

Leadership 663

Mark Halvorson, Colin Madland, Scott Macklin

2022-03-22

Contents

Chapter 1

Leadership 663

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.

Welcome

Welcome to LDRS 663: Effective Coaching for Transformational Learning in Blended Learning Environments!

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:

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

Resources

Please note that you are not required to purchase any of the following resources. They are freely available on the web or accessible through the library.

1. Biggs, J., & Tang, C. (2011). Teaching for quality learning at university: What the student does (4th ed.). New York: Society for Research into Higher Education & Open University Press. Available as eBook through TWU Library.
2. Committee on How People Learn II: The Science and Practice of Learning, Board on Behavioral, Cognitive, and Sensory Sciences, Board on Science Education, Division of Behavioral and Social Sciences and Education, & National Academies of Sciences, Engineering, and Medicine. (2018). How People Learn II: Learners, Contexts, and Cultures. National Academies Press. [Link](#)
3. Vaughan, N., Cleveland-Innes, M., & Garrison, D. (2013). Teaching in blended learning environments: Creating and sustaining communities of inquiry. Athabasca: AU Press. Retrieved from [Link](#)
4. Bates, A. W. (2019). Teaching in a Digital Age – Second Edition. Tony Bates Associates Ltd. [Link](#)
5. Campbell, G. (2009). A Personal Cyberinfrastructure. EDUCAUSE Review, 44(5), 58-59. Retrieved from <https://er.educause.edu/articles/2009/9/a-personal-cyberinfrastructure>

It will be assumed that you have read, understand, and agree to the information provided at the ‘Academic Dishonesty Policy’ button below. If you have any questions at all please contact your instructor.

[button url=“<https://www.twu.ca/student-handbook/university-policies/academic-misconduct/procedures-dealing-acts-academic-0>” target=“_blank” label=“Academic Dishonesty Policy” type=“danger” classes=“external-link”]__

Graduate Level Writing Standards

For students in 663, graduate level writing standards following APA 7 are expected. Please consult the OWL Purdue website for guidance and seek assistance from the TWU Writing Center and writing coaches as needed. Assignments have rubrics that attribute some marks to APA formatting and cannot be graded as fully meeting expectations if there are APA errors. That said, your conceptual understanding remains of primary importance. It is your responsibility to ensure polished work to the highest standard of which you are capable. This demands meticulous attention to detail, which will become more ‘natural’ with practice. Please seek any necessary clarification from your instructor.

Assessments

Learning Reflection Blogs (25%)

Throughout this course, you will be invited to write five “working” posts about what you are learning in this course. This will start with you posting to a Moodle Discussion forum, and then transition to your blog (to be introduced in Unit 3). You should consider your posts as a place for you to try out new ideas, to test your assumptions, and to share what you are learning with your community. At the end of the course you will produce a *Showcase Post*, which will represent your best work. The showcase post will be the only graded post; however, your final grade will also consider how your ideas developed over the process of you writing five working draft posts.

Each of your draft posts should be 400-500 words.

Post 1

Due at the end of Unit 1

Read and Discuss

Review Getting the mix right again: An updated and theoretical rationale for interaction by Terry Anderson.

Read Interaction and the online distance classroom: Do instructional methods effect the quality of interaction? by Heather Kanuka.

Then, post a reponse in the *Unit 1 Forum* in Moodle - defending or criticizing Anderson’s Interaction Equivalency Theorem. Ensure that you defend or criticize the idea, not the person, and include something that you have learned about interaction from somewhere other than the assigned readings.

If your birthday is between January 1 and June 30, **defend** Anderson’s Interaction Equivalency Theorem.

If your birthday is between July 1 and December 31, **criticize** Anderson’s Interaction Equivalency Theorem

Feel free to respond to arguments presented by your colleagues for or against the theorem.

To submit this discussion post, click on the “Unit 1 Forum” link below.

Post 2

Due at the end of Unit 2

Topic Choose ONE of the Learning Activities in Unit 2 and respond to one or more of the prompts, or follow your own questions and thinking about the topic.

To submit this discussion post, click on the “Unit 2 Forum” link in Moodle.

