

NASJE CURRICULUM DESIGN

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NASJE

NATIONAL ASSOCIATION OF STATE JUDICIAL EDUCATORS

Developing Faculty

*This is a summary of the content in this curriculum design.
Although content is divided into two parts, headings are continuous A – H.*

I – Basics for the Judicial Branch Educator

- A. Roles and Responsibilities in Judicial Branch Education Regarding Faculty
 - a. Curriculum and/or program committee roles
 - b. Faculty roles
 - c. Staff roles
- B. Issues Regarding Faculty Selection and Development
 - a. Choosing faculty
 - b. Offering faculty development courses
 - c. Providing continuing education and support for faculty
 - d. Ethical issues for judicial branch educators

II Basic Faculty Development Course Content

- C. Adult Education
 - a. Adult education principles
 - b. Learning styles
- D. Curriculum, Program, and Course Development
 - a. Definitions
 - b. Resources for faculty
- E. Instructional Design
 - a. Conducting the needs assessment
 - b. Establishing course goals
 - c. Developing learning objectives
 - d. Selecting content
 - e. Developing course structure
 - f. Determining teaching methodologies
 - g. Choosing audiovisual aids
 - h. Developing course materials
 - i. Designing evaluation strategies
 - j. Planning the setting for learners
 - k. Delivering the course
 - l. Evaluating
- F. Designing and Delivering a Course
 - a. Faculty demonstration
 - b. Assessing faculty demonstrations
 - c. Taping for self assessment
 - d. Ongoing assessment and feedback for continued growth
- G. Working with a Curriculum Design
 - a. Choose learning objectives
 - b. Select content based on learning objectives

- c. Tailor content for allotted time and current situation
 - d. Choose appropriate resources
 - e. Choose participant activities for learning objectives
- H. Enhancing Existing Faculty Development Courses
- a. Review current agendas
 - b. Identify missing or under-addressed components
 - c. Determine revisions and improvements

NASJE Curriculum Designs The Numbering System

NASJE Curriculum Designs follow a consistent numbering system to facilitate identifying information and navigating within and among various curriculum designs.

The first number refers to the NASJE Core Competency.

For example:

4 indicates the NASJE competency addressed in this curriculum design is faculty development

The second number refers to entry- or experienced-level content. (Entry indicates that the content is new to the target audience; it is not a reference to the experience level of the participants. Experienced level indicates learners already have some familiarity with the content.)

For example:

4.1 is the entry-level faculty development curriculum design

4.2 is the experienced level

The third number refers to the section of the design.

For example:

4.1.1 is the content section for entry-faculty development

4.1.2 is the faculty resources section

4.1.3 is the participant activities section

4.1.4 is the bibliography and selected readings

The final number refers to the order of items in a section.

For example:

4.1.1.1 is the first content (the overview) in entry-level faculty development

4.1.2.7 is the seventh faculty resource

4.1.3.3 is the third participant activity

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Developing Faculty Table of Contents

Use of NASJE Curriculum Designs	3
Adult Education Principles	4
4.1.1.0 Curriculum Design – Competency Area 4 Faculty Development: Entry-Level Content	5
• 4.1.1.1 Curriculum Design Overview	6
• 4.1.1.2 Special Notes for Faculty	6
• 4.1.1.3 Participant Learning Objectives	8
• 4.1.1.4 Educational Content	9
• 4.1.1.5 Resources for Faculty	20
• 4.1.1.6 Related Educational Areas	20
• 4.1.1.7 Learning Objective, Resource, and Activity Chart	21
4.1.2.0 Faculty Resources	23
• 4.1.2.1 Credibility	25
• 4.1.2.2 Learning Style Models	28
• 4.1.2.3 Instructional Design Model	33
• 4.1.2.4 Blooms Taxonomy	35
• 4.1.2.5 Teaching Methodologies	37
• 4.1.2.6 Audiovisual Aids, Handouts, and Other Teaching Aids	40
• 4.1.2.7 Seating Arrangements	43
• 4.1.2.8 Presentation Skills	45
• 4.1.2.9 Delivery Mechanisms	47
4.1.3.0 Participant Activities	51
• 4.1.3.1 Governance, Faculty, and Ethics [Learning Objective 1]	53
• 4.1.3.2 A Faculty Development Course [Learning Objective 2]	55
• 4.1.3.3 Stating an Educational Need, a Course Goal, and Learning Objectives [Learning Objective 3]	58
• 4.1.3.4 Teaching Methodologies – Comparison and Contrast [Learning Objective 4]	62

• 4.1.3.5 What Makes It Feel Safe for Participants [Learning Objective 5]	65
• 4.1.3.6 Building and Maintaining Trust in an Educational Environment [Learning Objective 6]	67
• 4.1.3.7 The Potential Power of Questions [Learning Objective 7]	71
• 4.1.3.8 Use of Audiovisual Aids, Handouts, and Other Teaching Aids [Learning Objective 8]	73
• 4.1.3.9 Delivery Mechanisms – Comparison and Contrast [Learning Objective 9]	76
• 4.1.3.10 Planning the Seating Arrangement [Learning Objective 10]	77
• 4.1.3.11 Using a Curriculum to Design a Course [Learning Objective 11]	80
• 4.1.3.12 Delivering a Course [Learning Objective 12]	82
• 4.1.3.13 Review of Local Faculty Development Courses [Learning Objective 13]	83
4.1.4.0 Bibliography and Recommended Readings	84

Use of NASJE Curriculum Designs

Taken together, the curriculum designs in this series provide an overarching plan for the education of judicial branch educators; this overarching plan constitutes a curriculum. Individually, each curriculum design and associated information provide faculty with resources and guidance for developing courses for judicial branch educators. Content from the curriculum will be used alongside other content as determined by the NASJE Education Committee.

The designs are based on the [NASJE Core Competencies](#). Two curriculum designs are provided for most competency areas, one for entry-level content and the other for experienced-level content. Content level relates to the participants' familiarity with the subject area and not their tenure in judicial branch education.

Each of the curriculum designs, based on the competency areas, may be used either in its entirety or in segments to meet the needs of the individual circumstance or situation, the particular audience, time constraints, etc.

Each curriculum design includes a series of learning objectives and an outline of content to support those learning objectives. Content is annotated with the bracketed number of the learning objective it supports. Learning objectives for each curriculum design are listed in order of importance or in a logical progression. Faculty is encouraged to select content based on the order of the learning objectives. Content is provided in an abbreviated outline format. Faculty may expand on the content based on the needs of the learners.

Associated information for each curriculum design includes: (a) resources for faculty's use (as reference and/or as participant handouts), and (b) a series of recommended participant activities to measure achievement of objectives. Each resource and participant activity has a cover sheet explaining its use. Faculty notes near the beginning of each curriculum design provide important information to assist faculty in effectively preparing to design and deliver a course.

Developing any course from a curriculum design will require that faculty (a) utilize an [instructional design model](#) (in the appendix), (b) employ [adult education principles](#) (next page), and (c) have an in-depth knowledge of the content beyond what is included in the design. A bibliography accompanies each curriculum design and contains additional sources of information. Because there are many sources for each content area that are not in the bibliography, faculty is encouraged to fully explore a variety of available sources when designing a course from a curriculum design.

The NASJE Curriculum Committee welcomes feedback, updates, corrections, and enhancements to these designs so they will remain current and viable.

Adult Education Principles

As learners mature, they change in terms of:

1. **Self-concept:** *They evolve from being dependent to self-directed.*
2. **Experience:** *They accumulate a growing reservoir of experience that becomes an increasing resource for learning.*
3. **Readiness to learn:** *Their readiness to learn becomes oriented increasingly to the developmental tasks of their various roles.*
4. **Orientation to learning:** *Their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly their orientation toward learning shifts from subject-centered to problem-centered.*
5. **Motivation to learn:** *Their motivation to learn is internal rather than externally generated.* (Knowles, 1984).

Effective learning for adults is dependent on faculty:

1. **Engaging learners actively in their learning:**
Adult learners generally prefer to participate, test new learning, and engage in discussion about the relevant content. Faculty needs to actively engage them at least 50% of the time through questions, activities, etc. and enable learners to discover how their new learning will serve them.
2. **Creating and maintaining an effective, safe learning environment:**
Adult learners will participate readily in an educational situation if the environment is physically and psychologically suitable. Physically suitable includes comfortable, well-lighted, and easily accessible space; psychologically suitable includes feeling welcome to offer opinions and differing views and to ask questions. Faculty needs to alter the physical environment to meet the needs of learners and to state and demonstrate that the learning situation is open and non-threatening.
3. **Demonstrating respect for differences:**
Adult learners are independent and self-reliant; they are of varied races, ethnicities, religions, backgrounds, experiences, and education. In an educational situation, they need to be respected for their differences, even if their experience and knowledge is different from faculty. Faculty needs to state and demonstrate their willingness to engage different views.
4. **Providing learners with information on what to expect:**
Adult learners prefer to understand what will happen in their learning and what will be expected of them in the learning environment. Faculty needs to provide an agenda, an overview, learning objectives, etc.
5. **Basing content on immediately applicable information and skills:**
Adult learners generally prefer to engage in learning that will help them in their daily lives and work. Faculty needs to ensure that theoretical information serves only as a background for practical application of new knowledge and skills.

[Instructional Design: The Backbone of Effective Education and Developing Faculty](#) NASJE curriculum designs include additional information on adult education theory and practical application.

Title: Developing Faculty

NOTES:

Part of the materials for NASJE curriculum designs is a glossary, which will be the basis for developing a shared or common professional language for judicial branch educators. The first time a word found in the NASJE Glossary is used in a curriculum design, it is identified with a word border. Subsequent uses of the word do not have a border. In the online format, the definition will pop up when you roll your cursor over the text inside the border. In the hard copy format, you can find the definition in the glossary at the end of the curriculum. Faculty members using the NASJE curriculum designs are encouraged to familiarize themselves with the definitions relevant to the content area by reviewing the glossary terminology.

Words or terms underlined and in blue indicate a link to parts of the curriculum design. In the electronic format, click on the text to view the identified item. In hard copy format, refer to the page number that follows the text.

Related to NASJE Competency:

[Competency Area 4 – Faculty Development](#) (available on the NASJE website)

Competency Summary: Judicial branch education is primarily based on using judicial branch personnel as faculty, most of whom have little or no expertise in serving as faculty for their peers. A faculty development program for these individuals includes an array of content. Effective judicial branch educators should possess the knowledge, skills and abilities needed to model effective performance as faculty – and thus be able to effectively develop others for faculty roles.

Target Audience:

Judicial branch educators new to working with, preparing and supporting judges, court personnel and others to serve as faculty.

Content Level: X Entry _____ Experienced

(This is not a reference to the general experience of the learner, but the experience the learner has with the specific content. For example, a learner with 20 years of experience in judicial branch education may be at the entry content level for a topic if he or she has not had an opportunity to work with the content or become proficient with it.)

Date Approved: June 18, 2013 Last Updated:

4.1.1.0 Curriculum Design

4.1.1.1 Curriculum Design Overview:

(This section provides an overview and states the purpose for this educational area. It does not include all the detail shown in the outline, but is intended to provide a synopsis of the content.)

Judicial branch education is often based on using judges, court personnel, justice system partners and others as faculty. These individuals generally do not have experience or formal education in the areas of adult education, instructional design, and presentation skills. The major components of this educational area are to provide judicial branch educators with basic knowledge, skills and abilities to design and deliver courses – nationally, regionally and locally to enable individuals to serve effectively as faculty in the court system. In addition, content addresses some of the underlying issues regarding roles and responsibilities in the selection and development of faculty; this content is designed to assist judicial branch educators in establishing and maintaining procedures and practices that (a) institutionalize selection of and support for faculty and (b) define faculty and staff roles and responsibilities.

While this educational area includes information regarding a wide range of content, judicial branch educators would benefit from a more comprehensive exploration of several areas, including other NASJE curriculum designs and curriculum-based courses that are or will be available: Needs Assessment, Instructional Design, Developing and Implementing Curriculum and Programs, and Evaluation. These content areas will provide participants with a deeper understanding of these crucial components and enable them to assist local faculty and answer faculty-participant questions more effectively.

4.1.1.2 Special Notes for Faculty:

The content in this design includes some content from the entry-level curriculum design for instructional design [see [Instructional Design: the Backbone of Effective Education](#)], but this design approaches content from a different perspective. The content in this design will assist judicial branch educators in familiarizing and equipping judges and court personnel with a broad array of knowledge, skills, abilities, and attitudes that impact development and delivery of effective education for adult learners. This design includes the instructional design model recommended by the NASJE Curriculum Committee, but it also includes some aspects of faculty roles that go beyond the design of courses.

The content outline is divided into two parts. The two parts are to assist faculty in addressing how implementing faculty development might play-out in the environment of the courts [I – Basics for the Judicial Branch Educator] and then

in addressing the components of faculty development itself [II Basic Faculty Development Course Content]. The headings (A – H) are continuous throughout the design to assist with finding specific areas in the content outline when reviewing faculty resources and participant activities (which reference specific headings).

The initial part of the content outline, [I – Basics for the Judicial Branch Educator, headings A and B], provides learners with a basis and framework for embarking on faculty development in the environment of the judicial system. Some of the content in this part may be appropriate for judicial branch educators to include in a local faculty development course (e.g., roles and responsibilities of faculty and staff), depending on the specific circumstances of each learner.

