

Graduate Certificate in Adult Learning: Coaching and Facilitation

The proposed 15 semester hour *Graduate Certificate in Adult Learning: Coaching and Facilitation* offered by TWU Extension is specifically designed for the growing demand for 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 is a stand-alone certificate and the individual courses qualify as electives in the MA Leadership program.

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

- Bachelor's Degree
- relevant leadership experience
- IELTS 7.0 or equivalent or completed undergraduate degree from a recognized University and delivered in English

Students who wish to ladder into the MA Leadership will be required to meet admissions requirements for the MA Leadership.

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 Intercultural Communication and Facilitation

Learners will expand self-awareness and cultural competency, developing and applying practical strategies to create and facilitate culturally inclusive and respectful learning environments. Emphasis is placed on engagement and experience allowing learners to establish meaningful intercultural communication and relationships and applying coaching/facilitation skills to overcoming barriers related to challenges faced by indigenous people globally. Topics include analyzing personal cultural values and beliefs; examining the implicit biases in educational structures and processes; and strategies for creating inclusive learning environments.

Course Learning Outcomes

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

1. Express and respect personal cultural values and beliefs.
2. Evaluate the cultural-inclusivity of educational structures and processes
3. Assess culturally-inclusive theoretical perspectives, including global Indigenous perspectives.
4. Apply culturally-competent strategies in the design of culturally inclusive learning environments.
5. Apply culturally-inclusive facilitation/coaching methods.
6. Create a learning experience that includes culturally-inclusive group processes.

Assessments

Assessment	Value	Outcomes
Weekly Learning Reflections Students will implement metacognitive strategies to reflect on each week's learning activities and assessments. Reflections will focus on consolidating new knowledge and extending it to different contexts and relevant personal applications.	20%	All
Cultural Identity Essay	20%	1
Critical Analysis of Learning Activity	20%	2, 3, 4, 5

Culturally Inclusive Theoretical Perspective	20%	1, 2, 3
Culturally Inclusive Learning Design	20%	4, 5, 6

LDRS 663 - Coaching for Transformational Blended Learning

Examines the theoretical foundations and professional practices of coaching learners in blended-learning environments with an emphasis on facilitating transformational learning experiences. The intersection of adult learning, educational technology, and international education thought is investigated in relation to the development of effective strategies for coaching learners within the emerging context of technologically distributed global higher education. Projects develop digital literacy skills, including the use of communication, collaboration and publishing tools; and media literacy, including knowledge of copyright, open licensing, and digital citizenship.

Course Learning Outcomes

1. analyze the characteristics of the coaching role within theoretical models of blended teaching and learning;
2. demonstrate the ability to model metacognitive strategies for self-regulated learning;
3. apply intercultural competencies in coaching learners in transformational blended learning environments;
4. evaluate the quality of feedback in light of evidence-based research
5. evaluate interactions in a learning environment and develop strategies for high quality educative interactions;
6. Design cognitive and social activities to meet learning outcomes.
7. apply multi-modal communication and collaboration tools effectively to support learning in a higher education context.
8. apply information and media literacies to research, produce, analyse and present information online.

Assessments

Assessment	Value	Outcomes
Weekly Learning Reflections Students will implement metacognitive strategies to reflect on each week's learning activities and assessments. Reflections will focus on consolidating new knowledge and extending it to different contexts and relevant personal applications.	20%	All

Syllabus Analysis Students will work with in cooperative groups to evaluate the syllabus for one of the courses that TWU will offer in a FAR Centre and make recommendations for translating that syllabus into a dynamic active-learning environment.	20%	1, 3, 5, 7, 8
Lesson Plan Design Working in cooperation with the local instructor of a FAR Centre course, students will design a lesson plan based on the instructions given in the FAR Centre course syllabus.	10%	1, 2, 3, 4, 5, 6
Lesson Plan Presentation Students will work in cooperation with an instructor in the TWU International Degree Completion program to plan and present a full or partial face-to-face lesson (45-60 minutes). Follow up will include brief written observations from the host instructor and metacognitive reflection on both the planning and presentation of the lesson.	20%	2, 3, 5, 6, 7
Coaching Handbook This assignment requires students to work cooperatively with a small group of their colleagues to create an instructor handbook for one of the courses offered in a FAR Centre. Students will use the actual syllabi and course materials from Liberal Arts core courses in various disciplines to research and record learning strategies, common misconceptions, related resources, and other aids for them and their colleagues to be able to effectively assist students working through the course materials. Student work in this course will be foundational and future FAR Centre Facilitators will build on their work in future semesters.	30%	All

LDRS 664 Creating and Leading Authentic Learning Communities

Course Description: Learners explore theoretical foundations of learning communities, evaluate strategies for creating authentic learning communities, and apply those strategies in a learning/coaching context. Learners explore teaching and learning through the lens of personal

transformation and then widen their lens to consider systems theory and challenges of leading for an authentic learning environment. Learners explore themes such as identity, perception, interconnectedness and learning organizations. Learners will develop a personal philosophy of Learning Communities, exploring what it means to be personally authentic and how to lead authentically in a learning environment.

