NASJE
CURRICULUM DESIGN

INSTRUCTIONAL DESIGN: Entry-Level Content

Instructional Design: The Backbone of Effective Education

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

I. **Basics for the Judicial Branch Educator**

A. Instructional Design
   a. Definition
   b. Role of judicial branch educators
B. Instructional Design in Judicial Branch Education
   a. Facilitating factors
   b. Inhibiting factors

II. **Basics of Instructional Design**

C. Adult Education Principles
   a. Andragogy
   b. Adult learning
   c. Faculty role
   d. Instructional design and adult learning principles
D. Learning Styles
   a. Visual, auditory, and kinesthetic learning model
   b. Kolb learning styles model
   c. DISC learning model
   d. Ned Hermann Whole Brain Theory
   e. Instructional design and learning styles
E. Instructional Design Models
   a. Backward Design (by Wiggins and McTighe)
   b. ADDIE
   c. Systems Approach (by Dick and Cary)
   d. Recommended Instructional Design Model
F. Course Structure
   a. Gagne's Events of Instruction (by Gagne)
   b. Kolb Cycle of Learning – Experiential Learning Cycle
   c. Backward Design – from Stage 3
G. Putting Instructional Design Into Action
   a. Obtaining buy-in from key individuals and groups
   b. Using a model

NASJE Curriculum Designs
The Numbering System

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

The first number refers to the NASJE Core Competency.

For example:
3 indicates the NASJE <u>competency</u> addressed in this curriculum design is instructional design

The second number refers to entry- or experienced-level content. (Entry indicates that the <u>content</u> 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:
3.**1** is the <u>entry-level</u> instructional design curriculum design
3.**2** is the <u>experienced level</u>

The third number refers to the section of the design.

For example:
3.1.**1** is the <u>content</u> section for entry-level instructional design
3.1.**2** is the <u>faculty resources</u> section
3.1.**3** is the <u>participant activities</u> section
3.1.**4** is the <u>bibliography</u> and selected readings

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

For example:
3.1.1.**1** is the overview in entry-level instructional design content
3.1.2.**7** is the seventh faculty resource
3.1.3.**3** is the third participant activity

Instructional Design: The Backbone of Effective Education
Table of Contents

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 delivery 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: Instructional Design: The Backbone of Effective Education

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 3 – Instructional Design (available on the NASJE website) Competency Summary: Effective delivery of content is generally intended to change the behavior of participants, whether to incorporate new knowledge in decision-making, such as new laws, or to demonstrate a new skill, such as interviewing a prospective employee. Changing behavior is a complex undertaking and depends heavily on effective instructional design. An understanding of instructional design enables judicial branch educators to ensure that the content and the way the content is delivered will positively impact participants.

Target Audience:

Judicial branch educators new to the area of instructional design.

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.)

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3.1.1.0 Curriculum Design

3.1.1.1 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.)

The content in this design complements information in several other NASJE curriculum designs.

The topic of instructional design is included in the curriculum designs for Competency Area 4: Faculty Development [see Developing Faculty]; in that design, content related to instructional design is at a generalized level and is intended to inform faculty of basic processes and models for designing and delivering effective education. Faculty members are often judges and court personnel, thus instructional design is not their main focus. In this curriculum design, more detail and depth is provided for the judicial branch educator, whose main responsibilities include design and delivery of effective education as well as support and guidance for judges and court personnel who serve as faculty.

This curriculum design also complements entry level designs for needs assessment and evaluation, respectively [see Needs Assessment: The Basics of Processes and Models and Evaluation: The Basics of Five Approaches]. These documents explore two steps of instructional design in greater detail than does this curriculum design.

The content in this curriculum design begins with defining the term "instructional design" and then addresses use of instructional design processes and models in the court system. Content that follows this introductory section includes an exploration of several instructional design models, learning style theories, and related information. Part of the content addresses an instructional design model recommended by the NASJE Curriculum Committee for use by judicial branch educators. Content is designed to highlight the value of the instructional design process and to encourage judicial branch educators to use an instructional design model.

