

This article will be published by the National Education Institute of Slovenia,  
Magazine Education and schooling, no. 4-5, volume 51 (2020)

The Substructures of The Art of Hosting's Participatory Learning Methodologies That Support  
the Development of Social Capital Skills and Social Emotional Skills in Educational Settings

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### **Introduction**

Many educators have wondered how to actively engage students in dialogue; it is never quite as easy as it sounds. Over the past twenty years, the concept of using a set of dialogue-based participatory processes, referred to as The Art of Hosting & Harvesting Conversations That Matter ([artofhosting.org](http://artofhosting.org)), have been successfully used to support the engagement of individuals in organizations, governments, and communities. The Art of Hosting (AOH) has become popular in countries around the world through a network of trained and skilled practitioners. These practices have evolved over time and new processes have been created to enhance the participatory dialogue processes.

As individuals with backgrounds in education have been trained in The Art of Hosting, educators have begun to wonder if these processes could become innovative methodologies for use in professional development settings. In institutions of higher education and in local professional development situations, the feedback from educators and trainers has been extremely positive. Educators responded positively to the conversations with their peers about the new materials and concepts that were being presented. It was only a matter of time before these educators wondered if the participatory processes that were used in training could also be innovative methodologies to enhance learning in classrooms for students of all ages. The use of Art of Hosting Conversations That Matter in education has been called 'AOH Participatory Learning.'

This article is devoted to the substructures of how and why the Art of Hosting processes are conducive to classroom learning; how the methodologies work to accelerate cognitive, social and emotional development; how they build the skills needed for resilience; and how they are an impart a part of a 'trauma-informed' classroom.

### **Substructures of AOH Participatory Learning**

**The Art of Hosting Conversations That Matter.** The Art of Hosting (AOH) processes were originally a set of individual methods and practices that, in combination with one another, have been successful in engaging individuals to work together in dialogue on social and organizational issues.

Each of the participatory processes has its own author who has published books or manuals describing their approaches to engaging individuals to work collaboratively with peers and constituent groups. The four core participatory methods of AOH are:

- |                      |  |
|----------------------|--|
| Circle               | <p><u><a href="#">The Circle Way – A Leader in Every Chair</a></u> (2010)<br/>Christina Baldwin and Ann Linnea</p> <p>The Circle, or council, is an ancient form of meeting that has gathered humans in respectful conversations for thousands of years. In some areas of the world this tradition remains intact, but in other societies it has been nearly forgotten. Circling is a modern methodology that calls on this tradition and helps people gather in conversations that fulfil their potential and desire for learning via dialogues that replenish, engage, excite, and create wisdom-based change - which is real and sustaining learning.</p> |
| Café                 | <p><u><a href="#">The World Cafe Book: Shaping Our Futures Through Conversations that Matter</a></u> (2005)<br/>Junita Brown and David Isaacs</p> <p>The World Café is a method for creating a collaborative learning conversation around questions that matter in classrooms and professional meetings. World Café innovates and energizes classrooms. It is also ideal for administrators to develop collaboration and co-creation with faculty, boards, and community partners.</p>   |
| Open Space           | <p><u><a href="#">Open Space Technology – A User's Guide</a></u> (2008)<br/>Harrison Owen</p> <p>The goal of Open Space is to create time and space for participants to engage, ask questions, and/or share knowledge around issues of concern to them (such as reviewing of an upcoming test, managing a project-based learning experience, or planning a 'real life' field trip around a content issue or topic of interest.</p>   |
| Appreciative Inquiry | <p><u><a href="#">Conversations Worth Having: Using Appreciative Inquiry to Fuel Productive and Meaningful Engagement</a></u> (2018)<br/>David Cooperrider</p> <p>Appreciative Inquiry (AI) is a strategy for intentional change that identifies the best of 'what is' to pursue dreams and possibilities</p>  |

of 'what could be.' AI is a cooperative search for strengths, what is known, what is right. AI focuses on the positive and strengths seeking to build on what is currently working as blocks leading to a positive and productive future. This focus on strengths and what is right offers an opportunity for individuals to accept what is known and to build on what works. Research has shown that this approach is the only successful way to bring about long-term change and deep learning.

