



Columbia College

Facilitator Handbook 2017

**Professional Programs
College Prep Program**

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. This handbook applies to faculty in Professional and College Prep programs.

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 the following links:

- 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 Code of Conduct is also provided in the Appendix. All employees are expected to follow this code.

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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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 should review and be familiar with. 'Columbia College's Adjunct Facilitator Contract provides an outline of the roles and responsibilities of the facilitator in their very important role at the College.

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

Facilitator Resources	
<u>Columbia College Lesson Plan Template</u>	<u>Moodle Information for Students</u>
<u>Ground Rules for Interacting with Others</u>	<u>Sample of a Paper Graded A+</u>
<u>Professional Code of Conduct</u>	<u>Sample Report</u>
<u>What Employers are Looking For</u>	<u>Classroom Rubrics</u>
<u>Professional Behaviour Survey</u>	<u>Problem Solving Process</u>
<u>Characteristics of Successful Students</u>	<u>Introduction to Total Quality</u>
<u>Six Thinking Hats</u>	<u>Problem-Solving, Decision-Making and Other Critical Thinking e-resources</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>Facilitator Position Description (ADM-P010)</u>
<u>Columbia's Commitment to Human Rights Diversity Policy</u>	<u>Adjunct Facilitator Contract Agreement (ADM-F137)</u>
<u>Student Appeal Policy (ADM-P177)</u>	<u>Emergency Response Incident Report (ADM-F113)</u>
<u>Student Accommodation Policy (ADM-P188)</u>	<u>Electronic Communication Policy for Staff (ADM-P265)</u>

Background

While 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, and 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.

Columbia Foundation Documents

Columbia College has developed – over time – 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</u>
<u>From Plato to Columbia and Beyond</u>	<u>Cohesive Curriculum and Aligning Curriculum with College and Program Objectives</u>
<u>Creating a Successful Program</u>	<u>Assessment of Individual Student Learning & Assessment of an Educational Program</u>
<u>Mission Statement, Goals Statement and Columbia’s College-Wide Learning Objectives</u>	

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

Introduction

Probably the most unique feature associated with Columbia College is its 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 document 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. Finally, it describes how this unique model of delivery has affected students transfer to universities in order to complete their education.

Rationale behind Accelerated Education

Over the past 30 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 30 years ago now 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 20 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.

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 normally 40 hours of instruction. Each course may or may not be complemented by labs and/or tutorials. 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. 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.

Facilitation versus Lecturing

Educational literature has noted for decades that the instructional “lecturing” method is the students’ least-preferred method of learning. With this in mind prospective faculty at Columbia College are advised that if they prefer to primarily lecture to students that they will be a better fit at another institution.

At Columbia College, a facilitation model of instruction has been adopted. 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 this 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 this model's weakness, Columbia College has advised its faculty, which it refers to as facilitators as opposed to instructors or lecturers, to normally structure a short (10 to 15 minute) test just prior to the end of the first hour of each class. Students have responded very well to this approach and have found it a valuable tool that provides them with immediate 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.

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 evaluation and application (Bloom’s level 4, 5 and 6).

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 it in September.

Retention rates at conventional universities in North America normally fall within the 60% to 70% range. 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 two professional programs at Columbia College in which students write an independent third-party national exam are its Dental Assistant Program and Practical Nurse Program. The most recent figures on these programs indicated that nearly 100% of the Columbia College graduates passed the national exam. This rate of success exceeds that of other colleges across Canada.

Recognition of Columbia College's Accelerated Educational Model

Private institutions in North America have historically had difficulty establishing transfer agreements with public universities. This process is very time-consuming, stressful, and rarely successful until the private college can demonstrate that its standards of excellence in higher education goes well beyond that required by conventional public institutions.

In the case of Columbia College, it has developed several articulation agreements with universities. One of these agreements is a less efficient course-by-course transfer agreement in which the Columbia College graduate must submit every course syllabus as well as copies of the results of each test and assignment. This agreement is with the University of Lethbridge (Alberta). Other universities have approved full block transfer agreements in which only the formal student transcript from Columbia College is required. Institutions with full block transfers include Athabasca University (Alberta), Royal Roads University (British Columbia) and National American University (USA).

