



**Mitchell Technical Institute**

## **EDU 298 Mentorship - Internship for CTE Instructors Syllabus**

### **EDU 298 | Mentorship - Internship for CTE Instructors**

#### **Instructor and Class Information**

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**Office Hours** I will not be holding specific office hours during the summer semester, but I am always available via email - reach out any time. I recognize that the only way my online students can "raise their hand" is to reach out electronically, so please do not hesitate to reach out and ask for help!

I also utilize the Remind app for student-to-instructor communication. This is a fantastic tool that allows students opportunities to text their instructors for immediate feedback with questions as well as allow instructors opportunities to remind students of upcoming deadlines through an alternate medium than email.

To access our course, visit this link <https://www.remind.com/join/edu298>

For more information on Remind and how-to, visit <https://help.remind.com/hc/enus/articles/203179887-How-do-I-join-a-class->

**Start Date** 6/3/2019  
**End Date** 5/29/2020  
**Meeting Times** Online.  
**Course Website** <https://mymti.mitchelltech.edu>

#### **Course Information**

**Course Number** EDU 298  
**Course Title** Mentorship - Internship for CTE Instructors

## Course Description

This course will feature effective teaching practices, curriculum development, and methods of delivering instruction in career and technical education. The course is designed for individuals who are currently teaching at a technical education institution. Content builds upon existing knowledge of the program participants in order to increase comprehension of the field of career and technical education. Instructional techniques appropriate for career and technical education are developed based on the models identified in competency-based education.

**Total Credits**        4

## Textbooks

Davis, B. G. (2009). *Tools for Teaching*, 2nd ed. San Francisco, CA: Josey-Bass.  
ISBN-13: 978-0787965679  
ISBN-10: 0787965677

## Learner Supplies

Students will be required to purchase the assigned textbook. Paper and pen or pencil may also be necessary tools for success.

Computer access, word processing software (Microsoft Word), and reliable internet access are vital to online course success. Students will be required to access extraneous online software including, but not limited to, Google Drive, Google Docs, and Google Slides.

## Core Abilities

1. Use computer technology within a field of study
2. Apply reasoning and critical thinking to solve problems and seek information
3. Communicate effectively through both oral and written means
4. Demonstrate a professional attitude and work ethic

## Course Competencies

1. **Explore Career and Technical Education in terms of participation, enrollment, delivery, and funding.**

### Learning Objectives

- 1.a. Examine Career and Technical Education program offerings, higher education institutions, and industry partnerships within South Dakota.
  - 1.b. Identify resources that oversee CTE development, available resources, and planning at one's individual institution.
  - 1.c. Summarize Perkins funding processes within South Dakota as well as within their individual organization.
2. **Investigate educational learning and leadership theories and apply these models to instructional design. Theories include, but are not limited to, experiential learning, transformative learning, andragogy, multiple intelligences, etc.**

### Learning Objectives

- 2.a. Summarize various leadership approaches and reflect upon which models best align with one's

approach to teaching and mentoring.

- 2.b. Identify specific education theories applicable to one's unique student cohort.
- 2.c. Explain methods of incorporating education theories to instructional design and course delivery.

**3. Conceptualize lesson planning through theory and practice, evaluate course policies and syllabus design.**

**Learning Objectives**

- 3.a. Summarize Gagne's nine events of instructional design.
- 3.b. Explore various policies including, but not limited to, attendance, classroom management, civility, academic integrity, nondiscrimination, academic freedom, etc.
- 3.c. Compose a course syllabus, sketch a course schedule for the breadth of a semester, and practice instructional design for one lesson.

**4. Appraise strategies for ensuring inclusive learning environments, recognizing diversity in terms of gender, sexual orientation, race or ethnicity, physical or cognitive disabilities, and differentiation in foundational knowledge (i.e. English Language Learners, home school transfers, non-traditional students, etc.).**

**Learning Objectives**

- 4.a. Classify varying diverse student groups and explore tactics for inclusive instruction.
- 4.b. Identify resources and personnel available to assist with accommodation guidelines and policies.
- 4.c. Explore the concept of culturally responsive teaching.
- 4.d. Summarize approaches to ensure accommodations are made to inclusively meet all student needs.

**5. Articulate approaches to facilitating classroom engagement in discussion, participation, and effective questioning.**

**Learning Objectives**

- 5.a. Explore strategies to manage distracting or difficult classroom behaviors.
- 5.b. Conceptualize approaches to effectively deliver course lectures with attention to time management.
- 5.c. Practice lecture, including visual aids, through recording a video lecture.
- 5.d. Devise insightful, high-order thinking questions to engage in-class discussion.

