

# VCC Teaching Orientation and Refresher

Centre for Teaching, Learning and Research

January 19, 2023





VCC's Centre for Teaching, Learning & Research acknowledges our location on the traditional unceded territories of the x<sup>w</sup>məθk<sup>w</sup>əy̓əm (Musqueam), Sk̓wx̓wú7mesh (Squamish), and sə̓lilw̓ətał (Tseil-Waututh) nations who have been stewards of this land since time immemorial.

We are committed to building relationships, based in honour and respect, with the Indigenous peoples here, and we appreciate the broader connections and responsibility to Indigenous lands, cultures and communities that are near and beyond our campuses.

# Introductions

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Introduce yourself in the chat:

- your name
- your department
- 1 thing you enjoyed about your holiday break

# Getting set:

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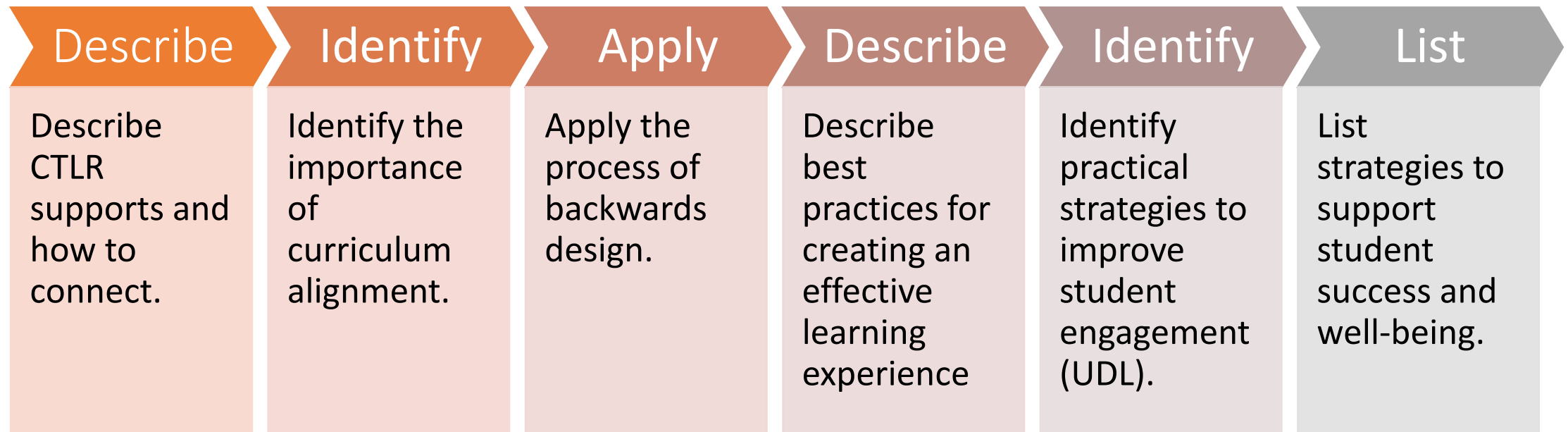
What questions are you hoping to have answered today?

(Jamboard Link in Chat)



# By the end of this workshop, you will be able to:

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# 1. CTLR Supports/Services for Faculty

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- Engaging, student-centred learning (UDL).
- Accessible learning materials (UDL).
- Educational tech choices/support.
- Best practices in instructional delivery.
- Designing assessments.
- Developing new courses/programs.

Connect: [CTLR website](#)  
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[odev@vcc.ca](mailto:odev@vcc.ca)  
[elsupport@vcc.ca](mailto:elsupport@vcc.ca)



**VCC Strategic  
Innovation Plan**

2. What informs your  
teaching at VCC?

**Curriculum Documentation**  
Program Content Guide  
Course Outlines



v c c . c a

## Certified Dental Assisting Certificate (onsite)

### Program Content Guide

#### EFFECTIVE DATE

September 2018

#### PURPOSE

The Certified Dental Assisting Program (onsite) provides graduates with the knowledge and practical experience to enter a career as a Practising Certified Dental Assistant (CDA). Graduates will acquire the specialized knowledge, skills and attitudes to function as a *dental* health team member with dependent, interrelated and independent roles.

