

# Instructor I

## Course Design

### 2002-2003

#### Course Information

<b>Organization:</b>	EASTERN ARIZONA COLLEGE
<b>Division:</b>	ITE
<b>Course Number:</b>	FSC 210
<b>Title:</b>	Instructor I
<b>Credits:</b>	2
<b>Developed by:</b>	Dr. Barbara Ganz
<b>Lecture/Lab Ratio:</b>	2 Lec/0 Lab
<b>Transfer Status:</b>	Transferable to ASU EAST - BAS; nontransferable to UofA & NAU
<b>Extended Registration</b>	
<b>Class:</b>	No
<b>CIP Code:</b>	43.0203
<b>Assessment Mode:</b>	Pre/Post test with a total of 25 possible points
<b>Semester Taught:</b>	Offered upon request.
<b>Gen. Ed. Area:</b>	None
<b>Separate Lab:</b>	No
<b>Awareness Course:</b>	No
<b>Intensive Writing</b>	
<b>Course:</b>	No
<b>Prerequisites:</b>	1. None
<b>Educational Value:</b>	This course is designed for company fire officers and other fire department personnel.
<b>Goals:</b>	1. Meets the requirements for the Arizona State Fire Marshal Instructor I certification and NFPA 1041.
<b>Description:</b>	This course provides theoretical and practical training in developing and instructing fire and emergency services training programs. Includes an exploration of safety and legal issues, adult learning psychology, developing, planning and presenting effective instruction, evaluating student learning, teaching diverse learners, and use of instructional media.
<b>Textbooks:</b>	No Textbook Required
<b>Supplies:</b>	None

## Competencies and Performance Standards

<b>1. Explain the role, characteristics, and challenges of an Emergency Service Instructor.</b>			
<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p><b>Criteria--</b>Performance will be satisfactory when:</p> <ul style="list-style-type: none"> <li>• learner can describe the role of the emergency services instructor.</li> <li>• learner can discuss characteristics that make an effective instructor.</li> <li>• learner can list the components of the communications model and discuss factors that aid in communicating effectively.</li> <li>• learner can list professional development resources, programs and opportunities.</li> <li>• learner can discuss how and why instruction is important to the organization.</li> </ul>	<p><b>Conditions--</b>Competence will be demonstrated:</p> <ul style="list-style-type: none"> <li>• by written tests.</li> </ul>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>Describe the role of the emergency services instructor.</li> <li>Discuss characteristics that make an effective instructor.</li> <li>List the components of the communications model and discuss factors that aid in communicating effectively.</li> <li>List professional development resources, programs and opportunities.</li> <li>Discuss how and why instruction is important to the organization.</li> </ol>	
<b>2. Describe the Instructor's role in reinforcing safety and following organizational safety plans.</b>			
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p><b>Criteria--</b>Performance will be satisfactory when:</p> <ul style="list-style-type: none"> <li>• learner can discuss the instructor's role in reinforcing safety.</li> <li>• learner can discuss the instructor's role in reinforcing the organization's safety plan.</li> </ul>	<p><b>Conditions--</b>Competence will be demonstrated:</p> <ul style="list-style-type: none"> <li>• by written tests.</li> </ul>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>Discuss the instructor's role in reinforcing safety.</li> <li>Discuss the instructor's role in reinforcing the organization's safety plan.</li> </ol>	

