FIRE 0179 - INSTRUCTIONAL METHODOLOGY - INSTRUCTOR I

Catalog Description

Advisory: IS-100.B (Introduction to the Incident Command System) and IS-700.A (FEMA - National Incident Management System)
Hours: 40 (24 lecture, 16 laboratory)
Description: Designed for working firefighters, this course provides the skills and knowledge needed for the entry level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the 2012 edition of NFPA 1041 Standard for Fire Service Instructor Professional Qualifications. At the end of this course, candidates for Instructor I certification are able to teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments. The Instructor I is also able to adapt a lesson plan and complete the reporting requirements to the local jurisdiction. Course is one of a series required for Company Officer Certification by California State Fire Training. (CSU-with unit limitation)

Course Student Learning Outcomes

- CSLO #1: Define the role of the Instructor I.
- CSLO #2: Construct and outline a lesson plan.
- CSLO #3: Assemble and deliver cognitive and psychomotor lesson plans.
- CSLO #4: Develop and administer oral, written and performance tests.

Effective Term

Fall 2019

Course Type

Credit - Degree-applicable

Contact Hours

40

Outside of Class Hours

48

Total Student Learning Hours

88

Course Objectives

Lecture Objectives:
1. Identify different levels in the instructor certification track, the courses and requirements for instructor 1 certification.
2. Describe the certification task book and testing process.
3. Define the role of the Instructor 1.
4. Distinguish program management, instructional development, instructional delivery and evaluation and testing.
5. Determine instructional materials, elements of a lesson plan, learning environment, and resources need adaptation.
6. Construct and outline a lesson plan.
7. Outline the elements of an organized classroom, laboratory and outdoor learning environment.
8. Assemble and deliver cognitive and psychomotor lesson plans.
9. Modify presentation methods to achieve learning outcomes.
10. Modify and adjust to different learning styles, abilities, cultures, and behaviors.
11. Use audiovisual and demonstration equipment.
12. Develop and administer oral, written and performance tests.
13. Analyze and compare testing processes that eliminate bias and discrimination.
14. Appraise grading and securing student examinations.
15. Outline test results reporting.
16. Analyze need for providing evaluation feedback to students.
17. Justify need for evaluating student instructor lesson demonstrations.
18. Outline process for assembling course materials.
19. Explain need for preparing resource requests.
20. Outline how to schedule instructional sessions.
21. Justify need for completing and submitting training records.
Laboratory Objectives:
1. Demonstrate applying major principles of learning cognitive lessons through teaching demonstrations.
2. Analyze the steps in developing a course outline.
3. Compare and contrast the three levels of instruction - Basic Knowledge, Competent, Highly Proficient - and how they are applied to a cognitive lesson plan.
4. Analyze student behavioral objectives to determine if they are measurable.
5. Evaluate types of written objective examinations and write valid test questions.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable

Methods of Evaluation

- Objective Examinations
  - Example: Students will take a multiple-choice examination on the four step method of instruction. Standard Grading. Example Question: Which two steps in the four-step method of instruction are often combined? A. Presentation/Application B. Application/Evaluation C. Presentation/Evaluation D. None of the Above.
- Skill Demonstrations
  - Example: Students will develop and deliver a cognitive lesson plan on an assigned topic. Rubric Grading.

Repeatable

No

Methods of Instruction

- Laboratory
- Lecture/Discussion
- Distance Learning

Lab:

1. Instructor will lecture on the different types of written and oral tests. The students will then write and turn in a sampling of test questions for each type of written and oral test on a subject assigned by the instructor.

Lecture:

1. Instructor will lead a discussion on the use of information and activity sheets with cognitive lessons. Students will then break into small groups and develop one activity and one information sheet for an assigned topic.

Distance Learning

1. Following an instructor lecture and demonstration on how to instruct a state fire training course, students will demonstrate how to appropriate teach an assigned topic, applying major principles of learning cognitive lessons through teaching demonstrations.

Typical Out of Class Assignments
Reading Assignments

1. Student will read the material in the textbook on cognitive lesson plan components and develop a lesson plan on a subject approved by the instructor. 2. Student will read the chapter in the textbook on instructional aids and develop a list of instructional aids they will use in their cognitive lesson teaching demonstration.

Writing, Problem Solving or Performance

1. Student will prepare a 20 item test from the lesson plan outline that contains ten (10) true-false items and ten (10) multiple choice items. 2. Student will present a 20 minute cognitive lesson to the class on a subject approved by the instructor.

Other (Term projects, research papers, portfolios, etc.)
Required Materials

- Fire and Emergency Service Instructor
  - Author: International Fire Service Training Association
  - Publisher: Fire Protection Publications, Oklahoma State University
  - Publication Date: 2012
  - Text Edition: 8th
  - Classic Textbook?:
  - OER Link:
  - OER:
- Fire Service Instructor
  - Author: Forest Reeder, MS & Alan E. Joos, MS
  - Publisher: Jones and Bartlett
  - Publication Date: 2014
  - Text Edition: 2nd
  - Classic Textbook?:
  - OER Link:
  - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.