



2018-19

IDCF1100A ~ Practicum in Adult Education  
Manual

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## Introduction

This manual serves as a guide for the IDCF1100A ~ Practicum in Adult Education Course. It contains information which will be of use to the Learner Instructor, Mentoring Instructor and College. The Practicum is a three credit hour course. A minimal amount of theory will be required before you begin, as the Practicum will serve as a reflective process in which you apply theory, teaching experience and skills you have gained from study and in the classroom thus far. You will be paired with a Mentoring Instructor who will work with you in a collaborative manner. Your consultations (approximately 2-3 hours per month) should be a process of observation, give and take discussions, asking questions, listening and clarifying to maximize the learning teaching process.

To our mentoring instructors, thank you very much for agreeing to participate in this practicum. You are an indispensable key to the success of the Learner Instructor and the program. Your mentoring, guidance and support with the learner instructor is an incredible learning opportunity. Please remember our supervising instructors are available to work with you throughout the practicum and feel free to contact them at any time and for any reason.

To our learner instructors, your instructors have provided you with an excellent theoretical foundation and this is your opportunity to test some of those theories in a supportive work environment. We want you to make the most of the time you have with your mentoring instructor and supervising instructor. Both mentoring instructor and supervising instructor are here to guide and support your Practicum journey in the Instructors Development Program.

This document will outline the complete Practicum Process and explain how the Practicum is to be completed. This manual will be revised from time to time. Please forward suggestions for revision to supervising instructor.

Sincerely








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**Learning Contract:** \*\*These Lessons can be completed using a self-directed approach, thus allowing students to complete assignments before due dates. I understand that there are extenuating circumstances which happen in our lives; if you require an extension, please do not hesitate to contact me to renegotiate a new due date. **NBCC policies will apply to late assignments**

Learning Unit	Requirements	Due Date
Welcome and Introduction – Video Enabled Classroom	<ul style="list-style-type: none"> <li>Attend Orientation ~ September 11<sup>th</sup> @ 4:30</li> <li>Complete and submit via BrightSpace, Learner Instructor Agreement and Mentoring Instructors Agreement</li> </ul>	<b>Due: Sept. 25<sup>th</sup></b>
Create lesson plans that include learning objectives, activities and assessments	<ul style="list-style-type: none"> <li>Read and Review Required materials on BrightSpace</li> <li>Create a lesson Plan (see manual for template or use your own layout)</li> <li>Observed by Mentoring Instructor</li> <li>Submit Lesson Plan, and Reflection questions via BrightSpace</li> <li>Discussion Board (Optional)</li> </ul>	Value 20% <b>Due: October 11<sup>th</sup> @ 11:59pm</b>
Integrate adult learning theory, learning styles, positive learning environment, assessments, media and/or technology in creating a safe and collaborative learning environment	<ul style="list-style-type: none"> <li>Read and Review Required materials on BrightSpace</li> <li><b>Part A</b> ~ Create a lesson Plan integrating a new technique to facilitating adult learning, or learning styles, or positive learning environment or assessments or technology</li> <li>Observed by Mentoring Instructor</li> <li>Submit Lesson Plan, and Reflection questions via BrightSpace</li> <li><b>Part B</b> ~ Brightspace Discussion: Post helpful tips, and/or best practices re: competency of the unit (<b>Required</b>)</li> </ul>	Value: Part A ~ 10% Part B ~ 10% <b>Due: December 2 @ 11:59pm</b>
Mid way get together – Video Enable Classroom	<ul style="list-style-type: none"> <li>Attend Get Together</li> </ul>	<b>December 4<sup>th</sup> 4:30pm to 6:00pm</b>
Apply professional and Effective Communication skills when interacting with Staff and Students	<ul style="list-style-type: none"> <li>Read and Review required materials on Brightspace</li> <li>Video Taping Session</li> <li>Complete Self-Assessment and Student Assessment</li> <li>Submit Video reflection, self-assessment and Student Assessment Reflection questions via BrightSpace</li> <li>Brightspace Discussion: Post helpful tips, and/or best practices re: competency of the unit(Optional)</li> </ul>	Value 20% <b>Due: Feb. 3<sup>rd</sup> @ 11:59pm</b>
Apply instructional strategies, motivation techniques and classroom management skills effectively	<ul style="list-style-type: none"> <li>Read and Review required material on BrightSpace</li> <li>Discussion with mentor an issues re: instructional strategies, motivation or classroom management issue</li> <li>Create Lesson Plan with a new technique to improve the issue</li> <li>Apply new instructional strategy, motivation or classroom management skill in your lesson plan</li> </ul>	1. Lesson Plan & Reflection ~ Value 10%

	 Observed by Mentoring Instructor  Submit lesson plan and reflection questions via BrightSpace  BrightSpace Discussion ~ Please see BrightSpace for details <b>(Required)</b>	2. Brightspace Discussion ~ Value 10%  <b>Due: March 10<sup>th</sup> @ 11:59pm</b>
Create a plan for Strengthening or improving teaching skills	 Read and Review required materials  <b>Part A</b> ~ Demonstration of Learning through Creative Arts ~ Value 10  <b>Part B</b> ~ Create Discussion Thread of your Creative Learning ~ Value 5  <b>Part C</b> ~ Reply to <b>three</b> of your classmates posts ~ Value 5	<b>Due: April 9<sup>th</sup> @ 11:59pm</b>

## Roles and Agreements

### Learner – Instructor's Roles:

Here are some general guidelines for you as Learner instructor. Following these will help you in your progress and successful completion through the Practicum Course.

- Using academic integrity, attend and engage in training sessions (video enabled classroom and Brightspace sessions)
- Complete all requirements as stated in the Course Outline. If there are extenuating circumstances; I will discuss my options with the instructor prior to the due dates.
- Negotiate with your department head / supervisor on an appropriate mentor - instructor
- Develop a working relationship with your mentor – instructor
- Collaborate with mentoring instructor to develop an Learning Contract designed to meet your Practicum requirements
- Set dates for mentoring instructor to observe your teaching
- Balance ideas and practices with those suggestions made by the mentoring instructor and fellow classmates
- Be an active participant in all aspects of the program – co-construct new ideas, concepts and techniques with all parties
- Reflect on your teaching practices
- Be a life-long learner
- Complete, Sign, Scan and return via Brightspace, the below Agreement and Learning Contract.

