

# 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

- Analyze how inclusive classroom practices are shaped by federal legislation and campus policies by comparing professional ethics in healthcare, business, and education, using at least two examples to show how ethical and legal principles influence inclusive education. The assessment will be evaluated using a standardized rubric, with a score of 75% or higher considered passing.
- Develop an educational module for a didactic or lab/clinical course that incorporates current evidence-based literature and includes at least three distinct types of learning activities. The module will be evaluated using a standardized rubric, with a score of 75% or higher considered passing.

## 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.
- Create learner-centered, performance-based objectives and student learning outcomes that support active learning and critical thinking and problem solving.
- 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, a formative and summative evaluation.
- Develop teaching strategies to foster academic integrity.
- 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.
- 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

- 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