



Columbia College Calgary

Facilitator Handbook

A document outlining Columbia College's educational philosophy and culture, policies and procedures, and other resources geared towards supporting facilitators as they help our students succeed.

Introduction

This Handbook was developed as an introduction to potential faculty as well as a reference guide for current facilitators to Columbia College Calgary. This handbook applies to faculty in Professional and College Prep programs. Wherever possible and as much as possible, faculty in Pre-Career programs will use this handbook as well.

This Handbook begins by sharing a collection of documents called Columbia College's Foundation Documents. These documents highlight Columbia College's educational mission, philosophy, principles and approach to learning. Columbia College Foundations Documents are relevant to all facilitators whether they teach a course or a workshop. It outlines the principles of Columbia College and provides resource materials that will assist new as well as more experienced facilitators in developing a better understanding of adult education, the role of facilitators, and the changing needs of adult learners.

This Handbook also provides such links as:

- Facilitator Position Description, to help ensure that facilitators have a clear understanding of their roles and responsibilities,
- lesson plans templates,
- Student Satisfaction Surveys (for a course or a workshop) - so facilitators will know what questions students will be asked to provide feedback on,
- Columbia College's Professional Behaviour document is also provided. All employees are expected to follow these behaviours.

Homework for Prospective Faculty Members

Please read through this handbook and if you wish to develop a relationship with Columbia College then please create a list of written questions about which you need more information or clarity. Present your written questions at a meeting with the college representative.

Clarification of Terms

Must; Shall; Will:

These words or phrases indicate actions or activities that are *essential* or *mandatory*.

Should:

This word implies that it is highly desirable to perform certain actions or activities, but not essential or mandatory.

May or Could; Can:

These words imply freedom or liberty to follow an alternative to the action or activity being presented in a document.

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A Historical Perspective of Higher Education

Introduction

The field of higher education can trace its roots back to Plato some 2500 years ago, the primary method of instruction hasn't changed much from Plato's simple lecturing approach. However, in 400 BC few books existed and those that did were handwritten as the printing press wasn't to be developed for some 2000 more years. Up until just over a hundred years ago the only higher education institutions that operated were private institutions and most were established by churches which tended to be the center of the community. In fact, the first universities in the world were established in about 1000 AD in Italy and Germany. The Italian university model followed essentially a broad liberal arts approach where learners studied a wide range of subjects and the belief was that any topic of study was valuable. On the other hand, the German model focused more on a single subject. Accounting was the first degree issued in that state.

Shortly after the United States was formed in 1776, its leaders decided they needed their own universities and after studying the Italian and German models, they developed a model that essentially blended the two. Students in undergraduate degrees would normally spend the first half of their education studying liberal arts courses in order to broaden their knowledge base and conclude the remainder of their degree concentrating in a field of specialization.

This model was also adopted by Canadian universities. Once this model was agreed on, several of the private high schools of the day began to establish universities. Some of the first private universities were Harvard, Princeton, and Yale.

As the world moved into the Industrial Revolution in the 1800s, industry began to grow and realized it needed a more educated workforce, one that would require a lot more skilled workers than the private universities were graduating. This led to the establishment of publicly funded post-secondary institutions.

Following the Second World War in 1945 and the return of hundreds of thousands of soldiers, the United States passed the GI Bill which enabled soldiers to enter post-secondary institutions. As many of them lacked high school education, they enrolled in small technical colleges which were few in number. This created a ground swell of activity around the colleges and acted as a major catalyst for growth during the 1950s. The baby boomers created another ground swell of activity in higher education starting in the mid-sixties and extending to the early eighties.

During this same period (1970s and 80s) considerable change was occurring within the university community as it tried to respond to the wider ranging needs of younger as well as older learners, and for the first time specific programs were developed by a number of universities aimed at addressing the unique needs of an older student population. While most university programs continued to address the needs of high school graduates (18 to 22 year olds), a few programs were established to attend to older adults (generally age 25 and over). A few smaller institutions actually modified their entire method of operation institution and began to focus all their attention on what is now commonly referred to as "adult education", meaning they are attempting to focus the majority of their attention on learners who are older than 22 years of age.

Columbia College was established in 1986 with the intent of focusing its attention primarily on adult learners. With this in mind, the College has no football field or inter-collegiate sports programs. It has no bar, bands, dances, or intramural programs. Its students are more focused on their spouse, children, part-time jobs, completing assignments, and returning to the workplace as quickly as possible with a highly recognized education that will ensure meaningful employment, advancement, job security, and a higher income.

Although the percentage of adult learners enrolled in American colleges and universities was quite small in 1950, it has grown steadily. By 1994 it consisted of forty-four percent of college and university enrollment (National Center for Educational Statistics 1998).

It is expected that the two year diploma, or associate degree as it is commonly called in the United States, will soon replace the high school diploma as the basic entry to employment (Maehl 2000, p.4). As this phenomenon continues to take place, enrollments in colleges like Columbia College should continue to increase. That is assuming Columbia continues to modify and improve the quality of its programs to address the changing needs of industry, society, and adult learners.

References

Maehl, W.H. (2000). *Lifelong learning at its best. Innovative practices in adult credit programs*. San Francisco, CA: Jossey-Bass Inc.

National Center for Education Statistics. (1998). *Digest of education statistics, 1997* (DEd, OERI Publication No. 98-015). Washington, DC: U.S. Government Printing Office.

FIVE DISTINCT EDUCATIONAL FEATURES OF COLUMBIA COLLEGE CALGARY

Every post-secondary institution in North America should regularly question who they are and what makes them valuable to students, employers, and society. What are their distinct features that drive academic decisions and program delivery? It's also important for institutions to clearly communicate these features with students. This will allow students to determine if these features align with their own personal learning and educational needs.

Columbia College has identified five distinct educational features that as a whole set Columbia College apart from most universities and colleges in North America. These features have been incorporated into most professional programs at Columbia College. They are each based on extensive research into leading-edge educational practices around the world. These features are listed below:

- (1) **Student Centered Approach.** The long-term interests of our students should govern every decision we make. In this regard we have developed an inverted organizational decision-making pyramid. The success of our students and the needs of the potential employers of our future graduates are placed at the top of this pyramid. Our faculty and staff are placed in the middle; and our management and Board of Directors are placed at the bottom. While everyone is valued, respected, listened to, and whenever possible represented in each decision that affects them, Columbia's success is ultimately measured by the satisfaction and outcome of each student. Essentially, when our students succeed, then we succeed. To learn more about Columbia's student-centered approach goes to [Student-Centered Approach to Education](#).

- (2) **Professional Behavior.** At Columbia College, we believe that every individual, regardless of education or position, should treat and be treated as a professional. Based on extensive research, Columbia identified 175 behaviours that most employers consider essential workplace behaviours that are desirable regardless of the industry or the individual's position (from the most junior position to the most senior). These behaviours include teamwork, communication, problem solving, decision making, workplace ethics, and performance.

These behaviours are often not found in post-secondary institutions within formal specialized courses or if found do not have formal clearly defined learning outcomes. This lack of emphasis on the development and strengthening of these professional behaviors can affect the ability of graduates to find and hold on to meaningful employment. Often it is these essential generic workplace behaviors that are the primary reason why employees lose their job in North America. Students attending Columbia College will find themselves engaged in direct discussions and learning activities relating to these behaviors throughout their programs. These 'professional behaviors' are central to our college culture and we challenge each student, staff, curriculum designer, and faculty member to incorporate them into their daily activities. A full list of these behaviours can be found at <https://www.columbia.ab.ca/wp-content/uploads/2020/04/Professional-Behaviours-ADM-P276-2.pdf>.

- (3) **Four Stage Learner Centered Model of Education.** Columbia's faculty do not deliver daily lectures. Instead, they facilitate student learning, by normally adopting the following four stages of learning in daily classroom lesson plans:

- Students come to class after completing their assigned homework. Their assignment may include reading, reviewing, observing, and recording what they learned or do not understand.
- Classes begin with students sharing questions and comments they have based on their homework assignment. These questions are actively discussed and addressed by other learners and concluded by the faculty member.
- Faculty members engage students in one or more hands-on learning activities where they have an opportunity to apply and experience the subject of discussion. This moves learning from a point of intellectual stimulation to learning by engaging as many of the students' senses as possible. This is commonly referred to as learning by doing or experiential learning.
- Finally, learners are asked to demonstrate their understanding of the subject. This normally includes a formal written daily test or may include one or more related demonstrations of the knowledge and/or skills (competencies) they have acquired.

While different learning outcomes may lend themselves to a variety of different models, the Four Stage Learner Centered Model is the starting point of lesson planning for each program at Columbia College.

- (4) **Mastery Learning Model.** Dr. Benjamin Bloom coined the term Mastery Learning in 1968. In this model of education each student will normally be tested or assessed near the end of each individually scheduled class. Students will also be required to demonstrate they have mastered at least 75% of the knowledge and/or skills being taught. Students scoring lower than the mastery level will be required to attend a mastery learning tutorial (often on the same day as the assessment) to improve on the areas needed until they can demonstrate mastery. This model adds to and complements Columbia's Four Stage Learner Centered Model.

Columbia College chose to adopt Mastery Learning into its Practical Nurse Diploma program in 2013 to address the goal of increasing student graduation rates and overall success on National Exams. The results were amazing! Our Practical Nurse diploma program's graduation rates and scores on national exams are now among the highest in North America. As a result of these outcomes, each current and all future professional programs at Columbia College will be adopting the principles of the Mastery Learning Model into their program design and delivery.

- (5) **Columbia Performance Labs.** One of the challenges most students face in higher education is the ability to retain what they have learned. To assist our students to retain knowledge, skills, attitudes, and professional behaviour we established the Columbia Performance Labs. Our Performance Labs are developed and adapted by various programs and in some cases faculty members to help ensure that the knowledge and/or skills that have been acquired by students are retained by students as they complete a course, move from one set of courses to another, or as they proceed through their program of study. What we have learned is that not only have our students shown a higher level of retention of the knowledge and skills they acquired but they have actually refined and strengthened their understanding as well. This has strengthened student confidence, leading them to perform better on comprehensive exams or other types of evaluations. In addition, students have performed better on their field-based work experience, have received stronger employer performance evaluations, and have seen an increase in the number of job offers immediately following their final work experience placement. As a result, over 80% of Columbia's graduates have historically become employed in their field of education.

Performance Labs may begin within the first few weeks of a program and continue to the completion of a program. Some programs have also established performance labs after a program has concluded to help students prepare for their regional or national exam.

Performance Labs may be included in program fees or be charged separately. Performance Labs may be a required course within a program or an elective. Each of these decisions are made by the program leaders prior to the start of a program. They are described in the program section of Columbia's website.

Performance Labs may consist of regular drill and practice exercises, speed tests, or friendly, fun, hands-on competitions where students participate individually or in teams. As the student continues through their program, the mix of events, activities, exercises, and games may change but the underlying intent is to help students retain and strengthen the knowledge, skills, attitudes, and professional behaviour acquired throughout a course or program.

Facilitating Learning, The Primary Method of Instruction at Columbia College

Educational literature has noted for decades that the instructional "lecturing" method is the students' least-effective method of learning. With this in mind, prospective faculty with preferred lecture style are advised that they are not the best fit for facilitating at Columbia.

At Columbia College, a facilitation model of instruction has been adopted. It is integral to each lesson plan and the basis of Columbia's Four Stage Learner-Centered Model of education which is described in detail later in this handbook. The strength of this model lies in the development of some 60 variations in facilitation techniques. These techniques range from debates, presentation, and discussions, to simulation, role playing and a lot of case studies. The identified weakness in the facilitation model has been that as students are expected to become more active and engaged in their learning, and due to

pressure by other demands on their time, they may not effectively complete their reading and other homework assignments in preparation for each class.

To minimize the facilitation models weakness, Columbia College has advised its faculty, which it refers to as facilitators as opposed to instructors or lecturers, to normally structure a short (15 to 20 minute) test prior to the end of the fourth hour of each class. Students have responded very well to this approach and have found it a valuable tool that provides them with valuable feedback on their understanding of their homework assignment. Tests generally measure recall of basic information and preparation for class. The intent is not to measure advanced thinking skills. This will happen during the latter part of the four hour lesson.

In addition, the College strongly encourages faculty to include at least one “case study” for each class. This allows students to mentally move from the acquisition of theory to its application and evaluation (Bloom’s level 4, 5 and 6).

Columbia Foundation Documents

Columbia College has developed a number of important documents that outline the learning culture and focus of the College. These documents illustrate the core values and vision of the College, and should be reviewed carefully by faculty and administrators regularly to understand how best to work together to help support its many diverse adult learners.

