

MIAMI DADE COLLEGE (2-26-04)
SCHOOL OF FIRE AND ENVIRONMENTAL SCIENCE

FFP 2741 - Fire Service Instructor (Course Design)

Course Description:

Fire Service Instructor (Course Design) emphasizes techniques that will assist the Fire Service Instructor develop skills in curriculum development including the importance of an active training program. Students will learn the principles of effective curriculum design for adult and student centered learning. They will understand how to design courses and units related to learning, teaching, performance, and behavioral objectives. The State Fire Marshal, Bureau of Fire Standards and Training require this course for instructor II & III certification. This certification enables the Instructor to teach higher-level courses (i.e.: Fire Officer I & II, Fire Inspector). 3 Credits

Pre-Requisite: FFP 2740 - Fire Service Instructor (Delivery)

Course Competencies:

Competency 1: The students (Firefighters) will be able to develop a course by:

- a. Writing course objectives.
- b. Developing a class syllabus including grading procedures, grade scale, class assignments, and homework assignments.

Competency 2: The students (Firefighters) will show an understanding of an instructor's job by:

- a. Demonstrating the role of the instructor.
- b. Explaining the importance of the Fire Service Instructor.
- c. Explaining and discussing the different levels of Fire Service Instructor.

Competency 3: The students (Firefighters) will apply accepted standards of instructional design by:

- a. Demonstrating the goals of an opening exercise.
- b. Demonstrating various presentation styles that engage and maintain student interest and participation.
- c. Identifying various tools to assess multiple learning abilities.
- d. Describing the average retention rates and methods of maximizing retention using various presentation styles.
- e. Utilizing visual aids to maximize learning.

Competency 4: The students (Firefighters) will generate goals and develop specific objectives for each goal, based on criteria established by instructional design experts by:

- a. Describing and illustrating how to set learning goals specifically within the fire rescue service.
- b. Selecting and presenting specific objectives.
- c. Explaining the training and instructional materials to others in the fire service.
- d. Describing the benefits and purpose of training records.
- e. Completing reporting forms.
- f. Discussing considerations to be addressed when creating opening exercises.
- g. Identifying ways of obtaining active participation in fire drills and activities.

Competency 5: The students (Firefighters) will develop and design instructional materials for their course by:

- a. Defining qualities that set the active training program in Firefighting apart from other program designs.
- b. Demonstrating a variety of learning approaches.
- c. Utilizing various firefighting exercises for encouraging group participation and providing opportunities for students to apply their expertise.

Competency 6: The students (Firefighters) will become familiar with terminology and will be able to prepare an effective lecture on Active Training by:

- a. Explaining the techniques used to gain an audience's interest and to maximize their learning.
- b. Demonstrating techniques used to involve participants during the lectures.
- c. Identifying examples of a well-designed lecture.

Competency 7: The students (Firefighters) will demonstrate an understanding of the use of alternative methods of instruction by:

- a. Incorporating activities and instructional media into their course.
- b. Explaining the techniques of various demonstrations as an alternative to the lecture method: (i.e., using case studies, guided teaching, group inquiry, information search and/or jigsaw learning).
- c. Developing real-life problem scenarios to enhance the classroom learning experience from a firefighter's perspective.
- d. Using "role playing", "games and simulations", "observation", "mental imagery", "writing tasks" and "action learning projects" as learning approaches for firefighters.

Competency 8: The students (Firefighters) will develop a comprehensive instructional design plan for a course by:

- a. Developing the major components of the fire science curriculum.
- b. Discussing strategies for creative instructional design.
- c. Using a worksheet to describe an active training program.

Competency 9: The students (Firefighters) will select appropriate and effective instructional methods that teach the knowledge and skills needed on the job by:

- a. Explaining how participants learn through the application of participants' personal experiences to the subject matter.
- b. Discussing participants' application of the subject matter relating to the workplace.
- c. Developing follow-up questionnaires.

Competency 10: The students (Firefighters) will demonstrate their synthesis of the comprehensive role of an instructor by:

- a. Creating the Macro-Design of an active training program.
- b. Demonstrating the use of opening exercises.
- c. Demonstrating the use of the development of building blocks, middle activities, and activities, which incorporate advanced knowledge and skills.
- d. Developing and discussing the design of application activities.
- e. Submitting a copy of the Macro-Design for presentation.
- f. Applying previously learned skills to build upon current learning experience in the fire service.
- g. Delivering a 10-minute class presentation.

The mission of Miami Dade College is to provide accessible, affordable, high quality education by keeping the learner's needs at the center of decision making and working in partnership with its dynamic, multi-cultural community.

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COURSE JUSTIFICATION

FFP-2741 - Fire Service Course Design

This course is intended to facilitate the development of applicable performance standards for uniformed fire service personnel. It is also a requirement of the Florida State Fire

College and the Bureau of Fire Standards and Training for current Fire Service Instructors to obtain Fire Service Instructor II and III certification. In addition, it is now a requirement of the School of Fire and Environmental Sciences, Fire Academy for all adjunct instructors working in the Firefighter I and II Training programs.

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