3.1.1.2 Special Notes for Faculty:

The content in this design complements content to the entry-level curriculum design for faculty development [see Developing Faculty] but differs in some significant ways. The content in this design is not intended to develop judicial branch educators into faculty. It is instead to equip judicial branch educators with the knowledge to guide faculty members in designing courses that are as effective as possible, answer faculty questions about instructional design, and

CURRICULUM DESIGN

offer suggestions to faculty with regard to their courses. While some content areas are the same as those in faculty development, each area is addressed differently with regard to depth, options, and background information.

The content outline is divided into two parts. The two parts are to assist faculty in addressing how implementing instructional design might play out in the environment of the courts [I – Basics for the Judicial Branch Educator] and then in addressing the topic and components of instructional design itself [II – Basics of Instructional Design]. The consecutive headings A through G enable faculty to reference specific areas in the content outline when reviewing faculty resources and participant activities.

There are numerous sources of information regarding instructional design; not all of them are included in the bibliography but are available elsewhere, including the Internet. In some cases, theorists and commentators disagree. For this curriculum design, those disagreements have not been included in the content. The models and explanations of various aspects of instructional design included here are for purposes of exposing judicial branch educators to more than one approach. Faculty may choose to utilize all of the approaches presented, select a few, or include others. As noted below, the NASJE Curriculum Committee has identified a recommended model for use in the court system.

With regard to learning styles and content delivery models, while the Kolb Learning Styles and Experiential Learning Cycle have long been used in judicial branch education, other models are provided to illustrate or illuminate a variety of theories regarding these aspects of instructional design and course structure.

This curriculum design introduces an instructional design model that is recommended by the NASJE Curriculum Committee for judicial branch educators to adopt and use when working with faculty. The model is presented visually and is detailed in a faculty resource (found on pages 31 - 40) that can be used as a guide for judicial branch educators. The model most closely resembles the Dick and Cary Instructional Design Model, but includes additional components. An initial version of this model is included in *JERITT Monograph Four, Curriculum, Program and Faculty Development: Managing People, Processes and Product.* Faculty are encouraged to become familiar with this model because much of the content that follows relates to the steps it incorporates.

Faculty developing a course from this curriculum design are encouraged to provide adequate time both to present the content and have judicial branch educators participate in several instructional design steps. Understanding instructional design is a basic expectation and tool for judicial branch educators to ensure that courses are planned, implemented, and evaluated effectively.

CURRICULUM DESIGN

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 instructional design, faculty should address these areas as appropriate for a specific course. In addition to how these issues are already incorporated into this curriculum design, additional content could include:

- o Diversity and Fairness: Use of instructional design processes to incorporate diversity and fairness into substantive courses as applicable; including diversity when developing hypothetical situations (use of diverse names and cultural settings, balanced gender roles, etc.); including diversity when developing course materials (ensure representation of both genders, people of color, people with disabilities, people of various ages, people representing different cultural settings, etc. in clip art, photos, and other materials.); and considering diverse perspectives during the instructional design process for any course.
- o Ethics: For the judicial branch educator – balanced use of instructional design processes for courses for all target audiences (rather than selective use based on the positions or roles of learners); for faculty – adhering to the results of the instructional design process when developing a course (to ensure content is learner-driven and based on true educational needs).
- o Technology: Use of technology as a tool for developing, sharing, and storing instructional designs for future reference; impact of electronic delivery on instructional design process.

3.1.1.3 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 role of judicial branch educators in introducing, implementing, or maintaining use of an instructional design model in the court system.

2. List the facilitating and inhibiting factors for using instructional design models in the court system.

3. Outline basic adult education principles, highlighting those with a direct relationship to instructional design.

CURRICULUM DESIGN

4. Discuss the importance of addressing learning styles during the instructional design process, including their relationship to transfer of learning and behavioral change.

5. Identify the commonalities and differences of the steps or components of basic instructional design models.

6. State an educational need based on the results of a needs assessment in a hypothetical situation.

7. Develop course goals and learning objectives based on the results of a needs assessment provided in a hypothetical situation.

