D H 356: EDUCATION THEORY, PRACTICE & ADMINISTRATION

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	5
Hours:	5 lecture per week (60 total per quarter)
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
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:

1. Compare and contrast the three major categories of learning theories: constructivism, behaviorism, and cognitivism.
2. Using an instructional design model, create an instructional module of 30 to 60 minutes in length.
3. Create learner-centered, performance-based objectives and student learning outcomes that support active learning and critical thinking and problem solving.
4. 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.
5. Create two different evaluation tools, a formative and summative evaluation.
6. Develop teaching strategies to foster academic integrity.
7. 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.
8. 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

1. Pedagogy and learning theories
   a. Constructivism
      i. Piaget, Kolb, Dewey, Montessori
      ii. Problem-based learning
      iii. Active learning
      iv. Knowledge building
   b. Behaviorism
      i. Social learning theory
      ii. Reinforcement and repetition
   c. Cognitivism
      i. Gestalt theory
      ii. Instructor as facilitator
2. Instructional design models
   a. ADDIE model in instruction
      i. Analysis
      ii. Design
      iii. Development
      iv. Implementation
      v. Evaluation
   b. ARCS model of motivational design
      i. Attention
      ii. Relevance
      iii. Confidence
      iv. Satisfaction
3. Course design
   a. Course outline of record
      i. Required components
      ii. Objectives and learning outcomes
      iii. Blooms taxonomy
      iv. Content alignment with objectives
      v. Textbooks and resources
      vi. Disciplines
      vii. Content development for labs and clinics
      viii. Methods of instruction
      ix. Methods of evaluation
      x. Curriculum approval process
      xi. Title 5 Education Code and curriculum
   b. Syllabus design
      i. Basic information
      ii. Course description
      iii. Learning outcomes/goals/objectives
      iv. Materials
      v. Requirements: exams, quizzes, assignments
      vi. Policies: grading procedures, attendance, participation, etc.

      vii. Schedule: tentative calendar of topics and readings, exam dates, drop date

     viii. Resources: tips for success, glossaries, links, academic support services

      ix. Statement on accommodation

       x. Evaluation of student performance and grading criteria

      xi. Rights: students' and instructors'

     xii. Safety and emergency preparedness

    xiii. Honor code

    xiv. Disclaimer

  c. Class presentation considerations

  d. Online and hybrid instruction considerations

4. Learning activities
   a. Lecture
   b. Discussion
   c. Debate
   d. Presentations
   e. Small group
   f. Case studies
   g. Journal reviews
   h. Peer review
   i. Simulation
   j. Role playing
   k. Labs
   l. Clinics
   m. Online and hybrid delivery activities

5. Evaluation
   a. Setting expectations, standards and criteria
   b. Consistency and fairness in grading
   c. Constructive feedback
   d. Rubrics for evaluation
   e. Faculty calibration and inter-rater reliability for multiple examiners

6. Academic misconduct
   a. National statistics on academic dishonesty
   b. Forms of academic misconduct
      i. Plagiarism
      ii. Test-taking and cheating
   c. Causes of academic misconduct
   d. Strategies to promote academic honesty
   e. Responding to academic misconduct

7. Faculty
   a. Minimum qualifications
   b. Full time faculty
      i. Tenure
      ii. Non-tenure
   c. Part time faculty
   d. Evaluation
      i. Self-evaluation
      ii. Institutional evaluation
      iii. Student evaluation
   e. Professional development
      i. Instructional competency
      ii. Strategies for improving instruction

     iii. Teaching portfolios

     iv. Mentoring students

8. Professional responsibilities and ethics
   a. Student information and privacy rights
   b. Inclusive environment
   c. Fair evaluation of student performance
   d. Standards of professionalism
   e. Sexual harassment and sexual assault
   f. Students with disabilities and accommodations

9. Accreditation
   a. Institutional accreditation
   b. Program specific accrediting bodies
      i. Standards
      ii. Exhibits and documentation addressing the standards
      iii. Site visits
      iv. Resources

Lab Content

Not applicable.

Special Facilities and/or Equipment

Computer with internet access, microphone and webcam, and email account.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Writing an academic paper comparing the major learning theories and evaluating the theories that seem most relevant to educating adult allied health students

Creating learner-centered, performance-based objectives and student learning outcomes that support active learning and critical thinking and problem solving

Using an instruction design model, creating an evidence-based educational module that includes all the required and recommended components to facilitate student success

Peer review of an instructional module using a rubric

Examining a standard from an accreditation document and developing a plan for what documents would be appropriate as exhibits to show compliance with accreditation standards

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
Discussion
Individual and collaborative activities in and out of class

Representative Text(s) and Other Materials

Bastable, Susan B, Margaret M. Braungart, Pamela R. Gramet, Karen Jacobs, and Deborah L. Sopczyk. Health Professional as Educator, Principles of Teaching and Learning, 2nd ed. (ISBN 978-1284155204). 2020.

Nilson, Linda B.. Teaching at Its Best: A Research-Based Resource for College Instructors, 4th ed. (ISBN 978-1119096320). 2016.

The Nilson text is older than five years, but is an excellent resource for this course. It is a resource text, not required for the course.

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

1. Read from relevant textbooks, peer-reviewed journals, and current periodicals, 50-100 pages per week.
2. Evaluate curriculum.
3. Create various educational materials.
4. 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