## ***IDCF1100A – Practicum in Adult Education***

### **AGREEMENT STATEMENT**

I have thoroughly and carefully read the course outline for IDCF1100A - Practicum in Adult Education and filled out my learning contract. If I had any questions about any of the information written in this document, I have / will ask Tammie for clarification. I understand what is expected of me as a student in this class with regard to attendance, assessments, the deadlines for completing course work, and how grades are earned in this course. I understand that as long as I am enrolled in this course, I have agreed to the policies of the course, whether or not I have returned this signed document.

#### **PLEASE SIGN.**

Your Name: \_\_\_\_\_  
(Print legibly)

Signature: \_\_\_\_\_

Today's Date: \_\_\_\_\_

### **Mentoring Instructor Selection:**

In consultation with your department head / supervisor, consider the following characteristics when choosing a mentoring instructor.

- Qualified Instructor with at least three (3) years as an adult education instructor
- Time to collaborate with Learner Instructor (Approx. 2-3 hours per month)
- Should have consistently received positive feedback from students and peers
- Communicate a positive learning approach to guide and mentor the learner instructor
- Demonstrate knowledge in the area of teaching and learning
- Apply current knowledge in everyday practices
- Are comfortable with diverse teaching and learning styles
- Are sensitive, discreet, and caring
- Have a positive attitude
- Collaborative team player
- Willing to dedicate the time needed to assist, support, give critical feedback to the learner instructor
- Are independent thinkers
- Are a good listener
- Have strong interpersonal skills
- Lifelong learners
- Have a sense of humor

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## **Mentoring Instructor Role:**

Following is a list of actions that help to define the mentoring Instructors role during the Practicum. As a mentoring instructor you may find these helpful as you guide the instructor learner through the Practicum. If you wish, attend the training session for the practicum course with the learner - instructor.

- Initiate and develop a working relationship with the learner - instructor.
- Provide support through coaching, observing, modeling, and feedback to the instructor-learner
- Co-construct and share knowledge and resources.
- Visit the learner - instructor teaching area, and invite her/him to observe your classes
- Facilitate, collect and prepare a synopsis of students feedback questionnaire
- Keep current in your profession; model life-long learning.

## **Mentoring Instructor – Agreement Statement**

As a Mentoring Instructor, I understand my role during this Practicum. I agree to provide positive guidance and constructive feedback to the learner - instructor throughout their Practicum. I will be available to the instructor- learner accordingly to fulfill my requirements, and I will respect the confidential nature of my position.

Learner Instructor's Name: \_\_\_\_\_ Dept. Head / Supervisor Name: \_\_\_\_\_

Mentoring Instructors Name: \_\_\_\_\_ Position: \_\_\_\_\_

Phone# \_\_\_\_\_ Email: \_\_\_\_\_


NBCC Campus: \_\_\_\_\_



Department Head / Supervisor: Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentoring Instructors Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Outline:**

IDCF1100A Practicum in Adult Education		Course Outline	
Students are advised to retain course outlines for future use in support of applications for employment or transfer of credits.			
<b>Instructor</b> Hachey-Bell, Tammie		<b>Room</b> 3238	
<b>Availability</b> Upon request		<b>Email</b> tammie.hachey@nbcc.ca	
<b>Phone</b> Cell.: (506) 323-0617 Work: (506) 325-4792			
<b>Program Title</b> AEID Adult Education & Instructor Development 2017 - 2019 (Default)			
<b>Delivering Campus</b> NBCC Saint John Campus		<b>Delivery Mode</b> Blended Delivery	
<b>Period of Delivery</b> Fall 2018 (From 2018-09-04 to 2018-12-14)			
<b>Course Schedule</b> This course will run from September 2018- April 2019. This course will be comprised on 5 Learning Units with various requirements such as experiential learning assignments, Brightspace discussion and 2 video conference sessions. The units are set to be self paced / asynchronous.			
<b>Credits</b> 2	<b>Grading Basis</b> Graded	<b>Pass mark</b> 60%	
<b>Description</b> The practicum is an integral part of the adult education instructor development program. The practicum experience enables students to make connections between what they learn in the classroom and its application in course planning and delivery. It enables students to practice and test theories and ideas related to teaching, to formulate a teaching philosophy, and develop a personal style.			
<b>Course Outcome</b> Develop the knowledge, skills, and values inherent in an adult learning environment.			
<b>Competencies</b> The following competencies will be achieved: 1. create lesson plans that include learning objectives, activities, and assessments; 2. integrate adult learning theory, learning styles, positive learning environment, assessments, media and/or technology in creating a safe and collaborative learning environment; 3. apply instructional strategies, motivation techniques and classroom management skills effectively; 4. engage in critical self-reflection around teaching and professional conduct; 5. apply professional and effective communication skills when interacting with staff and students; 6. recommend ways to improve instruction; 7. create a plan for strengthening or improving teaching skills.			

<b>Essential Skills</b>	
Participation in the learning activities related to this course will reinforce the development of essential skills such as the following:	
1. Be Aware of Global and Cultural issues	
1.1. Utilize appropriate methods for interacting sensitively, effectively, and professionally with all persons	
2. Communicate	
2.1. Write, speak and share information using a variety of media so others understand (e.g., face-to-face, telephone, e-mail, computer applications)	
3. Manage Personal and Professional Growth	
3.1. Assess personal strengths and areas for development	
<b>Activities / Assessments</b>	
<b>Mentoring</b>	<b>Weight(%)</b>
Agreements - Due September 25th	
As part of your practicum, a mentor / coach approach to learning will be used. In consultation with your department head / supervisor, consider the following characteristics when choosing a mentoring instructor. When all parties are in agreement, please complete: 1. Learner's Instructor Agreement Statement; and 2. Mentoring Instructor's Agreement. These can be submitted via BrightSpace Drop Box	
Requirements of Mentoring Instructor	
<ul style="list-style-type: none"> <li>•Qualified Instructor with at least three (3) years as an adult education instructor</li> <li>•Time to collaborate with Learner Instructor (Approx. 2-3 hours per month)</li> <li>•Should have consistently received positive feedback from students and peers</li> <li>•Communicate a positive learning approach to guide and mentor the learner instructor</li> <li>•Demonstrate knowledge in the area of teaching and learning</li> <li>•Apply current knowledge in everyday practices</li> <li>•Are comfortable with diverse teaching and learning styles</li> <li>•Are sensitive, discreet, and caring</li> <li>•Have a positive attitude</li> <li>•Collaborative team player</li> <li>•Willing to dedicate the time needed to assist, support, give critical feedback to the learner instructor</li> <li>•Are independent thinkers</li> <li>•Are a good listener</li> <li>•Have strong interpersonal skills</li> <li>•Lifelong learners</li> <li>•Have a sense of humour</li> </ul>	
<b>Practical Work (40 %)</b>	<b>Weight(%)</b>
Lesson Plans - Due October 14th 11:59pm via dropbox	20
Competencies:	
The following competencies will be achieved:	
<ul style="list-style-type: none"> <li>•Create lesson plans that include learning objectives, activities and assessments</li> <li>•Engage in critical self-reflection around teaching and professional conduct;</li> <li>•Analyze and suggest ways to improve instruction;</li> <li>•Create a plan for strengthening or improving teaching skills</li> </ul>	
Requirements:	
Read and Review Required materials on BrightSpace	
Create a lesson Plan (see manual for template or use your own layout)	
Observed by Mentoring Instructor	
Submit Lesson Plan, and Reflection questions via BrightSpace	



