



leeds metropolitan university

Carnegie Faculty of Sport and Education: Leading Edge Scheme

MODULE GUIDE

Personalised Learning through Coaching (PLC)

Module Leader

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Scheme – Leading Edge

Level M

(2010 delivery)

This document and all other module material can also be found on X-stream

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OVERVIEW

Rationale

Personalised Curriculum Creation through Coaching (PC3) is a JISC-funded project exploring how coaching can support students to make informed choices about the curriculum they choose to study. The Personalised Learning through Coaching (PLC) module has been developed through this project and uses coaching to help you as a learner to assess your needs and identify the curricula that will help you to meet these needs. The module seeks to develop you to become self-directed. In this context, self-direction is defined by the personal autonomy you have over the control of your goals and purpose of your learning. Ultimately this forms the cornerstone of the personalised route you as a student will take.

On the module you will access a personal coach and a range of technologies that will support your development as a self-directed learner choosing a personalised curriculum of study. You will be inducted into the coaching support and use of required technologies.

As an individual, you bring with you a unique set of needs and experiences that impact on your readiness to learn, motivation, learning preferences, learning style and context in which you aspire to apply your learning. Through the module you will be able to design your own curriculum, forming learning objectives or goals that can be met through your studies.

Through coaching, diagnostics, examination and articulation of personal learning goals, you will construct an understanding of your 'self' as a learner. You will develop a personalised rationale for your choice of studies, and mode(s) of learning, which will be captured as evidence of the investigative and reflective process you will undertake.

Aims of module

- To develop self directed learners
 1. who have actively engaged in a coaching process
 2. and applied appropriate strategies to develop a personalised curriculum choice
- To induct students into the use of a range of technologies that will support their curriculum choice and learning, through the module and beyond.

Learning Outcomes

On completion of this module you should be able to:

- Critically evaluate selected learning theory relating to self-direction.
- Apply an intentional change model to personal change management
- Critically reflect upon coaching principles and coachee attributes (i.e. those attributes needed in order to be coached)
- Synthesize theory of self-directed change with personal experience of coaching.
- Actively critique and analyse the effectiveness of the use of a technology to support these processes
- Critically reflect on their chosen curriculum

Introduction to Topics

- Introduction to supporting technology and its potential.
- Models of coaching
- Reflective practice
- Diagnostics and audits: self assessment and evaluation
- Change theory (including intentional change model)
- Personalised learning for adults
- Principles/theory supporting self-directed learning in adults.
- Intentional change theory
- Concepts of professional learning and academic learning at masters level
- Research process

Learning Methods

A student-centred approach focusing on face-to-face and/or distance coaching will underpin engagement in online learning activities, which will be made available via the X-stream virtual learning environment. You will be expected to engage in at least five sessions of one-to-one coaching to support your learning, which may be face-to-face or supported via online conferencing. The weekly schedule gives recommendations for the approximate timing of four of these; the fifth should be organised when you feel it is most useful to you.

Following an initial 2-week induction period, where there will be online activities and a face-to-face event, the online learning activities are grouped into 4-week blocks or units, to give you flexibility in how you manage your time. Each block will comprise three learning activities, each of which should take approximately 6 hours. Activities may include research, reading, online networking, facilitated online dialogues and group discussions and interactive exercises and you are encouraged to reflect on your experience and discuss these with peers and coaches in the light of your own learning. An ePortfolio will be used to support critical reflection and evidence collection and synthesis for assessment.

WEEKLY SCHEDULE

Coal	Activities	Content	Unit
YES	Profile: Where you are now? First reflection in PebblePad Arranging your first coaching session. Reflection on coaching session	Introduction Dreams: Technology: PebblePad Profile Access Introduction to reflective practice. Technology: Pebble pad - reflection Coach-Coachee relationship. Technology: Eliminate	1
	Learning style inventory. Reflection and sharing	Personalisation Adult Learning: Technology: Pebble Pad - Sharing Kolb's model of learning and Learning Styles	2
	Reflection on Personal Change	Intentional Change Models 2 & 3 Model 4	3
YES	Competency Profiling Personality Profiling Reflection on coaching session	Professional Competencies Personality MBT/FFM, Preference Systems Belbin Advanced Reflection	4
	Wheel of life and others ?	Models of Coaching Coaching Tools and Techniques Self-Coaching	5
YES	Reflection on learning requirements	Understanding the nature of M Level. Learning Outcomes	6

