

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?



Polling Question

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 (TAACCCCT) Program Manager, Division of Strategic Investments, Employment and Training Administration, U.S. Department of Labor

Erin Berg, Community College Program Specialist, Office of Career, Technical, and Adult Education, U.S. Department of Education

The TAACCCT Grant Program

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

About this Webinar

- 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.

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.

- **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.

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.

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.



..... MAKEOVER STRATEGIES

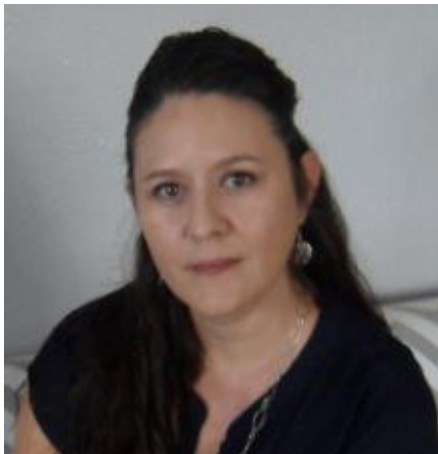
Materials on SkillsCommons can be customized to the needs of training providers who wish to adapt them using "Makeover" strategies. SkillsCommons' CONNECT Center provides examples and strategies for institutions, instructors, and instructional designers to transform the OER so it aligns with their goals more effectively.



Presenters



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

SKILLS
COMMONS



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?

Solution

- The content was developed through:
 - Interviews with new college faculty members and experienced instructors who came from industry
 - Use of a collaborative, iterative build process
 - Development of “appetizer”-sized course content combined into a full “meal”
- Was chunked into short independent modules
- Can be used as:
 - Just-in-Time training
 - Before first day of course
 - Midterm
 - 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

Live Site Share



Go to the live site located at:

<http://support.skillscommons.org/connect/impact-communities/ie2et/>

1st Day of Your Course

Menu

- ▶ 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

Resource

Set the Tone

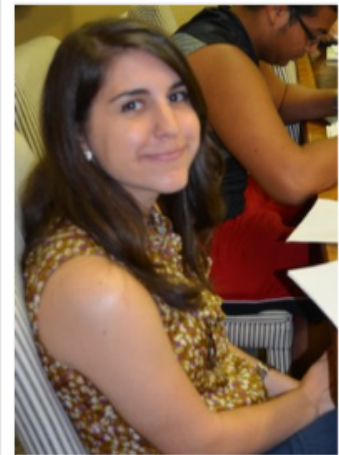
Your Academic Expectations should be outlined in detail on the first day of class.

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.