In the second part, [II Basic Faculty Development Course Content, headings C – H] address content for inclusion in a faculty development course. Faculty for a course based on this curriculum design may choose to design and deliver a “model” faculty development course using headings C through G. If doing so, faculty should pause at strategic points to discuss and reflect on specific content, course design, teaching methods employed, teaching/learning aids used, and more. This approach would provide judicial branch educator participants with an opportunity to experience a well-designed faculty development course and to discuss strategies used to teach the relevant content. Heading H involves judicial branch educators in enhancing existing faculty development courses.

Faculty developing and delivering a course based on this curriculum design should model effective design and delivery, demonstrate what the content includes, and effectively employ adult education principles. In addition to modeling effective design for an adult education audience, faculty needs to include effective use of a variety of teaching methodologies, including active lecture (which engages participants in a dialog with faculty), small and large group discussion, hypothetical situations, role play, problem solving, and more.

In order to achieve learning objective 12, judicial branch educator participants are asked to bring a copy of their existing faculty development agenda; in case participants do not have a local faculty development course, faculty for this course should have a “case study” agenda for participants to review and improve.

The Curriculum Committee believes that issues of diversity and fairness, ethics, and technology are viable and valuable considerations to be incorporated into courses developed from NASJE curriculum designs. After reviewing the entry-level curriculum design for faculty development, address these areas as appropriate for your specific course. In addition to how these issues are already incorporated into this curriculum design, additional content could include:

- Diversity and fairness: The need to incorporate diversity issues in faculty development courses; the importance of bias-free/gender neutral terminology (e.g., expressions that may be offensive or may imply unfair/biased feelings such as he/she referring to judge/clerk respectively, unequal use of surnames, etc.); incorporating diversity in hypothetical situations, course materials, and role play (e.g., balancing gender roles, ensuring diversity is represented in clip art, photos, and other types of teaching aids); the need for judicial branch educators to select/use diverse faculty.
- Ethics: The importance of incorporating issues of ethics in faculty development courses (e.g., presenting multiple perspectives on an issue, demonstrating respect for all learners); the need for judicial branch education policies/practices that address faculty selection/use, use of evaluation results, and access to faculty development opportunities.
- Technology: The need for faculty development courses to address technological competency of faculty; use of technology as a tool to limitations of technology as a delivery mechanism.

4.1.1.3 Participant Learning Objectives:

(These are statements of what participants can say and/or do to demonstrate learning when participating in a course designed from this content. Learning objectives are directly related to selection of content for this curriculum design. They are listed in order of importance or in a logical progression in both the "in general" and "for the individual situation" sections. Faculty is encouraged to use learning objectives from both areas. Included with this curriculum design are participant activity suggestions for each learning objective.)

As a result of this education, participants will be able to:

In General:

1. Discuss the unique environment of the courts with regard to faculty selection and development, including the roles and responsibilities of relevant committees and judicial branch educators;*
2. Explain the key components/topics that need to be included in a faculty development course, including the sequential steps of instructional design and use of curriculum designs;
3. Develop a course goal and measurable learning objectives;
4. Define various teaching methods and the benefits and drawbacks of each;

* The basis of this learning objective is from Competency Area 1, Governance: Roles, Responsibilities, Structures, and Functions of Boards, Advisory and Planning Committees, and is addressed here only as it overlaps with faculty development.

5. List strategies to develop a safe learning environment for participants;
6. Discuss the importance of modeling integrity, fairness and honesty while teaching;
7. Describe open-ended questions and closed questions and the advantages of open-ended questions in a learning environment;
8. Explain the benefits and drawbacks of various audiovisual aids, handouts and other teaching aids, and effective guidelines and strategies for their use;
9. Identify the benefits and drawbacks of various delivery mechanisms, including in-person delivery and electronic delivery;
10. State the benefits and drawbacks of various seating arrangements and effective guidelines and strategies for their use;
11. Prepare an outline for a course based on a curriculum design template;
12. Demonstrate effective presentation skills;

For the Individual Situation:

13. Identify any “missing” components of existing local faculty development courses (based on the components discussed).

4.1.1.4 Educational Content:

(This is an outline of content to be included in courses developed from this curriculum design. Each area of content is annotated with the bracketed number of the learning objective it supports. The information in parentheses after key headings of the outline provides faculty with the overarching question the heading is designed to address.)

I. Basics for the Judicial Branch Educator

- A. Roles and Responsibilities in Judicial Branch Education Regarding Faculty **[1]**
 - a. Curriculum and/or program committee roles (*what are the parameters or scope of responsibility*) – before undertaking faculty development, judicial branch educators should assess the involvement of committees; possibilities include:
 - i. Recommendations for or selection of faculty
 - ii. Guidance with or approval of course content
 - iii. Directly evaluating faculty performance or reviewing peer, staff, or participant evaluation of faculty

- implementing faculty development courses, judicial branch educators should make many decisions, including:
- i. Criteria for participation, such as commitment to a certain number of faculty service hours, full attendance, demonstration of faculty skills
 - ii. What can faculty learners expect after attendance, for example will all participants be guaranteed an opportunity to teach
 - iii. Monitoring quality and use of adult education strategies, for example, will faculty learners be paired with experienced faculty or be observed by judicial branch educators and/or peers
- c. Providing continuing education and support for faculty (*what can faculty expect*) – before implementing faculty development courses, judicial branch educators should have a plan that may include:
- i. Support for instructional design, for example judges and court personnel may not have the time to fully develop courses, develop teaching/learning aids, or design activities to evaluate learning
 - ii. Technical assistance, for example whether delivering a course in-person or electronically, faculty may be able to use technology but unable to troubleshoot if problems occur during a course
 - iii. Opportunities to enhance skills and abilities, for example faculty may benefit from continuing education that focuses on specific skills, use of new technology, use of new delivery mechanisms, and more
- d. Ethical issues for judicial branch educators (*what are some potential dilemmas*) – before implementing faculty development, judicial branch educators should have strategies in place to:
- i. Engage committees as appropriate
 - ii. Provide timelines and templates for faculty to develop courses
 - iii. Ensure faculty adhere to content guidelines and fulfill planning and delivery expectations
 - iv. Ensure faculty evaluate learning as determined by learning objectives

II. Basic Faculty Development Course Content

C. Adult Education [2]

- a. Adult education principles (*what are some critical points*)
 - i. Pedagogy v. andragogy – generally faculty or teacher-centered education vs. learner-centered education; andragogy focuses on what participants need to know and be able to do rather than what faculty wants to teach

- ii. Participatory teaching and learning - actively engaging participants in their own learning
 - iii. Respect of diverse experience and perspectives - being open to conflicting ideas
 - iv. Adult learner preference for immediately applicable information/skills - providing brief theory and more on the application of content
 - v. Adult learner desire to know what to expect - reviewing learning objectives, giving a course overview, explaining expectations
- b. **Learning styles** [see 4.1.2.2 [Learning Style Models](#), pg. 28] (*what are some differences in how adults learn and what are some similarities among models*) – faculty needs to be aware a variety of models, including:
- i. Visual, auditory, and kinesthetic
 - ii. Kolb Learning Styles
 - iii. Herrmann Whole Brain Theory
 - iv. DISC – Dominance, Influence, Steadiness, Compliance
- D. Curriculum, Program, and Course Development [2]
- a. Definitions (*what are the differences*)
- i. Curriculum – an overarching plan of education for a specific target audience; may be as brief as a list of topics or as detailed as course plans with relevant materials; used to guide the education of the target audience
 - ii. Program – a discrete educational endeavor; may be a conference that includes large group plenary sessions, small group seminars or workshops – or – may be an online study, a videoconference, a DVD – or – may be packaged in other ways; involves course(s), registration, logistics, administrative and technical support, and more
 - iii. Course – the actual delivery of educational content, including instructional design and related issues; may be a large group plenary session, a small group seminar or workshop, an online study, a videoconference, a DVD or may be in other formats; may be part of an overarching curriculum or may be a stand-alone content area or issue
- b. Resources for faculty (*what is available to assist faculty*)
- i. Curriculum designs/templates/guides – overview of what may be available from planners regarding content
 - ii. Program formats/templates – overview of scope of activities necessary to support delivery of course
 - iii. Course/instructional design formats/templates – overview of what is expected from faculty

- E. Instructional Design (*what are the steps and their sequence*) [see 4.1.2.3 [Instructional Design Model](#), pg. 33] [for more detail, see the entry-level curriculum design for instructional design, [Instructional Design: The Backbone of Effective Education](#)]
- a. Conducting the needs assessment [2] [see the entry-level curriculum design for needs assessment, [Needs Assessment: The Basics of Processes and Models](#)] – implementing a process to compare an existing state/situation with a desired state/situation and determine whether education can bridge the gap (for example: Judges need to understand how the new legislation will impact sentencing)
 - i. May be determined by written survey of potential learners, by a focus group
 - ii. May be determined through document review, e.g., job descriptions or competencies
 - iii. May be based on analysis of problems
 - b. Establishing course goals [2, 3] – stating the overall purpose or aim of a course
 - i. Should be based on the educational need
 - ii. Generally stated in terms of what planners and/or faculty hope to accomplish through education
 - iii. Is generally aspirational and does not need to be stated in directly observable or measurable terms (for example: This course will familiarize learners with the new legislation)
 - c. Developing learning objectives [2, 3] – stating what participants will be able to say or do to demonstrate learning during a course
 - i. Should be based on the goal
 - ii. Are stated with action verbs [see 4.1.2.4 [Bloom’s Taxonomy](#), pg. 35] that reference behaviors faculty can observe
 1. Involve three types of verbs
 - a. Cognitive – what people know
 - b. Psychomotor – what tasks people can perform
 - c. Affective – what people feel (attitudes)
 2. Involve increasingly complex levels of learning
 - iii. Used to determine selection of content
 - iv. Determine whether course goals are being met
 - v. Influence selection of teaching methodologies
 - vi. Determine participant activities for faculty to evaluate participant learning
 - d. Selecting content [2] – choosing topics and subtopics to support participant achievement of learning objectives
 - e. Developing course structure [2] – arranging content to maximize learning, including:
 - i. Addressing various learning styles

- ii. Building on participants' current knowledge, skills and abilities
- iii. Incorporating time for activities and evaluation of learning
- iv. Arranging information in a logical manner for the specific type of content
 - 1. Simple to complex – for complicated or unfamiliar content
 - 2. Chronological order – for processes and procedures
 - 3. Macrocosm to microcosm or vice versa – to focus on how content fits the local situation
- f. Determining teaching methodologies [[2](#), [4](#)] [see 4.1.2.5 [Teaching Methodologies](#), pg. 37]– selecting strategies, approaches and activities to provide content to learners
 - i. Need to be chosen based on the specific content
 - ii. Should address a variety of learning styles
 - iii. May include lecture, panel, debate, self-study, large and small group discussions, individual activity, question and answer, demonstration, simulation, role-play, and more
 - iv. Are most effective if several are used in a course
 - v. Need to be carefully chosen if faculty are using a [team teaching](#) approach [see the experienced-level curriculum design for faculty development, [Enhancing Faculty Performance](#), subsection F, [Team Teaching Skills](#)]
 - 1. Combining faculty who have different perspectives, jobs, expertise
 - 2. Using experienced faculty to mentor new faculty
- g. Choosing teaching aids [[2](#), [8](#)] [see 4.1.2.6 [Audiovisual Aids, Handouts and Other Teaching Aids](#), pg. 40] – selecting enhancements for learning
 - i. Choose only what supports participants' learning
 - ii. Develop and follow guidelines and strategies for use of various aids
- h. Developing course materials [[2](#), [8](#)] [see 4.1.2.6 [Audiovisual Aids, Handouts and Other Teaching Aids](#), pg. 40] – creating documents, charts, checklists, and other materials that have direct relevance to delivery of content and participants' learning
 - i. Ensure quality and brevity
 - ii. Determine when and how to use, including pre-course, during course, and post course materials
- i. Designing evaluation strategies [[2](#)] – measuring learning based on objectives
 - i. Ensure a variety of participant activities to measure learning
 - ii. Plan times for evaluation to occur throughout the course
 - iii. Develop instructions for activities