**6. Differentiate instructional opportunities with small versus large course enrollment and explore strategies to effectively meet student needs in these alternate lecture environments.**

**Learning Objectives**

- 6.a. Assess the importance of organization and various approaches to organizing lesson plans, deadlines, and lecture delivery.
- 6.b. Devise approaches to creating an effective, collectivistic, classroom community.
- 6.c. Explore various styles for writing, administering, and grading exams.
- 6.d. Produce assignments incorporating strategies such as case studies, role playing, and service learning.

**7. Compare alternative practices to facilitate effective in-class and out-of-class group collaboration and assignments.**

### **Learning Objectives**

- 7.a. Explore technologies available to assist groups with more interactive collaboration opportunities.
- 7.b. Summarize approaches to cultivate student engagement in team activities and projects.
- 7.c. Practice developing group activities to incorporate both to facilitate in-class experiential learning as well as out-of-class assignments.

## **8. Explore strategies to enhance student learning, promote critical thinking, and motivate engagement.**

### **Learning Objectives**

- 8.a. Assess various models for student engagement, motivation, and formative assessment.
- 8.b. Review different learning styles theories and models.
- 8.c. Analyze instructional tactics aimed at cultivating critical thinking and content retention.
- 8.d. Practice lesson planning that incorporates formative assessment techniques.

## **9. Elaborate on the critical need for students to hone writing and problem-solving skills within all disciplinary classes.**

### **Learning Objectives**

- 9.a. Define the importance of written communication universally and as specifically applicable to a program or discipline.
- 9.b. Discuss strategies where students can apply problem-solving to unique industry scenarios.
- 9.c. Develop lessons that cultivate student writing and problem-solving skills.

## **10. Examine approaches to testing and grading student assignments and assessment.**

### **Learning Objectives**

- 10.a. Review plagiarism, copyright, academic dishonesty, and exam administration procedures.
- 10.b. Appraise various types of exams and test question formats.
- 10.c. Explore alternative assessments to tests including portfolios, group exams, and performance-based assessments.
- 10.d. Compose a significant test of course material incorporating a variety of question styles.

## **11. Analyze traditional instructional technologies and categorize various approaches to incorporating these tools in course development and delivery.**

### **Learning Objectives**

- 11.a. Identify available instructional resources, as well as areas for need, in one's current classroom or lab.
- 11.b. Review tools most frequently utilized and explore opportunities to upgrade or incorporate supplemental materials, refreshed delivery approaches, or additional student engagement.
- 11.c. Summarize strategies to improve visual attraction supplemental course deliverables (i.e. PowerPoint presentations, handouts, course videos, etc.).
- 11.d. Modify an existing lesson plan to enhance presentation through audio/visual delivery resource(s).

## **12. Distinguish emerging technologies available online and for in-class instruction to aid with increasing interactive course delivery.**

### **Learning Objectives**

- 12.a. Review various online software available to encourage interactive instructional design.
- 12.b. Integrate emerging digital educational technologies into course preparation.
- 12.c. Build interactive elements into a lesson plan, create an example of digital lesson components that can include, but are not limited to, audio, video, gamification, interactive video quizzes, surveys, etc.

**13. Conceptualize approaches to student assessment and feedback to improve instructional design.**

**Learning Objectives**

- 13.a. Summarize the concept of Meaningful Engaged Learning.
- 13.b. Explore various approaches to gain constructive student feedback or peer classroom review.
- 13.c. Exercise approaches to incorporating critical assessments into lesson planning or course delivery alterations.
- 13.d. Develop a survey or alternate assessment designed to gauge student feedback.

**14. Implement strategies to ensure accessibility beyond the classroom.**

**Learning Objectives**

- 14.a. Summarize various channels of communication beyond scheduled classroom hours as well as necessary boundaries for each mode.
- 14.b. Explore additional technologies available to educators to improve instructor-to-student communication.
- 14.c. Design a mock schedule illustrating one's availability to students with pertinent contact information, and, where necessary, a second contact in the event of unavailability.
- 14.d. Develop a policy for student-to-instructor communication mindful of boundaries as well as professional contact guidelines such as grammar, punctuation, proper address, etc.