<b>3. Discuss the legal considerations involved in instruction and use of instructional materials.</b>			
<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p><b>Criteria--</b>Performance will be satisfactory when:</p> <ul style="list-style-type: none"> <li>• Discuss the purpose of copyright laws and the requirements to be followed when using the works of others.</li> <li>• learner can discuss the importance of maintaining and securing records and reports.</li> <li>• learner can list and discuss the types of torts and the significance of each in emergency services training.</li> <li>• learner can discuss the various aspects of liability and the responsibilities associated with them.</li> <li>• learner can list and discuss the various legal protections available for instructors.</li> <li>• learner can discuss instructor obligations for reporting substance abuse and steps to be taken to assist the suspected abuser.</li> </ul>	<p><b>Conditions--</b>Competence will be demonstrated:</p> <ul style="list-style-type: none"> <li>• by written tests.</li> </ul>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>Discuss the purpose of copyright laws and the requirements to be followed when using the works of others.</li> <li>Discuss the importance of maintaining and securing records and reports.</li> <li>List and discuss the types of torts and the significance of each in emergency services training.</li> <li>Discuss the various aspects of liability and the responsibilities associated with them.</li> <li>List and discuss the various legal protections available for instructors.</li> <li>Discuss instructor obligations for reporting substance abuse and steps to be taken to assist the suspected abuser.</li> </ol>	
<b>4. Explain the basic principles of educational psychology.</b>			
<i>Domain--Cognitive</i>	<i>Level--Synthesis</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p><b>Criteria--</b>Performance will be satisfactory when:</p> <ul style="list-style-type: none"> <li>• learner can define the three learning domains and discuss their significance in the learning process.</li> <li>• learner can define learning style and discuss the various styles or senses through which students learn.</li> <li>• learner can discuss the instructor's role in influencing learning.</li> <li>• learner can define motivations and discuss its major theories, relating them to ways in which instructors can motivate students to learn.</li> </ul>	<p><b>Conditions--</b>Competence will be demonstrated:</p> <ul style="list-style-type: none"> <li>• by written tests.</li> </ul>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>Define the three learning domains and discuss their significance in the learning process.</li> <li>Define learning style and discuss the various styles or senses through which students learn.</li> <li>Discuss the instructor's role in influencing learning.</li> <li>Define motivations and discuss its major theories, relating them to ways in which instructors can motivate students to learn.</li> </ol>	

<b>5. Demonstrate effective instructional delivery methods and techniques.</b>			
<i>Domain--Psychomotor</i>	<i>Level--Practice</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<p><b>Criteria--</b>Performance will be satisfactory when:</p> <ul style="list-style-type: none"> <li>• learner can prepare a presentation using a prepared instructor guide or lesson plan.</li> <li>• learner can deliver a presentation from the instructor guide or lesson plan.</li> <li>• learner can demonstrate appropriate instructional behaviors and mannerisms.</li> <li>• learner can participate in a critique to discuss presentation techniques.</li> <li>• learner can list physical aspects of learning environments and discuss how the setting plays a major role in learning.</li> <li>• learner can discuss how instructional methods affect the process of learning and remembering.</li> <li>• learner can discuss how instructional methods affect the process of learning and remembering.</li> <li>• learner can list and discuss various factors that may affect learning and determine those that enhance learning.</li> <li>• learner can list and discuss various characteristics that shape learners and influence their ability.</li> <li>• learner can list and discuss methods that instructors can use to manage individual learners.</li> <li>• learner can list and examine steps for preparing to teach.</li> </ul>	<p><b>Conditions--</b>Competence will be demonstrated:</p> <ul style="list-style-type: none"> <li>• by an oral presentation.</li> </ul>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>a. Prepare a presentation using a prepared instructor guide or lesson plan.</li> <li>b. Deliver a presentation from the instructor guide or lesson plan.</li> <li>c. Demonstrate appropriate instructional behaviors and mannerisms.</li> <li>d. Participate in a critique to discuss presentation techniques.</li> <li>e. List physical aspects of learning environments and discuss how the setting plays a major role in learning.</li> <li>f. Discuss how instructional methods affect the process of learning and remembering.</li> <li>g. Discuss how instructional methods affect the process of learning and remembering.</li> <li>h. List and discuss various factors that may affect learning and determine those that enhance learning.</li> <li>i. List and discuss various characteristics that shape learners and influence their ability.</li> <li>j. List and discuss methods that instructors can use to manage individual learners.</li> <li>k. List and examine steps for preparing to teach.</li> </ol>	