#### ADMISSION REQUIREMENTS

- Grade 12 graduation or equivalent.\*
- [English Language Proficiency](#) as demonstrated by *one* of the following:
  - English 12 with a minimum 'B' grade, or equivalent or
  - English Language Proficiency at an English 12 'B' level
- Either Biology 11 or Biology 12 (human biology recommended) or equivalent.\*\*

\* Students who have completed the Vancouver Community College Dental Reception Coordinator program are exempt from these admission requirements.

\*\* Students who have completed the Vancouver Community College Dental Reception Coordinator program and/or students who have completed the College of Dental Surgeons of British Columbia Provincial Radiography credential are exempt from this admission requirement.

#### INSTRUCTIONAL STRATEGIES, DESIGN AND DELIVERY MODE

The Certified Dental Assisting program (onsite) is offered on a full time basis, over three terms. Each term consists of both theory and clinical courses.

Theory courses are presented through online activities, lecture, small group discussion, assigned readings and self-study. Clinical skills are presented in the dental clinic and laboratory. The clinical competencies are developed on manikins, peers, and patients. Acquisition of clinical skills is enhanced through partnerships with the University of British Columbia (UBC) Dental Clinic Program and practica rotations to dental practices.

#### EVALUATION OF STUDENT LEARNING

The clinical competencies and the supporting theory are hierarchically organized within the context of the health model of Preparation for Practice; Patient Assessment; Planning, Implementation, and Evaluation of Practice and Clinical Practice. All terms focus on both the assisting and operator roles of the chairside (non-licensed) dental assistant and Certified Dental Assistant. Dental office practica are offered in all three terms.

Entry into the second and third terms is achieved through successful completion of the previous terms.

Theory courses are evaluated by assignments, group projects and presentations, quizzes and examinations. Midterms and final theory exams are weighted at a maximum of 35% each. The final grade required in all theory courses is 64% (C+). A maximum of two comprehensive re-write exams are offered within the program for final grades below 64%.

The acquired knowledge from the theory courses is integrated into clinical practice. Clinical competencies provide the basis for evaluation. Students are evaluated using manikins, peers and patients. The clinical portion of the program is evaluated according to provincial competencies with a satisfactory (S) or unsatisfactory (U) grade awarded for each clinical course. A student who is unsuccessful in a final clinical evaluation is offered a supplemental evaluation.

Course outlines are provided to the students on MOODLE (a computer learning management system).

Attendance of all classes and clinical experiences is required in order to truly understand and master the theoretical and practical components of the Certified Dental Assistant role. As per the departmental policy, described in the

# PCG- Department Leader



# MGMT 1004: Business Communication

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## EFFECTIVE DATE

September 2022

## DEPARTMENT

Business Mgmt PD Diploma

## SCHOOL

Hospitality, Food Studies and Applied Business

## DESCRIPTION

This course is intended to introduce students to the theories and practices of contemporary workplace communication, including intercultural communication. Attention is devoted to the ethical and relational implications of communication in the workplace as well as the development of clarity in communication. Assignments include emails, letters, memoranda, reports, proposals, and visual presentations. Students are encouraged to apply their global perspectives to the course concepts.