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Post Lesson Plan and Helpful Tips on Discussion Board (Optional)	
Please see Brightspace for rubrics	
Facilitating Learning and Classroom Environment - Due December 2nd 11:59PM via dropbox	20
<p>Competencies: The following competencies will be achieved:</p> <ul style="list-style-type: none"> <li>•Integrate adult learning theory, learning styles, positive learning environment, assessments, media and/or technology in creating a safe and collaborative learning environment</li> <li>•Engage in critical self-reflection around teaching and professional conduct;</li> <li>•Analyze and suggest ways to improve instruction;</li> <li>•Create a plan for strengthening or improving teaching skills</li> </ul> <p>Requirements: Read and Review Required materials on BrightSpace Create a lesson Plan integrating a new technique to facilitating adult learning, or learning styles, or positive learning environment or assessments or technology Observed by Mentoring Instructor Submit Lesson Plan, and Reflection questions via BrightSpace Brightspace Discussion: Post helpful tips, and/or best practices re: competency of the unit(Mandatory)</p> <p>Rubrics provided on Brightspace</p>	
<b>Teamwork</b>	<b>Weight(%)</b>
Mid Way Check In - Video Enabled Classroom	
We will get together as a whole class on December 18th 3:00 - 4:00pm via video enabled classroom. Hang in there, we are halfway there.	
<b>Behavioral Assessment (20 %)</b>	<b>Weight(%)</b>
Professional Communication - Due February 3rd 11:59pm via dropbox	20
<p>Competencies: The following competencies will be achieved:</p> <ul style="list-style-type: none"> <li>•Apply Professional and effective communication skills when interacting with staff and students</li> <li>•Engage in Critical Self-reflection around teaching and professional conduct</li> <li>•Analyze and suggest ways to improve instruction</li> <li>•Create a plan for strengthening or improving teaching skills</li> </ul> <p>Requirements: Read and Review required materials on Brightspace Video Taping Session Complete Self-Assessment and Student Assessment Submit Video reflection questions, self-assessment and Student Assessment Reflection questions via BrightSpace Brightspace Discussion: Post helpful tips, and/or best practices re: competency of the unit(Optional)</p> <p>Rubrics can be found on Brightspace</p>	
<b>Work Placement (20 %)</b>	<b>Weight(%)</b>
Instructional Strategies - March 10th 11:59pm	20

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<p>Competencies: The following competencies will be achieved:</p> <ul style="list-style-type: none"> <li>•Apply instructional strategies, motivation techniques and classroom management skills effectively</li> <li>•Engage in Critical Self-reflection around teaching and professional conduct</li> <li>•Analyze and suggest ways to improve instruction</li> <li>•Create a plan for strengthening or improving teaching skills</li> </ul> <p>Requirements:</p> <p>Part A ~ 10%</p> <p>Read and Review required material on BrightSpace</p> <p>Discussion with mentor an issues re: instructional strategies, motivation or classroom management issue</p> <p>Create Lesson Plan with a new technique included to address the issue</p> <p>Apply new instructional strategy, motivation or classroom management skill in your lesson plan</p> <p>Observed by Mentoring Instructor</p> <p>Submit lesson plan and reflection questions via BrightSpace</p> <p>Part B ~ Value 10%</p> <p>BrightSpace Discussion ~ Please see BrightSpace for details (Required)</p> <p>Please see Brightspace for Rubrics</p>	
<b>Presentation (20 %)</b>	<b>Weight(%)</b>
<p>Creative Representation of Learning - April 9th @ 11:59pm</p> <p>Competencies: The following competencies will be achieved:</p> <ul style="list-style-type: none"> <li>•Create a plan for strengthening and improving teaching skills</li> <li>•Engage in Critical Self-reflection around teaching and professional conduct</li> <li>•Analyze and suggest ways to improve instruction</li> <li>•Create a plan for strengthening or improving teaching skills</li> </ul> <p>Requirements:</p> <p>Learning happens via various modes (books, media, instructors, classroom, colleagues, self, field etc.). The whole point of this exercise is to think critically about what you have learned in this course. It is up to you to show how you have gained new knowledge, skills and/or behaviors. Using the course competencies below as your guideline; complete the following:</p> <p>Part A ~ Demonstration of Learning through Creative Arts ~ Value 10</p> <p>Part B ~ Discussion Thread Presentation of Creative Learning ~ Value 5</p> <p>Part C ~ Reply to three of your classmates posts ~ Value 5</p>	20
<b>Participation</b>	<b>Weight(%)</b>
<p>Successful completion and Community</p> <p>As per NBCC's policies re: student code of conduct and successful completion for graduation ~ the same policies are expected within the IDP Program. What are your expectations in your classroom? How do you facilitate them with your students?</p>	
<p><b>Required Resources</b></p>	



## *Unit ~ Welcome and Introduction*

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**Lesson Plan Topic:** Welcome and Introduction

**Materials to be used:** (E.g. videos, handouts, power point, multimedia)

- Course Manual, candy and colored pipe cleaners \*\*to be sent for set up before polycom
- Guidelines for Effective polycoms
- Slide for Introduction Activity
- Book Polycom Bridge
- BrightSpace
- Practicum Manual

