation of nonformal learning notion.

- Participants will analyze nonformal learning case studies from several countries and classify the strengths and weaknesses of nonformal learning programs.
- Participants will build a learning community by participating in discussions via *Padlet*.
- Participants will employ course resources (e.g., blogs, templates, videos, articles, etc.) to generate reflections and to draft ideas in their respective field within international education that promote diversity, equity, inclusion, cultural adjustment, service learning, and community building.

### Instructional Procedures:

Participants will engage in discussions, interactive readings and activities, case study analyses, and a reflection producing assignment.

#### *Facilitator's Role & Responsibility:*

The facilitator's role includes providing compelling readings, videos, activities, assignments, and resources to help participants acquire targeted information, concepts, and skills.

#### *Participant's Role & Responsibility:*

Since this is a six-week course, it is expected that you invest no less than 2 hours of preparation each week. This includes critical readings, written analyses, and completion of assignments. You will also be expected to thoughtfully comment, question, and respond to the ideas presented across the readings and the contributions of colleagues in a collaborative effort to understand more deeply the topics discussed.

### Required Readings:

This course will use *open-access journal articles, documents, peer-reviewed case studies, and multimedia resources*. Additional course-specific resources such as blogs, podcasts, website links, and readings are linked in the course schedule below and are available via **GlobalEd, links, and open-access journals**.

#### \*\*\*Suggested Books (**Not required**):

1. Singh, M. (2009). Recognition, Validation and Accreditation of Non-Formal and Informal Learning and Experience: Results of an International Study. In: Maclean, R., Wilson, D. (eds) *International Handbook of Education for the Changing World of Work*. Springer, Dordrecht. [https://doi.org/10.1007/978-1-4020-5281-1\\_171](https://doi.org/10.1007/978-1-4020-5281-1_171)
2. OECD Organisation for Economic Co-operation and Development. (2010). *Recognising Non-Formal and Informal Learning: Outcomes, Policies and Practices* Paperback (pp.1-97). OECD Publishing. ISBN-10: 9264063846. Available to purchase via Amazon, or check your library for access.

### Course Assessment

This rubric will be used to grade each task by the facilitator. Please allow 14-16 days for feedback.

Course Assignments & Activity Opportunities	Points
<i>Padlet</i> Activity/Discussions	5 points
Case Study: SWOT Analyses	Optional
Final Project	90 points
Self-reflection	5 points
Grade Designation or Completion of the Course (90%): <b>Digital Badge</b>	<b>100 points</b>

**Note:** Some course assignments and activity opportunities are optional and some are necessary for completing the course. Through these assignments, participants can master the concepts and apply ideas related to the profession. These assignments are meant to be formative and are for your benefit only.

### Course Completion and Micro-Credential:

To finish the course, participants must successfully complete at least 90% of the required modules including lessons/activities/assignments such as final graded project, and self-reflection. When participants complete the course, they will automatically earn credit toward the *Nonformal Learning in International Education Digital Badge*, issued by **Hyperstack Credential Cloud**. Please allow a few weeks after completing the course for the Digital Badge to be issued. A digital badge is a micro-credential that can be added as a certification on resumes. It can also be uploaded to **LinkedIn** and **Digital Resumes**.

### Course Schedule:

[illegible]

hours or less to complete		<p><a href="#">and Nonformal Learning.</a></p> <p>4. <a href="#">Blog: Forms of learning</a> (Council of Europe) and Research article on podcasts as a nonformal learning.</p>		<p><i>European Conference on e-Learning</i>, 21(1), 19-24. doi: <a href="https://doi.org/10.34190/ecel.21.1.527">https://doi.org/10.34190/ecel.21.1.527</a></p>
<p><b>Week 3:</b></p> <p>Module 2</p> <p>Note: may take approx. 2 hours or less to complete</p>	History of nonformal learning concept	<p><b>PowerPoint:</b> Review the PowerPoint with a brief summary of articles.</p> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. <i>Nonformal education: Myths, realities, and opportunities</i> (Coombs, 1976).</li> <li>2. <i>Non-formal education: A major educational force in the postmodern era</i> (Romi &amp; Schmida, 2009).</li> <li>3. <i>History of nonformal learning concept in the example of music learning</i> (Mok, 2011).</li> <li>4. <a href="#">Website blog: What is non-formal education?</a> (Smith, 2001).</li> </ol>	<p><b>Matrix Template:</b> Use the matrix to jot down ideas (example is given).</p>	<p>Coombs, P. H. (1976). Nonformal Education: Myths, Realities, and Opportunities. <i>Comparative Education Review</i>, 20 (3) 281-293.</p> <p>Romi, S., &amp; Schmida, M. (2009). Non-formal education: A major educational force in the postmodern era. <i>Cambridge Journal of Education</i>, 39(2), 257-273.</p> <p>Mok, N. A. (2011). Non-formal learning: clarification of the concept and its application in music learning. <i>Australian Journal of Music Education</i>, 1, 11-15.</p> <p>Smith, M. K. (2001). 'What is non-formal education?' <i>The encyclopedia of pedagogy and informal education</i>. <a href="https://infed.org/mobi/what-is-non-formal-education/">https://infed.org/mobi/what-is-non-formal-education/</a> . Retrieved: 8/23/2023].</p>