## CREDITS

3.0

## YEAR OF STUDY

1st Year Post-secondary

## PREREQUISITES

None

## COREQUISITES

None

## COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Explain the principles of workplace communication, including intercultural communication dynamics

## HOURS

Lecture, Online, Seminar, Tutorial: 45

**Total Hours: 45**

## INSTRUCTIONAL STRATEGIES

Lectures, group and individual presentations

## GRADING SYSTEM

Letter Grade (A-F)

## PASSING GRADE

D (50%)

## EVALUATION PLAN

Type	Percentage	Assessment activity
Participation	10	
Assignments	20	business report
Project	20	group writing assignment
Project	20	individual presentation
Final Exam	30	

# 3. Backwards Design



**In Backwards Design, courses are designed around the skills and knowledge you want students to learn.**



Step 1 : Identify the desired learning outcomes (course outline)



Step 2 : Determine acceptable evidence (course outline)



Step 3 : Plan learning activities

# What is BOPPPS?

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1. **Bridge:** How will you motivate or capture the interests of your students?
2. **Objectives:** What do you want your students to be able to do at the end of your class or lesson?
3. **Pre-Test:** How will you gauge what your students already know about the topic of our lesson?
4. **Participation:** What activities will you have your students do to meet the objectives?
5. **Post-test:** How will you assess whether your students have met the lesson objectives?
6. **Summary:** What are the key points you want your students to take away?

# Writing Learning Objectives

## Parts of the statement

1. **Action (performance)**
2. Learning to be demonstrated
3. Context in which this learning will occur

## Example

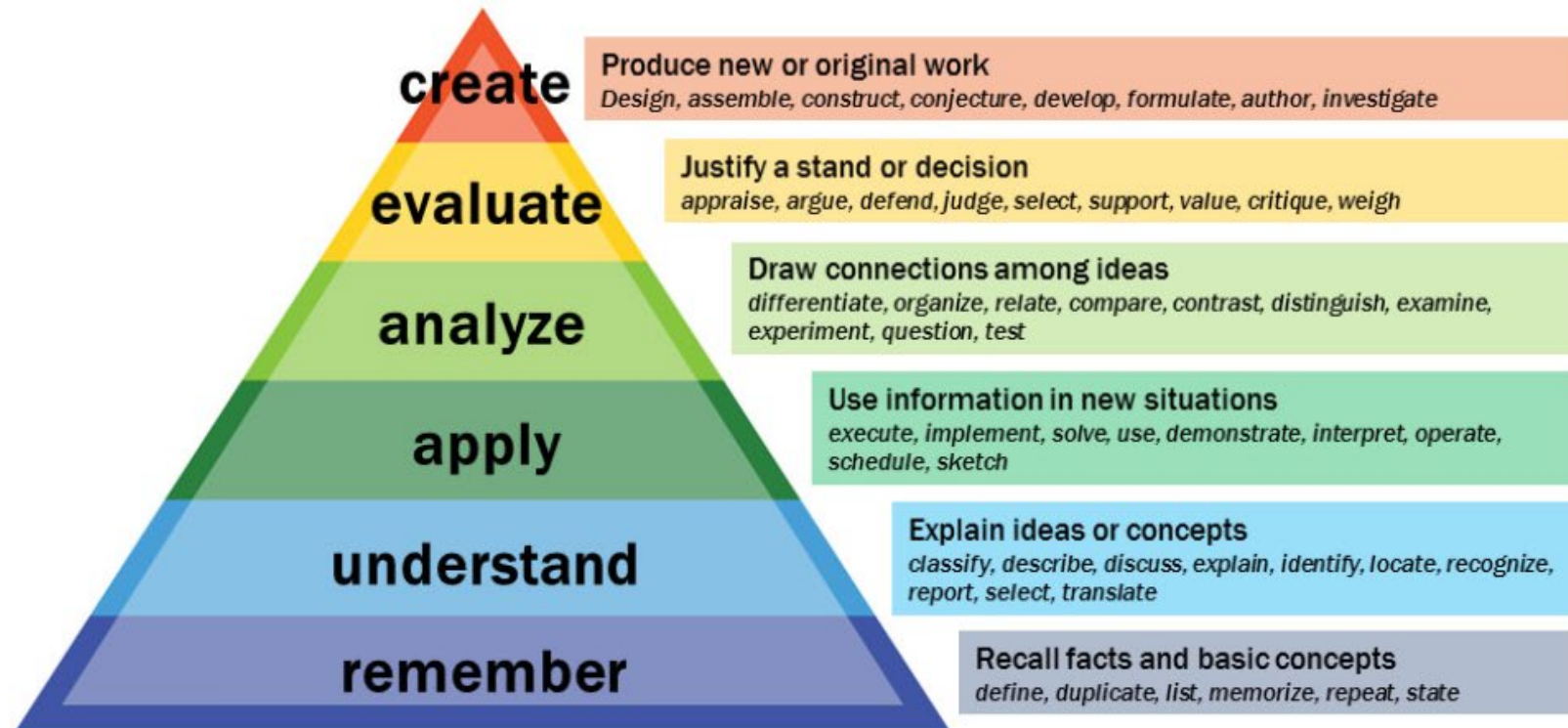
- **Demonstrate** correct fastening of a Personal Floatation device **before entering the canoe.**