Post 3

Due at the end of Unit 3

Topic

- Copy the text of *Post 1* and *Post 2* from Moodle, and recreate them as posts on your blog. For each post, make sure you include links to 1 or 2 of your colleagues’ posts, a ‘Featured Image’ and the category **1drs663** or **1drs463** as appropriate.
- Post a link to your blog in the ‘Unit 3 Forum’ in Moodle.
- In a new post, expand on your reflection on the idea of Visitors and Residents in online spaces. What do you notice? What do you wonder?

To submit all of your posts for the rest of the course, create a new post on your own WordPress blog and use the category **1drs663** or **1drs463**.

Post 4

Due at the end of Unit 4

Topic

In your Discussion Post for this unit, you are being asked to select one core coaching competencies identified in this unit and reflect on how you might apply it in an educational setting. You can use the following questions to guide your writing:

- How would you define the coaching competency?
- Why is the competency important?

- What set of integrated knowledge, skills, aptitudes and attributes help define, in more detail, how to successfully perform the job to be done?

!! To submit this discussion post, click on the “Unit 4 - Discussion Post” dropbox. It can be found by scrolling to the bottom of the page.

To submit this discussion post, create a new post on your own WordPress blog and use the category ‘ldrs663’.

Post 5

Due at the end of Unit 5

Topic Throughout this unit we have explore the idea of the educational experience. Your task for the Unit 5 Blog Post, is to reflect on recent trends in higher, and other forms, of adult education in terms of the multitude of new ways institutions are offering access educational experiences. You can use the following questions to guide your writing:

- How can educational institutions give learners more control over their learning experiences?
- What benefits and challenges does learner-centred access to education introduce?
- Is the recent move towards multi-access education shifting the site of education back to an emphasis on study and away from the focus on instruction that dominated the modern era?
- How might this shift change the educator’s role and responsibilities?
- How might this shift change the learner’s role and responsibilities change?
- How can institutions ensure quality and transformational learning outcomes?

Showcase Post

Due at the end of the course

Topic Choose one of the previous 5 posts that you would like to showcase as your best work. Take some time to polish and expand your post (aim for 600-700 words). Ways to expand your post might include: - finding more published research about the topic to integrate into your post; - writing about how your views have changed on the topic during the course; - writing a counter-argument refuting your previous post.

Please include citations (links) and a reference list at the end of your post.

To submit this discussion post, create a new post on your own WordPress blog and use the categories 'ldrs663' and 'showcase'.

Facilitated Curriculum Analysis (10%)

Working together as a learning pod, examine a curricular resource that is, or could be, used with a facilitated learning approach. Emphasis will be placed on courses in higher education, including a selection of TWU's library of FAR courses (specifically designed to be delivered in a facilitated learning approach). However, a range of other formats are open for investigation, including (but not limited to) community-based programs, professional certification programs, corporate workshops or training programs, and masterclasses. Your pod will be invited to select a specific course of study and asked to assess the curriculum from a facilitation and coaching perspective.

To begin, follow the steps below:

Step 1

Review the course materials you have been assigned or received approve to analyze.

Step 2

Write a Summary of Understanding. In this second step you will critically reflect on the course materials and write a 3-page summary of understanding from your perspective as a future learning facilitator who is preparing to facilitate this course. In your summary you will compose in your own words your thought on the following:

Who is the course for? Describe the target learners to whom the course will be offered. The instructors and/or your sponsor organization will provide you with this information. But, you should also add some of your own research.

How has COVID-19 impacted the learners in the course? Learners and faculty alike have been deeply impacted by coronavirus and COVID-19. How has that impacted learners in the course? Are they quarantined? Do they have access to technology at home? A quiet place to study? Are they looking after their children during the course?

What is the course about? Consider the course title, description, course learning outcomes, unit and topic titles, and in your own words try to summarize how you would explain to someone what this course of study is about?

What do learners need to know? Looking for patterns in the course materials and try to identify what you think are the three to five big ideas that the learners are expected to learn in this course?

What do learners need to do? Look at the learning activities and assessments to identify the performance-based tasks learners need to do. Specifically, focus on the tasks like forum posts and papers the learners need to produce something.

