



## **2023-2024 Programming Catalog**

### **AIR UNIVERSITY TEACHING AND LEARNING CENTER**

600 Chennault Circle Building 1405,  
2nd Floor, Muir S. Fairchild Research Center (MSFRIC)  
Maxwell Air Force Base, AL 36112

[autlc@us.af.mil](mailto:autlc@us.af.mil)

(334) 953-5454

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# TEACHING ESSENTIALS COURSE

## Course Description

The Teaching Essentials Course (TEC) is a core program of the Air University Teaching & Learning Center. Through a certificate track and an audit (i.e., a la carte) track, the TEC provides opportunities to explore evidence-informed teaching and learning strategies that promote student-centered learning in multi-modal military educational environments. The TEC encourages student-centered learning by promoting flexible instruction to serve a wide community of adult learners.

This course is designed for newly assigned and beginning instructors. Established, long-standing educators are also welcome.

Each module is designed to take no more than one hour to complete. There are 12 modules in total.

Additionally, course content is available for use by any Air University school or program and may be adapted to meet faculty needs.

## Course Learning Outcomes

Upon completion of the course, participants will be able to:

1. Design and facilitate evidence-informed instruction that is framed by theory and models relevant for adult learners in multi-modal environments.
2. Promote an engaging educational environment that supports a culture of lifelong learning.
3. Engage in reflective practice to improve teaching performance and build relationships throughout the military learning communities.

## Module Descriptions

### The Adult Learner

**Description:** This lesson introduces adult learning theories and their relationship to a student-centered approach to instruction. Theory-to-practice implications for instruction are explored using Gagne's 9 Events of Instruction as a framework.

### Lesson Learning Outcomes:

- Discuss how core concepts of the adult learning theories of andragogy, self-directed learning, and experiential learning relate to student-centered learning environments and active learning strategies.
- Identify effective and ineffective applications of facilitation of instruction for adult learners in a student-centered learning environment.

## **Role of the Instructor**

**Description:** This lesson provides an overview of roles, responsibilities, and expectations of an instructor in a military education learning environment.

### **Lesson Learning Outcomes:**

- Describe the role of an instructor.
- Describe the values, beliefs, and actions that inform your approach to teaching.
- Identify the characteristics of effective instructors.
- Identify best practices for facilitating instruction in face-to-face and virtual delivery modalities.

## **Learning Environment**

**Description:** This lesson reviews how to create a positive learning environment for adult leaders and offers tips for managing classroom behaviors to best facilitate learning.

### **Lesson Learning Outcomes:**

- Define a student-centered learning model.
- Describe best practices for developing a successful learning environment for adult learners.
- Select appropriate behavior management techniques to minimize the adverse impact of student behaviors during the facilitation of instruction.

## **Communication in the Classroom**

**Description:** This lesson uses the concept of instructor immediacy skills to give actionable recommendations for effective classroom communication.

### **Lesson Learning Outcome:**

- Apply instructor immediacy skills to effectively communicate with adult learners and foster a positive learning environment.

## **Learning Outcomes**

**Description:** This lesson introduces learning outcomes and differentiates between course and lesson outcomes.

### **Lesson Learning Outcomes:**

- Distinguish between course and lesson learning outcomes.
- Describe the attributes of an effective learning outcome.
- Identify specific, observable, and measurable student behaviors that could verify attainment of a learning outcome.

## **Assessments**

**Description:** This lesson provides foundational information about assessments, including the main types and purposes of assessments and criteria to determine the effectiveness of assessments used in the classroom. Activities include practicing using a rubric to assess student learning.

### **Lesson Learning Outcomes:**

- Explain the purpose of student assessment.
- Distinguish between formative and summative assessments.

- Distinguish between direct and indirect assessments.
- Explain the criteria of an effective assessment.
- Describe components of an effective rubric.
- Practice using a rubric to assess student learning.

### **Effective Feedback**

**Description:** This lesson focuses on characteristics of effective feedback. Students will practice providing feedback using samples of student work.

#### **Lesson Learning Outcomes:**

- Provide effective feedback using samples of student work.
- Identify ways to modify instruction based on data and feedback.

### **Teaching Strategies Overview**

**Description:** This lesson provides an overview of teaching strategies. Students will purposefully select appropriate teaching strategies and plan application in the classroom.

#### **Lesson Learning Outcomes:**

- Identify factors to consider in selecting teaching strategies.
- Select various teaching strategies that align with learning outcomes and assessments.

### **Lecture**

**Description:** This lesson provides an overview of using engaging, student-centered lectures.

#### **Lesson Learning Outcome:**

- Describe the components of an effective lecture.

### **Guided Discussion**

**Description:** This lesson outlines the purposes, best practices, and procedures for conducting guided discussion. The role of purposeful use of questioning for facilitating guided discussions is explored.

#### **Lesson Learning Outcome:**

- Explain how to prepare a guided discussion through the purposeful use of questioning.