<p>Note: may take approx. 2 hours or less to complete</p>	<p><i>Botswana</i> <i>India</i> <i>Malawi</i> <i>Thailand</i> <i>Tanzania</i> &amp; Summary: Education policy and impact of nonformal education in 28 developing countries (Education &amp; Policy Data center, 2008)</p>	<p>Policy Data Center, 2008).</p> <p>2. <i>Position of nonformal learning and informal learning</i> (Report).</p> <p>3. In depth <i>examination of the nonformal learning and reconceptualization of non-formal education</i> (Brennan, 1997).</p>	<div data-bbox="748 283 1071 483" data-label="Diagram"> </div> <p>Tasks:</p> <ul style="list-style-type: none"> <li>-Select one country and enter information on matrix template.</li> <li>-Can you identify the program in a particular country?</li> </ul>	<p>Brennan, B. (1997). Reconceptualizing non-formal education. <i>International Journal of Lifelong Education</i>, 16(3), 185-200. doi: 10.1080/0260137970160303</p> <p>Owusu-Boampong, A. (2007). Compilation of data on nonformal education provision and policies. Country profile prepared for the Education For All Global Monitoring Report 2008: Education for all by 2015: Will we make it? UNESCO, Paris. <a href="#">Link:</a></p> <p>Owusu-Mensah, F. (2007). Ghana: Non-formal Education. Country profile prepared for the Education For All Global Monitoring Report 2008: Education for all by 2015: Will we make it? UNESCO, Paris. <a href="#">Link:</a></p> <p>Mitra, A. (2007). India: Non-formal education. Country profile prepared for the Education For All Global Monitoring Report 2008: Education for all by 2015: Will we make it? UNESCO, Paris. <a href="#">Link:</a></p> <p>Sabur, Zia Us. (2007). Bangladesh: Non-formal education. Country profile prepared for the Education For All Global Monitoring Report 2008: Education for all by 2015: Will we make it? UNESCO, Paris: Education for all by 2015: Will we make it? UNESCO, Paris. <a href="#">Link:</a></p> <p>Siltragool, W. (2007). Thailand: Non-formal education. Country profile prepared for the Education For All Global Monitoring Report 2008: Education for all by 2015: Will we make it? UNESCO, Paris. <a href="#">Link:</a></p> <p>Swann, C. (2007). Malawi: Non-formal education. Country profile prepared for the Education For All Global Monitoring Report 2008: Education for all by 2015: Will we make it? UNESCO, Paris. <a href="#">Link:</a></p>
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<p><b>Week 6:</b></p> <p>Note: may take approx. 2 hours or less to complete</p>	Final project assignments	<p><b>Project &amp; Reflection:</b></p> <p><i>1. A draft or outline of a nonformal learning program in your area.</i></p> <p><i>2. Course self-reflection form.</i>  <a href="#">Self-reflection form</a> is provided (approx. 5 minutes).</p>	<p><b>Graded Final Project:</b></p> <p>Review and submit your project in any format (e.g., paper/blog/podcast/video/platform) up to 300-500 words.</p> <p><u>Save file as:</u>  Initials_NameoftheProject_Date (e.g., DK_WLCP_09-2023).</p>	<p><b>Examples:</b></p> <p>Website: <a href="#">Link: UWYO World Language and Culture Program</a> –click on the text to access it.</p> <p>Template: <a href="#">Program Development</a></p>