“An Objective is a written statement, defining in precise terms what the learner will be able to do at the end of training and how well.”

Robert Mager

# Bloom's Taxonomy

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# 4. Best Practices for Creating an Effective Learning Experience

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- The creation of an effective learning experience requires two elements:
  - A well designed/planned course
  - Excellent facilitation of learning
- Both of these elements apply to in-person, hybrid/blended, or fully online teaching

# Creating Effective Learning Experiences

## **Design and Planning: Decisions need to be made around how students will:**

- Meet the desired learning outcomes
- Engage with content
- Be assessed
- Receive feedback
- Interact with the instructor and other students
- Reflect on their learning
- Be supported in the course

## **Facilitation: Decisions need to be made around how you will:**

- Engage students
- Motivate students
- Maintain participation of students in the course
- Create community in the course
- Encourage collaboration
- Determine if students are learning

# Creating Effective Learning Experiences

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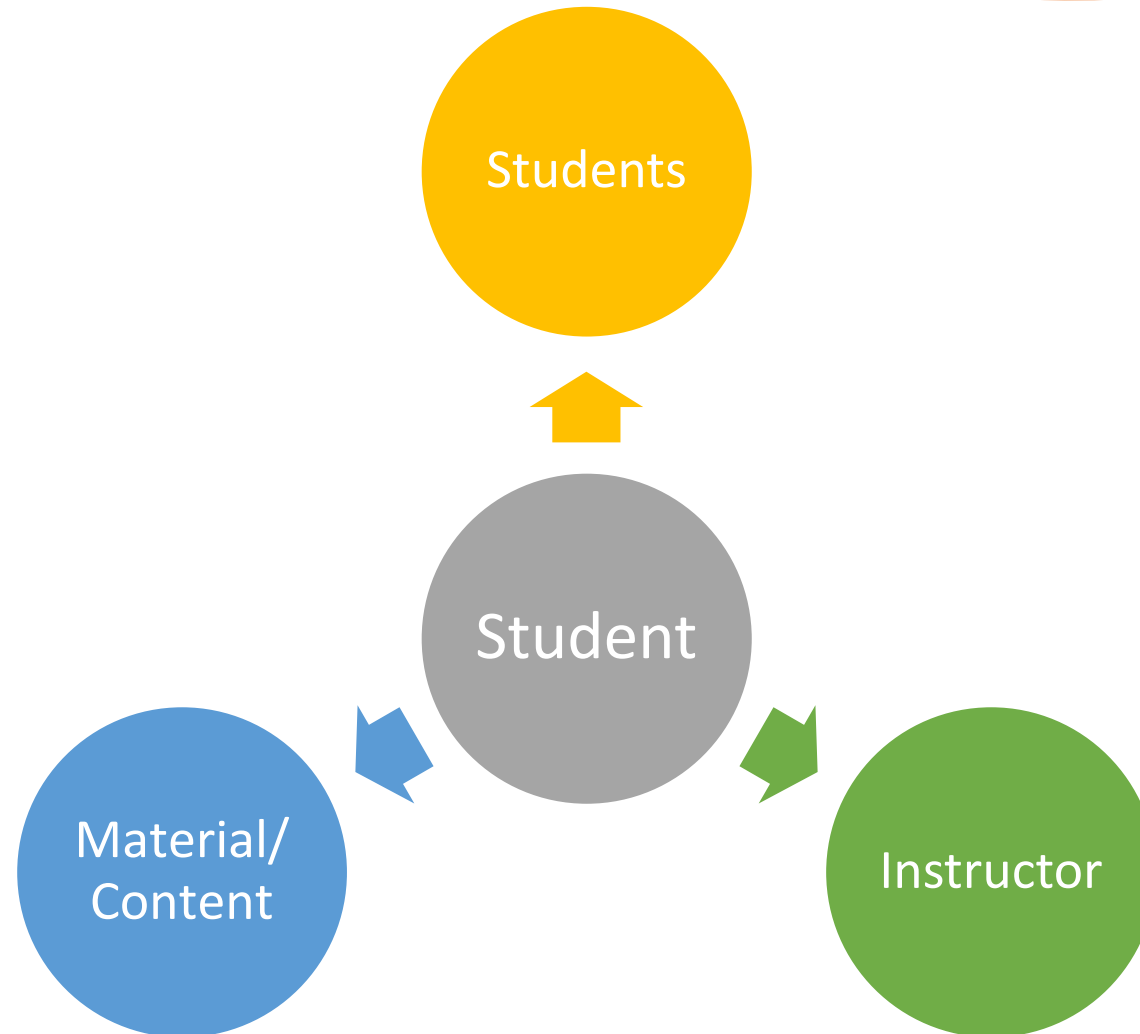
- Online Facilitation Skills (see handouts)
- [Live Classes Using Zoom](#)