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 professional knowledge and skills, 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. The Knowledge-Based Economy

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 knowledge and skills 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.

Columbia College's Learning Documents

The learning documents below are provided to assist facilitators in developing a deeper understanding of the different types of learning, 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>Intelligence and Learning</u>	<u>Columbia's Commitment to Continuous Innovation</u>
<u>Columbia College – A Multicultural Institution</u>	<u>Academic Freedom</u>
<u>Factors that Affect Learning</u>	<u>Integrity in Scholarship and Research</u>
<u>Columbia's Learning Culture</u>	<u>Supports to the Community</u>
<u>References</u>	<u>Glossary of Adult Education Terms</u>

Course Delivery Information and Classroom Management Responsibilities

Introduction

This section was developed to assist Columbia College faculty in becoming more prepared to facilitate in the classroom.

When you, as a new facilitator, begin at the College, 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 are facilitating at Columbia College.

Social Science and Humanities Courses (Liberal Arts): This section is not applicable to College Prep facilitators. These courses are intended to be available to all students from any program, including outside students who want to take a course. Do not change the content to fit a particular program. Students are expected to take these courses to increase their world view and increase their awareness to what it means to be a “humanitarian”, and not have a narrow experience. If you are facilitating one of these course (e.g. Psychology, Sociology, English etc.), you will report to the Director responsible for Social Science and Humanities courses. This is the Director of Human Services Professional Programs. He is responsible for all matters related to the administration of the course. If you have an issue regarding a student, please speak to the student’s Program Chair/Director. The Director of Human Services should be kept informed of any student issues, but this can be done by the student’s Program Chair/Director.

General Information:

Facility Information:

Main office: Bldg. 802

Office Hours:

Monday to Thursday – 8:00 a.m. – 5:30 p.m.;

Fridays – 8:00 a.m. – 5:00 p.m.;

Saturdays – 8:00 a.m. – 1:00 p.m.

Book Store: Bldg. 802, Rm. 122 – Open during main office hours.

From Monday to Thursday – buildings are locked at 6:00 p.m. Fridays – at 5:00 p.m. Saturdays – as per class schedules. There is a buzzer for each building if a student is late.

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 called Moccachinos and is located across from Bldg. 802.

Supplies: Your supervisor will provide 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. Sometimes, a student may need to leave early to catch the bus. This should be permitted.
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 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 carolinee@columbia.ab.ca.
13. To report computer problems in the labs, library and office areas email a task request to techsupport@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, Rm. 122. 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 on time. 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 our supervisor as soon as possible. The supervisor will determine 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 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 program. One Saturday counts as 2 days. 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.
22. Risk Assessment Team: Please be aware that we have a Risk Assessment Team who are the contact individuals in case of a threat situation. Detailed information is provided in the Student Code of Conduct. Should there be an immediate concern and you cannot reach one of the individuals below, please let Main Office know you need someone. If you cannot reach anyone (evening or Saturday), determine if you need to call 911. Security may also be an option. If you have concerns about a student, another faculty member or staff member, please contact one of the following:

Caroline Edworthy	Facilities Manager	(403) 235-9311 Ext. 311 carolinee@columbia.ab.ca
Patrick Simmons	Registrar	(403) 235-9305 Ext.305 patricksc@columbia.ab.ca
Sharron Burns	Program Chair, Medical Programs	(403) 235-9322 Ext.322 sharronb@columbia.ab.ca
Lonnie Croal	Director, Justice & Public Safety Professional Program	(403) 235-9315 Ext. 315 lonniec@columbia.ab.ca
Sharon Ness	Director, Child Care Centre	(403) 648-2270 Ext. 381 sharonn@columbia.ab.ca

Course Delivery Approach / Methods of Facilitating

23. Faculty should review Columbia College’s [Learning Documents](#) for a description of different types of learning, and the corresponding and 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.

24. 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?
25. It’s not enough to present students with academic knowledge. They also need to develop other skills and professional behaviors that are critical to their future employment success. Please review the “[Professional Code of Conduct](#)” document and refer to these skills 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 and being a professional in your class activities.
26. 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.

