



Pennsylvania State Fire Academy

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Minimum Standard for Accreditation (MSA)

July 1992

Revised May 2002

Course Title: Educational Methodology for Local Level Instructors (EMLL)

Length of Course: 40 Hours

Lecture/Lab Breakdown: 36/4

Prerequisites: None

Referenced Texts: Current edition, IFSTA *Fire Service Instructor*.

Course Goal: This course will prepare persons to effectively instruct adults in the fire and emergency services professions.

Description of Course: This course will instruct students in the theory and practice of adult education in order to prepare them to effectively instruct fire and emergency service subjects. The theories of adult learning, instructor attributes, instructor ethics, class environment demeanor, effective objective writing, and selection/preparation of course materials such as lesson plans and supporting job aids will be taught. Students will actually prepare and deliver several lessons on which they will be evaluated.

Description of Methodology to be used: (Brief) Lecture, discussion and application by exercises. Trainees present and are evaluated on one 5-minute, one 10-minute and one 25-minute class lesson.

Student Equipment/Supply Needs: Pen/Pencil; and notebook. Instructor candidates must have access to the fire fighter equipment, protective clothing and materials necessary to pass fire fighter I certification, as well as facilities for research and job aid/audiovisual production.

Equipment/Audiovisual/Supply requirements: Instructor Presentation Evaluation forms, lesson plan forms, plastic overlays, name cards, magic markers, chalkboard, chalk, flip chart and numerous handouts (as appropriate). AV equipment includes: overhead projector; VCR and monitor; slide projector, computer projection equipment, and other equipment used at the local level. Spare bulbs, extension cords, adaptors, etc. must be readily available.

COURSE OUTLINE

DAY 1

:30 Introduction & Course Overview

:30 Cards & Data Gathering

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MINIMUM STANDARDS FOR ACCREDITATION

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DAY 1 (continued)

3:00	What is Learning, Teaching, Learning Process
1:00	Methods of Teaching and Conduct of Teacher Chapters 6 through 9 in Effective Training
1:00	Icebreaker (Student selects topic, preferably related to one's own background; five minutes in length, must use chalkboard in talk.)
1:00	Icebreaker
:30	Group Feedback
:30	Summary

DAY 2

2:30	Lesson Planning & Evaluation
2:30	Communications & A/V; distribute assignments for 20-25 Minute Presentations
3:00	Independent Presentation Preparation

DAY 3

:15	Review & Preview
2:15	10 Minute Presentations (Student selects fire-related topic; achieve one (1) objective; use one (1) A/V device other than chalkboard; submit lesson plan in advance stating course level being taught.)
3:30	10 Minute Presentations
:15	Group Feedback
:15	Summary
1:30	Audiovisual & Lesson Planning Workshop

DAY 4

:15	Review & Preview
7:45	20-25 Minute Presentations (Student is assigned a fire related topic; must construct and use one (1) original A/V device; submit lesson plan covering objective through evaluation in advance stating course level being taught; make some

DAY 5

4:30	20-25 Minute Presentations continue
2:00	Written Examination
1:30	Summary, Questions, Feedback, Individual Feedback, conclusion

Competency Evaluation Mechanism: 70% passing score on written examination; rating of
“acceptable” on all presentations and practical exercises.

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MINIMUM STANDARDS FOR ACCREDITATION

Educational Methodology for Local Level Instructors (EMLL)

Learning Outcomes (Objectives) : Upon completion of this course, and given the resources listed in this Minimum Standard for accreditation, the student will be able, to the satisfaction of the instructor, to:

1. Names six of the eight principles of learning and give one example of the application of each of those six principles for a teacher.
2. Identify all five senses and give one example of the importance of each sense to an adult learner.
3. Given an emergency service topic, write objectives for an emergency service topic that incorporate the four major components of objectives.
4. Given a time frame of from ten to twelve minutes:
 - 4a. teach a self-selected fire related topic;
 - 4b. achieve at least one objective;
 - 4c. demonstrate appropriate use of least one AV device other than the chalkboard;
 - 4d. submit a properly prepared lesson plan in advance.
5. Given a time frame of from twenty to twenty-five minutes:
 - 5a. teach an assigned fire related topic;
 - 5b. achieve at least three objectives
 - 5c. devise, construct, and use at least one original AV device;
 - 5d. submit a properly-prepared lesson plan
 - 5e. device and use at least one method of assessing student learning.
6. Display knowledge through:
 - 6a. the identification of the five (5) senses;
 - 6b. at least six of eight principles of learning;
 - 6c. four parts of a lesson plan, and;
 - 6d. the four components of an instructional objective.
7. Demonstrate skills in teaching through the use of the lesson plans referenced in Learning Outcomes 4 and 5