

D H 356: EDUCATION THEORY, PRACTICE & ADMINISTRATION

Foothill College Course Outline of Record

Heading	Value
Units:	5
Hours:	5 lecture per week (60 total per quarter)
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Student Learning Outcomes

- The student will be able to examine a standard from an accreditation document and develop a plan for what documents would be appropriate as exhibits to show compliance with the accreditation standard.
- Students will create a current evidence-based educational module that includes all the required and recommended components to facilitate student success.

Description

The study of education theories and principles for didactic, lab and clinical courses. The faculty role in active teaching and learning, development of critical thinking and reflective writing, development of curriculum, outcomes and competencies, and course delivery methods. Theory and practices of clinical instruction and supervision, related to psychomotor skill development, competency-based evaluation, student mentoring and remediation. Examination of organizational and administrative philosophy and practice in curriculum planning, implementation and evaluation based on accreditation standards. Intended for students in the Dental Hygiene Baccalaureate Degree Program; enrollment is limited to students accepted in the completion degree track.

Course Objectives

The student will be able to:

- compare and contrast the three major categories of learning theories: constructivism, behaviorism, and cognitivism.
- using an instructional design model, create an instructional module of 30 to 60 minutes in length.
- design a comprehensive course syllabus that includes all the recommended components to facilitate student success.
- develop learning activities for a didactic course, a lab course and a clinical course, and cite current educational best practices used in the creation of the learning activities.
- create two different evaluation tools, including a rubric for a written assignment and a clinical performance evaluation rubric.
- develop teaching strategies to foster academic integrity.
- compare the teaching evaluation criteria from two different colleges and cite the components that foster the instructors development as an educator.
- analyze the relationship between creating an inclusive classroom and federal legislation and campus policies that address nondiscrimination

on the basis of sex, gender, sexual orientation, age, physical ability, race, religion, nationality, citizenship, and other factors.

1. examine a standard from an accreditation document and develop an plan for what documents would be appropriate as exhibits to show compliance with the accreditation standard.

Course Content

- Pedagogy and learning theories
 - Constructivism
 - Piaget, Kolb, Dewey, Montessori
 - Problem-based learning
 - Active learning
 - Knowledge building
 - Behaviorism
 - Social learning theory
 - Reinforcement and repetition
 - Cognitivism
 - Gestalt theory
 - Instructor as facilitator
- Instructional design models
 - ADDIE model in instruction
 - Analysis
 - Design
 - Development
 - Implementation
 - Evaluation
 - ARCS model of motivational design
 - Attention
 - Relevance
 - Confidence
 - Satisfaction
- Course design
 - Course outline of record
 - Required components
 - Objectives and learning outcomes
 - Blooms taxonomy
 - Content alignment with objectives
 - Textbooks and resources
 - Disciplines
 - Content development for labs and clinics
 - Methods of instruction
 - Methods of evaluation
 - Curriculum approval process
 - Title 5 Education Code and curriculum
 - Syllabus design
 - Basic information
 - Course description
 - Learning outcomes/goals/objectives
 - Materials
 - Requirements: exams, quizzes, assignments
 - Policies: grading procedures, attendance, participation, etc.
 - Schedule: tentative calendar of topics and readings, exam dates, drop date
 - Resources: tips for success, glossaries, links, academic support services
 - Statement on accommodation
 - Evaluation of student performance and grading criteria
 - Rights: students' and instructors'
 - Safety and emergency preparedness
 - Honor code
 - Disclaimer

3. Class presentation considerations
4. Online and hybrid instruction considerations
- D. Learning activities
 1. Lecture
 2. Discussion
 3. Debate
 4. Presentations
 5. Small group
 6. Case studies
 7. Journal reviews
 8. Peer review
 9. Simulation
 10. Role playing
 11. Labs
 12. Clinics
 13. Online and hybrid delivery activities
- E. Evaluation
 1. Setting expectations, standards and criteria
 2. Consistency and fairness in grading
 3. Constructive feedback
 4. Rubrics for evaluation
 5. Faculty calibration and inter-rater reliability for multiple examiners
- F. Academic misconduct
 1. National statistics on academic dishonesty
 2. Forms of academic misconduct
 - a. Plagiarism
 - b. Test-taking and cheating
 3. Causes of academic misconduct
 4. Strategies to promote academic honesty
 5. Responding to academic misconduct
- G. Faculty
 1. Minimum qualifications
 2. Full time faculty
 - a. Tenure
 - b. Non tenure
 3. Part time faculty
 4. Evaluation
 - a. Self-evaluation
 - b. Institutional evaluation
 - c. Student evaluation
 5. Professional development
 - a. Instructional competency
 - b. Strategies for improving instruction
 - c. Teaching portfolios
 - d. Mentoring students
- H. Professional responsibilities and ethics
 1. Student information and privacy rights
 2. Inclusive environment
 3. Fair evaluation of student performance
 4. Standards of professionalism
 5. Sexual harassment and sexual assault
 6. Students with disabilities and accommodations
- I. Accreditation
 1. Institutional accreditation
 2. Program specific accrediting bodies
 - a. Standards
 - b. Exhibits and documentation addressing the standards
 - c. Site visits
 - d. Resources

Lab Content

Not applicable.

Special Facilities and/or Equipment

- A. Computer with internet access, multi-media classroom.
- B. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Method(s) of Evaluation

The student will demonstrate proficiency by:

- A. writing an academic paper comparing the major learning theories and evaluating the theories that seem most relevant to educating adult allied health students.
- B. creating a course syllabus or green sheet that includes the best practice components.
- C. using the ADDIE or ARCS instructional design model, create and present an instructional module.
- D. peer reviewing an instructional model.
- E. developing an plan for what documents would be appropriate as exhibits to show compliance with the accreditation standard.

Method(s) of Instruction

- A. Lecture
- B. Discussion
- C. Individual and collaborative activities in and out of class

Representative Text(s) and Other Materials

Nilson, Linda B. [Teaching at Its Best: A Research-Based Resource for College Instructors](#). 4th ed. Jossey-Bass, 2016. ISBN-10: 0470401044

Davis, Barbara Gross. [Tools for Teaching](#). 2nd ed. Jossey-Bass, 2009. ISBN-13: 978-0787965679

Bastable, Susan B, Pamela Gramet, Karen Jacobs, and Deborah L. Sopczyk. [Health Professional as Educator, Principles of Teaching and Learning](#). Jones & Barlett Learning, 2011. ISBN 9780763792787

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- A. Read from relevant textbooks, peer-reviewed journals, and current periodicals, 50-100 pages per week.
- B. Evaluate curriculum.
- C. Create various educational materials.
- D. Final assignment/term project: work with a independently or in a small group to prepare and present a an educational module.

Discipline(s)

Dental Technology