

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: INDC100
Course Title: Foundations of Instructional Practice
Prerequisite Courses:
School: Community and Social Justice
Division/Academy/Centre: Centre for Leadership
Previous Course Code & Title:
Course First Offered: 2010

# of Credits:	1.5
----------------------	-----

Course Description:

This course will provide you with knowledge and experience in the fundamentals of instructional practice. You will be introduced to the principles and practices of lesson design, delivery and assessment. You will identify the distinguishing characteristics of the adult learner, and develop an understanding of learning styles theory. You will enhance your skills in formulating open questions and providing feedback as part of the instructional process. Come prepared to design, deliver and assess short instructional sessions in a collaborative environment

Course Goal(s):

Upon completion of this course, participants will be able to design and conduct face-to-face experiential learning sessions, and assess their learners' mastery of the intended learning outcomes

Learning Outcomes:

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

1. Identify and describe the characteristics that distinguish adult learners from children-as-learners.
2. Apply learning styles theory to develop an understanding of their own personal learning styles, the range of learning styles of their learners, and the implications of that range for their instructional efforts.
3. Apply two four-stage learning process models to their instructional activities.
4. Prepare a lesson plan for an instructional session, applying an instructional design process model and a model of learning domains.
5. Facilitate engaging instructional sessions using experiential instructional techniques.
6. Employ open-ended questions that stimulate learners' critical thinking abilities.
7. Provide and facilitate appreciative feedback to their learners.
8. Reflect on their instructional practice, individually and in community.

Course Topics/Content:

- Characteristics of the adult learner
- Learning styles theory – learners' personal learning styles and their potential impact
- Marilyn Taylor's "Model of the Learning Cycle: Critical Points in the Inquiry Sequence", a four-phase model of the learning process
- The phases of the instructional design process
- Writing a lesson plan
- The three types of learning (Bloom's Taxonomy of Learning Domains):
 - Cognitive: mental skills (*Knowledge*)
 - Affective: growth in feelings or emotional areas (*Attitude*)
 - Psychomotor: manual or physical skills (*Skills*)
- Selecting experiential instructional techniques and developing learning activities
- Selecting or developing learning aids
- Facilitating engaging instructional sessions
- Assessing instructional outcomes
- Phrasing and asking open-ended questions that stimulate critical thinking
- Providing appreciative feedback
- Reflecting on one's instructional practice
- Creating a learning community

Text and Resource Materials:**Required:**

Lawson, Karen. (2009). *The Trainer's Handbook. Updated Edition*. San Francisco: Pfeiffer. ISBN 978-0-470-40304-4

Other learning resources and materials will be provided in class.

Recommended:

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Graduate		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	21			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	21			

Comments on Delivery Methods:
Course Grading System:

	Letter Grades		Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
-----------------------	------

Evaluation Activities and Weighting:

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

Comments on Evaluation Activities and Weighting:

100% attendance in all classes required

Active contribution in large and small group discussions and activities expected.

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.