**The learner will be able to: (Learning Objectives)**

1. Identify course requirements
2. Construct positive learning environment
3. Examine Layout of BrightSpace Course

**Teaching Points / Activities:**

1. Welcome....
  2. Review Effective Polycom Tips – Does anyone have any other suggestions
  3. Introduction Activity: Slide with various colors and questions
  4. Review Course outline and Manual
  5. Q&A
  6. **Learner – Instructor Agreement, Learning Contract and Mentoring Instructors Agreement Contract to be submitted via drop box October 2nd**
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## *Unit ~ Lesson Plans*

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**Lesson Plan Topic: Lesson Plans****Competencies of the Lesson:**

- Create lesson plans that include Learning objectives, activities and assessments
- Analyze and suggest ways to improve instruction

**Essential Skills:**

- Be Aware of Global and Cultural Issues
- Communicate
- Manage Personal and Professional Growth

**The learner will be able to (Learning Objectives):**

1. Review Various Types of Lesson Plans
2. Create a Lesson Plan
3. Analyze and suggest ways to improve
4. Communicate with Mentor their analysis and suggestions for improvement
5. Optional: Share personal resources and experiences in creating a lesson plan

**Materials to be used: (E.g. videos, handouts, power point, multimedia)****Required Materials / Resources:**

1. Handouts:
  1. Writing Learning Outcomes [Writing Learning Outcomes](#)
  2. Lesson Planning Guide [Lesson Plan Guide](#)

3. Preparing Lesson Plans Handout [handout](#) or YouTube  
Video: <https://www.youtube.com/watch?v=AdFXmQS6sBU>

## **Additional Resources / Materials:**

1. NBCC Policies:
  1. Policy 1109 Delivery and Evaluation Policy [Course Delivery and Evaluation of Learning](#)
  2. Instructor standards [Instructor Standards](#)

## **Instructions / Teaching Points / Activities:**

1. Learners Review Required Resources and/or Additional Resources
2. Learners produce a lesson plan for an existing class
3. Share the lesson plan with mentor
4. Mentor observes class session
5. Complete Reflection Questions (A and B)
6. Submit Lesson Plan and Reflection Questions
7. Optional: Brightspace Discussion Thread:

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## **Reflection Questions ~ Lesson Planning**

### **A. To be completed in collaboration with both Learner Instructor and Mentoring Instructor:**

1. Specify aspects of the teaching that should be maintained. What did you do well in today's class?
2. What would you like to improve upon or do differently? Specify strategies that will be used to accomplish these changes, additions, or modifications,

### **B. To be completed by Learner – Instructor ~ specific to Lesson Planning:**

1. What did you learn new in regards to lesson planning? What would you like to do differently?
2. How does this experience relate to course content (required materials in this unit or what was learned over the summer courses)?

## **Optional:**

### **C. Co-Constructing Lesson Planning Discussion Thread, Learner Instructor completes:**

- Create a Discussion Thread

- Share your Lesson Plan
- Discuss Thread: What did you learn new about Lesson Plans? What will you do differently? Share other Resources (examples, articles, websites) about lesson planning.
- Reply and provide feedback to your classmates

## *Example of Lesson Plan*

### **Lesson Plan for 1<sup>st</sup> Teaching Observation**

**Date:** \_\_\_\_\_

To be completed by the Learner Instructor and given to the Mentoring Instructor prior to the 1<sup>st</sup> teaching observation. (If you have another lesson plan template you use that is fine, as long as it has the same components)

<b>Date:</b>	<b>Class</b>	<b>Classroom &amp; Time</b>
<b>Course:</b>	<b>Topic:</b>	
<b>Competencies:</b>		
<b>Learning Objectives (Students will be able to...):</b>		
<b>Instructional Aids, Materials or Tools Needed</b>		

**Lesson Outline and Activities:**

**Student Assessment / Assignment:**

**Notes / Changes:**

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## *Unit ~ Learning Environment*

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### **Lesson Plan Topic: Learning Environment**

#### **Competencies of the Lesson:**

- Integrate adult learning theory, learning styles, positive learning environment, assessments, media and/or technology in creating a safe and collaborative learning environment
- Engage in critical self-reflection around teaching and professional conduct
- Analyze and suggest ways to improve teaching skills

## **Essential Skills:**

- Be Aware of Global and Cultural Issues
- Communicate
- Manage Personal and Professional Growth

## **The learner will be able to: (Learning Objectives)**

1. Learners Review Required Resources and/or Additional Resources
2. Learners produce a lesson plan for an existing class including a new technique, approach, activity for building safe, positive and collaborative classrooms
3. Share the lesson plan with mentor
4. Mentor observes class session
5. Complete Reflection Questions
6. Submit Lesson Plan and each set of Reflection
7. Required : Share personal resources and experiences in integrating adult learning theory, learning styles, positive learning environment, assessments, media and/or technology in creating a safe and collaborative Learning Environment.

## **Materials to be used: (E.g. videos, handouts, power point, multimedia)**

### **Required Resources:**

1. **Handouts:**
  1. **Enhancing professional practices – The classroom environment.** Provides you with concepts and ideas to enhance building a community learning environment. For each component, there are helpful rubrics which you could use to score yourself in the process of building a community learning environment. [Enhancing Professional Practices](#)
  2. **Instructor's guide to blended delivery** – Have you ever considered using Brightspace as a way to teach or in part teach your classes? This article provides instructors with explanation to the process and how we can reach our students with various learning styles, planning, your role and assessments. [Instructor's Guide to Blended Delivery](#)
  3. **Video:** <https://www.youtube.com/watch?v=GgNCiNMuDOs>
  4. Ideas to build safe, collaborative learning environments [Ideas to build a safe collaborative learning environment](#)

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## **Additional Materials/Resources (For your reading luxury):**

1. **Articles:**
  1. Starting off on the right foot – Positive learning environments [Starting off on the right foot](#)
2. **NBCC Policies:**

