

Curriculum Design

Module 1

Introduction and Framework

Unit 1 – Introduction to Curriculum Development

Hello, I'm John Rogers, and I'm on the staff of Development Associates International – DAI, where I serve as the Senior Consultant for Adult Learning. I'm passionate about creating effective learning experiences and I've spent a lot of my working life working with adults, helping them to learn in effective ways, in writing curriculum for courses and workshops that will be characterised by good learning opportunities and in training others to run effective workshops where learning is the priority.

In the last couple of years I've been engaged in writing the curriculum for DAI's Servant Leadership Course, which we offer both as a workshop program around the world, and which we have as an on-line version in the DAI Institute and which is presented by my colleagues Jane Overstreet and Hani Morcos. I've also developed the curriculum for DAI's "Fundraising in Ministry" Workshop and also the "Facilitating Learning" Workshop, both of which are available as part of DAI's workshop program and also as part of DAI's online Institute. I'm currently developing the curriculum for a brand-new workshop for DAI on Managing Conflict. So, I hope you can see that I have quite a bit of experience in developing curriculum in a number of different contexts, and what we want to do in this fairly short on-line course is help you develop some of the skills which will help you develop curriculum for your specific training purposes, using some of the skills and tips that I've developed over the years that I've been doing this.

I tend to encourage learning to be an active medium, as opposed to developing a passive approach to the experience. That can be difficult in what is an on-line course, where you, the learner or participant, can be sitting in front of your computer screen listening to me, and so it can become a very passive experience for you.

Throughout this course we will be asking you questions and giving you exercises to complete. You will find an icon for the student workbook just below and to the left of the video you are watching now. Download and print it out so you can work through the exercises as they progress through the course.

I'd also encourage you NOT to play through the whole course at one sitting. You will find it much more valuable and effective, if you take some time between the sessions to reflect on what you've learned in the most recent session you've experienced. Trying to cram as much information in as short a time as possible isn't healthy from a learning perspective. So, take a break – if possible, at least a day, or even a few days between each session, and allow the ideas to "digest" in your brain, as you engage in other activities. If for some reason, you need to complete this in as short a timeframe as

possible, at least take a break between the sessions; go and make yourself a cup of tea or coffee, or go for a walk, or take some other form of physical exercise. The whole learning process for you will benefit from you taking a break from your studies.

And finally, if you are doing this course with a group, please download the “Group Facilitators Guide” which is one of the icons just below and to the left of this video. Sharing your ideas with others will enhance your learning, and when it comes to the very practical element of designing a curriculum, to have someone there beside you who you can talk to about your ideas will be really helpful.

Unit 2 – What is Curriculum?

So, what does the word “curriculum” mean? Broadly speaking, curriculum is the body of knowledge and skills to which a group of students need to be exposed. But curriculum is much more than a list of the topics to be studied. It is not only what you say, but how you say it! One view of curriculum is that it is “all the planned conditions and events to which the student is exposed for the purpose of promoting learning together with the framework of theory which gives these conditions and events a certain coherence” This quote is from the book, “Teaching Adults” by Rogers & Horrocks.

The word “curriculum” actually comes from a Latin word meaning “racecourse”, and as such can be seen as the environment, in the broadest possible sense, in which learning takes place: and includes the starting point, the finishing point and everything in!

I like to think about curriculum as being the sum total of all the experiences which have been planned which the students or learners will engage in to achieve their learning goals. The entire focus of a curriculum should be on what the student will learn through what the teacher or trainer says and the activities he or she gets the student to do!

Six elements have been seen as making up the curriculum. These are the philosophical framework, the context of the learning program, the content, the activities, the materials, and the evaluation inherent throughout the program. In the next few videos, let’s take a look at these five elements.

Unit 3 – The Differences Between Teaching and Learning

The philosophical framework is the underlying assumptions about teaching and learning which is basic to the approach, which will be taken in the learning events, which are planned. For example, if your philosophical framework is that teaching is all about the

expert passing on his or her knowledge, then it is likely that the curriculum will be focused on a lecture approach. However, if your philosophical approach to learning is that adults learn through an experiential approach, then the curriculum is likely to be focused on learning activities and group discussion ideas. It is important that you think through what your philosophical framework for learning is as you begin to design the curriculum. For example, for the “Fundraising in Ministry” Workshop curriculum which I recently wrote for DAI along with some colleagues, the philosophical framework was that we wanted to give participants skills in how they could personally engage in successful fundraising. Therefore, the philosophical framework underpinning the whole workshop was to give the learners experiences in different elements of fundraising, so that they could get some experience of appealing for funds for their ministry or NGO in a safe environment before going out and seeking funds in the world they inhabit.

Unit 4 – Context

The layman often thinks that the educational experience is all about the content. However, you, the learners, will learn much from the way in which the learning program is organized. There are two elements of this.

The first is the setting – the environment in which the learning takes place. This includes the venue, the furniture and the way the classroom is set out, the lighting, the heating and the levels of noise and other distractions in the immediate environment. Other issues here include whether the learning experience is going to be residential or non-residential, and things like how far from the learners’ homes the learning experience will be. Of course, some of these you may not be able to control for example someone else might have selected the venue, which would not be your first choice. But when developing curriculum, you do need to think about the type of venue and room set-up that you want the curriculum to be delivered in. And you also need to think about whether the learning experience is going to be residential or non-residential and how long the workshop or course should be.

The other element as far as context is concerned is the atmosphere which you want to create in terms of relationships: the relationships between you, the teacher, and the learners; and also, the relationships between the learners themselves. Traditionally, the relationship between teacher and learner has tended to be formal, distant and cold, but in an adult learning setting, we want to encourage a much more warm, open and informal relationship between teacher and learner.

For example, in the Fundraising in Ministry Workshop that I referred to earlier, the context assumed a 3 ½ to 4 day workshop, which could be residential but didn't have to be, and a room that would be set up so that the learners sat in clusters for the group work that would be an important element of the workshop. We also wanted to create an atmosphere between teacher and learner that was as relaxed and informal as possible to create a safe learning environment where the participants felt able test themselves in trying out ways of raising funds they hadn't thought of before.

Unit 5 – Content

The subject matter to be covered in the learning experience clearly forms part of the curriculum, and there are several different aspects to the content.

We need to think about the specifics of the subject matter to be covered. You may have a topic or subject to be covered in the learning experience, which is being planned, but you will need to make decisions as to exactly what content you will include. For example, for a learning event which you might be planning on leadership, you will need to make choices as to what areas of leadership you intend to cover.

There is the amount of subject matter to be covered, which in many cases will be dependent on the amount of time you expect to have for the learning experience. It goes without saying that if you only have a day, you will be able to cover a lot less than if you have a week, or a month or a year!

There is the sequence in which it is handled. What do you start with? What do you continue with? How do you divide up the material into manageable learning segments which your learners will be able to handle.

And there is the issue of the relevance of the learning to the daily lives and work of the participants, and how you will enable them to bring their experiences into the classroom and so learn from one another's experiences.

Back now to the example of the "Fundraising in Ministry" Curriculum. Many of the participants we expected to come to the workshop were likely to be working for Christian ministries or churches, who might think that asking for funds is an unbiblical concept, so we knew we needed to challenge that belief, and help them to discover for themselves a more Biblically accurate understanding of the Bible in relationship to fundraising. We also wanted the subject matter to include an exploration of some of the changing realities of funding NGO work in the twenty-first century, where to seek funds,

and to give the learners a really solid foundation which they could use for their fundraising activities in the future. We were also aware that many of the participants would have past experience of raising funds – some good, some bad, and we felt it was important to give them opportunities to share and reflect on these experiences as they formed a new approach to raising funds.

Unit 6 – Activities

The activities which the teacher plans and which the learners experience is part of the curriculum. This includes the input from the teacher, such as explanations, lectures, or talks. And it also includes those activities which you will get your learners to be engaged with, such as discussions, small group work, reading, case studies, written exercises, learner presentations and practical work.

As we think about the example of the “Fundraising in Ministry” Workshop, we knew there were some elements of the content which would have to be delivered through providing some information and explanations, but wherever possible, we wanted to engage the learners in their own learning, so we included some group work with reporting back, some dialoguing, some individual work, and we wanted to conclude with giving each participant an opportunity to share why their project, or NGO or ministry deserved supporting financially, what we called their “Case for Support”.

Unit 7 – Materials

Likewise, the materials, which need to be used as part of the learning experience, need to be part of your thinking as you develop the curriculum. This includes any workbooks, which you might want the learners to have as they work through the course, it also includes the handouts, the visual aids, such as posters or PowerPoint or film, books or articles you want the learners to have reference to, and maybe any websites and other technology, which will be used in the learning. These are all part of the curriculum. Back to the example of the “Fundraising in Ministry” Workshop we’ve been using. There were some specific case studies we wanted the participants to work through, so we wanted a number of work-sheets with questions, there was some information we wanted to include, so we decided to develop a Workbook for participants to have with the group discussion questions included in it. We also had some diagrams we wanted the participants to see, and we thought that these would be best shown in a series of PowerPoint’s, and there were also some videos of imaginative fundraising initiatives we wanted to share with the participants. So that gave us an indication of the materials we needed for the curriculum

Unit 8 – Evaluation

Finally, the curriculum needs to include some planned processes of evaluation. These are the exercises, and, or, the assignments that will enable you, the teacher, to assess the effectiveness of the learning experience. And it also includes an opportunity for the learners to express their satisfaction with the learning experience, in terms of what has been helpful (or unhelpful) for them in the whole learning experience, which should be fed back into an on going reviewing of the curriculum.

Back to the example of the “Fundraising in Ministry” Workshop. For our evaluation there was some informal checking that learning was taking place as we worked through the early part of the workshop, but the main evaluation was on how well each participant “performed” when they presented their “Case for Support” towards the end of the Workshop. We also ensured there was an opportunity for the participants to give feedback to us on their experience of the workshop, so their input could inform future reviews of the curriculum

So, we have these six elements, which combine together to form the curriculum:

The Philosophical Framework in which the learning experience will take place.

The Context or Environment in which the learning experience will take place

The Content itself: the specific subject matter, its sequencing, and potential opportunities for the learners to bring their experiences into the classroom.

The Activities: in other words what actually happens in the classroom – or even outside the classroom!

The Materials, which will be used in the delivery of the learning activity

And finally the Evaluation: how you will check how learning is taking place, and how you will obtain input from the learners to improve the learning experience in the future. Next, let’s take a look at how we start the curriculum design process.

Module 2

The Design Process

Unit 1 – Starting the Curriculum Design Process

When I'm creating curriculum, the place where I always begin is defining the purpose of the course or the workshop.

So, because I like to practice what I preach, I want to share with you what I've identified as the PURPOSE of this on-line course. It's this:

The Purpose of this On-line Course on Curriculum Development is to provide skills for participants to create curriculum for any learning event.

