

Course Code:	INDC-1110
Short Title:	Essential Skills for Training
Long Title:	Essential Skills for Training and Facilitation
Prerequisites:	None
Co-requisites:	N/A
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Code & Title:	INDC-1100 (previously INDC 100) Foundations of Instructional Practice
Course First Offered:	September, 2015

Credits:	1.5
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Course Description

This course will provide learners with the fundamentals to design, facilitate and assess effective training. Learners will explore the principles of adult learning and brain-based methodology and how these concepts apply to their own work environment. Each day during the course learners will develop and facilitate a short training session, receive feedback from their peers and coaches, and set new goals for their training effectiveness. By the end of this course, learners will have measurably increased their competence and confidence in designing and facilitating effective training sessions.

Course Goals

You will be able to design, deliver and facilitate learner centered, experiential training sessions.

Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Identify and describe the common characteristics of adult learners.
2. Apply current brain-based learning theory when designing learning activities for adult learners.
3. Apply two models of the learning process to their training activities.
4. Use a training design process model to prepare lesson plans for their training sessions.
5. Facilitate engaging training sessions using experiential training techniques.
6. Identify techniques to build a supportive and inclusive learning environment.
7. Employ open-ended questions that stimulate learners' critical thinking abilities.
8. Provide appreciative feedback to their learners.
9. Identify appropriate assessment techniques to enhance learning.
10. Reflect on their training practice, individually and in the community.

Course Topics/Content

- Characteristics of the adult learner
- Evidence-based learning theory

- “The Experiential Learning Cycle”
- “Model of the Learning Cycle: Critical Points in the Inquiry Sequence”
- The phases of the instructional design process
- Writing a lesson plan
- The three types of learning outcomes: Cognitive; Affective; Psychomotor
- Selecting experiential instructional techniques and developing engaging learning activities
- Selecting and/or developing learning resources
- Facilitating engaging instructional sessions
- Assessing instructional outcomes
- Phrasing and asking open-ended questions that stimulate critical thinking
- Providing appreciative feedback
- Reflecting on one’s instructional practice
- Creating a learning community

Text & Resource Materials

INDC-1110 course workbook

Equivalent JIBC Courses

None

Instructional Method(s)* <i>(select all that apply)</i>	Total Hours	Instructional Factor	Total Factored Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	41	1	24
<input type="checkbox"/> Supervised Practice (includes simulations & labs)		.5	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op		.33	
Totals	24		24

*Refer to http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure_Credit-Value.pdf

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	60%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	40%
Practice Education/Internships	_____

	Total 100%
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Comments on Evaluation

Course Grading Scheme*

JIBC1 (A to F)
 JIBC2 (MAS/NMA)
 JIBC3(CM/IN)
 JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
 Academic Progression Policy
 Admissions Policy
 Academic Appeals Policy
 Evaluation Policy
 Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
 Harassment Policy – Students
 Student Records Policy
 Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

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| <ul style="list-style-type: none"> <input type="checkbox"/> Critical thinking: Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods. <input checked="" type="checkbox"/> Communication, Oral and written: Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums. <input checked="" type="checkbox"/> Leadership: Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility. <input checked="" type="checkbox"/> Independent learning: Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Problem solving: State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes. <input checked="" type="checkbox"/> Interpersonal relations: Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities. <input checked="" type="checkbox"/> Inter-professional teamwork: Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships. <input type="checkbox"/> Information literacy: Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve |
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- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

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information; evaluate it and its sources critically, and use information effectively and ethically.