<b>6. List and examine the safety steps when planning practical training evolutions.</b>			
<i>Domain--Cognitive</i>	<i>Level--Analysis</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner can discuss the requirements and considerations needed for planning practical training evolutions in permanent and acquired facilities.</li> <li>• learner can list the safety steps to consider and implement when planning practical training evolutions.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• by designing a "mock" practical training situation.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Discuss the requirements and considerations needed for planning practical training evolutions in permanent and acquired facilities.</li> <li>List the safety steps to consider and implement when planning practical training evolutions.</li> </ol>	
<b>7. List and discuss instructional methods and media.</b>			
<i>Domain--Cognitive</i>	<i>Level--Analysis</i>	<i>Importance--Important</i>	<i>Difficulty--Low</i>
<b>Criteria--</b> Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner can determine criteria for selecting the appropriate instructional media.</li> <li>• learner can demonstrate the operation and use of commonly used instructional media.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• by written tests.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Determine criteria for selecting the appropriate instructional media.</li> <li>Demonstrate the operation and use of commonly used instructional media.</li> </ol>	
<b>8. Describe the testing and evaluation process.</b>			
<i>Domain--Cognitive</i>	<i>Level--Analysis</i>	<i>Importance--Important</i>	<i>Difficulty--Low</i>
<b>Criteria--</b> Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner can explain the purpose of testing and describe the classification of tests.</li> <li>• learner can describe and perform methods of scoring and interpreting test data.</li> <li>• learner can review and apply the steps for creating tests and develop a test that includes each type of test question based on lesson objectives.</li> <li>• learner can review and apply the steps for evaluating tests and decide whether results indicate accomplishment of the behavioral objective.</li> <li>• learner can explain the purpose of evaluation and describe tasks required for evaluating courses and instructional design.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• on written tests.</li> <li>• by a mock testing and evaluation situation.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Explain the purpose of testing and describe the classification of tests.</li> <li>Describe and perform methods of scoring and interpreting test data.</li> <li>Review and apply the steps for creating tests and develop a test that includes each type of test question based on lesson objectives.</li> <li>Review and apply the steps for evaluating tests and decide whether results indicate accomplishment of the behavioral objective.</li> <li>Explain the purpose of evaluation and describe tasks required for evaluating courses and instructional design.</li> </ol>	

## Types of Instruction

Classroom Presentation

## Grading Policy

**Evaluation Methods:** Grades will be based on oral presentation, class participation, projects, and written tests. The Post-Test will count as 10% of the final grade.

**Grading Scale:**

<b>Grade</b>	<b>Requirement</b>
<b>A</b>	100-90%
<b>B</b>	89-80%
<b>C</b>	79-70%
<b>D</b>	69-60%
<b>F</b>	Below 60%

# Learning Plans

## Learning Plan 1-- Learning Plan 1

**Overview:** The student will be able to explain the role, characteristics, and challenges of an Emergency Service Instructor.

**Competency:** 1. **Explain the role, characteristics, and challenges of an Emergency Service Instructor.**

**Learning Activities:**

- \_\_\_\_\_ 1. READ and study assignments.
- \_\_\_\_\_ 2. ASK/ANSWER questions about procedures and techniques.
- \_\_\_\_\_ 3. OBSERVE instructor demonstrations.
- \_\_\_\_\_ 4. DISCUSS concepts, ideas, and issues with classmates.

**Performance Assessment Activities:**

- \_\_\_\_\_ 1. Complete homework assignments.
- \_\_\_\_\_ 2. Complete quiz.
- \_\_\_\_\_ 3. Participate in class.
- \_\_\_\_\_ 4. Complete Pre Test.

## Learning Plan 2-- Learning Plan 2

**Overview:** The student will be able to describe the Instructor's role in reinforcing safety and following organizational safety plans.

**Competency:** 2. **Describe the Instructor's role in reinforcing safety and following organizational safety plans.**

**Learning Activities:**

- \_\_\_\_\_ 1. READ and study assignments.
- \_\_\_\_\_ 2. ASK/ANSWER questions about procedures and techniques.
- \_\_\_\_\_ 3. OBSERVE instructor demonstrations.
- \_\_\_\_\_ 4. DISCUSS concepts, ideas, and issues with classmates.

**Performance Assessment Activities:**

- \_\_\_\_\_ 1. Complete homework assignments.
- \_\_\_\_\_ 2. Complete quiz.

- \_\_\_\_\_3. Participate in class.

### Learning Plan 3-- Learning Plan 3

**Overview:** The student will be able to discuss the legal considerations involved in instruction and use of instructional materials.

**Competency:** 3. **Discuss the legal considerations involved in instruction and use of instructional materials.**

#### Learning Activities:

- \_\_\_\_\_1. READ and study assignments.  
 \_\_\_\_\_2. ASK/ANSWER questions about procedures and techniques.  
 \_\_\_\_\_3. OBSERVE instructor demonstrations.  
 \_\_\_\_\_4. DISCUSS concepts, ideas, and issues with classmates.