There are all sorts of different learning events.

So far, you've heard me use the word "course" and "workshop" in relation to the experience I have had in developing curriculum. And before we continue, I want to take a few moments to talk about what I mean by these two words, and also introduce another word, which some people use in relationship to curriculum development, and that is the word "Seminar".

Let's start with the word "course". In an "educational" setting, the noun "course" usually refers to a series of classes, often lecture-based, or a plan of study on a particular subject, usually leading to an exam or qualification. People tend to think about "courses" as being more about what is taught rather than what is being learned! It's interesting that one of the definitions of "course" which I checked on defined it as "education imparted in a series of lessons or meetings". "Courses" often last for 3 years, an entire year, a Semester or a Term, so it's a substantial commitment.

When talking about educational experiences some people talk about running a Seminar. A "Seminar", tends to be an educational event that features one or more subject matter experts delivering information primarily via a lecture, with most of the time being spent in a one-way presentation of material from the front of the room and with little participant involvement, other than asking questions at the end. They tend to be "on-off" events and last between 90 minutes and 3 hours.

On the other hand, Workshops are learning events which allow the participants to explore a topic of interest with others under the guidance of a facilitator. They tend to be practical and experiential, with participants working with their own experience, and learning from hearing about the experiences of others. They provide an opportunity to try out new ways of thinking and behaving, because they get participants fully involved in the learning process by using small and large group discussions, a variety of activities

and exercises and Case Studies, together with opportunities to practice applying the concepts they are exploring.

We often use these words interchangeably, especially the terms “course” and “workshop”. Within DAI, I tend to use the term “course” to refer to our longer learning experiences, such as the “Servant Leadership” Course, which is usually offered over two 5 day periods separated by a few months, or as a series of 4 or 5 two to three day workshops. Interestingly, I’ve just talked about a course, being divided into several different “workshops”. We also use the term “course” to describe the modules which students on our MA in Organisational Leadership take, because each one lasts for a full semester.

I tend to use the term “workshop”, when I’m referring to a shorter experience, such as a 3-4 day learning event, and also when I want to emphasise the experiential nature of the event being discussed.

The learning experience that you’re thinking about designing maybe described by you as a workshop or a course, and to minimize any confusion, when I’m discussing any specific DAI learning experience, I will call it by the name we in DAI give it. So, when talking about the “Fundraising in Ministry Workshop, I’ll use the word “Workshop”. However, whenever I’m referring to the event that you’re designing, I’ll use the term “course or workshop”. Then we’ll maximise clarity and minimize potential confusion! Basically, it doesn’t matter what type of learning event you’re planning, whether it’s a course or a workshop, the same approach to curriculum design applies to the approach you take.

So, coming back to the purpose of this particular on-line course, it is all about giving you some skills, so that you can create the curriculum for a course or workshop that you want to prepare, that will meet the needs of a group of people that you want to engage in learning.

Unit 2 – Defining Learning Outcomes

Having defined the Purpose for a course or workshop, we can then begin to think about the overall Learning Outcomes for that course or workshop. For this particular On-Line Course on Curriculum Development, the learning outcomes are these:

As result of taking this course, for course or workshop that you are preparing, you will be able to

- Develop a “Statement of Purpose”
- Create the learning outcomes
- Create a Workshop Outline
- Devise a number of learning activities
- Write a Facilitator’s Guide and associated materials for your participants

Let me stop and ask you a question here. What do you notice about how each of these statements is expressed?

- Do they describe what you will know when you’ve finished this course?
- Do they describe what you will be able understand when you’ve finished this course?
- Do they state what you will be able to tell others when you’ve finished this course?
- Do they describe what you will be able to do when you’ve finished this course?
- Are they a mixture of statements describing what you will understand, what you will know and what you can do when you’ve finished this course?

I hope you saw that each one of these statements describe what you will be able to do at the end of this course. This is an important facet of learning outcomes, which we will come to later on in our sessions together.

Next, we want to give you a bit of a road map, to show you what we’re going to do in this course so that we achieve the learning outcomes that we’ve set.

Unit 3 – The Roadmap for This Course

Having introduced the course to you, we’re going to give you a road map of where we’re going on this course.

- We’ll talk about some of the main theories which underline how adults learn
- We’ll take some time helping you to reflect on your own learning experience

- We'll talk about the importance of interactive learning when we're working with adults
- We'll talk about deciding on your subject for your curriculum
- We'll get you thinking about the potential impact of the course or workshop you're planning
- We'll help you to think about the learning group that you want to work with for this piece of curriculum
- We'll get you thinking about a "Statement of Purpose" for the Course or Workshop
- We'll think about what the main themes in your course or workshop should be
- We'll then spend some time talking about Learning Outcomes and helping you define a set of Learning Outcomes for your course or workshop
- We'll then spend some time helping you to Outline the Course or Workshop, based on your Statement of Purpose, your main themes and your Learning Outcomes
- We'll talk about some different methods you can use, including Case Studies
- And finally, we'll help you think about how you can build each session in the course or workshop and create a Facilitator's Guide that you and others can use.

We've also designed a "Curriculum Development Design Template", which you will need to use once we come to the practical element of this on-line course. You should download this file now. It is located just below and to the left of this video.

In a moment we're going to think a bit about what makes effective learning, effective! Then we'll take some time helping you to think about the "purpose" for your course or workshop, we'll then help you think about how to design the learning outcomes for your course or workshop, and then help you to outline the course or workshop, by talking about the content of each session, the methods you might use and the different activities for each of the sessions, so that you meet the learning outcomes you have designed.

Module 3

How Adults Learn

Unit 1 – How Adults Learn

Let's start this session with a question – and that is “what's the purpose of education?”
What do you think?

I wonder what you said!

You might have said that it's about preparing young people for life – so that they can get a good job and live a productive and happy life.

In fact, education does not have a single purpose. Education serves many different objectives, and over the decades, education has been about preparing young people for adult life, to teach young people to read, write and be numerate, to create a skilled workforce for the future, to help young people explore new ideas and to think independently.

You might have said that education is to give people new knowledge for some reason, maybe so that they can do their jobs more effectively, or so they can change careers, or so they have a deeper understanding of some subject area.

We often equate education, or training, or learning with gaining knowledge.

Do you know who said, “Knowledge is experience, everything else is just information”. It was Albert Einstein - the theoretical physicist who lived from 1879 to 1955. He was born in Germany but moved to the USA in 1933. He is probably best known for developing the theory of relativity but was also noted as an eminent teacher.

So, Albert Einstein made the comment that “Knowledge is experience, everything else is information”.

These days we get information from lots of different sources. Just take a moment and think about where you are able to get information from. Go to your student workbook and write down your list. Click continue when you are done.

Some of the places you might have included might have been ideas like – from books, from magazines, from school or college, from a teacher, from a friend, from the Television, from the Internet, or possibly from following an on-line course.

Today, there are lots of places that we can get information from. But what Albert Einstein is saying is that the information we are provided with only becomes knowledge – that is something that is useful to us – when we do something with that information, when we engage in some experience that uses that information. The problem with having a lot of “information” is that we forget it, unless we have done something with it.

Someone else’s knowledge is just information as far as I am concerned. Unless I do something with that information it will never become something that I know. Similarly, my knowledge is just information as far as you are concerned, it will never become YOUR knowledge, unless you do something with that information.

Teaching is, essentially helping people turn information into knowledge, by getting them to **do** something with that information, such as talking about it, discussing it, disagreeing with it, writing about it, in other words, doing something with it, and then by giving them **feedback** about their attempts.

Something else that Einstein said

“I never teach my pupils; I only attempt to provide the conditions in which they can learn”.

Do you see how that links with what we’ve just been talking about? As a teacher, our job is to provide the conditions in which our students can learn we provide our students with things to do with the information we are presenting to them, and then we give them feedback on what we asked them to do.

That’s why I prefer not to describe myself as a teacher, but as a facilitator, someone who provides the conditions in which learning can take place. And that’s really an important concept to grasp. As we develop and create curriculum, our job isn’t to provide a mass of information for those who might come to the learning event, it’s to provide an environment, to provide the conditions, in which learning can take place.

And when we’re teaching adults, we also need to remember that adults need a different approach to their learning than what we give to children; although it may be that many children in our schools would do much better if the approach to their learning was also different!

Unit 2 – Knowles and Kolb – How Adults Learn

One of the earliest thinkers about the difference between how children are taught and how adults learn was Malcolm Knowles, an American, who was writing about adult learning in the 1970s and 80s.

According to Malcolm Knowles...

Adults:

- Need to know why they need to learn something
- Learn experientially
- Approach learning as problem-solving
- Learn best when they see the topic is of immediate value
- Are self-directed
- Bring their experience and knowledge to their learning
- Know what they want out of their learning
- Seek relevance to their lives
- Need to be shown respect

Knowles also says that traditional methods of learning tend to focus on content, whereas more effective methods to help adults learn need to focus more on process. This doesn't mean that content isn't important, but it does mean that the emphasis in adult learning should be on providing procedures and resources for facilitating the learner's gaining of information and skills. Where learners are able to interact with the content, their commitment to the learning process is increased and this is a very powerful way of influencing changes in attitude and behaviour. Therefore, using appropriate methods, not only provides new knowledge and skills but it changes attitudes as well, which has the effect of ensuring that the new knowledge and skills will be used.

More recently, L Dee Fink, in writing about how adults learn commented that

Lecturing has limited effectiveness in helping students

- Retain information after a course is over
- Develop the ability to transfer knowledge to new situations
- Develop skills in thinking or problem solving
- Change attitudes

Since Malcolm Knowles published his ground-breaking ideas, there have been other educational thinkers who have added to our understanding of how adults learn. David Kolb, in the 1970s became dissatisfied with traditional methods of teaching management students and this led him to experiment with experiential teaching techniques. From his experiences with these students, he began to talk about four different types of experience through which people learn. He described these as

Concrete Experience
Reflective Observation
Abstract Conceptualization
and
Active Experimentation

I think those are quite difficult groups of words to get our heads around. So let's unpack what Kolb meant by each one of these types of experiences.

David Kolb claims that we often start our learning through being involved in a new learning experience, which he called "Concrete Experience" in which we learn by trial and error. This then leads onto the learner making personal observations about the learning experience, which Kolb called "Reflective Observation", in which we learn by thinking about things before doing them.

This then leads us to form some theories to explain the observation, which he called "Abstract Conceptualization", so that we learn through questioning assumptions and making general rules from different experiences.

And then we use these theories to make decisions or to solve problems, which he called "Active Experimentation", so that we learn through seeking new and better ways of doing things rather than repeating familiar patterns.

Kolb also argued that a learning style is not a fixed trait, but "a differential preference for learning, which changes slightly from situation to situation". (Kolb 2000, pg 8).