8. Identify the benefits and drawbacks of various teaching methods.

9. Demonstrate the interdependence of learning objectives and evaluation of learning.

10. Develop a basic outline for a course based on the learning objectives previously developed, including teaching methods and evaluation of learning strategies.

For the Individual Situation:

11. Describe the instructional design model or strategy used in your own department/division and determine whether/which enhancements can or should be made.

3.1.1.4 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. Instructional Design **[1]** *(what is it and why does it matter)*
   a. Definition – a series of sequential steps used to plan and deliver a course; some steps are included or completed in some curriculum models; a process used to maximize the relevancy, impact and efficiency of learning experiences where the processes are rooted in cognitive and behavioral psychology; a term used interchangeably with course development, as in *JERITT Monograph Four, Curriculum,*

CURRICULUM DESIGN

Program and Faculty Development: Managing People, Processes and Product

    i. Designing and delivering education is more than simply giving participants information

    ii. Learning and implementing new knowledge, skills, abilities, and attitudes involves more than simply receiving information

  b. Role of judicial branch educators

    i. Identify an instructional design model

    ii. Educate committees regarding use of the model

    iii. Serve as a consultant to assist faculty in implementing the model

B. Instructional Design in Judicial Branch Education **[2]** *(does the court system facilitate or inhibit use of instructional design processes and models)*

  a. Facilitating factors

    i. Policy and planning committees in most states have embraced use of accepted educational practices

    ii. Faculty generally want their courses to be effective

    iii. Judicial branch education departments in most states use educational models for a variety of educational activities (e.g., development and use of learning objectives, use of learning style models.) and teach those models in faculty development courses

  b. Inhibiting factors

    i. Policy and planning committees – some committees may be reluctant to adopt an instructional design model if current courses are well received; some committees may feel the use of an instructional design model is perfunctory rather than substantive; other committees may feel use of instructional design for courses developed by judicial faculty is inappropriate

    ii. Faculty – some faculty may be reluctant to change their existing courses and their course development practices; faculty may feel introduction of an instructional design model restricts their role

    iii. Judicial branch education departments – some judicial branch education departments may be reluctant to take time to follow an instructional design model and to redesign existing courses based on a model; some judicial branch education departments may feel their current practices are adequate; other judicial branch education departments may not feel staff have the expertise to implement a formal instructional design process or model

CURRICULUM DESIGN

II. Basics of Instructional Design

C. Adult Education Principles **[3]** *(how do these principles affect use of an instructional design process or model)* [see 3.1.2.1 Summary of Adult Education Principles Affecting Instructional Design, pg. 27]

a. Andragogy – applying the art and science of working with adults in an educational environment; approaches to education that have a participant-centered basis (in contrast to pedagogy in which the education is teacher-centered).

b. Adults – learn most effectively when there is:
  i. Participant-centered education – education based on what learners need (rather than what faculty wants to teach)
  ii. Self-directed learning – learning by exploration, discovery, and application of preexisting knowledge (rather than simply being told)
  iii. Active involvement – educational experiences that engage learners (rather than passive listening)
  iv. Immediately applicable and practical content – content with the potential for immediate application on the job; information and skills that may be used to resolve real issues in their work (rather than theoretical content only)
  v. A safe learning environment – a physical and psychological environment in which learners are comfortable, are respected, and feel free to express their opinions, even if they differ from those of faculty

c. Faculty – is most effective when instructional design includes:
  i. Course content based on what learners need by:
    1. Accessing or conducting a needs assessment (rather than faculty or planners assuming they know what learners need)
    2. Focusing on practical, applicable content (rather than generalities or theory only)
  ii. Time and places for engagement of learners by:
    1. Including a series of participant activities (rather than leaving learners passive, which occurs during lectures)
    2. Creating opportunities for learners to share their knowledge and experiences as they relate to the content (rather than simply delivering content to participants)
    3. Allowing time for participants to ask questions (rather than assuming the content is clear to everyone)

CURRICULUM DESIGN ●

4. Including time for soliciting input from learners (rather than simply delivering content with the expectation that learners will accept it without hesitation or question)

d. Instructional design – provides a planning process that ensures courses meet the needs of learners with regard to both content and adult learning principles

