

SCPC Instructor Information Sheet

The SCPC Education Framework, approved April 2022, includes a section “Ensuring Quality Course and Workshop Offerings” with the following content:

1. The board member that oversees education will review potential workshops with the assistance of a committee of 2-3 people, then submit the proposal for board approval.
 - a. Has the instructor taught here before, or do they have other relatively current instruction experience?
 - b. Do they have expertise in the class subject?
 - c. Instructors should be able to articulate, for committee review:
 1. What are the goals and objectives for class?
 2. What are the learning outcomes?
 3. How will the instructor engage students during the class?
2. The level (beginner, novice, intermediate, advanced) and prerequisites for the course must be defined, and shared with potential participants when the course is advertised / listed in the calendar
3. Students will be asked to fill out course evaluations at the end of the course. Evaluations will be shared with the board and the presenter.

To meet these goals, we need to collect information from instructors before a class or workshop can be scheduled. Additionally, we need information that will be used for marketing the class. Instructors are invited to provide this information either via a form or by a call or meeting with an education committee member (Barbara Friedman, Marsha Larrabee, or Tracey Smith).

The goal of this document is to provide background that will help instructors in preparing for the meeting or in filling out the form.

Here is the information that we are looking for.

1. Class / Workshop Title (*If you don't have a title: what are you proposing to teach?*)
2. Description of the class. This will be edited and used for marketing.
3. Estimate of length of class
 - a. How long will a class session take? In general, this should be 1 – 3 hours.
 - b. Does the class require more than one session? If so,
 1. How many sessions?
 2. How many days apart should the sessions be? Because of our classroom availability, we may not be able to honor the request for number of days apart.

4. Experience level of participants: What level of experience *with this topic* is this class suitable for? Absolute beginners, some experience, lots of experience?
5. Prerequisites
 - a. What prior knowledge do the students need?
 - b. What equipment do they need?
6. Learning Outcomes
 - a. Identify specific outcomes that participants should know when they have finished the class. We are looking for 3-5 outcomes *per class session*.
 - b. Outcomes should be short and succinct. One way to develop them is to think about the steps that you will take to teach this subject. Example:
Participants will be able to:
 - Use the photo, portrait, and pano modes of the camera
 - Set exposure, flash, and timer settings
 - Use the iPhone editor to adjust the light and color of their photos
 - Use the iPhone editor to crop, rotate, or flip a photo or video
 - Annotate a photo
7. Teaching
 - a. How will you find out about your students' level of experience with this topic before teaching?
Ideas:
 - Ask students at the beginning of the first class – what is your experience, what are you hoping to learn
 - Include questions in the registration form
 - b. What kind of visuals will you use?
 - c. How will students practice what they are learning? (Why this is important: <https://www.getbridge.com/blog/10-stats-about-learning-retention-youll-want-forget/>)
 - d. How will you, the instructor, be assured that they have learned what you listed in the learning outcomes?
 - e. Helpful information for adult students:
<https://www.sixbricks.com/blog/magic-learning-formula/>
8. Bio – please provide a bio, describing your photography background (whatever is relevant to potential students), that we can include in the course listing and marketing.