### **Case Method**

**Description:** This lesson outlines the purposes, best practices, and procedures for using case studies. Learners will analyze the usability of a case study. A practice activity is included.

#### **Lesson Learning Outcomes:**

- Explain how to use a short case study while teaching in different modalities.
- Analyze the usability of a case study example in a lesson.

### **Peer Learning**

**Description:** This lesson outlines the purposes, best practices, and procedures for conducting peer learning activities. The various types of peer learning strategies and

how to adapt a lesson to include peer learning will be explored. A practice activity is included.

### **Lesson Learning Outcomes:**

- Describe the different types of peer learning strategies.
- Adapt a lesson to include a peer learning strategy.

## **Evaluation**

Assessments and the criteria for student performance are based on a mastery-learning (i.e., pass/fail) alignment with lesson and course learning outcomes. To successfully complete the certificate course, students must complete every lesson **and** its associated activities **and** pass a final assessment (scoring 85% or higher) **and** an observed teaching demonstration.

There are three options for the teaching demonstration. Students may either (1) schedule a live teaching demonstration based on mutual availability with the Teaching and Learning Center team, (2) submit a recording of themselves teaching in front of a live audience, or (3) grant the Teaching and Learning Center team access to an online course where they facilitate some element of instruction and assessment (e.g., a module on Air Power with a discussion board, requiring feedback to discussants that can be observed).

Students who earn a certificate of completion also receive a digital credential through Air Education and Training Command. The credential is shareable via electronic portfolios, email signatures, and social media profiles, among other outlets.

The audit track of the course does not include any evaluated components.

## **Modality**

The TEC is offered as an online, self-paced (asynchronous) course via Canvas.

## **Course Enrollment**

The TEC is available for all Air University and Air Education and Training Command personnel. It is available to other military education partners by request. Begin the enrollment process by completing the form at <https://www.airuniversity.af.edu/TLC/Programs/>

# FACILITATION SKILLS WORKSHOPS

## Active Learning Strategies

**Length:** 45-minutes or 3-hours

**Modality:** live, face-to-face

**Offered:** quarterly and by request

**Description:** This interactive, onsite workshop defends the argument that active learning strategies improve student learning outcomes. The facilitator introduces the learners to the evidence of cognitive and relational benefits of active learning strategies for adult learners before describing and demonstrating multiple strategies that can be used in a military education setting. Note that this workshop can also be offered in a 3-hour block, during which participants will practice facilitating a variety of active learning strategies with their peers.

**Lesson Learning Outcomes:**

- Describe the cognitive and relational benefits of active learning strategies.
- Select active learning strategies that are aligned with learning outcomes for a given period of instruction.
- Practice facilitating a period of instruction using an active learning strategy. [FOR 3-HOUR OPTION ONLY]

## Assessments

**Length:** 45-minutes

**Modality:** online, live

**Offered:** quarterly and by request

**Description:** This webinar details the fundamentals of assessments in higher and continuing education. Learners will discuss the connection between various types of assessments and strategic-level guidance. Best practices for assessing students will be considered. For those faculty who are especially interested in assessing students' writing, a separate, focused workshop on that topic is also available: [Assessing Student Writing Effectively and Efficiently](#).

**Lesson Learning Outcomes:**

- Distinguish between direct and indirect assessments.
- Distinguish between formative and summative assessments.
- Describe an authentic assessment.

## Game-based Learning

**Length:** 45-minutes

**Modality:** online, live

**Offered:** quarterly and by request

**Description:** This webinar is an introduction to game-based learning. Learners will participate in a facilitated discussion about the role of game-based learning in military education and will take away ideas for how to implement game-based learning in their own periods of instruction.

**Lesson Learning Outcomes:**

- Distinguish game-based learning from gamification.
- Describe the relationship of game-based learning and students' attainment of learning outcomes.
- Identify opportunities to incorporate game-based learning in a given period of instruction.

## Rubrics

**Length:** 90-minutes

**Modality:** face-to-face, live

**Pre-Requisite:** Teaching Essentials Course **or** Assessments workshop

**Offered:** quarterly and by request

**Description:** In this interactive workshop, learners will have the opportunity to build their own rubrics following best practices for assessing adult learners. Note that completion of either the [Teaching Essentials Course](#) or the 45-min [Assessments](#) workshop is a pre-requisite for this session.

**Lesson Learning Outcomes:**

- Identify elements of an effective rubric.
- Develop a rubric for a summative assessment in a given period of instruction.

## COMMUNICATION SKILLS WORKSHOPS

### Assessing Student Writing Effectively and Efficiently

**Length:** 45-minutes

**Modality:** face-to-face, live

**Offered:** by request

**Description:** In this workshop, participants will first identify strategies to enhance the quality of feedback on student writing and increase efficiency, then apply those strategies to a sample paper. This workshop targets instructors who are new to writing assessment or who would like to improve their writing-assessment practices.

**Lesson Learning Outcomes:**

- Identify factors that influence student writing.
- Identify strategies for providing meaningful and efficient feedback on student writing.
- Apply strategies for providing meaningful and efficient feedback to an example of student writing.

