

Vision for the Vancouver Community College, Centre for Instructional Development

Mission

The Centre for Instructional Development at Vancouver Community College advances teaching and learning by cultivating faculty development and growth, providing teaching assistance, encouraging innovation in applied pedagogies, supporting technologies that enhance the teaching and learning process, promoting the study of teaching, and learning and guiding program renewal.

Five Pillars of the Centre for Instructional Development:

1. Instructional Faculty Development
2. Study of Teaching and Learning
3. Curriculum Development
4. Program Renewal/Review
5. Distributed Learning

Five Key Guiding Principles of the Centre for Instructional Development:

The VCC Centre for Instructional Development believes that the fundamental principle underlying its work is that our primary responsibility is the commitment to serve and to collaborate and build positive working relationships and networks with faculty in order to sustain and nourish continuous (lifelong) learning communities at VCC.

The CID clients include VCC instructors and implicitly and indirectly their students and the communities served by VCC graduates.

The CID believes that its leadership and ethos will inspire and encourage innovation and instructional excellence within an environment of trust and respect due the following five key guiding principles.

Instructional excellence is based upon core principles in adult education that can be reviewed on the last page (1, 2, 3, 4)

Principle I: Caring (doing what is good for others)

Caring involves acting to promote the good of another. CID shares knowledge and skills to assist faculty to achieve and maintain optimal excellence in the creation, innovation, delivery and evaluation of instruction to promote fair, inclusive and reasonable access to quality teaching and learning. Caring about fair access to teaching, learning and curriculum includes the use of Universal Design for Learning (UDL) principles. (2)

Principle II: Autonomy

Autonomy pertains to the right to make one's own choices by communicating relevant information transparently (openly and truthfully.) The CID assists and empowers faculty to make informed choices and to participate actively in achieving and maintaining optimal instructional quality assurance.

Principle III: Privacy and Confidentiality

Privacy pertains to the individual's right to decide the conditions under which others will be permitted access to his or her personal information. Confidentiality is the duty to hold secret any information acquired in the professional relationship. CID employees respect the privacy of faculty and hold in confidence any legal and ethical information disclosed to them in confidence where the maintenance of such confidence does not harm others.

Principle IV: Accountability

Accountability pertains to the acceptance of responsibility for one's actions and omissions in light of relevant principles, standards, laws, and regulations and the potential to self-evaluate and to be evaluated accordingly. The CID employees practise competently in conformity with relevant research and evidence, information literacy skills, best practice, principles, standards, laws and regulations, and accept responsibility for their behaviour and decisions in this professional context. Sustainability and personal balance also need to be considered. Critical Evaluation is used in reasoning, inquiry and decision-making.

Principle V: Professionalism

Professionalism is the commitment to use and advance professional knowledge and skills with integrity to serve the faculty and ultimately the public good. The CID employees express their professional commitment individually and communally through applying VCC's Policies, Code of Ethics and applicable legislation. (1)

Eight Core Principles of Adult Education Learners

In program planning one needs to follow a process that includes conducting a needs assessment, setting learning objectives, providing opportunities for learning and designing appropriate formative and summative evaluations.

In doing so it is suggested that the following principles of adult education be kept in mind.

1. What is learned is more important than what is taught
2. Program planning is critical to effective teaching and learning,
3. Students learn from a hidden curriculum (the indelible message, often non-verbal or role modeling that a person takes from an event or an experience)
4. Learning is driven by the students perception of how they will be evaluated
5. Foster active rather than passive learning
6. Teaching should engage students at a level appropriate to their knowledge and ability
7. Avoid cognitive overload of students
8. A threatened self-concept diminishes learning (3)

Knowles Core Principles of Adult Education (Learner-centered)

1. The learners need to know
2. Self concept of the learner
3. Prior experience of the learner
4. Readiness to learn
5. Orientation to learning
6. Motivation to learn (4)

References

1. Canadian Dental Hygienists Association: Dental Hygiene: Code of Ethics. Ottawa: CDHA, 2002. Cited 2/2/09:
http://www.cdha.ca/pdf/CDHA_Code_of_Ethics_public.pdf
2. Universal Design for Learning. Cited 2/2/09
http://en.wikipedia.org/wiki/Universal_Design_for_Learning
3. Pinney SJ, Mehta S, Pratt DD, Sarwark JF, Campion E, Blakemore L, Kevin P and Black KP. Orthopaedic Surgeons as educators: Applying Principles of Adult Education to Teaching Orthopaedic Residents. ***The Journal of Bone and Joint Surgery (American)***. 2007;89:1385-1392.
4. Knowles MS, Holton III EF, Swanson RA. The Adult Learner (6th ed). Butterworth-Heinemann. 1997.