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## **FAR Centre Coaching and Facilitation Certificate**

The Far Centre Coaching and Facilitation Certificate is a Post Graduate Education Certificate offered by the Faculty of Education and specifically designed for the growing demand in online or hybrid learning professionals. This certification will enable learners to seek employment in the following areas:

- online learning facilitation,
- facilitation and coaching of international learners
- organizational professional development, and
- coaching within an organizational setting.

This certificate can eventually ladder into a MA in Educational Studies: International Education or Online Education or Curriculum and Instructional Studies. (Concern with regard to TQS – may not be viewed as relevant to BC K-12 system for applicants wanting to complete the MA)

## **Certificate Outcomes**

### **Planning**

1. Plan appropriate group processes to support transformative learning. (KA)
2. Apply the use of technology, time and physical space to support learning. (KA)

### **Facilitating and Coaching**

1. Create and sustain a participatory environment that supports critical and creative thinking in a variety of disciplines. (L, KA, CC)
2. Demonstrate effective facilitation and coaching communication skills (eg. active listening, developing rapport, providing feedback) (II)
3. Develop cross-cultural competency and create learning environments of inclusivity, safety and trust. (SG)

### **Knowledge**

1. Describe various learning theories and develop the ability to identify individual and group learning needs. (KA)
2. Identify a variety of facilitation/coaching methods and techniques. (KA)

### **Professionalism**

1. Engage in ongoing reflection and learning related to coaching and facilitation. (II)
2. Reflect on personal values and beliefs and their impact on facilitation, coaching and learning. (II, SF) Revised from <https://www.iaf-world.org/site/professional/core-competencies>

## **Certificate Admissions**

A Bachelor's Degree is a requirement for entry. (GPA?) (Prior Learning)

This program is well-suited for students who:

- Are proficient with technology, web tools and communicating with social media.
- Are self-directed learners.
- Have experience with facilitating learning in a variety of contexts
- Have experience in online learning as a facilitator or course developer.

## **Certificate Delivery Models**

The program is flexibly designed as either a traditionally offered, full time program for learners interested in preparing for a role in Far Centre Coaching and Facilitation, or as a fully online program for learners who are actively working as Far Centre Coaches and Facilitators and are looking for a credential related to their roles.

## **FOUNDATIONS (REQUIRED)**

### **LDRS 627 Theory and Practice of Adult Education**

Learners are introduced to principles and practices of adult education. Focusing on facilitation methods and instructional design, this course develops practical skills necessary to teach adults. Whether in a classroom, other formal learning context or workplace, the class will explore how leaders are all teachers. This course equips leaders to facilitate transformational learning experiences that are learner-centered, supportive, well-organized and based on critical inquiry in the context of practice.

### **LDRS 662 Culturally Responsive Communication and Facilitation**

Learners develop self-awareness and cultural competency, developing practical strategies for creating culturally inclusive and respectful learning environments.

### **LDRS 664 Creating and Leading Authentic Learning Communities**

Learners explore theoretical foundations of learning communities, explore strategies for creating authentic learning communities, and apply strategies within a learning/coaching context.

## **SPECIALIZATION (CHOOSE ONE)**

### **LDRS 663 Effective Coaching for Transformational Learning**

Learners explore theoretical foundations of transformational learning, theory, and coaching. Building on the theoretical foundations, learners review coaching and facilitation strategies, applying strategies within a learning/coaching context.

### **LDRS 665 Creating and Sustaining Digital Learning Environments**

Learners review contemporary online learning models, including learning managements systems, domains of one's own, and personal learning networks, Learners apply learning theory, assessment strategies, and cross-cultural competency within and online learning environment.

## **PRACTICUM (REQUIRED)**

### **LDRS 667 Practicum (Personal and Professional Practice and Reflection)**

This course provides students with a practical setting in which to apply what they have learned in the Certificate in Coaching and Facilitation. Using reflective practice, learners apply learning theory, assessment theory, facilitation practices, and cross-cultural competency, in a professional learning facilitation setting. The practicum must be with a supervised business, non-profit agency, social service agency, or institution related to the student's personal interests and future plans.

### **Current courses at TWU – quick scan**

- Com 372 Cross Cultural Communications
- EDUC 490 Selected topics in Education
- EDUC 321, 401 (curriculum and assessment courses)
- LDRS 230 Leading Teams and Groups
- LDRS 255 Leading and Coaching

## **Faculty**

- Adrienne Castellon, EdD
- Catherine Penfold Navarro, PhD
- Imbenzi George, PhD

- Colin Madland, M.Ed.
- Mark Halvorson, Ph.D
- Melinda Dewsbury, MA
- Matthew Etherington, PhD Learning Theory: Inquiry, Project Based, Problem Based, Appreciative Inquiry etc.
- Jim Parsons, PhD
- Julie Lane, EdD
- Christian Klaue, EdD

## **Employment Sectors**

Graduates of this program deliver value to the educational market by having entry-level skills that assist them to seek work as facilitators and learning coaches in numerous hybrid educational settings, both locally and in other global locations. Graduates would also be well prepared to work in sectors beyond education supporting work-place change and training needs.

- Adult Education
- K-12 Hybrid Education
- Postsecondary teaching (supplementary credential)
- Online learning
- Far Center Facilitation
- Workplace Facilitation

Course	Program Outcomes	Course Outcomes	Assessment
<p><b>LDRS 627 - Theory and Practice of Adult Education</b></p>	<ul style="list-style-type: none"> <li>- Apply the use of technology, time and physical space to support learning.</li> <li>- Describe various learning theories and develop the ability to identify individual and group learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop service-oriented leadership insight, skills, and values that promote a framework for successful adult learning and achievement.</li> <li>-Articulate a justified, worldview-based vision for adult learning.</li> <li>- Categorize and appraise various approaches to adult learning.</li> <li>- Assess the strengths and weaknesses of various approaches to adult learning.</li> <li>- Categorize and appraise various approaches to adult learning assessment.</li> <li>- Design a lesson based on adult learning perspectives, themes and ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Responses 50%</li> <li>- Blog Posts 20%</li> <li>- Adult Learning Design Lesson 30%</li> </ul>
<p><b>LDRS 662 - Culturally Responsive Communication and Facilitation</b></p>	<ul style="list-style-type: none"> <li>- Develop cross-cultural competency and create learning environments of inclusivity, safety and trust. (SG)</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect on personal cultural values and beliefs.</li> <li>- Evaluate the cultural-inclusivity of educational structures and processes</li> <li>- Assess culturally-inclusive theoretical perspectives.</li> <li>- Apply culturally-competent strategies in the design of culturally inclusive learning environments.</li> </ul>	<ul style="list-style-type: none"> <li>- Blog Posts - 20%</li> <li>- Cultural Identity Essay - 20%</li> <li>- Critical Analysis of Learning Activity - 20%</li> <li>- Culturally Inclusive Theoretical Perspective - 20%</li> <li>- Culturally</li> </ul>

