

Course Outline

COURSE: JFT 9A **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2016 **Inactive Course**

SHORT TITLE: FIRE INSTRUCTOR 1A

LONG TITLE: Fire Instructor 1A - Instructional Techniques Part I

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
1	18	Lecture:	.8	14.4
		Lab:	1.48	26.64
		Other:	0	0
		Total:	2.28	41.04

COURSE DESCRIPTION:

This course curriculum includes the identification of training needs; utilizing the occupational analysis; determining measurable student objectives in learning manipulative skills; development of levels of instruction; preparation and presentation of manipulative lesson plans; preparation of supplementary instruction sheets and methods of manipulative skills. This course is now listed as JFT 219.
PREREQUISITE: Fire Fighter I Classification **ADVISORY:** Eligible for English 250 and English 420

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Describe learning styles and methods, and the impact the laws of learning have on the teaching/learning process.

Measure: written exam, role play

ILO: 2,3

2. Identify the instructional materials appropriate for teaching cognitive lessons

Measure: written exam

ILO: 2,3

3. Apply principles and learning techniques through teaching demonstrations

Measure: role play

ILO: 2,3

4. Describe characteristic and demographic factors that affect learning and methods of dealing with disruption from student caused behavior.

Measure: written exam, role play

ILO: 2,3

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

Inactive Course: 11/09/2015

This course is now listed as JFT 219.

I. Orientation and Administration

A. Introduction

1. Instructors and staff self introductions

2. Students self introductions

B. Facilities

1. Orientation

C. Course description

1. Class hours

2. Workload

3. Breaks

D. Calendar of events

1. Adaptation and application of cognitive teaching materials

2. Teaching demonstrations by each student

3. Student evaluations

E. Course requirements

1. Attendance

2. Class and group participation

STUDENT PERFORMANCE OBJECTIVES (SPO): Students will identify course requirements

OUT-OF-CLASS ASSIGNMENTS: Reading assignment

II. Instructional Methodology, Adaptation, and Delivery

A. Fire and emergency services instruction as it relates to cognitive Training

1. Reasons for instructor training

2. Fire instructor roles and obligations

3. Fire instructor characteristics and traits

4. Group activity- instructor characteristics and traits

B. Principles of Learning

1. Learning Theories

2. Characteristics of Pedagogy and androgogy

3. Domains of Learning

a. Cognitive

- b. Psychomotor
 - c. Affective
- 4. Learning Styles and methods
- 5. Characteristics of the Laws of Learning
- 6. Student Motivation
- 7. Theories of Learning and remembering
- 8. Factors that affect Learning
- 9. Approaches to Teaching and student assessment
- C. Defining levels of instruction
 - 1. Levels of instruction (Learning)
 - a. Level I- basic knowledge
 - b. Level II- competent
 - c. Level III- highly proficient
 - 2. Basic knowledge
 - 3. Competent
 - a. student applies learned knowledge and skills
 - 4. Highly Proficient
 - a. Student is able to apply knowledge and skills from course to new situations and problems
- D. Components of Learning Objectives
 - 1. Terminology
 - 2. Student Behavioral Objectives
 - 3. Components of Learning Objectives
- E. Employing the four-step method of instruction as it relates to cognitive training
 - 1. The four step method of instruction
 - a. preparation
 - b. presentation
 - c. application
 - d. evaluation
- F. Assembling and review instructional materials as to cognitive training
 - 1. Assembling instructional materials
 - a. lesson plan
 - b. ancillary components
 - c. audiovisual training aids
 - 2. Reviewing the lesson plan
 - 3. Reviewing Ancillary components
 - 4. Reviewing Audiovisual Training Aids
- G. Adapting Cognitive Lesson Materials
 - 1. Reasons for Adapting Cognitive Lesson Materials
 - a. Ensure complete coverage
 - b. Address specific audiences
 - 2. General considerations
 - a. Reformat as needed
 - 3. Adapting Cognitive Lesson Materials
 - a. Evaluate level of instruction
 - b. Evaluate the authority
 - c. Create a foundation for learning

