

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	INDC112
Course Title:	Ideas for Active Learning
Prerequisite Courses:	INDC100 or permission of Program Coordinator
School:	Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Course Code & Title:	ID201
Course First Offered:	2000

# of Credits:	1.0
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Course Description:

Using active learning in the classroom engages learners and helps with retention. Explore how to integrate interactive techniques into your instructional plans and delivery. Learn the purpose of active learning, the value of introductions, the importance of expectation-setting activities, the use of energizers, and the benefits of closing activities. Enhance your instructional abilities by ensuring retention and transfer by choosing appropriate hands-on activities. Enrolment is limited to 16. This course is for trainers who are looking for new ideas to make their training more active. Participants will explore how to integrate interactive techniques into their instructional plans and delivery. Content includes: the purpose of active learning, the value of introductions, the importance of expectation setting activities, the use of energizers, the benefits of closing activities, ensuring retention and transfer, activity management, and considerations for choosing appropriate hands-on activities.

Course Goal(s):

At the end of this 2-day, 14-hour course, the learner will be able to integrate interactive techniques into their instructional plans and delivery.

Learning Outcomes:

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

1. Describe the purpose of active learning in curriculum design
2. Describe the importance of introduction activities
3. Compare the pros and cons of several expectation setting activities
4. Identify the merits of using different “energizer” activities
5. Describe the value of closing activities
6. Describe several strategies to promote knowledge retention and skills transfer
7. Explain the trainer’s role in managing active learning
8. Identify caveats and considerations when choosing active learning strategies

Course Topics/Content:

- The purpose of active learning
- The value of introductions
- The importance of expectation setting activities
- The use of energizers,
- The benefits of closing activities
- Ensuring retention and transfer
- Activity management
- Considerations for choosing appropriate hands-on activities

Text and Resource Materials:

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

Required:

Silberman, M. (2006). *Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips* (3rd ed.). San Francisco: Pfeiffer.

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	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, role plays, instructional practice, and large group discussion/lecture.

Course Grading System:

	Letter Grades		Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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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.

Other Course Guidelines, Procedures and Comments: None

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.