LDRS 663: Coaching for Transformational Blended Learning

Personal Learning Tracker

The Personal Learning Tracker is designed to help you monitor your progress, reflect on your learning, and evaluate your growth throughout this course. This document serves as both a self-assessment tool and a shared record of your learning journey, allowing you to track how your assignments demonstrate competency in key course learning outcomes.

The table below shows your proficiency level for each course learning outcome as demonstrated through your assignments. You will see one of five possible levels: **Not Demonstrated, Emerging, Developing, Proficient, or Extending.**

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| --- | --- | --- | --- | --- | --- | --- |
| **LDRS 663: Coaching for Transformational Blended Learning Course Learning Outcomes** | **Assignment 1:** Proposal and Ethics Application | **Assignment 2:** Small Group Facilitation | **Assignment 3:** Coaching Session | **Assignment 4:** Data Analysis and Conclusions | **Assignment 5:** The Knowledge Process Map | **Final Grade Verified &**  **Determined by Instructor** |
| 1. Demonstrate the ability to model metacognitive strategies for self-regulated learning. |  |  |  |  |  |  |
| 1. Apply information and media literacies to research, produce, analyze, and present information online. |  |  |  |  |  |  |
| 1. Design cognitive and social learning activities to meet learning outcomes. |  | Maybe... |  |  |  |  |
| 1. Evaluate interactions in a learning environment and develop strategies for high-quality educative interactions. |  |  |  |  |  |  |
| 1. Evaluate the quality of feedback in light of evidence-based research. |  |  |  |  |  |  |
| 1. Apply intercultural competencies in coaching learners in transformational blended learning environments. |  |  |  |  |  |  |
| 1. Analyze the characteristics of the coaching and facilitation roles within emerging multi-access models of blended teaching and learning. |  |  |  |  |  |  |
| 1. Apply multi-modal communication and collaboration tools effectively to support learning in a higher education context. |  |  |  |  |  |  |

## **How to Use This Tracker:**

* **Align Your Work with Learning Outcomes** – Each assignment contributes to different course learning outcomes, helping you develop your understanding of course concepts and skills.
* **Assess Your Own Progress** – As you complete assignments, update your proficiency levels and reflect on how your work demonstrates competency.
* **Prepare for the Assessment Conversation** – Use this document to highlight key learning moments, defend your progress, and engage in meaningful discussion with your instructor.
* **Receive Instructor Feedback** – Your instructor will verify and assess your demonstrated competency, providing feedback to support your growth.

### **Proficiency Levels**

The table below outlines the **proficiency levels** used to assess your work in this course.

|  |  |
| --- | --- |
| **PROFICIENCY LEVELS** | **DESCRIPTION** |
| EXTENDING | The student demonstrates an extended understanding of the concepts and competencies relevant to the expected learning. |
| PROFICIENT | The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning. |
| DEVELOPING | The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. |
| EMERGING | The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning. |
| NOT DEMONSTRATED | The student does not demonstrate the outcome at a level that is assessable. |

### **Givens**

**T**hese are expected for university-level work. *Note your instructor may choose not to grade assignments until these standards have been met.*

* APA 7 formatting for in-text citations and reference.
* All aspects of the assignment are complete. This includes the Assessment Conversation (meeting with instructor).
* All assignments must be completed to receive a final grade.

## Assignment 1: [Title]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Learning Outcomes** (I can...) | **Proficiency Criteria**  (This means I can...) | **Self-Assessment**  (My strengths and goals for improvement) | **Formative Feedback**  (Instructor feedback on strengths and goals) | | **Level of Proficiency** |
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#### Assignment Reminders

This assignment demonstrates your process of learning, as well as the knowledge and skills gained in Units #-#.

**Part 1: ​**

**Part 2: Assessment Conversation**

* Book an appointment with your instructor after you have submitted your assignment
* You need to show how your assignment demonstrates knowledge and skills related to the course outcomes
* Be sure to practice screen-sharing and identify the artifacts you want to highlight in the conversation

## Assignment 2: [Title]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Learning Outcomes** (I can...) | **Proficiency Criteria**  (This means I can...) | **Self-Assessment**  (My strengths and goals for improvement) | **Formative Feedback**  (Instructor feedback on strengths and goals) | **Level of Proficiency** |
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#### Assignment Reminders

This assignment is a work-in-progress demonstrating knowledge and skills gained in Units #-#.

**Part 1: ​**

**Part 2:**

## Assignment 3: [Title]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Learning Outcomes** (I can...) | **Proficiency Criteria**  (This means I can...) | **Self-Assessment**  (My strengths and future learning goals) | **Summative Feedback**  (Final Instructor Feedback) | **Level of Proficiency** |
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