Click **Next** to continue



← PREV

NEXT →

1st Day of Your Course

Menu

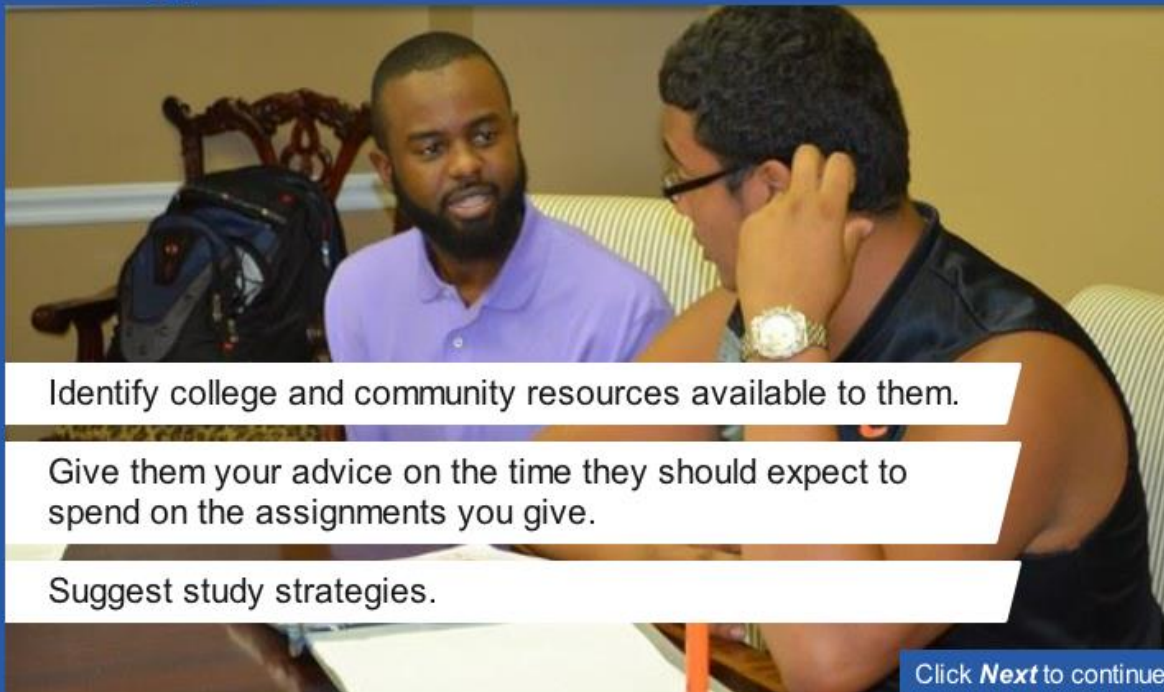
- ▶ 1. Introduction
- ▶ 2. The Syllabus
- ▶ 3. Set the Tone
- ▼ 4. Discuss Skills
 - 4.1. Discuss Skills
- ▼ 5. Materials and Supplies
 - 5.1. Materials and Supplies
- ▼ 6. Grading Policy
 - 6.1. Grading Policy
- ▼ 7. Your Contact Information
 - 7.1. Your Contact Information
 - 7.2. Communication
- ▼ 8. Safety Precautions
 - 8.1. Safety Precautions
- ▼ 9. University/Class Policies
 - 9.1. University/Class Policies
- ▶ 10. Summary

101-09 The First Day of Your Course

Resource

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



◀ PREV

NEXT ▶

1st Day of Your Course

Menu

- ▶ 1. Introduction
- ▶ 2. The Syllabus
- ▶ 3. Set the Tone
- ▶ 4. Discuss Skills
- ▼ 5. Materials and Supplies
 - 5.1. Materials and Supplies
- ▼ 6. Grading Policy
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 - 7.1. Your Contact Information
 - 7.2. Communication
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 - 9.1. University/Class Policies
- ▶ 10. Summary

101-09 The First Day of Your Course

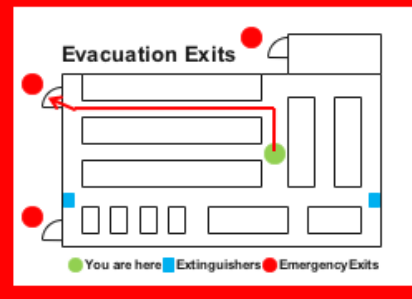
Resource

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 GEOLOGY 303

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



◀ PREV

NEXT ▶

Writing an Effective Syllabus

Menu

- ▼ 1. Introduction and Objectives
 - 1.1. Industry Expert to Expert Instructor Writing an Effective Syllabus
 - 1.2. Show What You Know
 - 1.3. A Contractual Agreement
 - 1.4. An Overview
 - 1.5. Objectives
- ▶ 2. The Syllabus is a Tool
- ▶ 3. Characteristics of a Learner-Centered Syllabus
- ▼ 4. Writing a Syllabus: Basic Information
 - 4.1. Basic Information
 - 4.2. Course Information
 - 4.3. Contact Information
 - 4.4. Prerequisites
 - 4.5. Purchases Required
- ▼ 1.6. Writing a Syllabus: Course Information
 - 0.1. Writing a Syllabus: Course Information
 - 0.2. Course Goals and Objectives
 - 0.3. Try it Out
 - 0.4. Grading and Course Requirements
- ▼ 1. Writing a Syllabus: General Policies
 - 1.1. Writing a Syllabus: General Policies
 - 1.2. Electronic Device Policy
 - 1.3. Considerations for Electronic

101-02 Writing an Effective Syllabus

Resource

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.

