

WTCS Repository

FQAS Teaching Methods and Technology

Course Outcome Summary

Course Information

Description This content area is part of the **WTCS Faculty Quality Assurance System (FQAS) Competency Framework**.

The FQAS Competency Framework contains shared competencies and performance standards that will be utilized for professional development under the Faculty Quality Assurance System. Each WTCS college has discretion in regards to how these competencies and performance standards are delivered.

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Course Competencies

1. Explore instructional strategies

Assessment Strategies

1.1. Oral, Written or Skills Assessment

Criteria

- 1.1. you evaluate how one or more specific technologies impact teaching
- 1.2. you evaluate how one or more specific technologies impact learning
- 1.3. you explore strategies that encourage critical thinking/problem solving
- 1.4. you explore strategies that encourage engagement
- 1.5. you explore strategies that encourage reflection
- 1.6. you explore strategies that promote practical and real world application you explore strategies for various delivery modalities (i.e. online, hybrid/blended, accelerated)

2. Analyze learning theories and models/cycles

Assessment Strategies

2.1. Oral, Written or Skills Assessment

Criteria

- 2.1. you compare behavioral, humanistic, cognitive, brain-based, information processing, constructivist, and/or other theories
- 2.2. you describe behavioral, humanistic, cognitive, brain-based, information processing, constructivist, and/or other theories
- 2.3. you address characteristics of learning styles
- 2.4. you address characteristics of multiple intelligences
- 2.5. you address characteristics of at least one additional model: dimensions of learning, accelerated learning, emotional intelligence, collaborative learning, experimental education, etc.
- 2.6. you include principles of adult learning

3. Create a plan for learning

Assessment Strategies

3.1. Oral, Written, or Skills Assessment

Criteria

- 3.1. plan considers delivery method (face to face, hybrid/blended, online, accelerated, flipped, etc.)
- 3.2. plan shows alignment to outcomes
- 3.3. plan follows a learning theory or learning model
- 3.4. plan includes variety in instructional strategies that support learning and present content
- 3.5. plan identifies learning materials
- 3.6. plan identifies assessment
- 3.7. plan includes strategies for actively engaging learners
- 3.8. plan addresses the physical environment (for all delivery modes).
- 3.9. plan addresses social needs of learners (i.e. sense of community, group work, icebreakers, etc.)
- 3.10. plan addresses emotional needs of learners (i.e. support for risk taking and mutual respect)
- 3.11. plan addresses course expectations
- 3.12. plan promotes problem solving, critical thinking, and reflection

4. Facilitate learning

Assessment Strategies

4.1. Oral, Written, or Skills Assessment

Criteria

- 4.1. you communicate expectations
- 4.2. you communicate alignment to outcomes
- 4.3. you organize learning experiences according to the learning cycle
- 4.4. you use learning theory or learning model
- 4.5. you use instructional strategies that support learning and present content
- 4.6. you use learning materials
- 4.7. you incorporate assessment
- 4.8. you engage learners
- 4.9. you meet social needs of learners (i.e. sense of community, group work, icebreakers, etc.)
- 4.10. you meet emotional needs of learners (i.e. support for risk taking and mutual respect)
- 4.11. you employ questioning techniques that promote higher level thinking (problem solving, critical thinking, and reflection)
- 4.12. you customize learning based on learner needs
- 4.13. you use learning activities appropriate to the delivery mode

5. Revise teaching practice

Assessment Strategies

5.1. Oral, Written, or Skills Assessment

Criteria

- 5.1. you gather feedback from a variety of sources
- 5.2. you analyze feedback
- 5.3. you modify plans and instruction based on feedback