<u>Philosophy of Learning</u>	<u>Developing a Department and Program Mission, Goals, and Student Learning Objectives ADM-P196</u>
<u>Creating a Successful Program</u>	<u>Cohesive Curriculum and Aligning Curriculum with College and Program Objectives</u>

(Click the titles of the documents above to open the document)

Facilitator Resources and Policy Documents and Forms

The following resources and documents are intended to provide facilitators with a collection of tools to use when planning their courses. The ‘Facilitator Resources’ offer a number of templates and guides designed to help plan multi-layered lesson plans that encourage students to develop multiple competencies. ‘Policy Documents and Forms’ provide important policy documents that facilitators are to review and be familiar with. ‘Columbia College’s Adjunct Facilitator Contract provides an outline of the roles and responsibilities of facilitators.

Each of these documents should all be read prior to facilitating the first class.

Facilitator Resources	
<u>Facilitator Position Description (ADM-P253)</u>	<u>Problem Solving Process</u>
<u>Adjunct Facilitator Contract Agreement (ADM-F137)</u>	<u>Introduction to Total Quality</u>
<u>Professional Behaviour</u>	<u>Problem-Solving, Decision-Making and Other Critical Thinking e-resources</u>
<u>Ground Rules for Interacting with Others</u>	<u>Bloom's Taxonomy</u>
<u>What Employers are Looking For</u>	
<u>Professional Behaviour Survey</u>	
<u>Characteristics of Successful Students</u>	
<u>Six Thinking Hats</u>	

Policy Documents and Forms

<u>Attendance Policy and Regulations (ADM-P151)</u>	<u>Facilitator Guidelines to Prevent Academic Dishonesty (ADM-P221)</u>
<u>How About Some Student Feedback (ADM-P283)</u>	<u>Satisfaction Survey Results</u>
<u>Student Code of Conduct (ADM-P229)</u>	<u>Customer Satisfaction Survey Facilitator Plan of Action (ADM-F092)</u>
<u>Proper Classroom and Lab Use (ADM-P113)</u>	<u>Field Trips Policy (ADM-P063)</u>
<u>Electronic Communications Policy for Students (ADM-P005)</u>	<u>Employee and Student Incident Grievance Procedures (ADM-P030)</u>
<u>Non-Grade Incomplete Request Form (REG-F006)</u>	<u>Moodle Information for Students</u>
<u>Columbia's Commitment to Human Rights Diversity Policy</u>	<u>Sample of a Paper Graded A+</u>
<u>Student Appeal Policy (ADM-P177)</u>	<u>Sample Report</u>
<u>Student Accommodation Policy (ADM-P188)</u>	<u>Classroom Rubrics</u>
	<u>Emergency Response Incident Report (ADM-F113)</u>
	<u>Electronic Communication Policy for Staff (ADM-P265)</u>

Columbia College’s Learning Documents

The learning documents below are provided to assist facilitators in developing a deeper understanding of the different types of learners, their challenges, and how Columbia College embraces those challenges to help all learners succeed. These documents should be reviewed and discussed often to enable the College to continue to find innovative ways to better meet the needs of its diverse group of learners.

Columbia College’s Learning Documents	
<u>Glossary of Adult Education Terms</u>	
<u>Columbia College Lesson Plan Template</u>	<u>Columbia’s Commitment to Continuous Innovation</u>
<u>Intelligence and Learning</u>	<u>Academic Freedom</u>
<u>Columbia College – A Multicultural Institution</u>	<u>Integrity in Scholarship and Research</u>
<u>Factors that Affect Learning</u>	<u>Supports to the Community</u>
<u>Columbia’s Learning Culture</u>	<u>References</u>

Accelerated Education in Professional Programs

Introduction

Probably the most unique feature associated with our Professional programs is the Accelerated Education model. Accelerated Education is a relatively new phenomenon in higher education (University/College education) in North America. Institutions began using it in both the United States and Canada about the mid 1980's.

This section introduces and defines Accelerated Education and compares it to conventional methods of program delivery. It also compares conventional methods of program delivery with those specifically used at Columbia College. Characteristics of Accelerated Education at Columbia College include a modified semester system, modified class schedule, and modified faculty role. This document further describes the effect that the Accelerated Education model used at Columbia College has on student retention, completion, and performance.

Rationale behind Accelerated Education

Over the past 40 years, technology has been developing at an ever increasing rate. Each technological advance has required a considerable adjustment on the part of industry. Companies have recognized that in order to remain competitive, they must appropriately respond to changes taking place around them. These technological advances are demanding attention from companies and directly affect their workforce as well. Entry level positions that could be filled by high school dropouts 40 - 50 years ago now commonly require one and two year college programs. Professional positions requiring a two-year diploma or a bachelor's degree in the past now require either further advanced professional training or a master's degree.

Many futurists have long noted that most of us will experience 5 to 7 occupations in our working life. To accomplish this will require us to return to education and training (full-time and/or part-time) many times throughout our working career. Many workers between the ages of 25 and 45 feel they have no choice but to return to formal education; however, when they do they are surprised to find the same course delivery schedule they experienced as much as 30 years earlier.

Yet, these adults are much older and more mature. They now have parental responsibilities, mortgages, and a rich assortment of workplace experience. They are not returning to school to discover what they want to do as a career but are returning with a specific mission - to get the additional education they need and to get back to the workforce as quickly as possible. Clearly, this group of learners is much different than the typical 18 year old freshman universities have historically served. They, as a group, prefer a much different learning environment and a much more responsive delivery system that will allow them to accomplish their goals without compromising the quality of education they require.

It is this group of mature motivated adults that Accelerated Education at Columbia College was developed to serve. And, for the most part, it is this group of adults that Columbia College attracts.

Columbia College was established and structured to deliver Accelerated Education to adult learners when it was founded on January 1, 1986. Since that date the college has continued to modify and refine its ability to service this population. Since its establishment, the college has found that it not only attracts older mature adults (average age 35 years old) but it also attracts some highly motivated

younger adults 18 – 22 years who also have a clearly identified goal and a desire to move more quickly through an educational program to achieve success.

The Conventional Methods of Delivery

The delivery of higher education programs in North American Universities has for the most part followed the same path since their inception 400 years ago; that is, that an academic year of education consists of two 13- to 15-week semesters. The first is generally termed the fall semester while the latter is called the winter semester. During each semester full-time students normally take 5 courses, each consisting of 36 - 40 hours of instruction. Each course may or may not be complemented by labs. The first semester in North American universities normally begins in early September and the second semester normally concludes in April. In addition, during this period most universities cancel classes during such periods as Christmas, national holidays, religious holidays, reading weeks, and pre-final exam break. At most Universities full-time students attend 15 hours of lectures a week throughout each semester. After adjusting for semester breaks, it normally takes 26 instructional weeks to complete one academic year of education at most universities.

This method of delivery was designed to accommodate the needs of an agrarian society in which youngsters would return home each summer to help on the family farm. Typical students, until the end of the Second World War, remained primarily between the ages of 18 and 22 or about 20 years of age. After 1945 the number of older adults (over 22 years old) started entering universities in greater numbers. Today older adult learners constitute over 45% of all university students. However most programs take twelve months to deliver one year of academic education.

Accelerated Method of Delivery

Students in an Accelerated Education program complete a conventional academic year of study in a shorter period of time. The degree of acceleration varies from institution to institution. In addition to this, students in most Accelerated Education programs (including those offered at Columbia) attend the same number of hours of instruction, cover the same amount of material, complete the same number of assignments, and write the same number of exams as students in conventional programs. Wlodkowski and Kasworm in their book, *Accelerated Learning for Adults* (Jossey-Bass 2003) state:

“By definition, accelerated learning programs are structured for students to take in less time than conventional (often referred to as traditional) programs to attain university credits, certificates, or degrees”...

“Wlodkowski, R. J. and Kasworm, C. E. (eds.). *Accelerated Learning for Adults: The Promise and Practice of Intensive Educational Formats*. New Directions for Adult and Continuing Education, no. 97. San Francisco: Jossey-Bass, 2003”

Students in the accelerated professional programs offered at Columbia College, complete an academic year of study in about 25 weeks. To do this means that Columbia's students attend 16 or more hours of instructional classes per week vs. 15 hours of instruction per week at conventional institutions. During weeks where national holidays require the cancellation of classes, Columbia College reschedules these classes to another day such as the next Saturday. Conventional institutions do not normally reschedule classes that fall on a national or religious holiday.

Modified Semester System

A unique feature of the accelerated delivery plan for many of the professional programs at Columbia College is the modification of the academic year of instruction (25 weeks) from two semesters consisting of five courses each semester in conventional institutions, to five semesters consisting of two courses each semester at Columbia. Offering two courses per semester has increased the overall academic performance of students by reducing unnecessary student stress typically experienced when completing assignments and managing concepts associated with five courses at the same time.

In some programs – such as Practical Nurse, Health Care Aide, and Dental Assistant Professional – this modified semester system can vary in the number of courses offered and the length of the semester.

This modified semester model at Columbia College is essentially the same model that conventional North American universities follow each year for two months during the May/June period. Most institutions refer to it as a spring session or intersession and it consists of a six week semester in which students are normally allowed to take up to two courses. The difference here is that Columbia College follows this delivery model throughout the entire year rather than once a year in the spring.

Modified Class Schedule

As part of the above modified semester system, student classes for each course are normally scheduled for two time periods each week, of four-hour duration. This allows faculty and students to spend more time in each four-hour class achieving greater subject matter depth. It further means that students are given larger assignments between classes. Columbia College advises each faculty member in most professional programs that they should normally assign about two hours of homework for each hour of instruction. This means that students will be assigned eight hours of homework at the end of each four-hour class. Given that they have four classes each week (for two courses), students will be assigned up to 32 hours of homework per week. When adding these two figures together it becomes apparent to students that they will be engaging in about 50 hours per week of course-related activities (classes and homework). Students are further advised that the above course related activities, from time to time, can take as much as 60 hours per week.

Impact of Accelerated Education on Student Retention and Completion

As a result of the typical 25-week accelerated model of delivery in most professional programs at Columbia College, students can complete one full academic year of study within a six-month period. This means that full-time students that start classes in September can normally complete their first year of academic study in March. Following this, the same students may begin their second year of a program in April and conclude by September.

Retention rates at conventional universities in North America normally fall around 60%. The retention rate of Columbia College professional programs is over 80%.

Comparing the performance of students at Columbia College with conventional programs is more difficult to provide and still remain objective as almost every institution establishes its own performance standards and benchmarks. The three professional programs at Columbia College in which students write an independent third-party exam are its Dental Assistant Program, Practical Nurse Program, and the Health Care Aide Program. The most recent figures on these programs indicated that nearly 100% of the Columbia College graduates passed the exam. This rate of success exceeds that of most colleges across North America.

Recognition of Columbia College’s Accelerated Educational Model

Although Columbia’s professional programs are recognized by industry, the accelerated schedule and cultural issues in higher education mean that some programs may not be recognized by all public institutions.

A Multi-Disciplinary Approach to Professional Programs

Introduction

Columbia College has incorporated into many of its professional programs a number of social science and humanities courses (Liberal Arts). This will help ensure students grow both as “professionals” and as “humanitarians”. This will combine a high degree of specialized knowledge and skills with a high-level of personal integrity, civic-mindedness, ethical standards, and a sense of social responsibility. Up to a third of the courses in many of our professional programs are in the social science and humanities area.

Columbia College believes that a purely specialized education, while stressing the values of technical knowledge and skills in a specific occupation or profession, breeds intellectual “tunnel-mindedness” and provincial ways of behaving. A narrow-minded professional or specialist, who might be very successful in his or her field, may not be a well-rounded and balanced individual.

Our belief is that in order to function effectively in today’s world, learners need to have a broader education in social sciences and humanities to supplement specialized training in a specific field. This would then enable our students to be more well-balanced individuals that are highly valued and sought after by employers, peers, associates, and clients for both their professional training and positive human qualities.

Some of the trends that are occurring in today’s work environment that make our multi-disciplinary approach more valuable include the following:

1. Professional Behaviours That Apply to All Positions in the Workplace

In today’s knowledge-based economy where innovation and change happen at a rapid rate and where knowledge can become obsolete virtually overnight, it is imperative for individuals to learn how to think, how to be creative, how to learn continuously, and how to work well with others. These “professional” skills are transferable from one environment to the next and can never become obsolete. A typical graduate will change occupations and/or focus many times during the course of his or her working life. Given this reality, learners need to develop the intellectual flexibility and the emotional maturity to be able to adapt effectively in a changing environment.