The problem with the Kolb model is that the results are based solely on the way the learners rate themselves and too much is expected of a relatively simple test which consisted of nine sets of four words to choose from. Another limitation is that the experimental research base for the model was relatively small. People have also criticised

the Kolb model because his claim of a set of learning stages moving from one to the next doesn't really relate to most people's experiences.

However, despite this, Kolb's theories have been enormously influential in education, as well as in medicine and management training, and his ideas have been a major inspiration for other educational theorists and practitioners, who have used Kolb's original ideas as a basis for their own thinking.

Unit 3 – Honey, Mumford and Robert the Bruce – How Adults Learn

Kolb's thinking was built on by Peter Honey and Alan Mumford who thought that Kolb's terms were much too unwieldy, so they developed their "Learning Cycle" in the 1980s. Basically, they claimed that we all fit into one of four main learning styles:

- We are either Activists: who like immediate experiences
- Or we are Reflectors: who like time to think
- Or we are Theorists: who are analytical, who are objective and like structure
- Or we are Pragmatists: who like new ideas & trying them out

For Honey and Mumford, learning begins with an experience, which leads to observation and reflection, which in turn leads to a conclusion, which in turn leads to planning for the future.

Developing the idea, a bit, the learning process happens something like the following:

Firstly, there's an **experience**: something happens to the learner, e.g.: *a hammer falls off a shelf and lands on your foot – it hurts.*

This is followed by some **observation and reflection**: the learner collects information about the incident and thinks about the experience, e.g.: *you look at the size and the location of the shelf in relation to the hammer and think about what happened*

This in turn is followed by a **conclusion**: the learner works out a theory or modifies or reinforces an existing theory as a result of the experience and his/her reflection on it, e.g.: *you realize the shelf is not wide enough safely to support the hammer.*

And finally, this is followed by some **planning**: the learner plans to change things (or decides not to) based on the experience and the thinking he (or she) has done as a result of the experience, e.g.: *you look for a safer place to store the hammer.*

So, the learner learns from experience!

If the experience had not been followed by observation, then by a conclusion and finally by some planning, it is likely that the original experience would have been repeated many times with similar results. So, no learning would have taken place.

This four-stage process is cyclical in that the planning stage is likely to be followed by another experience. For example, I put the hammer in another place and observe what happens!

It's important to note that the learning process may begin anywhere on the cycle and that an experience is not always the trigger.

Eight hundred years ago, there was a Scottish leader called Robert the Bruce. He was fighting the English who were trying to conquer Scotland. He had been defeated in battle and was about to give up the fight. While he was hiding in a cave the story is told that he saw a spider trying to build a web. The spider kept going until it succeeded in achieving its task – despite encountering problems on the way.

So, what does this ancient event tell us about the learning cycle?

Robert the Bruce studied the spider working hard to weave its web, failing, but keeping going until it eventually succeeded (**observation**).

He says to himself: “success happens only if you persist” (**conclusion**).

He decides to test this out against the English in battle (**plans to test the conclusion practically**).

He fights and wins (**experience**).

Robert the Bruce probably wouldn't have been committed to keep on going in his fight against the English if his experience had not borne out his initial conclusions. The spider's experience was not yet his experience. After the first successful battle, he would again observe and reflect on the experience, his new attitudes would have been reinforced as a result of the experience, and he would make new plans.

So, the learning cycle can begin at any point and in fact, we each have our own preferred positions at which to start the cycle.

Honey and Mumford subsequently developed their “learning styles” theory, and related each one to the four stages in the Learning Circle.

- If in your learning you prefer to learn from **experience**, Honey and Mumford would describe your learning style as being **Activist**.
- If in your learning you prefer to learn from **observation**, Honey and Mumford would describe your learning style as being **Reflector**.
- If in your learning you prefer to learn from **drawing conclusions**, Honey and Mumford would describe your learning style as being a **Theorist**.
- If in your learning you prefer to learn from **planning and application**, Honey and Mumford would describe your learning style as being **Pragmatist**.

As we review these four different learning styles, although Honey and Mumford emphasize that the most effective learning takes us through each stage of the circle, many of us have a strong preference towards one or two of the different styles. Some of us are Activists, some are Reflectors, some are Theorists, and some are Pragmatists. None of the styles are better than any of the others. They are simply different and describe how different people prefer to learn.

Although Honey and Mumford’s ideas have also been highly influential, not all educational thinkers would agree with them. One of the problems with their model is that most of us make sense of the world through our senses working in unison, not separately or in a sequential order. The other problem with Honey and Mumford’s Learning Cycle is that the Learning Styles too often ends up pigeon-holing learners. We say, “you’re an activist” or “you’re a pragmatist” and think that learners are incapable of using any other approach. And that’s not very helpful, because we can all, and do, use each of these styles in different settings.

Although there have been other theories about adult learning since Honey and Mumford. In the next unit, I want to jump to a much more recent thinker, who talks about us needing to understand the 5 factors that underpin effective learning. This is Phil Race, an adult educationalist from the UK.

Unit 4 – Thinking About Your Own Experience in Learning

One of the best ways of designing learning for other people is to start by thinking about your own experience of learning. And to help you do that, we've four questions, which we want you to answer. Each of these questions will help you think about aspects of your own learning. The first part of each question is to get you thinking about particular instances in your own learning. The second part asks you to think about and record some of the processes which led to the success – or otherwise – of each of these aspects of your learning.

Firstly, we want you to think about something you are good at and have always enjoyed doing and which is something that you know you do well. (This could be something connected with your job, a particular academic subject, or a hobby or skill – it can be anything which you are good at).

So, have you thought about something you are good at, that you have always enjoyed doing and that you know that you are good at?

Now, go to your workbooks and I want you to write down a few words about HOW you became good at this. Click continue when you are done.

Now that you've done that, I want you to think about something about yourself or what you've achieved, that you FEEL positive about – something you like about yourself or something about yourself that you're proud of.

So, have you thought about something about yourself, or what you've achieved, that you feel positive about?

Now, go to your workbooks and I want you to write down a few words about how you KNOW that you can be proud of this – in other words, upon what evidence is this positive feeling based? Click continue when you are done.

Thirdly, I want you to think about something you DON'T do well! This could be the result of an unsuccessful learning experience, maybe long ago or maybe recently.

So, have you thought about something that you DON'T do well?

Now, go to your workbooks and I want you to write a few words about what you think went wrong in your learning. Click continue when you are done.

Finally, I want you to think about something you can do well now, but that you didn't WANT to learn at the time you learned it. This could be something like driving, swimming, cooking or it could relate to a particular area of academic study – perhaps statistics or economics or math or literature or riding a bicycle, or swimming, or cooking, or something completely different. Whatever it is, it's something that you're pleased NOW that you succeeded with – because it's something that is useful to you now.

Have you thought about something that you can do well now, but which, at the time you learned it, you didn't want to learn?

And now, go to your workbooks and I want you to write down a few words about what it was that kept you going, so that you DID succeed in this particular episode of learning. When you have completed that, go to the next unit in this module.

Unit 5 – Reviewing the Four Questions

I hope you were able to think of things to write down for each of these questions.

These four questions were devised by Professor Phil Race, who has used them with over a hundred thousand learners all over the world. Over the last five or six years, I've also used them with hundreds of learners in Africa and Asia, and it's been fascinating to see the responses that people, just like you, have made.

The first question was about *how you became good at something*.

I'd very much like to know what you wrote down. But I can tell you that some of the things that learners in Uganda, Nigeria, Nepal, Sri Lanka and India wrote included:

- Through practice and more practice
- By making mistakes
- By failing and trying again
- By trial and error
- By hands on experience
- By having a go
- Through encouragement from others
- I was passionate about the subject
- It was something I was interested in

- I naturally liked the subject
- I wanted to learn

I wonder if you said anything similar to any of these responses.

What many of these responses have in common is that they are about “doing” of one kind or another.

Some people talked about making mistakes.

Unfortunately, we often seem to undervalue the potential of learning through making mistake! However, making mistakes and trial and error are very effective ways of learning!

Although most replies about how people became good at things related to “doing” things and others related to the impact of other people, the idea of “being taught” was rarely mentioned!

However, it is important to notice that some people became good at things because they wanted to learn this particular thing. It was something “inside them”, an interest, a deep desire to know or be able to do something which helped them be good at a particular thing.

So, there are a couple of things that asking the question “how did you become good at something” tells us about learning.

One is that effective learning requires us to be active in our learning: we need to be doing things, because that helps us to remember and retain those things that we need to learn.

The other is a deep desire to learn. It’s learning for the sheer joy of learning, for its own sake. In other words, simply “wanting to learn” is a foundation for effective learning.

The second question asked: How you know you can do something well

I’d very much like to know what you wrote down as a response to this question. However, here are some of the responses that I’ve received when I’ve asked the same question to other groups in Uganda, Nigeria, Nepal and India:

- From feedback from my friends or from other people
- Other people's reactions
- Appreciation from others
- I could see the results
- When I'm asked to do something many times
- Being commended by others
- People tell me I'm good

I wonder if you said anything similar to these responses.

Many of the responses that we've had to the question "how do you know you can do something well" refer to "feedback" of one kind or another. Feedback clearly plays a vital part in helping people develop positive feelings about the things they do.

Most feedback received in the learning process comes from other people, including fellow learners, teachers, and friends. However, some of the responses mention self-assessment or self-evaluation, such as phrases like "I could see the results" refers to the evidence coming out of the learning.

So, responses to the question, "how do you know you can do something well" tells us that receiving positive feedback, whether from the teacher or from others, is a critically important element in effective learning.

The third question was "What went wrong in your learning?"

Now what do you write? Unfortunately, I can't hear from you, but I can share with you what others have told me.

Here's what someone from Uganda said, "I convinced myself I didn't have the aptitude for this subject".

Although some of the other responses we've received to this question link back to the previous two questions, responses such as "not being given enough time to practice" or "I didn't get any feedback" many of the responses bring in new factors, such as:

- I couldn't see the point of it
- I couldn't see what I was supposed to be doing with it
- I couldn't get my head around it

- I just didn't understand it
- I couldn't make sense of it
- I wasn't given enough time to really grasp it

So, responses to this third question "what went wrong in your learning" tell us that, if people are confused at all in their learning, then learning doesn't happen. It tells us that if people don't understand what they're learning, or they can't make sense of what they're learning, then learning doesn't happen. So, for effective learning to happen, we need to be certain that we ensure that learners are NOT confused and that we give them every opportunity to make sense of what they're learning.

And finally, to the fourth question, which was: "What kept you going?"

I wonder what it was that kept you going, maybe it was something you badly needed to do, maybe it was encouragement from your friends, maybe it was fear of failure, maybe you needed to do it because you needed to do the course for promotion or because of your job.