ASSESSMENT

Coursework 100%

Formative

Formative feedback on ePortfolio reflections will be given by tutors at two specified points in the module and may be sought from peers through the discussion forums and Ning at other times. Note: coaching sessions are not intended for feedback on the quality of your reflections but you may wish to use your ePortfolio entries to inform the coaching activity.

Summative

This assessment is designed to allow you to demonstrate that you have achieved the module's learning outcomes, namely that you are able to:

- Critically evaluate selected learning theory relating to self-direction.
- Apply an intentional change model to personal change management
- Critically reflect upon coaching principles and coachee attributes (i.e. those attributes needed in order to be coached)
- Synthesize theory of self-directed change with personal experience of coaching.
- Actively critique and analyse the effectiveness of the use of a technology to support these processes
- Critically reflect on your chosen curriculum.

You should submit a blog of evidence, using the Pebblepad ePortfolio system provided. **The deadline for submission is 10th December 2010.**

Note: full details of how to access Pebblepad and create and submit your blog will be provided.

Your assessment must include the following sections. You should indicate these clearly and include evidence from your work on the module. You should demonstrate that you have engaged with the theoretical as well as practical elements of this module and submissions should be appropriately referenced.

1. Assessed profiles on self direction and your use of technology. These will be made available through Pebblepad and must be completed at the beginning of the module (before March 19th 2010) and again before the final submission date (December 10th 2010).
2. Reflection on the process of personalised curriculum development that you have engaged in, including coverage of the following areas (3000 words or equivalent):
 - a. The process of self-assessment and self-auditing leading to the identification of your particular development needs. This should include consideration of the profiling you have undertaken against professional body competencies as well as personal audits of areas such as personality and preference;
 - b. Your use of the intentional change model or similar to identify your development needs and plan your future actions;
 - c. Your process of curriculum design, including finding and selecting relevant learning opportunities, and a rationale for your choice, in terms of both their coherence as a body of study and their relevance to your own needs analysis.
3. An evaluation of the role and efficacy of the following in supporting your process of curriculum development (2000 words or equivalent):
 - a. Coaching: you should illustrate this with reflections on at least three of your coaching sessions as well as an overall assessment of the value of the process to you over time. This should include consideration of the important qualities of both coach and coachee.
 - b. Technology: you should reflect on the elements of learning technology that you used, the ways in which they supported your work, any elements of technology that were not used or not helpful and why. You should also note any informal technologies that you used outside those offered on the module. Note: the

technologies offered on the module include X-stream, Campus Pack Fusion, Pebblepad, Ning, Elluminate.

4. A final reflection on your overall learning on the module, highlighting how the different stages in the process worked together to help you, what you feel has worked well for you, what you would do differently and how you see your learning progressing in future. (1000 words or equivalent).

Note: You may submit any media forms in your ePortfolio and are encouraged to use multimedia where appropriate. Word lengths are given as indicative of the proportion of the total and the "weight" of what is expected in each section. If you are using text only please do not exceed these word lengths by more than 10%. Images, videos, audio recordings etc should be estimated in terms of how much equivalent text might be needed to convey the same information, so an illustratory image may not equate to significant words, a good "infographic" may represent several hundred words, and a 10 minute narrated video may be up to 1000 words.

You are encouraged to use your Pebblepad area to reflect throughout the module and you may choose to share some of your entries with your coach or colleagues as you go through. You will be given assets within your ePortfolio that will assist you with this process. If you maintain your ePortfolio and complete the activities scheduled in the module, you should be able to compile your assessment submission largely from entries in your ePortfolio. However you are free to edit these or submit new entries up to the deadline for submission. The final month of the module will include no new learning material and will focus on activities to help you prepare your submission. If you find Pebblepad does not suit your learning style you may submit a physical portfolio (paper/DVD based). However this must include a rationale on why you have chosen not to use Pebblepad, which must demonstrate that you have explored the tool sufficiently to judge why it is inappropriate for you.