Through Columbia’s multi-disciplinary approach to education, learners will develop the capacity to have an inquiring mind, question existing beliefs and practices, and articulate the need for either continuity or change in the workplace. Learners will be able to think more broadly and to draw on a number of disciplines to solve complex and unstructured problems, and to make effective decisions that would maximize their contributions to their professional work. As a result of this, learners will develop into well-rounded and balanced individuals, noted for their professional behaviours as well as their sense of social responsibility, morals and ethics.

2. Globalization

As learners participate in a knowledge-based economy, they begin to recognize that they are also living in a “global village” where international borders are diminishing at a fast rate. Here in Canada, for example, we export about half of our production output to other nations and have existing trading relations with most countries in the world. We need to do this in order to survive and prosper as a nation – we simply have no choice! To work effectively in a global environment, Canada needs professionals who are true “internationalists” – people who have a general understanding of international social, cultural, economic, and political systems; as well as specific and relevant knowledge and skills.

3. Diversity

As a consequence of globalization, we have become a truly diverse society where our citizens come from practically all corners of the globe. In order to work effectively in this environment, therefore, it is important to have a broad appreciation of human societies and civilizations, to manifest a keen perspective of the similarities and differences among peoples, and to exhibit work and leadership behaviours that would build upon collective strengths and make our origins irrelevant.

Conclusion

Columbia College’s multi-disciplinary approach to education infuses a social science and humanities component into many of our professional programs. This is imperative if we are to help learners function effectively in today’s knowledge-based, global, and diverse environments.

We believe this “holistic” approach to education will turn out graduates who have specialized knowledge and skills, as well as humanitarian values and professional behaviours that would make them highly valued and sought after by employers, peers, associates and clients; and make them effective contributors to the economic and social fabric of Canada and the world.

Course Delivery Information and Classroom Management Responsibilities

Introduction

This section was developed to assist Columbia College faculty in Professional Programs and College Prep become more prepared to facilitate in the classroom. **Faculty in the Pre-Career Programs will, wherever possible and as much as possible, follow the steps, procedures, and practices listed below.**

As part of your onboarding, as a new facilitator, you will be given an orientation to introduce you to the different areas relating to accessing College documents, logins, keys (where applicable), and other College orientation activities. Following the initial new facilitator orientation, any additional questions relating to classroom location, classroom keys, photocopier code, supplies, and other facility and classroom needs should be directed to the Program Chair/Director/Coordinator for the department in which you will be facilitating. We hope it answers your questions and provides needed information to help while you succeed.

General Information:

Facility Information:

Main office: Bldg. 802

Office Hours:

Monday to Friday – 8:30 a.m. – 4:30 p.m.

Book Store: Bldg. 802 – Open during main office hours.

Your key: Your internal key opens all the classrooms and most offices. Please ensure you do not lose your key.

Amenities: There is a café on the campus that is open Monday to Saturday. It is located in Bldg. 801.

Supplies: Your supervisor will provide you with any necessary supplies. As a number of classes will be using the classroom, you may need to keep your supplies and bring them to class each day.

Assignment and Classroom Management Responsibilities

About your assignment

1. Please note that each course is to be taught the number of hours stated on the course outline.
2. Class structure is to be followed as outlined in this manual.
3. Please ensure classes are not started late, dismissed early, or cancelled without the prior approval of your supervisor. Do not permit students to convince you to let them out early.
4. Breaks: There should be a first 15 minute break planned and a second break of 10 minutes. The first break occurs after the first 90 minutes of class. The second break should occur after the next 90 minutes.
5. When a civic holiday occurs, the rescheduled class will occur on the nearest Friday following the holiday or as indicated on the course outline.

6. Cancellation of classes: It is important to note that the College has rarely closed their doors due to weather conditions. If public transit is running, and the roads are accessible, it is safe to assume that classes will run. If a cancellation should occur, you will be informed of a cancellation through our website and by your Columbia College email as may be possible. Please be sure to check your Columbia email on a regular basis as this is the way we will be communicating with you. For example, you will hear of available job positions through your Columbia email. Please be aware that you may divert your Columbia email to your regular email address. Please ask your supervisor how to do this.
7. If a severe storm or an emergency occurs that requires a class to be cancelled by the College President or designate, it is up to your supervisor to submit a recommendation to the Registrar's Office as to the date to have the make-up class. Program Chairs/Directors are encouraged to consult with the facilitator – and through them to the students – prior to making their recommendation for the make-up class date for approval by the Registrar's Office. Once space has been confirmed and approval made, the Office of the Registrar will do a formal schedule change and notify the Program Chair/Director/Coordinator accordingly. The role of the Office of the Registrar is mainly to ensure that the rooms are available for the recommended make-up class time.
8. Make-up classes for known holidays or planned facilitator absences that were known prior to the start of the course must be in place prior to the start of the course. The date and time of the make-up class should be displayed on the course outline and reviewed with students at the beginning of the course.

Please note that in some instances students and faculty may want to hold their class on the holiday even though a make-up class has been identified for another day. This is not permitted as there should be no scheduled classes on a statutory holiday or other days when the College is formally closed. These dates are listed on our website. The course outline also indicates these dates. Please note that there are legal and safety implications in following these directions. For example, in an emergency situation, the College is expected to identify where faculty and students are in a building. It would be expected that when the College is closed, no one is in the building.

Make-up classes for holidays, planned and unplanned events (ie. faculty emergency, etc.) should be set by your supervisor through confirmation of room availability from the Office of the Registrar 'prior to' giving students the course outline and/or informing students of the new class make-up time.

9. If serious inclement weather should arise once classes have started, and you feel it is not safe to continue, please consult with your supervisor and other faculty in your building and make a joint decision to dismiss classes early. Please inform facilitators in other buildings. This has rarely occurred in the past and should be a rare decision.
10. Changing Classrooms and times: Classrooms and times must not be changed from the information identified on the course outline without prior approval from both the Program Chair/Director and Office of the Registrar. If there is an emergency where another room has to be used in the short-term, the facilitator must follow-up with the supervisor to help determine a more permanent solution (i.e. broken AV system, so another room is used for a single class). Please note that you may see a room that is vacant at a particular time, but the room could be scheduled for a class starting at a later time. Please be aware that classroom changes without authorization could also cause a legal and safety problem, particularly in an emergency situation where the College is responsible for identifying where students, faculty and staff are located.
11. Classroom Exit at End of Class: Staff and students should leave the classroom clean and presentable for the next class. Please ask the students to clean up after themselves and put their chairs, tables, etc. back in the neat and tidy order in which they were found. If you, for any reason, remove chairs

from another room, please return them to their original room. Other programs will be using the classrooms the following day.

12. To report damaged classroom furniture email the Facilities Manager at Caroline.Edworthy@columbia.ca.
13. To report computer problems in the labs, library and office areas submit a ticket at Columbia Help Desk - help.columbia.ab.ca.
14. Prep Rooms: Each building has a prep room that you are welcome to use. You can also work in the classroom you will be using. Usually, it should be available for your use for evening classes. Please be aware that if you arrive before class start and another class is in the room, you will have to use the Prep room. Your supervisor will show you where the Prep Room is located.
15. Facilitator Resources: Facilitators may pick up their textbook and any other resources from the Book Store in Bldg. 802. Every facilitator should have a copy of the Cites book and use this as their reference source for APA. All students have a copy of the book. If you do not receive any text resources, please check for online resources for your text. These resources may contain case studies, test banks, videos, articles etc. If there is an access code for online resources for students to use, please ensure that your activities include the use of these online resources.
16. Textbooks: Generally, students will be able to pick up their textbooks the week before classes begin. Their course outlines are normally posted on our website and in Moodle. The course outlines contain all the information they need, including their homework assignment for the first class.

Each student must have a textbook in class. If a student does not have one, please speak to the student and notify your supervisor. Textbooks are included in the student's tuition or Book Fees.

17. Attendance

Faculty Absence & Lates: Please make every effort to be early for class. We can't expect students to be on time if the facilitator is late. If you are ill or an emergency arises and you can't be there for class, please notify your supervisor as soon as possible. The supervisor will take the necessary steps to notify students and post a sign on the door. If you are able to notify your students, that would also be helpful. If your supervisor is away and can't be reached, please inform their designate. If this is not possible, please contact the Main Office. Missed classes will have to be rescheduled.

Student Absence & Lates: Policies and procedures related to student absenteeism/punctuality are listed in the course outline. Students review the Attendance Policy and Regulations (ADM-P151) during their Orientation. Classes are to start on time. Do not wait for late students to arrive. Please notify your supervisor in the following cases:

- Student has not attended on the first day of the program and/or semester. The Program Chair/Director will follow up on this information.
- Student has missed 2 days of the course. It is important to note this as quickly as possible since the semesters are normally 5 weeks.

When a student is absent or coming late, please speak to the student after class. Please let your supervisor know you have done this. This is part of the intervention expected by Private Vocational Branch, Student Aid Alberta and Columbia College.

If you have started class and are involved in an activity, you may post a note on the door stating that. Class has started and any late students will need to wait until a suitable time is identified for them to enter. Some departments may have additional procedures for dealing with students who are late. It is also important to remember that most of our students work and there is traffic during the time period when they are travelling to school. A reasonable approach is needed in this case.

Attendance Advisor: Check with your department head.

18. Lockdown procedures: These are posted in every classroom.
19. Emergency Procedures: These are posted in every classroom – Evacuation Procedures etc.
20. Fire Wardens & Staff with First Aid/CPR Training: This list is posted by the alarm system.
21. Arming and Disarming the Security System: You may be required to arm the security system if you are the last person in the building. Your supervisor will give you the instructions on how to arm and disarm the system. The instructions are also posted at each alarm code pad.

Course Delivery Approach / Methods of Facilitating

22. Faculty should review Columbia College’s Learning Documents for a description of different types of learning and your complementary methods of facilitating.

You may find one facilitation method more appropriate than others to help students learn a specific concept. Try to use a different method of facilitating with each lesson you deliver. However, the case study method should be included in as many lessons as possible.

23. In order to establish the right mindset, constantly ask the students – “As a future professional and team member and professional working in this field, how would you deal with this issue or that concern”. Why would you do this or that?
24. It is not enough to present students with academic or technical knowledge. They also need to develop the related skills as well as professional behaviors that are critical to their future employment success. Please review the “Professional Behaviour” document and refer to these professional behaviours in your daily class activities. Employers don’t want robots that simply list, recite, and repeat. They want intelligent professionals that know how to listen, speak, present, discuss, write, analyze, debate, problem-solve, research, hypothesize, study, respect others, act as team players, work hard, and are open to continuous learning and improving. So please try to include activities that will incorporate the various behaviours employers value in your class activities.
25. Edward de Bono wrote “Six Thinking Hats”. In it he tries to help people develop the ability to view an issue from several vantage points. Help the students through class discussions to look at an issue from different viewpoints and learn to respect the views of others. Please review the document Ground Rules for Interacting with Others for further information.
26. Present to students a brief listing of your lesson plan at the beginning of each class. This may be in the form of a meeting agenda listed on the whiteboard. Then visually check off each agenda or lesson plan item as it is completed.
27. Try to include opportunities for students to provide each other with constructive feedback. This will help students develop interpersonal skills that will help make them more successful.
28. Develop a classroom environment that supports professional teamwork, small and large group work and cooperation, not competition. Students must understand that organizations are much more successful when people learn to work together as professionals and assist one another, not compete with each other.
29. Collecting informal feedback early on in a course is a valuable way to do a perception check from students on their feelings about the course. This feedback can arise from informal discussions in the classroom and/or discussions with students outside of class (before and after class times). This informal feedback loop is further complemented by program activities such as having Program Chairs/Directors/Coordinators casually talk to students outside of class regularly to get an idea as to

the overall atmosphere of the class – as well as individual students or hold focus group sessions. It is important for facilitators and their supervisors communicate often and work together when feedback is received to continually find ways to strengthen the program and individual learning for each student.

30. It is important for each program/department to help your students understand different aspects of problem solving. You may want to integrate the use of various problem solving techniques and tools into your lesson plans to help progressively develop these skills in your students. The following link outlines several [Problem Solving and Decision Making](#) resources.

Information on Course Outlines

31. Do not change the approved course outline. The course outline has been archived by the Registrar's office. In the future, should a student request their course outline for transfer of credit, this would be the outline provided. Changing a course outline after the course has started should be a rare request.
32. If you want to change a course outline once a course has started, please follow these steps:
 - Notify your supervisor of the changes you wish to make and why.
 - If the Program Chair/Director/Coordinator agrees to the changes, they will forward the changes to the Registrar for approval.
 - You will be informed by the Registrar's office if the new course outline has been approved. You will then need to provide your students with copies of the new course outline.
33. Please note that in most cases the assignments are provided on the course outlines. Do not change these without approval.
34. It is important that you facilitate the learning outcomes set out in the course outline.