# Types of Interaction to Design For:

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# Learning Activity Considerations

Clear Purpose	Activities should be linked your learning objectives
Student Centered	Students are doing something (Active Learning) <ul style="list-style-type: none"><li>• <a href="#">Active learning</a></li><li>• <a href="#">226 active learning techniques</a></li></ul>
Practice	Provide students with an opportunity to practice a skill prior to being formally assessed.
Authentic	Use authentic workplace/real life materials/simulations etc.
Reflective	Provide students with an opportunity to think about and make sense of what they have learned/experienced in the activity.  Allow some time at the end of the class for students to reflect on the lesson.
Feedback or debrief	Feedback on the activity is provided by instructor and/or fellow students

LET'S TALK ABOUT UDL!



with Heidi & Venecia



# Universal Design for Learning

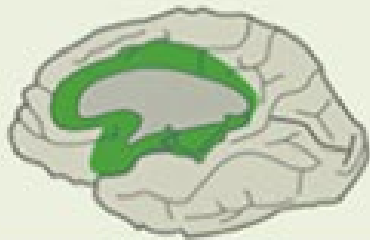
**A way to provide students with choices for:**

1. What they are learning
2. How they are learning
3. How they are showing what they know

# UNIVERSAL DESIGN FOR LEARNING OVERVIEW

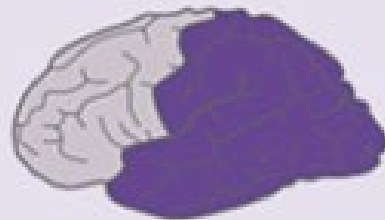
## Multiple Means of Engagement

Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.



