



CMCC

Canadian Memorial Chiropractic College

GS 502Y/TEP 101 Course Outline **Introduction to Teaching and Learning/ Teacher Education Program** **2023-2024 Academic Year**

Course Hours and Delivery

18 hours synchronous (in-person)

12 hours asynchronous (DIL – Directed Independent Learning)

6 hours debrief sessions (in person)

*Non-residents have the option to convert these 6 hours to DIL.

Course Credits: 3

Course Coordinator

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Lecturers

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Guest Lecturers

Scott Dunham, BSc, DC, MSc, MEd

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David Starmer, BSc, DC, MHS

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Required Learning Materials

Session materials, posted on KIRO

Supplementary Materials

See KIRO Course Site for relevant resources.

Course Description

The fundamental theories and practice of effective teaching and learning are introduced: exploring teacher identity and philosophy; determining characteristics, diversities and learning styles; discussing adult learning theories; exploring approaches to teaching and learning; developing strategies for designed and facilitating learning experiences; and assessing curriculum, student learning and teaching practices. These areas of adult

education are examined utilizing self-directed learning, critical reflection and experimental learning strategies. By engaging in reflection, presentations and assignments, students critically synthesize the key concepts, theories and practices addressed in this course.

Program Context

The goal of this introductory teaching course is to provide faculty with opportunities to develop both insight and skill as educators. This course provides the foundation from which subsequent development will build deeper levels of learning and serves as one step taken to support CMCC's goal that all faculty be able to:

1. **Model** an effective philosophy in teaching practice that is: based on current theories and practice of adult education; appreciates today's adult learner; and integrates knowledge of College policies and procedures into everyday practices.
2. **Design** relevant curriculum that: enhances program quality; promotes active, integrated, and deep learning; and directly applies to current chiropractic practice.
3. **Engage** in an ongoing process to effectively: assess curriculum, teaching, and learning; utilize relevant feedback to modify the design, facilitation, and/or assessment strategies to support success in the teaching/learning process; and measure student learning in a consistent, fair and transparent manner.
4. **Facilitate** learning in a manner that: models evidence-based teaching strategies, maintains a positive learning environment; engages students in an active learning process; is congruent with the instructional context; and connects to real-life clinical practice.
5. **Integrate** technology appropriately into the teaching/learning process to enhance the learning experience.
6. **Engage** in an ongoing development process that: demonstrates professional behaviours congruent with regulatory and institutional standards; articulates learning goals; documents their achievement; and reflects a continued pursuit of leadership, scholarship and excellence in the teaching field.

Course Outcomes

Upon successful completion of this course learners will have reliably demonstrated the ability to:

1. Articulate a beginning teaching philosophy grounded in contemporary learning theory;
2. Define current teaching and learning context;
3. Develop a detailed lesson plan by employing current approaches that involve the use of educational technologies;
4. Develop a detailed lesson plan to teach a specific psychomotor skill;

5. Develop assessment tools to evaluate student learning outcomes;
6. Apply evidence-based active learning strategies for different classroom contexts;
7. Research, examine, and analyze various aspects of educational technology for teaching in healthcare to a variety of learner groups;
8. Research, examine, and analyze various aspects of assessment strategies in healthcare education;
9. Evaluate others' teaching and own teaching through reflective techniques;
10. Explain how inclusive teaching practices, adult learning theory, and technology can support and enhance effective learning;
11. Develop teaching strategies for delivering material in various settings to learners through practice.

Evaluation

Assignments (60%)

Motor Skills Lesson Plan	(15%)	Due Aug. 31, 2023
Education Technology Demonstration	(15%)	Due Sept. 27, 2023
Learning Theory Presentation	(15%)	Due Dec. 11, 2023
Assessment Format Literature Review/Critique	(15%)	Due Feb. 29, 2024

Portfolio (40%)

Teaching and Learning Portfolio (Includes reflections to be completed throughout the year)	(40%)	Due June 30, 2023
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Late/Missed Assignments/Tests

10% per day will be deducted for late assignments.

Topic Outline & Associated Course Outcomes

Session 1: Aug. 15, 2023

1. Orientation, ePortfolios & Reflective Practice

- Define current teaching and learning context.
- Evaluate others' teaching and own teaching through reflective techniques.
- Articulate a beginning teaching philosophy grounded in contemporary learning theory.

2. Introduction to Learning Theories

- Evaluate others' teaching and/or own teaching through reflective techniques.
- Explain how inclusive teaching practices, adult learning theory, and technology can support and enhance effective learning.

3. Educational Technology

- Develop a detailed lesson plan by employing current approaches that involve the use of educational technologies.
- Research, examine, and analyze various aspects of educational technology for teaching in healthcare to a variety of learner group.
- Explain how inclusive teaching practices, adult learning theory, and technology can support and enhance effective learning.
- Develop teaching strategies for delivering material in various settings to learners through practice.

Session 2: Aug 17, 2023

1. Psychomotor Skills Development, Dr. Dave Starmer

- Develop a detailed lesson plan to teach a specific psychomotor skill.
- Apply evidence-based active learning strategies for different classroom contexts.