Click **Next** to continue



← PREV

NEXT →

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

Resource

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



◀ PREV

NEXT ▶

Consistent Communication

Menu


- Developing Consistent Communications
 - Show What You Know
 - Objectives
 - Instructor Profiles
 - Set Student Expectations - Full-time**
 - What to Do
 - Communication Results
 - Clues From Your Students
 - Responding as Expected
 - Student Expectations
 - Be Willing to Change
 - Improve Communication
 - Engage With All Students
 - Review the Lesson
 - Set Student Expectations - Adjunct**
 - What to Do
 - Communication Results
 - Clues From Your Students
 - Responding as Expected
 - Student Expectations
 - Be Willing to Change**
 - Improve Communication
 - Engage With All Students
 - Review the Lesson

mbl.microburstlearning.com

IE2ET101-04 Developing Consistent Communications

SKILLS COMMONS **Be Willing to Change**

Be careful not to bring pre-conceived ideas of your students into the classroom or a meeting. In order to be effective, you must be willing to reflect on the messages you receive from the students and change or adapt your delivery.



How is this best accomplished?
By improving how you communicate with your students.

Click **Next** to continue

PREV NEXT

Consistent Communication

- Menu
- 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
 - 1.0.1. What To Do?
 - 1.0.2. Communication Results
 - 1.0.3. Clues From Your Students
 - 1.0.4. Responding as Expected**
 - 1.0.5. Communication Advise for New Instructor
 - 1.0.6. 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

Resource

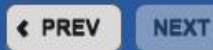
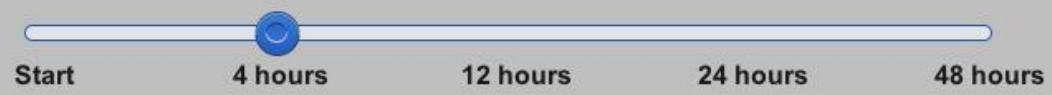
Responding as Expected

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

Menu

- ▶ 1. Introduction
- ▼ 2. Purposes of Grades
 - 2.1. Purposes of Grades
 - 2.2. Grades are Necessary
 - 2.3. Grades as Feedback
 - 2.4. Grading is a Challenge
 - 2.5. Fair Assessments
- ▼ 3. Developing Grading Criteria
 - 3.1. Factors in Grading Criteria
 - 3.2. Developing Appropriate Assessments
 - 3.3. Determining Mastery
 - 3.4. Setting up Grading Criteria
 - 3.5. Explain Assignments
 - 3.6. What is Important?
 - 3.7. Rubrics Resources
- ▶ 4. Making Grading More Efficient
- ▼ 5. Providing Meaningful Feedback
 - 5.1. Feedback as a Teaching Tool
 - 5.2. Meaningful Feedback
- ▼ 6. Minimizing Student Complaints
 - 6.1. Minimizing Student Complaints
 - 6.2. How Can You Minimize Complaints?
 - 6.3. Point to the Syllabus
- ▶ 7. Summary

101-13 Fair and Balanced 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.



Click **Next** to continue



◀ PREV

NEXT ▶

Formative and Summative Assessments

Menu

- ▶ 1. Introduction
- ▼ 2. Purposes of Grades
 - 2.1. Purposes of Grades
 - 2.2. Grades are Necessary
 - 2.3. Grades as Feedback
 - 2.4. Grading is a Challenge
 - 2.5. Fair Assessments
- ▼ 2.6. Developing Grading Criteria
 - 0.1. Factors in Grading Criteria
 - 0.2. Developing Appropriate Assessments
 - 0.3. Determining Mastery
 - 0.4. Setting up Grading Criteria
 - 0.5. Explain Assignments
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 - 0.7. Rubrics Resources
- ▶ 1. Making Grading More Efficient
- ▼ 2. Providing Meaningful Feedback
 - 2.1. Feedback as a Teaching Tool
 - 2.2. Meaningful Feedback
- ▼ 3. Minimizing Student Complaints
 - 3.1. Minimizing Student Complaints
 - 3.2. How Can You Minimize Complaints?
 - 3.3. Point to the Syllabus
- ▶ 4. Summary

101-13 Fair and Balanced 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 assign final grades?

- Will you base grades on assignments, and/or tests?

How will you evaluate these assignments?

- Are rubrics more appropriate, or will you have a checklist?