Course Learning Outcomes

1. Interpret the influence of teacher authenticity on student learning
2. Develop a personal philosophy of their role as facilitator in creating authentic learning communities
3. Create a platform of beliefs regarding adult learning for a specific organization
4. Evaluate strategies for developing learning connections with and between students
5. Apply strategies for creating authentic learning communities that include indigenous ways of knowing.
6. Analyze the effectiveness of training and employee development.

Assessments

Assessment	Value	Outcomes
Bi-weekly Reading Response Students will implement metacognitive strategies to reflect on each week's learning activities and assessments. Reflections will focus on consolidating new knowledge and extending it to different contexts and relevant personal applications.	30%	All
Company Website Analysis Students will investigate , analyze and report on the Human Resources portion of a company's website, a higher education institution or adult learning facility - preferably one with which they are familiar.	20%	6
Platform Paper 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 learning environment in all its facets. Consider student outcomes, instructional climate,	50%	All

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?		

PRACTICUM (REQUIRED)

LDRS 667 Practicum (Personal and Professional Practice and Reflection)

Using reflective practice, learners apply adult learning theory, assessment theory, facilitation practices, and cross-cultural competency, in a professional learning facilitation setting. The practicum is conducted with a supervised business, non-profit agency, social service agency, or institution related to the student's personal interests and career goals. (include number of hours)

Course Learning Outcomes

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

1. Synthesize adult learning theory with practical experience facilitating or teaching
2. Create an authentic learning environment of inclusivity, safety, and trust
3. Identify individual and group learning needs
4. Demonstrate effective facilitation and coaching communication skills
5. Facilitate learning in a participatory environment that supports critical and creative thinking
6. Synthesize personal identity, values, and beliefs into the facilitation and learning process

Assessments

Assessment	Value	Outcomes
<p>Practicum Proposal (submitted prior to registration)</p> <p>In preparation for the Practicum, students will review the LDRS 667 Practicum Student Guide and write a 2-3 page Practicum Proposal, including the following:</p> <ul style="list-style-type: none"> - Three guiding questions that will shape their experiential 		

<p>learning in this practicum.</p> <ul style="list-style-type: none"> - A description of the context in which they will conduct their practicum. - A description of how they plan to engage in participant observation. Include a minimum of 3 references to the Kawulich (2005) article. - An analysis of how this field experience will contribute to their learning and help them answer their guiding questions - A discussion of how this practicum will build on their current academic, personal, and professional knowledge, and how it will contribute to their career goals. 	20%	All
Signed Mentor Agreement	5%	All
<p>Learning Reflections (4 @ 5% ea)</p> <p>Learners will engage in reflection and critical analysis of new concepts, organizing and integrating new knowledge with prior knowledge through regular writing practice. The blog postings will integrate field notes and other observations with prior learning, to address the guiding inquiry for the practicum.</p>	20%	2-6
<p>Literature Reviews (4 @ 5% ea)</p> <p>Each week, students will review an article or selected reading that aligns with their practicum guiding questions and practicum context. These readings will serve as the basis for students' literature reviews in their final paper (Analytical Reflection on Experiential Learning. (Students may select resources from the TWU library, other academic sources, or previous course materials).</p>	20%	1
<p>Analytical Reflection on Experiential Learning</p> <p>Upon completion of 150 practicum hours, students will write a research paper (10 pages minimum) exploring their practicum, synthesizing your field experience with current literature, as well as their prior knowledge.</p>	20%	2-6

Current courses at TWU

As required for new program approval, the following courses are the result of an 'environmental scan' of existing courses that could overlap or complement the ones proposed. These are not prerequisites.

- 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

Potential Faculty who might, after consultation, be involved as instructors

- *Douglas Atha, DSL*
- Adrienne Castellon, EdD
- Melinda Dewsbury, MA
- Imbenzi George, PhD
- *Greg Gerber, EdD*
- Mark Halvorson, PhD
- Christian Klaue, EdD
- Julie Lane, EdD
- Colin Madland, MEd
- *Kelly Marjanovic, MA*
- Jim Parsons, PhD
- Catherine Penfold Navarro, PhD
- *Heather Strong, PhD*
- *Tina Wu, PhD*

Employment Sectors

Graduates of this program deliver value to the educational market by *having a sound foundation of skills and knowledge* that assist them to seek work as facilitators and learning coaches in numerous *multi-disciplinary* 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.

- FAR Centre Facilitation
- Adult learning
- K-12 Hybrid Education (*supplemenatary credential; does not imply Teacher Regulation Branch approval or other professional regulatory certification in any jurisdiction*)
- Postsecondary teaching (*supplemenatary credential; does not imply Teacher Regulation Branch approval or other professional regulatory certification in any jurisdiction*)
- Online Learning
- Workplace Facilitation/*Corporate Training*
- *Christian Ministry*
- *Healthcare Training*
- *Non-Profit Leadership*