

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: FSS140
Course Title: Effective Presentations and Instructional Techniques
Prerequisite Courses: N/A
School: School of Public Safety & Security
Division/Academy/Centre: Fire & Safety Division
Previous Course Code & Title: N/A
Course First Offered:

# of Credits:	3.0
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Course Description:

Learners will gain the knowledge and skills to develop and deliver fire service-related training, conduct presentations and facilitate meetings. The learners will review methods to conduct training needs assessments, create learning outcomes, assess learner expectations, plan and prepare lesson plans, deliver training and conduct course and instructor evaluations. Segments on coordinating fire service training-related activities, including identifying training requirements, planning, scheduling, budgeting and coordinating instruction, will be particularly useful for supervisors and managers. The learner will be introduced to the instructional considerations required in an online environment.

Course Goal(s): Learners will develop and deliver high quality training tailored to the unique requirements of the target audience, and will evaluate learners, trainers and courses to ensure objectives are achieved. They will also effectively facilitate meetings and will capably manage instructional resources, programs, employees, facilities and records.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

- Identify and coordinate organizational training needs
- Prepare training plans, budgets and course delivery to meet those needs
- Develop learning objectives and learning outcomes
- Assess learner performance expectations
- Plan, develop, and deliver comprehensive lessons
- Select appropriate delivery and testing methodology
- Employ appropriate learner testing methodology
- Create and implement evaluation instruments for learners
- Evaluate instructors on their ability to meet training objectives and effectively present materials
- Identify instructional and administrative elements for online course delivery
- Plan, organize and facilitate a meeting effectively

Course Topics/Content:

- Training Program Management: Scheduling, Budgeting, Management and Evaluation of Training Resources, Administration of Records and Reports
- Development and Delivery of Training:
 - Developing Learning Objectives, Learning Outcomes, and Learner Performance Expectations
 - Creating Lesson Plans
 - Instructional Materials and Presentation Development
- Evaluation and Testing:
 - Test Development
 - Course and Instructor Evaluations
 - Test Analysis
- Online Course Delivery and Evaluation
- Effective Oral and Interpersonal Communications:
 - Delivery of Effective Presentations
 - Meeting Facilitation

Text and Resource Materials:

Required:

- Renner, P. (2005). *The art of teaching adults*. Vancouver, BC: PFR Training Associates.
- Renner, P. (2001). *The quick instructional planner*. Vancouver, BC: PFR Training Associates.

Reading:

- Boettcher, J.V. & Conrad, R.M. (1999). *Faculty guide for moving teaching and learning to the web*. Mission Viejo, CA: League for Innovation in the Community College.
- International Fire Service Training Association. (1999). *Fire and emergency services instructor* (6th ed.). Stillwater, OK: Fire Protection Publications, Oklahoma State University.

Recommended:

Course Level:

X	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion				
Simulation/Lab				

Practicum/Fieldwork				
Online	42			
Correspondence				
Total Class Hours	42			

Comments on Delivery Methods:
Course Grading System:

	Letter Grades	X	Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	50%
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	40%	Project	60%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:
Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
 Academic Progression Policy
 Admissions Policy
 Academic Appeals Policy
 Evaluation Policy
 Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
 Harassment Policy – Students
 Student Records Policy
 Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.