1. Policy 1112 – Student Code of Conduct [Student Code of Conduct](#)
2. Policy 4202 Maintaining a Respectful Workplace [Maintaining a Respectful Workplace](#)
3. **Adult Learning Theory** ~ Textbook: Finding Your Way: A Guide for Adult Educators, Cranton ~ Chapters 1, 2, 3, 6, 12 and 16
4. **Media and Technology: ~ Blended and Online Learning:** <https://cft.vanderbilt.edu/guides-sub-pages/blended-and-online-learning/>
5. **Learning Styles:** Textbook: Finding Your Way: A Guide for Adult Educators, Cranton ~ Chapter 5
  1. Website Questionnaires and information:
  2. VARK ~ <http://vark-learn.com/the-vark-questionnaire/> or [http://www.brainboxx.co.uk/a3\\_aspects/pages/vak\\_quest.htm](http://www.brainboxx.co.uk/a3_aspects/pages/vak_quest.htm)
  3. <http://www.personal.psu.edu/bxb11/LSI/LSI.htm>
  4. YouTube Video: <https://www.youtube.com/watch?v=fQYW6vYSGXs>

## **Instructions / Teaching Points / Activities:**

1. Read Required Materials
2. Create a Lesson Plan including a new technique, approach, activity for building safe, positive and collaborative classrooms (if you are using your own lesson plan template, please highlight the new technique you are using or there is a blank lesson plan provided below)
3. Share the lesson plan with mentor
4. Mentor observes class session
5. Complete Reflection Questions
6. Submit Lesson Plan and Reflection Questions via BrightSpace Drop Box
7. Required: Discussion Thread
  1. Create a Discussion Thread
  2. Share your Lesson Plan with the new technique used to create positive learning environments
  3. Discuss Thread: What did you learn new about Positive Learning Environments? What will you do differently? Share other Resources (examples, articles, websites) about adult learning theory, learning styles, or positive, safe and collaborative learning environments.
  4. Respond to two of your classmates' posts. **(Please see rubric for full requirements of discussion threads)**

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## **Reflection Questions:**

### **A. To be completed in collaboration with both Learner instructor and Mentoring Instructor:**

5. Specify aspects of the teaching that should be maintained.
6. Was there anything you improved upon or any personal goals you met? Specify

7. What would you like to improve upon or do differently? Specify strategies that will be used to accomplish these changes, additions, or modifications.

**B. To be completed by Learner – Instructor ~ specific to Learning Environment:**

1. What did you learn new in regards to Integrating adult learning theory, learning styles, positive learning environment, assessments, media and/or technology in creating a safe and collaborative learning environment
2. What connections have you made to course content (required materials in this unit or what was learned over the summer courses)?



*Learning Environment Lesson Plan Template***Lesson Plan for 2nd Teaching Observation****Date:** \_\_\_\_\_

To be completed by the Learner Instructor and given to the Mentoring Instructor prior to the 2nd teaching observation.

**1. New technique, approach, activity for building safe, positive and collaborative classrooms** \_\_\_\_\_

<b>Date:</b>	<b>Class</b>	<b>Classroom &amp; Time</b>
<b>Course:</b>	<b>Topic:</b>	
<b>Competencies:</b>		
<b>Learning Objectives (Students will be able to...):</b>		
<b>Instructional Aids, Materials or Tools Needed</b>		
<b>Lesson Outline and Activities:</b>		
<b>Student Assessment / Assignment:</b>		
<b>Notes / Changes:</b>		

## *Unit ~ Professional Communication*

**Lesson Plan Topic:** Apply Professional and effective communication skills when interacting with staff and students

**Competencies of the Lesson:**

- Apply Professional and effective communication skills when interacting with staff and students
- Engage in Critical Self-reflection around teaching and professional conduct
- Analyze and suggest ways to improve instruction

**Essential Skills:**

- Be Aware of Global and Cultural Issues
- Communicate
- Manage Personal and Professional Growth

**The learner will be able to: (Learning Objectives)**

1. Review Various ideas / articles about effective communication
2. Complete Self Evaluation
3. Analyze and suggest ways to improve with Mentoring Instructor
4. Optional: Share personal resources and experiences in effective communication

**Materials to be used:** (E.g. videos, handouts, power point, multimedia)

**Required Material:**

1. Today I am going to change the world video: [Today I will change the world](#)
2. Failure to Communicate Article: <http://www.facultyfocus.com/articles/teaching-professor-blog/a-failure-to-communicate/> (you may need to copy and paste this link, if it does not open when clicking on it)~ an article I feel we can relate to in both our professional and personal lives
3. Article: Communication and teaching ~ This handout was primarily created for teaching in the health field; yet the basic concepts of effective communication still hold true in both face to face and technology based learning classes. [Communication & Teaching](#)

**Additional Materials:**

1. Best Practices in Online Teaching Strategies [Best Practices in Online Teaching](#)
2. Designing and using visuals handout [Designing and using visuals](#)
3. Using Questions Effectively [Using questions effectively](#)
4. Preparing and using student handouts [Preparing and using student handouts](#)
5. NBCC Policy 4129 Employee Code of Conduct [Employee Code of Conduct](#)
6. Course Delivery Standards

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**Instructions /Teaching Points / Activities:**

- Learners Review Required Resources and/or Additional Resources
- Mentor / someone video tape class session (there are helpful hints in videotaping in your manual)
- Review video tape with Mentor and complete reflection Questions
- Learner instructor to complete Self-Assessment Questionnaire
- Mentoring Instructor to administer, collect and summarize Student Questionnaire
- In reviewing both assessment questionnaires, complete reflection questions
- **Optional**: Brightspace Discussion Thread:

Discuss: What did you learn new about effective communication (both verbal and non-verbal) with staff or students? What will you do differently? Share other Resources / best practices (examples, articles, and websites) about effective communication.

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*Unit ~ Professional Communication Assignment*

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**Competencies:**

- Apply Professional and effective communication skills when interacting with staff and students
- Engage in Critical Self-reflection around teaching and professional conduct
- Analyze and suggest ways to improve instruction

**Instructions:**

1. Videotape a typical 50 minute class. (Helpful Hints on the following page) After a class has been videotaped, Learner Instructor to submit via drop box, the co-constructed answers of the following questions:

- a. In general, how do you feel the class went?
  - b. What do you believe worked well for you in class today?
  - c. What are the Learner Instructors Strengths? Was there something you improved on or any personal goals you met?
  - d. Was there something that did not work well, something you would like to do differently?
  - e. What are your suggestions or strategies for improvement?
2. Learner Instructor ~ Complete a Self-Assessment (See page 24)
  3. Mentoring Instructor to implement Students Questionnaire (See Pages 26-27) and prepare a synopsis / overview of the results
  4. Review with Mentoring Instructor the self-assessment and student questionnaire and answer the following questions
    - a. Were there any discrepancies between your self-assessment and that of the students? Why do you think that is?

- b. What are your professional and effective communication skills? Please describe
- c. What communication and instructional skills would you like to improve upon? What strategies will help you to reach your goal?

**PS. I only require submission of the #1 and 4 questions. (Video tape, Self-Assessment and Student Questionnaire not required)**

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**Here are some helpful tips for videotaping:**

1. Explain the purpose of the video and that only the instructor learner will be viewing the video. Have students sign the release waiver. (please see next page)
2. Select a date for taping. It is preferable that this be a “typical” class, one which demonstrates the more commonly used methods of your practice. If your typical mode of delivery is in a lab or shop setting, then you should videotape in that setting.
3. Set up and test the equipment (borrowed from your campus or use your own personal device) before the class starts. Make sure that taping is always done with natural light behind you.
4. The Mentoring Instructor may have to run the camera, if a technician is not available. This would leave the mentoring instructor free to observe and take notes.
5. Either the Mentoring Instructor or Learner Instructor should explain to the students the purpose of the taping. Students should be reminded that the tape will be used only for professional development.
6. Tape at least three segments of the class. The general guide, which can be altered to suit the lesson, would be to tape the first, middle and last ten minutes of class. Feel free to tape the entire class time.
7. Some effort should be made to capture the “flavor” of the whole class not just the performance of the Learner Instructor. Try to tape students as they participate, respond, and listen. Scan the whole setting to give those viewing a sense of the instructional set up.

8. When viewing the videotape together, the Mentoring Instructor and Learner Instructor should use the features of the technology to stop, review and discuss the tape.

## Model and Testimonial Release Agreement

I \_\_\_\_\_ in exchange for adequate consideration, the receipt of which is hereby acknowledged, the parties agree as follows:

The model hereby consents to and authorizes the use, by New Brunswick Community College, and New Brunswick Community College's respective representatives, licenses, successors and assigns, of any and all photographs and testimonials of the model and the model's property, and of the reproductions of them, for any purpose, including, but not by way of limitation, the sale, publication, display, broadcast, and exhibition thereof, in promotion, advertising, trade and art, whether apart from or in connection with, or illustrative of, any other matter, without any further compensation to the model.

The model agrees that the photographs, reproduction, and negatives thereof shall constitute New Brunswick Community College's property, and that New Brunswick Community College has the full right to dispose of any or all of them in any matter whatsoever.

The model hereby declares this consent to be irrevocable: and the model hereby releases and discharges New Brunswick Community College and their representatives, licensees, successors and assigns from all matter of actions, causes of action, debts, accounts, contracts, claims and demands whatsoever which the model or the model's heirs, executors, administrators or assigns can, shall, or may have at any time as a result of any act, matter or thing arising out of or in connection with the consent given by the model in this agreement.

IN WITNESS WHEREOF the parties hereto have executed this agreement.

\_\_\_\_\_  
Signature of Model

\_\_\_\_\_  
Witness by NBCC Representative

Date

Date

Address:

Program:

Campus:

Telephone:

Email:

If Model is under the age of 18

I represent that I am the parent/guardian of the above name model. I hereby consent to the forgoing on the model's behalf

Signature of Parent/Guardian

Date

## *Self Assessment Questionnaire*

As one part of your practicum, you are asked to evaluate your own teaching skills. This exercise serves two purposes:

1. Identify what you consider to be your teaching strengths and weaknesses
2. Indicate any discrepancies between your perception and your students' perceptions of your teaching

Your responses should only be used for the purpose of this practicum and will be available only to you and your mentoring instructor.

**Please read each of the below statements and give yourself a mark according to the following scale:**

Strongly Agree(5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Strongly Disagree (1)
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☐ I develop clear Learning Objectives  
☐ I explain the competencies and learning objectives of each class session  
☐ I encourage students input into the selection of topics and activities

☐ I provoke students' interest in the topic  
☐ I explain to students' the work expected from them  
☐ I explain the relationship between course content and objectives

☐ I clarify the relationship among topics in the course  
☐ The pace of the course is appropriate for most learners  
☐ I am able to clarify difficult materials  
☐ I speak clearly in class  
☐ Students understand the questions I ask in class  
☐ I ask thought provoking questions  
☐ Students understand the answer I give to their questions  
☐ I effectively facilitate discussion in class  
☐ I encourage participation of all students  
☐ I encourage learners to share their experiences as a part of class discussion  
☐ I am able to tie things together at the end of a class  
☐ I explain how students' performance will be evaluated  
☐ I match course evaluation / assessment procedures with course objectives

☐ I use thought provoking materials and activities  
☐ I use a variety of materials and activities  
☐ I am flexible in attempting to meet the needs of individual learners  
☐ I am available for personal consultations  
☐ I promote mutual respect between students' and myself  
☐ I create an atmosphere that encourages learning  
☐ I effectively manage day to day activities  
☐ I explore different points of view  
☐ I relate the course content to other disciplines and real life situations  
☐ I use various learning styles approaches in all aspects of my teaching  
☐ I use an adult education approach to teaching

## Student Questionnaire

How to implement the Student Questionnaire:

### **Learner Instructor:**

Please ask your Mentoring instructor to distribute copies of the below forms to your students after an observation session. You should also complete your own self-assessment using the same group.

Ask your mentoring Instructor to prepare a synopsis (overview of the results) of the students' evaluations for you so you can discuss the feedback from your students'. You should not see the original copies of the student evaluations.

### **Mentoring Instructor:**



Please distribute the copies of the Student Assessment Questionnaire. Collect them and summarize the results for your Learner Instructor. Please ensure that you give a copy of the summarized results (not originals) to your Learner Instructor and initiate discussion re: the results.

### Student Course Questionnaire

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Name of the Course: \_\_\_\_\_ Date: \_\_\_\_\_

Your instructor wants to see what suggestions you have for change or improvements in this course. Your opinions are important in this process and will be kept completely confidential. Your instructor will receive only a summary of all the responses. Do not write your name on this form. There is a section at the end where you may add any comments you have.

**Please read each of the below statements and give yourself a mark according to the following scale:**

<b>Strongly Agree(5)</b>	<b>Agree (4)</b>	<b>Neither Agree or Disagree (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>
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- \_\_\_The course outline (competencies, units of instruction) was presented clearly within the first two classes of the course.
- \_\_\_The textbook(s) were relevant and useful.
- \_\_\_Supporting materials and resources (photocopies, texts, graphics, audio, video, website, etc.) enhanced your learning.
- \_\_\_The facilities, labs, equipment, etc. were effective for learning.
- \_\_\_The course is well-structured and organized
- \_\_\_The learning environment was positive and supportive.
- \_\_\_The instructor demonstrated knowledge of the subject and course materials.
- \_\_\_The instructor displayed concern for students and their learning.
- \_\_\_The instructor expressed enthusiasm and interest in teaching.
- \_\_\_Material was clearly presented.
- \_\_\_Examples, case studies or exercises were effectively used to illustrate key ideas or concepts.
- \_\_\_Students were encouraged to express their views and participate.
- \_\_\_Student work was graded and returned student work within 10 academic days.
- \_\_\_Feedback on assignments, tests, projects, presentations, etc. was helpful.
- \_\_\_Tests, assignments and other evaluations were reasonable measures of student learning.
- \_\_\_Student inquiries were responded to promptly.
- \_\_\_The instructor was available by appointment for help.
- \_\_\_Technology was used effectively to facilitate course delivery.
- \_\_\_Course content was delivered according to the stated competencies and outcomes in the course outline.
- \_\_\_Classes were held according to their schedule.
- \_\_\_The course was a positive learning experience.

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1. Please indicate your comments below. In particular, please state what you liked about the course and provide constructive comments on any aspects of the course which you consider could be improved.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Lesson Plan Topic:** Apply Instructional Strategies, motivation techniques and classroom management skills effectively

**Competencies of the Lesson:**

- Apply Instructional Strategies, motivation techniques and classroom management skills effectively
- Engage in critical Self Reflection around teaching and professional conduct
- Analyze and suggest ways to improve instruction

**Essential Skills:**

- Be Aware of Global and Cultural Issues
- Communicate
- Manage Personal and Professional Growth

**The learner will be able to: (Learning Objectives)**

1. Review Various ideas / articles about Instructional Strategies, motivation techniques and classroom management skill effectively
2. Complete a Lesson Plan (using your own or below template) with new Instructional Strategies, motivation techniques and classroom management skill effectively
3. Complete reflection Questions
4. Complete a discussion thread about Instructional Strategies, motivation techniques and classroom management skill effectively

**Materials to be used: (E.g. videos, handouts, power point, multimedia)**

**Required Materials / Resources:**

1. **Difficult Classroom Situations** – <http://depts.washington.edu/lingta/diff-class-sitch-2009-ta-training.pdf> (please copy and past this link in a new tab)

Or

1. **Classroom Management Handout** [Classroom Management](#) and
2. **Increase student motivation Handout** [Increasing Student Motivation](#)

**Additional Materials/Resources:**

1. **Two Minute Teaching Tips:** <https://teaching.cornell.edu/resource/getting-started-active-learning-techniques>
2. **Flipping the Classroom Approach** ~ Video  
: <https://www.youtube.com/watch?v=kCKIb90yDh4> or [Flipping the Classroom Article](#)
3. **Overcoming Challenges of Flipping the Classroom:** <https://www.youtube.com/watch?v=bwvXFILQCIU>
4. **Student Engagement:** <https://www.edutopia.org/student-engagement-resources>
5. **Teaching Methods Website:** <https://teachingcenter.wustl.edu/resources/teaching-methods/>
6. **Digital Pedagogy Website:** <https://teachingcenter.wustl.edu/resources/digital-pedagogy/>
7. **Active Learning in the Classroom:** <https://www.cte.cornell.edu/teaching-ideas/engaging-students/active-learning.html>
8. **Collaborative Learning in the Classroom** <https://teaching.cornell.edu/teaching-resources/engaging-students/collaborative-learning>
9. **Problem Based Learning in the Classroom:** <https://teaching.cornell.edu/teaching-resources/engaging-students/problem-based-learning>
10. **Effective Group Work Handout** [Effective use of group work](#)

## **Instructions / Activities**

1. Read / Review required materials
2. Create a lesson plan using a new instructional technique, motivational technique or classroom management technique. (Template provided below. Please describe the challenge and new technique being used)
3. Share lesson plan with mentor
4. Mentor Observes
5. Answer Reflective questions
6. Complete required Brightspace discussion

## **Reflection Questions**

### **A. To be completed in collaboration with both Learner instructor and Mentoring Instructor:**

1. Describe the issue / challenge that you were having before you implemented the new technique.
2. How would you assess your new instructional strategy, motivation technique or classroom management skill? What worked well? What would you do differently?
3. What other instructional technique, motivation technique or classroom management skill would you like to try?

### **B. BrightSpace Discussion Thread: (Mandatory)**

#### **Complete Discussion Thread:**

##### **A. Create a discussion Thread and complete the following:**

- Share your issue related to instructional strategy, student motivation and/or classroom management.
- Share best practices (examples, websites, articles, assignments etc) in regards to instructional strategies, student motivation and/or classroom management.

- What did you learn new about instructional strategy, student motivation and/or classroom management?
- What will you do differently about instructional strategy, student motivation and/or classroom management?

**B. Respond to two of your classmates posts using the below guidelines:**

- is relevant to course topics
- is professional in tone
- encourages discussion
- gives new information and resources
- gives relevant examples and personal experiences
- presents legitimate alternative viewpoints
- is respectful of the views of others
- enhances the learning experience

*Lesson Plan Template***Lesson Plan for 4th Teaching Observation****Date:** \_\_\_\_\_

To be completed by the Learner Instructor and given to the Mentoring Instructor prior to the 4th teaching observation.