Approach to the Lesson Plan

35. Please review Columbia College's Foundation Documents, Policy Documents and Forms, Facilitator Resources, and the [Learning Documents](#). Then concentrate on the Columbia College Lesson Plan template format you are expected to follow.
36. Please submit your first lesson plan (using the Columbia College Lesson Plan template) to your Program Chair/Director/Coordinator no later than seven days before the first class. This will allow time for them to review your lesson, provide you with any feedback, and still give you time to make any final changes.
37. Please submit the second and each subsequent lesson plans prior to entering the classroom to deliver that lesson. Please do not save the lesson plans to the end of the semester and hand them in then.
38. Make sure each lesson plan identifies more facilitational activities than time will allow. This way you will not run short of things to do in class. Each class should take up the time scheduled (i.e. classes are not to be dismissed early).
39. A mid-term exam should not be given in a Professional program. The accelerated nature of these programs and the way they are structured makes the mid-term exam unnecessary and not a good use of class time.
40. When planning lesson content, the facilitator should plan for 2 case studies during the length of the course as a formal daily test activity.

The Four Stage Learner-Centered Model Incorporating Mastery Learning

Background

The greatest criticism of educators and educational institutions over the last half century is that they do not teach students how to think and solve problems. What educators are accused of is creating a learning environment where students listen, take notes, study (which often means memorizing what they heard), and repeating what their instructor (or a noted expert) said either in a test or paper.

It should be noted that, at Columbia, students may be placed in several different learning environments, the most common of which is a faculty led classroom. Another type of learning environment at Columbia College is the Mastery Learning Tutorial. The tutorial is set up for students to meet with a faculty member or subject specialist after class in order to review and/or discuss specific subjects or topics presented in their textbooks or classroom that they are having difficulty understanding. The students are required to attend these tutorials. Another type of learning environment that is more common to skill based programs such as nursing or dental health is the lab. These learning environments are set up for students to develop hands-on skills that usually relate to their theory courses. A common lab based course related to most programs at Columbia College is the computer lab. The final type of course set up by Columbia is the co-operative or practicum course. Unlike most universities and colleges in North America, Columbia College requires students in all professional programs to enroll in this credit based course. This course places students into real world settings where they have an opportunity to observe, assess, apply, and demonstrate the knowledge, skills, and professional behaviour they have acquired. This exposure can bring real meaning to theories, concepts, and values studied at the College.

Facilitating Learning is Critical for Faculty to Follow

It should also be understood that when we speak of facilitating at Columbia College we are usually speaking about the behaviour of our faculty in the classroom. We are speaking about the various activities they engage in which support student learning. These activities include a wide array of behaviours that move learners from being passive receptacles absorbing traditional lectures, to learners who are actively engaged throughout each class period. Student participation at Columbia comes in many collaborative forms led by their facilitator, such as sharing, questioning, listening, discussing, applying, debating, observing, understanding, analyzing and evaluating with classmates. Regardless of the form, the key factors that make this unique at Columbia is that the student's mind is not simply passively listening to a lecture but instead is being challenged to actively think, engage in problem solving, and collaborate with fellow students to solve questions being posed by the facilitator. We at Columbia College formally call our instructors, facilitators. Our faculty are strongly encouraged to only speak and/or lecture in class for less than twenty-five percent of the class period. The resulting void is to be filled by a lot of active and collaborative student centered learning that is stimulated by questions and activities led by the facilitator.

Introduction to Classroom Instruction at Columbia

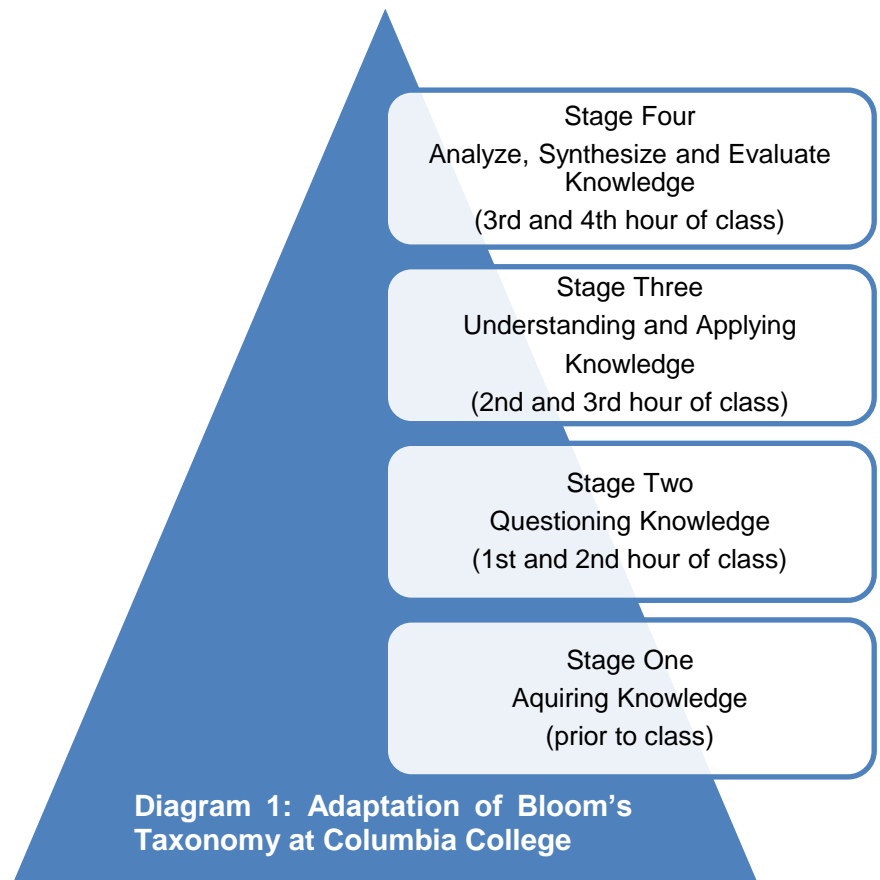
Part of Columbia's approach to classroom instruction is based on a classification system developed in the late 1950s by Dr. Benjamin Bloom and a group of educational psychologists. It is called Bloom's Taxonomy and it is as relevant today in higher education around the world as it was well over a half century ago. Bloom found that over 95% of test questions students experienced required them to think only at the lowest intellectual level. Put simply, they were asked to simply recall facts and terms by

labeling, defining, matching or selecting. Although this demonstrated their ability to recall information, it did not indicate whether the students really understood the knowledge they had recalled. Nor did it demonstrate they could apply it to solve problems, and certainly, it gave no indication they could analyze or evaluate it when applied to a certain situation.

Given these shortcomings the following approach to classroom learning was developed by Columbia College. It not only includes the various levels of cognitive thinking posed in Bloom’s Taxonomy, but it also outlines an approach to learning that is much more student centered than that typically found in universities and colleges across North America.

The pyramid presented in Diagram 1 is adapted from Bloom’s Taxonomy. It indicates that the first stage of learning is for the student to acquire new knowledge. At Columbia College this commonly occurs prior to class. Stage two is a questioning stage where students begin a class by discussing written questions they identified prior to class. During the third stage the facilitator normally presents at least one case or activity where students are expected to demonstrate their understanding of newly acquired knowledge by properly applying it to solve a problem posed in the case or activity. This may require students to demonstrate their understanding by explaining, inferring, summarizing, or demonstrating. They may also be asked to apply, construct, or indicate how they can make use of something by experimenting with it.

During the fourth stage the class shifts focus when the facilitator starts asking students to analyze, synthesize, and evaluate what activities they have just completed. This may involve giving and defending opinions, making judgments, analyzing choices, justifying, and proving or disproving a position through the use of an assessment or test. This model is based on a four hour theory-based course offered in Columbia College’s professional programs, and can be adapted for courses offered with different lengths or for clinic-based delivery.



The following four stage model (see Table 1) was developed by Columbia College Calgary and is based upon Bloom’s Taxonomy Model. It describes the fundamental stages that faculty at Columbia College follow, as facilitators, in designing a learning environment that will support the introduction of new knowledge, skills, attitudes, and professional behaviors learners need to acquire.

Table 1: The Four Stage Learner-Centered Model Incorporating Mastery Learning as it is Applied in Columbia College Classrooms

Stage	Instructor/Facilitator Approach	Learner Activities	Columbia College Classroom Application
Stage 1 Acquiring Knowledge	Ensure new knowledge, skills and/or professional behaviours are introduced and explained	Read, write, study, share, observe, question, discuss, reflect, and listen to others.	Students are normally introduced to new knowledge, skills and/or professional behaviours by completing their homework assignments. Students prepare written questions for class and prepare to write a test in class or demonstrate what they have learned in a lab.
Stage 2 Question	Ensure learners are provided with relevant and meaningful examples of new concepts and skills.	Listen, question, note, assess, share, relate, recall, and compare personal example(s) with that of others and instructor/facilitator.	Students hand in written questions; discuss answers to their questions which often includes examples of how new concepts and skills are applied; write, mark and discuss test results related to new knowledge or observe, assess, and evaluate a demonstration of new skills.
Stage 3 Apply	Engage learners individually or in small to large groups in the application of new concepts and skills by such methods as problem based learning or experiential learning.	Use, demonstrate, role play, discuss, apply, observe, assess, question, listen, analyze, solve, synthesize and describe.	Students experience and explore new knowledge, skills, and professional behaviours by using it or applying it to solve problems in a classroom and/or lab. It may also be used or observed in a workplace (i.e., cooperative education placement).
Stage 4 Assess	Facilitate the evaluation, measurement, assessment, and reporting of learning outcomes at each stage of this model.	Review, study, recall, observe, measure, record, compare, question, listen, analyze, share, evaluate (self, peer, or group), at each stage of this model and report on the acquisition of new concepts or skills.	During each stage of this learning model the facilitator will be formally or informally testing, assessing, and/or evaluating the learners’ success in acquiring and applying the new knowledge, skills, and/or professional behaviours. This may also entail having students assess their own progress and that of others.

A Distance Learning Approach

Table 2 presents an example of The Four Stage Learner-Centered Model applied to distance learning. The Mastery Learning principles and resources introduced in Table 1 are to be incorporated here as well. It should be noted that many different technologies will be utilized at each stage of The Four Stage

Learner-Centered Model. Exactly which technologies will be used, will be determined by such factors as the knowledge and skills of the learners, the nature of the curriculum, the learning objectives being delivered, the size of the population of learners, the geographical location of learners, government and/or industry requirements, the nature of the competition, and the financial resources available at the time. A number of programs at the College will combine elements of the classroom model with various internet technologies presented in Table 2.

Table 2: The Four Stage Learner-Centered Model Incorporating Mastery Learning Applied to Distance Learning

Stage	Instructor/Facilitator Approach	Learner Activities	Columbia College Internet Application
Stage 1 Acquiring Knowledge	Ensure new knowledge, skills, attitudes, and/or behaviours are introduced and explained.	Read, write, study, share, observe, question, discuss, reflect, and listen to others.	Carefully crafted story telling (custom-made media): using a film clip, animation, comic strips, video games, etc. May require students to go search the internet for articles and videos describing the topic, submit to instructor, who will select the best ones and refer the class to them.
Stage 2 Question	Ensure learners are provided with relevant and meaningful examples of new concepts and skills.	Listen, question, note, assess, share, relate, recall, and compare personal example(s) with that of others and instructor/facilitator.	May include exposure to carefully selected and specific example material. Content may include typical media as mentioned earlier (film clip, animation, etc.). All questions (and answers) are noted/ documented for later application use.
Stage 3 Apply	Engage learners individually or in small to large groups in the application of new concepts and skills by such methods as problem based learning or experiential learning.	Use, demonstrate, role play, discuss, apply, observe, assess, question, listen, analyze, solve, synthesize and describe.	Students may collaborate with work submitted from previous cohorts. Use a “Wiki” concept of group-collaboration to produce updated materials, examples, etc., of the course content. Students may be expected to complete tasks to use the concepts shown. May include puzzles/video games or other media.
Stage 4 Assess	Facilitate the evaluation, measurement, assessment, and reporting of learning outcomes at each stage of this model.	Review, study, recall, observe, measure, record, compare, question, listen, analyze, share, evaluate (self, peer, or group), at each stage of this model and report on the acquisition of new concepts or skills.	Assessments may be conducted through: <ul style="list-style-type: none"> • Tests/Exams (could be automatically generated and administered through the Internet). • Through instructing the same content to the subsequent cohort (instructing could be through newly produced videos, animations, etc., or through classic methods. May now benefit from earlier notes on the questions their cohort asked when in the example stage.

