Polling Question

What kind of organization are you coming from?

- College
- Workforce Board/American Job Center
- Community Service Provider
- Other
Polling Question

Do you use Open Educational Resources at your organization?

• Yes, frequently!
• Yes, just starting to explore
• No, what is OER?
What challenges does your organization face in training industry experts as instructors?

Please type your answers into the webinar chat.
Jumpstart to Successful Instruction: A Deeper Dive into an Accelerated Course for New Instructors

August 22, 2018

Innovations Leading to Career Success Webinar Series

Employment and Training Administration

Office of Career, Technical, and Adult Education
Moderators

Cheryl Martin, Trade Adjustment Assistance Community College and Career Training (TAACCCT) Program Manager, Division of Strategic Investments, Employment and Training Administration, U.S. Department of Labor

The U.S. Department of Labor’s Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program is a major investment to increase the ability of community colleges to address the challenges of today’s workforce.

The TAACCCT Program:

- $1.9 billion awarded; grant projects active from 2011-2018
- Over 700 colleges across the nation participated, in partnership with over 2,500 employers
- Over 2,600 industry-aligned programs of study developed or enhanced
- More than 475,000 individuals enrolled to date
- Resources developed by grantees made freely available on SkillsCommons.org
This webinar showcases strategies and resources developed by community colleges that are of broad interest to educational institutions engaged in career-focused education and training.

The Industry Expert to Expert Instructor (IE2EI) Network, and the many other resources available on SkillsCommons, were produced by grantees of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) program, a collaboration between the US Department of Labor and the US Department of Education.
This webinar series showcases strategies and resources that are of broad interest to educational institutions engaged in career-focused education and training.

- August 22: Jumpstart to Successful Instruction: A Deeper Dive into an Accelerated Course for New Instructors

- September 12: Aligning Workforce Development Stakeholders

- September 26: Increasing Student Support Services to Improve Student/Worker Outcomes

- October 10: Increasing Academic Achievement

- October 24: Adult Learning Strategies at Community Colleges
SKILLS COMMONS.org
An online library of 12,000+ free workforce development resources ready to be downloaded, adapted, and used

WORLD’S LARGEST OER PROJECT
While there are multiple repositories of Open Educational Resources, SkillsCommons is the world’s largest OER project featuring job-driven workforce development materials, with more resources being added continually.

Providers of workforce training can save time and money by using the OER on SkillsCommons, which is available under a Creative Commons license that allows anyone to use and adapt the materials.

Designed and managed by California State University, SkillsCommons is funded through the US Department of Labor’s Trade Adjustment Assistance Community College and Career Training grant program. The Open Educational Resources it contains were developed by TAACCCT grantees.

MAKEROVER STRATEGIES
Materials on SkillsCommons can be customized to the needs of training providers who wish to adapt them using “Makeover” strategies. SkillsCommons’ CONNECT Center provides examples and strategies for institutions, instructors, and instructional designers to transform the OER so it aligns with their goals more effectively.
Brenda Mora Perea, IMPACT community Ambassador, California State University-MERLOT, SkillsCommons.org

Jennifer Gutierrez, IMPACT community Ambassador, California State University-MERLOT, SkillsCommons.org
Jumpstart to Successful Instruction: IE2EI

Preparing Industry Expert in Becoming Expert Instructors (IE2EI)
IE2EI Community Members
Challenges

• How do you upskill industry experts for their new role as an instructor?

• What resources do secondary and postsecondary institutions have to upskill new instructors?

• What resources do secondary and postsecondary instructors have to upskill themselves?
• The content was developed through:
  o Interviews with new college faculty members and experienced instructors who came from industry
  o Use of a collaborative, iterative build process
  o Development of “appetizer”-sized course content combined into a full “meal”
• Was chunked into short independent modules
• Can be used as:
  o Just-in-Time training
  o Before first day of course
  o Midterm
  o Before start of new semester
Deep Dive into Modules

Sample New Instructor Professional Learning Plan or Training

- 101-1st Day of the Course
- 101-Writing an Effective Syllabus
- 101-Developing Effective Communication
- 101-Fair and Balanced Formative and Summative Assessments
Go to the live site located at:

http://support.skillscommons.org/connect/impact-communities/ie2et/
1st Day of Your Course