D. Learning Styles **[4]** *(what are some theories and what impact do learning styles have on instructional design)* [see 3.1.2.2 Learning Style Models, pg. 29]

a. Visual, auditory, and kinesthetic learning model – based on preferences for learning through the three senses

   i. Visual learners – learn through seeing; are readers and observers; scan things; enjoy and benefit from visuals such as pictures, videos, maps, PowerPoint® presentations, charts and graphs; observe faculty's body language and facial expressions as part of their learning; take detailed notes; prefer written directions; prefer sitting in the front of the room so they can see everything

   ii. Auditory learners – learn through listening; learn best through lectures and discussions; take note of faculty's tone, pace, pitch, and speed as part of their learning; prefer oral directions; seldom take notes; sit where they can hear, but do not need to see what is happening in the front of the room; often repeat what is said to themselves or aloud to verify understanding

   iii. Kinesthetic learners – learn and remember through doing; benefit from doing hands-on work; use gestures when speaking; are adventurous; may find it hard to sit for extended periods of time; may become distracted if not engaged actively; often sit near the door for freedom of movement; need frequent breaks

b. Kolb learning styles model (by Kolb) (with additional information from other theorists)

   i. Divergers – reflective learners; they feel and watch; their greatest strength lies in creativity and imaginative ability; they generate a number of accounts of experiences and generate concrete situations from many perspectives; they seek challenges; they stand back and gather data; they are thoughtful and delay coming to conclusions; they are emotional and imaginative; professions include the arts, personnel managerment, and counseling

   ii. Convergers – pragmatic learners; they are the opposite of divergers; they are relatively unemotional, preferring to deal with things rather than people; they think and do; their greatest strength is in practical application of ideas; they do best in

12

situations where there is a single correct answer or solution to a problem; they enjoy problem solving and prefer quick decision-making; they are bored with long discussions; professions include physical sciences, engineering, and computer sciences

iii. Assimilators – theoretical learners; they think and watch; they stand back, gather data, ponder, and analyze; their strengths are in their ability to understand information and generate theories; they excel in inductive reasoning and in synthesizing ideas into an integrated whole; they value factual knowledge and think things through in logical steps; they value abstract concepts and are less concerned with the practical use of theories; when a situation's facts do not fit a theory, they tend to reexamine or discard the facts; they dislike subjectivity; professions include basic sciences, mathematics

iv. Accommodators – activist learners; they are the opposite of assimilators; they feel and do; their greatest strength lies in carrying out plans and experiments, and involving themselves in new experiences; they are risk takers; when a situation does not fit a theory, they discard the theory and try something else; they are grounded in the present; they are open-minded and gregarious; they are bored with implementation; professions involve intuitive approaches, such as teachers

c. DISC learning model – learning styles based on four categories of behaviors and preferences

i. D – Dominance – these learners are self-reliant and assertive; they need to know what to expect in education so they prefer working with an agenda; they have preconceived ideas about the content; they prefer facts and rationalization; they are impatient and want learning at a fast pace; they are intolerant of what they consider unimportant or irrelevant; they respond well to case studies; their self-reliant nature may cause them to challenge faculty; they like to learn by trial and error

ii. I – Influence – these learners are social and are effective communicators; they are open to trying any learning method at least once; they are open to possibilities, new ideas, and theories; they learn best in enjoyable settings, in groups, and with opportunity to participate actively; they like personal stories relevant to the content; they need visuals in their learning process; they prefer a fast pace and have a relatively short attention span

iii. S – Steadiness – these learners are patient, persistent and thoughtful; they are very receptive to learning; they do not like to be rushed in their learning; they prefer content to be provided in a step-by-step manner; they want to ensure their

understanding of new content and want to know what is expected of them; they like an abundance of information and need consistency in content rather than undefined options; they like to observe and then test new information in the presence of faculty to ensure they are comfortable with implementation

    iv. C – Compliance or Conscientiousness – these learners relate to structure and organization; they believe in proper procedure; they have plenty of questions and like checklists or other means of tracking content

d. Ned Hermann Whole Brain Theory – learning styles based on the left and right brain theories with an added dimension of front and back brain functions