		<ul style="list-style-type: none"> <li>- Apply culturally-inclusive facilitation/coaching methods.</li> <li>- Create a learning experience that includes culturally-inclusive group processes.</li> </ul>	<p>Inclusive Learning Design - 20%</p>
<p><b>LDRS 663 - Effective Coaching for Transformational Learning</b></p>	<ul style="list-style-type: none"> <li>- Demonstrate effective facilitation and coaching communication skills (eg. active listening, developing rapport, providing feedback)</li> <li>- Identify a variety of facilitation/coaching methods and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- analyze the characteristics of theoretical models of teaching and learning;</li> <li>- demonstrate metacognitive strategies for self-regulated learning;</li> <li>- evaluate the quality of the feedback provided to students in light of relevant evidence-based research</li> <li>- create a learning environment that supports and enhances deep approaches to learning;</li> <li>- diagnose student misconceptions related to course content and take appropriate steps to provide scaffolding;</li> <li>- evaluate interactions in a learning environment and develop ideas to encourage high quality educative interactions;</li> <li>- design activities to direct cognitive and social processes to realize learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly blog posts - 20%</li> <li>- Learning environment critique - 20%</li> <li>- FAR Handbook Creation - 30%</li> <li>- Lesson Design (Liberating Structures) - 10%</li> <li>- Teach a Lesson (Liberating Structures) - 20%</li> </ul>

		outcomes.	
<p><b>LDRS 664 - Creating and Leading Authentic Learning Communities</b></p>	<p>- Plan appropriate group processes to support transformative learning.</p>	<p>- Articulate a justified, world-view based vision for adult learning communities.                      - Apply strategies for forging learning connections with students and creating authentic learning communities.                      -Articulate a platform of beliefs about adult learning for a specific organization.                      -Discuss the identity and integrity of the teacher and how these traits lead to effective teaching.</p>	<p>- Reading Response Blog Posts 30%                      - Company Website Analysis 20%                      - Platform paper 50%</p>
	<p>- Create and</p>	<p>- Apply digital communication and collaboration tools effectively in a higher education context.                      - Apply advanced search strategies to identify and select relevant open access resources to support learning                      - Demonstrate the effective application of digital skills in support of learning and information literacies to research, produce, analyse and present information online in a higher education context.                      - Use multimodal communication to express outputs of</p>	<p>- daily try (low-stakes media creation) 20/50                      - online learners' bill of rights 15/15</p>



<p><b>LDRS 665 - Creating and Sustaining Digital Learning Communities</b></p>	<p>sustain a participatory environment that supports critical and creative thinking in a variety of disciplines.</p>	<p>learning effectively in a digital online environment.</p> <ul style="list-style-type: none"> <li>- Evaluate the authority of online information from a variety of sources including open access materials, mass-media, and social media for the purposes of learning in the higher education context.</li> <li>- Develop a positive digital online identity in support of learning commensurate with good practice for privacy, security and interpersonal communications.</li> <li>- Demonstrate how to participate legally and ethically in an online digital learning community</li> <li>- Engage in the 5R rights of open educational resources,</li> </ul>	<ul style="list-style-type: none"> <li>- online learning manifesto 15/15</li> <li>- blog posts 20/50</li> <li>- FAR Handbook Creation 30/30</li> <li>- Adult Learning</li> <li>- EdTech</li> <li>- Open Licensing</li> <li>- Media Literacy</li> <li>- Personal Cyberinfrastructure</li> </ul>
<p><b>LDRS 667 - Practicum (Personal and Professional Practice and Reflection)</b></p>	<ul style="list-style-type: none"> <li>- Engage in ongoing reflection and learning related to coaching and facilitation.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate the ability to create realistic, attainable goals, learning objectives, and supportive activities that will ensure successful project outcomes and demonstrate leadership development;</li> <li>- show evidence of their ability to integrate what they have learned through in-class study, life experience, and</li> </ul>	<ul style="list-style-type: none"> <li>- Project Proposal (submitted prior to registration) /15</li> <li>- Mentor Agreement /10</li> <li>- Leadership Competencies Selection Form /10</li> <li>- Project Objectives and Activities Plan /15</li> <li>- Journals (5 entries x 8) /40</li> <li>- Time Log and Verification of</li> </ul>

		applications into a structured setting - thoughtfully engage and reflect on effective leadership principles	Hours (meets required hours)___/10
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# Certificate in Coaching and Facilitation and Master of Arts in Leadership

## Course Syllabus

### LDRS 627 Theory and Practice of Adult Education (3 sem. hr.)

Semester		Year	
Instructor		Contact	
Office Hours	NA	Times	Asynchronous
Place	Online	Prerequisites	None

## COURSE DESCRIPTION

Learners will be introduced to principles and practices of adult education. Focusing on facilitation methods and instructional design, this course develops practical skills necessary to teach adults. Whether in a classroom, other formal learning context or workplace, the class will explore how leaders are all teachers. This course equips leaders to facilitate transformational learning experiences that are learner-centered, supportive, well-organized and based on critical inquiry in the context of practice.

## COURSE LEARNING OUTCOMES

On successfully completing this course, students should be able to:

1. Develop service-oriented leadership insight, skills, and values that promote a framework for successful adult learning and achievement.
2. Articulate a justified, worldview-based vision for adult learning.
3. Categorize and appraise various approaches to adult learning.
4. Assess the strengths and weaknesses of various approaches to adult learning.
5. Categorize and appraise various approaches to adult learning assessment.
6. Based on your synthesis of perspectives, themes and ideas, design one lesson or session that will be useful to you in your work.