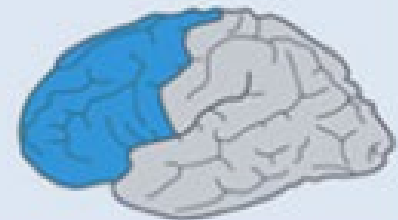
## Multiple Means of Representation

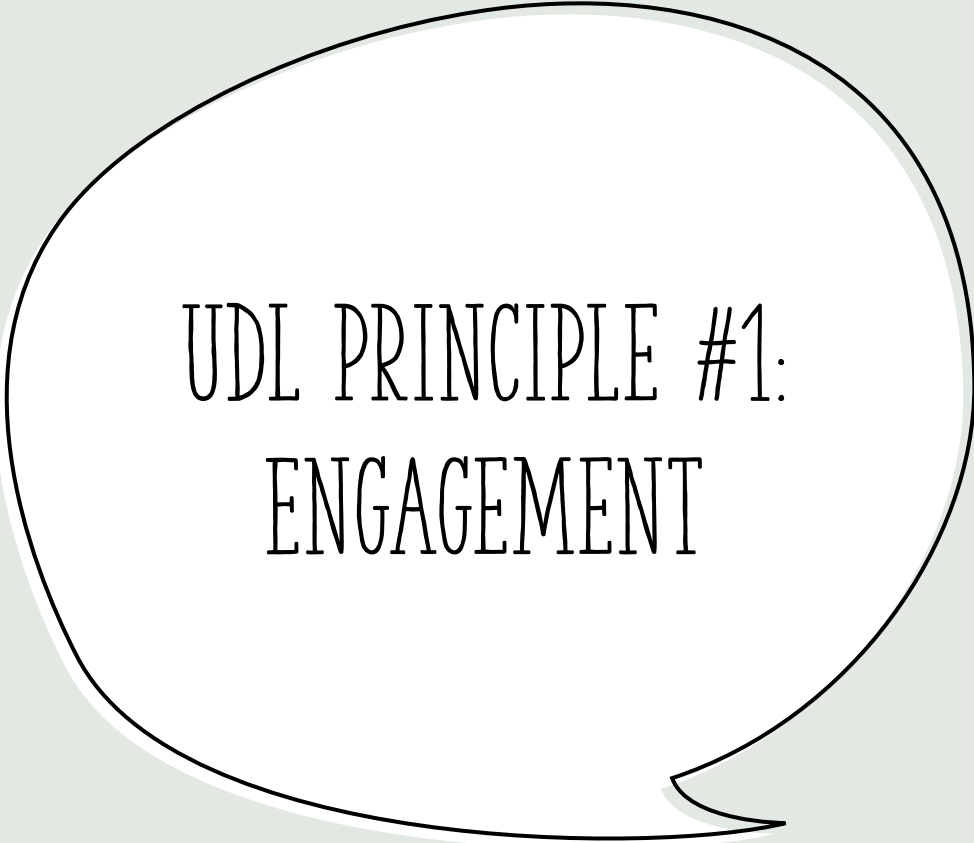
Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.



## Multiple Means of Action/Expression

Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).