This is what some people said in response to the question:

- It was something I badly needed to do"
- "My responsibilities"
- "For promotion"
- "It was out family's only source of income"
- "I saw value to it"

These are all examples of what other people have said about what kept them going. In fact, the responses to this question "what kept you going" reveals at least three reasons which kept people going, when they weren't really very interested in the subject.

- Some people kept going because of the strong support and encouragement from others – maybe from their teachers, but often from their friends or family. So this tells us that getting feedback – positive feedback from others is important as a factor in effective learning.
- Some people kept going because they didn't want to fail! Maybe it was because they didn't want to lose face or be humiliated. Or maybe it was because they wanted to prove to others that they COULD do something. Again, this tells us

that receiving positive feedback is very important in as a factor in effective learning.

- And some kept going because of a “need” they had. Maybe they needed this learning so they could go on to do something else which was important to them. They had a “need” to learn

I want us to pause now, and for you to take a few moments to reflect on the question “What we can learn from our own experiences of learning?” Go to your workbooks and write down your thoughts. And when you’ve done that, click continue.

I would love to be able to sit down with you and discuss your thoughts on what we can learn from our own experiences of learning. But at least, let me share with you what I think about this question.

The first thing that thinking about our own experience of learning does is to help us understand how **we** became good at something – and how others became good at things too.

If you remember what we talked about when I asked, “**how did you become good at something**”, one of the keys to becoming good in an area of learning was practice and trying things out. There were also some responses where people had a deep desire within them to learn something.

Therefore, if how we became good at something is true for our personal experience and in the experience of others, then it’s likely to be true for those that we are teaching!

The second thing our own experience of our own learning helps us understand is about what it is that helps us know that we’re good at something.

Remember, the question was “**how do you know that you can do something well**”.

The key here was about receiving feedback of some sort from others.

Therefore, if feedback is important for us in our learning experience, then it’s likely to be true for those that we are teaching!

The third thing our own experience of learning helps us understand is why there were some things that we just didn’t do so well when we were learning them.

The question was “**what went wrong in your learning?**” and what we discovered was that often the reason why we couldn’t do things very well was because we couldn’t make sense of what we were trying to learn.

And therefore, if what wrong in our learning is true in our experience and in the experience of others, then it's likely to be true for those that we are teaching!

And fourthly and finally our own experience of learning helps us understand why we might have kept going when we were trying to learn things, we really didn't want to learn.

The fourth question was **"What kept you going?"** and what we discovered was that it was often that we needed to learn this particular skill or information because of our jobs – or because we needed it to get a job, although sometimes it was positive feedback from others that kept us going.

If what kept us going is true for our experience and in the experience of others, then it's likely to be true for those that we are teaching!

Module 4

The Five Factors that Underpin Effective Learning

Unit 1 – Wanting To Learn

In our last session we thought about our own learning, and I asked you to think about 4 specific questions:

- *How you became good at something*
- *How you know you can do something well*
- *What went wrong in your learning*
- *And what kept you going when the going got tough!*

These four questions were devised by Professor Phil Race, formerly of the University of Leeds Metropolitan in UK, and from asking thousands of adult learners about their learning experience in his research, he came to the conclusion that whenever we learn successfully there are 5 main factors which come into play. I'll introduce these five factors in a moment, but you can read much more about what Phil Races has to say in his book "Making Learning Happen", now in its third edition.

The First Factor is Wanting to Learn and comments in response to the first question, "how did you become good at something" informs this factor.

Wanting to learn" is when there is a very strong internal desire to learn something. Some people would call this "motivation" – and because it's an inner desire would call it "intrinsic motivation". However the concept of "wanting" is something that we can all understand, and makes the implications of this factor very clear.

Do you remember some of the feedback from the first question we asked in the last session which was about how you became good at something? Although a lot of the answers were about practice and trial and error, there were some responses that stated

"I naturally liked the subject"

"I had the right attitude"

"It was something I was interested in"

"I was passionate about the subject"

All these statements refer to an internal desire to learn something. In fact someone actually used the words "I wanted to learn"!

“Wanting” is a powerful, basic human drive – and we all know that when people REALLY want something, they usually get it sooner or later (whether it’s good for them or not!).

We also need to recognize that unless a person “wants” to learn, they will not learn! And one of the main reasons why learning can fail is because people don’t want to learn – or they lose their desire to learn (for a variety of reasons!). If we want people to learn, it’s important that they personally “want” to learn!

Unit 2 – Needing to Learn

The Second factor is Needing to Learn and it’s the responses to the fourth question “what kept you going”, that informs this factor.

Needing to Learn is strongly linked to the previous factor, which was “Wanting to Learn” – and is also a motivator for learning. However, whereas “Wanting to Learn” comes from within us, “Needing to Learn” is something that is external – which is why some people call this “extrinsic motivation”.

Do you remember some of the responses to the question about what kept you going?

“It was something I badly needed to do”

“My responsibilities”

“For promotion”

“It was our family’s only source of income”

“I saw value to it”

All these comments indicate that there was a strong NEED to learn. And that was the motivating factor that kept them going – or even to start learning something new.

We may need to develop new skills in order to develop our work or ministry; or we may want to change our work or ministry and that change depends on us acquiring new skills or qualifications. So, the motivation for us to learn – the “need” for us to learn, can sometimes come from outside forces, but as long as we take ownership of that “need” to learn – then learning can still take place

Unit 3 – Learning by Doing

The third factor is Learning by Doing and responses to the first question about how you became good at something informs both this factor as well as “Wanting to Learn”,

In answering the first question, a lot of people responded about how they became good at things by using words and phrases like

“through practice”

“by trial and error”

“by hands on experience”

“by having a go”

“by making mistakes”

“by getting it wrong at first and then trying again” (which is a variant of “trial and error”)

All these responses are all about “doing” something.

In fact there’s nothing new about the importance of learning by doing. There’s lots of research that suggests that when we’re told something we remember less than 20% of what we’re told (and some research suggests it’s we remember as little as 5% of what we hear in a lecture!); but that when we DO something in our learning, then we remember more like 75% of what we are learning.

So most people actually learn by doing something.

- it might be by trial and error;
- it might be by practicing something,
- it might be through trying something out and making mistakes.

Another word for this is “experiential learning”.

Some examples:

- when we learn to drive a car – we learn by doing;
- when we learn to cook – we learn by doing;
- when we learn to use a computer – we learn most effectively by using it – by “doing”.

And when we learn to be more effective leaders, we will often learn more effectively by doing; when we learn to manage change, we will often learn more effectively by doing; when we learn to handle conflict, we learn more effectively by doing.

Learning by doing can take many different forms, which include

- practice
- trying something out
- experimenting
- trial and error
- repetition

- applying something
- discussing
- reporting
- telling others what we've learned
- writing assignments
- simulations

What is important here, is that one of the major factors of effective learning is that learning only really occurs if we actually DO something.

Unit 4 – Making Sense of What Has Been Learned

The fourth factor is Making Sense of what has been learned and it's the responses to the third question "what went wrong in your learning" that informs this factor.

One of the main problems with some who advocate experiential learning is that they focus on getting their learners to be active in their learning; to be undertaking various exercises, but they don't sufficiently help their learners to convert the doing into real learning.

The point here is that learning by doing doesn't just work on its own! If we don't process what we are learning in some way, it will never become part of what we KNOW – it'll never become our knowledge. Just think about this example, when we have a meal, breakfast, or lunch or dinner, our bodies need to digest the food if it's going to do us any good!

In the same way, as our minds receive new information, unless we digest that information, it will never become part of US. It's important that we process what we are learning.

Remember that in the questionnaire when people were asked what went wrong with their learning, some typical answers included:

"I couldn't see the point of it"

"I didn't understand it"

“I didn’t have enough time”

“I couldn’t make sense of it”

People said that what went wrong was that they couldn’t understand it. And if we take that thought just a little further, not understanding is basically not being able to “make sense” of something.

To make sense of something needs time to think about something – it needs time for reflection.

Often in our learning we take learners from one piece of information to the next, to the next, to the next, without giving them time to “digest” the information. We don’t give them time to think about it.

Making sense of what we’re learning requires quiet relaxed thinking time and as facilitators of learning we need to ensure that we make provision for our learners to “make sense” of what they are “learning by doing”.

So, what can we do to help our learners make sense of what they’re learning by doing?

One way of making sense of the learning is to provide opportunities for learners to come back to something they’ve learned earlier and to do something with it. Another way of helping learners make sense of what they are learning is to ensure you are giving sufficient “breaks” in the workshop – and not shortening the breaks if you’re running late in a session! In this way, they get some thinking time, to “digest” what they’re learning and make sense of it.

Unit 5 – Learning Through Feedback

The fifth factor is Learning through Feedback and responses to the second Question which was about how you know you can do something well, informs this factor.

When people were asked about how they knew they could do something well, a lot of them responded with words like:

“other people’s reactions”

“feedback from others”

“people told me I was good”

“the results”

As humans, we like to know how well we’re doing! Research has indicated that one of the most enjoyable aspects of learning is getting feedback from friends and colleagues.

We can get feedback from our personal reflection on the learning experience as we think about it ourselves; but we also get feedback from others

- from fellow learners
- from colleagues
- from our trainers (or teachers_

We get feedback when other people say “well done”; or when they say “that was good”; or when we are asked to do something again. It tells us that what we’ve done is good – so it gives us confidence to try again.

As teachers, we give *feedback* when-ever:

- we ask a question and someone answers it and we respond to that answer
- we hold a whole class discussion and we comment on what people say in that discussion
- we are taking feedback from small group discussions and we comment on the feedback which is given
- we talk with members of the group outside the class
- we review and comment on written work

Learners also give *feedback* to one another:

- in whole class discussions, as they comment on input from others
- in small group discussions as they discuss issues and questions together
- in giving reports from small group discussions

- when they discuss the class together after the class is finished!

For feedback to be valuable in the learning process, there are three important things to bear in mind. These are:

- The feedback needs to be given very soon after the learning on which it is based. Getting feedback on an assignment 4 weeks after it's been written won't be very effective, because the learner will likely have forgotten what he/she wrote! Feedback needs to be given as soon after the work was done as is possible. As someone has said, "Feedback is like fish, if it isn't used quickly, it becomes useless!"
- Secondly, the feedback needs to be positive and constructive. Negative and unconstructive feedback isn't very effective in helping people learn. If we're told "that wasn't very good", it doesn't give us any clues as to why it wasn't good. However, if learners are told or shown how they can do better the next time, then they can learn from it
- And thirdly the learner needs to "receive" the feedback and not reject it or dismiss it. Sometimes we don't like getting feedback when we haven't done something very successfully – and we sometimes hear what was wrong and not how we can improve!