27. 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.
28. 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.
29. 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.
30. 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.
31. 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

32. 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.
33. 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 Vice-President Academic for approval.
 - Once approved by the Vice-President Academic, the course outline will be forwarded to the Registrar’s office for document retention.
 - You will be informed by the Registrar’s office that the new course outline has been approved. You will then need to provide your students with copies of the new course outline.
34. Please note that in most cases the assignments are provided on the course outlines. Do not change these without permission.
35. It is important that you facilitate the learning outcomes set out in the course outline.

Class Structure used in Professional Programs

First 30 to 60 Minutes of Class – Review Questions

Collect in student questions. Review student questions based on the assigned reading. Questions that deal with information transfer (lower level) learning should be selected. Higher level questions should be put aside for later in the class.



Second 60 Minutes of Class

Daily Test – 15 - 20 questions per test
Approximately 20 minutes for test.
Break for 15 minutes
Discussion about questions – 25 min.

Students hand in test for marking.
Facilitator will normally mark test during the break and records marks. Test is returned to students after break and questions students got wrong are discussed.



Remainder of Class – Higher Level Learning Activities (Approximately 2 to 2.5 hours)

The goal of this part of the class is to provide more in-depth focus on 1 or 2 of the specific concepts, principles, knowledge, techniques, documents or procedures presented in the course text or handouts as assigned homework. Actively engage students through as much collaborative discussion and hands-on experience as possible where they have an opportunity to learn by doing and experiencing (learning-by-doing). Case studies should be part of as many classes as possible. These experiences should be designed to help students develop more effective problem solving and decision making skills.

Approach to the Lesson Plan (see the Appendix for a Lesson Plan Template)

36. Please review Columbia College's [Learning Documents](#), and particularly "[The Four Stage Learner-Centered Model](#)". This outlines the format of the lesson plan you are expected to follow.
37. Please submit your first lesson plan 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.
38. 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.
39. 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).
40. A mid-term exam should not be given halfway through the course for Professional programs. 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.
41. When planning lesson content, the facilitator should plan for at least 2 case studies during the length of the course as a formal test activity.
42. Library Resources – Columbia College does not have a formal library. Students primarily utilize online resources through ProQuest and Gale. These are sources for thousands of journals and they can be accessed at school and from home. They can also use the public library and university libraries. If students need help with research, the student could contact Learning Services at learningservices@columbia.ab.ca.

The Four Stage Learner-Centered Model

A Brief Introduction

Based on the various research findings and views of leading educators presented in the various college documents listed on pages 5 and 7, the following model (see Table 1) was developed to describe the fundamental stages that faculty at Columbia College follow in designing a learning environment that will support the introduction of new knowledge, skills, attitudes, and behaviours learners need to acquire.

The facilitator will help learners to be actively and collaboratively engaged with other learners, as well as themselves, before, during, and after each class as it relates to the subject being studied during each of the four stages.

Table 1: The Four Stage Learner-Centered Model

Stage	Instructor/Facilitator Approach	Learner Activities
1 Introduction	Ensure new knowledge, skills and/or professional behaviours are introduced and explained.	Read, write, study, share, observe, question, discuss, reflect, and listen to others.
2 Example	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.
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.
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.

Stage 1

In the first stage (introduction) the facilitator will identify and ensure that learners are introduced to the new knowledge, skills, attitudes, and/or behaviours. The facilitator will also determine what activities the learners may be engaged in at this stage. For example, learners will normally be asked to read course textbook material prior to class. They may also be directed to a website and observe and reflect on what they have learned. They may be asked to interact and listen to other learners using such tools as Moodle. They may be asked to write about their experiences and share them in class.

Stage 2

During the second stage in The Four Stage Learner-Centred Model, learners will be provided with examples that relate to what they are learning. These examples may be experienced prior to their class as part of their homework assignment, as well as during their class. The facilitators will do their best to ensure the examples are as relevant (authentic) to the learners as possible. The more relevant each example is, the more meaningful it becomes to each learner. During this stage the facilitator may ask the learners to provide their own examples related to the subject they are learning about.