### Improving Classroom Discourse

**Length:** 45-minutes

**Modality:** face-to-face, live



**Offered:** quarterly and by request

**Description:** Designed for instructors who would like to improve the quality of classroom discussions, this interactive workshop guides participants through a series of strategies to increase student participation and critical thinking. Participants will leave with activities and resources they can apply immediately to their instruction.

**Lesson Learning Outcomes:**

- Identify strategies and resources to enhance participation and critical thinking in classroom discussions.
- Participate in activities that enhance participation and critical thinking in classroom discussions.

## Professional Grammar and Style

**Length:** 90-minutes

**Modality:** face-to-face or online, live

**Offered:** by request

**Description:** Designed for faculty and staff who would like to enhance their own written communication, this workshop engages participants in discussion and hands-on practice to identify and correct common grammar and style mistakes. Participants will also review proofreading strategies they can apply to their own writing.

**Lesson Learning Outcomes:**

- Define common grammar and style mistakes.
- Identify and correct examples of grammar and style mistakes.
- Describe proofreading strategies.

## Professional Written Communication

**Length:** 45-minutes

**Modality:** face-to-face or online, live

**Pre-Requisite:** Max 10 participants with advanced sign-up required

**Offered:** by request

**Description:** Designed for faculty and staff who would like to enhance their own written communication, this workshop offers a review of the common elements of effective professional writing. Then, participants will work individually and in groups to analyze examples of written communication and reflect on their own practices. After the workshop, participants will receive individualized feedback on one of their writing samples.

**Lesson Learning Outcomes:**

- Describe the elements of effective professional written communication.
- Analyze an example of professional written communication for its effectiveness.
- Receive feedback on a personal writing sample.

# INTRODUCTION TO MILITARY EDUCATION WORKSHOPS

## **Air Force History, Culture, and Context**

**Length:** 45-minutes

**Modality:** face-to-face, live

**Offered:** by request

**Description:** This session is an introduction to U.S. Air Force history and culture in the context of preparing to teach in a military education setting. It is intended for those who are unfamiliar with the Air Force and is taught by a retired U.S. Air Force service member.

**Lesson Learning Outcomes:**

- Recall key historical figures and dates from U.S. Air Force history.
- Identify several key elements of U.S. Air Force culture.
- Define U.S. Air Force terms relevant to military education.

## **Fundamentals of Outcomes-based Curriculum Design**

**Length:** 45-minutes

**Modality:** face-to-face or online, live

**Offered:** by request

**Description:** This workshop is an introduction to the concept of outcomes-based curriculum design in keeping with strategic guidance for “outcomes based military education,” or OBME. Learners will have the opportunity to create their own learning outcome that aligns with outcomes-based design.

**Lesson Learning Outcomes:**

- Define outcomes-based military education (OBME).
- Describe the process of curriculum design.
- Write a learning outcome that is specific, observable, and measurable.

# EDUCATIONAL TECHNOLOGY WORKSHOPS

## **Microsoft 365 (M365) at Air University: Essentials**

**Length:** 90-minutes

**Modality:** face-to-face or online, live

**Offered:** by request; 10-day lead time required

**Lesson Learning Outcomes:**

- Identify how to access M365 via various tools and platforms.
- Discuss how M365 integrates with NIPR via Outlook and OneDrive.
- Describe various components of the M365 app such as Outlook, Teams, OneDrive, PowerPoint, and Planner.

## Microsoft Teams Training

**Length:** 90-minutes

**Modality:** face-to-face or online, live

**Offered:** by request; 10-day lead time required

**Lesson Learning Outcomes:**

- Create Teams, channels, and tabs.
- Conduct Teams meetings.
- Collaborate effectively using chat and posts.
- Create, manage, and share files in Teams.
- Connect MS Teams to other M365 applications.

## Using 360-degree Video in the Classroom

**Length:** 90-minutes

**Modality:** face-to-face or online, live; 3 learners max

**Offered:** by request

**Lesson Learning Outcomes:**

- Define various 360-degree video terminology.
- Setup the 360-degree camera, microphones, and lighting.
- Record, stitch, and render a video.
- Edit a video and prepare it for distribution.
- Deliver the video to a target audience using a VR headset, a web browser, and/or a stand-alone video.

## CUSTOMIZED PROGRAMMING

The Teaching and Learning Center team is available to facilitate customized faculty development workshops upon request. Delivery modalities, duration, and topic are variable depending on identified requirements. Coordination requires significant advance notice; please contact [autlc@us.af.mil](mailto:autlc@us.af.mil) with your request.

## FACULTY CONSULTATIONS

Confidential one-on-one and small group consultation services are also available in person or online on such topics as designing curriculum, implementing active learning strategies, teaching in multiple modalities, and implementing learning technology into instruction, among others. You may book a consultation via email at [autlc@us.af.mil](mailto:autlc@us.af.mil).