Are you grading some assignments but not others?

- Will you factor in participation and/or homework assignments?

Click **Next** to continue



◀ PREV

NEXT ▶

Formative and Summative Assessments

Menu

- ▶ 1. Introduction
- ▼ 2. Purposes of Grades
 - 2.1. Purposes of Grades
 - 2.2. Grades are Necessary
 - 2.3. Grades as Feedback
 - 2.4. Grading is a Challenge
 - 2.5. Fair Assessments
- ▼ 3. Developing Grading Criteria
 - 3.1. Factors in Grading Criteria
 - 3.2. Developing Appropriate Assessments
 - 3.3. Determining Mastery
 - 3.4. Setting up Grading Criteria
 - 3.5. Explain Assignments
 - 3.6. What is Important?
 - 3.7. Rubrics Resources
- ▼ 4. Making Grading More Efficient
 - 4.1. Making Grading More Efficient
 - 4.2. Grading Scales
 - 4.3. Levels of Grading
 - 4.4. Light Grading and Multiple Choice
 - 4.5. Students Make Corrections
- ▼ 5. Providing Meaningful Feedback
 - 5.1. Feedback as a Teaching Tool
 - 5.2. Meaningful Feedback
- ▼ 6. Minimizing Student Complaints
 - 6.1. Minimizing Student Complaints

101-13 Fair and Balanced 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



← PREVIOUS

SUBMIT

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

Menu

- ▶ 0.1. Introduction
- ▼ 1. Main Characteristics of Adult Learners
 - 1.1. Assumptions about Adult Learners
 - 1.2. Characteristic 1:**
 - 1.3. Characteristic 2:
 - 1.4. Characteristic 3:
 - 1.5. Characteristic 4:
 - 1.6. Characteristic 5:
 - 1.7. Try It Out
 - 1.8. Your Turn
 - 1.9. Summary
 - 1.10. Exit

102-03 Investigating Learning Theory

Resource

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 and build upon existing knowledge more effectively if they work autonomously with little instructor intervention along a learning experience.



◀ PREV

NEXT ▶

Adopting and Adapting Research Based Learning Theories

Menu

- 1. Introduction
 - 1.1. Jumpstart to Successful Instruction: Industry Expert to Expert Adopting and Adapting Research Based Learning Theories
 - 1.2. Objectives
 - 1.3. The Nature of Expertise
 - 1.4. Characteristics of Expertise
 - 1.5. Try it Out
 - 1.6. Characteristics of Learning
 - 1.7. Types of Thinking
 - 1.8. Teaching Tips
 - 1.9. Creating Effective Learning Environments
 - 1.10. Identify the Environment
- 2. Summary

102.02 Adopting and Adapting Research Based Learning Theories

Resource

Characteristics of Expertise

There are several ways to identify an expert from a novice:

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.



Click **Next** to continue



← PREV

NEXT →

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Menu

- ▼ 1. Introduction
 - 1.1. Jumpstart to Successful Instruction: Industry Expert to Expert Adopting and Adapting Research Based Learning Theories
 - 1.2. Objectives
 - 1.3. The Nature of Expertise
 - 1.4. Characteristics of Expertise
 - 1.5. Try it Out
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 - 1.8. Teaching Tips
 - 1.9. Creating Effective Learning Environments
 - 1.10. Identify the Environment
- ▶ 2. Summary

102.02 Adopting and Adapting Research Based Learning Theories

Resource

Characteristics of Learning

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.