- j. Determining the setting for learners [2, 10] – for in-person delivery, the setting includes placement of faculty and audiovisual aids as well as choosing a seating arrangement (choose an arrangement that supports learning and participant activities; avoid having space dictate the arrangement; it is better to have fewer learners in an effective arrangement than to have many learners in an unsuitable arrangement; possibilities include theater, classroom, rounds, union, and U styles) [see 4.1.2.7 [Seating Arrangements](#), pg. 43]; for electronic delivery, the setting includes whether learners will gather in groups (in which case seating arrangement may be a consideration) or access the course individually and what teaching/learning aids need to be available for ready access during the course
- k. Delivering the course (*what are the components for faculty to consider that go beyond the instructional design process*)
 - i. Creating a safe learning environment [2, 5, 10] (*what makes it feel safe for participants*)
 - 1. Physical setting – selecting a place that is appropriate for educational activity; ensuring physical comfort, including seating, temperature, lighting, visibility for use of audiovisual aids, “readable” font sizes for text used in materials and with audiovisuals
 - 2. Psychological setting – demonstrating respect for everyone; welcoming differing views; engaging participants actively in learning; establishing faculty/participant parity; creating non-threatening questions; valuing participant input; being open to participant questions; protecting all participants and perspectives
 - ii. Addressing ethical issues [2, 6] (*what are faculty responsibilities*) – presenting an array of perspectives; avoiding conflicts of interest, accepting diverse opinions
 - iii. Ensuring fairness and incorporation of diversity [2, 6] (*what are faculty responsibilities*) – designing participant activities that represent gender, cultural and ethnic-neutral situations; protecting participant input/perspectives; dealing with inappropriate comments or behaviors
 - iv. Using effective presentation skills [see 4.1.2.8 [Presentation Skills](#), pg. 45] [2, 12] (*what are the basic skills needed*) – honoring adult education principles; making eye contact; speaking conversationally; pacing content delivery to meet participant readiness/ability,
 - v. Using audiovisual aids, handouts and other teaching aids effectively [2, 8] (*what skills are needed to choose and use*)

- understanding the benefits and drawbacks of each aid; demonstrating effective use; avoiding potential copyright violation issues; in-person and electronic delivery options [see G for more detail]
- vi. Asking questions effectively [2, 7] (*what are the strategies for asking questions*) – using open-ended questions to engage participants; reframing questions that are unclear or misunderstood by participants; validating participant input/answers; taking responsibility for misinformation or misunderstanding; in-person and electronic delivery options [see G for more detail]
- vii. Answering questions appropriately [2] (*what are the strategies for responding to participant questions*) – respecting and addressing a participant’s need; respecting the needs of the group; staying within relevant content areas; use of a “parking lot”; admitting to lack of information/knowledge; giving questions to the participant group to answer; etc.
- viii. Troubleshooting (*what kinds of things can go wrong and what are some ideas as to how to address them*) – “scoping out” the educational environment; having a back-up plan if technology fails; dealing with an undesirable room or learning environment, etc.
- ix. Adapting for various delivery mechanisms [2, 9] [see 4.1.2.9 [Delivery Mechanisms](#), pg. 47] (*what are the possibilities*) – ideally the delivery mechanism will be chosen early in the course design process, but due to numerous variables it may be determined during the design process or after the course is designed
 1. In-person delivery (*what is it*) – live, face-to-face delivery; includes conferences, plenary sessions, seminars, workshops
 - a. Benefits – familiar, easy for faculty to measure learning, essential for some types of content such as fairness
 - b. Limitations – costs, restrictions on number or participants
 2. Electronic delivery (*what is it and will motivate faculty to use new mechanisms*) – content delivered electronically; includes synchronous and asynchronous delivery that include online and offline courses, videoconferences, podcasts, audio tapes, videotapes/DVDs, and more; benefits and limitations of each; demonstrations of electronic delivery tools to

- engage faculty in trying these approaches;
testimonials from other faculty who have used these approaches
- a. Benefits – reaches larger and more dispersed group of learners, reasonable costs after initial expense of acquiring technology, saves time and costs of travel for faculty and learners
 - b. Limitations – unfamiliar for some learners; some electronic delivery is unavailable for some learners; faculty may be uncomfortable with some technology, may require tech staff for development, delivery, and troubleshooting
- x. Blended delivery (what is it and why use it) – content delivery using a combination of in-person and electronic delivery [see the experienced-level design for instructional design, [Overcoming Challenges in Instructional Design](#), pgs. 73-75 for additional details]
1. Benefits – enables learners to engage in a variety of learning experience (some led by faculty others self-paced, some with other learners others individually)
 2. Limitations – may take faculty more time to design for multiple delivery mechanisms
- l. Evaluating [2] [see the entry-level curriculum design for evaluation, [Evaluation: The Basics of Five Approaches](#) for details]
- i. Participant evaluation (*what is it*) – involving participants in post-course assessment regarding value of content and faculty (knowledge, skills, abilities, and attitudes)
 1. Benefits – offers learners an opportunity for input; may yield important information for development and delivery of future courses
 2. Limitations – not all learners respond; often those who do have strong opinions (positive or negative); generally conducted at conclusion of course so feedback does not contribute to altering the current course
 - ii. Evaluation of learning (*what is it*) – actively assessing participant ability to achieve learning objectives through faculty observation – or – for certain electronic delivery a learner self-evaluation; basing evaluation on learning objectives; conducting evaluation throughout the course; using evaluation to guide delivery of remaining content
 1. Benefits – enables faculty to assess content and delivery; if conducted throughout the course enables faculty to make changes while course is in progress;

- is an indicator of whether learners will be able to use content on the job
2. Limitations – sometimes difficult for faculty to assess learning in large groups; faculty may omit evaluation if time is short; needs to be planned prior to course
 3. Options and approaches
 - a. Evaluation in in-person delivery – individual or group activities, discussions, question and answer
 - b. Evaluation in electronic delivery – depends on the type of delivery
 - iii. Evaluation of transfer of learning (*what is it*) – engaging supervisors/managers in assessing changes to participant behavior as a result of education
 1. Benefits - is a true measure of whether the education made a difference
 2. Limitations – faculty needs to engage managers and supervisors before the education is delivered to share content and learning objectives (to show relevance to learners’ work); managers and supervisors need a baseline to assess changes; changes may best be assessed a few weeks or months after the education is delivered
 - iv. Peer or planner evaluation – assessment of a course by a faculty constituent, a planning committee member, or a judicial branch educator to determine if the course followed its design and met its goals
 - v. Impact evaluation – an assessment of the long-term effect of education on learners and the public
- F. Designing and Delivering a Course as Part of Faculty Development [\[2-12\]](#)
(how can learners apply new knowledge, skills and abilities gained from a faculty development course)
- a. Faculty demonstration – faculty learners use new skills and abilities
 - b. Assessing faculty demonstrations – fellow learners and judicial branch educators provide feedback; allow fellow learners to provide feedback first to utilize what they have learned; judicial branch educators can address anything not mentioned by learners
 - i. Giving positive feedback – begin with what was effective to highlight learner strengths
 - ii. Giving constructive feedback – make suggestions to assist in further development of the learner and their course
 - c. Taping for self assessment – providing each learner with a recording of his or her demonstration to view privately at a later time is a powerful tool

- d. Ongoing assessment and feedback for continued growth – providing feedback during faculty development courses creates a supportive environment that enables learners to accept feedback if/when observed in the future
- G. Working with a Curriculum Design [11] (*what will a curriculum design provide for faculty learners to develop a course*) [see [Creating a Course from a NASJE Curriculum Design](#)]; if a curriculum design is available for faculty learners, it may provide a great deal of information to assist with developing a course; the following is based on what a NASJE curriculum design would provide based on steps in 4.1.2.3 [Instructional Design Model](#), pg. 33
 - a. Determine the educational need (step 1) – review the overview for assistance
 - b. State the course goal (step 2) – review the overview for assistance
 - c. State learning objectives (step 3) – select (and tailor if necessary) objectives from the list provided
 - d. Select content (step 4) – content is annotated with the learning objectives it supports (tailor content for allotted time and current situation if necessary)
 - e. Develop course materials (step 8) – many of the faculty resources may be used as course materials
 - f. Develop evaluation strategies (step 9) – participant activities are provided for each learning objective; most include worksheets; other types of evaluations may be designed by planners
- H. Enhancing Existing Faculty Development Courses [13] (*what is needed*)
 - a. Review current agendas
 - b. Identify missing or under-addressed components
 - c. Determine revisions and improvements

4.1.1.5 Resources for Faculty:

(This is a list of documents, reference materials, and other sources of information that faculty may find useful. In addition to the attached materials, links are provided to more detailed resources.)

- 4.1.2.1 [Credibility](#), pg. 25
- 4.1.2.2 [Learning Style Models](#), pg. 28
- 4.1.2.3 [Instructional Design Model](#), pg. 33
- 4.1.2.4 [Bloom’s Taxonomy](#), pg. 35
- 4.1.2.5 [Teaching Methodologies](#), pg. 37
- 4.1.2.6 [Audiovisual Aids, Handouts, and Other Teaching Aids](#), pg. 40
- 4.1.2.7 [Seating Arrangements](#), pg. 43
- 4.1.2.8 [Presentation Skills](#), pg. 45
- 4.1.2.9 [Delivery Mechanisms](#), pg. 47
- [NASJE Core Competencies](#)

To highlight learning styles, clips from “Dead Poet’s Society,” “Ferris Bueller’s Day Off,” and “School of Rock”

4.1.1.6 Related Educational Areas:

(This is a list of content and/or contextual issues that are relevant to this educational area; faculty should be familiar with these areas and may include or reference some of this material in courses developed from this curriculum design.)

Other relevant NASJE curriculum designs or curriculum-based courses:

- [The Basics of Governance in Judicial Branch Education](#)
- [Curricula and Programs: The Basics of Models, Development, and Implementation](#)
- [Instructional Design: The Backbone of Effective Education](#)
- [Needs Assessment: The Basics of Processes and Models](#)
- [Evaluation: The Basics of Five Approaches](#)

Other relevant topics or educational areas:

- Ethics
- Technology
- Fairness and Diversity
- Legal Terminology
- The Court System

Last reviewed April 13, 2013

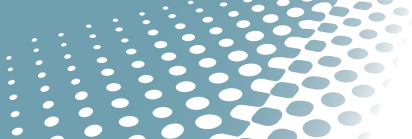
Developing Faculty

4.1.1.7 Learning Objective, Resource, and Activity Chart

This chart shows the relationship among learning objectives, certain faculty resources, and participant activities; there are faculty resources that are not directly linked to learning objectives and thus are not referenced in this chart.

Learning Objective	Faculty Resource	Participant Activity
1. Discuss the unique environment of the courts with regard to faculty selection and development, including the roles and responsibilities of relevant committees and judicial branch educators.	None	4.1.3.1 Governance, Faculty and Ethics , pg. 53
2. Explain the key components/topics that need to be included in a faculty development course, including the sequential steps of instructional design and use of curriculum designs.	4.1.2.3 Instructional Design Model , pg. 33	4.1.3.2 A Faculty Development Course , pg. 55
3. Develop a course goal and learning objectives.	4.1.2.3 Instructional Design Model , pg. 33 and 4.1.2.4 Bloom's Taxonomy , pg. 35	4.1.3.3 Stating an Educational Need, a Course Goal and Learning Objectives , pg. 58
4. Define various teaching methods and the benefits and drawbacks of each.	4.1.2.3 Instructional Design Model , pg. 33 and 4.1.2.5 Teaching Methodologies , pg. 37	4.1.3.4 Teaching Methodologies – Comparison and Contrast , pg. 62
5. List strategies to develop a safe learning environment for participants.	None	4.1.3.5 What Makes it Feel Safe for Participants , pg. 65
6. Discuss the importance of modeling integrity, fairness	None	4.1.3.6 Building and Maintaining Trust in

and honesty while teaching.		an Educational Environment , pg. 67
7. Describe open-ended and closed questions and the advantages of open-ended questions in a learning environment.	None	4.1.3.7 The Potential Power of Questions , pg. 71
8. Explain the benefits and drawbacks of various audiovisual aids, handouts other and teaching aids, and effective guidelines and strategies for their use.	4.1.2.3 Instructional Design Model , pg. 33 and 4.1.2.6 Audiovisual Aids, Handouts, and Other Teaching Aids , pg. 40	4.1.3.8 Use of Audiovisual Aids, Handouts, and Other Teaching Aids , pg. 73
9. Identify the benefits and drawbacks of various delivery mechanisms, including in-person delivery and electronic delivery.	4.1.2.9 Delivery Mechanisms , pg. 47	4.1.3.9 Delivery Mechanisms- Comparison and Contrast , pg. 76
10. State the benefits and drawbacks of various seating arrangements and effective guidelines and strategies for their use.	4.1.2.3 Instructional Design Model , pg. 33 and 4.1.2.7 Seating Arrangements , pg. 43	4.1.3.10 Planning the Seating Arrangement , pg. 77
11. Prepare an outline for a course based on a curriculum design template.	None	4.1.3.11 Using a Curriculum Design to Design a Course , pg. 80
12. Demonstrate effective presentation skills.	4.1.2.8 Presentation Skills , pg. 45	4.1.3.12 Delivering a Course , pg. 82
13. Identify any "missing" components of existing local faculty development courses (based on the components discussed).	None	4.1.3.13 Review of Local Faculty Development Courses , pg. 83



NASJE

CURRICULUM DESIGN

 **FACULTY RESOURCES**



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Developing Faculty

Explanation of Faculty Resource

4.1.2.1 Credibility

Purpose of resource/document

This two-page resource provides an instrument for judicial branch educators and planning committees to use when selecting faculty, and a handout for participants in a faculty development course.

Use of resource/document

This information would be useful when discussing faculty credibility with judicial branch educators [see B, [Issues Regarding Faculty Development](#), subpart a, [Choosing faculty](#), pg. 10 in the curriculum design]. While the measure of credibility in this resource is not exhaustive, it will provide judicial branch educators with some ideas regarding what they and planning committees need to consider – and also provides them with some ideas regarding what they need to share with prospective faculty regarding credibility.

