

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	INDC190
Course Title:	Instructional Skills Practicum
Prerequisite Courses:	ID110, ID120, ID210 or INDC101, INDC102, INDC10
School:	Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Course Code & Title:	ID260
Course First Offered:	2007

# of Credits:	1.5
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Course Description:

This course provides learners with the opportunity to integrate and implement the learning they acquire through participation in the instructional skills and instructional planning courses. Learners will plan and conduct a 30-minute training session with their peers as participants. Content of the training can be work related or something of general interest. Learners will receive extensive feedback following their facilitation and reflect on the educational choices they made, the impact of their choices, and the insights they gained about themselves in an instructional role.

The course will take place over 3 days with a four-week interval between day one and days 2 and 3. Day 1 will orient learners and begin to build a supportive learning environment. The actual planning of the training session will take place outside the classroom during the four weeks between classes. Learners will have access to peer support and the instructor will be available for up to one hour of one-on-one mentoring during that time. These training sessions will take place on days 2 & 3. Each learner will complete a written reflection on the overall learning to be handed in 2 weeks after the course has ended. Enrolment is limited to a max of 10.

Course Goal(s):

- This course provides learners with the opportunity to integrate and implement the learning they acquire through participation in the instructional skills and instructional planning courses.
- Learners will be able to demonstrate ability to apply knowledge and skills from core Instructor Development Certificate courses.

Learning Outcomes:

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

1. This course provides learners with the opportunity to integrate and implement the learning they acquire through participation in the instructional skills and instructional planning courses.
2. Learners will be able to demonstrate ability to apply knowledge and skills from core Instructor Development Certificate courses.

Course Topics/Content:

This course provides learners with the opportunity to integrate and implement the learning they acquired through participation in the instructional skills and instructional planning courses. In a collaborative and supportive learning environment learners will plan an educational program of their choice, preferably for the context in which they anticipate to be working as instructors, and conduct a portion of it with their peers as participants. Following their presentation, learners will receive feedback and reflect on the educational choices they made, the impact of their choices, and the insights they gained about themselves in an instructional role. They will be required to submit a short “reflections on learning” document to complete the course. The course is structured to provide learners with support throughout the planning process.

Text and Resource Materials:**Required:****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	5-7			
Simulation/Lab				
Practicum/Fieldwork	14-16			
Online				
Correspondence				
Total Class Hours	21			

Comments on Delivery Methods:

This course is experiential in nature and includes a variety of some small group discussions, and individual work, and the opportunity to instruct a 30-minute training session.

This course starts with one day of review and reflection on best practices, including planning, implementation and evaluation. You then have four weeks to develop a 30-minute training session to be delivered to your peers during the two-day practicum. This class will make extensive use of peer support, and the instructor will be available for one-on-one coaching (one hour per learner) between the first day of class and the practicum days. Learners will be required to submit a short "reflections on learning" document after the practicum days to complete the course.

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. **Note:** as well as participating fully in class activities, learners will be required to submit a lesson plan to the instructor in advance of the second day of the practicum, as well as submit a short “reflections on learning” paper approximately two weeks after completing the practicum. All components are required to receive credit for this course and to complete your certificate.

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.

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.

Independent learning

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

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.