Unit 6 – The Five Factors as Ripples in a Pond

Although I've described these 5 factors that underpin effective learning in a sequential way, we need to remember that our brains work on overlapping areas all at once.

In our learning, when we do something, we're also trying to make sense of the experience; and at the same time, we're likely to be getting feedback from others.

In fact, all the stages in our learning are going on all the time, although there may be times when we focus on one aspect of learning more than the others.

But we don't spend time DOING, then stop doing and decide we'll take some time DIGESTING, and then have a time of FEEDBACK.

What this model ISN'T is a learning circle, where the learner begins with wanting or needing to learn, then continues by some activity (doing), then by digesting and finally by getting feedback.

Think about a pond.

What happens when you throw a stone into a pond?

The ripples bounce outwards from where the stone hits the water – but then the ripples bounce inwards again towards the center where the stone first hit the water.

In fact, the best way of thinking about these five factors is as ripples in a pond; because each of the 5 factors are in dynamic interaction with the rest, in the same way that ripples are.

Usually the main driving force of the ripples of learning is with WANTING to learn or NEEDING to learn at the centre of things – because these provide the energy for the ripple to spread.

The second ripple is LEARNING BY DOING, and then it ripples out to MAKING SENSE and then to FEEDBACK.

Once it's reached the edge (FEEDBACK), then the ripples start to come back in again, because when you've received some FEEDBACK on your learning, then that helps you to make more SENSE of the learning, which gives you the confidence to DO something else – or even do something more complex. And then that enhances your WANT and / or NEED to learn.

Before we finish this overview of the five factors that lead to effective learning, I should add that in the second edition of his book, Phil Race adds two additional factors. The first of these is teaching something, or explaining something or coaching someone, and the second is assessing, or making informed judgements.

In the third edition of his book, he changes the term "teaching" to "Verbalizing Orally", which I think makes much better sense. Not everyone gets to "teach" what they're learning, but we can get our learners to verbalize what they are learning, which both enhances their learning by doing, and making sense of their learning. Phil Race, in discussing this factor says "it's not just about putting it into words, as that could be done in writing. It's about speaking it, face to face with other people, with all the feedback

entailed in that context. It's about hearing our own voices and adjusting and readjusting our words as we verbally try to explain something.

Unit 7 – Spacing

Let's conclude this module with another "Who said?" question:

Who said this? "One must learn by **doing** the thing; though you think you know it; you have no certainty until you try".

It was Sophocles, a Greek thinker, who lived 400 years before Christ's birth. So, learning by doing isn't something new; it's something that we've known about for at least 2,400 years!

Having introduced you to the important factors that underpin learning, I want to talk just a little about something that I call "**Spacing**" in Learning, which I think is an important factor that Phil Race doesn't address.

When we talk about the "Spacing" in learning what we mean is that we intentionally space repetitions of learning points over time. "Spacing" occurs when we present learners with a concept or skill, we want them to learn, wait some time and then present the same concept or skill again, often in a different way. Spacing can involve a few repetitions or many repetitions.

The Nineteenth Century author, Robert Louis Stephenson once said, "I've a grand memory for forgetting." And that's the problem: we so easily forget. And often when we design and deliver learning events, we avoid confronting the fact that most of what learners are learning is quickly forgotten and in fact their learning is rarely applied. What "spacing" does is to help learners retain what they are learning more effectively.

In 2001, the American Psychological Association published some interesting results (*Journal of Experimental Psychology: Learning, Memory and Cognition*, 2001, Vol 27, No 4) which concluded that practicing different skills in concentrated blocks of time was not the most effective way to learn. The researchers discovered that when learners focused on a particular skill in a learning workshop, they tended to over-estimate how well they learned the skill and it resulted in poorer long-term learning. They also discovered that for long-term retention, repeating the learning at different intervals of time was much more effective; and they also discovered that mixing the learning with other tasks resulted in even more effective learning.

A couple of other research projects also point to the importance of “spacing” in the learning process.

An experiment conducted in the UK in the 1970s into staff being trained to operate new machines had one group completing their training in one continuous session, a second group completing their training in two sessions while a third group completed the same training over four sessions. This third group was the one that demonstrated the best recall and subsequent job performance.

In another piece of research into adult retention span (Pike, 1994), it was concluded that if people were exposed to an idea on a single occasion, at the end of 30 days they retained less than 10%. However, if they were exposed to the idea at six different times over the 30 days, they retained more than 90%.

What this suggests is that that knowledge and learning presented once, and then reviewed perhaps ten minutes later, and then an hour later, a day later, three days later, and then a week later is assimilated in the brain in a more robust and usable manner, and thereby dramatically improves active recall of the learning.

Spacing repetitions do not need to be verbatim repetitions, although they can. Other repetitions of learning points can also include the following:

- Repetitions using different words
- Stories, examples, demonstrations, illustrations
- Case studies, role plays, simulations
- Discussions and debates
- Practice
- Testing
- Re-reading course content

It’s because of the importance of “spacing” in learning that at the beginning I encouraged you not to rush through these sessions, and to try to take a break of some sort (and of some length) between each of these Sessions. And I wonder how well you’ve been following through on that piece of advice!

As we conclude this module, I want to leave you this this comment to think about. This is something that Alan Rogers and Naomi Horrocks say in the 2010 edition of their book "Teaching Adults". They say this: "Most training programs are *over-loaded* as opposed to *under-loaded* with content"

Just think about what that means for you as we begin to launch into the practicalities of curriculum development in our next module.

Module 5

Subject, Audience, Purpose and Main Themes

Unit 1 – Designing a Curriculum: Subject and Impact

You may have thought that taking so much time to talk about philosophical approaches to learning in a course on Curriculum Development was unusual. However, I would argue that you definitely need to be thinking as much about “how” the curriculum you are designing will be delivered, as the content itself.

Having given you a philosophical framework to the whole concept of learning, we’re now going to get down to the practical side of actually developing your curriculum.

If you haven’t already done so, now is the time to download the “Curriculum Development Design Template”. Do this now before you continue.

The first thing I want you to think about is the subject of the course or workshop you want to design some curriculum for. This is something that will be an overall statement of what the course or workshop will be about. It’s not necessarily going to be the title. In a recent Curriculum Development workshop that I ran, there were a couple of colleagues who wanted to develop some curriculum about the role of Women in leadership positions, and what the Bible says about women in leadership and about cultural attitudes to women in leadership. So, their subject was “Women in Leadership” but they realized they needed to have a more engaging title for their workshop. What I want you to do now is to think about the **subject** of the course or workshop you want to design some curriculum for and write down the subject in our “Curriculum Development Design Template” in Box 1. If possible, tell someone else, or if you’re taking this course in a group setting, tell the other members of the group what the subject of the course or workshop is you are designing. Click continue when you are done.

Having decided on the subject, then try to create a catchy title for the workshop. This doesn’t have to be the final title for the course or workshop, but it does need to be a working title of between 1 and 5 words. For example, in the recent Curriculum Development workshop that I talked about just a couple of minutes ago, the couple of colleagues who were working on this realized that they wanted to broaden the content, and they came up with the title of “Created in His Image: freeing women and men to be servant leaders”. OK, it’s more than 5 words, with the subtitle included, but the main title is 4 words. And the team who are currently working on the detail of developing this curriculum may well change the title, before it is ready for delivery.

We've given you Box 2 as somewhere where you can record the title of the course or workshop, as soon as you've decided on a title. Remember that you don't have to use this title as a final definitive title until you market the course or workshop for the first time, and you can change the title you have in Box 2 at any time in your curriculum development design process. Fill in the title now and click continue when you are done.

The next step is to begin to think about the kind of impact you would most like to have on those who attend this course or workshop, a year or two years after they've attended it. This is what we call an "Impact Statement" and is something you need to be thinking about as you develop the course or workshop.

Take some time to think about the impact you would want your course or workshop to have, and then complete Box 3 of the "Curriculum Development Design Template". Then, if you can, share your Impact Statement with others in your group or with another person.

Unit 2 – Designing a Curriculum: Describing the Learners

Next, we want you to think about the likely participants of the course or workshop you're designing. And we want you to think about "who are your learners?"

We want you to:

Describe them

Think about their characteristics?

What background do they have in this subject?

What learning activities might they have participated in before?

For example, when beginning to develop the curriculum for DAI's Servant Leadership Course, we described our learners like this:

People who have a leadership role in a church, Christian ministry or an organization, who have a responsibility for managing other people, or who might be given such a role in the future. They do not need to be the senior leader in an organization, but they might be. They have a strong desire to be more effective in their leadership and are aware of

DAI's training ministry and approach, either because of personal experience or the testimonials of others.

Now think about the learners you envisage for your course or workshop and describe them in Box 4 of the Curriculum Development Design Template now. Click the continue button when you are done.

Next, if you can now, I want you to share what you've written describing the learners you envisage for your course or workshop with at least one other person. But make sure they understand the subject of your course and the impact you expect the course or workshop to have before you describe your learners to them. Encourage them to engage in discussion with you on your description of your learners and make changes in your description of the learners based on this discussion. If you are taking the course online by yourself, then try and share what you've written with someone before you begin the next unit in this module.

I think that you will find this process helpful. It's a process that I work through whenever creating a new course or workshop, and it's something that you can use whenever you're asked to create some new curriculum.

Unit 3 – Designing a Curriculum: The Purpose of the Course

We now come to the "purpose" of the course.

This is the "big idea"! This is what you want the course to be about.

What I want you to do in a moment is to describe the purpose of the course, in a few sentences.

The reason why this is important is because having a very clear "purpose" will help you keep focused on the big idea of the course as you work through the detail, and will also help in the promotion of the course, because it will tell people what it's about.

Here are some examples!

The Purpose of DAI's "Fundraising in Ministry" course is this: *The purpose of this course is to give you skills and confidence in raising funds for your ministry*

And the Purpose of DAI's "Facilitating Learning" Course is this: *The purpose of this course is to prepare Christian leaders to facilitate training that uses adult learning methodology that will result in changed hearts and practice. It is based on the assumption that leaders are required, as part of their leadership responsibility, to enable others and help them grow. Teaching adults is not simply about passing on the information and knowledge that we have but is about enabling and empowering others.*

Having given you a couple of examples, I want you to define the purpose of the course or workshop you want to develop the curriculum for.

Remember, the purpose is the big idea, it's a description of what you want the course or workshop to be about.

Now take some time to write the purpose of the course or workshop you're going to develop and try to limit to a maximum of 3 sentences. You might need to write it out several times before you're happy with it. We've given you Box 5 on the Curriculum Development Design Template to use to write out your Purpose. When you have completed your Purpose for your Course or Workshop and you are happy with it, click the continue button.

As you've returned to the on-line classroom, I have to assume that you've completed your Statement of Purpose for your Course or Workshop, and that you're happy with what you've written.

