

Justice Institute of British Columbia COURSE OUTLINE

Course Code: ID120

Course Title: Instructional Skills, Level 2

Prerequisite Courses: ID110

Sponsoring Division: Community and Social Justice Division (Centre for Leadership)

Previous Course Code & Title:

Course Effective Date: 2000

# of Credits:	1.0
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Course Description:

Increase your knowledge of the instructional process and reflect on your current approach. Learn instructional design and the development process, the value of critical thinking, and the importance of evaluation. A variety of presentation and delivery techniques are evaluated and you are given the opportunity for skills practice in an area of your choice. Enrolment is limited to 16.

Course Goal(s):

This course is for instructors who want to increase their knowledge of the instructional process, reflect on their current approach and consider more in-depth issues in training. Content includes issues in instructional design such as the development process, the value of critical thinking and the importance of evaluation. The needs of the adult learner are further explored with a look at personality types and cognitive theory. Presentation and delivery techniques are evaluated and participants are given the opportunity for skills practice in an area of their own choice. The course concludes with a practical look at the transfer of learning and by exploring more advanced challenges facing today's trainer. At the end of this 2-day, 14-hour program, the learner will be able to reflect on their current approach to instructional design and consider more in-depth training issues.

Course Learning Objectives:

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

- Describe the importance of learning objectives in the instructional design process
- Outline activities that promote the seven steps to critical thinking
- Describe strategies to implement the four levels of evaluation
- Identify what is important to the adult learner

- Describe the link between instructional techniques and personality types
- Describe the training impact of brain quadrant theory
- Outline guidelines for improved presentations
- Describe how skills such as questioning, summarizing, and debriefing enhance instruction
- Explore the pros and cons of various activities designed to ensure transfer of learning
- Identify challenges in providing alternatives to classroom training
- Describe common ethical issues facing the instructor
- Discuss the importance of instructor self care
- Present or facilitate two brief sessions involving a course topic or area of personal challenge

Course Topics/Content:

- Issues in instructional design such as the development process
- The value of critical thinking and the importance of evaluation.
- The needs of the adult learner
- Personality types and cognitive theory

Text and Resource Materials:

Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

Required:

Recommended:

Course Level:

	First Year		Second Year		Third Year		Fourth Year
x	Other (describe): Professional Path						

Equivalent Course(s) within the JIBC: None

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	7			
Simulation/Lab	7			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	14			

Comments on Delivery Methods:

This course is experiential and participatory in nature and includes a variety of small group discussions and exercises, instructional practice, reflective activities and large group discussion/lecture.

Related Program(s):

This is the second required course in the Instructor Development Certificate.

Credit Transfer exists at:

Please contact the Centre for Leadership Program Coordinator for more information.

Course Grading System:

Check the system that applies to this course:

<input type="checkbox"/>	Letter Grades	<input type="checkbox"/>	Percentage	<input type="checkbox"/>	Pass/Fail	<input type="checkbox"/>	x	<input type="checkbox"/>	Credit/No Credit
<input type="checkbox"/>	Complete/Incomplete	<input type="checkbox"/>	Attendance Only	<input type="checkbox"/>	Not Applicable				

Passing Grade:	Credit Granted
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JIBC Standard Grading Scale for Letter, Grade Point and % Grades:

Letter Grade	Grade Points	% Range	Letter Grade	Grade Points	% Range
A+	4.33	90-100	C+	2.33	64-67
A	4.00	85-89	C	2.00	60-63
A-	3.67	80-84			
B+	3.33	76-79	C-	1.67	56-59
B	3.00	72-75	D	1.00	50-55
B-	2.67	68-71	F	0.00	0-49

Evaluation Activities and Weighing: (complete the %'s which apply – total must equal 100%)

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

Comments on Evaluation: You must attend the full course to receive credit.

Other Course Guidelines, Procedures and Comments: None

View the Justice Institute of BC Policies listed below at:

<http://www.jibc.bc.ca/studentServices/main/AcademicServices/policies.htm>

Access Policy
Harassment Policy
Prior Learning Assessment Policy
Student Code of Conduct

Academic Appeals Policy
Intellectual Property Rights Policy
Research on Human Subjects: Ethics
Student Records