## STUDENT LEARNING OUTCOMES

<https://www.twu.ca/academics/student-learning-outcomes>

## REQUIRED TEXT(S)

- Brookfield, Stephen and Preskill, S. (2016). *The Discussion Book: 50 Great Ways to Get People Talking*. San Francisco: Jossey Bass. \*This is an excellent resource book. There is no assigned reading. (This text will also be used in LDRS 664)
- Brookfield, S. (2013). *Powerful techniques for teaching adults*. San Francisco, CA: Jossey-Bass.
- Silberman, M. L., & Biech, E. (2015). *Active training: A handbook of techniques, designs, case examples, and tips* (4th ed.). Wiley. (This text will also be used in LDRS 664)
- Wang, . C. X. (2017). *Theory and Practice of Adult and Higher Education*. Information Age Publishing Inc.
- Various articles will be posted on the course hub.

## COURSE ACTIVITIES/REQUIREMENTS

### Bi-weekly Reading Responses 50%

Based on the assigned reading, you are encouraged to carefully read and think about the course material.

The questions for each two week period are clearly stated in the syllabus.

### LDRS Reading Response Rubric

#### 8-10

- Reader identifies information from the assigned reading that resonates or strikes them in a personal way and clearly explains the reason for their choices.
- The responses show superior depth of knowledge on the topic, clear synthesis and evaluation of the content read, and provide depth, breath, or new insight to the topic.
- Reader demonstrates an accurate understanding of this chosen information in the text.
- Reader uses information from the text to interpret chosen concepts or make connections to other situations or contexts logically through analysis, evaluation, inference, or comparison/contrast.
- Reader defines uncommon or challenging words and shows evidence of doing the intellectual work necessary to understand challenging text.
- Reader identifies points of view and implications in the text and critically analyses their own response to these.
- No errors in grammar or composition. Page restrictions and format followed. Submitted on time.

**5-7**

- Reader identifies information from the assigned reading that resonates or strikes them in a personal way but the reason for their choices is not completely or clearly explained.
- The responses show adequate depth of knowledge on the topic, a good synthesis but may lack in evaluation of the content read, and providing new insight to the topic.
- Reader demonstrates a partial understanding of this chosen information in the text.
- Reader uses information from the text to interpret chosen concepts but does not make connections to other situations or contexts.
- Reader partially integrates interpretation of the text with text-based support.
- Reader does not define uncommon or challenging words necessary to understanding the text.
- Reader does not identify points of view and implications in the text or critically analyze their own response to these.
- Fewer than 3 errors in grammar or composition. Page restrictions and format not followed. Not submitted.

**2-4**

- Reader demonstrates insufficient understanding of the chosen concepts.
- The responses show inadequate depth of knowledge on the topic, a synthesis that misses key concepts, and is not a critical analysis.
- Reader uses information from the text to make simplistic interpretations of the text without using significant concepts or by making only limited connections to other situations or contexts.
- Reader does not integrate interpretation of the text with text-based support.
- Reader does not define uncommon or challenging words necessary to understanding the text.
- Reader does not identify points of view and implications in the text or critically analyze their own response to these.
- More than 3 errors in grammar or composition. Page restrictions and format followed. Not submitted on time.

**1**

- Reader demonstrates little or no understanding of the text; may be inaccurate.
- The responses are superficial and do not include critical analysis.
- Reader makes little or no interpretation of the text.
- Reader's response is insufficient to show that criteria are met.
- More than 5 errors in grammar or composition. Page restrictions and format followed. Not submitted on time.

**0**

- Reader's response is absent or does not address the task.
- Reader's response is insufficient to show that criteria are met

**Blog Posts 20%**

- Online group discussions in this class are meant to be conversational though APA references for anything 'borrowed' is still expected.
- **PARTICIPATION:** Each week you are required to post a reflection (of about 3 to 4 paragraphs with references following) to a given prompt and then, make several substantive written reply posts to others' reflections and/or replies.
- **CONFIDENTIALITY:** Part of the value and richness of course dialogue is that learners share from their life/professional experiences to illustrate lessons they have learned. Please share discreetly and use pseudonyms when possible and necessary. Please do not share any confidential or proprietary information about your employer.
- **SUBSTANTIVE PARTICIPATION:** We have a great opportunity to build upon one another's knowledge, insights, and experience. Our goal is to be collaborative in the blogs. At times we will respectfully challenge each other. We anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

**Substantive participation/posting may include:**

- Providing a new thought, idea, or perspective;
- Citing an experience or example of what we are learning;
- Adding a new twist on a perspective;
- Critically thinking about an idea/concept;
- Questioning or challenging a principle/perspective.

**What Substantive Participation is NOT:**

- Very basic comments such as "I agree" or "I disagree;"
- Restating what has been said (unless there is a direct purpose in doing so);
- Disrespectfully disagreeing;
- Pat answers that are not thought-provoking or do not move the dialogue forward;

**Below are examples of how to stimulate your own and others' thinking:**

- What would happen if...
- Other times it may be helpful to...
- It is my understanding...what is your experience with this?

- You might approach this from...
- Is it possible that...
- Would you consider...
- Maybe...
- Possibly...
- Sometimes...
- I'm wondering if...
- Do you think...

**Evaluation Rubric:**

- The original posting is of high quality, showing depth of knowledge on the topic. The post ends with an open-ended question to advance the discussion.
- Replies occur under two or more different threads, other than that belonging to the student. Replies are posted on more than one day during the posting period.
- Response posts to peers' original postings are respectful, show clear synthesis and evaluation of the content read, and provide depth, breath, or new insight to the topic. Reply posts stimulate thinking and advance the conversation.
- As appropriate, references are included to support what is said in both original and reply posts.
- All posts are clearly written and contain no APA/spelling/grammatical errors. That said, a conversational tone, rather than an approach you would take in an academic paper, is perfectly fine.

