

Curriculum Development: If you Build it, Will They Learn?

Health Professions Educator Series
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Goal

Learn effective Curriculum
Development techniques for real
life application

Objectives

By the end of this session, participants will be able to:

- Utilize a 5-step Curriculum Development model to plan and/or improve curricula



Adult Learning Principles

We need to recognize adult learners’:

- Need to Know
- Self-Concept
- Valuable Experiences
- Readiness to Learn
- Orientation to Learning
- Motivation

ADDIE

5-Step Model

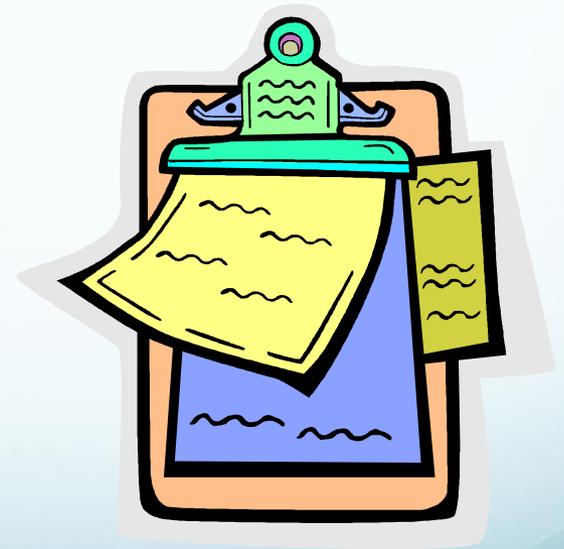


Application

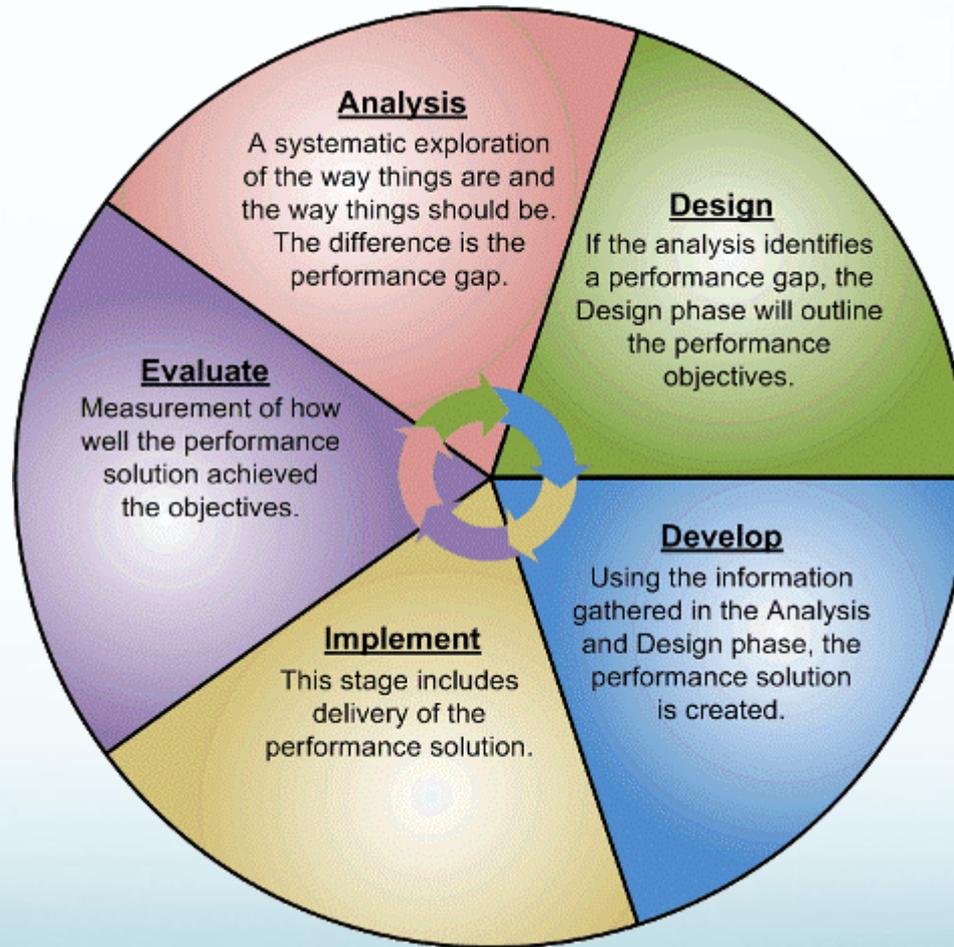
- Who has heard of the ADDIE model previously?
- Another similar model?
- How have you planned your curriculum up until now?

