

Lassen Community College Course Outline

ED-1 Tools for Teaching

3.0 Units

I. Catalog Description

This interactive course presents an overview of knowledge and skills related to designing and delivering appropriate curriculum and fostering a supportive learning environment for adult learners. The course examines the teaching and learning transaction and key teacher responsibilities and activities. Specific attention is paid to relevant learning theories and teaching techniques that maximize the effectiveness of instruction. Students will examine the teachers' role in fostering the joy of learning for adults using instructional systems design principles. Students engage in the production and presentation of an instructional package including instructional strategies, materials and technologies, classroom management practices, and the assessment of learning. This course has been approved for hybrid delivery. This course has uses an OER.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to CSU only
51 Hours Lecture
Scheduled: Fall

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time
Grading Option: Graded or Pass/No Pass
Credit Type: Credit - Degree Applicable
TOP Code: 080100

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Identify the impact of adult learning theories on curriculum design.
2. Identify and apply the principles of instructional systems design.
3. Identify optimal college-level instructional practice.
4. Construct a syllabus including the necessary components.
5. Demonstrate proficiency with attendance accounting, census and grade documentation and class files to include FERPA compliance.
6. Produce instructional materials appropriate for teaching adults at the college level.
7. Demonstrate appropriate classroom management strategies.
8. Employ multiple and varied teaching strategies.
9. Recognize variation in adult learning styles and needs and design strategies to accommodate those needs.
10. Employ multiple and authentic learning assessments in classroom instruction.

B. Course Objectives

Upon completion of this course the student will be able to:

1. Plan, present, and evaluate curriculum for adults utilizing adult learning theories, learning styles and best practice in instructional systems design.

2. Explain the advantages and disadvantages of various teaching strategies in meeting the needs of adults with varied learning styles and preferences.
3. Produce effective and professional instructional materials.
4. Identify the professional qualities and skill sets required for teachers employing best practice in instruction.
5. Employ effective classroom management strategies.
6. Design valid and reliable learning assessments.

IV. Course Content

Learning Theories

1. Adult learning theory as it applies to curriculum development and course delivery
2. Impact of learning styles and preferences on adult learning
3. Helping students learn
4. Learning assessment strategies as they apply to curriculum planning and evaluation

Instructional Systems Design (ISD)

1. Analysis and applicability of the ISD model in course design
2. Implementation of the basic ADDIE model
3. Course objectives

Best Practice in Teaching Adults

1. “Seven Principles of Good Teaching Practice”
2. Helping students become autonomous, self-regulated learners
3. Course Rhythm
4. The first day of class – the last day of class
5. Motivating students
6. Responding to a diverse student population
7. Reflective practice
8. Importance of dialog regarding the teaching and learning enterprise
9. Remaining current on learning research

Course Documents and Administrative Tasks

1. Syllabus as a contract: to include the necessary components
2. Setting course policies
3. Attendance accounting, class files, and census and grade documentation
4. FERPA compliance
5. Organizational skills

Instructional Materials

1. Textbook selection
2. Professionalism in instructional material design
3. Basic design principles
4. Campus resources

Instructional Technology in the Classroom

1. Attributes of the media
2. Media selection
3. Technology skills
4. Campus resources

Classroom Management Techniques (CMT)

1. Creating an environment conducive to active learning
2. Behavioral expectations and administrative procedures
3. Copyright
4. Plagiarism
5. CMT as it relates to individual, cooperative and/or collaborative learning approaches

Teaching Strategies

1. Overview of instructional strategies
2. Advantages and disadvantages
3. Assessing the effectiveness of various instructional strategies
4. Designing effective out-of-class assignments

Learning Assessment

1. Overview of assessment approaches as influenced by adult learning theory
2. Formative versus summative assessments
3. Assessing the achievement of course objectives
4. Grading practices
5. Curricular improvements based upon assessment of learning/ achievement of course objectives

V. Assignments

A. Appropriate Readings

Students will be expected to read course materials which will include the textbook and supplemental reading assignments in reference texts and journals in the area of adult learning.

B. Writing Assignments

Written assignments will include:

1. The ISD materials listed in C.
2. Peer evaluations

C. Expected Outside Assignments

Will include the following:

1. Preparing syllabus
2. Writing course objectives
3. Preparing instructional technique documentation
4. Designing instructional materials
5. Preparing learning assessments

D. Specific Assignments that Demonstrate Critical Thinking

Will be required of students in such assignments and activities as written and oral analysis and evaluation of readings, observations and peer evaluations. Students will analyze and compare the application of adult learning theories and the effectiveness of varied instructional strategies and varied assessment approaches in the development of the ISD materials.

VI. Methods of Evaluation

Traditional Classroom Instruction

- A. The ability to observe/assess the impact of the ISD
- B. The ability to create an environment conducive to student learning
- C. Projects and presentations which demonstrate the ability to implement course concepts

Hybrid Delivery

A combination of traditional classroom and online evaluations will be used, such as (1) Traditional Classroom: classroom presentations, objective examinations and essay examinations and (2) Online delivery: online quizzes and exams, essay forum postings, chat rooms and email communications.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery Correspondence Delivery

Hybrid Delivery Online Delivery

Traditional Classroom Delivery

Lecture, discussion groups, small group activities, observations, written assignments, presentations and other unique instructional strategies as determined by the instructor.

Hybrid Delivery

A combination of traditional classroom and online instruction will be utilized. One-third of the course (17 hours) will be offered through face-to-face instruction and two-thirds of the course (34 hours) will be instructed online through the technology platform adopted by the District, currently Moodle. Traditional class instruction will consist of lectures, visual aids, and group presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, and online lectures.

VIII. Representative Texts and Supplies

Open Educational Resource

The University of Texas System Academy of Distinguished Teachers, *The Little Orange Book, 1st*, Mavs Open Press, 978-1-64816-999-1

IX. Discipline/s Assignment

Education

X. Course Status

Current Status: Approved

Original Approval Date: 5/15/2012

Updated By: Colleen Baker

Curriculum/Academic Standards Committee Revision Date: 12/06/2022