**4% biweekly**

- 4 = outstanding depth of response; always includes a question to advance the discussion, appropriately referenced following APA, no errors in grammar or composition.
- 3-3.5= meeting expectations but some criteria are missing or lacking –may not always include a question to advance discussion, may not reference appropriately or follow APA, may have small grammar/compositional errors
- 1-2.5= not meeting expectations at the graduate level but made an effort
- 0 = no effort to engage in the forums

**Lesson/Adult Learning Design 30%**

Sketch out the design of one lesson or session of 3-6 hours length that will be useful to you in your work. It may be a formal lesson within an educational institution or a (corporate) training program.

Your design document will utilize the following organizational structure: - use titles.

## **Institutional Context (Where?)**

### **Intents (Why?)**

- Problem Identification
- Learner Analysis
- Learning Outcomes/Objectives
- Integration of Transformational Servant Leadership and Values Based Leadership.

### **Activities (How?)**

### **Learning Activity (What?)**

### **Program Sequence (When?)**

### **Resources (With What?)**

### **Assessment (What was Learned?)**

Use the course textbooks to guide your thinking and structure the content within each of the above sections.

Peer review pairing will be given in advance.

Your peer review should be collegial and address issues like grammar and structure as well as the quality of arguments and evidence presented in the paper. Use the rubric as a guide and give suggestions accordingly.

Please remember!

- **Be Kind:** Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.
- **Be Specific:** Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.
- **Be Helpful:** The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time.
- **Participate:** Peer critique is a process to support each other, and your feedback is valued!
- **When critiquing a peer’s work,** use “I” statements. For example, “I’m confused by this part,” rather than “This part makes no sense.”
- **Use questions whenever possible.** For example, “I’m curious why you chose to begin with...?”, or “Did you consider adding...?”



Remember the three important phrases:

“I notice....”

“I wonder....”

## LDRS 627 Adult Learning Design Assignment Grading Rubric

Criteria	Exceeding Expectations 3	Meeting Expectations 2	Not Yet Meeting Expectations 1
Institutional Context (Where?)	The location of the proposed adult learning session is identified in sufficient depth so that contextual factors that inform the design are clear.	The location of the proposed adult learning session is identified but there is insufficient information about contextual factors that impact design.	The location of the proposed adult learning session is not identified.
Intents (Why?) Problem Identification	The purpose or reason that the learning is needed is clearly explained in sufficient depth. The problem that the training seeks to remedy is identified clearly.	Purpose or reason that the learning is needed is explained but there is insufficient depth about the problem.	The purpose or reason for the learning is not identified. The problem that the training seeks to remedy is not identified.
Intents (Why?) Learner Analysis	A detailed profile of the learners or participants in the training is given in sufficient depth that anyone else reading the plan can discern whether it would meet needs of learners in another context.	A profile of the learners or participants in the training is given.	A profile of the learners or participants is not given.
Intents (Why?) Learning Outcomes/Goals	Learning outcomes, goals and objectives are clearly written. The A,B,C,D format is followed for all goals. Goals and objectives	Learning outcomes, goals and objectives are evident in the learning design. The ABCD format is followed but there are some	Learning outcomes, goals or objectives not in the learning design. The ABCD format is not

and Objectives	show clear alignment with principles of andragogy.	inconsistencies. Goals or objectives generally align with principles of andragogy.	followed. One or more goals or objectives do not align with principles of andragogy.
Intents (Why?) Integration of Transformational Servant Leadership and Values Based Leadership.	The learning design carefully considers and incorporates TSL and VBL in every activity.	The learning design addresses TSL and VBL.	TSL and VBL are not mentioned or not developed sufficiently.
Learning Activities	Information is extremely well organized. The format is very clear and consistent. The activities are clearly informed by principles of andragogy, are very well described so that anyone could facilitate them, and the sequence of activities makes sense.	Information is organized and synthesized. The format is clear and consistent. The activities are generally informed by principles of andragogy and explained but may require more detail. The sequence of activities generally makes sense.	Information is partially organized. Format and is inconsistent. May be confusing to follow meaning. Insufficient detail.
Format, Mechanics of writing	Subheadings are used according to the assignment guidelines and are easy to find; no errors in grammar or composition; One lesson or session of 3-6 hours length – clear timeline; easy to follow	Subheadings are used according to the assignment guidelines and are easy to find; One lesson or session of 3-6 hours length but timeline is unclear or not easy to follow; two or fewer errors in grammar or composition.	Subheadings according to the assignment guidelines are not used; Session is more than one session, shorter than 3 hours or more than 6 hours; more than three errors in grammar or composition
Resources	Clearly described, listed, appropriately referenced. Follows APA formatting protocols for writing and	Resources are listed and referenced though may require more description. Follows APA formatting protocols	Resources are not listed and/or not referenced. APA is not

	referencing.	formatting protocols for writing and referencing.	APA is not followed.
Assessment	Clearly described system for collecting information about students' abilities, characteristics, skills, understanding and knowledge; less emphasis on summative testing and more emphasis on formative assessment; gathering data while teaching and learning are occurring.	Evidence of a system for collecting information about students' abilities, characteristics, skills, understanding and knowledge – may require more detail or description. Less emphasis on summative testing and more emphasis on formative assessment; gathering data while teaching and learning are occurring.	Assessment is not evident; there is more summative than formative assessment and/or data is gathered only at the end of the session and not during the session.
Peer Review	Evidence in your comments of comparing draft to rubric criteria – in depth comments and suggestions provided. Hard on content, soft on people – evidence of challenging peer to think beyond or differently about some aspect of their submission. Kind, specific, helpful comments refer to specific sections and avoid generalizations. No errors in grammar or composition.	Evidence in your comments of comparing draft to rubric criteria. Hard on content, soft on people. Kind, specific, helpful comments refer to specific sections and avoid generalizations. Two or fewer errors in grammar or composition.	Not clear whether your review included a close comparison to the rubric. Not hard on content. Comments are either not specific, unkind or too general. More than three errors in grammar or composition

## DETERMINATION OF FINAL GRADE

- Reading Response 50%
- Blog Posts 20%
- Adult Learning Design 30%

## COURSE OUTLINE

See the file '627 Schedule'.