These core processes have recently merged to create two new processes. The new processes integrate World Café, Open Space and Appreciative Inquiry:

Pro Action Café

Designing for Wiser Action

In the early 2000's, colleagues Toke Paludan Moeller, Monica Nissen, Maaianne Knuth, and Jan Hein Nielsen brought the various processes together and named them, 'The Art of Hosting Conversations that Matter.' It was their belief that these participatory processes work better together than alone. These trailblazers sensed that, "Conversation, more than any other form of human interaction, is the place where we learn, exchange ideas, offer resources and create innovation..."

"The Art of Hosting offers a blend of some of the most powerful methods to create open and meaningful conversation that leads to commitment and good results. Working with a range of collaborative methods – like Circle, World Café, Appreciative Inquiry, Open Space Technology, ProAction Café, storytelling and more – practitioners tailor the approach to their context and purpose."

"But this is more than a suite of methods – it is also a practice. We call it The Art of Hosting, because it is an art to become skillful at helping ourselves and others work well together, especially in these times of increasing complexity. We talk about hosting, because what is offered here is not a typical facilitated or moderated session. It gives attention and care to all aspects of people's work together, intending to host them in being successful, just as any person welcoming guests will make sure they have everything they need to make their visit fruitful." ([www.artofhosting.org](http://www.artofhosting.org)).

"The Art of Hosting is like an iceberg. What appears first to the eye are the methodologies, but they are only the visible tip. Beneath the surface we find invisible scaffolding, attitudes and practices that allow the whole thing to float." (Titchen-Beeth, H. and Ryman, S. 2016)

The practice field of Art of Hosting invites us to move from "hero" to host, in service of the group and the conversation they are engaged in. From a teaching point of view, this is an invitation for the teacher to move from skilled expert to hosting the learning of students.

This stance will be covered more fully in the article, 'The Art of Hosting – Participatory Learning Methodologies and Practices'.

A key component of AOH is the importance of the host (leader, educator) maintaining a personal practice. Individuals who thoughtfully and purposefully plan, host, and reflect do begin a practice of being present to what is unfolding (beyond the content or task) and begin to see that using the methodologies and processes has both expected consequences and unexpected consequences. Together, these offer both insight and wisdom as to the greater effect on building a community of practice in which participants grow and shift their view of themselves, their peers, and the world.

### **AOH Supports Collaboration and the Natural Learning Process**

**The Triune Brain.** In the 1940s and 1950s, at McGill University in Montreal, Canada, Paul McLean was a neuroscientist who focused on human behavior. His work was based on individuals, mostly soldiers with head injuries, to determine the impact of brain injuries on behavior as a way of mapping the brain. His findings offered insight into specific regions of the brain that appear to control survival behaviors, emotions, thinking, and learning. He denoted these regions as 1) the Reptilian Brain region the oldest portion of the human brain; 2) the middle region of the brain, which McLean named 'the Limbic System' or the emotional brain, and 3) the top portion of the brain, the Neocortex or New Brain, which is responsible for thinking, learning, problem solving and conceptualization. He referred to his work as the Triune Brain.

The simplicity of the Triune Brain led to its popularity. Even with more sophisticated, updated findings in neuroscience, McLean's basic ideas continue to be used to help us understand basic human behavior.

As it relates to The Art of Hosting processes, understanding the Triune Brain helps to explain why the AOH processes and practices work in situations where people come together. In communities, organizations, social settings, and classrooms, helps to better comprehend why collaboration with peers has been so successful.

McLean's regions of the brain (Figure 1) offer insight into the various functions that drive engagement, collaboration, and conversations.

The Reptilian Brain: The Reptilian Brain is part of the primitive brain, located at the uppermost portion of the brain stem. The Reptilian Brain is often referred to as the Reticular Activating System or RAS. Primitive animals had a rudimentary brain that controlled the spinal cord functions and basic biological needs like breathing, blood flow. (Kleem. 2019). "...our flight-or-fight response, control, power, and ownership all lead to basic survival." (Brain World Magazine, 2019)

The Reptilian Brain's function is to keep us alive. No surprise that the Reptilian Brain is 'on duty' constantly on ensure that we are safe, spending time with people we trust, are in control and have personal ownership. No surprise again, just as the name implies, the Reptilian Brain can be found in species from homosapiens to reptiles. To work collaboratively with others in an organization, in communities, and in classrooms these basic Reptilian functions must be at ease.