Five Steps

1. Analysis/Assess Needs
2. Design
3. Development
4. Implement
5. Evaluation



Five Steps



Building Your Dream Home

Analysis: Deciding on your needs/wants, laying out the blueprints

Design: Building the structure

Develop: Furnishing the home

Implement: Living in the home

Evaluate: Deciding if you love it and how you might do it differently



Step 1: Analysis

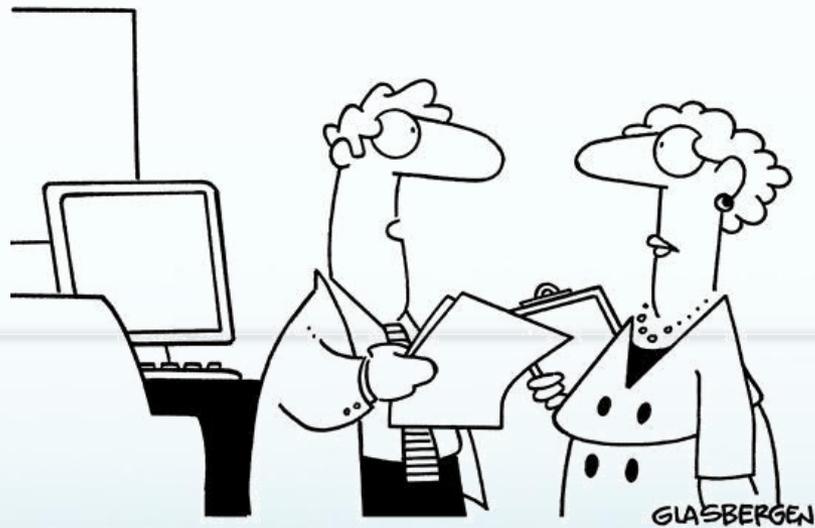
Avoid

- What's being taught elsewhere
- What's already known
- Teaching above or below targeted learners



Guides

- rigorous identification needs specific to your learner
- A meaningful and practical learning experience
- Scholarly approach

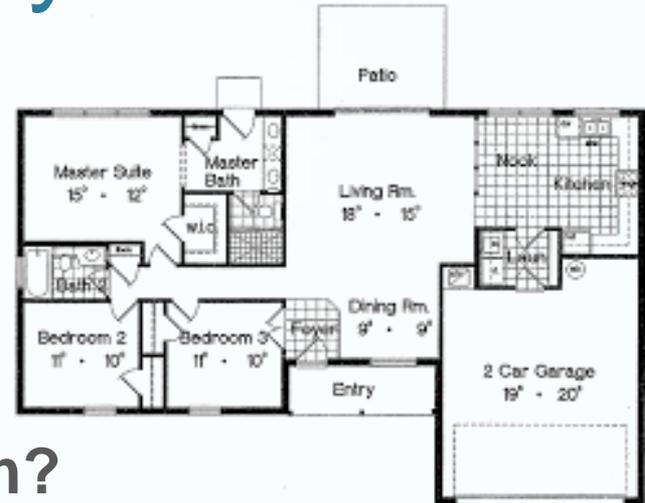


**“My team has created a very innovative solution,
but we’re still looking for a problem to go with it.”**

Step 1: Analysis

WHO are your learners?

- By definition?
- Characteristics?



WHAT do you need to teach them?

- What does the literature say about the topic?
- What do “others” say you need to teach them?
- What do the students (right or wrong) already know about the topic?
- What is being taught elsewhere?

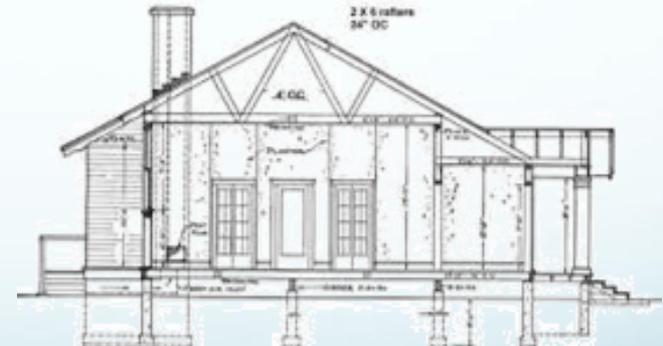
Step 1: Analysis

WHY do you need to teach them this topic?

- Is it a requirement?
- How is it changing?

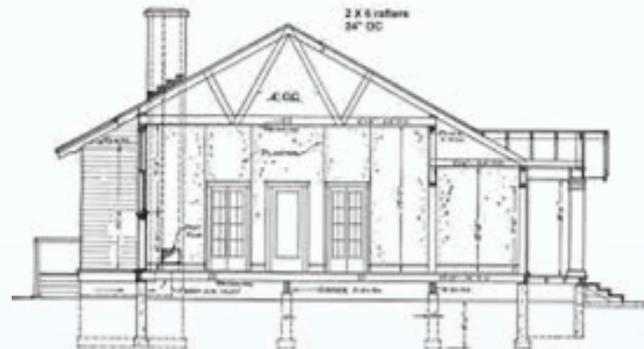
WHEN will this topic be taught in the overall curriculum?