The first page is for judicial branch educators and planning committees. The second page may be used/adapted as a handout for prospective faculty in a faculty development course.

Related documents or materials

None

Developing Faculty

Choosing Faculty: What Judicial Branch Educators Need to Know and Consider About Credibility

Choosing faculty involves many factors, including credibility. Credibility involves five judgments - whether potential faculty is:

1. Competent
2. Honest
3. Poised (Confident)
4. Friendly
5. Enthusiastic

These judgments affect whether others will:

- ▶ Listen to what faculty has to share
- ▶ Respect what faculty offers
- ▶ Follow directions given by faculty
- ▶ Cooperate with faculty

Judgments about competency are based on:

1. Reputation (behaviors, opinions of respected people)
2. Personal appearance (professionally appropriate, neat, clean)
3. Credentials (level of experience, position/title)

Judgments about honesty, confidence, friendliness and enthusiasm are based on:

1. Use of voice (tone, pace)
2. Level of organization (content and presentation)
3. Objectivity (openness and respect for other opinions)
4. Sensitivity to others (respect for diversity, lack of bias)
5. Attribution of sources (giving appropriate credit to others)

"The behavior of the teacher probably influences the character of the learning climate more than any single factor..."

Malcolm Knowles, author, *The Modern Practice of Adult Education*

Developing Faculty

Faculty Credibility: What Faculty Needs to Know

Credibility involves five judgments that are made about you. These are judgments about whether you are:

1. Competent
2. Honest
3. Poised (Confident)
4. Friendly
5. Enthusiastic

These judgments affect whether others will:

- ▶ Listen to you
- ▶ Respect you
- ▶ Follow directions
- ▶ Cooperate with you

Judgments about competency are based on your:

1. Reputation (past behavior, opinions of respected people)
2. Personal appearance (professionally appropriate, neat, clean)
3. Credentials (experience, position/title)

Judgments about honesty, confidence, friendliness and enthusiasm are based on your:

1. Use of voice (tone, pace)
2. Level of organization (content and presentation)
3. Objectivity (openness and respect for other opinions)
4. Sensitivity to others (respect for diversity, lack of bias)
5. Attribution of sources (giving appropriate credit to others)

"The behavior of the teacher probably influences the character of the learning climate more than any single factor..."

Malcolm Knowles, author, *The Modern Practice of Adult Education*

Developing Faculty Explanation of Faculty Resource

4.1.2.2 Learning Style Models

Purpose of resource/document

This document provides a brief overview of four learning styles. The purpose of providing several models is to make judicial branch educators aware that there are various theories and that each has value. The only model to be explored in detail is Kolb, which is the model used by many judicial branch education departments/divisions.

Use of resource/document

This document is most effectively used when discussing a variety of learning styles [see C, [Adult Education](#), subpart b, [Learning styles](#), pg. 12 in the curriculum design].

After an overview of all four styles, faculty is encouraged to provide more depth and detail on the Kolb model, since this model is most frequently used in judicial branch education.

NOTE: Faculty needs to know more about each model than what is presented in the models. The bibliography provides references and resources for further information on each.

Related documents or materials

Faculty resource

4.1.2.3 [Instructional Design Model](#), pg. 33

Developing Faculty

Learning Styles

Visual, Auditory, Kinesthetic

This theory is based on which sense individuals use to take in and recall information. Learners will learn with any of the three senses, but learn most effectively with one.



Visual learners recall most effectively what they see. Characteristics include – these learners:

- Spell well, but forget names;
- Need time to think before fully understanding a lecture;
- Like color, charts, diagrams;
- May take extensive notes
- Prefer sitting near the front of the room;
- Enjoy use of multimedia presentations.



Auditory learners recall most effectively what they hear. Characteristics include – these learners:

- Remember names;
- Notice sound effects in films and enjoy music;
- Can't keep quiet for long periods of time;
- Sit where they can hear, but do not need to see what is happening;
- Prefer lectures to reading and seldom take notes.



Kinesthetic learners recall most effectively what they do. Characteristics include – these learners:

- Are good at sports and can't remain still for long periods of time;
- Like role play activity;
- Like memory games;
- Learn by doing;
- Enjoy learning that involves manipulating materials and objects;
- Remember what was done in a course, but maybe not what was said.

Developing Faculty Learning Styles

DISC

This theory indicates that individuals have tendencies for four categories in the DISC style, but one is generally predominate. The predominant style determines learning preferences.

D Style (Dominance) – Individuals who score high in this tendency are direct, results-oriented, and self-reliant. As learners they are impatient and want fast-paced information in a course. They do not like spending time on what they consider unimportant. They may challenge faculty and may dominate a conversation. They learn effectively through trial and error. They have a preconceived mindset about almost any topic.

I Style (Influence) – Individuals who score high in this tendency are people-oriented and process-oriented. As learners, they are open to trying new approaches. They enjoy having fun in a learning environment. They learn best in a group and with visual representations. They participate actively in discussion and enjoy role play, but have a short attention span if content is not challenging. They respond well to faculty who can entertain as well as teach.

S Style (Steadiness) – Individuals who score high in this tendency are somewhat hesitant about change and need to understand why change is necessary. As learners, they like a step-by-step approach and will not be pressured into learning quickly. They like to observe and then perform new tasks. They may ask a lot of questions, but have considerable patience when learning. They respond well to a faculty member who provides content in a step-by-step manner.

C Style (Compliance/Conscientious) – Individuals who score high in this tendency are detail-oriented and feel there is a “right” way to do things; they are concerned with rules. As learners, they want a lot of information and want things to stay on a schedule. They respond well to faculty who present information in a logical and unemotional manner.

Developing Faculty

Learning Styles

Ned Herrmann Whole Brain Theory

Herrmann theorizes that there are four learning styles, based on four quadrants of the brain that learners prefer or tend to use. He suggests using a variety of teaching approaches in any course to address each of the four styles.

Left Brain

Right Brain

<p style="text-align: center;">A. The Rational Self Cerebral Left Brain</p> <ul style="list-style-type: none"> • Knows how things work; • Likes numbers; • Is realistic; • Is critical and logical; • Quantifies; • Analyzes. <p>Learner expects:</p> <ul style="list-style-type: none"> • To-the-point information; • Theory and logical rationales; • Proof of validity; • Research references; • Quantifiable numbers, data; • Opportunity to ask questions; • Subject matter expertise. 	<p style="text-align: center;">D. Experimental Self Cerebral Right Brain</p> <ul style="list-style-type: none"> • Infers; • Imagines; • Is curious/plays, likes surprises; • Breaks rules; • Speculates; • Is impetuous and takes risks. <p>Learner expects:</p> <ul style="list-style-type: none"> • Fun and spontaneity; • Pictures, metaphors, overviews; • Discovery of content; • Freedom to explore; • Quick pace, variety in format; • New ideas and concepts; • Opportunity to experiment.
<p style="text-align: center;">B. Safekeeping Self Limbic Left Brain</p> <ul style="list-style-type: none"> • Plans; • Timely; • Is neat; • Prioritizes and is reliable; • Gets things done; • Establishes procedures; • Takes preventative action. <p>Learner expects:</p> <ul style="list-style-type: none"> • An organized approach; • Staying on track and on time; • A beginning, middle and end; • Opportunity to practice • Opportunity to evaluate • Practical applications/examples; • Clear expectations, instructions 	<p style="text-align: center;">C. Feeling Self Limbic Right Brain</p> <ul style="list-style-type: none"> • Feels; • Talks a lot; • Is emotional and expressive; • Is supportive; • Touches a lot; • Likes to teach; • Is sensitive to others. <p>Learner expects:</p> <ul style="list-style-type: none"> • Group discussions; • Involvement; • Kinesthetic, moving around; • Hands-on learning; • Emotional involvement; • User-friendly experience; • Use of all senses.

Developing Faculty

Learning Styles

Kolb Learning Styles

Kolb theorizes that learners take in information, represented by the vertical line, through concrete experience and abstract conceptualization. Learners have a preference for one or the other. In addition, he theorizes that learners process information, represented by the horizontal line, through observation and reflection and through active experimentation. Based on preferences for both the vertical and horizontal lines, Kolb identifies four learning styles.

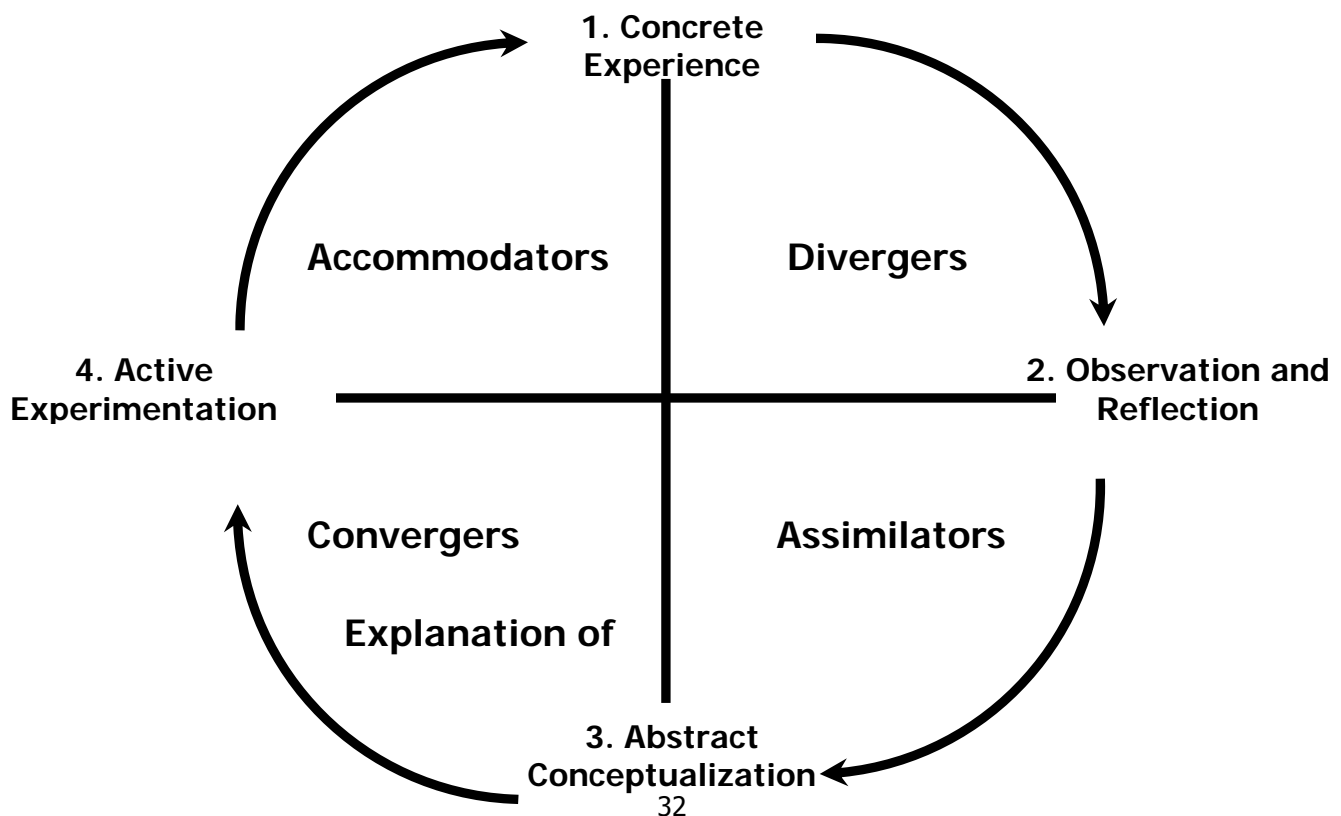
Divergers: prefer to have direct experiences and think deeply about them;

Convergers: prefer thinking about things and then trying them out;

Assimilators: prefer a cognitive approach and prefer to think rather than act;

Accommodators: have a hands-on approach and will take creative risks.

In any learning environment, learners will represent all four styles. Kolb suggests teaching by (1) providing a concrete experience, such as a film, a story, recalling a memory, (2) giving learners time to reflect on and discuss what they experienced, (3) offering new concepts and ideas, and (4) providing time for learners to test new concepts and ideas to see if they work for them. Learners learn in all four phases, but have preferences that faculty need to address.



Developing Faculty Explanation of Faculty Resource

4.1.2.3 Instructional Design Model

Purpose of resource/document

This resource graphically presents the steps of the instructional design model recommended by the NASDJE Curriculum Committee for use in judicial branch education. It is explored more fully in another curriculum design, [Instructional Design: The Backbone of Effective Education](#). It is presented here to assist judicial branch educators in developing a faculty development course that includes instructional design.

