

Students are advised to retain course outlines for future use in support of applications for employment or transfer of credits.

**Instructor**

Baxter, Karla

**Room**

C2153G

**Availability**

9:00 - 4:00 daily or by appointment

**Phone**

Work: (506) 643-2315

**Email**

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**Program Title**

AEID Adult Education & Instructor Development 2017 - 2019 (Default)

**Delivering Campus**

NBCC Saint John Campus

**Delivery Mode**

Blended Delivery

**Period of Delivery**

Summer 2018 (From 2018-07-03 to 2018-08-31)

**Classroom**

Campus Video Enabled

**Course Schedule**

Monday July 16 IDP Kick Off Saint John Campus

Tuesday July 17 1:00pm-3:30pm

Wednesday July 18 and Thursday July 19 9:00-3:00pm

Friday July 20 Team Presentation Preparation Day

Monday July 23 - Thursday July 26 9:00-3:00

Friday July 27 Final Assignment completion day

**Credits**

2

**Grading Basis**

Graded

**Pass mark**

60%

**Description**

This course helps new instructors design instruction appropriate to course competencies and content. This design reflects an understanding of how courses relate and support the skills, knowledge, and abilities required of the program outcomes. The level of cognitive challenge respects the intellectual engagement of adult learners. The resulting syllabus demonstrates the instructor's understanding of coherence among teaching methods, learning materials, performance activities, and assessment tools.

**Course Outcome**

Plan for instruction by creating a course outlines and accompanying syllabus.

**Competencies**

The following competencies will be achieved:

1. construct a personal philosophy of learning congruent with the mission, policies, and procedures of NBCC
2. select content appropriate to the domains and levels of learning identified in the curriculum
3. use instructional methods appropriate to the learning task that engage adult learners of diverse learning styles
4. select resources that support the outcomes and competencies of the curriculum
5. design learning activities according to the domains and levels of learning in the curriculum.
6. design measurable assessment strategies that respect learners' styles and reflect the domains and levels of learning of the curriculum

## 7. manage time on task to meet desired outcomes

### Essential Skills

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. Support competence, equality and diversity
  - 1.2. Be aware of geo-political, economic and cultural issues
  - 1.3. Utilize appropriate methods for interacting sensitively, effectively, and professionally with all persons
  - 1.4. Assume responsibility and accountability and act in a responsible manner
2. Communicate
  - 2.1. Read, listen, and comprehend information presented in a variety of forms (e.g., words, graphs, charts, diagrams, voice, sound)
  - 2.2. Write, speak and share information using a variety of media so others understand (e.g., face-to-face, telephone, e-mail, computer applications)
  - 2.3. Use relevant scientific, technological and/or mathematical knowledge and skills to explain or clarify ideas
  - 2.4. Use relevant research, theories, knowledge and skills to explain or clarify ideas
3. Manage Information
  - 3.1. Access, gather, organize and interpret information using appropriate information systems and technology with the accuracy required to complete tasks
  - 3.2. Use information lawfully
  - 3.3. Access, analyze, and apply knowledge and skills from scientific disciplines or the humanities

### Activities / Assessments

#### Other

Weight(%)

#### Course Expectations

Students are expected to attend each class and abide by NBCC policies. Collaboration and consistency will allow for an effective learning environment. Policies will be reviewed and guidelines formulated at the beginning of the course.

#### Participation (10 %)

Weight(%)

#### Class participation, activities, readings, reflections and attendance

10

Students are expected to be in class each day for the scheduled duration, unless otherwise stated by the instructor. As well, students are to be prepared for class and ready to participate in all activities. There may be times that you are asked to research information or provide reflections on activities and it is the students responsibility to complete these activities. Due to the short duration of the course, it is important to be present each day. However, when students are not able to attend class due to extenuating circumstances, they must notify the instructor in advance of the start of class. Proper documentation may be required for absences.

#### Presentation (25 %)

Weight(%)

#### Chapter Presentations

15

The purpose of this assignment is to allow students the opportunity to plan and instruct to their classmates a chapter from the text. The goal is to "teach" the content for classmates so that they can apply the learning to their role as an adult educator.

- Students will work in teams and chapters will be assigned to each team.
- Chapters for presentations will be assigned to each group - Chapters: 3, 7, 8, 9, 13, 15, 20 & 21.

In order to understand the importance of climate when teaching, each team will be tasked with developing an opening or closing of one of our class sessions. For this course, the content should be related to teaching and learning in adult education.

Students will use activities which will allow for reflection, energy, food for thought while respecting the climate established. Opening sessions usually will be related to getting the class ready to start - perhaps more energy than the ending. Closing activities normally focus on relaxation or reflection. The reflection can be based on previous class or something (article, quote, video, picture...) related to teaching/learning.

Discussion will be generated from classroom members. The group members will decide how this discussion will ensue (group format, written, individual comments....)