How do the learners complete the course? Determine if there is a critical path of task throughout the course. That is, are certain tasks contingent on one task being completed for another one can be done? Or is the path open-ended?

What challenges do you anticipate? Identify the specific challenges that you think learners may face as they work through this particular course of study. Do parts of the course look particularly difficult? Are any resources missing, or underdeveloped, or potentially difficult for certain cultural contexts to understand?

What supports do you need to prepare? Identify the specific types of support you anticipate will be critical to helping learners successfully complete the learning outcomes of the course you are analyzing.

What questions do you have? If you could ask the course designer clarifying questions about the course, what would you want to know? What is unclear? What don't you understand? What are you curious to know more about?

Grading Rubric for Curriculum Facilitation Analysis

Emerging (0-69%)

- No/Minimal demonstration of independent thought, insight, and creativity (applies course concepts, raises questions, recognises competing perspectives, and evaluates implications)
 - No/minimal evidence of having reviewed all readings and a lack of comprehensiveness in responses to questions.
 - No/Minimal demonstration of ability to communicate ideas in writing and to organize responses clearly, thoroughly, and concisely.
- ### Developing (70-89%)

- Sufficient demonstration of independent thought, insight, and creativity (applies course concepts, raises questions, recognises competing perspectives, and evaluates implications)
- Evidence of having reviewed all readings (course related and the curriculum resources being assessed) and a comprehensiveness in responses to questions.
- Demonstrates ability to communicate ideas in writing and to organize responses clearly, thoroughly, and concisely.
Mastering (90-100%)
- Clearly demonstrates independent thought, insight, and creativity (applies course concepts, raises questions, recognises competing perspectives, and evaluates implications)
- Presence of examples and evidence of understanding of content create a comprehensive response that is accurate and thorough.
- Organization and use of language is concise and clearly articulates ideas with no confusion.

To submit this assignment, scroll to the bottom of the screen on the Unit 5 Tab and select the “Unit 5 - Curriculum Facilitation Analysis Assignment” dropdown.

Facilitation Resource Project (40%)

Working as a learning pod, you will create a guide to serve as a resource for you and others to facilitate a particular course of study. We can’t emphasize enough how important it will be for you to have analyzed, critiqued, and integrated into your practice the model of coaching and facilitation in real-world settings. As you may be facilitating learning experiences in subjects where you may not have significant domain knowledge, it will be critical for you to be able to lead students through thinking and learning processes that will lead to them discovering what they need to know from the expertly prepared course materials in order to help solve their questions.

Learning Pods

At the beginning of the course everyone will be placed into small groups called learning pods. these groups, of about four people, will be the place where you will practice learning facilitation and coaching principles and skills that you are learning in this course. The pods will also form the working group for doing a curriculum analysis and developing a facilitated learning resource.

Peer Coaching Session (15%)

Working with another student (in your pod), you will each coach each other through the process of writing your final “showcase” post as part of your learning

reflection blog assignment. You will record a video of your session and write critical reflection on your actions as the learning coach.

Chapter 2

Methods

We describe our methods in this chapter.

Math can be added in body using usual syntax like this

2.1 math example

p is unknown but expected to be around $1/3$. Standard error will be approximated

$$SE = \sqrt{\left(\frac{p(1-p)}{n}\right)} \approx \sqrt{\frac{1/3(1-1/3)}{300}} = 0.027$$

You can also use math in footnotes like this¹.

We will approximate standard error to 0.027^2

¹where we mention $p = \frac{a}{b}$

² p is unknown but expected to be around $1/3$. Standard error will be approximated

$$SE = \sqrt{\left(\frac{p(1-p)}{n}\right)} \approx \sqrt{\frac{1/3(1-1/3)}{300}} = 0.027$$

Unit 1

Learning in Community

Thursday, Sept. 9 - Wednesday, Sept. 15

Things to do this week...you will be directed when to complete these tasks as you read through the course materials.

