GAVILAN COLLEGE

5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: JLE 154   DIVISION: 50   ALSO LISTED AS:

TERM EFFECTIVE: Spring 2022   CURRICULUM APPROVAL DATE: 06/8/2021

SHORT TITLE: INSTRUCTOR DEVELOPMENT

LONG TITLE: Instructor Development Techniques

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours
.5 TO 1	18	Lecture:	.45	8.1
		Lab:	.91 TO 1.78	16.38 TO 32.04
		Other:	0	0
		Total:	1.36 TO 1.78	24.48 TO 32.04
		Total Learning Hrs:	40.68 TO 56.34	

COURSE DESCRIPTION:

The goal of this course is to prepare the experienced law enforcement officer to be an effective instructor for his agency. The course focuses on principles of learning, the police officer as an adult learner, determining training needs, and defining instructional objectives. The student will become familiar with effective communication and teaching strategies and will make presentations using lesson plans, visual support materials, and contemporary teaching techniques. The contents of this course can be applied to the beginning or experienced instructor of law enforcement topics. This is normally conducted as a 40-hour course. This is a pass/no pass course. PREREQUISITE: JLE100 Basic Police Academy

PREREQUISITES:
        Completion of JLE 100, as UG, with a grade of C or better.

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
        P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

      02 - Lecture and/or discussion

      03 - Lecture/Laboratory

      04 - Laboratory/Studio/Activity

      05 - Hybrid

      71 - Dist. Ed Internet Simultaneous

      72 - Dist. Ed Internet Delayed

      73 - Dist. Ed Internet Delayed LAB

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Relate and apply three design questions to courses they currently teach.

2. Develop and implement a lesson plan design model that incorporates the techniques from this course.

3. Develop and implement a lesson plan design model that incorporates the techniques from this course.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 06/8/2021

LECTURE CONTENT:

4 Hours

CONTENT: Chapter I.

Learning-focused instruction introduction

1. Course goals

2. Personal goals

3. Expectations and concerns

4 hours

II. CHAPTER TWO: Designing a course

1. Three design questions

2. Choose an instructional stance.

3. Developing the designers mind

4. Achieving outcomes; Three Micro Maps

5. What are my teaching outcomes?

6. Filters affecting beliefs and action

7. Making a difference in learning

8. Protocols for student talk

9. Two types of protocols

10. 4-box synectics

11. Round robin teaching

12. Adult learning concepts

13. Bloom's Taxonomy overview

14. Bloom's Taxonomy of learning

15. Lesson design challenges

16. Lesson design and planning

LAB CONTENT:

4 - 8 hours

CONTENT: III. CHAPTER THREE:

Instructional uses of non-verbal communication

1. Paralanguage/presentation skills

2. Establishing credibility

3. Maintaining credibility

4. 4 Phases of a lesson diagram

2 - 4 hours

VI. CHAPTER FOUR: Co-facilitating.

1. Why facilitate

2. Home teams composition

3. Outline for 20-minute presentation

4. Co-facilitation protocol

5. Co-facilitation agreements

6. The first two responsibilities

7. Co-facilitator tips Co-facilitation forms

8. Selecting a focus/post-presentation

9. Some self-coaching questions

10. Single presenter protocol

11. Peer coaching

12. Peer coaching protocol

13.Thinking questions for facilitator conversations

2 - 4 hours

Chapter V

1. Facilitating thinking in the classroom

2. Facilitating critical thinking

3. Paraphrasing

4. Thinking questions

5. Inviting thinking

6. Some thinking questions

7.Giving feedback

8 - 16 hours

VI. APPENDIX 105

1. Ten instructional containers
2. The problem solution container
3. Instructional container learning activity
4. Designing the problem solution container
5. Responding to questions
6. Handling challenges or hostile questions
7. PowerPoint tips
8. Test for war story appropriateness
9. Openers that focus and energize
10. Openers that set norms
11. Closing
12. Walkabout review
13. Course evaluation
14. Learning partners
15. Room arrangement
16. Basic course instructional system
17. Learning activities

METHODS OF INSTRUCTION:
Lecture, Discussion, Demonstration, Application & Presentation of Projects.

OUT OF CLASS ASSIGNMENTS:
Required Outside Hours: 16
Assignment Description:
Reading class scenarios and student lesson plans.

METHODS OF EVALUATION:
Writing assignments
Percent of total grade: 25.00 %
Class outline assignment Written Homework

Skill demonstrations
Percent of total grade: 50.00 %
Class Performance/s

Objective examinations
Percent of total grade: 25.00 %
Multiple Choice; True/False

REPRESENTATIVE TEXTBOOKS:
Dirksen, Julie. Design for How People Learn. New Riders,2019.
ISBN: 9780134211282
Reading Level of Text, Grade: 12 Verified by: Doug Achterman

Required Other Texts and Materials
Student lab manual 2020 Instructor Handouts Reading level of text, Grade: 12 Verified by: Doug Achterman

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200050

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: B

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000525378

Sports/Physical Education Course: N

Taxonomy of Program: 210500