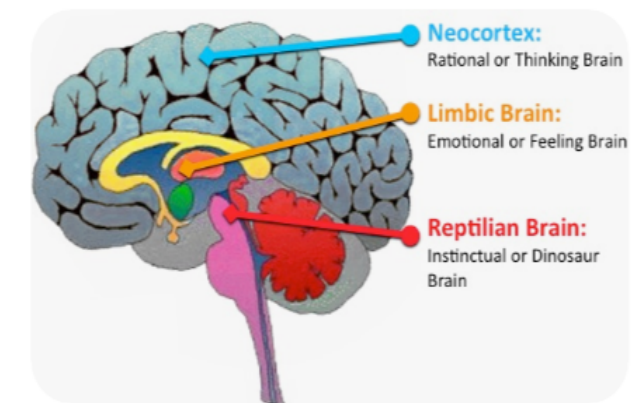


Figure 1. The Triune Brain  
<https://pin.it/lmsau3rvmigt43>

**The Limbic System.** The Limbic System, or the middle brain, consists of key brain structures that are focused on emotions, memories, and the behaviors associated with hunger and arousal. Located underneath the cerebral cortex (the Neocortex or New Brain) and above the brainstem (the Reptilian Brain), the components of the Limbic System includes the amygdala, the hippocampus, the hypothalamus, and the cingulate cortex. (Purves, Augustine, & Fitzpatrick, 2001). Richard Restak (1979) refers to the limbic functions as: feeding, fighting, feelings, and physical arousal.

When the Reptilian Brain is balanced and at rest, the Limbic System will assess and activate feelings of hunger, anxiety, fear, need for love and positive attention, joy, comfort, anger, being emotionally responsive, and becoming aroused. In a social sense, when there is a crisis or trust issue with control or power, the Reptilian Brain will become active. The Limbic System will then find it difficult to feel hunger, the love for your children or get excited about a special event that is coming up soon. When the crisis and/or control and power issues are resolved food, love, and excitement once again becomes the primary needs.

When an individual enters a learning environment, their brain automatically scans the space and people to make sure they are safe. If they feel safe, the individual will begin to look at who is present in the room to determine their own level of control and power. (Sullivan, J., 2015) If there are no assigned seats, the individual will sit in a comfortable and safe location. If they are acknowledged positively by peers and their teacher, asked simple personal questions (for

example: “How are you doing today?” “You look pleased, what’s going on?” “You look a little off today, are you OK?”), then the individual will feel noticed and validated that they are recognized.

IF	THEN
If ...an individual has been noticed, feels safe and trusting; knows their control and power	Then... then they can be open to feelings
If ...an individual is not having any conflicts in their life	Then... they can focus on the what is happening around them
If ...the individual has had been fed	Then... their hunger needs have been met
If ...the individual has been struggling with the content of the class and all of the above are addressed	Then... they will be able to listen, try, ask questions, and work with peers

When the Reptilian Brain is relaxed and the Limbic System issues have been addressed, the brain will be open to thinking, learning, making judgements, being curious, developing strategies, setting priorities, and transferring new learning from one situation to another.

The key point of this discussion on the Triune Brain is that when a person is not engaged, feels bad, does not complete assignments, is not getting good nutrition, and has not become proficient in understanding the course content, then educators cannot assume that the person is being lazy, can’t learn, or is reluctant to participate. Instead, it is important to meet with the individual to identify what else is going on that is keeping them from being present and a successful learner.

**The NeoCortex or New Brain.** “Academic learning happens in the cortical, Neocortex or New Brain. If proper development in the first two brain areas (Reptilian and Limbic) does not happen, the child will not be able to learn, no matter how good the teacher is!” (Lyons, S., 2020)

The Neocortex is called the ‘New Brain’ because it is mostly unique to the human species. The Neocortex focuses on higher-order functions, such as thinking, perceiving, questioning, deciding on actions that need to be taken, creating the strategic steps to perform actions, setting priorities, and transferring what has been learned in one situation and applying it to the next situation.

In an organizational or educational setting, when an individual is comfortable within their group/class setting and with their peers (Reptilian Brain), they can participate and contribute to conversations. When they feel listened to and personally respected, fed, and safe, in addition to

having a say in how the group process unfolds (Limbic System), then the individual is most able and ready to actively participate, discuss topics, be a critical thinker, and be empowered to listen, learn, and take action with others (Neocortex).

