COMMUNITY COLLEGES

SAN DIEGO & IMPERIAL COUNTIES

CAREER EDUCATION

CE Teach - Career Education New Teacher Course

Kevin McMackin
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Background

- CTE Deans requested SDI RC create course for new part-time faculty to learn the basics of teaching
    - Asynchronous, on-line
    - Approximately 20 hours of content
- Met with and collaborated with Deans, Associate Deans and Faculty to develop content
- Reviewed by faculty and deans
- Reviewed to ensure curriculum is accessible and inclusive of individuals with disabilities

MODULE 0: Getting Started	Module 0 is an introduction to the course.
MODULE 1: Context for Teaching in the Community Colleges	Module 1 introduces the Career Education landscape, the diversity of community college students in the region, and the importance of your role as a community college instructor.
MODULE 2: Organizing Your Course	Module 2 provides guidance on using your Course Outline of Record, building a strong syllabus, and identifying Student Learning Outcomes including academic and technical knowledge and skills and 21st Century Skills that you will include in your course.
MODULE 3: Foundational Teaching Concepts	Module 3 includes practices that pave the way to learning including equity, creating a welcoming learning environment, exploring learning preferences and mindsets, and supporting student agency.
MODULE 4: Putting Teaching Concepts into Practice	Module 4 explores everyday teaching techniques that can help you reach all of your students and specific teaching strategies that you can choose from to best meet your teaching and learning goals.
MODULE 5: Assessing Learning and Lesson Planning	Module 5 includes guidance on assessing learning and grading and culminates in an optional lesson planning activity that pulls together concepts you've learned in prior modules.
MODULE 6: Campus Resources and Support Services	Module 6 explains the resources available to you and your students on your college campus and how to use them.
MODULE 7: Course Wrap-up and Resource Library	Module 7 includes an end-of-course discussion, survey, certificate of completion, and access to a course archive with the papers, checklists, and other information included in this course that you can download and re-visit as needed.

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Notepad

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To Do

Nothing for now

Recent Feedback

Nothing for now

▾ Welcome

California depends on the state's community colleges to play a significant role in education and workforce development. The ten colleges in San Diego and Imperial Counties play no small part. Supported by the San Diego & Imperial Counties Community Colleges Regional Consortium, they focus on implementing and improving high-quality career education programs, leading to high-wage, high-demand jobs and economic and social mobility for students and their families.

New faculty with backgrounds and expertise in various industries are central to this effort. **This course was created to support you, as faculty coming from industry, in your new role as educators.**

This course cohort starts on XX and ends on XX. Below is a suggested timeline to keep you on track for course completion.

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1.3 - Diversity of Community College Students

Watch the following video presentation to explore more about the diversity of community college students, highlighting the fact that there is no "typical" community college student.

3.3 - Equitable Teaching Practices

Equitable teaching practices are about supporting the success of ALL students.

A number of strategies can help you foster a classroom that is inclusive of all types of learners and of all students with varied characteristics and life experiences. Greater awareness and modeling of equity-centered practices will not only enhance the teaching and learning experience, but can support students' effectiveness in diverse workplaces, including their interactions with team members, customers, or patients.

In the Student Personas you read in Module 1, you saw students with varying backgrounds and characteristics. Read the paper below to learn more about strategies for supporting the learning of diverse students.

Equity-Centered Practices in the CE Classroom ↓

The next several sections of this course will expand on some of these ideas.

📝 **Notepad Activity**

Go to your Notepad and respond to the prompts for Activity 3.3 where you'll jot down ideas related to equity in education.

📅 There is an opportunity to create a portion of your syllabus in this activity.

▶ **Going Deeper on Universal Design for Learning**

4.3 - Teaching Strategies

Now that you have learned some tips for reaching your students, it's time to dig into some tried-and-true strategies you can use to help students meet specific learning goals. Reminder: mix up your strategies as much as possible to help ensure you engage all your students.

Understanding how to implement a variety of teaching strategies will enable you to "choose your own adventure" for your students' learning journey. Depending on the goals, you can use one or several strategies in one class period and throughout a semester.

The 6 strategies presented in this section along with their purpose are listed below:

1. **Direct Instruction** – used to relay information or deliver content
2. **Cooperative Learning** – used to promote learning through peer interaction and foster collaboration skills
3. **Project-Based Learning** – used to give students real-world problems or projects to solve and promote student agency
4. **Work-Based Learning** – used to practice real-world skills in authentic ways, whether in class or at a worksite, and to interact with industry professionals who can inspire and support career development
5. **Flipped Classroom** – used to modify the traditional model of a classroom, with homework and other active learning completed in a classroom and lectures viewed at home
6. **Use of Technology** – used with other strategies to enhance content delivery

Understanding when and how to use these strategies will help you be responsive to your students' learning needs at any given time.

Thank you!

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