1. Issue related to Instructional Strategy, motivation or classroom management: (describe)
  
2. New Instructional Strategy, motivation or classroom management: (describe)

**3. Lesson Plan**

<b>Date:</b>	<b>Class</b>	<b>Classroom &amp; Time</b>
<b>Course:</b>	<b>Topic:</b>	
<b>Competencies:</b>		
<b>Learning Objectives (Students will be able to...):</b>		
<b>Instructional Aids, Materials or Tools Needed</b>		
<b>Lesson Outline and Activities:</b>		
<b>Student Assessment / Assignment:</b>		

Notes / Changes:

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## *Unit ~ Lifelong Learning*

### **Competencies:**

The following competencies will be achieved:

- Create a plan for strengthening and improving teaching skills
- Engage in Critical Self-reflection around teaching and professional conduct
- Analyze and suggest ways to improve instruction
- Create a plan for strengthening or improving teaching skills



# Creative Representation of Learning



Learning happens via various modes (books, media, instructors, classroom, colleagues, self, field etc.). The whole point of this exercise is to think critically about what you have learned in this course. It is up to you to show how you have gained new knowledge, skills and/or behaviors. Using the course competencies below as your guideline; complete the following:

**Requirements:**

Using the course competencies below as your guideline; complete the following:

Part A ~ Demonstration of Learning through Creative Arts ~ Value 10 – Using one of the various modes of multimodal literacy and learning (music, poem, clay, drawing, paint, numbers, video, any creative representation other than writing) demonstrate your learning from this course.

Part B ~ Discussion Thread Presentation of Creative Learning ~ Create a new discussion thread. Demonstrate your creative representation and type a one page explanation or video tape your explanation of your creative representation in the thread. Value 5

Part C ~ Reply to three of your classmates posts ~ Value 5

## Course Competencies:

- Create lesson plans that include learning objectives, activities, and assessments;
- Integrate adult learning theory, learning styles, positive learning environment, assessments, media and/or technology in creating a safe and collaborative learning environment
- Apply Instructional Strategies, motivation techniques and classroom management skills effectively
- Apply Professional and effective communication skills when interacting with staff and students
- Create a plan for strengthening or improving teaching skills
- Engage in Critical Self-reflection around teaching and professional conduct
- Analyze and suggest ways to improve instruction

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## Rubric for Reflection Assignments

The reflective journals are designed to help you organize your thoughts on a topic or concept, to document your work and experience, to provide a place for you to write questions, comments and set and track personal goals and to help me by providing additional insight into your experiences. Journal entries will often be prompted with specific questions, but may at times be loosely guided with topic suggestions.

Criteria	Unsatisfactory-Beginning	Developing	Accomplished	Exemplary
	0-3	4-6	7-8	9-10
<b>Content Reflection and Connections</b>  <b>**Please see not below on explanation of critical thinking</b>	Reflection <b>lacks</b> critical thinking.  Superficial connections are made with present and past course concepts and course materials, activities, and/or assignments (not specific)	Reflection demonstrates <b>limited</b> critical thinking in applying, analyzing, and/or evaluating present and past course concepts and theories from readings, lectures, media, discussions, activities, and/or assignments  <b>Minimal</b> connections made through explanations,	Reflection demonstrates <b>some</b> degree of critical thinking in applying, analyzing, <b>and/or</b> evaluating course concepts and theories from readings, lectures, media, discussions activities, and/or assignments.  Connections made through explanations, examples <b>or</b> additional outside references.	Reflection demonstrates a <b>high</b> degree of critical thinking in applying, analyzing, <b>and</b> evaluating course concepts and theories from readings, lectures, media, discussions activities, and/or assignments.  Insightful and relevant connections made through contextual explanations, examples <b>and</b> additional outside references.

		inferences, <b>or</b> examples.		
<b>Personal Growth</b>	<p>Conveys inadequate evidence of reflection on own work in response to the self-assessment questions posed.</p> <p>Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact.</p> <p>Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked.</p>	<p>Conveys limited evidence of reflection on own work in response to the self-assessment questions posed.</p> <p>Demonstrates less than adequate personal growth and awareness through few or simplistic inferences made, examples, insights, and/or challenges that are not well developed.</p> <p>Minimal thought of the future implications of current experience.</p>	<p>Conveys evidence of reflection on own work with a personal response to the self-assessment questions posed.</p> <p>Demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges.</p> <p>Some thought of the future implications of current experience.</p>	<p>Conveys strong evidence of reflection on own work with a personal response to the self-assessment questions posed.</p> <p>Demonstrates significant personal growth and awareness of deeper meaning through inferences made, examples, well developed insights, and substantial depth in perceptions and challenges.</p> <p>Synthesizes current experience into future implications.</p>
<b>Required Components</b>	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, are missing or unsuitable for the purpose of the assignment.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included.	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments <b>and</b> additional documents are included.
<b>Writing Quality</b>	Poor writing style lacking in standard English, clarity, language used, and/or frequent errors in grammar, punctuation, usage,	Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling.	Above average writing style and logically organized using standard English with minor errors in grammar, punctuation, usage, and spelling.	Well written and clearly organized using standard English, characterized by elements of a strong writing style and basically free from grammar, punctuation, usage, and spelling errors.

	and spelling. Needs work.			
/--				
TOTAL POINTS (sum of 4 Criteria)				

Examples of critical thinking:

"Some common themes I see between your experiences and our textbook are...." (analysis)

"Drawing conclusions between the literature and experience ...." (synthesis)

"Assessing or judging the validity of the information and experience ...." (evaluation)

## Online Discussion Rubric

Criteria	Incomplete 0 Points	Needs Improvement 1 Point	Good 2 Points	Excellent 3 Points	Total Points
Initial Assignment Posting	Does not post initial Assignment	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.	
Follow-Up Postings	Does not post responses to others	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. Replies to 1 of the requirement.	Elaborates on an existing posting with further comment or observation. Replies to the requirement	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. Replies to more than the requirement.	
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion;	Repeats but does not add substantive information to the discussion;	Posts information that is factually correct; lacks full development of concept or thought;	Posts factually correct, reflective and substantive contribution;	
References & Support	Does not include references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.	
Critical Thinking	No analysis or insight is displayed	Information is thin and dull	Substantial information. Thought, insight, and analysis has taken place.	Rich in content. Full of thought, insight, and analysis.	
Grammar & Spelling	The student used more than 5 incomplete sentences and/or more than 6 misspelled/improperly used words while completing the assignment.	The student used between 3-5 incomplete sentences and/or between 4-8 misspelled/improperly used word while completing the assignment.	The student used between 2-4 incomplete sentences and/or 3-5 Misspelled /improperly used words while completing the assignment.	The student used no more than 1 incomplete sentence and/or 2 or more misspelled/improperly used words while completing the assignment.	

Examples of postings that demonstrate critical thinking:

- "Some common themes I see between your experiences and our textbook are...." (analysis)
- "Drawing conclusions between the literature and experience ...." (synthesis)
- "Assessing or judging the validity of the information/experience ...." (evaluation)

Friday, August 04, 2017

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