During this stage the facilitator will also do his/her best to ensure learners are able to share with others, listen to others, ask questions of others, and take notes about what they are learning. The facilitator may also ask learners to recall and compare personal experiences with others to help solidify what is being learned.

Stage 3

The third stage of this model is referred to as the “apply” stage. At this point learners will have been introduced to new knowledge, skills and professional behaviours as well as have received and shared examples for these. It is now time for learners to experience the subject by using or applying it in selected situations or simulations. This may occur prior to class as part of homework; however, will normally occur during class. It may occur after class. The facilitator will often divide the class into smaller groups and then have each group go through one or more experiential exercises. Normally the group will be faced with a problem or case. They will then be asked to experience, study, assess, analyze, and resolve their problem or case. During this stage, learners may be engaged in role playing, demonstration, discussion, observation, presentation, debate, analysis, and synthesis. Small groups may be asked to share their views with the larger class. During this stage learners may be asked to assess, evaluate and provide feedback to others based on what they observed. These observations may be presented in written form, verbal form, or both.

Stage 4

The final stage of The Four Stage Learner-Centred Model is called the “assess” stage. Although it is listed as the fourth stage it is actually a range of activities the facilitator will formally and/or informally engage in during each stage of this model. During this stage the facilitator will be observing, monitoring, assessing, analyzing, and determining how effectively learners are acquiring their new knowledge, skills, and professional behaviours, and the related learning objectives he/she is trying to help learners achieve. Based on his/her ongoing assessment of the situation, the facilitator may modify his/her lesson plan in order to improve the students’ learning outcomes.

Facilitators will actively engage learners in many forms of activities throughout the model including reviewing material and observing; recalling what they learned; measuring, recording, and comparing; analyzing, synthesizing, sharing, listening, evaluating, concluding; and reporting what they learned.

The facilitator may ask learners to observe, assess, and evaluate others. He/she will ask learners to share what they have learned in a meaningful, caring, and respectful manner that assists others to learn and grow from constructive and not destructive feedback.

An Example of Classroom Application

The Four Stage Learner-Centred Model of Education has been adopted by Columbia College and is applied in each of its professional programs. The model also applies, wherever possible, in pre-career programs and courses. Table 2 presents a classroom application of “The Four Stage Learner-Centred Model” as it has been adapted by Columbia College for classroom instruction.

**Table 2: The Four Stage Learner-Centered Model
Applied in Columbia College Classrooms**

Stage	Instructor/Facilitator Approach	Learner Activities	Columbia College Classroom Application
Stage 1 Introduction	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 behaviour 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 Example	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 behaviour. This may also entail having students assess their own progress and that of others.

An Internet-based Approach

Table 3 presents an example of The Four Stage Learner-Centred Model that may be applied to Columbia College's internet based learning. It should be noted that many different technologies will be utilized at each stage of The Four Stage Learner-Centred Model. Exactly what technology 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 3. This is referred to as blended learning.

**Table 3: The Four Stage Learner-Centered Model
Applied to Internet Based Learning in Columbia College Classrooms**

Stage	Instructor/Facilitator Approach	Learner Activities	Columbia College Internet Application
Stage 1 Introduction	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 Example	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-Stage Learner-Centered Model Applied to a Columbia College Classroom

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 in a classroom

based course 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 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 tutorial may be optional or students may be required to attend. 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.

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 or activities led by the facilitator.

