

Blended Learning for CCE Providers



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Definitions

Blended Learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace.

Synchronous Learning (SL) refers to a learning environment in which everyone takes part at the same time. Lecture is an example of synchronous learning in a face-to-face environment, where learners and teachers are all in the same place at the same time (i.e., live interaction through any means, including lecture, telephone conference and webinar).

Asynchronous Learning (AL) is a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people (i.e., recorded content).

Core Competency (CC) refers to material pertaining to the ICF Core Competencies

Resource Development (RD) constitutes training offered outside the ICF Core Competencies that contributes to the professional development of a coach. Examples of RD include training regarding business development, assessment tools or marketing.

Blended Learning Policy

The ICF's historical emphasis on the acceptance of Continuing Coach Education (CCE) opportunities has focused on the delivery model, (i.e., synchronous learning requirement). Moving forward, the acceptance will focus on verification of participation and demonstration of learning. To facilitate this, the ICF proposes acceptance of a blended delivery approach, which entails the recognition of synchronous and asynchronous learning for Core Competency (CC) CCE Units. The implementation of this policy will not only add a layer of oversight but will consequently increase the flexibility of educational opportunities available to ICF Credential-holders and training providers.

This proposed modification will sustain the integrity of the ICF Credential, while staying current with technological advances in education and satisfy the demands of an international clientele.

For asynchronous learning (AL) to be eligible for Core Competency CCEUs; the following conditions below must be adhered to:

Two-to-One Ratio of AL versus SL

- For every delivery of AL to count as CC CCEUs, there needs to be at least an additional 50% of SL discussion following the module. (two-to-one ratio)
 - Example: A 10-hour AL module will need an additional five hours of synchronous discussion, for a total of 15 CC CCEUs. This ensures concepts are understood, material can be reviewed, discussion of complex concepts can be facilitated, and sense of community is established.
 - Any discrepancies in this ratio will be counted as RD hours.

Demonstration of Learning

- *An established system* is in place and available for ICF staff to review prior to application submission.
 - An established system is one that is interactive, user-friendly and robust.
 - Website/system login (if applicable) must be provided to ICF staff.
- Attendance and participation of AL must be verified either electronically or during SL time and in a manner that can be demonstrated to an ICF Program Coordinator.
- Demonstration of AL learning must be well-documented and verifiable. The ICF will require a robust verification of AL; proof of a verification model must be demonstrated within the CCE application.
 - Triad/Fishbowl- Participant will demonstrate technique presented in AL (practice with instructor present).
 - Testing- Participant will complete a written exam in which AL is verified in some capacity by instructor/organization. An example of the test must be available to the ICF Program Coordinator and uploaded in the application.
 - Journaling or Paper- Participant will create a piece of work that summarizes/expands upon AL, which will be submitted to instructor(s) for approval. Criteria for acceptable submission must be outlined for ICF Program Coordinator.

- Other- CCE applicants will be given an opportunity to create and outline a verification model that ensures demonstrated learning of the AL material within the application.
 - A documented demonstration of learning is required.
 - Validity of these methods will be decided on a case by case basis; acceptance of the model is at the Program Coordinator's discretion.

**This policy is applicable to CCE providers only; ACSTH/ACTP program policy will remain the same.*

Sample Test Questions

The goal with most post-learning assessments that facilitate long-term learning is to trigger the retrieval of information while simultaneously associating it with real-world examples. If a question is framed in that manner, it will provide the most benefit to participants (while demonstrating that they did indeed attend the session).

Generic examples of questions facilitating long-term learning include:

- How did this particular session enhance your working knowledge of a specific ICF Core Competency or Core Competencies?
- How can you incorporate this approach/tool/information in your current coaching practice?
- Elaborate on the portion of the presentation you found most valuable and explain why?
- When would this information have been useful in previous coaching sessions?

The language of the questions can be edited and tailored to the particular session. Again, keep in mind that these are just examples.



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