In this sense, the brain processes information starting with the Reptilian Brain, moves up to the Limbic System, and finally , up to the Neocortex. If, when processing information in the Neocortex, something alarming occurs, the brain will begin to downshift, i.e., will respond via the Limbic System (anger, fear, anxiety, frustration). If the crisis is not resolved emotionally, the brain will move down to the Reptilian Brain and begin not trusting, claim personal space, and attempt to take control. It is an 'up/down' processing through the three regions that goes on continually.

The Triune Brain matters to The Art of Hosting in that successful implementation of AOH practices engages the three parts of the brain. Art of Hosting practice references Sam Kaner's work on "the diamond of participation", often referred to as "the Breath Pattern". It describes how common group patterns follow the Triune Brain upshifts and suggests that certain methodologies and processes can be used to naturally mirror and support the way the brain works for optimal group functioning. (Kappel, 2019)

### **AOH Participatory Learning Builds Social Capital Skills, Practices Emotional and Social Learning Skills and is Part of a Trauma Informed Classroom**

**Social Capital Skills.** In John Dewey's 1900 book, The School and Society, he used the term 'social capital skills' as a critical outcome of education. (Dewey, J., 1900) There are many definitions of social capital skills including *the expected collective or economic benefits derived from the preferred treatment and cooperation between individuals and groups*. Although different social sciences emphasize different aspects of social capital, they tend to share the core idea that 'social networks have value'.

In education, social capital skills are key to success. In his presentation on Social Capital Skills in Education, Stephen Black, a professor and researcher in Sydney, Australia, states, "It's the relationships people have, the groups they belong to, the networks they link into, the contacts they've got. It's about the trust they have in others. It's also how they interact with others – how they present themselves. This may be related to their confidence and to their skills." (Black, S., Balatti, J., & Falk, I., 2009)

#### **Why discuss social capital skills in reference to AOH Participatory Learning?**

In today's world, a critical outcome of education is the development of social capital skills concomitantly with academics. As more focus has been placed on academic proficiency and career readiness, educators and education training programs have forgotten the importance of helping students learn how to work with others and the purposeful development of the social skills needed to be a successful and responsible student, family member, citizen, and worker.

Brain and social science researchers have also identified that students learn best from their peers “Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers. They develop skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning.” (Boud, D., Cohen, R., Sampson, J., 2002)

Through conversations with fellow educators, educators have come to realize they have learned a lot others experiences and processing of educational information. Many universities and technical colleges require students to be in ‘study groups’ where learning with peers brings greater understanding of the subject content. The process of ‘learning together’ builds desired social capital skills that will be critical skills for use on the job, in a family, and being a resident of a community. AOH’s Participatory Learning methodologies help students learn and develop essential social capital skills in a way that does not take away from, but adds to, their learning outcomes.

In using AOH Participatory Practices, the educator’s role shifts from ‘teaching’ to ‘hosting learning.’ In the graph below, the AOH Participatory Learning methodologies are listed with the social skills that are embedded in the practice of each methodology. (See Figure 2)

<b>Participatory Learning Methodologies</b>	<b>Social Capital Skills Practiced</b>
<b>Circle</b>	Speaking & Setting Intention, Speaking in a Group, Active Listening, Taking Turns, Getting/Giving Support
<b>Café</b>	Collaboration, Working in a team, Listening to and discussing diverse ideas & opinions, Building a collective model, Managing time, Taking a leadership role, Self advocacy, Putting abstract ideas into a visual model, Active listening, Peer learning and coaching
<b>Open Space</b>	Leadership, Asking questions, Offering something of interest to others, Active listening, Asking for help and offering help, Diagramming / summarizing a conversation.
<b>Appreciative Inquiry</b>	Looking for the positive, Managing negative situations from a strengths-based, positive view, Viewing life, people, & daily situations from a positive vantage point

Figure 2:  
Matching AOH Participatory Learning Methodologies with  
Social Capital Skills Practiced in Using the Methodologies (Weisel, 2017)

**Social Emotional Learning: Educating the Whole Person.** To better understand the importance of emotions (i.e., the Limbic System) in the learning process, a new field of

education has become prominent. This relatively new concept is called 'social emotional learning' or SEL. It was first coined in 1967 by Karen McCowen along with her landmark book, Self-science: the subject is me (Stone-McCown, Dillehunt, 1978).