Relationship

Organizational Scheme

Fluency



← PREV

NEXT →

Adopting and Adapting Research Based Learning Theories

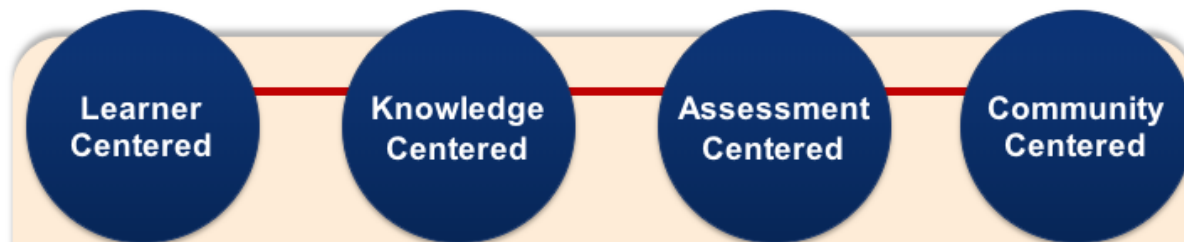
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- 1. Introduction
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 - 1.4. Characteristics of Expertise
 - 1.5. Try it Out
 - 1.6. Characteristics of Learning
 - 1.7. Types of Thinking
 - 1.8. Teaching Tips
 - 1.9. Creating Effective Learning Environments
 - 1.10. Identify the Environment
- 2. Summary

102.02 Adopting and Adapting Research Based Learning Theories

Resource

Creating Effective Learning Environments



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.



← PREV

NEXT →

Student Centered Learning

Menu

- ▼ 1. Introduction
 - 1.1. Industry Expert to Expert Instructor Connecting the Learning Objectives and Competencies to Grades
 - 1.2. Introduction
 - 1.3. Objectives
 - 1.4. Balance of Control
 - 1.5. Your Turn
 - 1.6. Purpose of Course Content
 - 1.7. You Try It
 - 1.8. Instructor and Student Roles
 - 1.9. Learning Responsibilities
 - 1.10. Your Turn
 - 1.11. Reason and Method of Evaluation
 - 1.12. Your Turn
- ▼ 2. Summary
 - 2.1. Summary
 - 2.2. Exit

102.05 Student-Centered Learning in Higher Education

Resource

Balance of Control

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:**



Ask students how they anticipate applying course competencies or learning outcomes.



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.



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.



Use universal design principles in developing course material and in-class delivery to reach all learning styles.



Clearly state what form assessments will take to meet learning outcomes.

Click **Next** to continue



◀ PREV

NEXT ▶

Student Centered Learning

Menu

- ▼ 1. Introduction
 - 1.1. Industry Expert to Expert Instructor Connecting the Learning Objectives and Competencies to Grades
 - 1.2. Introduction
 - 1.3. Objectives
 - 1.4. Balance of Control
 - 1.5. Your Turn
 - 1.6. Purpose of Course Content**
 - 1.7. You Try It
 - 1.8. Instructor and Student Roles
 - 1.9. Learning Responsibilities
 - 1.10. Your Turn
 - 1.11. Reason and Method of Evaluation
 - 1.12. Your Turn
- ▼ 2. Summary
 - 2.1. Summary
 - 2.2. Exit

102.05 Student-Centered Learning in Higher Education

Resource

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 those 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.



← PREV

NEXT →

Student Centered Learning

Menu

- ▼ 1. Introduction
 - 1.1. Industry Expert to Expert Instructor Connecting the Learning Objectives and Competencies to Grades
 - 1.2. Introduction
 - 1.3. Objectives
 - 1.4. Balance of Control
 - 1.5. Your Turn
 - 1.6. Purpose of Course Content
 - 1.7. You Try It
 - 1.8. Instructor and Student Roles
 - 1.9. Learning Responsibilities
 - 1.10. Your Turn
 - 1.11. Reason and Method of Evaluation
 - 1.12. Your Turn
- ▼ 2. Summary
 - 2.1. Summary
 - 2.2. Exit

102.05 Student-Centered Learning in Higher Education

Resource

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.

Some methods of evaluation include:



Laboratory experiments requiring the student to summarize what was expected and what actually happened when compared to a set standard.



Qualitative and questionnaire data



In-class discussion



Guided examination

Click **Next** to continue



← PREV

NEXT →

ADA and Learners Needs

Menu

- 1. ADA and Accommodations Module
 - 1.1. Industry Expert to Expert
 - Instructor ADA Accommodations:
Meeting Learners' Needs
 - 1.2. Introduction
 - 1.3. Learning Outcomes
 - 1.4. Information Access
 - 1.5. Accessibility
 - 1.6. Your Turn to Use the Tab Key
 - 1.7. Accessible Defined**
 - 1.8. Accessibility
 - 1.9. Accessible Defined cont'd
 - 1.10. Acronyms and Terminology
 - 1.11. Your Turn
 - 1.12. Accessibility Characteristics
 - 1.13. Making Information Accessible
 - 1.14. Your Turn
 - 1.15. Legal Regulations
 - 1.16. Lawsuits
 - 1.17. Eliminating Barriers
 - 1.18. Title IX
 - 1.19. Accommodations
 - 1.20. Example of an Encounter
 - ▶ 1.21. Universal Design for Learning
 - ▶ 1.22. Summary

102-06 ADA Accommodations- Meeting Learners' Needs

Resource

Accessible Defined

"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.