## **LDRS 662 Culturally Responsive Communication and Facilitation (3 s.h.)**

**3 semester hours, offered online, asynchronously**

### **COURSE DESCRIPTION**

Learners expand self-awareness and cultural competency, developing and applying practical strategies to create and facilitate culturally inclusive and respectful learning environments.

### **COURSE LEARNING OUTCOMES**

On successful completion of this course, students should be able to:

- Cultivate an understanding of personal cultural values and beliefs.
- Evaluate the cultural-inclusivity of educational structures and processes
- Assess culturally-inclusive theoretical perspectives.
- Apply culturally-competent strategies in the design of culturally inclusive learning environments.
- Apply culturally-inclusive facilitation/coaching methods.
- Create a learning experience that includes culturally-inclusive group processes.

### **PROGRAM LEARNING OUTCOMES**

#### **Theoretical Foundation**

1. Apply learning theory to curriculum design and facilitation practices
2. Assess individual and group learning needs. (Knowledge and its Application)
3. Demonstrate effective use of a variety of facilitation/coaching methods and techniques. (Knowledge and its Application)

#### **Designing Learning Experiences**

1. Design appropriate group processes to support transformative learning. (Knowledge and its Application)
2. Effectively use technology, time and physical space to create supportive learning environments. (Knowledge and its Application, (Aesthetic Expression and Interpretation)

#### **Facilitation and Coaching**

1. Create and sustain a participatory environment that supports critical and creative

thinking in a

2. variety of disciplines. (Knowledge and its Application, Cognitive Complexity)
3. Demonstrate effective facilitation and coaching communication skills (eg. active listening, developing rapport, providing feedback) (Inter- and Intra-personal wellness, Spiritual Formation )
4. Create learning environments of inclusivity, safety and trust.(Social Responsibility and Global Engagement)

### **Professionalism**

1. Engage in reflective practice related to coaching and facilitation. (Cognitive Complexity, Inter- and Intra-personal Wellness)
2. Cultivate an understanding of personal values and beliefs and their impact on facilitation, coaching and learning. (Inter- and Intra-personal Wellness, Spiritual Formation )

## **UNIVERSITY STUDENT LEARNING OUTCOMES**

<https://www.twu.ca/academics/student-learning-outcomes>

### **REQUIRED TEXTS**

Cochrane, S. V., Chhabra, M., & Jones, M. A. (Eds.). (2017). *Culturally Responsive Teaching and Reflection in Higher Education: Promising Practices from the Cultural Literacy Curriculum Institute*. Taylor & Francis.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press, Columbia University.

Mackey, E. (2002). *The house of difference: Cultural politics and national identity in Canada* (Vol. 23). University of Toronto Press.

Navarro, S.B., Zervas, P. Gesa, R.F. & Sampson, D.G. (2016). Developing teachers' competencies for designing inclusive learning experiences. *Journal of Educational Technology & Society*, 19(1), 17-27.

Palos, A.L. & McGinnis, E.I. *Precious Knowledge* . Retrieved from <http://www.pbs.org/independentlens/films/precious-knowledge/>

McIntosh, P. (1989). *White privilege: Unpacking the invisible knapsack*. *Peace and Freedom Magazine*. Women's International League for Peace and Freedom: Philadelphia, PA, (pp. 10-12).

Project Implicit. Social Attitudes Assessment. Harvard University. Retrieved from:<https://implicit.harvard.edu/implicit/>.

## ADDITIONAL RESOURCES

Castellon, A. (2017). Indigenous integration: 101+ lesson ideas for secondary and college teachers.

Levinson, B. A., & Holland, D. (1996).. The cultural production of the educated person: Critical ethnographies of schooling and local practice, 1-54. Albany, NY: SUNY Press.

Li, G. (2012). Culturally contested pedagogy: Battles of literacy and schooling between mainstream teachers and Asian immigrant parents. Albany, NY: SUNY Press.

Leavitt, L., Wisdom, S., & Leavitt, K. (Eds.). (2017). Cultural Awareness and Competency Development in Higher Education. IGI Global.

Risku, M. & Harding, L. (2013). Indigenous ways of knowing. In Education for Tomorrow. (pp. 9-22). Rotterdam: Sense Publishers.

Saldivar, K. M. (2015). Team-based learning: A model for democratic and culturally competent 21st century public administrators. Journal of Public Affairs Education, 143-164.

The Center for Organizational Cultural Competence.<http://www.culturalcompetence.ca/>

University of Ottawa. "Cultural awareness or sensitivity." Retrieved from:[https://www.med.uottawa.ca/sim/data/Cultural\\_Awareness\\_e.htm](https://www.med.uottawa.ca/sim/data/Cultural_Awareness_e.htm)

## COURSE LEARNING ACTIVITIES

<b>Blog Posts</b>	<b>1 per unit (10 total)</b>
Cultural Identity Essay	3-5 pages
Critical Analysis of Learning Activity	3-5 pages
Culturally Inclusive Theoretical Perspective	10 pages
Culturally Inclusive Learning Design	10 pages

## ASSESSMENT of LEARNING (grade)

Learning Activity	Grade	Learning Outcome
Blog Posts	20%	2-6
Cultural Identity Essay	20%	1
Critical Analysis of Learning Activity	20%	2
Culturally Inclusive Theoretical Perspective	20%	3
Culturally Inclusive Learning Design	20%	4-6

## COURSE OUTLINE

UNIT	Guiding Inquiry	Learning Activities	LEARNING ASSESSMENT
Unit 1	What is culturally inclusive learning?	Read: Cochrane, Chhabra, & Jones. (2017). Chapter 1 Gay, G. (2010). Chapter 1	Blog 1: What is culturally inclusive learning? How does it affect learning
Unit 2	What is my cultural identity?	Read: Cochrane, Chhabra, & Jones. (2017). Chapters 2-4. Complete: "Where I'm From" in Cochrane, Chhabra & Jones (2017). View: Palos, A.L. & McGinnis, E.I. Precious Knowledge	Blog 2: My cultural identity <b>Assignment:</b> Cultural Identity Essay
Unit 3	What are my implicit social attitudes?	Complete: Project Implicit Social Attitudes Assessment Interview another learner on their cultural identity	Blog 3: My implicit social attitudes
Unit 4	How do educational structures and processes reduce or promote inequality?	Read: McIntosh, P. (1989). Complete: "Steppingstones in Responding to Difference" in Cochrane, Chhabra & Jones (2017).	Blog 4: Reflection on my own educational experience <b>Assignment:</b> Critical Analysis of Learning Activity
Unit 5	What would students experience in an inclusive learning	Cochrane, Chhabra, & Jones. (2017). Chapters 5-7. Read: Gay, G. (2010). Chapter 3	Blog 5: Select a learning activity to design. Discuss how this will be culturally inclusive



