

Course Code:	INDC-1211
Short Title:	Tools & Activities
Long Title:	Tools & Activities for Trainers
Prerequisites:	INDC-1110 or INDC-1100 (previously INDC100)
Co-requisites:	N/A
School:	School of Health Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Code & Title:	INDC102 – Enhancing Instructional Effectiveness
Course First Offered:	October 2015

Credits:	1.5
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Course Description

In this follow-up course to “Essential Skills for Training and Facilitation” learners will build on their ability to design and facilitate learner centred training. The focus of this course will be on analysis of learner needs and characteristics, developing their training toolbox, and creating effective training outcomes that lead to well-defined evaluation strategies. Learners will explore how these concepts relate to their training and facilitation context and leave the course ready to apply these skills immediately.

Course Goals

Learners will explore and apply core aspects of training design with focus on analyzing learner’s needs, building experiential learning sessions and assessing learning outcomes.

Learning Outcomes

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

1. Describe the connection between adult learning principles and training design/development.
2. Examine core aspects of the training design process.
3. Link the needs assessment process to the development of relevant learning objectives.
4. Apply appropriate training techniques, tools, and activities to maximize learning goals and engage learners.
5. Explore a variety of evaluation strategies that assess learning and provide feedback for the trainer.
6. Examine challenging training situations and consider tools and activities to respond constructively.
7. Reflect on personal training and facilitation practice individually and in the community.

Course Topics/Content

- Impact of adult learner characteristics on training design and delivery
- Instructional design model

- Needs assessment
- Determining and sequencing training content
- Relationship between objectives and selection of learning methods
- Introductions, energizers, icebreakers, transfer-in
- Strategies to promote learning, engagement and interaction
- Introducing, conducting and debriefings participatory learning activities
- Choosing and designing learning resources
- Facilitation of learning transfer
- Responding to challenging training situations
- Assessment of learning
- Analysis of training styles
- Developing as a reflective practitioner
- Providing and facilitating appreciative feedback

Text & Resource Materials

INDC-1211 course workbook

Equivalent JIBC Courses

None

Instructional Method(s)* <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	21
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Totals	21

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 <small>(may be represented as a range)</small>
Course work (activities, assignments, essays, reports, etc.)	70%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	30%
Practice Education/Internships	
Total	100%

Comments on Evaluation**Course Grading Scheme***

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- JIBC1 (A to F)
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- JIBC2 (MAS/NMA)
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- 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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| <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 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"/> 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"/> Interpersonal relations: Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities. |
| <input type="checkbox"/> Leadership: Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility. | <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 checked="" type="checkbox"/> Independent learning: Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies. | <input type="checkbox"/> Information literacy: Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically. |
| <input type="checkbox"/> 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.