Daniel Goleman (D Goleman, 1994), author of Emotional Intelligence, while researching his theory of emotional intelligence, wrote: "Self-Science is a pioneer, an early harbinger of an idea that is spreading to schools coast to coast... A list of the contents of Self-Science is an almost point-for-point match with the ingredients of emotional intelligence — and with the core skills recommended as primary prevention for the range of pitfalls threatening children... Were he alive today, Aristotle, so concerned with emotional skillfulness, might well approve."  
(Goleman, 1994)

In 1994, the Collaborative for Academic, Social, and Emotional Learning (CASEL) was formed in the United States to establish high-quality, evidence-based social and emotional learning (SEL) as both a critical and core part of preschool through high school. In 1997, CASEL released a groundbreaking book, Promoting Social and Emotional Learning: Guidelines for Educators (CASEL, 1997) and in 2015 published the Handbook of Social and Emotional Learning: Research and Practice (CASEL, 2015) more than 100 contributors demonstrating how vast the field has become. (Elias, Zins, et.al. 1997) (Gullotta, Domitrovich, et.al. 2016)

Social and Emotional Learning refers to both what and how we help students learn. It includes a set of competencies or skills that support the social and emotional comfort and security of students as part of the learning process. The five core competencies include:

- Self Awareness
- Social Awareness
- Relationship Skills
- Self-Management
- Responsible Decision Making

Implementing SEL relies on creating of a safe, compassionate, and highly participatory learning environment in which SEL competencies are "modeled, taught, and learned." Social and Emotional Learning is grounded on understanding and accepting that learning is a social process in which relationships and emotions are central to the learning process. "SEL is also based on the realization that feelings, thoughts and actions are interrelated. For learning to be effective, the needs of the whole person must be addressed." (Franklin, 2008)

### **Why discuss social and emotional learning in reference to AOH Participatory Learning?**

As the Art of Hosting processes and practices were brought into education, a natural connection was seen with the field of Social and Emotional Learning. SEL competencies are practiced in each of the AOH-PL Methodologies. To ensure building both SEL and Social Capital Skills competencies, a set of specific roles and functions were added to each of the methodologies to specifically build both SEL and Social Capital Skills. These specific added attributes include:

- Adding roles, responsibilities, and education-specific processes into Circle, World Café and Open Space
- Introducing specific questions and process as part of the opening and closing Circles
- Reframing education and relationship challenges in light of Appreciative Inquiry.

These will be further discussed in the article 'The Art of Hosting in Education – Shifting Mindsets Using Participatory Learning Methodologies and Practices' that is included in this journal.

It is important that educators are mindful of individuals who feel despondent, downhearted, hopeless, and cannot seem to effectively learn academic content. In educational settings, educators are responsible to model the social and emotional competencies along with social capital skills and behaviors that are working to develop in all learners. Whether in pre-school, primary, middle or high school or at a university, students are constantly watching to see if educators are practicing our beliefs by our actions and behaviors. It is essential that educators use classroom 'moments' as teachable opportunities for modeling these critical life skills.

### **AOH Participatory Methodologies Help Build a Trauma-Informed Classroom and Resilience**

**Resilience Building and Trauma-Informed.** To help students deal with stressful situations at home, many schools are using innovative trauma-informed strategies. Few events outside the classroom have as profound an impact on multiple domains of student development as traumatic life experiences. Research has shown that traumatic experiences alter the brain and can affect children socially, emotionally, behaviorally, and academically. Traumatic events can include domestic violence, abused and neglect, school violence, loss of loved ones, community violence, and suffering in one country where you do not feel safe then moving to another country where you do not know the language so it is difficult to communicate when all you and your family want is to be safe... just to name a few.

Resilience is about how well a person can deal with, manage and bounce back from the adversities and traumas that come with school, employment, and life. Resilience means the distinction between being able to *manage* being under pressure or *falling apart*. Kendra Cherry, an educational consultant, believes that resilient people tend to have a more positive outlook and manage stress more effectively. (Cherry, 2020) She states that, "Research has shown that while some people seem to come by resilience naturally, these behaviors can also be learned."

Bounce Forward, a master teacher training series in England, trains building resilience with both teachers and students. Bounce Forward sees "resilience is the key to personal development. Resilience increases our ability to overcome setbacks, make the most of opportunities and thrive in life." ([Bounce Forward.com](http://BounceForward.com))

Resilience can be increased by having a good support system, maintaining positive relationships, having a good self-image, and having a positive attitude. Other factors that contribute to resilience include:

- Having the capacity to make realistic plans.
- Being able to carry out those plans.
- Being able to effectively manage your feelings and impulses in a healthy manner.
- Having good communication skills.
- Having confidence in your strengths and abilities.
- Having good problem-solving skills.

(Riopel, 2019)

Developing resiliency can help maintain relationships with others and help maintain a positive and easygoing disposition. It can also help develop good coping skills and improve cognitive thinking skills.

In today's world, resilience and trauma-informed classrooms are key and essential at every level of education. Whether trauma is caused by a single event such as a natural disaster, by a lack of development or attachment with family members, by intergenerational trauma, or by repeated or prolonged exposure to abuse, an individual's thoughts, feelings, and behaviors are filtered through their own experiences and perspectives. Children, adolescents, and adults suffer from traumatic experiences in their family, at home, in schools, in communities and in countries.

When the brain experiences any kind of trauma, triggering memories (consciously or unconsciously) can occur anywhere. For many students, the act of walking into a school or classroom can be traumatic. A harsh voice, a certain kind of laugh, bullying, and a teacher's comments or feedback can result in a student's brain shutting down. The brain reacts to the trauma...by downshifting. Any type of external noise (or smell, sight, or touch) can trigger a flash of a traumatic event and shut down the brain. 'Shutting down' means the brain processing moves downward from higher order thinking to lower order thinking in the Limbic System and then down to the Reptilian brain. The memory of the trauma focuses the brain back to basic survival, lack of trust, and focus on power, and control.

In the brain, all memories feel real – whether they occurred that day or 20 years ago. Traumatic memories, therefore, can feel as real today as they did when they actually occurred. Memories (pictures) also include all of the feelings and sensory awareness from all 5 senses that occurred concomitantly with the visual memory.

As the Reptilian Brain struggles to make sense out of and address the threat, the Limbic System will become overactive with perseverating fears and anxieties. Hence, the brain downshifts, to lower order thinking. Higher order thinking gets difficult and can literally stop until the individual can work through the trauma.

Early traumatic experiences have been shown to interfere with normal brain development. Children who experienced traumas need to be supported, not chastised, for appearing spacey or not engaged. The teacher or instructor should observe the student, give him/her some space, offer quiet time away from the class, and suggest that the student return to the class when they are ready. It is not necessary to query *the issue* that the student is dealing with at the moment. It is OK to ask, "What's going on?" Then, accepting whatever the student offers, acknowledge with a positive, "I'm here if you need me."

It may be that the trauma a student experiences is one that occurred in a school setting. Teacher remarks and behaviors can be very damaging. Students that struggle with learning in traditional classrooms have been known to be belittled and unsupported by educators who do not understand the underlying issues that can keep a student from being able to learn academic material or connect socially with other students. Educational traumas can be intergenerational with children having the same type of learning challenges (that have not been identified or understood) as their parent(s). School can become a major negative influence rather than positive influence in a child's development.

A trauma-informed classroom is a framework for thinking about what interventions to be directed by a thorough understanding of the profound neurological, biological, psychological, and social effects trauma has on an individual—recognizing that person's constant interdependent needs for safety, connections, and ways to manage emotions/impulses. Here are some practical ways that educators can prevent re-traumatization:

- Learn as much as you can about trauma and its impact on the brain and learning
- Grow skills to more accurately read a student's cues and behaviors
- Look for underlying causes of the behaviors
- Use student-centered, strengths-based language, moving away from a deficit mindset!
- Be consistent, be kind, be predictable and offer choice making opportunities
- Weigh the physiological, psychological, and social risks of any physical interventions.
- Debrief with the student, other students, and supporting educators following the incident or incidents. (Trauma Informed Resource Guide, 2017)

**AOH Participatory Learning: Supporting Components for Building Resilience and Trauma-Informed Classrooms.** AOH Participatory Learning methodologies offer safe spaces to build the skills needed for becoming resilient and for students who are struggling with emotional and post traumatic issues. AOH Participatory Learning methodologies offer a kind way to engage students and welcome them to participate at any level they can.