1. Introduction
   1.1. The Syllabus
   1.2. Set the Tone

0.1. Set the Tone
   0.2. Behavioral Expectations

1. Discuss Skills
   1.1. Discuss Skills

2. Materials and Supplies
   2.1. Materials and Supplies

3. Grading Policy
   3.1. Grading Policy

4. Your Contact Information
   4.1. Your Contact Information
   4.2. Communication

5. Safety Precautions
   5.1. Safety Precautions

6. University/Class Policies
   6.1. University/Class Policies

7. Summary

---

101-09 The First Day of Your Course

Set the Tone

Your Academic Expectations should be outlined in detail on the first day of class.

Discuss the rationale behind taking the course.

Explain how the course is organized.

Describe the scope of information that will be presented.

Point out key topics that will be covered.
1st Day of Your Course

Discuss Skills

Be clear in giving students an honest overview and description of the **prerequisite skills** you will expect them to have prior to starting your class.

- Identify college and community resources available to them.
- Give them your advice on the time they should expect to spend on the assignments you give.
- Suggest study strategies.

Click Next to continue...
1st Day of Your Course

101-09 The First Day of Your Course

Safety Precautions

Review any safety precautions and emergency procedures during your first class. Use visuals to post information that needs to be repeated throughout the class.

It is your responsibility to keep your students as safe as possible in and out of your class! Click on each poster to learn more.

EMERGENCY EVACUATION PLAN

FIELD WORK PROCEDURES GEOLGY 303

- Obtain Access and/or Permits
- Submit your Itinerary
- Provide Contact Information
- Assemble Safety Equipment
Writing an Effective Syllabus

A Contractual Agreement

Your syllabus will set the tone of the class from the first day.

It is basically a CONTRACT between you and your students.

Hand out your syllabus on Day 1.

Allocate time to review, discuss, and answer questions about it.

Discuss the roles, responsibilities, and expectations you have for your students, and what theirs are for you.
Writing an Effective Syllabus

Menu

1. Introduction and Objectives
2. The Syllabus is a Tool
   2.1. The Syllabus
   2.2. Characteristics of a Learner-Centered Syllabus
   2.3. Writing a Syllabus: Basic Information
      0.1. Basic Information
      0.2. Course Information
      0.3. Contact Information
      0.4. Prerequisites
      0.5. Purchases Required
   1. Writing a Syllabus: Course Information
      1.1. Writing a Syllabus: Course Information
      1.2. Course Goals and Objectives
      1.3. Try it Out
      1.4. Grading and Course Requirements
   2. Writing a Syllabus: General Policies
      2.1. Writing a Syllabus: General Policies
      2.2. Electronic Device Policy
      2.3. Considerations for Electronic Device Policy
      2.4. University Requirements
      2.5. Accommodations for Disabilities
      2.6. Diversity Statement
      2.7. Privacy Statement and FERPA

101-02 Writing an Effective Syllabus

The Syllabus

Your syllabus is a great tool for setting up communication between you and your students!

use a syllabus to: Provide Structure

00:14 / 00:35

Click Next to continue.
Consistent Communication
Consistent Communication

1. Developing Consistent Communications
   1.0.1. Industry Expert to Expert Instructor Lesson Name Goes Here
   1.0.2. Show What You Know
   1.0.3. Biggest Challenge
   1.0.4. Objectives
   1.0.5. Instructor Position
   1.0.6. Set Student Expectations - Full-time
      1.0.6.1. What To Do?
      1.0.6.2. Communication Results
      1.0.6.3. Clues From Your Students
      1.0.4. Responding as Expected
      1.0.5. Communication Advise for New Instructor
      1.0.8. Be Willing to Change
      1.0.7. Improve Communication
      1.0.8. Engage With All Students
      1.0.9. Review the Lesson
   1.1. Set Student Expectations - Adjunct
      1.1.1. What To Do?
      1.1.2. Communication Results
      1.1.3. Clues From Your Students
      1.1.4. Responding as Expected
      1.1.5. Communication Advise for New Instructor
      1.1.6. Be Willing to Change
      1.1.7. Improve Communication

101-04 Developing Consistent Communications

Responding as Expected

What happens when you don’t respond as you said you would?