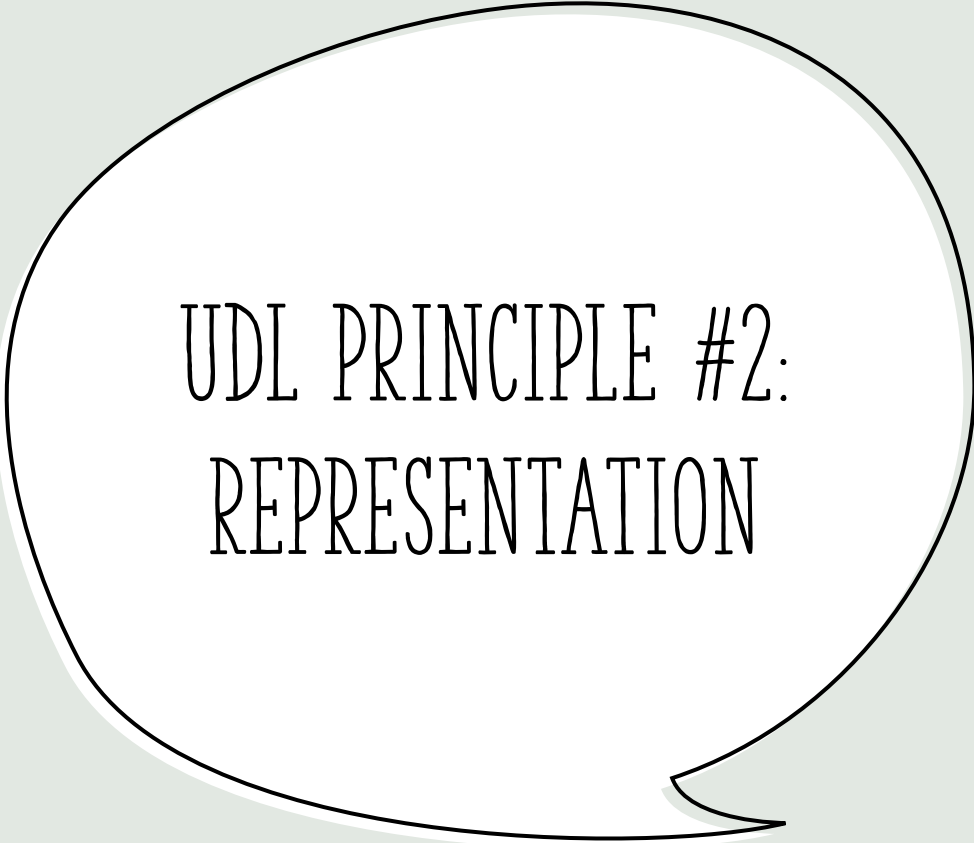




UDL PRINCIPLE #1:  
ENGAGEMENT

How will you make  
students curious  
about the topic?

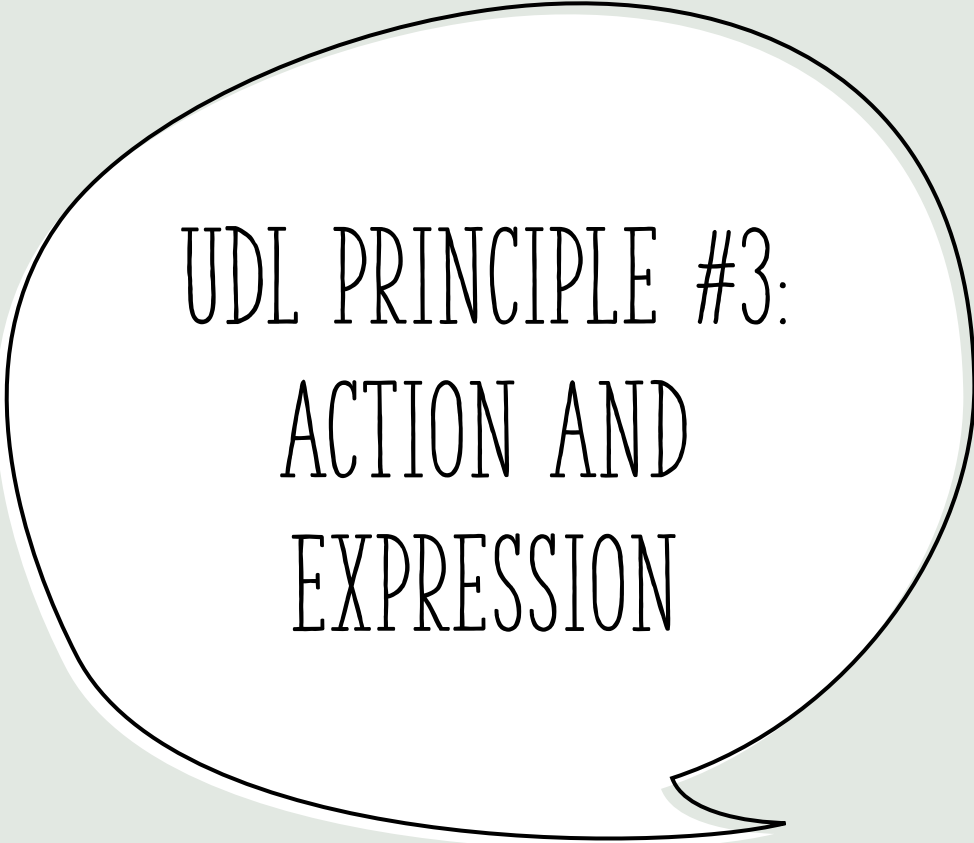
SCENARIO: You are teaching a health science program and on the first day of clinical, one of the learning outcomes is demonstrating proper hand washing techniques.