- Meet in Zoom **Thursday Sept. 9 - 11:30 AM PDT**
- Download and review** the syllabus from the *Course Introduction* tab in Moodle.
- **Introduce** yourself in the *Unit 1 Forum* in Moodle.
- **Read** Critical inquiry in a text-based environment: Computer conferencing in higher education
- **Read** Getting the mix right again: An updated and theoretical rationale for interaction
- **Read** Interaction and the online distance classroom: Do instructional methods effect the quality of interaction?
- **Publish** your arguments for or against the *Interaction Equivalency Theorem* in the Moodle *Unit 1 Forum*.
- Please complete these tasks by **Wednesday, Sept. 15 @ 11:00 PM PDT**

Overview

Welcome to LDRS 663 - *Coaching for Transformational Blended Learning*! In this first unit, we will begin by considering the nature of learning communities through the lens of a model called the *Community of Inquiry (CoI)* (Garrison et

al., 2000; Vaughan et al., 2013). The CoI model proposes that there are three overlapping components, or presences, to any learning environment; cognitive presence (constructing meaning), social presence (projecting a sense of yourself), and teaching presence (designing and facilitating the learning experience). The CoI model is grounded in a long history of social constructivism which is the idea that learning is fundamentally a social process (Dewey, 1897; Vygotsky, 1978). We will also consider various modes of interaction in learning environments and how these two models have informed the model of teaching and learning in TWU FAR Centres.

Topics

This unit is divided into 3 topics:

1. Introduction to the Community of Inquiry Model
2. Modes of Interaction
3. Interaction Equivalency Theorem

Learning Outcomes

When you have completed this unit you should be able to:

- Analyze the characteristics of the Community of Inquiry model.
- Evaluate different modes of interaction.
- Criticize the Interaction Equivalency Theorem.

Resources

Here are the resources you will need to complete this unit:

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2, 87-105. doi:10.1016/S1096-7516(00)00016-6 - This article is accessible through the TWU Library.

Vaughan, N., Cleveland-Innes, M., & Garrison, D. (2013). *Teaching in blended learning environments: Creating and sustaining communities of inquiry*. Athabasca: AU Press. - This book is available for free at AUPress.

Introduction to the Community of Inquiry Model

Introductions

Before we get going, please take a few moments to post an introduction to yourself in the 'Introductions' forum in Moodle. Add an image to the top of your post which communicates the idea of 'Community' and a short explanation for your choice.

Before you dive into the content of this first unit in LDRS 663, take a moment to recall some particularly memorable learning experiences that you have had. They don't have to be particularly profound in terms of *what* you learned, but profound because of the fact that you still remember *that* you learned something and *how* you learned it. Pick one or two of those experiences and share them in your introduction. Make sure to tell us about the context of your experience. Who was there? What did you do to learn? Why do you remember it? Take a few moments to read some of your colleagues' posts as well.

Social Constructivism

There is a very good chance that the posts you read as part of the previous learning activity included a description of some sort of social interaction. This isn't always the case, but the idea that learning is a social process has a long history in education. Many theorists credit John Dewey for bringing this idea to the forefront of educators' minds. In his 1897 treatise *My Pedagogic Creed* he writes:

I believe that the school is primarily a social institution. Education being a social process, the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends. (p. 7)

The idea didn't originate with Dewey, though, as we know that in first-century Palestine there was a certain itinerant teacher whose lessons were profoundly impactful on a small group of young men and women who were called to live and learn in a deeply personal and social community.

Following Dewey, many others, such as Jean Piaget, Jerome Bruner, and Lev Vygotsky (see Driscoll, 2005) have written about what has now become known as the educational theory of *social constructivism*, or, more concisely, *constructivism*. Driscoll (2005) describes constructivism as a theory that > rests on the assumption that knowledge is constructed by learners as they attempt to make sense of their experiences. Learners, therefore are not empty vessels waiting to be filled, but rather active organisms seeking meaning. (p.387)

This process of seeking meaning is an iterative process whereby the learner experiences some sort of cognitive dissonance, or a disconnect between what they previously knew and some new piece of evidence or experience that disconfirms that knowledge. The learner then seeks to resolve that dissonance by either incorporating the new experience into an older schema, or by disregarding one or the other. Most often, the resulting knowledge is constructed from portions of both the new and old idea.