**15. Critique student assessments and follow-through towards and following course, or program, completion.**

**Learning Objectives**

- 15.a. Define additional instructor roles and responsibilities as an advisor, industry trainer, or mentor.
- 15.b. Identify individual student assessments, advisee checkpoints, and additional mentoring required in one's current instructional role.
- 15.c. Explore approaches to provide honest feedback, inspiration and motivational guidance for improvement, and identify resources for assistance with corrective action when necessary.
- 15.d. Expand on opportunities for closure, including, but not limited to, final grades, opportunities to frame the course in an industry context, providing student opportunities for internships or employment, providing recommendation letters, etc.

**16. Appraise individual strategies for professional growth and instructional expertise.**

**Learning Objectives**

- 16.a. Review comprehensive learning throughout the course, summarize personal growth and development as a CTE instructor.
- 16.b. Define goals as an education professional as well as pathways to achieve these endeavors.
- 16.c. Analyze potential organizations one could join to further professional networking and career development opportunities.
- 16.d. Compose a teaching philosophy statement that reflects upon personal motivation, strategies

for successful instruction, and professional goals.

**17. Write - Publish and present a summary of Career and Technical Education concepts and applications.**

**Learning Objectives**

- 17.a. Review and expand on key course concepts, illustrate progression in theoretical comprehension and instructional design skills – both through practical application and using available educational technologies.
- 17.b. Revise previous course submissions and publish finalized drafts as a comprehensive portfolio.

**Course Grading Information**

This course is designed to be completed over the course of one academic year, approximately 34 full weeks. The units are organized in 17 lessons (guided by the above listed course competencies) that allow students up to two weeks to complete the reading and assignments in each section. Reading engagement includes textbook material as well as online articles and supplementary reading delivered via .pdf files and hyperlinks. Assignments will include, but are not limited to, unit quizzes, course development and lesson plan practice projects, reflection essays, brief research papers, oral and technologically delivered presentations, interview(s), face-to-face (or otherwise mediated student-to-teacher live communication), professional development engagement, and a final portfolio wherein the student will revise and present a cumulative project illustrating their engagement and growth as an educator throughout the year.

Assignments, quizzes, projects, essays, and reflections will vary in point value, with an aim of earning approximately 50 points each unit, with a final portfolio graded at 200 points. Final grade will be assessed as follows:

- 900 - 1000 points (90 – 100.%) A
- 800 - 899 points (80 - 89.99 %) B
- 700 - 799 points (70 - 79.99 %) C
- 600 - 699 points (60 - 69.99 %) D
- less than 600 points (0 - 59.99 %) F

**ADA Statement**

I wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodations in the instruction or assessments of this course to enable you to fully participate. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with documented disabilities. It is the responsibility of the student to contact the MTI Disabilities Coordinator at 995-7135 to further coordinate accommodations.

**Nondiscrimination Statement**

MTI does not discriminate in its employment of policies and practices, or in its educational programs on the basis of race, color, creed, religion, age, gender (including pregnancy), sexual orientation, disability, national origin, or ancestry, military/veteran status, genetic information or any other category protected by law.

## **Academic Integrity**

Students are expected to do their own work unless advised that collaboration is acceptable. When taking a test, students are expected to keep their eyes on their own tests and protect their tests from being copied by classmates. To avoid plagiarism when using facts, quotes or ideas from another person or source, students must cite the source they used, even if they rephrase the content in their own words. Failure to use proper citation procedures is considered plagiarism.

Students should be given a grade of "0" if the plagiarism is flagrant and/or deliberate. Copying from another person's paper or test is academic dishonesty; it should also result in a grade of "0" for that assignment.

## **Instructor's Right**

The instructor reserves the right to assign additional coursework, change topic dates, assignment dates, and quiz/test dates, and to provide additional materials/assignments as deemed appropriate.

## **Online Instructor Role and Responsibilities**

As your instructor, I am responsible for providing an environment in which an opportunity for learning exists. I will work with you and assist you in your quest for understanding. I cannot make you learn anything. As a resource person and facilitator, I will organize the course, schedule learning activities, and evaluate the short-run "products" of your learning process. Recognizing that even asynchronous online communication is time sensitive, I will monitor threaded discussions and respond to queries within 48 hours of the time they were posted. Some assignments may take a little longer for me to assess. I will be giving your work, as well as that of your fellow learners, careful consideration.

## **Online Learner Role and Responsibilities**

You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. You matter and what you do does make a difference. You will have an opportunity to share your unique ideas and experiences with your course mates and instructor. The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings.