UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: **September 1996**
REVISED COURSE IMPLEMENTATION DATE: **January 2016**
COURSE TO BE REVIEWED: (six years after UEC approval) **May 2020**
Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: CMNS 345 **Number of Credits:** 4 Course credit policy (105)

Course Full Title: Instructional Skills for the Workplace
Course Short Title: Instruc. Skills for the Workpl

Faculty: Faculty of Humanities | **Department (or program if no department):** Communications

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: Students with credit for ADED 345 **cannot take this course for further credit.**

Prerequisites (or NONE): 45 university-level credits, including CMNS 251 and 3 additional credits of CMNS.

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s): **ADED 345**
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (Note: If yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	20
Seminars/tutorials/workshops	10
Laboratory hours	30
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

Special Topics
Will the course be offered with different topics?
☐ Yes ☐ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 20

Expected frequency of course offerings
(every semester, annually, etc.): Every other year

Department / Program Head or Director:	Samantha Pattridge	**Date approved:**	April 4, 2014
Campus-Wide Consultation (CWC)		**Date of posting:**	April 14, 2014
Faculty Council approval		**Date approved:**	May 9, 2014
Dean/Associate VP:	Jacqueline Nolte	**Date approved:**	May 9, 2014
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	May 23, 2014

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
- Use a variety of different learning domains and learning cycles in 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
- Demonstrate self-reflective evaluation practices

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Course activities include lecture, microteaching, small group assignments, written and oral feedback.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)

	Author Surname, Initials	Title (article, book, journal, etc.)	Current Edition	Publisher	Year Published
1.	Renner, P.	The Art of Teaching Adults: How to Become an Exceptional Instructor and Facilitator	☐	Training Associates	2005
2.	Bopp. J., Bopp, M., Brown, L., and Lane, P.	The sacred tree	☐	Four Worlds International Institute	1989
3.			☐		
4.			☐		
5.			☐		

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)

Use this section for supplies and materials for all sections of this course.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	100%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Mini-lessons	10%, 15%, 20%
Learning Styles presentation	10%
Peer feedback	10%
Self-evaluation	10%
Final assignment (Course/Workshop Proposal)	25%

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

Typical Course Content and Topics

Unit 1 Preparing for Teaching and Training

a) Differences between presenting, teaching, training & 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

Course Content continued:

f) Creating positive and engaging environments that promote safe learning spaces for diverse learners
g) Learning style presentations

Unit 2 Exploring Learning Domains and Culture

a) 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

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

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

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

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

For Administrative Use Only

Department code: CIP Code: Course Level Code:

PDC Code: