



## Background

My gift is working with my hands, my calling is to teach, and my vocation is to help people find their way.

I teach carpentry students who are:

- Kinesthetic learners
- Risk takers
- Less academically inclined
- Challenged with literacy
- Problem solvers
- Motivated by authentic and relevant experiences

This research and innovation project is Phase 1, intended to create four teaching tools to enhance learner communication skills.

College graduates need to reliably demonstrate the vocational learning outcomes and essential employability skills promised to them in their course outlines. This project is an attempt to teach, reinforce, and evaluate the essential employability skill of communication in a technological learning environment.

“The vocational skills get them the job and the employability skills help them keep the job.”



## Inspiration

The tools are intended to:

- Empower learners
- Enhance communication skills
- Overcome real or perceived learning barriers
- Be used by subject matter experts in the technological teaching environment
- Respond to industry needs and feedback for improved communication skills



## Acknowledgements

Tyson Macklin, Educational Support Technologist, for his professional technical advice and support throughout the creation of the Card Task, Toolbox Talk, and Weekly Lab Workbook.

Gary Generaux, Instructional Designer, for his dedication, guidance, and support throughout the creation of the Construction Carpentry Techniques Instructional Video Series.

Albert Fekken, Technologist, for sharing his expertise and participation in the creation of the Construction Carpentry Techniques Instructional Video Series.



## Authentic Teaching Tools Created

| Tools                             | Student Experience                        | Faculty Experience   |
|-----------------------------------|---|--|
| <b>Card Task</b>                  | Listening, speaking, goal setting         | Needs assessment, personal interview, formative evaluation         |
| <b>Toolbox Talk</b>               | Speaking, writing, leadership, safety     | Preparing students for lab, facilitating agenda, foster attendance |
| <b>Weekly Lab Workbook</b>        | Reflective practice, writing              | Discussion prompt, review, needs assessment                        |
| <b>Instructional Video Series</b> | Reading, comprehension, knowledge, safety | Efficient lab time, formative and summative evaluation             |

## Instructional Videos (3/10)



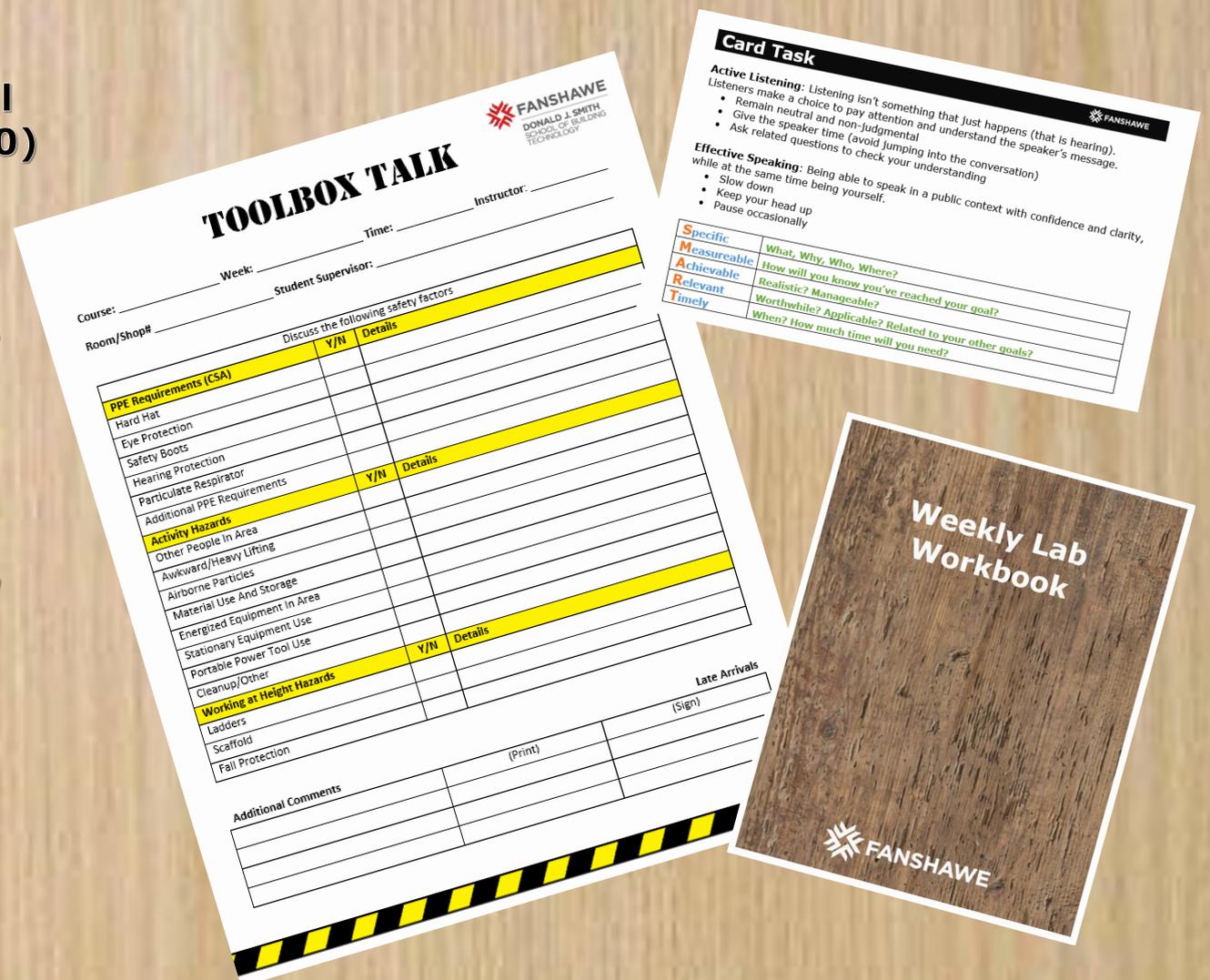
### Introduction



### Jointer Introduction



### Jointer Operation




## Works Cited

Key Performance Indicators (2015).

Kinsella, E.A. (2000). *Professional development and reflective practice: Strategies for learning through professional experience, a workbook for Practitioners*. Ottawa Ontario: CAOT Publications CAOT Publications ACE.

Kolb.D.A. (1984). *Experiential Learning: Experience as the source of learning and development*. New Jersey: Prentice Hall.

Program Advisory Committee meeting minutes (December, 2015).



## Next Steps

Phase 2 of this project will utilize the four teaching tools in house, and assess the effectiveness of the tools through pre- and post-test surveys. In Phase 3, the scope of the project will broaden to include the utilization and testing of the tools in other areas of technological studies.