The Four Stages of Learning

(Stage One) Acquiring Knowledge (prior to class)

Providing students with knowledge is critically important. At Columbia College most of our students' first exposure to new knowledge comes when they complete their homework assignment such as reading handouts, and/or reading Chapter X and/or Y in their textbook. It may also come from completing questions 1 and 2 at the end of a chapter or reviewing the key points from their readings in order to prepare to write a test during their upcoming class. It may further come from visiting websites, watching internet demonstrations, experiencing a simulation, interacting with their peers, or working outside of class with an assigned group. Acquiring new knowledge is the first step in the learning process but certainly not the last. Next students must understand what they have learned.

(Stage Two) Questioning Knowledge (during the first and second hour of class)

Once learners have acquired new knowledge it is important they are able to at least retain it in short term memory for a limited period. To accomplish this, they need time to think about what they just learned. They need to determine if it makes sense in light of their existing knowledge. They need to have time to question what they have learned in order to make sure they understand it. They need to take the time needed to process their thoughts in order to identify any questions they need to have answered so they feel more comfortable with what they just learned. This period of review and reflection, which we refer to as Questioning Knowledge, is critical in the learning process.

To help ensure this process takes place Columbia College, students are expected to write three questions that relate to their newly acquired knowledge. They are also expected to review their homework material sufficiently enough to write fifteen to twenty minute test (Stage Four) based on their assignment.

The test will be designed to allow the students an opportunity to demonstrate that they have completed their homework assignment and at the very least retained what they learned as basic facts, terms, and/or concepts. They will be asked to label, list, name, define, choose, select, or match their newly acquired knowledge through completing the test.

As they enter the classroom, students are expected to submit their written questions to the facilitator who begins to read the questions privately. As the facilitator reads each set of questions, he/she tries to look for questions related as closely as possible to the lessons' learning objective(s). This enables the facilitator to determine which questions will be discussed at the beginning of the class period. After greeting the class and outlining the lesson plan for this class, the facilitator begins by sharing the first question with the class and asking them to help answer this question. It is not important who actually wrote the question so that is normally kept private. This questioning approach causes the minds of every learner to begin to think and search for an answer to the question. As learners begin to openly share their thoughts with others, their minds also start to more deeply internalize the new knowledge they have learned. This in turn starts to move knowledge from short term to medium and hopefully longer term memory.

The students continue to share their thoughts on the question until they arrive at a sort of group consensus. The facilitator's role is to do their best to ensure all the students have an opportunity to participate and that learners show respect for each other's opinions in a professional manner whether they agree or not. The facilitator's role is also to ensure the item being discussed is viewed from different perspectives and, as a result, is more fully understood by learners. The facilitator may also

need to add one or more points about the item in their summation to ensure the students acquire more complete understanding.

One of the unique benefits of Columbia's approach to student-centered education is that what is being discussed in class is what learners don't understand rather than what they may already understand.

This process of sharing and discussing questions will take the first portion of the class period up to two hours of class time. A typical class period at Columbia College is four hours. During this first portion the facilitator may have sufficient time to have the class discuss six to twelve written questions. It should be kept in mind that, in a class of thirty or forty students, about sixty or more unique questions tend to be submitted at the start of class, and if only six to twelve are discussed before a test, then a number of others could be discussed at appropriate times during the remaining portion of the class or after class. Furthermore, the intent of these questions are to relate to the acquisition of new knowledge and to evaluate the level of preparation that students have for the class based on their work completed on the assigned readings and homework. Questions that venture into more application and synthesis of knowledge should be put aside and may be discussed during the remaining portion of the class.

(Stage Three) Understanding and Applying Knowledge during the second and third hour of class

At this point the learners should have a pretty clear understanding of what new terms, concepts, values, and professional behaviours are being introduced, so now it is time for the facilitator to move to the next stage in this model and give students an opportunity to gain better understanding by applying their new knowledge and/or skills.

In almost every class students should be presented with at least one case or activity to review, discuss, and solve. The case or activity may come from the text or other instructor resource material. The best cases or activities are ones that are the most identifiable to the students. The more the case or activity relates to the students the more meaning it will have. To accomplish this, faculty often have the students role play situations from the case or actively participate in an activity. At the very least as an example, students will be asked to share their solutions to the case by thinking about themselves as one of the characters in the case. This active engagement gives students an opportunity to apply newly acquired knowledge in order to better understand it.

It may take the second and third hour of class to discuss one or possibly two cases or engage in one activity. The critical factor here is not how many cases or activities are experienced but the quality and depth of student engagement especially through the use of newly acquired knowledge.

Faculty may also choose any number of other facilitating techniques to help learners grow. These could include debates, panels, presentations, demonstrations, and simulation activities. In skill based programs Columbia College has also set up labs where students have a greater opportunity to acquire hands on skills.

(Stage Four) Analyzing, Synthesizing, and Evaluating Knowledge during the third and fourth hour of class

At this point in a class period (lesson plan) students have had an opportunity to question and discuss what they learned prior to class. They also discussed any questions raised by themselves or others. Thirdly, they were introduced to one or two cases or activities, became involved in understanding the case(s) or activity, discussed what they experienced, and shared thoughts about the most effective solution or application to the case or problem presented using their newly acquired knowledge.

This leads them to the final portion of the class period. During this period the facilitator will lead the class through analysis, synthesis, and/or evaluation activities. The primary intent here is to get students to first study a situation, problem, or challenge. Often students will be asked to review the case or activity they just experienced but from a different perspective. In their review they could be asked to examine their discussion or decision and analyze, dissect, inspect, classify, and/or categorize it by breaking it into its parts and identify motives or causes. Getting students to question a situation or position will cause them to think more deeply about what they experienced and question their actions thus far. These activities will either strengthen a discussion or cause an individual or the group to change its position. Often a facilitator will break the class into a number of smaller groups and have each group go through this process separately. They will then be brought together to share, discuss, and defend their position.

Based on the topic being dealt with and class time available a facilitator may have students go through a process or synthesis. This may find students looking at the information they are studying (or case they are solving) in a different way by combining elements into new patterns or even proposing different solutions. This may involve constructing, creating, imagining, inventing, formulating, or making up new approaches or solutions. Again the primary goal here is to get students to question what they have done, to reassess a decision made, and to consider alternative solutions that may be more appropriate.

Once students have completed their analysis and hopeful synthesis, it is time to ask them to sit back and evaluate their position and/or the position of others. This process may include judging, justifying, interpreting, explaining, prioritizing, comparing, proving or disproving, deducing, estimating, and/or valuing material in front of them. The facilitator may introduce various tools that could be used by students to study the topic of discussion.

This level of activities is considered the most important as it causes students to think more deeply.

During this final portion of the class students may, from time to time, have an opportunity to evaluate each other's position on a subject. By properly engaging students in peer evaluation (sometimes referred to as peer review), they gain valuable experience that can be used in their future workplace.

An electronic or paper-based test is normally written just prior to a class break. This allows those who finish early an opportunity to take a longer break. It may also allow those who need additional time an opportunity to complete the test during the break. As each student goes for their break, they give their test to the facilitator.

The test results are handed out to their owners who then review what answers they got right and wrong. This action presents another opportunity for students to learn since at this point most students tend to focus their attention on what questions they got wrong and not what they got right. It is not unusual for students to ask why a response was wrong. This gives the facilitator an opportunity to ask the class as a whole if they can help their peer not only understand why his/her answer was wrong but what response was correct and why it was the better answer. This opportunity to learn through collaboration reinforces the new knowledge being acquired once again and continues to move this knowledge to longer term memory. To help the students better understand what they are discussing, skilled facilitators may create role playing situations, demonstrations, share personal stories, or encourage students to participate in a debate, etc.

This collaborative approach to student-centered learning again focuses student attention on what they don't know rather than on what they do know. It should be noted again that the facilitator encourages as many students as possible to become active learners and the facilitator spends as little time as possible speaking. In bringing a conclusion to the discussion, the facilitator tends to either summarize the points

that students raised or identify any missing points.

Ground Rules for Interacting with Others

To assist facilitators in creating the proper climate in the classroom for student interaction, Columbia College developed a document that has been posted on the wall in each classroom and lab. It is titled "Ground Rules for Interacting with Others". Please read through this document as it is designed to assist faculty in creating and maintaining a proper classroom climate. Departments normally review this material with new students during their orientation. However, the facilitator may also find it necessary, from time to time, to remind students of specific ground rules and encourage them to review this document as needed on their own.

Professional Behaviour

During their orientation, students were also introduced to "Professional Behaviours". As you will see, this document consists of some 157 behavioural statements under 12 different headings. Based on an in-depth review of the literature these statements describe professional behaviours most employers would prefer to see in their employees.

It is part of the role of our faculty and staff to demonstrate each of these professional behaviours. It is also our faculty's responsibility to assist and coach our students, to adopt these behaviours in the classroom and outside of the classroom. The more that students are helped to understand these behaviours, the more effective they will become in demonstrating them in their future workplace.

Columbia Performance Labs

One of the challenges most students face in higher education is the ability to retain what they have learned. To assist our students to retain knowledge, skills, attitudes, and professional behaviour we established the Columbia Performance Labs. Our Performance Labs are developed and adapted by various programs and in some cases faculty members to help ensure that the knowledge and/or skills that have been acquired by students are retained by students as they complete a course, move from one set of courses to another, or as they proceed through their program of study. What we have learned is that not only have our students shown a higher level of retention of the knowledge and skills they acquired but they have actually refined and strengthened their understanding as well. This has strengthened student confidence, leading them to perform better on comprehensive exams or other types of evaluations. In addition, students have performed better on their field-based work experience, have received stronger employer performance evaluations, and have seen an increase in the number of job offers immediately following their final work experience placement. As a result, over 80% of Columbia's graduates have historically become employed in their field of education.

Performance Labs may begin within the first few weeks of a program and continue to the completion of a program. Some programs have also established performance labs after a program has concluded to help students prepare for their regional or national exam.

Performance Labs may be included in program fees or be charged separately. Performance Labs may be a required course within a program or an elective. Each of these decisions are made by the program leaders prior to the start of a program. They are described in the program section of Columbia's website.

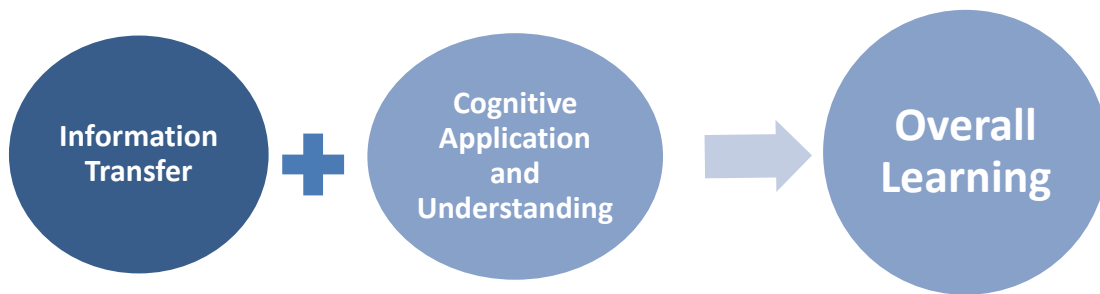
Performance Labs may consist of regular drill and practice exercises, speed tests, or friendly, fun, hands-on competitions where students participate individually or in teams. As the student continues through

their program, the mix of events, activities, exercises, and games may change but the underlying intent is to help students retain and strengthen the knowledge, skills, attitudes, and professional behaviour acquired throughout a course or program.

We are not aware of another institution in North America that delivers performance labs in professional programs to help students retain and strengthen their knowledge, skills, attitudes, and professional behaviour.