**Performance Assessment Activities:** \_\_\_\_\_1. Complete homework assignments.  
 \_\_\_\_\_2. Complete quiz.  
 \_\_\_\_\_3. Participate in class.

### Learning Plan 4-- Learning Plan 4

**Overview:** The student will be able to explain the basic principles of educational psychology.

**Competency:** 4. **Explain the basic principles of educational psychology.**

#### Learning Activities:

- \_\_\_\_\_1. READ and study assignments.  
 \_\_\_\_\_2. ASK/ANSWER questions about procedures and techniques.  
 \_\_\_\_\_3. OBSERVE instructor demonstrations.  
 \_\_\_\_\_4. DISCUSS concepts, ideas, and issues with classmates.

**Performance Assessment Activities:** \_\_\_\_\_1. Complete homework assignments.  
 \_\_\_\_\_2. Complete quiz.  
 \_\_\_\_\_3. Participate in class.



**Learning Plan 5-- Learning Plan 5**

**Overview:** The student will be able to demonstrate instructional effective delivery methods and techniques.

**Competency:** 5. **Demonstrate effective instructional delivery methods and techniques.**

**Learning Activities:**

- \_\_\_\_\_ 1. READ and study assignments.
- \_\_\_\_\_ 2. ASK/ANSWER questions about procedures and techniques.
- \_\_\_\_\_ 3. OBSERVE instructor demonstrations.
- \_\_\_\_\_ 4. DISCUSS concepts, ideas, and issues with classmates.

**Performance Assessment Activities:**

- \_\_\_\_\_ 1. Complete homework assignments.
- \_\_\_\_\_ 2. Complete quiz.
- \_\_\_\_\_ 3. Participate in class.

**Learning Plan 6-- Learning Plan 6**

**Overview:** The student will list and examine the safety steps when planning practical training evolutions.

**Competency:** 6. **List and examine the safety steps when planning practical training evolutions.**

**Learning Activities:**

- \_\_\_\_\_ 1. READ and study assignments.
- \_\_\_\_\_ 2. ASK/ANSWER questions about procedures and techniques.
- \_\_\_\_\_ 3. OBSERVE instructor demonstrations.
- \_\_\_\_\_ 4. DISCUSS concepts, ideas, and issues with classmates.

**Performance Assessment Activities:**

- \_\_\_\_\_ 1. Complete homework assignments.
- \_\_\_\_\_ 2. Complete quiz.
- \_\_\_\_\_ 3. Participate in class.

**Learning Plan 7-- Learning Plan 7**

**Overview:** The student will be able to list and discuss instructional methods and media.

**Competency:** 7. **List and discuss instructional methods and media.**

**Learning Activities:**

- \_\_\_\_\_ 1. READ and study assignments.
- \_\_\_\_\_ 2. ASK/ANSWER questions about procedures and techniques.
- \_\_\_\_\_ 3. OBSERVE instructor demonstrations.
- \_\_\_\_\_ 4. DISCUSS concepts, ideas, and issues with classmates.

**Performance****Assessment Activities:**

- \_\_\_\_\_ 1. Complete homework assignments.
- \_\_\_\_\_ 2. Complete quiz.
- \_\_\_\_\_ 3. Participate in class.

**Learning Plan 8-- Learning Plan 8**

**Overview:** The student will be able to describe the testing and evaluation process.

**Competency:** 8. **Describe the testing and evaluation process.**

**Learning Activities:**

- \_\_\_\_\_ 1. READ and study assignments.
- \_\_\_\_\_ 2. ASK/ANSWER questions about procedures and techniques.
- \_\_\_\_\_ 3. OBSERVE instructor demonstrations.
- \_\_\_\_\_ 4. DISCUSS concepts, ideas, and issues with classmates.

**Performance****Assessment Activities:**

- \_\_\_\_\_ 1. Complete homework assignments.
- \_\_\_\_\_ 2. Complete quiz.
- \_\_\_\_\_ 3. Participate in class.
- \_\_\_\_\_ 4. Complete Post Test.