	Marking Criteria for Reflective ePortfolio
Excellent pass	<p>All four sections of the assignment completed.</p> <p>Evidence of critical engagement with a wide range of learning, coaching and intentional change management theory and how it relates to the process of self-directed change.</p> <p>Evidence of critical reflection on the intentional change and coaching processes, including self assessment, using a broad range of audit tools and profiling, and strongly linking theory and practice.</p> <p>Clear evaluation of the effectiveness of the use of a range of technologies to support these processes, including evidence of use of each technology and a critical appraisal of its value.</p> <p>Clear rationale for choice of curriculum, related back to the self-directed change process with evidence of engagement with curriculum design theory.</p> <p>Evidence of reflection on the learning process, demonstrating critical understanding of the relationships between different elements of the module (intentional change, coaching, curriculum design and technology) and awareness of what has been learned and what learning is still required.</p>

Satisfactory pass	<p>All four sections of the assignment attempted.</p> <p>Evidence of critical engagement with learning, coaching and intentional change management theory and how it relates to the process of self-directed change.</p> <p>Evidence of critical reflection on the intentional change and coaching process, including self assessment.</p> <p>Clear evaluation of the effectiveness of the use of a range of technologies to support these processes.</p> <p>Clear rationale for choice of curriculum, related back to the self-directed change process.</p> <p>Evidence of reflection on the learning process.</p>
Fail	<p>Incomplete submission.</p> <p>Limited or no evidence of critical engagement with learning, coaching and intentional change management theory and how it relates to the process of self-directed change.</p> <p>Limited or no evidence of critical reflection on the intentional change and coaching process, including self assessment.</p> <p>Limited or no evaluation of the effectiveness of the use of a range of technologies to support these processes.</p> <p>Limited or no rationale for choice of curriculum, related back to the self-directed change process.</p> <p>Limited or no evidence of reflection on the learning process</p>

KEY SKILLS DEVELOPED AND/OR ASSESSED IN THIS MODULE:

Key Skill	Developed	Assessed
Critical thinking	Y	Y
Coachee attributes	Y	Y
Communication	Y	Y
Information Technology	Y	Y
Organisation and Planning	Y	

INDICATIVE INFORMATION

SOURCES:

- Boyatzis, R., & McKee, A. (2005). *Resonant Leadership*. Boston: Harvard Business School Press.
- Covey, S. R. (2004). *The Seven Habits of Highly Effective People*. London: Simon and Schuster.
- Goleman, D. (1996). *Emotional Intelligence*. London: Bloomsbury.
- Goleman, D., McKee, A., & Boyatzis, R. (2002). *The New Leaders: Transforming the Art of Leadership into the Science of Results*. London: Little, Brown .
- Knowles, M., Holton, E. F., & Swanson, R. A. (2005). *The Adult Learner, Sixth Edition: The Definitive Classic in Adult Education and Human Resource Development* (6th Edition). Oxford: Elsevier Science & Technology Books.
- Kolb, D. A. (1984). *Experiential Learning*. New Jersey: Prentice Hall.
- McKee, A., Boyatzis, R., & Johnstone, F. (2008). *Becoming a Resonant Leader*. Boston: Harvard Business School Publishing.
- Rogers, J. (2007). *Adults Learning* (5th edition). Maidenhead: Open University Press (McGraw Hill).
- Rogers, J. (2008). *Coaching Skills: A Handbook* (2nd Edition). Berkshire: Open University Press (McGraw Hill).
- Schon, D. (2007). *The Reflective Practitioner*. Aldershot: Ashgate.
- Senge, P. M. (2006). *The Fifth Discipline* (2006 Edition). London: Random House (Doubleday)
- Whitmore, J. (2002). *Coaching for Performance* (3rd Edition). London: Nicholas Brealey.

Note: There is no course text. These books are useful for background reading. Web resources and readings will be made available via X-stream.