



DEVELOPMENTAL FOCUS	LENGTH
<i>Intellectual, Learner</i>	<i>synch: 3 days</i>

Curriculum design is an extremely important process because the type of curriculum used, along with its quality, significantly influences the manner in which students learn and the way faculty teach. Traditional curricula are written to support traditional methods of instruction. Using such traditional material makes it more difficult for faculty who utilize student-centered, active learning approaches to achieve the process outcomes they desire.

By integrating learning theory into the design process, curricula can be created that support Process Education approaches, thereby creating learning environments which challenge students to develop essential learning skills while mastering content. This Institute offers practical strategies, techniques, and tips for creating activities and materials in addition to designing courses and programs to support process-oriented guided-inquiry approaches to learning and teaching for in-person, hybrid, and online environments.

OUTCOMES

- Learn to structure and write quality process-oriented guided-inquiry materials for use in courses.
- Practice integrating a learning methodology and learning theory (cognitive models) into the design of curricula.
- Define appropriate learning objectives, learning outcomes, and performance criteria for activities within a course.
- Link assessment strategies to activity types.
- Write critical thinking questions that support different levels of cognitive development.
- Create skill exercises and problems that are meaningful, challenging, and effective in raising the level of student learning.
- Receive real-time feedback from peers and consultants that enhances curriculum products and tools created during the institute.

SAMPLE AGENDA (INSTITUTE ACTIVITIES)

Day 1	Overview of the course design process, Establishing outcomes for the institute, Designing an activity–walkthrough the process, Writing session (Activity 1), Writing effective learning outcomes, Elements of a “knowledge table”, Creating methodologies/performance criteria, Writing session–Activity 1 revisited, Exploring the peer assessment process
Day 2	Sharing learning from the first day, Types of activities, Identification of learning skills, Writing Session (Activity 2), Writing effective critical thinking questions, Writing session (Activity 2 revisited), Peer assessment
Day 3	Sharing learning from the second day, Constructing engaging interactive models, Creating effective skill exercises and problems, Writing session (Activity 3), Setting the stage for an activity, Writing session (Activity 3 revisited), Peer assessment of learning activities

PERFORMANCE AREAS

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		