Helping Students be Prepared for Class

41. Columbia College's belief in the accelerated model of learning requires a formal structure to be applied to classroom lesson plans. The belief system that drives this structure is based on the following two aspects of learning:



Belief 1	Information transfer is a lower-level learning activity that learners can achieve independently and outside of the classroom.
Belief 2	Conceptual Application and Understanding is a higher-level learning activity that is strengthened and developed by discussion and reflection.
Belief 3	Much of the aspect of 'Information Transfer' can occur before class through assigned reading assignments and guided activities.
Belief 4	The more prepared a student is for class, the less class time is required to be spent on information transfer activities and can be put towards the conceptual application and understanding activities.
Belief 5	Research has shown in the past that up to 70% of students often come to class without having read their assigned readings. The belief is that many students do not see reading ahead of time as being more valuable than other activities in their lives as they believe that this process of information transfer will occur in the classroom.
Belief 6	The more that information transfer is shifted into the classroom, the less time is available to conceptual application and understanding activities. This shift in learning activities compromises the overall learning capacity of the student and the class as a whole.
Belief 7	Measuring a student's preparation and readiness for class is equally important as measuring their overall learning.

42. Benefits to measuring preparation and readiness regularly:

- Communicates clearly to students the importance that Columbia College puts on student preparation for class towards the overall performance in their learning.
- Helps identify for facilitators areas in the reading that students have identified are particularly unclear or confusing. This in turn helps provide a focus that can be used to steer further discussion in the classroom. Time management in an accelerated delivery model is important as faculty prioritize what areas to spend more focus on.
- Helps provide students with regular checkpoints as to how they are doing in the course with respect to information transfer and class preparation. Assuming a positive correlation between a student's information transfer and their overall understanding, increasing their performance on the information transfer activities should see a positive effect on their cognitive application and understanding of learning activities.

43. Ways to measure preparation and readiness:

- Assignment-based model – Assign learning activities for homework on the assigned readings that are to be reviewed and graded at the beginning of class.

- Test-based model – Hand out daily tests on the assigned reading, to be handed out near the end of class. The purpose in writing tests near the end of class is to help ensure students come to class better prepared with newly acquired knowledge and skills to ask questions, discuss, and interact with each other and the facilitator. Experience has shown that when facilitators give daily tests, students are more committed to completing their homework. This method is part of our 4 stage learner model we have been using for approximately the last 20 years. It has been found to be very effective.

Student Course Outline and Homework

44. Review your course outline with students in detail during your first class.

45. Homework should normally consists of about 2 hours of study time per hour of instruction:

This may include one or more of the following: (not an inclusive list)

- Reading chapters of course textbook;
- Studying for a test related to assigned course textbook;
- Reading facilitator handouts;
- Engaging in internet-related activities;
- Gathering and reading other materials or documents (research);
- Writing a paper or a report;
- Preparing to make a class presentation;
- Watching a video;

46. For Professional programs, at the conclusion of each course students should have been assigned to read at least 75% of their required course text. It is not necessary to have read the entire text. Online resources connected to a textbook must be used. Students have paid extra for the resource. It usually contains additional information, videos, case studies, etc. Please ensure you are using this resource.

47. Students who request assignment extensions. Refer the student to the Application for Assignments Extension (SSPP-F013). It is available on our website. The student would fill out the form and give it to their Program Chair/Director/Coordinator for approval. Faculty is not authorized to give out extensions without following this formal procedure.

Students who work hard to complete a term paper on time become quite upset when extensions are given to those who did not make the effort or were not able to complete on time. The decision for extension is made by the Program Chair/Director/Coordinator who is aware of the variables that may or may not make this possible. The required form is posted on the Columbia College website.

48. Students who request Exam Deferral. Refer the student to the Application for Deferred Examinations (SSPP-F012). This is forwarded by the student to the Program Chair/Director/Coordinator for a decision. The required form is posted on the Columbia College website.

49. Final Exam Scheduling. Exams are usually scheduled on the same day as the tenth class. Students are informed by the Registrar's Office via a schedule placed on bulletin boards around the College. The exam schedule is also posted on the website: <http://www.columbia.ab.ca/exams/>.

Exams are often proctored by external proctors. Therefore, facilitators are not required to be present for this class unless approved by the Registrar's Office.

50. Multiple-choice final exams are scanned by the Registrar's office and the marks are entered into Moodle Gradebook. The facilitator will be notified when this is completed and will need to check the final grades. Please do not leave marks at 46-49%. Once you have reviewed the marks and are

satisfied with them, please let your supervisor know this step has been completed. For essay-type final exams, these exams will be ready for pickup by noon from the Main Office, Bldg. 802 on the day following the exam being written. English exams are marked by an external marker.

51. Students can see their final exams by contacting the Program Chair/Director/Coordinator. Completed and marked exams cannot be taken home. The Program Chair/Director/Coordinator will review the exam with the student.

The 3-Question Homework Assignment

52. As part of their homework assignment, students are asked to prepare a written list of questions for class (normally up to three questions). This step supports our learning model by engaging students in thoughtful questioning and examination of what has been assigned. These should be either submitted electronically before class, or handed in at the start of class. This is stated on the course outline.
53. Questions that deal with information transfer (lower level) learning should be selected for discussions near the beginning of class. Higher level questions should be put aside for further discussion later in the class.
54. The facilitator will quickly review and arrange the questions in order for class discussion. Using the problem solving techniques the faculty member will then engage the class in determining an answer to selected questions for approximately the first 30 to 45 minutes of class.
55. Where required, the textbook or course material should normally be considered the authority on the subject being discussed, and therefore, normally it or they will contain the solution.
56. Each of the selected questions may take around 5 minutes for the class to discuss. Faculty should manage student discussion and only summarize or conclude the discussion to bring closure to it before moving on to the next question (learning through recall, reflection, and discussion).

Testing Student Preparation and Readiness for Class in Professional Programs for Theory-based Courses – “Tests”

57. Testing a student’s preparation and readiness for class is an important step to ensure that they have done the necessary work. This is accomplished through giving students daily tests toward the end of each class.
58. The daily tests are to be based on the assigned readings for the new class (i.e. not older material that has already been covered in previous classes).
59. Daily tests must be submitted to the Program Chair/Director/Coordinator with the lesson plan ‘prior’ to the beginning of each class.
60. Daily tests should be no longer than 15 - 20 questions for the entire test. The questions should normally be multiple choice or true/false.
61. A typical student needs about 1 minute to answer each question in a conventional test (multiple choice, fill in the blanks, Yes/No). Therefore, a 15 question test would need about 15-20 minutes to write. A list of sample questions and answers are provided by most educational textbook publishers. If you do not have this material, then please contact your supervisor.
62. Consider Bloom’s Taxonomy when developing questions

According to Fuhrmann and Grasha (1983, p. 170), they have adapted Bloom’s taxonomy for test or test development. Here is a summary of their list:

- To measure *knowledge* (common terms, facts, principles, procedures), ask these kinds of questions: define, describe, identify, label, list, match, name, outline, reproduce, select and state. (e.g. “List the steps...”)
- To measure *comprehension* (understanding of facts and principles, interpretation of material), ask these kinds of questions: convert, defend, distinguish, estimate, explain, extend, generalize, give examples, infer, predict and summarize. (e.g. “Summarize the basic principles of...”)
- To measure *application* (solving problems, applying concepts and principles to new situations), ask these kinds of questions: demonstrate, modify, operate, prepare, produce, relate, show, solve and use. (e.g. “Show how the two theories...”)
- To measure *analysis* (recognition of unstated assumptions or logical fallacies, ability to distinguish between facts and inferences), ask these kinds of questions: diagram, differentiate, distinguish, illustrate, infer, point out, relate, select, separate and subdivide. (e.g. “Differentiate between the different philosophies...”)
- To measure *synthesis* (integrate learning from different areas or solve problems by creative thinking), ask these kinds of questions: categorize, combine, compile, devise, design, explain, generate, organize, plan, rearrange, reconstruct, revise and tell. (e.g. “How would you restructure the school day to reflect children’s developmental needs?”)
- To measure *evaluation* (judging and assessing), ask these kinds of questions: appraise, compare, conclude, contrast, criticize, describe, discriminate, explain, justify, interpret and support. (e.g. “Why are the teachings of Aristotle regarded as classical teachings?”)

Please note: The daily test should normally be limited to the first bullet listed above. The final exam should focus on the next five bullets.

It is possible to breakdown the six-level taxonomy and create three general levels (Crooks, 1988):

1. Knowledge (recall or recognition of specific information)
2. A combination of comprehension and application
3. Problem solving, or transferring existing knowledge and skills to new situations

Testing Students’ Application-based Knowledge in Professional Programs for Theory-based Courses – “Summary Activity”

63. Facilitators are encouraged to give students an application-based test in normally two classes to assess the depth of their understanding. This format can follow a case-study type test with multiple-choice questions, where students can receive their mark and review directly in class.

64. In some courses students are to do daily “Summary Activity” reflections. This would be stated on the course outline. This activity is to be conducted in the last 30 minutes of the class. In some programs this activity may be longer than 30 minutes. This exit type activity would be a reflection on what they learned or something similar. Eg. Write about 3 things you learned today. What was the most interesting idea you learned about today? What would you like to learn more about? The summary activity must be done in class. If a student is absent, they will receive a “zero”. The student may appeal the “zero” grade through the Student Appeal Policy. Average length of a response would be 250 – 350 words. The facilitator may use these reflective responses to better understand what the students are understanding, finding interesting, or things they do not understand.

65. Other Ideas:

The Minute Paper: In this technique, the facilitator stops the class (this can be at any time during the class or used at the end of the class) and asks the students to write a response to a probe such

as “What was the most interesting (troubling, problematic, confusing, important) concept (idea position, proposal) we discussed in class today?” This strategy helps identify problem areas for students and provides a quick reality check. It encourages students to reflect on their learning.

The Muddiest Point: Students are asked to jot down a response to the prompt “What was the muddiest point (or most confusing point) in the reading for today’s class (today’s readings, article, presentation or video)?” This strategy pinpoints the places where students are struggling so the facilitator can plan appropriately.

The One-Sentence Summary: Students are asked to describe a given topic and to summarize the information in one sentence (e.g. “Describe the philosophy behind...”) This strategy quickly identifies what students understand and helps them practice writing summaries.

One-Word Journal or One-Word Sentence: Students are asked to choose a single word that best summarizes the reading and then write on one page or less explaining or justifying their word choice. A variation would be to ask students to write one complex sentence in answer to a question you pose about the readings, and provide three sources of supporting evidence. (e.g. In one sentence, identify the type of ethical reasoning Singer uses in his article “Famine, Affluence, and Morality.” Quote three passages that reveal this type of reasoning.”)

Marking and Discussing Daily Tests

66. Faculty is to mark tests during the first 15 minute break and record the marks.
67. Once students return from break, test results are returned to the students and questions that students got wrong are discussed.
68. Students hand back the tests once the discussion is over. This is part of records retention. Should a student make a final grade appeal, these tests may be considered in the appeal. Be sure to explain to students that these daily test questions will not normally be on the final exam.

Facilitator Guidelines to Prevent Academic Dishonesty (ADM-P221) – See Appendix A

The above guidelines are to be applied in every course. If they are carefully followed, problems may be averted.

Mastery Learning

- 68.1 Students whose test results fall below the Mastery Learning level must attend a tutorial.

Mastery learning is a program delivery approach that was designed by Keller (1968) who developed an instructional model that is compatible with the basic assumptions of Bloom's model to increase student learning outcomes. Using this model of education, the program department will establish a mastery learning daily test pass level that each student must reach.

The Four Stage Learner-Centered Model of Education incorporating Mastery Learning has been developed by Columbia College and it will be applied in each of its professional programs. The model also applies, wherever possible, in pre-career programs and courses. Table 2 presents “The Four Stage Learner-Centered Model” including Mastery Learning as it has been adapted by Columbia College for classroom instruction.

Note: The Four Stage Learner-Centered Model and Mastery Learning is a structure that can be adapted to fit different types of learning activities found in different programs. This can be found in individual courses that may be more lab-based, or adapted into programs with different

delivery models (ie. an evening and weekend delivery model).

Columbia College has set aside up to 500 tutorial hours that are available to students who need it at no additional cost. This ensures that students are able to get additional help throughout the program when they experience difficulty.

Columbia's goal is to have among the highest student graduation rate of similar programs in Canada or the United States. Achieving one of the highest graduation rates in North America would lead to a higher percentage of students who enter a program at Columbia College ready to enter an occupation or profession than students attending other institutions.

To our knowledge, Columbia is the only institution in North America that is adopting the Mastery Learning model in each of its professional programs.

Daily Tests

In this model of education, each program establishes a Mastery Learning pass level that each student must reach. This pass level is normally applied to a daily test on a set of learning outcomes covered for that day or class. These tests are marked near the end of each class so students are able to quickly find out what areas they got incorrect. Students are then able to concentrate on what they do not know or understand.