- e. Evaluate Presentation
 - 4. Group assignments
 - a. review and adapt lesson plan
 - b. Homework assignment- adapting a cognitive lesson plan
- H. Legal and Ethical Considerations as they relate to cognitive training
 - 1. Legal considerations and their effect on the instructor
 - 2. Legal terminology
- a. Code
- b. Regulation
- c. Standards
 - 3. Applicable U.S. Legislative Laws
 - 4. State and local government laws
 - 5. Training and attendance records
- a. Clerical Purposes
- b. Liability Purposes
 - 6. Legal Liability
 - 7. Copyright
 - 8. Student rights
 - 9. Instructor ethics
- I. Methods of Instructional Delivery
 - 1. Types of Instructional Delivery
- a. Instructor-led training
- b. Technology-based training
- J. Presentation techniques for cognitive training
 - 1. Presentation techniques components
 - a. preparation
 - b. oral communication skills
 - c. nonverbal communication skills
 - 2. Presentation preparation
 - 3. Oral Communication
 - 4. Non Verbal communication
- L. Selecting and Using Audiovisual Training Aids and Devices
 - 1. Introduction to Audiovisual Media Equipment
 - 2. Benefits to Audiovisual Media Equipment
- a. Enhance student's understanding
- b. Clarify, prove or emphasize a key point
- M. Effective interpersonal communication
 - 1. Elements
 - a. Characteristics
 - b. Six Basic Elements
 - 3. Purposes
 - a. Learning
 - b. Relating
 - 4. Verbal Component
 - 6. Nonverbal Communications Skills
- a. Eye contact
- b. Facial Expression
- c. Gestures

7. Components of Listening

- a. Attending
- b. Understanding
- c. Paraphrasing
- d. Remembering
- N. Student attitudes and behaviors
 - 1. Student characteristics that affect learning
 - a. Life experiences
 - b. Motivation
 - 2. Demographic factors
 - a. Age
 - b. Culture
 - c. Educational Background
 - 3. Students as individuals
 - 4. Student Behavioral Management
- O. Procedures used for evaluating student instructor teaching demonstrations
 - 1. Student Instructor Evaluations
 - 2. Evaluation Procedures
 - 3. Introduction to and Administration of Oral and Written tests
 - a. Written Tests
 - b. Types of Written Tests
 - c. Oral Tests
 - d. Test Administration
 - e. Student Progress and Feedback
 - 1. Feedback
 - a. formal
 - b. Informal
 - 2. Positive Feedback
 - 3. Negative Feedback

SPO: Student will describe the selection, use, and maintenance of audiovisual training aids and devices used in instructor-led training.

OUT-OF-CLASS ASSIGNMENTS: Adapting a cognitive lesson plan

III. Student Instructor Teaching Demonstrations

- a. Two each student teaching demonstrations
 - 1. Cognitive
- b. Evaluated by other students
 - 1. One Primary
 - 2. One Secondary
- c. test development
 - 1. Formative

SPO: Students will participate in teaching scenarios.

METHODS OF INSTRUCTION:

Lecture, discussion and demonstrations will serve as the medium of instruction. Regular assignments will be made for out-of-class study and research. Individual guidance will be provided as required.

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 20 % to 25 %

Reading Reports

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 25 % to 35 %

Other: class scenarios and role playing

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 30 % to 50 %

Class Performance/s

Performance Exams

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 20 % to 30 %

Other: Skills demonstration

REPRESENTATIVE TEXTBOOKS:

Recommended:

Cal Fire, Training Instructor 1A, State Fire Training, 2010

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 199870

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: JFT

CSU Crosswalk Course Number: 9A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000038000

Sports/Physical Education Course: N

Taxonomy of Program: 213300