The AOH Participatory Learning methodologies build social capital and social emotional skills while setting up the most conducive environment to build resilience:

- Peer relationships

- Developing peer-to-peer communication,
- Finding purpose
- Building a positive
- Self-image about personal strengths
- Taking care of yourself
- Building problem-solving skills
- Embracing change
- Promoting self-advocacy
- Planning skills
- Working in teams
- Taking steps for taking action

The AOH Participatory Learning methodologies build a safe space for all students. Trauma-informed strategies are promoted for all students *and modeled* by teachers to be:

- Considerate
- Kind
- Develop listening skills
- Practice self-advocacy
- Sharing of academic knowledge and skills
- Learning Appreciative Inquiry – i.e., remove deficit thinking instead always focusing on positives

## **Conclusion**

Following up on trainings in the Art of Hosting processes and practices have been trained in countries around the world, this article has focused on implementing these core processes in education settings as AOH Participatory Learning methodologies. Each of the methodologies has been adapted to education settings to support cognitive learning processes, develop social capital skills, build essential social emotional learning skills, and to strengthen support in trauma-informed classrooms.

In the next article, *The Art of Hosting in Education – Shifting Mindsets Using Participatory Learning Methodologies and Practices*, specific brain-based research is discussed in support of shifting to learner-driven classrooms, an explanation of how participatory practices support multiple intelligences, and how AOH-PL can be used to begin the shift to engaging all learners and improve learning outcomes. Two of the AOH-PL methodologies are offered in detail for immediate classroom implementation along with specific real-life examples of how the methodologies are being in practices in all levels of education and support services.

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**DR. LAURA WEISEL** has over 40 years of experience in primary through high school education, special education, community-based and institutional-based adult basic education, community college and developmental education, mental health and substance abuse services, correction education, workforce development, and professional learning. Weisel has held administrative and leadership positions at the local, state and national levels.

Dr. Weisel holds degrees and specializations in Educational Policy and Leadership, Reading, Special Education, Adult Learning, Neuro and Cognitive Psychology, and Research. She is an Executive Partner at The TLP Group holding the position of Director of Research, Innovation, and Clinical Services. As a social entrepreneurial company, The TLP Group uses entrepreneurial principles to organize, create, and design innovative alternatives to address recognized education and social challenges. The TLP Group collaboratively tackles issues that have not been successfully solved by traditional government, businesses, and nonprofit initiatives.

Author of PowerPath to Education and Employment, numerous articles, chapters, and monographs, Dr. Weisel partnered with Kentucky Adult Education and Kentucky Education Television to produce a video series based on the five steps in the PowerPath Process. This series was chosen by Public Broadcasting Services (PBS) to share online as part of their National Resource Collection. This work led Weisel's to innovate professional learning by creating an online, ten-month hybrid course, Transforming Learning and Innovating Instruction, leading to PowerPath Certification with university credit options.

In the early 2000's, Dr. Weisel created a model leadership academy for emerging leaders in behavioral healthcare at the John Glenn Institute for Public Service and Public Policy at The Ohio State University. Viewed as a national prototype for creating future leaders that are ready to move community-based services into the 21st. century, Weisel co-authored a chapter, *A Social Systems Perspective on Leadership in Systems of Care*, in the textbook Modern Community Mental Health.

Dr. Weisel works with both national and international initiatives to implement innovative research-driven practices that lead to long-term education and workforce development outcomes. Trained in the Art of Hosting (AOH) and Theory U, Weisel collaborated with the Wyoming Community College Commission to implement a five-year initiative focused on developing a new prototype for adult education and family literacy services. The project, *Align & Redesign*, used Theory U to bring together research-based components that, when used together, would dramatically increase student participation, learning outcomes, and readiness for further studies or employment. This innovative initiative is described In the Handbook of Research on Training Evaluation in the Modern Workforce, as a chapter titled: *Align & Redesign: An Evaluative Case Study in Transformation*.

Becoming an AOH steward, Weisel field tested AOH methodologies in professional learning and in classroom settings from primary school to universities focusing on increasing engagement, development of social capital and social/emotional learning, and academic achievement. Finding success everywhere, Weisel recently wrote two articles: *The Substructures of The Art of Hosting's Participatory Learning Methodologies That Support the Development of Social Capital Skills and Social Emotional Skills in Educational Settings* and *The Art of Hosting in Education – Shifting Mindsets using Participatory Learning Methodologies and Practices*. These articles will be published by the National Education Institute of Slovenia, Magazine Education and schooling, no. 4-5, volume 51 (2020). Both articles are currently available at The Art of Hosting website and Facebook page.