UDL PRINCIPLE #2:  
REPRESENTATION

How can you present information in a way that reaches all learners?

SCENARIO: You are teaching a health science program and on the first day of clinical, one of the learning outcomes is demonstrating proper hand washing techniques.



UDL PRINCIPLE #3:  
ACTION AND  
EXPRESSION

How will I provide  
purposeful options for  
students to show  
what they know?

SCENARIO: You are teaching a health science program and on the first day of clinical, one of the learning outcomes is demonstrating proper hand washing techniques.



# Student Assessment



## Types of Assessment

- [Formative assessment](#)
- [Summative assessment](#)

## Assessment and Learning

- [Assessment of Learning](#)
- [Assessment for Learning](#)
- [Assessment as Learning](#)
- [Alternative Assessment](#)
- [Feedback](#) – timely, constructive

# 6. Student Success and Well-being

Consider the stressors of today's student. Take a moment to reflect of what they may be

Important to be aware of these factors and take a holistic approach to teaching.



# Student Well-being is Improved Through:



**1** Students are motivated to learn and feel they are learning successfully

- Helping students find value in the subject matter
- Helping students find value in the learning process
- Structuring the course effectively
- Delivering the material effectively
- Supporting learning outside the classroom



**2** Students feel connected to their peers and instructors

- Fostering instructor-student relationship
- Fostering peer-to-peer relationships



**3** Instructors recognize that students' experience extends beyond academics

- Recognizing that students have outside academics
- Openly discuss wellbeing-related topics
- Creating a safe classroom environment

# Professional Development Opportunities

- [VCC CTLR](#)
- [VCC People Services](#) workshops and development opportunities
- VCC [PIDP](#) and [Teaching Online Certificate](#)
- [BCcampus](#) workshops
- Conferences (i.e., VCC Teaching Learning and Research Symposium; Society for Teaching and Learning in Higher Education, Education Technology Users Group)

# Evaluating Your Teaching

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## Informal

- Feedback forms
- Exit survey
- Class discussions
- Online polls
- Course evaluations

Useful resources:

- [What to Reflect on](#)
- [Best Practices in Evaluating your Teaching](#)

## Formal (VCCFA)

- Course evaluations
  - Evaluation of new faculty (probation)
  - Appraisal of regularized faculty
- (See [VCCFA Collective Agreement](#))

# Electronic library resources available for your courses

You may  
want to  
include:

- Chapters from eBooks
- Journal articles from databases
- Open textbooks
- Streaming videos

Why use  
library  
content?

- Free to students
- Available from anywhere
- Embed or link to in Moodle

- [Library Website](#)
- [Faculty Guide to e-Resources](#)
- [VCC OER Site](#)
- [BCcampus Open Textbooks](#)
- [Library YouTube Channel](#)
- [VCC Learning Centre](#)

# Summary and Wrap-up

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- Teaching is a profession and an art - takes practice and reflection to master.
- Practice teaching that is informed by college initiatives and policy, sound curriculum design and delivery
- Develop relationships with your students
- Be yourself and have fun learning with your students!
- Please share your review of this workshop through this [survey](#).
- For further support with your teaching, contact CTLR @ [IASupport@vcc.ca](mailto:IASupport@vcc.ca)



# By the end of this workshop, you will be able to:

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