	community?	Chapter 3	
<b>Unit 6</b>	What strategies could coaches use to design culturally inclusive learning environments?	Read: Cochrane, Chhabra, & Jones. (2017). Chapters 8-9. Read: Gay, G. (2010). Chapters 2, 5. Read: Navarro, Zervas, Gesa & Sampson (2016).	Blog 6: Select strategies to use to designing the culturally learning environments
<b>Unit 7</b>	What methods could coaches use to facilitate culturally inclusive learning?	Cochrane, Chhabra, & Jones. (2017). Chapters 10-11. Read: Gay, G. (2010). Chapter 4	Blog 7: Selected methods to use to facilitate culturally inclusive learning
<b>Unit 8</b>	How would a coach facilitate culturally-inclusive group processes?	Read: Gay, G. (2010). Chapter 6.	Blog 8: Selected methods to use to facilitate culturally inclusive group processes
<b>Unit 9</b>	How do I use my own cultural identity awareness to support culturally-inclusive learning?	Read: Gay, G. (2010). Chapter 7.	Blog 9: outline of Theoretical perspective <b>Assignment:</b> Culturally Inclusive Theoretical Perspective
<b>Unit 10</b>	What questions do I have at the end of this course to guide my future learning?		Blog 10: How the learning experience I designed is culturally inclusive <b>Assignment:</b> Culturally Inclusive Theoretical Perspective

## **LDRS 663 Effective Coaching for Transformational Learning**

Learners explore theoretical foundations of transformational learning, theory, and coaching. Building on the theoretical foundations, learners review coaching and facilitation strategies, applying strategies within a learning/coaching context.

### **Program Learning Outcomes**

- Demonstrate effective facilitation and coaching communication skills (eg. active listening, developing rapport, providing feedback)
- Identify a variety of facilitation/coaching methods and techniques.

### **Course Learning Outcomes**

On successful completion of this course, students should be able to:

1. analyze the characteristics of theoretical models of teaching and learning;
2. demonstrate metacognitive strategies for self-regulated learning;
3. evaluate the quality of the feedback provided to students in light of relevant evidence-based research
4. create a learning environment that supports and enhances deep approaches to learning;
5. diagnose student misconceptions related to course content and take appropriate steps to provide scaffolding;
6. evaluate the ways that interactions occur in a learning environment and develop ideas to encourage high quality educative interactions;
7. design activities to direct cognitive and social processes to realize learning outcomes.

### **Course Learning Activities**

Activity	Grade	Outcomes
Weekly blog posts	20% (10 @ 2% ea)	1-5
Learning environment critique	20%	1, 4
FAR Handbook Creation	30%	2, 5
Lesson Design (Liberating Structures)	10%	2, 4
Teach a Lesson (Liberating Structures)	20%	2-5

## Resources

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). [How people learn: Brain, mind, experience and school](#). Washington, DC: National Academy Press.

Vaughan, N., Cleveland-Innes, M., & Garrison, D. (2013). *Teaching in blended learning environments: Creating and sustaining communities of inquiry*. Athabasca: AU Press.

Retrieved from <http://www.aupress.ca/index.php/books/120229>

<http://www.liberatingstructures.com/>

<http://www.teamcoachingzone.com/team-coaching-podcast/>

# Certificate in Coaching and Facilitation and Master of Arts in Leadership

## Course Syllabus

### LDRS 664 Creating Authentic Learning Communities (3 sem. hr.)

Semester		Year	
Instructor		Contact	
Office Hours	NA	Times	Asynchronous
Place	Online	Prerequisites LDRS 627	None

## COURSE DESCRIPTION

Learners explore theoretical foundations of learning communities, explore strategies for creating authentic learning communities, and apply strategies within a learning/coaching context.

## COURSE LEARNING OUTCOMES

On successfully completing this course, students should be able to:

1. Articulate a justified, world-view based vision for adult learning communities.
2. Apply strategies for forging learning connections with students and creating authentic learning communities.
3. Articulate a platform of beliefs about adult learning for a specific organization.
4. Discuss the identity and integrity of the teacher and how these traits lead to effective teaching.

## STUDENT LEARNING OUTCOMES

<https://www.twu.ca/academics/student-learning-outcomes>

## REQUIRED TEXT(S)

- Brookfield, Stephen and Preskill, S. (2016). *The Discussion Book: 50 Great Ways to Get People Talking*. San Francisco: Jossey Bass. \*This is an excellent resource book.

There is no assigned reading. (also used in LDRS 627)

- Palmer, P.J. (2017). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. Hoboken, NJ: Jossey-Bass.
- Silberman, M. L., & Biech, E. (2015). *Active training: A handbook of techniques, designs, case examples, and tips* (4th ed.). Wiley. (also used in LDRS 627)
- Wheatley, M. (2017). *Who Do We Choose to Be? : Facing Reality, Claiming Leadership, Restoring Sanity*. Oakland, CA: Berrett-Koehler Publishers.

## **COURSE ACTIVITIES/REQUIREMENTS**

### **Bi-weekly Reading Response Blog Posts 30%**

Based on the assigned reading, you are encouraged to carefully read and think about the course material.

The questions for each two week period are clearly stated in the syllabus.

### **LDRS 664 Reading Response Rubric**

#### **8-10**

- Reader identifies information from the assigned reading that resonates or strikes them in a personal way and clearly explains the reason for their choices.
- The responses show superior depth of knowledge on the topic, clear synthesis and evaluation of the content read, and provide depth, breath, or new insight to the topic.
- Reader demonstrates an accurate understanding of this chosen information in the text.
- Reader uses information from the text to interpret chosen concepts or make connections to other situations or contexts logically through analysis, evaluation, inference, or comparison/contrast.
- Reader defines uncommon or challenging words and shows evidence of doing the intellectual work necessary to understand challenging text.
- Reader identifies points of view and implications in the text and critically analyses their own response to these.
- No errors in grammar or composition. Page restrictions and format followed. Submitted on time.