Use of resource/document

This resource would be effective as an introduction to instructional design [see E, [Instructional Design](#), pg. 13 in the curriculum design]

Related documents or materials

Faculty resources

- 4.1.2.2 [Learning Style Models](#), pg. 28
- 4.1.2.4 [Bloom's Taxonomy](#), pg. 35
- 4.1.2.5 [Teaching Methodologies](#), pg. 37
- 4.1.2.6 [Audiovisual Aids, Handouts, and Other Teaching Aids](#), pg. 40
- 4.1.2.7 [Seating Arrangements](#), pg. 43

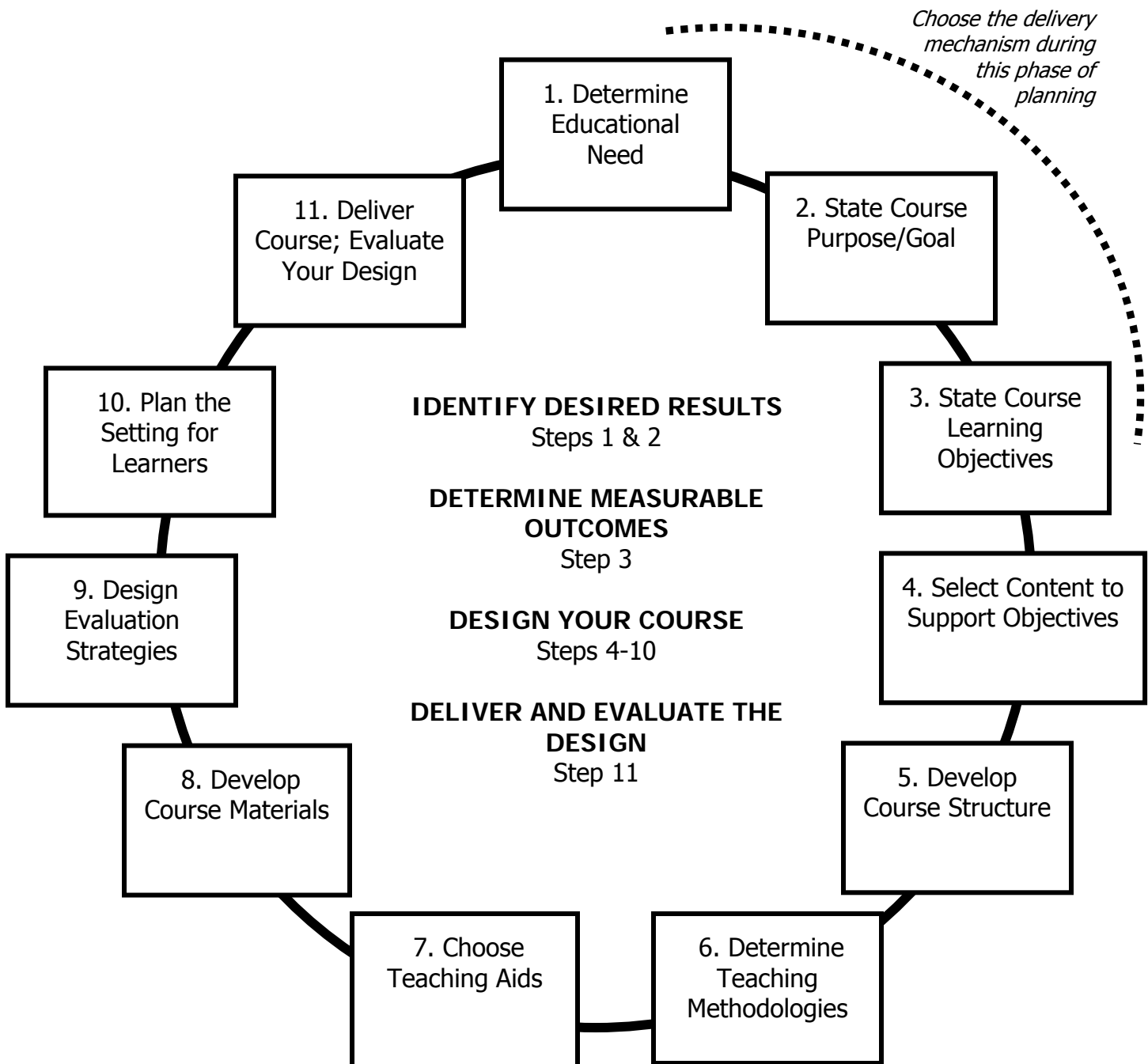
Participant activities

- 4.1.3.2 [A Faculty Development Course](#), pg. 55
- 4.1.3.3 [Stating an Educational Need, a Course Goal, and Learning Objectives](#), pg. 58
- 4.1.3.4 [Teaching Methodologies](#), pg. 62
- 4.1.3.8 [Use of Audiovisual Aids, Handouts, and Other Teaching Aids](#), pg. 73
- 4.1.3.10 [Planning the Seating Arrangement](#), pg. 77

Developing Faculty Explanation of Faculty Resource

Recommended Instructional Design Model

This is the recommended instructional design model/cycle for creating a course. While depicted as a cyclic model, depending on numerous variables, judicial branch educators may need to revisit and revise previous steps during the process.



Developing Faculty Explanation of Faculty Resource

4.1.2.4 Bloom's Taxonomy

Purpose of resource/document

The purpose of the taxonomy is to provide judicial branch educators with an overview of what "action" verbs are and with an explanation of how some action verbs are more basic while others are more complex.

Use of resource/document

The taxonomy may be used in two different content areas in the course. Initially, it may be used in the portion of the course that deals with instructional design [see E, [Instructional Design/Planning](#), subpart c, [Developing learning objectives](#), pg. 13 in the curriculum design], specifically when discussing development of learning objectives. Faculty needs to (1) discuss the measurability of the action verbs, (2) discuss the progression of complexity from the top of the taxonomy to the bottom, and (3) provide a comparison of the verbs in the taxonomy with other verbs that are not action verbs, such as "know," "understand," "appreciate," "be sensitive," etc.

Then it may be used as a reference when addressing participant achievement of learning objective 3. In this instance, participants may use action verbs from the taxonomy and/or may use the taxonomy to generate additional ideas for action verbs.

Related documents or materials

Faculty resource

4.1.2.3 [Instructional Design Model](#), pg. 33

Participant activity

4.1.3.3 [Stating an Educational Need, a Course Goal and Learning Objectives](#), pg. 58

Developing Faculty Bloom's Taxonomy

Benjamin Bloom created a taxonomy of action verbs to describe and classify ways in which individuals could demonstrate learning; these are effective in learning objectives. Verbs are arranged from basic (at the top) to more complex (at the bottom of the chart).

Basic		
Knowledge	Define	Recite
	Identify	List
	Name	Match
	Label	State
	Find	Recall
Comprehension	Demonstrate	Discuss
	Explain	Review
	Paraphrase	Summarize
	Classify	Illustrate
	Describe	Interpret
Application	Choose	Select
	Apply	Use
	Prepare	Compute
	Determine	Solve
	Report	Demonstrate
Analysis	Analyze	Classify
	Compare	Contrast
	Distinguish	Outline
	Illustrate	Prioritize
	Characterize	Correlate
Synthesis	Compose	Design
	Develop	Differentiate
	Organize	Perform
	Revise	Modify
	Invent	Formulate
Evaluation	Appraise	Critique
	Evaluate	Prioritize
	Rate	Rank
	Defend	Decide
	Justify	Interpret
Most Complex		

[For learning objectives, avoid verbs that are not measurable, such as: know, understand, perceive, be aware of, comprehend, believe, feel, realize, etc.]

Developing Faculty

Explanation of Faculty Resource

4.1.2.5 Teaching Methodologies

Purpose of resource/document

This document provides an overview of several teaching methodologies that are useful in educating adults; the overview includes benefits and drawbacks for each methodology and tips for effective use.

Use of resource/document

This document would be useful when discussing the variety of teaching methodologies useful in adult education [see E, [Instructional Design](#), subpart f, [Determining teaching methodologies](#), pg. 14 in the curriculum design]. The descriptions provided may be used by faculty in the presentation of teaching methodologies and may be provided to judicial branch educators as a reference.

Faculty needs to supplement what the document provides with additional ideas and tips for effective use.

Related documents or materials

Faculty resource

4.1.2.3 [Instructional Design Model](#), pg. 33

Participant activity

4.1.3.4 [Teaching Methodologies – Comparison and Contrast](#), pg. 62

Developing Faculty

Teaching Methodologies

This document provides an overview of various teaching methodologies, their benefits and drawbacks, as well as tips for their effective use in adult education.

Lecture

- Description: Faculty delivers content at his/her pace; may use audiovisual aids; may use a lectern;
- Benefits: Efficient; effective for auditory learners;
- Drawbacks: Participants are passive; may be boring to some participants;
- Tips for effective use: Demonstrate energy and interest in the topic; use audiovisual aids; use only for short periods of time.

Active Lecture

- Description: Faculty delivers content and frequently asks for participants input; may use audiovisual aids; may use a lectern;
- Benefits: Efficient; engages participants to some degree;
- Drawbacks: May be boring to some participants; some participants are passive;
- Tips for effective use: Demonstrate energy and interest in the topic; use audiovisual aids; engage participants frequently.

Panel

- Description: Several people present their own perspectives on a common topic; needs a facilitator to be effective;
- Benefits: Provides a variety of perspectives on a topic; generates interest;
- Drawbacks: May become "serial lecture"; a panel member may dominate;
- Tips for effective use: Use a skilled facilitator to engage panel members in an interesting way: asking questions, challenging panel members' thinking, soliciting contrasting or complementary views; solicit and use questions from participants.

Debate

- Description: Generally two people with differing views exchange point and counterpoint;
- Benefits: Generally high-energy; provides contrasting views on a topic;
- Drawbacks: May become "serial lecture"; may get personal between debaters;
- Tips for effective use: Use a skilled facilitator to engage panel members in an interesting way: asking questions, challenging panel members' thinking, soliciting contrasting or complementary views; solicit and use questions from participants.

Self Study

- Description: Participants review materials/content on their own and at their own pace;
- Benefits: Participants are fully engaged in the content;
- Drawbacks: Some participants will be faster than others;
- Tips for effective use: Provide participants with a timeframe for completion.

Large Group Discussion

- Description: Faculty engages the full group in discussion;
- Benefits: Provides all participants with an opportunity to share information, experiences and perspectives; generates many ideas;
- Drawbacks: Some participants may be hesitant to speak in a large group;
- Tips for effective use: Use in combination with other teaching methodologies.

Small Group Discussion

- Description: Groups of 3 or more discuss an issue or work together on activity;
- Benefits: Participants may feel more comfortable speaking; engages everyone;
- Drawbacks: Takes time; some group members may dominate discussion;
- Tips for effective use: Provide participants with a timeframe for completion of their work/discussion; provide instructions verbally and in writing; consider having a facilitator and a recorder in each small group; obtain feedback from some or all groups on their work/discussion, new ideas, different views.

Individual Activity

- Description: Each participant works on an activity without input from others;
- Benefits: Allows each participant actively to explore/apply new information;
- Drawbacks: Some participants will be faster in completing their work;
- Tips for effective use: Provide participants with a timeframe for completion of their work; provide instructions verbally and in writing; move around the room so participants have an opportunity to ask you a question about the work.

Question and Answer

- Description: Faculty asks participants questions and solicits answers;
- Benefits: Allows faculty to gather information from participants; may be useful in measuring achievement of learning objectives;
- Drawbacks: Not everyone will be engaged or respond;
- Tips for effective use: Use open-ended questions; be prepared to “reframe”; questions that do not seem to be clear/understood by participants; if no answers are offered, provide an answer as a basis for further thinking and discussion.

Demonstration

- Description: Faculty shows participants a how to use new content;
- Benefits: Participants are able to see/hear practical application of information;
- Drawbacks: Participants may not be able to see/hear clearly;
- Tips for effective use: Ensure all participants can see/hear the demonstration; ask for comments on what was heard/observed.

Simulation, Role Play, Case Study or Hypothetical Situation

- Description: Participants are engaged in a situation that resembles real life;
- Benefits: Engages participants in situations that may not have clear-cut answers/resolution; generates active thinking and problem solving;
- Drawbacks: May not result in consensus;
- Tips for effective use: provide instructions verbally and in writing; be prepared to accept a variety of responses/perspectives; state “there may be many answers.”

Developing Faculty

Explanation of Faculty Resource

4.1.2.6 Audiovisual Aids, Handouts, and Other Teaching Aids

Purpose of resource/document

This document provides an overview of the most commonly used audiovisuals, handouts and teaching aids, their benefits and drawbacks, and tips for effective use. Faculty needs to remind participants that learners vary in their preferences for learning - visual, auditory and kinesthetic. Delivery of oral information may be augmented by use of visual aids and participant activities.

Use of resource/document

This document would be most effectively used during the discussion of audiovisual aids and handouts [see E, [Instructional Design](#), subpart g, [Choosing teaching aids](#), pg. 14 in the curriculum design].

Related documents or materials

Faculty resource

4.1.2.3 [Instructional Design Model](#), pg. 33

Participant activity

4.1.3.8 [Use of Audiovisual Aids, Handouts, and Other Teaching Aids](#), pg. 73

Developing Faculty Audiovisual Aids

This is a brief overview of the most commonly used audiovisual aids, their benefits and drawbacks, and tips for effective use.