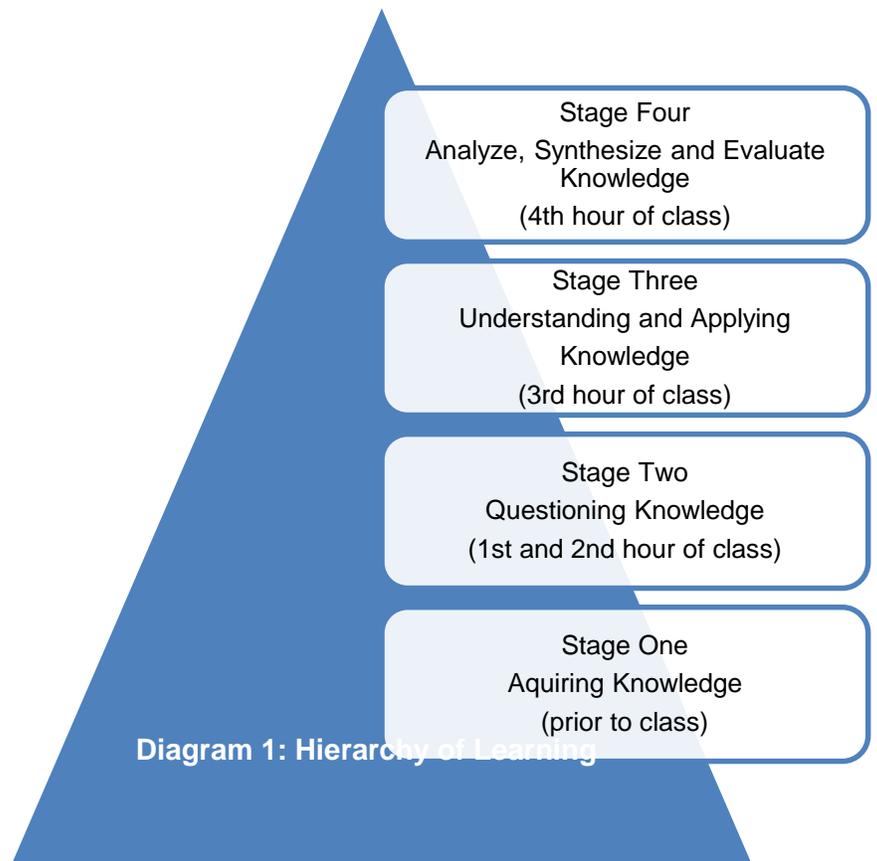
Introduction

Part of Columbia's approach to classroom instruction is based on a classification system developed in the late 1950s by 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 learner 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 questions they identified prior to class. This is followed by writing a test which demonstrates their ability to recall simple facts and knowledge. During the third stage the facilitator normally presents a 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.

Wherever possible, the final hour of a class shifts focus when the facilitator starts asking students to analyze, synthesize, and evaluate what activities they have just completed (stage 4). This may involve giving and defending opinions, making judgments, analyzing choices, justifying, and proving or disproving a position. 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.



Adaptation of Bloom’s Taxonomy at Columbia College

(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 near the beginning of 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 they must understand what they have learned.

(Stage Two) Questioning Knowledge (during the first two hours 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 two to three questions they want answers to, related to their newly acquired knowledge. They are also expected to review their homework material sufficiently enough to write fifteen to twenty minute test 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 his/her best to ensure all the students have an opportunity to participate and that learners show respect for each other's opinions 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 his/her summation to ensure the students acquire more complete understanding.

One of the unique benefits of Columbia's approach to learner-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 or up to 45 minutes 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 three to six written questions. It should be kept in mind that, in a class of thirty students, about forty or more unique questions tend to be submitted at the start of class, and if only four to six 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.

The tests should be multiple-choice and/or True/False questions. The questions on the test should contain lower level knowledge acquisition questions only. The test is normally written just prior to a class break. This allows those who finish early an opportunity to take a longer break. It also allows those who need additional time an opportunity to complete the test during the break. As each student goes for his/her break, they give their test to the facilitator. The tests are marked by the facilitator or via the

use of clickers. The marks are recorded by the facilitator and tests are returned to the students to review and discuss. This action presents another opportunity for students to learn since most 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 students 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 Code of Conduct

During their orientation, students were also introduced to "[Professional Code of Conduct](#)". As you will see, this document consists of over 75 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. This two-page document is also posted in each classroom and lab.

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, in adopting 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.

(Stage Three) Understanding and Applying Knowledge (during the 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 knowledge and/or skills.

In almost every class students should be presented with a 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 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 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 wrote, marked in class, and discussed any questions raised by their test results. 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 portion 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.