#### **5-7**

- Reader identifies information from the assigned reading that resonates or strikes them in a personal way but the reason for their choices is not completely or clearly explained.
- The responses show adequate depth of knowledge on the topic, a good synthesis but may lack in evaluation of the content read, and providing new insight to

the topic.

- Reader demonstrates a partial understanding of this chosen information in the text.
- Reader uses information from the text to interpret chosen concepts but does not make connections to other situations or contexts.
- Reader partially integrates interpretation of the text with text-based support.
- Reader does not define uncommon or challenging words necessary to understanding the text.
- Reader does not identify points of view and implications in the text or critically analyze their own response to these.
- Fewer than 3 errors in grammar or composition. Page restrictions and format not followed. Not submitted.

## 2-4

- Reader demonstrates insufficient understanding of the chosen concepts.
- The responses show inadequate depth of knowledge on the topic, a synthesis that misses key concepts, and is not a critical analysis.
- Reader uses information from the text to make simplistic interpretations of the text without using significant concepts or by making only limited connections to other situations or contexts.
- Reader does not integrate interpretation of the text with text-based support.
- Reader does not define uncommon or challenging words necessary to understanding the text.
- Reader does not identify points of view and implications in the text or critically analyze their own response to these.
- More than 3 errors in grammar or composition. Page restrictions and format followed. Not submitted on time.

## 1

- Reader demonstrates little or no understanding of the text; may be inaccurate.
- The responses are superficial and do not include critical analysis.
- Reader makes little or no interpretation of the text.
- Reader's response is insufficient to show that criteria are met.
- More than 5 errors in grammar or composition. Page restrictions and format followed. Not submitted on time.

## 0

- Reader's response is absent or does not address the task.
- Reader's response is insufficient to show that criteria are met

### Company Website Analysis 20%

Investigate the Human Resources portion of a company's website. Focus on the training and employee development part of the website. What can they infer about the company's learning culture? Would you say it is an authentic learning community? Why or why not? What leadership traits seem to be valued in employees? How does the company develop leadership in its employees (e.g., workshops, seminars, mentoring)? Post the link on your blog and a 500 word response to the above questions.

<b>Criteria</b>	<b>Fully Meeting Expectations 5</b>	<b>Not Yet Meeting Expectations 3-4</b>	<b>No attempt or not representative of Graduate level work. 0-2</b>
Link posted; 500 word response	Functional link posted 500 word response or within +/- 10 words	Link is posted but it is broken more than 515 words or fewer than 485 word response	Link not posted; no response or attempt to answer the questions
Company's Learning Culture	Discussion of authentic learning culture is sufficiently detailed	Discussion of authentic learning culture is incomplete	No discussion of company's learning culture
Leadership Traits	Discussion of perceived value of leadership traits is sufficiently detailed.	Discussion of perceived value of leadership traits is incomplete.	No discussion of perceived value of leadership traits.
People Development	Discussion of people development is sufficiently detailed, including examples.	Discussion of people development is incomplete and/or lacking examples.	No discussion of people development.
Mechanics	No errors in grammar or composition.	Two or fewer errors in grammar or composition.	Three or more errors in grammar or composition.

### Platform Paper 30%

This is a two part assignment. Please organize your paper with subheadings according to the following.

In the first part, consider teaching, learning and context. In this section depict your ideal adult education learning environment in all its facets. Consider student outcomes, instructional climate, instructional organization, community, personal beliefs.

In the second part, consider the administrative or supervisory aspects of your role as an adult educator. Describe the means to realize these educational goals. In what ways will you achieve the vision? What will be your routine behaviours?

You are encouraged to write a contextualized platform grounded in your experience and to consider this as a realistic rather than hypothetical exercise.

You will write and post a draft to your blog for peer review. Peer reviewers will be assigned in advance.

<b>Criteria *use as subheadings</b>	<b>Exceeding Expectations 10</b>	<b>Meeting Expectations 8-9</b>	<b>Not Yet Meeting Expectations up to 7</b>	<b>Score</b>
Ideal adult education learning environment	The context of teaching and learning is explained in depth. All aspects are covered.	The context of teaching and learning is identified. All aspects are mentioned.	The context is not mentioned. Or, some aspects are missing.	
Administrative and supervisory aspects of the adult educator's (your) leadership role	The means to realize educational goals are fully explained such that another reader could easily implement them in the case you were not able to. Routine behaviours are described with precision.	The means to realize educational goals are explained. Routine behaviours are described.	The means to realize educational goals are insufficiently explained.	
Format, Mechanics of writing	Subheadings are used according to the assignment guidelines and are easy to find; no errors in grammar or composition.	Subheadings are used according to the assignment guidelines and are easy to find; two or fewer errors in grammar or composition.	Subheadings according to the assignment guidelines are not used; more than three errors in grammar or composition	
Resources	Listed, appropriately referenced. Follows APA formatting protocols for writing and referencing.	Listed, appropriately referenced. Follows APA formatting protocols for writing and referencing.	Resources are not listed and/or not referenced. APA is not followed.	



Peer Review	Evidence in your comments of comparing draft to rubric criteria – in depth comments and suggestions provided. Hard on content, soft on people – evidence of challenging peer to think beyond or differently about some aspect of their submission. Kind, specific, helpful comments refer to specific sections and avoid generalizations. No errors in grammar or composition.	Evidence in your comments of comparing draft to rubric criteria. Hard on content, soft on people. Kind, specific, helpful comments refer to specific sections and avoid generalizations. Two or fewer errors in grammar or composition.	Not clear whether your review included a close comparison to the rubric. Not hard on content. Comments are either not specific, unkind or too general. More than three errors in grammar or composition
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## DETERMINATION OF FINAL GRADE

- Reading Response Blog Posts 30%
- Company Website Analysis 20%
- Platform paper 50%

## COURSE OUTLINE

# Certificate in Coaching and Facilitation and Master of Arts in Leadership

## Course Syllabus

### LDRS 665 - Creating and Sustaining Digital Learning Communities

Semester		Year	
Instructor		Contact	
Office Hours	NA	Times	Asynchronous
Place	Online	Prerequisites	None

### Course Description\*

Learners will develop the digital and learning literacies to maximise their ability to create and sustain online communities of inquiry in contemporary digital learning environments for multi-cultural higher education.