Audiovisual	Benefits	Drawbacks	Tips
Easel/Paper	Inexpensive; Immediately adjustable; many uses – drawings, capturing participant ideas, etc.	Difficult to see in large groups.	<ul style="list-style-type: none"> • Use a “recorder” who prints well; • Use a variety of color markers for emphasis; • Post sheets for reference during course.
Video/DVD	Brings action and reality to course; may evoke emotion.	Copyright issues; quality issues for both sight and sound.	<ul style="list-style-type: none"> • Ensure technical assistance is available; • Dim lights if possible; • Check sound for all parts of the room
PowerPoint®	Useful for “visual” learners; can serve as “notes” for faculty presentation.	May become crutch for faculty, and thus may be overused; may become boring for participants, thus they may not watch.	<ul style="list-style-type: none"> • Use for talking points – not to read to participants; • Use dark background and light letters for ease of reading; • Use 24 point font or larger; • Limit amount of information per slide.
Responder System	Useful to gather data anonymously; provides instant feedback; engages all participants.	Expensive; need sufficient number of devices; technical difficulties may diminish impact.	<ul style="list-style-type: none"> • Craft questions carefully; • Ensure technical assistance is available.
Audio Recording	Useful to bring certain content into course (e.g., 911 call); focuses participants on words, tone, etc.	Depending on sound system, may be difficult for everyone to hear.	<ul style="list-style-type: none"> • Check sound in all parts of room.
Document Projector	Enlarges/projects documents, evidence, etc.	Limited use for many content areas	<ul style="list-style-type: none"> • Ensure value of showing actual document is worth the use.

Developing Faculty

Handouts and Other Types of Teaching Aids

This is a brief overview of the most commonly used types of handouts, their benefits and drawbacks, and tips for effective use. Space is provided for listing other types of teaching aids.

Handout	Benefit	Drawbacks	Tips
Narrative materials created especially for the course	Participants may be able to pay attention to faculty rather than focusing on taking notes.	May be voluminous and participants may not utilize them – during or after the course.	<ul style="list-style-type: none"> • Keep narratives to the point; • Provide bold headings; • Ensure high quality look.
Note-taking outline of course	Enables participants to take notes in the same organizational format as content is presented; writing notes often improves retention.	Some participants may not be skilled at note-taking.	<ul style="list-style-type: none"> • Make outline comprehensive; • Provide a few key points for most headings; • Ensure high-quality look.
Copies of printed materials developed for other uses	Provides participants with other resources for content; may validate and/or complement course information.	Copyright issues; material may not relate directly to the content; faculty may rely on copies of other materials rather than create them for the course.	<ul style="list-style-type: none"> • Keep copies of printed materials to a minimum; • Avoid copies of copies, illegible material.
Note-taking version of PowerPoint® slides	Provides participants with visuals as well as space for notes.	Faculty may rely on these as the only participant materials	<ul style="list-style-type: none"> • Ensure text on slides is readable in printed version. • Print white slides with black text.
Select handout pages (chart, list, etc.)	Easy for faculty to develop and use.	May not have same meaning outside the context of the course; easy for participants to misplace.	<ul style="list-style-type: none"> • Provide sufficient information to put content in proper context.
Other Types of Teaching Aids	Benefit	Drawbacks	Tips
List ideas - _____ _____ _____			

Developing Faculty

Explanation of Faculty Resource

4.1.2.7 Seating Arrangements

Purpose of resource/document

This document provides a diagram and an overview of typical seating arrangements used in education courses. Faculty may use this as a reference for teaching or may provide it to judicial branch educators as part of handout materials.

Use of resource/document

This document would be most useful when discussing the variety of seating arrangements available for use in courses [see E, [Instructional Design](#), subpart j, [Planning the setting for learners](#), pg. 15 in the curriculum design]. It would also be useful for participants in achieving learning objective 10.

Related documents or materials

Faculty resource

4.1.2.3 [Instructional Design Model](#), pg. 33

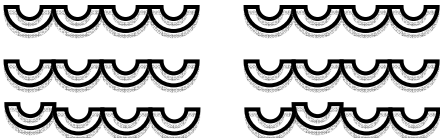
Participant activity

4.1.3.10 [Planning the Seating Arrangement](#), pg. 77

Developing Faculty Seating Arrangements

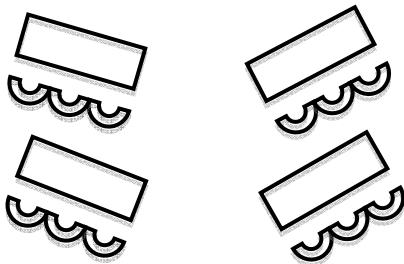
The illustrations and explanations below are abbreviated and only show the most common uses of seating arrangements; variations of these seating arrangements and additional information on their use may be available from other sources.

Theater Style



Chairs only: benefit - can accommodate large number of people in limited space; drawbacks – uncomfortable for long period of time, no place for materials. Tip – ensure adequate space for movement between rows

Classroom



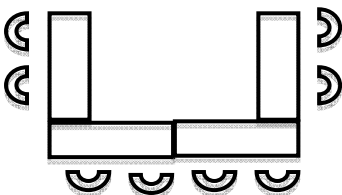
Tables and chairs, participants all face front: benefit – efficient; drawbacks – feels rigid, reminiscent of school, difficult for small group work. Tip – if space allows, arrange tables in chevron to enhance visibility by participants

Rounds / Union



Tables and chairs, participants face each other: benefits – useful for small group work, networking; drawbacks – uses a considerable amount of space. Tip – ensure no one faces back of room

U Style



Tables and chairs, participants face each other: benefits – encourages discussion; drawbacks – accommodates a limited number of people. Tip – leave space at ends of tables for materials

Developing Faculty

Explanation of Faculty Resource

4.1.2.8 Presentation Skills

Explanation of Faculty Resource

Purpose of resource/document

This document briefly outlines some of the skills necessary for effective delivery of a course. Faculty needs to remind participants that presentation skills alone will not be enough to be successful; an effective course design, application of adult education principles and knowledge of the topic are crucial.

Use of resource/document

This document will be most effective if used while discussing delivery of a course [see E, [Instructional Design](#), subpart k, [Delivering the course](#), pg. 15 in the curriculum design]. After review of the document, faculty may want to ask participants for additional thoughts on presentation skills.

Related documents or materials

Participant activity

4.1.3.12 [Delivering a Course](#), pg. 82

Developing Faculty

Presentation Skills

Foundations:

- Be prepared with a well-designed course;
- Remember that participants want you to succeed;
- Arrive early and welcome participants.

Eyes:

- Make eye contact with participants (not looking over their heads);
- Move your gaze around the room to many participants.

Voice:

- Project your voice without shouting;
- Use a conversational tone;
- Vary your tone as appropriate;
- Speak in a conversational manner;
- Demonstrate energy for your topic through words, tone, etc.

Body:

- Remember that non-verbal behavior is powerful – monitor yourself;
- Relax and open your stance; avoid fidgeting;
- Use facial expressions and gestures to mirror your message;
- Face participants as much as possible [not the screen];
- Circulate into the audience.

Communication:

- Learn participant names and use them;
- Address all learning styles; vary teaching methods;
- Listen actively to participant comments and questions; repeat questions;
- Express appreciation for comments;
- Ask clarifying questions if necessary;
- Listen for the true message from participants, not just the words;
- Respond to comments and questions respectfully and fully;
- Ask participants open-ended questions to assess learning;
- Vary the pace of delivery;
- Reference handouts and visuals, but do not read directly from them;
- “Read” participants [posture, facial expressions, etc.];
- Change your approach if necessary.

Audiovisual Aids:

- Vary the audiovisuals used; have back-up plans if technology fails;
- Ensure that everyone can see and hear;
- Practice use of audiovisuals; use them effectively.

Developing Faculty

Explanation of Faculty Resource

4.1.2.9 Delivery Mechanisms

Purpose of resource/document

This document provides an overview of various delivery mechanisms, including in-person and electronic delivery, when each is most effectively used, and benefits and drawbacks of each.

NOTE: Another NASJE curriculum design addresses delivery mechanisms in greater detail, [Delivering Education](#); faculty may reference that design for additional information regarding delivery mechanisms. That curriculum design includes several additional delivery mechanisms not traditionally associated with judicial branch education, such as social media, on-the-job training, and mentoring.

Use of resource/document

This document would be most effectively used when discussing the variety of delivery mechanisms available for judicial branch education [see E, [Instructional Design](#), subpart k, ix, [Adapting for various delivery mechanisms](#), pg. 16 in the curriculum design].

Related documents or materials

Participant activity

4.1.3.9 [Delivery Mechanisms – Comparison and Contrast](#), pg. 76

Developing Faculty

Delivery Mechanisms

This document provides an overview of various delivery mechanisms, their benefits and drawbacks.

In-person Delivery

- Definition: faculty and participants are face-to-face for a course;
- Benefits: live interaction; faculty is able to assess success, measure participant achievement of learning objectives;
- Drawbacks: may have expense of time and money to attend.

A. Plenary Sessions

- Definition: a course at a conference to which all participants are invited and are expected to attend; often, due to the large number of participants, the teaching methodology is lecture;
- Benefits: enables all participants to share an experience with a special faculty member(s) or about a topic of interest to all;
- Drawbacks: large size of group may diminish interaction with each other and with faculty; faculty may have difficulty measuring participant achievement of learning objectives.

B. Seminars or Breakout Sessions

- Definition: generally a course involving 25 – 40 people; a seminar is free-standing while a breakout session occurs at a conference; the topic of a seminar or breakout is generally focused on issues of interest to smaller group of participants than a plenary; teaching methodologies are varied;
- Benefits: the small to mid-sized number of people enhances faculty's ability to measure participant achievement of learning objectives; participants are generally able to ask questions of faculty and interact more directly with other participants;
- Drawbacks: attendance may take time and money and involve travel; participation is limited; often only a few individuals from a specific lactation/court/department may attend, making implementation of new knowledge and skills – introducing change – potentially difficult.

C. Workshops

- Definition: generally a course that involves 15 – 20 people and engages faculty in teaching specific skills to participants, such as computer skills, interviewing skills, etc.;
- Benefits: the small number of participants enables faculty to provide one-on-one instruction and coaching; while only a few individuals from a given location may attend, often participants are sent to a workshop in order to return to work and teach others their new skills;
- Drawbacks: attendance may take time and money and involve travel; participation is limited.

Developing Faculty

Delivery Mechanisms (continued)

Electronic Delivery (synchronous and/or asynchronous)

- Definition: faculty and participants are separated by geography and/or time, but are connected through technology;
- Benefits: participation may be greater than in traditional delivery;
- Drawbacks: technology may not be available to all potential participants.

A. Broadcasts

- Definition: through use of satellite technology, faculty and participants are connected by sight and sound in a live format; participants can see and hear faculty, but faculty may not be able to see or hear participants without using computers, phones or another technology;
- Benefits: participation is unlimited; once equipment is in place, the per participant cost of transmission is negligible;
- Drawbacks: initial cost of equipment; some potential participants may not have access to the necessary equipment to participate; broadcast may be taped for viewing by others at a later time; faculty needs local facilitators at each site to ensure technology is working and participants demonstrate achievement of learning objectives.

B. Videoconferences

- Definition: through use of ground or satellite technology, faculty and participants are connected by sight and sound in a live format; participants and faculty may see and hear each other;
- Benefits: participants at various locations are connected to each other and to faculty; faculty can measure participant achievement of learning objectives; cost is manageable;
- Drawbacks: technology limits the number of locations and the number of participants at each location.

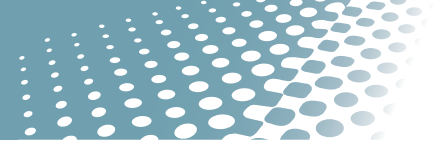
C. Online Courses

- Definition: through internet technology, faculty and participants may engage in real time interaction (synchronous format) or faculty may prepare a course and participants may access it at a later time, on-demand (asynchronous format);
- Benefits: unlimited number of participants; internet is generally available to all potential participants.
- Drawbacks: interaction is limited; learning objectives may need to be limited to what is possible in an internet environment.

D. Podcast, Webcast, etc.

- Definition: emerging technologies using cell phone and/or internet technologies connect faculty and participants either in a synchronous or asynchronous format;
- Benefits: personal devices are easily accessible to potential participants; participation may be unlimited;
- Drawbacks: interaction may be difficult; measuring achievement of learning objectives may not be possible.

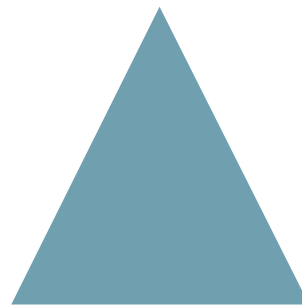
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NASJE

CURRICULUM DESIGN

▲ PARTICIPANT ACTIVITIES



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Developing Faculty

Explanation of Participant Activity

4.1.3.1 Governance, Faculty, and Ethics

Purpose of activity

This hypothetical situation/activity involves judicial branch educators in considering the levels of governance, the appropriate and assigned roles for each of those levels, and the potential impact on decision-making each level may have. In addition, this activity engages participants in considering their own ethical behavior within a governance structure.

Use of activity

This activity would be most effective following the content and discussion regarding governance structure and roles of Judicial Branch Educators [see A, [Roles and Responsibilities in Judicial Branch Education Regarding Faculty](#), pg. 9 and B, [Issues Regarding Faculty Development](#), pg. 10 in the curriculum design]. The activity may generate some discussion and some differences of opinion. There are no right or wrong answers to the question posed at the end of the hypothetical situation; the activity is to generate thought, not arrive at a consensus as to the response to the situation.

