Educational Program Development

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Educational Program Development

• Task of creating access to knowledge through planning and curriculum development
• Purpose is to increase organizational effectiveness for its potential trainees
• Criteria for model selection
  – Reflective of the primary purpose
  – Provide activities that precede the curriculum development that include sufficient detail for the design
Educational Program Development

- **Modes of Learning**
  - Inquiry
  - Instruction
  - Performance

- **Instruction Methods**
  - Class presentation
  - Materials
  - Media (virtual, visual, audio, physical)

- **Performance**
  - Assessment through demonstration of what is learned
Knowles Self-Directed Learning

- **Process in which**
  - individuals take the initiative, with or without other help
  - Diagnose learning needs
  - Formulate learning goals
  - Identify human and material resources for learning
  - Choosing and implementing appropriate learning strategies
  - Evaluating learning outcomes  (p. 163-164)
Program Development - Student Services

• **Processes**
  – Climate is informal (respectful, consensual, collaborative and supportive)
  – Planning includes shared decision making
  – Mutual assessment of needs
  – Goal setting is mutually negotiated
  – Learning plan is based on readiness to learn and sequence based
  – Learning activities include learning contracts and experiential
  – Evaluation is mutual between student and teacher
Program Design Decision Points

- Possible educational activity is identified
- Decision made to proceed
- Objectives identified
- Suitable format
- Format fits into larger life patterns
- Plan is put into effect
- Results are measured and appraised

(Houle)
Components of Program Design

a) Resources  
b) Leaders  
c) Methods  
d) Schedule  
e) Sequence  
f) Social reinforcement  
g) Individualization  
h) Roles and relationships  
i) Evaluation criteria  
j) Clarity of design
Houle’s Curriculum Model

1. A possible educational activity is identified
2. A decision is made to proceed
3. Objectives are identified and refined
4. The format is fitted into larger patterns of life
   a) Resources
   b) Leaders
   c) Methods
   d) Schedule
   e) Sequence
   f) Social reinforcement
   g) Individualization
   h) Roles and relationships
   i) Criteria for evaluation
   j) Clarity of design

5. The format is fitted into larger patterns of life
   a) Guidance
   b) Lifestyle
   c) Finance
   d) Interpretation

6. The plan is put into effect
7. That results are measured and appraised

A Generic Curriculum Model (Houle, 1972, p. 182)
**Visual Plan Design - Matrix**

**INTERNSHIP PREPARATION WORKSHOP SERIES**

**Goal:** Develop an action plan to gain career-related internship experience for second semester freshmen and sophomores

**Title Workshop 1: It’s Your Choice: Choosing a Career**

**Learning Objectives:**
1. Identify two resources to assist with career path exploration
2. Determine two to three goals to aid with career choice and internship acquisition

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Content (Identify sources of content)</th>
<th>Activities</th>
<th>Delivery Method</th>
<th>Time</th>
<th>Resources/Media</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>Major and career options</td>
<td>Brainstorm and discuss ways to choose a major</td>
<td>Group discussion</td>
<td>5-10 minutes</td>
<td>Notepad stick to wall</td>
<td>Name two resources that assist with choosing a career</td>
</tr>
<tr>
<td>2</td>
<td>The Career Planning Cycle: How does it help with choosing a major and examining career options? How does understanding values fit into choosing a career and pursuing internships?</td>
<td>Conduct a Values Inventory Card Sort</td>
<td>Paired discussion</td>
<td>15-20 minutes</td>
<td>Deck of Values Inventory Cards</td>
<td>Write two goals to help with your career choice</td>
</tr>
<tr>
<td>2</td>
<td>Major WebLinks, with focus on chosen or possible majors and career paths</td>
<td>Complete a Major Weblinks Scavenger Hunt.</td>
<td>Self-directed research</td>
<td>20 - 25 minutes</td>
<td>Online web-based resource Computer lab</td>
<td></td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>Wrap up &amp; questions with a focus on other resources available</td>
<td>Revisit the Career Planning Cycle and write short-term career planning goals</td>
<td>Class discussion/individual activity</td>
<td>10 minutes</td>
<td>Career Planning Cycle (emailed to workshop participants)</td>
<td></td>
</tr>
</tbody>
</table>