- Are there necessary prerequisites?
- Consider the framework



Step 1: Analysis

Time to Build!



Step 2: Design



Step 2: Design Goals & Objectives

Goals

- Broad statements about **what you want learners to learn, know or understand.**
- Use general terms (learn, understand, etc.)



Objectives

- Concrete statements that are tangible and measurable
- Demonstrate if you have achieved **your goal (i.e. learners have learned, know or understand).**
- Communicate how learners can practically apply what they have learned.
- **Use action verbs** (write, define, operate)
- Make them SMART, if applicable

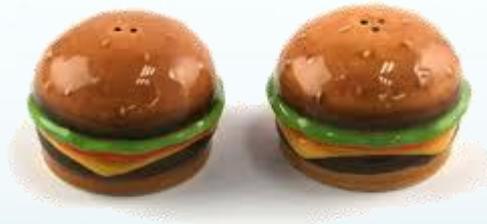
Step 2: Design Goals & Objectives

Goals

- Overall Course
- Perhaps session specific?

Objectives

- Each session?



Step 2: Design Goals & Objectives

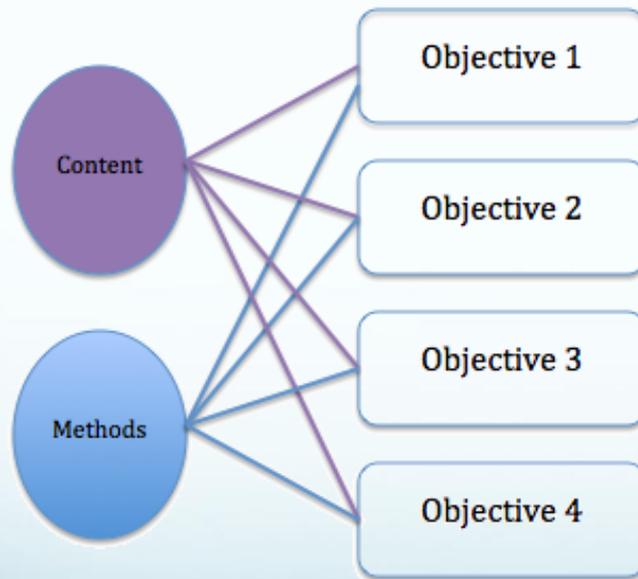
Domain	Target	Focus
Cognitive	Knowledge, intellectual skills	Mind
Affective	Attitudes, interests, feelings, values, adjustments	Spirit
Psychomotor	Motor and manipulations skills	Body



Step 2: Design Educational Strategies

Choice of Educational Strategies

- General Guidelines



Step 2: Design

Time to Build!



Step 3: Develop

Develop your content!

- Lesson Plans
- Assignments
- Assessments
- What else?



Step 3: Develop

Building

Considerations?



Step 4: Implementation

Let's do this!



What do we need to consider here?

Step 5: Evaluation

Kirkpatrick's Levels of Evaluation

Level 1: Reaction

Level 2: Knowledge

Level 3: Behavior

Level 4: Impact



Step 5: Evaluation

Level 1 - Reaction

- Assess learner reaction to training
- Should be phrased to reflect feelings
- Most commonly used
- NOT a sufficient measure of training success
- All questions should be relevant to improvement
- **Example:** surveys, select interviews

Step 5: Evaluation

Level 2 - Knowledge

- Assess learner's knowledge gain as a result of training
- Establish a baseline pre-training
- Effective objectives = Effective Level 2 questions
- **Example:** pre/post quiz, in class questions

Step 5: Evaluation

Level 3 - Behavior

- Assess transfer of training, behavior change
- Should be done at least 90 days post-training
- **Example:** self-improvement behavior checklists, 360 evaluations, supervisor observation

Step 5: Evaluation

Level 4 - Impact

- Assess direct organizational impact...did training...
 - Bring you up to regulations
 - Improve revenue
 - Improve recruitment
- **Example:** Expert Site Reviews, Return on Investment reports, Cost-Benefit analyses

Take Home Points

- Follow ADDIE, and you are off to a good start for not only curriculum development, but also scholarship
- Aim high for outcomes → begin with the end in mind
- Don't reinvent the wheel
- Find collaborators

Reflection

- Can you envision a more structured curriculum development process working for you?
- How will you develop your curriculum differently?
- Questions about the CD process??