Closed-Captions help people with hearing impairments follow a video.



Employee 2: So first, I would like to understand, maybe, how you like to work.

Click **Next** to continue



◀ PREV

NEXT ▶

ADA and Learners Needs

Menu

- 1. ADA and Accommodations Module
 - 1.1. Industry Expert to Expert
 - Instructor ADA Accommodations: Meeting Learners' Needs
 - 1.2. Introduction
 - 1.3. Learning Outcomes
 - 1.4. Information Access
 - 1.5. Accessibility
 - 1.6. Your Turn to Use the Tab Key
 - 1.7. Accessible Defined
 - 1.8. Accessibility
 - 1.9. Accessible Defined cont'd
 - 1.10. Acronyms and Terminology**
 - 1.11. Your Turn
 - 1.12. Accessibility Characteristics
 - 1.13. Making Information Accessible
 - 1.14. Your Turn
 - 1.15. Legal Regulations
 - 1.16. Lawsuits
 - 1.17. Eliminating Barriers
 - 1.18. Title IX
 - 1.19. Accommodations
 - 1.20. Example of an Encounter
 - ▶ 1.21. Universal Design for Learning
 - ▶ 1.22. Summary

102-06 ADA Accommodations- Meeting Learners' Needs

Resource

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.



◀ PREV

NEXT ▶

ADA and Learners Needs

Menu

- ▼ 1. ADA and Accommodations Module
 - 1.1. Industry Expert to Expert
 - Instructor ADA Accommodations:
Meeting Learners' Needs
 - 1.2. Introduction
 - 1.3. Learning Outcomes
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 - 1.12. Accessibility Characteristics**
 - 1.13. Making Information Accessible
 - 1.14. Your Turn
 - 1.15. Legal Regulations
 - 1.16. Lawsuits
 - 1.17. Eliminating Barriers
 - 1.18. Title IX
 - 1.19. Accommodations
 - 1.20. Example of an Encounter
 - ▶ 1.21. Universal Design for Learning
 - ▶ 1.22. Summary

102-06 ADA Accommodations- Meeting Learners' Needs

Resource

Accessibility Characteristics

Designing for Accessibility includes:



- ❖ Color alone cannot convey meaning; such as, 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; such as, 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



◀ PREV

NEXT ▶

ADA and Learners Needs

Menu

- ▼ 1. ADA and Accommodations Module
 - 1.1. Industry Expert to Expert Instructor ADA Accommodations: Meeting Learners' Needs
 - 1.2. Introduction
 - 1.3. Learning Outcomes
 - 1.4. Information Access
 - 1.5. Accessibility
 - 1.6. Your Turn to Use the Tab Key
 - 1.7. Accessible Defined
 - 1.8. Accessibility
 - 1.9. Accessible Defined cont'd
 - 1.10. Acronyms and Terminology
 - 1.11. Your Turn
 - 1.12. Accessibility Characteristics
 - 1.13. Making Information Accessible
 - 1.14. Your Turn
 - 1.15. Legal Regulations
 - 1.16. Lawsuits
 - 1.17. Eliminating Barriers
 - 1.18. Title IX
 - 1.19. Accommodations**
 - 1.20. Example of an Encounter
 - ▶ 1.21. Universal Design for Learning
 - ▶ 1.22. Summary

102-06 ADA Accommodations- Meeting Learners' Needs

Resources

Accommodations

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.

Click **Next** to continue.



◀ PREV

NEXT ▶

Polling Questions

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

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Join others in this online resource-sharing and problem-solving community. Send an email to connect@skillscommons.org, 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!

SKILLS COMMONS  NS

<http://bit.ly/IE2ET> open for learning



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



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