Session 3: Aug. 23, 2023

1. Difficult Situations: What Would You Do?

- Articulate a beginning teaching philosophy grounded in contemporary learning theory.
- Define current teaching and learning context.
- Evaluate others' teaching and own teaching through reflective techniques.
- Explain how inclusive teaching practices, adult learning theory, and technology can support and enhance effective learning.

2. Inclusive Teaching Practices and Accessibility, Dr. Scott Dunham

- Explain how inclusive teaching practices, adult learning theory, and technology can support and enhance effective learning.
- Evaluate others' teaching and/or own teaching through reflective techniques.

Session 4: Sept. 27, 2023

1. EdTech Student Presentations/ Demos

- Develop a detailed lesson plan by employing current approaches that involve the use of educational technologies.
- Research, examine, and analyze various aspects of educational technology for teaching in healthcare to a variety of learner group.
- Explain how inclusive teaching practices, adult learning theory, and technology can support and enhance effective learning.

- Develop teaching strategies for delivering material in various settings to learners through practice.

2. Clinical Teaching

- Articulate a beginning teaching philosophy grounded in contemporary learning theory
- Define current teaching and learning context
- Develop assessment tools to evaluate student learning outcomes
- Apply evidence-based active learning strategies for different classroom contexts
- Research, examine, and analyze various aspects of assessment strategies in healthcare education
- Evaluate others' teaching and own teaching through reflective techniques;
- Explain how inclusive teaching practices, adult learning theory, and technology can support and enhance effective learning
- Develop teaching strategies for delivering material in various settings to learners through practice

Session 5: Dec. 11, 2023

1. Learning Theories Student Presentations/Student Led Session

- Evaluate others' teaching and/or own teaching through reflective techniques
- Explain how inclusive teaching practices, adult learning theory, and technology can support and enhance effective learning
- Develop teaching strategies for delivering material in various settings to learners through practice.

Session 6: Jan. 15, 2024

1. Assessments and Evaluation

- Research, examine, and analyze various aspects of assessment strategies in healthcare education

Session 7: March 27, 2024

1. What's Next? PD & Trends in Education?

- Articulate a beginning teaching philosophy grounded in contemporary learning theory
- Define current teaching and learning context

2. Closing Reflections/ DIL Discoveries

- All outcomes

Residents Only Sessions

- All outcomes

These dates will be negotiated with the residents based on their teaching schedules and availability.

1. Fri. Aug 25, 2023
2. Tues. Oct. 10, 2023
3. Tues. Nov 7, 2023
4. Tues. Feb. 27, 2024
5. Wed. April 24, 2024
6. Tues. May 14, 2024

Policies

Please be aware that all policies are available at [CMCC - Policies](#). Students are expected to familiarize themselves with all academic policies.

Academic Integrity: Academic Policies & Regulations

The academic policies and regulations at CMCC have been developed to protect the rights and responsibilities of students and to maintain academic integrity and ethical standards at CMCC. This course, including all faculty and students involved, operates in congruence with all current CMCC academic policies in effect including, but not limited to, policy on attendance and academic honesty. Students are expected to familiarize themselves with all academic policies which can be accessed in the academic calendar, on KIRO and [CMCC - Policies](#).

Attendance Policy

In particular, please note that students registered in the Residency Programs are required to meet CMCC's expectations regarding attendance in all aspects of the curriculum. Students must attend and participate fully in all labs, small groups, TBLs and clinical experiences. Students are responsible for being on time for all labs, small groups, TBLs and clinical experiences and for remaining until the allocated time is completed. Late attendance in excess of 10 minutes will count as an absence. Students must limit vacations to the periods specified in the academic calendar as official breaks. A student who misses more than 20% of labs, small groups, TBLs and/or clinical experiences for any course, will not be allowed supplemental privileges in that course and may be subject to additional penalty based on the course outline.

Recording of Instructional Activities (Lecture Capture Policy)

CMCC supports the recording of instructional activities as part of its commitment to enhance learning through technology and increase student access to instructional resources. Recording of lectures and other instructional activities (aka, "Lecture Capture", "lecture recording", "instructional recording") and live broadcasting of instructional activities shall be permitted only under the conditions set forth in this policy and related policies.

Plagiarism Detection & Consent

In this course, the faculty has chosen to require students to use electronic means to check their own written work to detect and attempt to prevent plagiarism in the form of text copying. By taking this course students agree that they will submit assignments for textual similarity review to the software used by the College.

Email Communication Policy

CMCC regularly communicates with students via email in KIRO, and all CMCC communication will be sent to this account. Students are responsible for regularly checking their CMCC email accounts. Settings can be adjusted to forward all CMCC emails to another account.

Disclaimers

This course outline, including but not limited to, instructional dates, delivery methods, assessments and/or weighting, may be changed at any time by the Graduate Studies Department and/or Undergraduate Education Program, according to emerging needs. It is imperative that students be aware of the changes that might occur and should, in accordance with CMCC policy, review emails on a daily basis, to ensure knowledge and compliance with the changes.

Outline created by the Course Coordinator and approved by the Director, Curriculum & Faculty Development & Director, Graduate Studies.