

**Justice Institute of British Columbia**  
**COURSE OUTLINE**

**Course Code:** INDC102  
**Course Title:** Enhancing Instructional Effectiveness  
**Prerequisite Courses:** INDC100  
**School:** Community and Social Justice  
**Division/Academy/Centre:** Centre for Leadership  
**Previous Course Code & Title:** Instructional Delivery  
**Course First Offered:** 2010

<b># of Credits:</b>	<b>1</b>
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**Course Description:**

This instructor development course will further deepen your skills in facilitating learner-centred instruction. You will increase your understanding of how to create a safe and motivating learning environment, prepare and conduct participatory learning sessions, and engage in reflective practice. During the two days, each learner will be asked to practice their instructional skills by delivering a short interactive segment related to course content.

**Course Goal(s):**

To enhance the learner's skill in facilitating learner-centered instruction and to create awareness of the importance of reflection in instruction.

**Learning Outcomes:**

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

1. Describe qualities of effective instructors and different instructional styles.
2. Define the role of reflection in instruction
3. Discuss the facilitation of experiential learning in terms of creating a safe and motivating learning environment and conducting and debriefing participatory learning.
4. Outline challenging classroom situations and possible interventions.
5. Reflect on personal instructional practice.
6. Practice aspects of instructional delivery such as the facilitation of participatory learning activities and the use of learning aids.

**Course Topics/Content:**

- Qualities of effective instructors
- Becoming a reflective practitioner: Theory and practice
- Analysis of training styles
- Being present in the classroom
- How to create a physical and emotional environment conducive to learning
- Diversity in the classroom
- Facilitating learner engagement: Implications for on-line learning
- Introducing, conducting, and processing a participatory learning activity
- Intervention in the classroom
- Responding to challenging classroom situations
- Developing a personal theory of practice

**Text and Resource Materials:**

**Required:** Lawson, K. (2009). *The trainers handbook*, updated edition. San Francisco, CA: Pfeiffer

**Recommended:**

**Course Level:**

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

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

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

**Comments on Delivery Methods:**

**Course Grading System:**

Letter Grades	Percentage	Pass/Fail
Complete/Incomplete	Attendance Only	
<b>Passing Grade:</b>	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:**

You must attend the full course to receive credit. You will be asked to facilitate a 15 minute participatory learning activity related to course content, followed by a brief feedback session. All components are required to receive credit for this course.

**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.