This could be an individual or small group activity.

Relevant Learning Objective

1. Discuss the unique environment of the courts with regard to faculty selection and development, including the roles and responsibilities of relevant committees and judicial branch educators.

Developing Faculty

Governance, Faculty, and Ethics

Review the following hypothetical situation and answer the question at the conclusion.

You are a judicial branch educator in a mid-sized education department in the administrative office of the courts. Your department works with a strong stakeholder-based governance model. Its structure is reflected in the attached organizational chart. The structure includes:

- An oversight board: The board has broad representation of individuals in a variety of positions/roles in courts. This group makes policy decisions and has created three advisory committees to which it provides guidance regarding overarching goals for Judicial Branch Education.
- Three advisory committees: Each advisory committee represents a distinct group of court positions – judges – probation personnel – court staff. The advisory committees have representation on and report to the oversight board. These committees make recommendations to the oversight board, plan for the education of their respective groups of court positions. These committees have each created curriculum/program committees to work with staff to actually plan and deliver education for all positions in the courts.
- Several curriculum/program committees: These committees report to the relevant advisory committee. These groups develop curricula, determine how the curricula will be delivered, and plan specific programs/courses. They recommend faculty for staff to contact regarding specific courses/programs. Staff is responsible for contacting potential faculty and confirming faculty for each program/course.
- Many volunteer faculty: Most faculty have completed faculty development courses and work with more experienced faculty before delivering courses.

You and your colleagues are responsible for staffing all of these committees and performing the daily work required to plan and deliver education for individuals in a variety of positions in the courts.

You are attending a meeting of the oversight board. The chair of the board is a judge and a long-time supporter of judicial branch education. He has considerable influence on its future direction. He often – and sometimes inappropriately – confides in you regarding his opinions of others involved in educational efforts. Today he directly asks you to use a specific judge as faculty for a new course that is in planning stages. He tells you that this judge is a friend of his and, although she has not completed faculty development, he participated in a course she taught for the judges association and he liked her approach as faculty. He adds that this individual could be a potential future leader for judicial branch education. He goes further to say that he does not like the chair of the relevant curriculum committee and feels she is not doing a good job; he adds that he is counting on judicial branch education staff to ensure the success of this new course because several presiding judges have expressed interest in it.

What do you do?

Developing Faculty

Explanation of Participant Activity

4.1.3.2 A Faculty Development Course

Purpose of activity

This activity engages judicial branch educators in considering an existing hypothetical faculty development course for comprehensiveness and completeness, applying the content discussed in the course regarding what should be included.

Use of activity

This activity would best be used after having discussed all of the components of a comprehensive faculty development course [see C, [Adult Education](#), pg. 11, through F, [Designing and Delivering a Course as Part of Faculty Development](#), pg. 18 in the curriculum design].

While review of the learning objectives in addition to review of the agenda is not absolutely necessary, the hope is that this approach will reinforce the connection between learning objectives and selection of content.

There may be several answers to the question posed in the activity, depending on the discussion during the course. Among some of the key components that may be identified as missing include: fairness and diversity; developing course materials; curriculum, program, course definitions and distinctions; developing course structure, and ethical issues/considerations.

This could be an individual or small group activity.

Relevant Learning Objective

2. Explain the key components/topics that need to be included in a faculty development course, including the sequential steps of instructional design and use of curriculum designs.

Developing Faculty

A Faculty Development Course

Review the following learning objectives and agenda for an entry-level content, three-day, faculty development Course and determine if anything, is missing; if something is missing, identify it and explain its relevance for faculty development.

Learning Objectives: As a result of this course, you will be able to:

1. Describe several adult education principles and their relevance/importance in designing and delivering educational courses to adults in the court system;
2. Outline the sequential steps in instructional design;
3. Write effective learning objectives for a course you plan to teach and the evaluation strategies you would use;
4. Define learning styles, according to the Kolb Model, and their relevance in instructional design;
5. List several factors in a "safe" learning environment and the strategies to address each;
6. Determine at least three audiovisual aids to use in a course you plan to teach;
7. Choose an appropriate seating arrangement for a course you plan to teach, with consideration of the learning objectives;
8. Select several delivery mechanisms that would be appropriate for a course you plan to teach;
9. Explain the importance effective communication skills and presentation skills in an educational environment; and
10. Plan and deliver a portion of a course you plan to teach in the future.

Faculty Development Course Agenda

Day 1	Topics	Faculty
8:00 – 8:30	Welcome and Introductions	Bob Murphy
8:30 – 9:30	Adult Education Principles	Shawna Behimi
9:30 – 10:00	Safe Learning Environment	Bob Murphy
10:00 – 10:15	BREAK	
10:15 – 12:00	Instructional Design A. Format/Template B. Resources for Faculty a. Competencies b. Curriculum Designs C. Steps a. Needs Assessment	Shawna and Bob
12:00 – 1:30	LUNCH	
1:30 – 3:00	Instructional Design (Continued) C. Steps (continued) b. Course Goal(s) c. Learning Objectives d. Course Content	Shawna and Bob
3:00 – 3:15	BREAK	
3:15 – 5:00	Instructional Design (Continued) D. Steps (continued) e. Teaching Methodologies f. Audiovisual Aids g. Evaluation Strategies	Shawna and Bob
Day 2	Topics	Faculty
8:00 – 9:00	Learning Styles (Kolb)	Shawna Behimi
9:00 – 10:00	Delivery Mechanisms a. In-person Delivery b. Electronic Delivery	Bob Murphy
10:00 – 10:15	BREAK	
10:15 – 12:00	Communication Skills a. Verbal and Non-verbal b. Active Listening c. Questioning Skills	Shawna Behimi
12:00 – 1:30	LUNCH	
1:30 – 3:00	Presentation Skills a. Conversational Style b. Blending Presentation with Teaching Aids c. Overcoming Nervousness	Bob Murphy
3:00 – 3:15	BREAK	
3:15 – 5:00	Planning for Your Course	Participants
Day 3	Topic	
All Day	Mini-Presentations and Feedback	Shawna and Bob

Developing Faculty

Explanation of Participant Activity

4.1.3.3 Stating an Educational Need, a Course Goal, and Learning Objectives

Purpose of activity

This activity engages judicial branch educators in reviewing situations in which there is an educational need and in stating appropriate course goals and learning objectives based on the educational need. In addition, the activity presents more than one way to identify educational need: a formal needs assessment, an observable situation, and a pending change.

Use of activity

This activity would be most effective after discussing needs assessment, course goal and learning objectives, and after reviewing Bloom's Taxonomy [see E, [Instructional Design](#), subparts a, b, and c, [Determining the educational need](#), [Stating the course goal](#), and [Stating course learning objectives](#), pg. 13 in the curriculum design]. In addition to being used for stating course goals and learning objectives, one of the hypothetical situations presented could be used on a continual basis for selecting content, choosing teaching methodologies, addressing learning styles, evaluating learning, etc. during a course developed from the faculty development entry-level curriculum design.

This could be an individual or small group activity.

Faculty may want to remind participants of the definition of a course goal and a learning objective. Faculty may want to offer the following as examples of an effective goal and a learning objective:

Course goal: Provide participants with information and skills to design and deliver a course for adult learners.

Learning objective: Participants will demonstrate a segment of a course they have designed.

Relevant Learning Objective

3. Develop a course goal and learning objectives.

Developing Faculty

Stating an Educational Need, a Course Goal, and Learning Objectives

Review the three hypothetical situations and for each state the basic educational need, at least one course goal and three or four learning objectives.

Situation 1:

The judicial branch education department recently conducted a statewide needs assessment for judges and court personnel. One of the results of the assessment was a commonly stated need for education regarding dealing with self-represented litigants. Both judges and staff indicated that the continuing increase in self-represented litigants was frustrating, since these individuals do not know court procedure or the law, take a considerable amount of time in the clerk's office and in the courtroom, and often do not understand the reasons for particular outcomes of the litigation. In addition, judges stated that they struggle between trying to be fair without giving these litigants any direct assistance. Complete the items below for judges who will be educated about self-represented litigants:

Educational Need:

Course Goal:

Learning Objectives:

As a result of this education, judge participants will be able to:

- 1.
- 2.
- 3.
- 4.

Developing Faculty

Stating an Educational Need, a Course Goal, and Learning Objectives (continued)

Situation 2:

As a judicial branch educator, you are often asked to assist faculty in local courts with developing and designing education courses. You received a phone call from a local court supervisor with the following information: Staff in the local court clerk's office is often seen using court computers for "surfing" the internet. This is obviously inappropriate use of court equipment, public funds and work time. The supervisor asked the information technology manager to report which sites had been visited by these staff members. Many sites were clearly not job related: some seemed to be for personal matters, a few were online courses, and a few were sexually suggestive. Regardless of the sites visited, and the disciplinary action taken in response to the inappropriate use, the court supervisor felt that staff did not understand the reasons for prohibitions on personal use of court computers. She asked you to do some basic design work on a course while she contacted a potential faculty member.

Educational Need:

Course Goal(s):

Learning Objectives:

As a result of this education, participants will be able to:

- 1.
- 2.
- 3.
- 4.

Developing Faculty

Stating an Educational Need, a Course Goal, and Learning Objectives (continued)

Situation 3:

As a court manager you often serve as a faculty member for new employee orientation in your court. Recently, in discussions with the court executive/administrator, you expressed concern that as key supervisors under your management were retiring, there were few people in your court prepared to assume their responsibilities. The court executive/administrator indicated that other managers were expressing the same concern. You volunteered to develop education to prepare experienced staff to assume supervisory duties.

Educational Need:

Course Goal(s):

Learning Objectives:

As a result of this education, participants will be able to:

- 1.
- 2.
- 3.
- 4.

Developing Faculty

Explanation of Participant Activity

4.1.3.4 Teaching Methodologies – Comparison and Contrast

Purpose of activity

This activity focuses judicial branch educators on various teaching methodologies, their main features, benefits and drawbacks in order to better understand when each is appropriate and inappropriate.

Use of activity

This activity would be most effective after discussing with participants the various teaching methodologies [see E, [Instructional Design/Planning](#), subpart f, [Determining teaching methodologies](#). pg. 14 in the curriculum design). Participants will draw on their own knowledge and the information presented by faculty to create a more complete understanding of various teaching methodologies.

This could be an individual or small group activity.

Relevant Learning Objective

4. Define various teaching methods and the benefits and drawbacks of each.

Developing Faculty Teaching Methodologies

Methodology	Key Features	Benefits	Drawbacks
Traditional Lecture	Faculty delivers content at his/her pace; may use audiovisual aids; may use a lectern.		
Active Lecture	Faculty delivers content and frequently asks for participants input; may use audiovisual aids; may use a lectern.		
Panel	Several people present their own perspectives on a common topic; needs a facilitator to be effective.		
Debate	Generally two people with differing views exchange point and counterpoint.		
Self-Study	Participants review materials/content on their own and at their own pace.		

Large Group Discussion	Faculty engages the full group in discussion.		
Small Group Discussion	Groups of 3 or more discuss an issue or work on an activity.		
Individual Activity	Each participant works on an activity without input from others.		
Question and Answer	Faculty asks participants questions and solicits answers.		
Demonstration	Faculty shows participants a how to use new content.		
Simulation, Role Play, or Hypothetical Situation	Participants are engaged in a situation that resembles real life.		

Developing Faculty

Explanation of Participant Activity

4.1.3.5 What Makes It Feel Safe for Participants

Purpose of activity

This activity presents a situation for judicial branch educators to assess and suggest alternative behaviors for a faculty member. In the hypothetical situation, a faculty member makes several positive efforts to create a safe learning environment, but fails to achieve the goal through a lapse of judgment.

Use of activity

This activity is most effective if used after discussing the basic factors needed for creating a safe learning environment [see E, [Instructional Design](#), subpart k, [Delivering the course](#), pg. 15 in the curriculum design]. Participants will be able to identify and list the positive efforts made by faculty, and at the same time, understand how those efforts may be diminished or eliminated by a single act by faculty.

This could be an individual, a small group or a large group activity.

Relevant Learning Objective

5. List strategies to develop a safe learning environment for participants.

Developing Faculty

What Makes It Feel Safe for Participants

You are a participant in an educational session titled "Arrest"; the faculty members are a law enforcement officer and a judge. The location of the session is very nice, with adequate lighting and a comfortable setting. The faculty members introduced themselves, asked participants to introduce themselves, explained their hope that participants would actively add to their presentation, and noted that the collective experience in the session was a significant resource for shared learning.

About 20 minutes into the session, after much information had been shared and participants had laughed at the banter among those presenting, the judge faculty member presented a hypothetical situation. She had defined "arrest" as the point at which an individual was not free to leave the presence of law enforcement.

The hypothetical situation was: You are walking down the street at about 9:00 PM; you see flashing lights and a considerable amount of activity around a small business. As you continue down the street, a law enforcement officer approaches you. She asks you several questions, including whether you knew the area, where you were at approximately 8:00 PM, why you were in the neighborhood, and why you were carrying a gun (which was legally registered to you). She asks if you would be willing to answer more questions with the officer in charge.