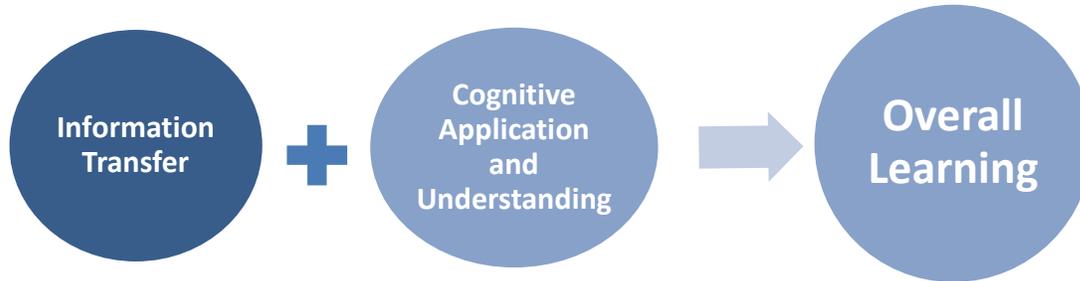
Once students have completed their analysis and hopeful synthesis, it is time to ask them to sit back and evaluate their position and/or the position of others. This process may include judging, justifying, interpreting, explaining, prioritizing, comparing, proving or disproving, deducing, estimating, 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 should, 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 as well as develop skills that they can use to self-evaluate their own learning.

Helping Students be Prepared for Class

43. 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.

44. 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.

45. 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 beginning of class. The purpose in writing tests near the beginning 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

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

47. 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;

48. 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.

49. 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.

50. 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.
51. 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 proctored by external proctors. Therefore, facilitators are not required to be present for this class unless approved by the Registrar's Office.
52. 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.
53. 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

54. 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.
55. Questions that deal with information transfer (lower level) learning should be selected for discussions that occur 'before' the daily tests given near the beginning of class. Higher level questions should be put aside for further discussion later in the class.
56. 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.
57. 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.
58. 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”

59. Testing a student’s preparation and readiness for class is an important step to ensure that they have done the necessary work required to begin working in the class on application-based learning activities. This is accomplished through giving students daily tests toward the end of the first hour of each class.
60. 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).
61. Daily tests must be submitted to the Program Chair/Director/Coordinator with the lesson plan ‘prior’ to the beginning of each class.
62. Daily tests should be no longer than 15 - 20 questions for the entire test. The questions should be multiple choice or true/false, and should only be lower-level learning questions. The purpose of the daily test is not to test the student’s overall depth of understanding of the material, rather their level of information transfer of the terms and definitions introduced in the reading. Please explain the purpose of the daily test to the student.
63. 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.
64. 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 be limited to the first bullet listed above. The final exam should measure 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”

65. Facilitators are encouraged to give students an application-based test at the end of class in normally two classes to assess the depth of understanding of the students. This format can be by using a case-study type test with multiple-choice questions, where students can mark and review directly in class.
66. 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.
67. 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

68. Faculty is to mark tests during the first 15 minute break and record the marks.
69. Once students return from break, tests are returned to the students and questions that students got wrong are discussed.
70. 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 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.

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

71. 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.

72. 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.
73. 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.
74. 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.
75. 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

76. 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.

77. 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.

78. 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

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

Final Course Assignment or Exam

83. 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.
84. 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.
85. 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.
86. 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.
87. 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

88. The marking of term papers and other assignments must comply with the basic principles of ethics, legality, equality, fairness, timeliness, transparency and simplicity.
89. Marking is a form of dialogue based on stated and shared criteria and is an integral part of the teaching and learning process.
90. 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
91. 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.

92. 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.
93. 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.
94. 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.
95. 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 is not preparing students for university, but needs to administer the APA standard in a reasonable 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.
96. 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.
97. 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.
98. 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 1Reception@columbia.ab.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

99. 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.
100. 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.

101. 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.ab.ca> – please see the Appendix). Questions should be directed to Caroline Ellis via email at carolineellis@columbia.ab.ca.
102. 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.

103. 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.
104. 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.
105. 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.