# Welcome

This is the course book for LDRS 664 - Creating Authentic Learning Communities. This book is divided into 10 units of study to help you engage with administrative concepts. The course resources and learning activities are designed not only to help prepare you for the course assessments, but also to give you opportinities to practice various administrative skills.

On the next page you will find a summary of the course syllabus, as well as how to navigate this book. Please also refer the schedule in Moodle, as well as the Asseessment section in Moodle for instructions on required readings and assignments.

I hope you enjoy the course.

## Course Notes

### How To Navigate This Book

Take a moment to experiment with the controls in the toolbar at the top of the page. You can search this book for a word or phrase (for example, to look up a definition).To move quickly to different portions of the book, click on the appropriate chapter or section in the table of contents on the left. The buttons at the top of the page allow you to show/hide the table of contents, search the book, change font settings, download a pdf or ebook copy of this book, or get hints on various sections of the book.

Figure 0.1: Top menu bar

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The faint left and right arrows at the sides of each page (or bottom of the page if it’s narrow enough) allow you to step to the next/previous section. Here’s what they look like:

Figure 0.2: Left and right navigation arrows(#fig:unnamed-chunk-2)Left and right navigation arrows

You can also download an offline copy of this books in various formats, such as pdf or an ebook. If you are having any accessibility or navigation issues with this book, please reach out to your instructor or our online team at [elearning@twu.ca](mailto:elearning@twu.ca)

## Course Units

This course is organized into 10 units. Each unit of the course will provide you with the following information:

* A general overview of the key concepts that will be addressed during the unit.
* Specific learning outcomes and topics for the unit.
* Learning activities to help you engage with the concepts. These often include key readings, videos, and reflective prompts.
* The Assessment section provides details on assignments you will need to complete throughout the course to demonstrate your understanding of the course learning outcomes.

Note that assessments, including assignments and discussion posts will be submitted in Moodle. See the Assessment tab in Moodle for the assignment dropboxes.

## Course Activities

Below is some key information on features you will see throughout the course.

***Learning Activity***  
This box will prompt you to engage in course concepts, often by viewing resources and reflecting on your experience and/or learning. Most learning activities are ungraded and are designed to help prepare you for the assessment in this course.

***Assessment***  
This box will signify an assignment or discussion post you will submit in Moodle. Note that these demonstrate your understanding of the course learning outcomes. Be sure to review the grading rubrics for each assignment.

***Checking Your Learning***  
This box is for checking your understanding, to make sure you are ready for what follows.

***Note***  
This box signifies key notes, such as where to submit assignments. It may also warn you of possible problems or pitfalls you may encounter!

## 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.

**The syllabus includes key information about the course schedule, assignments, and policies. Please read the full course syllabus located at the bottom of the Welcome page in Moodle.**

This course is part of the *Graduate Certificate in Adult Learning: Coaching and Facilitation* and qualifies as an elective in the MA Leadership program.

## Course Learning Outcomes

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

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.

## Course Activities/Requirements

Activities include participation in discussions, assignments, and various ungraded learning activities designed to prepare students for assessments.  See course outline below for details on activities and assignments.

## Determination Of Final Grade

| **Assessment** | **Grade** | Learning Outcome |
| --- | --- | --- |
| Community of Inquiry (Discussions) | 30% | 1-7 |
| Assignment 1: Identity as a Teacher | 20% | 2,4,5,6 |
| Assignment 2: Company Website Analysis | 20% | 2,3,4,5 |
| Assignment 3: Platform Paper | 30% | 4-5 |

See **Assessments** section in Moodle for specific assignment details, including grading rubrics.

## Course Topics

Unit 1: The Heart of a Teacher

Unit 2: Belonging to One’s Self

Unit 3: Belonging to Others

Unit 4:  Creating A Sense of Belonging

Unit 5: Creating Space for All Learners

Unit 6: Authentic Learning and Identity

Unit 7: Information and Perception

Unit 8:  Interconnectedness and Integrity

Unit 9: Confidence and Humility

Unit 10: Conclusions

## Course Resources

The following are key resources used in LDRS 664.

1. Brown, B. (2017). *Braving the wilderness: The quest for true belonging and the courage to stand alone.* New York: Random House.
2. Gardner, B., Avolio, B., Luthans, F., May, D. & Walumbwa, F. (2005) Can you see the real me? A self-based model of authentic leader and follower development. *The Leadership Quarterly* 16, pp. 343–372.
3. Palmer, P.J. (2017). *The courage to teach: Exploring the inner landscape of a teacher’s life*. Hoboken, NJ: Jossey-Bass.
4. 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)
5. Wheatley, M. (2017). *Who do we choose to be? Facing reality, claiming leadership, restoring sanity*. Oakland, CA: Berrett-Koehler Publishers.
6. Brookfield, S. & Preskill, S. (2016). *The discussion book: 50 great ways to get people talking*. San Francisco: Jossey-Bass. (*There is no assigned reading from this text but it is an excellent resource book.*)
7. All other resources will be provided online.

Note that not all sections of LDRS 664 use all of the above resources. Please confirm which of the following texts are required by ***checking your course syllabus.***

## Course Navigation

### Course Units

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***Checking Your Learning***  
This box is for checking your understanding, to make sure you are ready for what follows.

***Media***  
This box is for displaying/linking to media, such as videos or songs, in order to help illustrate or communicate concepts.

***Note***  
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## Graduate Level Writing Standards

For students in LDRS 664, graduate level writing standards following APA 7 are expected. Please consult the [OWL Purdue website](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html) 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.

***It will be assumed that you have read, understand, and agree to the information provided at the*** [***Academic Dishonesty Policy website***](https://www.twu.ca/about-us/policies-guidelines/university-policies/academic-misconduct-fraud)***. If you have any questions at all please contact your instructor.***