The judge asks participants – Are you under arrest? A participant answers "Yes" and the judge moves toward the participant, bangs her hands down on the participant's table and says "Wrong!"

What did faculty members do to create a safe learning environment?

What was the affect on participants when the judge faculty member reacted to the participant who answered "Yes"?

What are other ways the faculty member could have responded?

Developing Faculty

Explanation of Participant Activity

4.1.3.6 Building and Maintaining Trust in an Educational Environment

Purpose of activity

This activity involves judicial branch educators in assessing faculty behavior in hypothetical situations and determining how that behavior may affect participant trust, which results from faculty demonstrating integrity, fairness, and honesty.

Use of activity

This activity would be most effective after a discussion of a safe learning environment [see E, [Instructional Design](#), subpart k, [Delivering the course](#), pg. 15 in the curriculum design]. While issues of integrity, fairness and honesty may generate differing views among judicial branch educators, the discussion is intended to heighten awareness of how faculty's failure to demonstrate these characteristics or behaviors affects participants in a course.

This is an individual activity.

Relevant Learning Objective

6. Discuss the importance of modeling integrity, fairness and honesty while teaching.

Developing Faculty

Building and Maintaining Trust in an Educational Environment

There are three hypothetical situations in this activity.

Review the hypothetical situation and answer the questions that follow.

Hypothetical Situation 1:

During a course for court administrators, a court-based faculty member openly agrees with a participant who comments that the current case management system is meeting expectations and is being implemented under-budget. At the break, you and a few other participants overhear the faculty member talking to a department head about the failures of the case management system and about her regret that another vendor was not chosen.

1. Although the behavior occurred outside the course, what is your opinion of what happened?
2. Does your opinion affect your perspective of the faculty member's presentation?
3. As a participant, what do you think might have been more appropriate behavior for the faculty member?

Developing Faculty

Building and Maintaining Trust in an Educational Environment

There are three hypothetical situations in this activity.

Review the hypothetical situation and answer the questions that follow.

Hypothetical Situation 2:

During a course for new judges, a judge participant responds to a question posed by faculty and in the response uses a racial slur. The judge participant concludes the response without acknowledging the slur and without apologizing for its use, although there was a collective gasp among participants when the slur was used. The faculty member resumes the presentation as if nothing untoward has happened.

1. What should the faculty member have done?
2. Would the appropriate faculty intervention be different if someone from the targeted racial group was present?
3. As a participant, what message did the faculty member's behavior send to participants?

Developing Faculty

Building and Maintaining Trust in an Educational Environment

There are three hypothetical situations in this activity.

Review the hypothetical situation and answer the questions that follow.

Hypothetical Situation 3:

During a local course for court managers, a participant asks the faculty member about a new approach to professional development that was outlined at a recent statewide human resources conference. The faculty member states that the approach is not widely accepted and, without any further explanation, continues with the presentation. You and several other participants exchange glances because the approach has been adopted by many large businesses and courts in many states. The faculty member clearly is not familiar with the approach.

1. Why do you think the faculty member hesitated to show a lack of knowledge?
2. As a participant, what do you think might be a more appropriate and honest response from the faculty member?
3. What is your feeling about the faculty member's expertise and/or openness to new perspectives?

Developing Faculty

Explanation of Participant Activity

4.1.3.7 The Potential Power of Questions

Purpose of activity

This activity involves judicial branch educators in distinguishing between open-ended and closed questions and in rewriting closed questions to more effectively engage people in a discussion or dialog.

Use of activity

This activity would be most effective after discussing the definitions of open-ended and closed questions [see E, [Instructional Design](#), subpart k, vi and vii [Asking questions effectively](#), pg. 16 in the curriculum design]. It could be used as an introductory exercise, but if used in that manner, faculty needs to ensure participants that they are not expected to be totally accurate in identifying closed questions or in rewriting them.

This is an individual activity.

Relevant Learning Objective

7. Describe open-ended and closed questions and the advantages of open-ended questions in a learning environment.

Developing Faculty

The Potential Power of Questions

Review the following questions that a faculty member might ask a group of participants. For those that are closed questions (would only require a "yes" or "no" answer or a show of hands), rewrite them to be open-ended (would not be answerable by yes or no, but would require an explanation). In some cases, rather than rewrite a closed question, you may be able to create an open-ended question as a follow-up question to gather additional information.

1. How many of you have had a course in this topic before?

2. What would be the implications of using this chart?

3. In this hypothetical, does the court staff take the appropriate approach?

4. Do you understand the concept I just reviewed?

5. Would the people in your court use this strategy?

6. Does this make sense to you?

7. How would you introduce this new information to your colleagues?

8. Is this applicable in your work?

9. Why would your colleagues possibly resist this concept?

10. Who would be most influential in getting this new information to the judges?

Developing Faculty

Explanation of Participant Activity

4.1.3.8 Use of Audiovisual Aids, Handouts, and Other Teaching Aids

Purpose of activity

This activity engages judicial branch educators in assessing the value and possible misuse of audiovisuals, handouts and teaching aids.

Use of activity

This activity may be used as an introduction to the discussion of audiovisual and teaching aids [see E, [Instructional Design](#), subpart g, [Choosing teaching aids](#), pg. 14 in the curriculum design] since most participants will have had some exposure to the aids discussed. If used in this manner, participants will have information to contribute to faculty presentation of these aids.

This could be an individual or small group activity.

Relevant Learning Objective

8. Explain the benefits and drawbacks of various audiovisual aids, handouts, and other teaching aids, and effective guidelines and strategies for their use.

Developing Faculty

Use of Audiovisual Aids, Handouts, and Other Teaching Aids

This is a two-page resource. Audiovisual aids are listed on the first page; handouts and other teaching aids are listed on the second page.

For each audiovisual aid, list the most effective uses, possible drawbacks, and potential misuse.

Audiovisual Aids	Effective Use	Possible Drawbacks	Potential Misuse
Easel and Paper			
Video/DVD			
PowerPoint®			
Responder System			
Audio Recording			
Document Projector			

Developing Faculty

Use of Audiovisual Aids, Handouts, and Other Teaching Aids

For each type of handout and for other types of teaching aids, list the most effective uses, possible drawbacks, and potential misuse.

Participant Materials/Handouts	Effective Use	Possible Drawbacks	Potential Misuse
Narrative materials created especially for the course			
Note-taking outline of course			
Copies of printed materials developed for other uses			
Note-taking version of PowerPoint® slides			
Other type of handouts (single page chart, list, etc.)			
Other Types of Teaching Aids	Effective Use	Possible Drawbacks	Potential Misuse
List ideas - _____ _____ _____			

Developing Faculty

Explanation of Participant Activity

4.1.3.9 Delivery Mechanisms – Comparison and Contrast

Purpose of activity

This activity involves judicial branch educators in openly discussing the benefits and drawbacks of various delivery mechanisms for educational purposes. While all participants will have experienced in-person delivery, some will be unfamiliar with the full array of electronic delivery. The discussion will hopefully interest those who have not yet experienced some of the newer technologies used for delivery and allow those with experience to give first-hand information on what they feel is positive and what they feel are the drawbacks.

Use of activity

This activity would be most effective as a large group discussion as part of the presentation on delivery mechanisms [see E, [Instructional Design](#), subpart k, ix, [Adapting for various delivery mechanisms](#), pg. 16 in the curriculum design]. Some participants may have experienced all of the delivery mechanisms discussed, but many will not be directly familiar with the newer technologies. By having a large group discussion, those with experience can contribute to the discussion, those with less or no experience with a certain type of delivery may ask questions, and faculty is able to add to what participants provide in the discussion.

Faculty may introduce each delivery mechanism and then pose the questions – What are the benefits? What are the drawbacks?

In-person delivery would include conferences, seminars and workshops. Electronic delivery would include broadcasts, videoconferences, audio conferences, online synchronous, online asynchronous, webcasts, podcasts, etc.

This activity will take some time, depending on the amount of participant input.

This is a large group discussion. There is no activity sheet for this activity.

Relevant Learning Objective

9. Identify the benefits and drawbacks of various delivery mechanisms, including in-person delivery and synchronous and asynchronous electronic delivery.

Developing Faculty

Explanation of Participant Activity

4.1.3.10 Planning the Seating Arrangement

Purpose of activity

This activity focuses judicial branch educators on the nuances of seating arrangements and the considerations that faculty and staff need to make when deciding on a physical arrangement for a course.

Use of activity

This activity would be most effective after the discussion on choosing a seating arrangement [see E, [Instructional Design](#), subpart j, [Planning the setting for learners](#), pg. 15 in the curriculum design] so that participants have a basis for making choices in the hypothetical situations provided in the activity.

NOTE: Seating arrangements may be a more important consideration for in-person delivery than for some types of electronic delivery. Seating arrangements for electronic delivery are important if learners will access the course in groups.

This is an individual activity.

Relevant Learning Objective

10. State the benefits and drawbacks of various seating arrangements and effective guidelines and strategies for their use.

Developing Faculty

Planning the Seating Arrangement

Review each hypothetical situation, determine which seating arrangement would be preferable, which would be least desirable, and state why.

Theater Style

Rounds or Union

U Style

Classroom

Situation 1: You are faculty for a three-hour in-person course on ethics. You will use a PowerPoint® presentation, but much of the time participants will be reviewing hypothetical situations in small groups. You have 30 participants in a medium-sized room.

Most preferable:

Why:

Least desirable:

Why:

Situation 2: You are faculty for a day-long in-person workshop on communications. You will be conducting demonstrations and learners will participate in simulations in groups of three. You have 18 participants in a medium sized room.

Most preferable:

Why:

Least desirable:

Why:

Situation 3: You are faculty for a 45-minute online course to familiarize learners with new aspects of the electronic case management system. Learners are grouped in local court education rooms where the course is projected onto a large screen; they will test the changes later in the day when they return to their own computers. The largest group is 12 learners.

Most preferable:

Why:

Least desirable:

Why:

Developing Faculty

Explanation of Participant Activity

4.1.3.11 Using a Curriculum Design to Design a Course

Purpose of activity

This activity engages judicial branch educators in designing a course based on a curriculum design. The curriculum design to be used is a template/outline from a NASJE competency area.

Faculty need to ensure that participants address learning objectives in priority order, include activities to measure achievement of learning objectives, incorporate a variety of teaching methodologies, and reference appropriate audiovisual or other teaching aids.

Use of activity

This activity is most effective if used near the end of the course, after discussions of curriculum development, program development, course development, and instructional design [see D, [Curriculum, Program and Course Development](#), pg. 12, through E, [Instructional Design](#), pgs. 13 – 18 in the curriculum design].

Faculty may choose which NASJE curriculum design is used for this activity and may determine how detailed the outline for course needs to be. At a minimum, participants need to complete the course outline provided as an activity sheet.

Faculty may offer their own course design – for the course they are delivering – as an effective example of using a curriculum design as the basis for a course.

This is an individual activity.

Relevant Learning Objective

11. Prepare an outline for a course based on a curriculum design template.

Developing Faculty

Course Outline

Using the curriculum design provided by faculty, provide the following information for a day-long course; include time for breaks and lunch.

Time	Content	Teaching Methodology (e.g., lecture, small group discussion, hypothetical activity, panel, etc.)	Audiovisual or Teaching Aid (e.g., easel/paper, responder system, PowerPoint®, etc.)

Developing Faculty

Explanation of Participant Activity

4.1.3.12 Delivering a Course

Purpose of activity

This activity engages judicial branch educators in using presentation skills to deliver a brief portion of a course to participants.

Use of activity

This activity is most effective near the end of the course after judicial branch educators have participated in discussions of all the components of instructional design, learning environment, delivery mechanisms, and other adult education considerations. Faculty for a course based in this curriculum design may want to tape judicial branch educators and may want to engage all participants in providing feedback on each presentation. Providing and hearing feedback on the presentations will reinforce what participants have learned during the course.

This is an individual activity, although providing feedback on each presentation will be a large group activity.

There is no activity sheet for this activity.

Relevant Learning Objective

12. Demonstrate effective presentation skills.

Developing Faculty

Explanation of Participant Activity

4.1.3.13 Review of Local Faculty Development Courses

Purpose of activity

This activity involves judicial branch educators in reviewing the agenda for their local faculty development course and determining whether enhancements should be made.

Use of activity

This is a concluding activity, most effectively used at the end of the course.

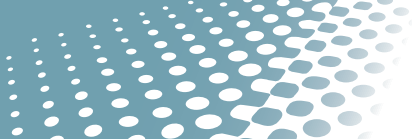
If any participants do have an agenda to review, they can work with a participant who has one.

No activity sheet is provided since this activity will be dependent on variables that each participant needs to consider.

This is an individual activity.

Relevant Learning Objective

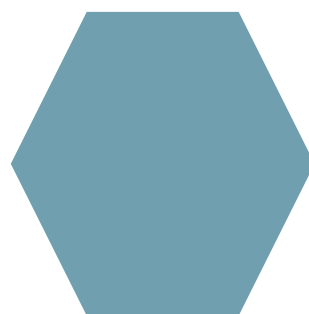
13. Identify any "missing" components of existing local faculty development courses (based on the components discussed).



NASJE

CURRICULUM DESIGN

 **BIBLIOGRAPHY**



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Developing Faculty

4.1.4.0 Bibliography and Recommended Readings

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