Now you need to get some feedback from someone else or from some other people. If you're following this on-line course in a group, each one of you in turn should share what you've written describing the Purpose and get some feedback from the others in your group. If you're following this on-line course on your own, go and find a friend, share with them what you've prepared so far on your Curriculum Development Design Template, and get their comments and answer their questions.

Once you have received some feedback on the Purpose you have articulated for the Course or Workshop, there may be some changes you would like to make to what you've written. Use Box 6 of the Curriculum Development Design Template to record your final version of your Statement of Purpose for your Course or Workshop.

You may come back later on and make further refinements to your Statement of Purpose but remember to make sure you have documented your final version of your Statement

of Purpose, because you will need it as part of your marketing for the course or workshop.

Unit 4 – Designing a Curriculum: Defining the Main Themes

You should now have a very clear Statement of Purpose. From that Statement of Purpose you can begin to define the main themes that you want to address in the Course or Workshop.

So, we need to think about the main themes that you think will deliver the Purpose you have defined

We will continue to illustrate the process by referring to what we did as we developed the curriculum for DAI's "Fundraising in Ministry" Workshop. To create the curriculum for that workshop, a group of three of us – my colleagues Jane Overstreet, Colin Rye and myself sat together in a room in Colorado Springs in the USA over three days. And having defined our audience and agreed a Statement of Purpose for the workshop, we then proceeded to brainstorm what we thought should be the main themes, which should be included in the workshop.

We thought the majority of the "audience" for this workshop would be Christian workers, seeking to raise funds for church or ministry projects. And you may remember that we defined the purpose of DAI's "Fundraising in Ministry" workshop as: *The purpose of this workshop is to give you skills and confidence in raising funds for your ministry.*

As we brainstormed the main themes, we talked about a number of issues that should be included in such a workshop. And as we brainstormed our ideas, we used a Flip Chart to record our ideas – so we wouldn't forget them!

- We agreed that there are a lot of misconceptions about the issue of money in the Bible, so we needed to include some input on what the Bible says about money and fund-raising in particular.
- We, and others, had been seeing some major changes in the way major funding organizations from the west were giving to causes in Africa, Asia and Latin America, and so we agreed we needed to address this issue.
- Because of the reduction in the institutional funding, we agreed we needed to help participants to focus on funding from local sources, to think about starting

their fund-raising from local sources and to help them think through how they might approach givers from their local funding area.

- From there we agreed that those attending the workshop needed to have some time to create an explanation as to why their project or ministry is deserving of financial support, and we also thought it would be helpful if they had some time in the workshop to refine and to present that explanation to others in the group
- We then agreed that so they could do that effectively, in the workshop we needed to help participants understand the reasons why people give.

At the end of this process, we had our Flip Chart with the following ideas for our Main Themes:

What the Bible says about money and fundraising

Changing patterns of giving

Today we need to start local

Local funding models

Creating a Case for Support

Sharing their Case for Support

Why people give

What we want you to do now is to brainstorm what you think should be the main themes for the course or workshop that you are developing some curriculum for. Ideally you should do this in a group, because usually the best ideas come from a group process. However, if you're doing this on your own, find some time to think about your Statement of Purpose, and what you think might be the main themes that you need to address to achieve the purpose of this workshop or course.

Go back to the Curriculum Development Design Template and use Box 7 to list the main themes for your course or workshop. When you are done, click continue.

You will know by now, that I think it's important that you share each step in this process with one or more other people. Now's the time to explain the main themes you've identified to the other people in your group – or for you to find someone else to share the main themes you've identified with. When you have completed that, begin the next module where we will discuss "Learning Outcomes".

Module 6

Learning Outcomes

Unit 1 – Learning Outcomes

By now you should have an idea of the subject of your course or workshop, you've created an Impact Statement, you've defined the audience you're designing your curriculum for, you have a clear Statement of Purpose for the course or workshop and an idea of the main themes. We now come to what we call the "Learning Outcomes".

You may be familiar in educational settings with words such as "aims", "goals", "objectives" and "outcomes".

To be honest, there's a lot of confusion about these terms!

I tend to think that there is a link between the Impact Statement that you have already written and the "Aims" of the course. However, the term "Impact Statement" is very clear in its terminology – it describes what impact you want to see in the lives and work of the participants 1-2 years after the course or workshop has finished. Because of the confusion over the word "Aims" I prefer to use the term "Impact Statement".

I tend to see the words "Goals and Objectives" as interchangeable, and to describe what WE want to teach. They can be statements of what the teacher wants to cover in the course. And because it's teacher-centered, I'm using the term "course" here rather than "workshop"

However, if our focus in the courses and workshops we create is truly our learners, we need to be thinking more specifically not about what we want to TEACH, but what we want our learners to be able to DO as a result of their taking this particular course or workshop. That's why, when I am creating a piece of curriculum, I prefer to talk about the **Learning Outcomes**, because they focus on what we want the learners to be able to do, as a result of their learning. They're focused on learning as opposed to teaching!

Clearly stated learning outcomes are important, because they help us as curriculum designers and teachers to focus precisely on what we want our learners to achieve. And they also help learners understand what is expected of them from the course or workshop.

And we need to create two different types of Learning Outcomes. One of these types is Learning Outcomes for the whole course or workshop, and the second is Learning Outcomes for each specific session.

When writing learning outcomes, it is important to get the language right. If we're creating Learning Outcomes for an entire Course or Workshop, we begin by writing "As a result of this course (or workshop or program), the learner (or participant or student) will be able to..."

Then choose an action verb that states clearly what you expect the learners to be able to do once they've completed the course. As you develop your Learning Outcomes it is important to use language that your students will understand, because for the overall Learning Outcomes of a course or workshop, it is usually normal to share those outcomes with those who will be taking the learning experience.

Similarly, when we're writing Learning Outcomes for the individual sessions, we start by writing "As a result of this session, the learner (or participant or student) will be able to..."; and again the formula is to follow this up with an action verb which states very clearly what you expect the learners to be able to do as a result of this particular session. Opinions differ on this, but I tend not to reveal the learning outcomes for each individual session. If you do, it's paramount to saying, "here's what we're going to do, and now you're going to do it!"

Revealing the learning outcomes for individual sessions can also have an effect on the impact of elements within that session, which may well minimize the actual learning that takes place in the session, and this is especially true of discussions which you might facilitate on what your learners have learned from a particular exercise.

So, although I tend to share the Learning Outcomes for the entire program – an entire course – an entire workshop – with the students and learners, I don't reveal the Learning Outcomes for each individual session. But they're still vital to have. They not only help me in designing the curriculum and in delivering the course or workshop, but they also help me to focus on what we want the learners to be able to do as a result of each session.

When you're writing Learning Outcomes, try to avoid expressions such as 'know', 'understand', 'appreciate', 'be familiar with', or 'be aware of' as these are too vague to convey the exact nature of the outcome being sought and are difficult to assess accurately.

Unit 2 – Defining Learning Outcomes

Now, I'll talk about good words to use when defining Learning Outcomes in a moment, but before I do that, it's important to grasp that Learning Outcomes should be:

Active, Aligned, Achievable and Assessed.

First of all, Learning Outcomes should be **Active**

We've already referred to the importance of using action verbs which describe what learners are able to do as a result of the learning. And we've said that words such as "know" or "understand" should be avoided in favor of more specific verbs that say what a student can DO to demonstrate their knowledge or understanding. For example, if you want a learner to "know" the five factors which Phil Race says are foundational for effective learning, then if you describe the learning outcome to state that the learner is able to "list" them, then you can easily check whether the learner is able to list them. Whereas you can't check that they "know" them. Similarly, if you want them to be able to "understand" the difference between objectives and learning outcomes, your learning outcome might well be something like "The learner will be able to **explain** the difference between an objective and a learning outcome".

I hope you see the point!

Secondly, your learning outcomes should be **Aligned** with the rest of the curriculum.

By this we mean that the learning outcomes for each of the sessions in a course or workshop should contribute to the achievement of the overall learning outcomes which have been set for the whole course or workshop.

Thirdly your learning outcomes should be **Achievable**

It is important that learning outcomes be achievable. Learning outcomes are written so they describe what a student needs to be able to actually DO at the end of the course or workshop or the session. They should not be aspirational; they do not describe what we hope the very best learners will achieve but what the majority of the students or learners will be able to do as a result of their participation in the course or workshop.

As you develop your learning outcomes, it is also important to consider what is achievable, considering the available resources you will have and in the time you have

available as well. By setting achievable learning outcomes at the start of the curriculum development design process we set ourselves a clear focus for the content.

And finally, all learning outcomes should be **Assessed**

This doesn't mean that we need to set lots of assignments or to set learners a series of exams. For many courses or workshops, it is often possible to assess several learning outcomes with one piece of work, and for the individual sessions the learning outcomes will usually be assessed informally, based on classroom tasks or discussions.

Unit 3 – Writing Good Learning Outcomes

So, let's get back to some thoughts about writing good learning outcomes!

We've already commented that good learning outcomes don't start off with words like "know" or "understand", or "appreciate", or "be aware of". But what words can we use to create good learning outcomes?

There are lots of lists of appropriate verbs which you can use, most of them being based on Benjamin Bloom's Taxonomy of Learning Objectives from 1956.

Bloom talked about a number of levels of learning outcomes, and in each of those levels, he provided a range of verbs that can be used to describe learning outcomes that will contribute to that particular level. So, for example, if you want a verb that would describe a learning outcome that is focused on "knowledge", you might want to use a verb such as "describe". At a higher level, if you want a learning outcome that will be focused on "application", then an appropriate verb might be "apply" or "demonstrate"

In Bloom's Taxonomy of Learning Outcomes, the first level is **Knowledge**. Although we know that a verb such as 'know' is not a good word for learning outcomes – what we want to do is to use a verb that will describe what a student can DO to demonstrate their knowledge. So, it's much better to use verbs like:

describe,

identify,

recognize,

define,

name,

repeat

recall and

list

The second level is **Comprehension** and we can explain the word “comprehension” by using the word “understanding”. But as with 'know', 'understand' is not a very useful verb for learning outcomes as it is imprecise. Therefore, it is better to use words like:

explain,

summarize,

discuss,

recognize,

report and

review

... all of which will show a students' understanding.

The third level is **Application** which is at a higher level where students are able to put their knowledge and understanding to use in new situations so some relevant active verbs would be:

apply

assess

demonstrate

determine,

illustrate,
interpret,
practice,
solve and
use.

... all of which show a learner's ability to apply what they are learning.

We now come to the fourth level, which is **Analysis**, which refers to the ability to break down a complex topic into its smaller parts in order to get a better understanding of it. So, some appropriate verbs would be:

analyze,
compare
contrast
criticize
differentiate
report
illustrate and
question.