Students whose test results fall below the Mastery Learning level must attend a Mastery Learning tutorial lab. Please go to the [Mastery Learning Tutorial Session](#) document for lab details. In most cases, this lab is scheduled later the same day as the original class. In some cases, the mastery learning tutorial lab will be scheduled on a subsequent day. Students will remain in the tutorial lab until they can demonstrate that they now understand the test question(s) that was incorrect and are now able to meet the minimal Mastery Learning requirements. This ensures that students have the necessary knowledge and skills as they move forward each day of classes.

Final Exam

Student final exams for each course will normally be written during the final week of a semester. If a student has a final exam mark that is below the mastery learning level, they will be required to attend Mastery Learning tutorial labs the remainder of that week. Participation in the mastery learning tutorial labs will continue until they can demonstrate that they are now meeting the minimal Mastery Learning requirements. This ensures that students are able to demonstrate the required knowledge and skills from one semester prior to starting the next semester. In some cases where the course material is not a pre-requisite to the learning activities of the following semester, a student may be engaged in mastery learning tutorial labs that carry over into another semester until the mastery learning levels have been met. Please go to the [Mastery Learning Tutorial Final Exam Procedures](#)

References

- Bloom, Benjamin, et al. Taxonomy of Educational Objectives: The Classification of Educational Goals. New York: McKay, 1956
- Keller, Fred (1968). Good Bye Teacher. Journal of Applied Behavior Analysis.

The First Day of Class

The first day of class sets the tone for the rest of the course and may affect each and every course to follow. Demonstrate your enthusiasm for being there, for having the opportunity to work with the students on the course, and try to stimulate student interest in the topics to be covered. Create a relaxed, open classroom environment conducive to inquiry and participation. Let students know your expectations of them and what they can expect from you and the course. Work towards building community in the classroom. These first day activities may take approximately 45 minutes of your 4 hour class. Your lesson plan should cover the remainder of the period.

Guidelines:

- Write the course name and number on the board. Put your full name on the board. This will alert anyone who is in the wrong classroom to leave.
- Set the tone for the classroom. Greet students when they enter the classroom. Start and finish on time. Encourage questions and give students the opportunity to talk. Stay after class to answer questions or walk with them down the hall.
- Take attendance.
- Introduce yourself to your class. Say something about your background and why you are interested in facilitating this course. Convey your enthusiasm for the field and the subject.
- Discuss the objectives of the course. As specifically as possible, tell your students what you wish to accomplish and why, but also ask about what they want to learn from you and what sorts of problems/issues they would like to address. Be sure to acknowledge all contributions – your attention to students' ideas will encourage student participation throughout the course.
- A good activity is to ask students get into small groups and list three to five goals in the form of statements that reflect what they want to learn. This reflects a Needs Approach to the course. Students begin to shape the course experience rather than the facilitator shaping the course.
- Review the course outline carefully with the students and explain any questions. Address student concerns.
- Give your students ideas about how to study and prepare for class. Study strategies are particularly important in an introductory class.
- Begin to instruct your students as to how to participate in your class. Work through a problem or piece of material that illustrates the course content. Engaging students in actual work during the first class session gives them an idea of what your class will be like.
- Summarize, summarize, summarize at the end of the class. This is an excellent practice for every class as it brings to together what has been learned and leaves the students and yourself with a sense of accomplishment.

Records and Record Retention

69. The College has the following retention policy:

- (a) Tests, Summaries, Journals, Term Papers – Are to be retained by the Program Chair/Director/Coordinator for one month after the semester ends in case of a student final grade appeal. Some programs may have different retention periods.
- (b) Final Exams – Are to be retained by the Program Chair/Director/Coordinator for one year. Some programs may have different retention periods.

70. Daily tests, assignments, term papers and journals are to be kept by the facilitator to the end of the semester, and then submitted to their supervisor for record retention. Students may submit assignments electronically where indicated in the course outline or where the facilitator requires

this process. This will enable faculty to submit their feedback to the student electronically, and maintain a copy of the original electronic submission. Once the semester is over, the facilitator will forward the electronic folder to their supervisor.

71. Relevant electronic correspondence with students should be kept by the facilitator until the end of the semester, and then forwarded to the Program Chair/Director/Coordinator for record retention. This may include discussions relating to student performance or professional conduct (non-academic offenses), or any other information that helps support how the grade was calculated or concerning the student's performance in the class.
72. Once the student records have been submitted by the facilitator to their Program Chair/Director/Coordinator at the end of the course, any copies of these records remaining in the hands of the facilitator, are transitory records, and should be destroyed once their need has expired. These records are deemed to be confidential and the College's Privacy Policy would apply.
73. During the semester, it is encouraged that student records are not kept on the hard drives of a facilitator's personal computer, rather they are kept on a portable storage device like a USB memory stick that is password protected and encrypted (if possible) or accessible on an online storage server (i.e. Google Docs, SkyDrive). If the records are kept on the hard drive of the facilitator's personal computer, this information should be protected by a password, and encrypted (if possible).

Assignment Requirements

74. For assignments in which your students are to prepare a paper or a report, the following guidelines should be kept in mind:
 - body of paper kept to between 4-6 typed double-spaced pages; (1000 – 1500 words)
 - papers to include a minimum of 3-4 references for a Certificate Program and 5-6 references for a Diploma Program;
 - papers must be typed.
75. In some cases 1-page (or less) written assignments may be given – often early in a course – to help learn more about the students' level of understanding on a particular learning goal or outcome. These 1-page (or less) written assignments can be a useful assessment of learning and an opportunity to provide feedback to the individual student – or group as a whole – early on in the semester. It can also give facilitators a quick glance at the understanding of different learning goals/outcomes, and help provide a focus for future discussions. Individual writing assignments can provide students with an active and personal learning activity as opposed to other more passive activities like open discussion (where some students may step in and out of the discussion) or group activities (where some students may passively wait to be guided by other group members).

Student Workload: It is important to note that not all courses will require a heavier final paper or report that is due at the late stages of the semester. Program Chairs/Directors/Coordinators will determine and monitor the workload appropriate for each semester to help ensure that students are not faced with unrealistic workload expectations or a situation where 70-80% of their grade for the semester comes from assignments due within the final two classes.

76. Resources available to students are listed below. Students should have been exposed to each of these resource environments during their program orientation:
 - ProQuest – can be accessed from home or campus
 - Gale – InfoTrac – can be accessed from home or campus
 - Calgary Business Centre (Business students)
 - University of Calgary general library and business resource centre

- Calgary Public Library

Presentations

77. Students are to be given individual marks and not group marks.
78. Student presentations are not part of every course, and PowerPoint or other presentation software does not need to be part of every presentation.
79. Alternate student presentations can be considered such as: Leading discussions on videos, articles etc., participation in debates, pair and share activities etc.
80. Use the approved Columbia College Oral Presentation rubric for evaluation.

Final Course Assignment or Exam

81. Students will be given either a final assignment or a final exam, but not both for their final course evaluation. This is stated on the course outline.
82. The Practical Nurse, Health Care Aide, and Dental Assistant Professional programs may have a higher percentage of multiple-choice questions in the final exam to coincide with the format of national exams.
83. Regular theory-based professional program courses have their final exam designed to be completed in 2 to 2.5 hours. Students will be allowed 3 hours to complete their final exam. No additional time would be provided. If the final exam is based on case studies, a minimum number of questions is set at 75 questions. If the multiple-choice exam is not case based, the minimum number of questions is set at 120-125 questions. The questions would be factual, application, analysis, synthesis, and evaluative types of questions. A mixed multiple-choice and case study exam is also possible.
84. Where required that a facilitator prepare a final exam, a sample blank copy of the final exam and answer key are to be submitted to the Program Chair/Director/Coordinator for approval according to timelines provided. Exams may also go through further quality control processes.
85. A final project should meet as many course learning outcomes as possible. A deadline by which the project is due is stated on the course outline or on the project assignment.

Marking Student Term Papers and Other Assignments

86. The marking of term papers and other assignments must comply with the basic principles of ethics, legality, equality, fairness, timeliness, transparency and simplicity.
87. Marking is a form of dialogue based on stated and shared criteria and is an integral part of the teaching and learning process.
88. The purpose of marking is to:
 - Give specific feedback to a learner on their work
 - Indicate learner achievement
 - Value individual effort
 - Show learners how their work can be improved
 - Involve learners in their own learning
 - Identify learners' individual difficulties and barriers to success
 - Record achievement against program outcomes
89. Feedback will inform the learner about the extent to which criteria have been met. Feedback should be informative. The learner should be able to understand what they have done well and why and

what they need to do to improve. Student work must be treated with respect no matter what the quality. Feedback gives you the opportunity to motivate students to do better. It can build self-confidence or destroy it.

90. Work should be marked against assessment criteria and returned no later than 5 working days from submission. Be sure to inform your students when they will get their work back.
91. Work that is identified as needing improvement and re-grading is possible and is the decision of the facilitator who may re-grade the assignment.
92. Grammar, spelling and punctuation are assessed (marked, corrected) and helpful feedback provided. With the changing demographics of Calgary, many students are English as a Second or Additional Language. It is not always possible to mark each grammar error. Please identify the major errors and provide explanation or change. Faculty need to continue to bear in mind that the outcome of the program is a graduate who will be able to meet the requirements of their career choice.
93. Columbia College uses APA as its standard for citation and referencing. All students have a “Cites” handbook and have been present for an APA workshop prior to entering the program. A reasonable approach should be taken to how a student has been able to master this professional technique. The College needs to administer the APA standard in a proper manner. The content of the answer far outweighs APA formalities.

Haig, J., MacMillan, V., & Raikes, G., (2014). *Cites & Sources – An APA Documentation Guide, Fourth Edition*. Toronto, ON: Nelson Education Ltd.
94. Only use Columbia College authorized rubrics. These are appended to the course outline. You may access approved rubrics by the link provided in the electronic version of the Facilitator Handbook.
95. If you develop your own rubric, it must be approved by the Program Chair/Director/Coordinator prior to its use. All rubrics developed and approved will be submitted to the Registrar for inclusion in our “[Classroom Rubric Templates](#)”. Please check here as the rubric you want may already be developed.
96. How to use a Rubric:
 - Put a checkmark in the section of the rubric that you think most meets your evaluation decision. Underline parts of the rubric to show what you are addressing.
 - Put a mark in the mark section. Partial marks are acceptable. Sometimes students fall between two sections of the criteria. Indicate this with a checkmark between the two sections.
 - Comment Section: Please put a comment/s in this section to help students understand your evaluation. Give comments that help students to know how to improve.

Faculty Copying/Printing

How to Print at the Copy Machines

- Select the **Uniflow Secure Print** when choosing a printer.
- Retrieve your print job from any Canon copier located in the hallways in our four buildings.
- Log onto a Canon copier with your copy code.
- Once you have successfully logged onto the device, on the display panel, press the option Secure Print.
- Your print jobs will appear. Select the print job(s) by tapping on each one of the jobs or the option Select All.
- Now tap on the option Print and Delete.

- Once you have collected the papers from the output tray, tap on Log Out in the lower right corner. If you do not log out, others can print under your account.

How long will the print job be on the network for printing

- It will sit for 4 hours before it is automatically deleted. If you do not print within the 4 hours, there is no cost.

How to Photocopy at the Copy Machines

- Log on to a Canon copier with your code. Students have a 10 digit code that includes his/her student ID and his/her birth date and birth month in four digit format.
- On the display menu, choose the option **Copy**.
- Place the item to be photocopied either on the glass panel by lifting the lid or if you are copying multiple items, place them in the automatic feeder tray to the right on the lid. The default paper size is 8.5" by 11". Hit the large round green **Start** button.
- If you need to print more than one copy, change the option on the display from 1 to the given number of copies you require.
- Once you are finished **Log Out** in the lower right corner. If you do not log out, others can photocopy under your account.

What to do if your Log In is Not Working

- Ask another facilitator or your supervisor. Go to Building 802 – Main Office for help during business hours.
- Email ReceptionServices@columbia.ca if you require further assistance.

Facilitators should not use their printing code to print off student term papers, etc. Do not ask students to make copies of their materials for the entire class.

Please note the rules and regulations governing photocopying of materials as outlined by Copyright regulations. Please note the rules and regulations governing photocopying of material available as outlined at [Access Copyright](#).

Reports, Documents, Information Gathering and Procedures

97. Student papers and other assignments should normally be marked and feedback provided to students during the following class or at least within 5 working days from submission.
98. A marking/grading rubric for presentations has been developed for the College. Please use it if you require students to make a presentation to the class. You may also use this form if you want the students to do a peer review of each other's presentation. Rubrics to be used are attached to the course outline. Other classroom Rubric Templates are accessible from your Program Chair/Director.
99. Facilitators should record student marks in the Moodle Gradebook as a mark is determined. Please do not wait until the end of the semester to record marks. Students in the professional programs will be given access to view their grades online once the facilitator has made the grades available to view. Do not reveal the grades until you are ready to do so. Access to Moodle will be provided by the Registrar's Office. Access to the Moodle site is available through the Columbia College Portal (<https://portal.columbia.ca> – please see the Appendix). Questions should be directed to the Registrar's Office.

100. All final grades must be fully completed and submitted into the applicable Moodle Gradebook within five working days from the last day of the semester. If you believe that a student should be given an “Incomplete”, please discuss this with the Program Chair/Director/Coordinator.

Customer Satisfaction Surveys End of Course Procedures, and Invoicing for Semesters.

- At the beginning of the second last class (usually class 9), facilitators will be asked to hand out an envelope containing the Customer Satisfaction forms to one of the students. The student will follow the procedures written on the outside of the form. When all the procedures are completed the student will drop off the envelope into the appropriate drop boxes located in each building provided for this purpose. The facilitator will leave the room during this process. The facilitator should not, on any condition, look at the survey results.
- Upon receipt of the completed survey forms, the Registrar’s Office will tabulate, type in (student comments), print and send copies of the survey results to the President and Program Chair/Director/Coordinator.
- Surveys will only be released once all student marks, completed final exams, assignments, materials, keys have been given to the Program Chair/Director/Coordinator, and after the Program Chair/Director/Coordinator has reviewed the marks for completeness. Once the marks have been reviewed, the Program Chair/Director/Coordinator then notifies the Office of the Registrar who formally reviews the marks, and approves the release of the surveys.
- Following the release of course surveys, facilitators will be provided with a summary report of survey results.
- Facilitators are asked to review their survey results, identify two or three areas for improvement, complete the Customer Satisfaction Survey - Facilitator Plan of Action form, and then return this to the Program Chair/Director/Coordinator. The Action Plan may be accepted as submitted or it may be returned to the facilitator for further clarification as required. Action Plans should address areas of improvement as identified on the survey results. Where results are excellent, the facilitator will choose an area that they would like to work on further as part of their professional development and their development as an educator with the focus of achieving excellence in classroom facilitation and student success.
- The Program Chair/Director/Coordinator will forward Adjunct Facilitator contracts to their supervisor for signature with a copy of the Facilitator Action Plan. A class list to confirm the number of students present in the course will be provided by the Registrar’s office. This will ensure that the student count will be correct after determining which students may have dropped out or not appeared on the first day.
- Paycheques will normally be deposited/mailed within 30 days after Accounting has received the completed documents from the Program Chair/Director/Coordinator. Please do not contact your supervisor or Accounting to inquire about your payment during this period of time. Every effort is made to have payment completed as soon as possible.
- Please be aware that the Customer Satisfaction Survey results are reviewed by the Vice-President Academic as part of this individual’s responsibilities.

101. The Non-Grade Incomplete Request Form (REG-F006) is only to be used when a student's final grade is not able to be given at the end of semester. Discuss an "Incomplete" grade with Program Chair/Director/Coordinator. Please do not recommend a grade of "Incomplete" unless you are satisfied that extenuating circumstances are prevailing. Your supervisor will then complete an "Incomplete Grade" form and forward to the Registrar's Office.
102. Official final grades will be sent to students at the end of the course after the grades has gone through the Program Chair's/Director's/Coordinator's review and has been processed by the Office of the Registrar.
103. Prior to the release of the official final grades by the Office of the Registrar, student grades are unofficial. Please be sure your students understand this.

Pre-Career Programs - Course Delivery Information and Classroom Management Responsibilities

Introduction

This section was developed to assist Columbia College pre-career program faculty in becoming more prepared to facilitate in the classroom. Pre-career programs include such programs as Academic Upgrading, English as a Second Language, and Community Support Services.

Whereas the Facilitator's Handbook includes material related to a facilitator's contract of employment, position description, method of performance assessment and an introduction to learning and facilitating, this binder provides more detailed information and program policies related to classroom management, course delivery approach, lesson plan structure, reports, documents and procedures, and student responsibilities. This binder also includes the sample copies of the various forms that faculty are expected to use.

In order to address your classroom location, classroom keys, photocopier code, white board marker, and other facility and classroom needs please call the main switchboard (235-9300) and ask to be directed to the correct contact.

This binder should be kept up-to-date with program related forms and documents.

Program Related Information

During their orientation to the entire program each student will receive a copy of all the student related forms contained within this binder. The forms are reviewed and the students are advised that all faculty will be using the enclosed forms when they deliver their individual courses.

1.0 Classroom Management Responsibilities

- 1.1 Each course is to be taught the number of hours stated in the College Calendar.
- 1.2 It is critical that facilitators administer all lesson plans, rules, procedures, assessments, and evaluations in a sincere, open, fair, and consistent manner. Students get very upset when they see or even sense that another student is getting favored treatment. So, unless there are very clear extenuating circumstances, do your absolute best to treat every student in the same fair

manner.

- 1.3 Please ensure classes are not started late, dismissed early, or cancelled without the prior approval of the Manager.
- 1.4 Staff and students should leave the classroom clean and presentable for the next group. Please ask the students to clean up after themselves and put their chairs, tables, etc. back in the neat and tidy order in which they were found.
- 1.5 To report damaged classroom furniture email a task request to caroline.edworthy@columbia.ca.
- 1.6 To report computer problems in the labs, library and office areas complete a Columbia College Ticket on the college staff portal.

2.0 Course Delivery Approach

2.1 Methods of Facilitating:

Faculty should review the Facilitator's Handbook for a description of the following methods of facilitating:

- Case studies;
- Storytelling;
- Individual and group presentations;
- Experiential activities;
- Learning by doing;
- Role playing;
- Simulations.

These different methods of facilitating should be followed primarily during the second half of each lesson. You may find one facilitation method more appropriate than others to help students learn a specific concept. Try to use different methods of facilitating with each lesson you deliver.

- 2.2 In order to establish the right mindset, constantly ask the students – “As a future business owner, manager, leader and/or team member, how would you deal with this issue or that concern”. Why would you do this or that?
- 2.3 It's not enough to teach students academic theory and practice. They also need to develop other skills that are critical to their future employment success. Please review the “Skills Employers Want” section of the Facilitators Handbook. Please incorporate these skills in your daily class activities. Employers don't want robots that can list, recite, and repeat. They want intelligent professionals that know how to listen, speak, present, discuss, write, analyze, debate, problem-solve, research, hypothesize, study, respect others, act as team players, work hard, and are open to continuous learning and improving. So please try to include activities that will incorporate the various skills employers want in your class activities.
- 2.4 Edward de Bono wrote “Six Thinking Hats”. In it he tries to help people develop the ability to view an issue from several vantage points. Help the students through class discussions to look at an issue from different viewpoints and learn to respect the views of others.
- 2.5 Try to include opportunities for students to provide each other with constructive feedback. This will help students develop interpersonal skills that will help make them more successful.
- 2.6 Develop a classroom environment that supports teamwork, small and large group work and cooperation, not competition. Students must understand that organizations are much more successful when people learn to work together and assist one another, not compete with each other.
- 2.7 Apply the adult-to-adult principles in the classroom as described in “Transitional Analysis” (see Facilitator's Handbook). Please don't act like a parent (over controlling, over directing, and talking down to the students). It forces students to act more like emotional, uncontrolled children. Most adults resent being treated like a child. You can be a leader and manage a class effectively without

being an overpowering dictator.

2.8 Resources available to students are listed below. Students should have been exposed to each of these resource environments during their program orientation:

- Columbia Library
- Proquest Direct (Internet access at Columbia College or U of C)
- University of Calgary general library and business resource centre
- Calgary Business Information Centre (Business students)
- Calgary Public Library

3.0 Approach to the Lesson Plan

3.1 Please review the “Creating a Positive Learning Environment” section of the Facilitators Handbook before developing any lesson plans.

3.2 Please also refer to the Facilitators Handbook and adopt one of the lesson plan styles presented in the section “Sample Lesson Plans”.

3.3 The purpose in writing quizzes is to help ensure students come to class better prepared with newly acquired knowledge to ask questions, discuss, and interact with each other and the facilitator. Experience has shown that when facilitators did not give daily quizzes, students were not as committed to their homework. So please give quizzes at almost every class.

3.4 Final Course Assignment or Exam

Final assignment or final exam procedures should be determined and communicated to students during their first class in your course. The assignment or exam should be completed at the last class for the course. If an exam is scheduled it should be no less than 2 hours and no longer than 3 hours. The exam may be open book, take home, essay, case, multiple choice, short answer, or a combination. Please do not double up on the students’ homework as well as studying for a final for their last class. Please recognize that the students are normally taking two or more courses at the same time and must prepare for a final exam in each.

3.5 Students will normally receive the course syllabuses, textbook, and their first class homework assignment on the first day of class.

3.6 Review your course syllabus with students in detail during your first class.

3.7 Mid-term exams should not be given halfway through program with five week courses. The accelerated nature of this type of program and the way the program is structured makes the mid-term exam unnecessary.

3.8 If a final exam is scheduled, a sample blank copy of the final exam and answer key are to be submitted to the Manager along with the student’s final course marks at the conclusion of the course.

3.9 There should normally be a 5-10 minute break planned for each hour or so of instruction.

3.10 Make sure each lesson plan identifies more facilitational activities than time will allow. This way you will not run short of things to do in class. Each class should take up the time scheduled (i.e. classes should not be dismissed early).

3.11 Homework normally consists of 1/2 to 1 hour of study time for each period of classroom instruction. This many include one or more of the following:

- Reading 1-2 chapters of a course textbook;
- Studying for a quiz related to assigned course textbook;

- Reading facilitator handouts;
- Gathering and reading other materials or documents (research);
- Writing a paper or a report;
- Preparing to make a class presentation;
- Other.

4.0 Reports, Documents and Procedures

- 4.1 Student papers and other assignments should normally be marked and returned to them within one week.
- 4.2 In the final couple of weeks of a course, facilitators will be asked to hand out a folder containing the Customer Satisfaction forms to one of the students. The student will follow the procedures written on the outside of the form.
- 4.3 Faculty should be familiar with the policies and procedures contained within the calendar (e.g. academic and non-academic offences). Please review the General Program Information and Academic Regulations section of the calendar.

5.0 Student Items

- 5.1 Policies and procedures related to student absenteeism/punctuality are listed in the course syllabus. Students also discuss and sign a document that addresses how they are to behave in these areas during Student Orientation. Please ensure you have reviewed these documents.
- 5.2 Policies and procedures related to how students are to treat each other and college employees is described in Student Roles and Responsibilities. This is also listed in the course syllabus and in the calendar under non-academic offences.
- 5.3 Refer to the Student Dress Code listed below.

6.0 Other Important Program Information

- 6.1 Refer to Equipment Booking listed below.
- 6.2 Please note the rules and regulations governing photocopying of material listed below.

Resources

<u>How About Some Student Feedback</u>	<u>Student Roles and Responsibilities</u>
<u>Student Dress Code</u>	<u>Field Trip Policy</u>
<u>Privacy Statement</u>	<u>Facility Equipment Booking Procedures</u>
<u>Proper Classroom and Lab Use</u>	

APPENDIX A

WHAT CAN YOU COPY?

**(Brief Outline Regarding the Photocopying of
Published Materials Such as Textbooks)**



Copying Guidelines

Your institution's licence with Access Copyright gives you permission to copy from a vast repertoire of commercially published books, magazines and newspapers. As long as you adhere to the terms and conditions of your licence, you can photocopy what you need, worry-free. Please note that the licence includes copying done in support of educational purposes only.

Permission is not required for copying that is fair dealing. For more information, please consult with your institution's administration.

Under your institution's licence, you can photocopy up to 10% of a published work or the following, whichever is greater:

- An entire short story, play, essay or poem from a book or periodical containing other works
- An entire article from a newspaper, magazine or journal
- An entire entry from a reference work (encyclopedia, dictionary)
- An entire reproduction of an artistic work from a publication containing other works
- A whole chapter from a book, as long as that chapter does not comprise more than 20% of the book

Works NOT covered by the licence:

- Items on the Exclusions List
- Unpublished works
- Consumable items such as published workbooks, assignment sheets, and tests
- Crown or provincial publications (excluding Quebec)
- Instruction manuals, including teachers' guides
- Musical works in print form and original artistic works including photographs or prints
- Works published in countries with which Access Copyright does not have a bilateral agreement
- Works with notices excluding them from copying under a collective licence