The team will have 15 minutes to complete this activity.

This will provide you with experience in opening/closing a class session.

Your date will be assigned to each group and will take place each day throughout the course. A schedule will be posted in Brightspace. The overall mark will be based on clarity, creativity, presentation skills and participation.

Assignment (25 %)	Weight(%)
Teaching Philosophy (Due July 21st by midnight)	20
<p>Students will construct a philosophy of teaching congruent with the purpose statement (mission) and values, policies and procedures of NBCC. Information will be supplied to enhance your teaching philosophy throughout the content of the course.</p> <p>This assignment should contain content that is equivalent to no less than two double spaced typed pages of content. Please note that the philosophy may be presented in any format that the learner chooses (paper, poem, video...)</p>	
Unit of Study (Due July 24th by midnight)	5
<p>This will be an in class assignment completed individually or in pairs. It is intended to assist in the preparation for an actual course that will be taught. If you do not have your course assignments, please work with an Instructor that has their course assignments for the fall term. After reviewing the course competencies, learners will complete the following the following:</p> <p>Unit of Study must include:</p> <ul style="list-style-type: none"> <li>• Goal of the Unit</li> <li>• Objectives of the Unit</li> <li>• Essential concepts/questions</li> <li>• Lesson Plan for the class(es)</li> <li>• Timeline/schedule</li> <li>• Materials needed</li> <li>• Readings associated with the lesson</li> <li>• Evaluation and assessment related to the Unit of Study</li> </ul>	
Project (40 %)	Weight(%)
Course Outline and Course Map (Due July 27 by midnight)	40
<p>Each student will prepare and draft of a course outline/syllabus for the courses they have been hired to teach. The course outline/syllabus will contain learning activities for the course plus information related to marking criteria/rubrics. Please ensure you save these course outlines as drafts so they can be used in September.</p> <p>If you do not have your teaching load finalized, an alternative arrangement will be made. If you have</p>	

already submitted your course outlines for September, you will review your outlines, make adjustments based on your learning during the course and submit the original and revised versions. More details on the content of a course outline/ syllabus will be provided during the course.

Upon completion of the Course Outline, you will develop a:

Course Map:

Students will develop a course map that ensures the competencies and outcomes from the Course Outline are achieved.

If you have not been assigned your teaching load or you are not teaching in the fall, alternate arrangements will be made. Students may work in groups for this assignment if they are teaching the same course.

The course map must show your proposed schedule of how you will deliver your course through the term. It must support the competencies of the course and reflect your time line of delivery. You can show this in a manner that reflects your learning style. For example, it could be a calendar, a map, a Table of Contents or any method you choose.

### **Required Resources**

Finding Our Way: A Guide for Adult Educators by Patricia Cranton

Chapters Covered in this course: 1, 2, 3, 5, 7, 8, 9, 13, 15, 20 & 21

Students will present Chapters: 3, 7, 8, 9, 13, 15, 20 & 21

\*Other handouts/resources provided by instructor.

### **Approved Electronically**

Randy Green

### **Date**

2018-07-11

NBCC promotes transparency in the application of its policies and procedures. Subsequently, numerous policies that apply to students can be viewed at <http://nbcc.ca/about-nbcc/policies>. Policies and procedures are regularly reviewed and updated. Please be sure to check the site regularly for the most up-to-date document.

### **Academic Integrity**

Each student should be aware of the College's policy regarding Academic Integrity. NBCC's Academic Policy will be strictly enforced.

### **Student Code of Conduct**

Students are responsible to conduct themselves in a professional and ethical manner at all times.

### **Accommodations and Support**

The College will provide reasonable accommodation to students with disabilities in order to promote academic success. - If you feel you may require accommodations or other forms of support while at NBCC, please talk to a counsellor at your campus.

### **Missed Evaluations**

If extenuating circumstances exist, the onus is on the student to make alternative arrangements. The instructor shall make every reasonable effort to accommodate the student. If no extenuating circumstance exists, and the instructor has not given prior approval for an extension, then a grade of zero is given on the evaluation. Extensions are granted with a reasonable penalty attached.

### **Withdrawal from a Course**

Students are advised to consult with an Academic Advisor prior to their withdrawal from a course.

### **Supplemental Evaluation Measures**

Supplemental Evaluation Measures Supplemental Evaluations apply to a student enrolled in a credited learning activity that has completed all assessment and evaluation measures during the duration of the course.

The student must have a final course mark within 10 marks of the passing grade as stated on the course outline. See NBCC policy Supplemental Evaluation Measures for more information.

### **Applied Research and Innovation**

NBCC encourages the integration of Applied Research and Innovation into course activities to enrich the learning experience. If research ideas and activities involve human subjects, please refer to the Tri-Council Policy on research ethics. <http://tcps2core.ca/welcome>

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