The fifth level is **Synthesis**, which is about combining two or more ideas together in order to create something new or different, which is an important skill in integrating existing knowledge and also in constructing an argument. So appropriate verbs you can use would be:

construct,

compile

create,

design,

formulate

reorganize

propose

develop

devise and

organize

The final level is **Evaluation** which demonstrates the ability of students to make judgements based on appropriate evidence. Verbs which you could use for learning outcomes that focus on the ability to make sound judgements would be:

evaluate

appraise,

argue,

assess

interpret

review

justify and

judge.

In a moment, we are going to ask you to begin to define some Learning Outcomes for the curriculum that you are proposing to create. But before that, let me give you an example of the Learning Outcomes for DAI's "Facilitating Learning" Course. These are the overall learning outcomes for the course, and each session is broken down into its own learning.

They begin with the critically important phrase:

By the end of this course you should be able to:

... and they continue with six very specific statements, each defining what the students will be able to do as a result of taking the course. This is what they will be able to do!

1. Plan, prepare and facilitate a learning experience for a group of at least 8 learners
2. State what we can learn about teaching methods from Jesus and describe how we can apply them in our own facilitation of learning
3. Identify and describe the five key factors that make learning happen and demonstrate how as a facilitator of learning you can help your learners address each of these factors
4. Describe why selecting learning outcomes is important in the learning process and how to express effective learning outcomes
5. List a variety of different methods which are available to the facilitator of learning and assess when it is appropriate to use which method
6. Describe a variety of different settings for the learning environment and be able to select an appropriate set-up for the learning outcomes which have been selected

Unit 4 – Elements of Learning Outcomes

In previous modules we have been discussing the process of designing the curriculum for DAI's "Fund Raising in Ministry" workshop. Before we came to the writing of the Learning Outcomes, we had already got a very clear Statement of Purpose, which was "to give participants skills and confidence in raising funds for their ministry".

We then reviewed the major themes we wanted to address, which were:

What the Bible says about money and fundraising

Changing patterns of giving

Today we need to start local

Local funding models

Creating a Case for Support

Sharing their Case for Support

Why people give

The purpose and the main themes then informed our writing of the Learning Outcomes for the workshop as a whole. And these are the Learning Outcomes that we defined:

As a result of this workshop, learners will be able to:

- a. State Biblical precedents for fund-raising
- b. Recognize that the world of ministry fund-raising is changing and develop strategies to respond appropriately
- c. Describe why donors give and be able to increase existing and develop new sources of funding
- d. Create a Case for Support for their ministry or for a project
- e. Increase their confidence and effectiveness in raising local funds

Do you see how the Statement of Purpose is woven into the learning outcomes? The final Learning Outcome is “increase their confidence and effectiveness in raising local funds”, which also brings in the element of local fundraising which we saw as one of the major themes in the course.

As we examine the other learning outcomes, it’s important to note that we said that a major theme needed to be about what the bible says about fundraising, and that got expressed not as “know what the Bible says about fundraising”, because we can’t see

what the participants “know” but we can see if they can state what the Biblical precedents for fundraising are.

Our major theme about changing patterns of giving is expressed in the learning outcomes as “Recognize that the world of ministry fund-raising is changing” and it gets expanded into “And develop strategies to respond appropriately”, which brings in ideas about local fundraising from the Major Themes.

Another of the Major Themes was “Why people give”, and this theme gets woven into the Learning Outcome “Describe why donors give and be able to increase existing and develop new sources of funding”, which also addresses the Purpose of giving people skills in developing funds and confidence in developing funds, as well as the importance of starting with local fundraising from the Major Themes.

There is a direct correlation between the Major theme of “Creating a Case for Support” and the fourth Learning Outcome, but what about the Major Theme about “Sharing their Case for Support”? That’s there in the fifth Learning Outcome, which is about increasing their confidence and effectiveness in raising local funds.

So, hopefully you not only have understood how to write good learning outcomes, but you can see how the learning outcomes need to emerge out of the Purpose and Major Themes for the Workshop.

So, now you need to review your Statement of Purpose and Major Themes, and then you need to define the draft Learning Outcomes for your Course or Workshop. You probably want to make sure you have at least 4 learning outcomes, and probably no more than seven or eight learning outcomes. And remember you need to begin the whole statement with “As a result of this workshop, learners (or participants or students) will be able to...”

And then each of your learning outcomes should begin with a verb, because they describe what the learner will be able to do as a result of the learning experience. Use Box 8 of the Curriculum Development Design Template to list your learning outcomes, now.

Unit 5 – Sharing Your Learning Outcomes

Now that you've drafted the Learning Outcomes for the Course or Workshop that you're developing, you need to share what you've drafted with someone else, so that you can get some feedback from them. If you're following this on-line course in a group, each one of you in turn should share the Learning Outcomes you've written and get some comments from the other members of your group. It'll be best, if you state the Course Purpose Statement, and then read out the Learning Outcomes, so that those who are helping you review the Learning Outcomes can check to see if there is integration between the Statement of Purpose and the Learning Outcomes.

If you're following this course on your own, go and find a friend, share with them what you've prepared so far on your Curriculum Development Design Template, including the Learning Outcomes, and get their comments and based on their feedback make any refinements to your Learning Outcomes.

Module 7

Building Your Outline

Unit 1 – Building Your Outline

You have your Purpose; you have your Main Themes and you have your Learning Outcomes. The next step is to create an outline for the Course or Workshop. It is important that your Main Themes and the Learning Outcomes inform the Outline for the Course or Workshop.

So, for the “Fundraising for Ministry” Workshop, we had our main themes:

What the Bible says about money and fundraising

Changing patterns of giving

Today we need to start local

Local funding models

Creating a Case for Support

Sharing their Case for Support

Why people give

We also had our Learning Outcomes:

As a result of this workshop, learners will be able to:

- a. State Biblical precedents for fund-raising
- b. Recognize that the world of ministry fund-raising is changing and develop strategies to respond appropriately
- c. Describe why donors give and be able to increase existing and develop new sources of funding
- d. Create a Case for Support for their ministry or for a project
- e. Increase their confidence and effectiveness in raising local funds

These, together, inform the Workshop Outline. The first session needs to be an introduction to the whole workshop, and it’s important to get that into the Outline,

otherwise it can be so easily forgotten. And then, as we continued to work on the “Fundraising in Ministry” workshop curriculum, we ensured we included each of our main themes and learning outcomes in an overall outline so that we could deliver the material we needed to include in the workshop.

For the “Fundraising in Ministry” workshop, we ended up with 12 major headings in the outline, which we felt would cover the material and each heading became a session within the workshop.

For the “Fundraising in Ministry” workshop here is the Workshop Outline which we agreed:

1. Introducing Fundraising
2. A Biblical basis of fundraising
3. The Changing Patterns of funding ministry
4. New approaches to Funding
 - The importance of starting with local funding
 - Include some examples of others who have developed local funding
5. Where to get local support from
 - The “Orbit” model might be helpful here
6. Why people give – Introduce the 4 main reasons why people give:
 - The vision
 - The specific need
 - Your character
 - Your track record
7. Why people give – Develop the first two reasons: vision & need
8. Why people give – Develop the other two reasons: your character & track record
9. Creating & Communicating YOUR Case for Support
10. Delivering your Case for Support

- Include some form of practical exercise here

11. Reviewing your Case for Support

- Provide an opportunity for each participant to review their Case for Support

12. Using your Case for Support

- A “next steps” exercise to help them ground their Case for Support in a practical way

We now need to come back to your curriculum development project. You have your Purpose, your Main Themes and your Learning Outcomes. What I want you to do next is to develop these into an Outline for the Course or Workshop. You can create this outline in our Curriculum Development Design Template using Box 9. When you have completed this, click the continue button.

Now, before we move to the next step in the process, you can probably guess what I’m going to ask you to do! You need to find someone that you can talk to about the Outline and get them to help you see whether there is integration between your Purpose, your Main Themes, Your Learning Outcomes and the Overall Outline!

So, before you continue to the next module, find someone and share what you’ve done so far, and get them to help you make any changes to what you’ve created so far.

Module 8

Case Studies

Unit 1 – Planning and Building a Case Study

Before we continue with the process for developing your curriculum, I want to pause and talk a bit about Case Studies. Because it's at this point that you need to decide whether or not you're planning on using a Case Study in your course or workshop.

Case Studies are descriptions of a real-life experience, which are used to help learners think through issues or general principles through being involved in a situation as similar to real life as possible. In a Case Study, the learner is presented with the specific details of a problem, usually in written form. The account usually follows a realistic scenario, such as a management problem or an issue concerning people. In this course on designing curriculum, we've used a very real example of the development of the curriculum for DAI's "Fundraising in Ministry" workshop and have told it "as it was". What we haven't done, though, is turn it into a story.

Case Studies are often fictional in detail – they are a story – although they are often based around the writer's personal experience and knowledge. When developing a Case Study, there are good reasons for keeping the details of organizations and individuals confidential. This can be because the organization and/or the individuals might be known to some of the learners, and if they are, the learners will be reluctant to be critical of what they read in the Case Study, which might impact the amount of learning they experience from the method. For that reason, a Case Study should never be closely identified with the facilitator of the learning event and should never be written from the personal perspective (by that I mean using "I"!).

When writing a Case Study, it is important to set the scene – by providing details of the organization that is involved in the story, a description of the people involved, an outline of the particular challenge or problem and any additional information necessary to understand the scenario. Sometimes Case Studies will provide the solution or the answer to the problems described, but personally I think this limits the learning experience, because there is value in the learner grappling with the issues themselves, thinking through the problem and coming up with potential solutions to the issues presented.

Unit 2 – Case Study Usage and Requirements

The normal way of using a Case Study would be to present the Case Study to the learners. If the case study is in the form of a written piece, the facilitator will read it, or he/she will ask the learners to read it themselves. In some cases, the Case Study can take the form of a dramatized video that has been produced for the course. A reading or

viewing of the Case Study can be followed by the facilitator asking some questions to ensure the learners have understood the main points of the Study, and then there should be some discussion of the issues the Case Study presents and an opportunity for the learners to think through the challenges in the scenario and to come to some conclusion about ways of approaching and solving the problems presented. This can be done as a whole group discussion, but it is often better done in small groups, with the groups being given guided questions to structure their thinking and discussions.

As with small-group discussions it is important for the learners to report back on their suggested solutions in a plenary session, where they should be prepared to discuss their proposed solutions, the reasons why they reached their decision and sometimes explain how they reached their decision too. Interesting and varied solutions to the problem or issue usually emerge, and if several groups have tackled the same problem, interesting comparisons can be made which can be shared in a plenary or reporting back session.

Other ways of using Case Studies is to get some of the learners to act out the scenario and then have a discussion based on the drama. Case Studies can also be used as the basis of individual and group assignments, with the learners being asked to write an analysis of the issue and to come up with recommendations that seem appropriate.