Use your mouse or use the right arrow on the keyboard to move the slider along the timeline to see the students’ response to poor communication.

4 hours
Student is hopeful of getting quick response from instructor.
Formative and Summative Assessments

Purposes of Grades

What are you actually measuring when you issue grades? What is their real purpose?

You will learn that grading should be more than just a percentage of the correct number of answers given on a test. Grades should reflect students’ growth.
Formative and Summative Assessments

Developing Appropriate Assessments

As you plan assignments and assessments for your class, (i.e., exams, projects, reports, and papers), focus on the goals of the course.

Consider these factors as you plan:

What types of assignments will best fit the subject matter you are teaching?
- For example, are papers going to help your students learn, or are projects more suitable?

How will you evaluate these assignments?
- Are rubrics more appropriate, or will you have a checklist?

How will you assign final grades?
- Will you base grades on assignments, and/or tests?

Are you grading some assignments but not others?
- Will you factor in participation and/or homework assignments?
Formative and Summative Assessments

Feedback as a Teaching Tool

Your feedback and the comments that you give to your students concerning their work should function as teaching tools to help them learn. Look over the following statements. Drag and drop each one under the appropriate heading, and then click Submit.

Not quite. Here are the correct answers.

Feedback IS meant to...
- give constructive comments.
- describe how the student did at addressing the goals of the assignment.
- give information on what you would like to see the student accomplish in the future.
- provide information on how the student can dig deeper to find or express information.

Feedback is NOT meant to...
- justify why you assigned a particular grade.
- provide the correct answers.

Continue
Deep Dive into Modules

Sample Up-Skilling or Re-Skilling Professional Learning Plan or Training

- 102-Investigating Learning Theory
- 102-Adopting and Adapting Research Based Learning Theories
- 102-Student Centered Learning in Higher Education
- 102-Understanding ADA & Meeting Learner’s Needs
Investigating Learning Theory

Characteristic 1:

Learning is autonomous.

Unlike students in primary and secondary education, adults learn best when they receive support for self-directed learning, meaning minimum instruction and maximum autonomy. Adult learners gain new information more effectively if they work autonomously with little instructor intervention along a learning experience.
Adopting and Adapting Research Based Learning Theories

3. Novice learners have a harder time applying foundational concepts because they do not have a deep understanding of the information. Experts can easily recall and apply relevant knowledge since they have a greater breadth and depth of fundamental concepts.
Developing expertise in learners has its challenges, but as an instructor, you can help students gain expertise by creating a rich learning experience. Click on each tab to learn more.
Cognitive research cited in *How People Learn* identified four environments that best promote learning.

Let’s look at each of these more closely.

Click on the circles above to learn more.
In the past, classrooms were run by instructors who held the majority of the power and control over their classrooms. Today, instructors see the benefits of giving some control over to their students. Students in these environments graduate feeling more empowered, self-assured and internally motivated.

In order to change the balance of control in your classroom:

1. Ask students how they anticipate applying course competencies or learning outcomes.
2. Use the syllabus to inform students of the scope and sequence of the course and solicit input as to enough time between sections or assessments.
3. Provide more than one way to complete assignment learning outcomes such as write a paper, create a video, make a presentation or take an exam.
4. Use universal design principles in developing course material and in-class delivery to reach all learning styles.
5. Clearly state what form assessments will take to meet learning outcomes.
Student Centered Learning

102.05 Student-Centered Learning In Higher Education

Purpose of Course Content

In the past, the importance of course content has overridden the importance of learning outcomes and has led students to memorize information in the short term rather than applying the information with critical thinking and problem solving.

Well-defined course learning goals create meaningful and measurable learning outcomes. Meeting these course competencies may take more time, but the end result will be well-developed students who are more interested in the subject matter, are self-regulated, and refined in their learning.
### Reason and Method of Evaluation

The reason we evaluate students is to assess their progress toward higher order thinking. The method and frequency of evaluation can change depending on the course learning outcomes. The greatest advancement in mastering course learning objectives and course outcomes is when students receive effective feedback.