Learners will develop the academic skills to discern the credibility, accuracy, and integrity of open access resources available on the Internet and corresponding digital tools to research, analyse and present information for academic purposes. You will develop competence in a range of digital tools including: social media; communication and collaboration tools; and publishing tools to support learning in multi-cultural contexts. This will include knowledge of copyright, open licensing, media literacy and digital citizenship. By the end of the course, learners will have the beginnings of a personal cyberinfrastructure to support their work as an online learning professional.

~~Learners review contemporary online learning models, including digital learning environments, domains of one's own, and personal learning networks. Learners apply learning theory, assessment strategies, and cross-cultural competency within an online learning environment.~~

### Course Learning Outcomes\*

On successfully completing this course, students should be able to:

- Apply digital communication and collaboration tools effectively in a higher education context.

- Apply advanced search strategies to identify and select relevant open access resources to support learning
- Demonstrate the effective application of digital skills in support of learning and information literacies to research, produce, analyse and present information online in a higher education context.
- Use multimodal communication to express outputs of learning effectively in a digital online environment.
- Evaluate the authority of online information from a variety of sources including open access materials, mass-media, and social media for the purposes of learning in the higher education context.
- Develop a positive digital online identity in support of learning commensurate with good practice for privacy, security and interpersonal communications.
- Demonstrate how to participate legally and ethically in an online digital learning community
- Demonstrate developing ability to engage in the 5R rights of open educational resources,

## **TWU Student Learning Outcomes**

<https://www.twu.ca/academics/student-learning-outcomes>

## **Required Resources**

Bates, T. (2015). Teaching in a digital age. [electronic resource]. Victoria : BCcampus, BC Open Textbook Project, 2015. Retrieved from <https://open.bccampus.ca/find-open-textbooks/?uuid=da50f5f1-bbc6-481e-a359-e73007c66932>

Campbell, G. (2009). A Personal Cyberinfrastructure. EDUCAUSE Review, 44(5), 58-59. Retrieved from <https://er.educause.edu/articles/2009/9/a-personal-cyberinfrastructure>

Vaughan, N., Cleveland-Innes, M., & Garrison, D. (2013). Teaching in blended learning environments: Creating and sustaining communities of inquiry. Athabasca: AU Press. Retrieved from <http://www.aupress.ca/index.php/books/120229>

## **Course Assignments**

- daily try 20/50
- online learners' bill of rights 15/15
- online learning manifesto 15/15
- blog posts 20/50
- FAR Handbook Creation 30/30

- Adult Learning
- EdTech
- Open Licensing
- Media Literacy
- Personal Cyberinfrastructure

## **Topics**

\*Adapted from and used according to the original Creative Commons Attribution License

# Certificate in Coaching and Facilitation and Master of Arts in Leadership

## Course Syllabus

### LDRS 667 Practicum (Personal and Professional Practice and Reflection) (3 sem. hr.)

Semester		Year	
Instructor		Contact	
Office Hours	NA	Times	Asynchronous
Place	Online	Prerequisites LDRS 627, 664, 662, one of: 663, 664 or 665	None

## COURSE DESCRIPTION

This course provides students with a practical setting in which to apply what they have learned in the Certificate in Coaching and Facilitation. Using reflective practice, learners apply learning theory, assessment theory, facilitation practices, and cross-cultural competency, in a professional learning facilitation setting. The practicum must be with a supervised business, non-profit agency, social service agency, or institution related to the student's personal interests and future plans.

## COURSE LEARNING OUTCOMES

### Before the course begins students will have:

- Researched and secured a practicum project.
- Secured a mentor.
- Submitted a Project Proposal.

On successful completion of this course, students should be able to:

- Engage in ongoing reflection and learning related to coaching and facilitation.
- Reflect on personal values and beliefs and their impact on facilitation, coaching and learning.
- Demonstrate the ability to create realistic, attainable goals, learning objectives, and supportive activities that will ensure successful project outcomes and demonstrate leadership development;

- show evidence of their ability to integrate what they have learned through in-class study, life experience, and past leadership applications into a structured setting
- thoughtfully engage and reflect on effective leadership principles.

## **STUDENT LEARNING OUTCOMES**

<https://www.twu.ca/academics/student-learning-outcomes>

## **REQUIRED TEXT(S)**

none

## **COURSE ACTIVITIES/REQUIREMENTS**

### **Project Proposal**

Submit a working draft via email to TWU instructor before registration.

### **Mentor Agreement Form**

Due Week 1

### **Project Objectives and Activities Plan & Competencies Selection**

Complete and submit a working draft by week 2 (or week 3 at the latest). May revise as you go.

### **Blog Posts: Reflective Journals**

Alternate weeks-due dates

### **Verification of Hours**

Due last week of practicum

## **DETERMINATION OF FINAL GRADE**

Students will be evaluated on a Pass/Fail basis according to the course learning outcomes noted above. Students must complete the required contractual hours, submit all required forms, and complete 80% of the required assignments to receive a pass. Course requirements are given a percentage value to total 100% so as to assess the 80% completion.

All assignments be submitted electronically. Check APA guidelines for required format. Hard copy submissions are not accepted. Adhering to DUE DATES is important.

Assignments are expected to meet academic standards in regard to relevance of content, organization and structure, integration of course reading material, practical application of leadership principles, and sophistication of writing style i.e. proper paragraph and sentence structure, grammar, punctuation, and spelling. (Note: APA format is required.)

<b>Requirement</b>	<b>Value</b>
Project Proposal (submitted prior to registration)	15%
Mentor Agreement	10%
Leadership Competencies Selection Form	10%
Project objectives and Activities Plan	15%
Journals (5 @ 8% ea)	40%
Time Log and Verification of Hours	10%

Full marks are awarded for task completion and required hours logged and verified.

## **COURSE OUTLINE**