Case Studies can help learners develop skills such as:

- identifying problems and challenges;
- understanding and interpreting information;
- analyzing information;
- thinking analytically and critically;
- taking positions and defending decisions;
- communicating their ideas and opinions.

Case Studies require:

- lengthy preparation time;
- a couple of “dry-runs” to “fine-tune” the case-study – but be prepared for the comment from the learners that they don’t have enough information!

- that the facilitator is familiar with the material;
- clear and concise briefing to the participants;
- debriefing and summarizing skills on the part of the facilitator so that the main points are shared with everyone.
- Additionally, if you want to use a video version of a Case Study, then you need both knowledge and the financial resources to produce a video of the Case Study

Interestingly, we decided NOT to use a fictional Case Study for the “Fundraising in Ministry” workshop, but we did use a number of different examples of how different leaders had developed creative ways of resourcing their work, some of them on video. However, in the “Servant Leadership” as well as the “Facilitating Learning” Courses, we make use of Case Studies throughout the modules.

Now, before you go any further with your curriculum design project, you need to think about whether or not you will use a Case Study or a series of Case Studies in your course or workshop. Think about whether a Case Study would aid the learning and sketch out some ideas in Box 10 in your Curriculum Development Design Template. When you have completed this exercise, click the continue button.

At some stage, you will need to take these ideas and develop them into a fully formed Case Study. But remember writing a Case Study can be time-consuming and really quite demanding. And before you even do that, it’s important to share your ideas with someone else and get their feedback on your ideas for your Case Study.

Module 9

Preparing to Write the Curriculum

Unit 1 – Time, Activities and Materials

Having taken a bit of diversion by talking about Case Studies, let's get back to the focus of the curriculum. Because it's at this stage that you need to take a bit of a reality check. You've got your outline, you're beginning to get some ideas about what you want to include under each of the headings in your outline, so, there are a couple of important questions you need to reflect on.

The first is how are you going to divide up the curriculum? Is this going to be a course or workshop over several days, or is it going to be a course or workshop that meets one evening a week for several weeks?

Of course, it might be possible to develop the material in such a way that there is the flexibility to run it in either format but be thinking about that from the beginning.

The other question you need to reflect on is how long it will take to run the course or workshop? You need to think about this, whether or not this is going to be over several days or whether it's going to be one evening a week for several weeks. One person I worked with in helping her work through the process of designing a piece of curriculum, decided the best format for the delivery of the course that she was developing would be one night a week for several weeks. Looking at the content she wanted to include in the course, when she began to look at how long it would take she discovered that she probably needed 50 two hour sessions to run the course. The question she needed to answer then was whether it was realistic to get a group of people together who would be able to commit to 50 evenings to follow the course.

Another person I worked with as a consultant in the development of some curriculum thought it would be best for the workshop to be delivered over a few days in a residential type setting. He then came to look at the length that would be needed, and discovered he'd probably need 16 ½ days! He then had to evaluate whether it was realistic for people to attend the workshop for that length of time, and also he needed to think about the sheer cost of running the event over 16 ½ days!

Both these people needed to go back and be more realistic about what they should include in their courses and workshops.

So, what you need to do now is to estimate how long you think it's going to take to deliver your course or workshop. You might find it difficult to answer that question right now, but it's better to get some idea as to whether the length of the course or workshop

is going to be realistic before you spend too much time writing material which you subsequently have to abandon. So, do an estimate of the length of the course or workshop now, and then ask yourself whether the length you expect it to be is going to be realistic in terms of getting people to commit to it. You may need to cut down the amount of material you expect to include, and you can do that by asking yourself whether there are elements in the course or workshop which would be nice to have, but which aren't essential.

Work through the questions in Box 11 of the Curriculum Development Design Template now. When you have completed this exercise, click continue.

Now, you need to start to think about the activities you are going to include in the course or workshop. Remember that Phil Race talks about the importance of learning by doing, making sense of what we're learning and receiving feedback on what we're doing in our learning. So make sure there are lots of interactive learning, and also opportunities for your learners to make sense of what they're learning by reflecting on what they're doing, and that you build in opportunities for them to receive feedback from you and the other members of the class.

When we were developing the curriculum for the "Fundraising in Ministry" workshop, we concluded that getting the learners to discover for themselves what the Bible said about fundraising was more important than us telling them, so we built in some group discussion exercises which got them reading about and thinking about Moses and his appeal for supplies to build the Tabernacle, David and his appeal for the building of the Temple and the Apostle Paul and his collection for the members of the church in Jerusalem who were struggling financially. We also want to give the participants an opportunity to present their individual "Cases for Support", and created an exercise which had each one of them presenting their "Case for Support" to other members of their class, as if they were potential funders, so that they had as realistic and real experience as possible.

Give some thought to the activities you might want to include in your course or workshop now, and list them in Box 12 of the Curriculum Development Design Template. When you have completed this, click the continue button.

Now you've thought about the activities you want to include, and you need to think about any additional materials you might want to include. For example, as I've already mentioned, in the "Fundraising in Ministry" Workshop, we wanted to include some video example of leaders who have done some imaginative resource-raising projects.

You might also want to consider whether or not you might want to use PowerPoint in the course or workshop. If you are going to use PowerPoint, don't just use it for the sake of using PowerPoint! PowerPoint can be a distraction to the learning process in some cases. So, make sure there is a point to your use of the medium! In DAI, we use PowerPoint for the "Fundraising in Ministry" workshop, because there are some diagrams that we want to share with the participants, but we don't use PowerPoint at all in the "Facilitating Learning" workshop, because we don't think it will enhance the learning experience in any way.

So, think about any additional materials you might want to include, such as video, and record your ideas in Box 13 of the Curriculum Development Design Template. And then think about whether or not you want to use PowerPoint and give reasons for your decision in Box 14 of the Curriculum Development Design Template. Do both of those now.

Module 10

Build Your Course

Unit 1 – Start Building Your Course

You've defined your Purpose, you've thought about the main themes you want to include, you've drafted the Learning Outcomes for the Course or Workshop, and you've created an Outline. You've even thought about activities you will include, any additional materials and whether or not you'll use PowerPoint. Now it's time to start to build your sessions. The aim here is to build a course or workshop, which you can use a number of times, and which other people can also use to facilitate if, for some reason, you're not available.

DAI creates all its courses and workshops so that we're not dependent on the author of the curriculum to deliver the course or workshop, and also so we have a piece of curriculum that can be translated into other languages. So, the objective should be to develop a Guide so that other Facilitators can run the Course or Workshop too.

So, your task now is to build each of the Sessions that you've outlined in your Course or workshop Outline.

Take the first session and think about what you want your learners to be able to DO as a result of that session and create some Learning Outcomes. Remember these are Learning Outcomes, not what you want to teach, but what you want the participants to be able to DO as a result of the course.

Then outline the session, think about the main elements you need to include in the session to ensure that the Learning Outcomes are met. Think about the content of the session, the methods you will use, the activities you will get the students to do.

Then create the "script" for the first session, including the input you will give, the methods you will use, the activities you will ask the participants to do, all in the order in which they will appear in the session. Think about how you're going to introduce the Session, and then develop the content into a sequence that is logical so that the students build their learning step by step. Try not to have more than 10 minutes of input from the facilitator before getting the students to DO something, because if you're talking for more than 10 minutes, you're likely to lose your students and their concentration will fade.

If you have any discussion questions that you're going to give to the groups, write out the discussion question or questions you will use. Don't just write "Discussion Question" in your script, write it out, and make sure it's completely clear in its meaning,

so there's no ambiguity for the students when you give it to them. And in your "script" include the main points that you want your students to get out of any discussion question – not that you're going to tell them what conclusions they should have come to, but so that they can check what they're saying against your thoughts on the issue, and thereby make sure they've got the main points covered.

What I want you to do now, is to create your Script for the first session of the course or workshop you are developing. Remember this is the first session, so you will need to introduce yourself and also introduce the course or workshop itself. And you also need to make sure that there is an opportunity for the students – for the learners or participants – to introduce themselves.

Remember to create the learning outcomes, and to outline the content you want to include in the session, and then "script" the session, in its sequential order, including your input and explanations, the activities you want the learners to do and the discussion questions you want them to engage with.

Take some time to create the first session of the course or workshop now. Click continue when you are done.

So, you have the first session of your course or workshop. Now get someone else to review it, asking them to read it as if they were going to have to facilitate the session, and to give you feedback based on that assumption. Once they've given you some feedback, then make any changes they suggest. When you have completed this exercise, click the continue button.

Now think about what hand-outs or what you might want to include in a Participant's Workbook for Session 1 and create it, and get some feedback on it. Click continue when you are done.

You now have your first session of your course or workshop. What you now need to do is to repeat the same process for Session 2. That is:

- create your learning outcomes
- develop an outline
- write the script, in the sequence in which it will be delivered, including your input, the activities you want your students to engage in and any other materials you might want to include

- create any Student Workbook you want the students to have for this session or any hand-outs you might want them to have.
- Get someone else to review it and give you feedback.

I want you to create Session 2 now.

So, you've got your first two sessions ready.

Next is write the script for your third session, and then your fourth session, and then your fifth session, and so on until you've completed the course or workshop.

Once you've completed writing all the sessions, go back to your original purpose, and ask whether the course you've written delivers the purpose you articulated at the beginning. If it doesn't maybe you need to slightly modify your Purpose Statement.

Then go back to the Learning Outcomes for the Course or Workshop as a whole, and check that what you've written does enable your learners to meet each of those Learning Outcomes. If they don't you might need to modify your Learning Outcomes or add something to the course to ensure there's integration between the Learning Outcomes and the material in the course or workshop itself.

You're now ready to run your course or workshop! You can use your "Statement of Purpose" in your promotions, and you have your "script" that you can use for your "Facilitator's Guide", to guide you and anyone else who might be running the course or workshop through the whole process.

Module 11

Conclusion

Unit 1 – Run Your Course

Finally, as you run the course for the first time, be aware that you will find things that work well, and things that don't work so well. Think about how you will make changes to those pieces of the course that don't really work, so that the next time you run the course, it will be even better.

I hope you've enjoyed this experience, and that you'll enjoy running your course.

And finally, having experienced developing this piece of curriculum, remember that you can use the same process to develop other courses in the future.

And that's it! We've now completed this on-line course, and I hope that you've enjoyed the experience, and that you'll really enjoy creating new pieces of curriculum.

Now once you have your completed course – and want to deliver it to a group of students – be sure to take our “Facilitating Learning” Course, if you haven't already done so. At DAI we believe that learning is more effective when the learners are actively involved in their learning. The goal of the “Facilitating Learning” course is to give those who take it, some understanding of interactive adult learning and some skills in facilitating effective learning.