<table>
<thead>
<tr>
<th>Some methods of evaluation include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory experiments requiring the student to summarize what was expected and what actually happened when compared to a set standard.</td>
</tr>
<tr>
<td>Qualitative and questionnaire data</td>
</tr>
<tr>
<td>In-class discussion</td>
</tr>
<tr>
<td>Guided examination</td>
</tr>
</tbody>
</table>
“Accessible” means a person with a disability has the opportunity to learn the same information, engage in the same interactions, and experience equal services as a person not having a disability. Technology has made this access more readily available to people with disabilities.
ADA and Learners Needs

102-06 ADA Accommodations - Meeting Learners' Needs

Acronyms and Terminology

When developing courses that are accessible to all learners, you may encounter the following acronyms and terminology.

Click on the buttons below to learn more.

- WCAG
- W3C
- WAI
- Section 508, Subpart B
- VPAT
- Alt Text

NOTE: Many of these terms are interrelated due to standards and codes. Links to websites providing further information are available at the end of this lesson.
ADA and Learners Needs

Accessibility Characteristics

- Color alone cannot convey meaning; select the red items on the test or any term in green will be on the test.
- Use significant color contrast to allow differentiation between text, foreground and background colors; select black text on a white background or navy headings on a cream presentation slide.
- Embed controls for audio volume and closed-captioning in all multimedia.
- Avoid decorative images and clip art.
- Add alt text to images, graphs and tables. The descriptive text provides context to the images, graphs and tables.

Click Next to continue.
Accommodations for students, on the other hand, are made on an as-needed basis. In this situation, a student with a hearing impairment, for example, may require closed captioning for all videos and online lectures (amongst other accommodations).

An instructor may be alerted to the need for these accommodations by the first week of class. The first few weeks of a course can be chaotic and making these types of accommodations is time consuming.

Many instructors rely on other team members or outside organizations to complete tasks like transcribing and captioning, which can take two weeks (or more) to complete, depending on the number of videos and lectures and their length.

This creates delays in learning for the student and additional and unexpected work and planning for the instructor.
Do you anticipate implementing one or more of the Jumpstart to Successful Instruction: IE2EI modules?

If so, how?

Please share your answers with us in the webinar chat.
Connect with SkillsCommons Communities

- **Follow SkillsCommons on social media:**
  - [www.skillscommons.org/Facebook](http://bit.ly/IE2ET)
  - [www.twitter.com/SkillsCommons](http://bit.ly/IE2ET)

- **SkillsCommons Basecamp**
  Join others in this online resource-sharing and problem-solving community. Send an email to [connect@skillscommons.org](http://bit.ly/IE2ET), and we’ll get you connected right away!

- **MERLOT Voices**
  Join a Voices Industry Sector & IMPACT *communities* forum. Stay informed and get involved in leadership. Participate in the online communities where you can engage in online dialogs, post materials, and get connected with colleagues.

- **SkillsCommons Connect Center**
  Get all the latest SkillsCommons news and feeds!
Innovations Leading to Career Success Webinar Series

This webinar series showcases strategies and resources that are of broad interest to educational institutions engaged in career-focused education and training.

If you enjoyed this webinar, you can view previous webinars in the series at:
https://taaccct.workforcegps.org/resources/2018/02/15/20/51/Innovations_Leading_to_Career_Success_Webinar_Series

Upcoming Webinars

- August 22: Jumpstart to Successful Instruction: A Deeper Dive into an Accelerated Course for New Instructors
- September 12: Aligning Workforce Development Stakeholders
- September 26: Increasing Student Support Services to Improve Student/Worker Outcomes
- October 10: Increasing Academic Achievement
- October 24: Adult Learning Strategies at Community Colleges
Thank you!

For more information, please visit http://support.skillscommons.org/connect/impact-communities/ie2et/

If you have further questions, you can contact the SkillsCommons team at:

SkillsCommons Support
support@skillscommons.org

This work is licensed under a Creative Commons Attribution 4.0 International License.
This workforce solution was created through a cooperative agreement between the U.S. Department of Labor's Employment and Training Administration and the California State University-Multimedia Educational Resource for Learning and Online Teaching (MERLOT).