OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor.

CMNS 345
Communications
4
COURSE NAME/NUMBER
FACULTY/DEPARTMENT
UFV CREDITS

Instructional Skills for the Workplace
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course provides an opportunity to design and teach lessons to diverse audiences in three domains (psychomotor, affective, cognitive) using a variety of media and strategies. Students prepare, deliver, and debrief three short mini-lessons using a variety of instructional practices, technologies, and evaluation techniques for conducting workplace training.

Note: Some public speaking skills are assumed in this course.

This course is offered as CMNS 345 and ADED 345. Students may take only one of these for credit.

PREREQUISITES: 30 credits of university-level courses, including 3 credits of CMNS or ENGL. The Communications department strongly recommends taking CMNS 251 or CMNS 235.

COREQUISITES:

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with: ADED 345
(c) Cannot take: ADED 345

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 60

TRAINING DAY-BASED INSTRUCTION:

STRUCTURE OF HOURS:

Lectures: 20 Hrs
Seminar: 10 Hrs
Laboratory: 30 Hrs
Field experience: Hrs
Student directed learning: Hrs
Other (specify): Hrs

OTHER:

Maximum enrolment: 20
Expected frequency of course offerings: Annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)
☐ Yes ☑ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)
☒ Yes ☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:
☐ Yes ☐ No

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☐ Yes ☑ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)
☒ Yes ☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:
☐ Yes ☐ No

Course designer(s): Lynn Kirkland Harvey, Linda Pardy, Marcella LaFever
Department Head: Samantha Pattridge
Date approved: February 8, 2013
Campus-Wide Consultation (CWC)
Date of meeting: n/a
Curriculum Committee chair: Amanda McCormick
Date approved: September 13, 2013
Dean/Associate VP: Jacqueline Nolte
Date approved: September 13, 2013
Undergraduate Program Advisory Committee (UPAC) approval
Date of meeting: September 27, 2013
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
• Incorporate adult learning theory into lesson or workshop design
• Prepare a Dacum (Develop a Curriculum) chart with lesson plans
• Incorporate a variety of learning styles into lessons and workshops
• Demonstrate the use of a variety of different learning domains and learning cycles to lesson/workshop design
• Incorporate principles of active engagement into lessons or workshops
• Demonstrate basic formative and summative evaluation practices during the lesson or workshop
• Use a variety of instructional techniques and/or media to enhance the learning process
• Give and receive supportive feedback
• Prepare a course/workshop proposal
• Engage in self-reflective evaluation practices

METHODS:
(Guest lecturers, presentations, online instruction, field trips, etc.)
Course activities include lecture, microteaching, small group assignments, written and oral feedback.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)  ☐ Portfolio assessment  ☐ Interview(s)

✓ Other (specify): PLAR can be awarded with proof of completion of Level One, Instructional Skills Workshop offered and accredited by the ISW Network.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:
[Textbook selection varies by instructor. An example of texts for this course might be:]

SUPPLIES / MATERIALS:

STUDENT EVALUATION: [An example of student evaluation for this course might be:]
Mini-lessons 10%, 15%, 20%
Learning styles presentation 10%
Peer feedback 10%
Self-evaluation 10%
Final assignment (Course/workshop proposal) 25%

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]
A) Unit 1 Preparing for Teaching and Training
   a) Differences between presenting, teaching, training, and facilitating
   b) Personal learning style as an influence on teaching/training style
   c) Course plans, training plans, lesson plans, and preparation
   d) Designing learning outcomes and evaluation strategies
   e) Course proposals and training plans
   f) Creating positive and engaging environments that promote safe learning spaces for diverse learners
   g) Learning style presentations
Course Content continued:

B) Unit 2 Exploring Learning Domains and Culture
   a) Adult learning theory and cycles (i.e. Kolb, Taylor, Indigenous Ways of Knowing etc.)
   b) Learning domains (i.e. Blooms, Gagne, and Medicine Wheel etc.)
   c) Cultural contexts and planning
   d) Adaptive learning strategies towards learner/participant inclusion

C) Unit 3 Psychomotor Mini-Lesson Delivery and Evaluation
   a) Active engagement theory
   b) The art of demonstration
   c) Visual aids and learning technologies
   d) 10 minute mini-lessons
   e) Peer evaluation techniques
   f) Self-evaluation techniques
   g) Formative and summative evaluation techniques

D) Unit 4 Affective Mini-Lesson Delivery and Evaluation
   a) Communication practices and collaborative planning
   b) Course and/or program planning
   c) 15 minute mini-lessons
   d) Peer evaluation using affective techniques
   e) Self-evaluation using affective techniques

E) Unit 5 Cognitive Mini-Lesson Delivery and Evaluation
   a) Active lecture design for workplace training
   b) Content, competencies, and participation
   c) 20 minute mini lessons
   d) Peer evaluation using cognitive techniques
   e) Self-evaluation using cognitive techniques

F) Unit 6 Celebration of Learning & Course/Workshop Proposal Show Case
   a) Analysis of lesson design and delivery processes
   b) Appreciative Inquiry peer evaluations
   c) Self-evaluation shared reflections
   d) Proposal show case