    i. Rational Self – is realistic, critical, logical; quantifies information; analyzes; learning preferences – wants precise, to-the-point information; struggles with expressing emotions and vague concepts

    ii. Safekeeping Self – plans, is timely, and neat; organizes; is reliable; establishes procedures; takes preventative action; learning preferences – wants a beginning, a middle, and an end; likes examples and time to practice use of new content; struggles with risk and unclear expectations or directions

    iii. Feeling Self – talks a lot; is emotional and expressive; is supportive; touches others; likes to teach; is sensitive to others; learning preferences – likes group discussion and involvement; likes sharing and expressing feelings; is somewhat kinesthetic; needs hands-on practice with new information; struggles with too much data and with lack of participation

    iv. Experimental Self – infers and imagines; is curious; likes surprises; breaks rules; speculates; learning preferences – likes fun and spontaneous activity; needs visuals and metaphors; likes quick pace and variety of teaching methodologies; struggles with time management, details, and a rigid learning environment

e. Instructional design – includes steps to guide faculty in addressing a variety of learning styles.

E. Instructional Design Models **[5]** *(what are some options; what are the commonalities and differences among the options)* The following models represent options for instructional design. Models are presented in order of length or complexity, with the more abbreviated models occurring first. **The NASJE Curriculum Committee recommends the fourth and final model for judicial branch educators and faculty in the judicial branch; it incorporates steps from many models and is the most comprehensive model presented.**

a. Backward Design (by Wiggins and McTighe)

CURRICULUM DESIGN

      i. Stage 1 – identify desired results – begin with the end in mind: What enduring effects are desired from the education? What are the goals? What are the essential questions to be answered? What knowledge and skills will learners gain?

     ii. Stage 2 – determine acceptable evidence – decide how you will know if participants have achieved the desired results and met the standards identified in stage 1; determine what you will accept as evidence of participant understanding and proficiency; determine what level of learner performance will be necessary; possibilities include when learners:

        1. Can explain
        2. Can interpret
        3. Can apply
        4. Have perspective
        5. Can empathize
        6. Have self-knowledge

     iii. Stage 3 – design learning plan, experiences, and instruction – what learning experiences will promote understanding and proficiency; plan instructional activities, share best practices

b. ADDIE

      i. **A**nalyze – identify the learning problem; identify the goals of the education and the learning objectives for participants; identify the audience's needs, existing knowledge, and any other relevant characteristics; consider the learning environment; identify any constraints; assess the delivery options; identify the timeline for the education

     ii. **D**esign – specify the learning objectives; determine content

     iii. **D**evelop – assemble, create, or produce the content and learning materials based on the design phase

     iv. **I**mplement – put the plan into action; use the processes or procedures from the development phase

     v. **E**valuate – assess each phase of development; assess participant learning; implement a summative evaluation of the content, design, and delivery; gather feedback from learners

c. Systems Approach (by Dick and Cary)

      i. Identify instructional goals – what is the desirable state of affairs; what is the gap between the present state of affairs and the instructional goal

     ii. Conduct instructional analysis – determine the abilities and skills needed by participants to achieve the goals

     iii. Write performance objectives – state what skills and abilities the learner needs to perform

     iv. Develop assessment instruments – determine how you will test the participants' ability to perform the stated objectives

CURRICULUM DESIGN

    v. Develop instructional strategy – outline how instruction will take place to enable participants to accomplish the objectives; determine the delivery mechanism for the content

    vi. Develop and/or select instructional materials – select or create printed materials or other media to support the instruction

    vii. Design and conduct formative evaluation of instruction – gather data to revise and improve instruction for the future

    viii. Design and conduct summative evaluation – study the effectiveness of the process

d. NASJE Curriculum Committee Recommended Instructional Design Model [see 3.1.2.3 Recommended Instructional Design Model, pg. 34] This model was introduced in *JERITT Monograph Four: Curriculum, Program and Faculty Development: Managing People, Process and Product*. Although it includes steps from other models, it is more expansive and comprehensive; in addition, it emphasizes not only the chronology of all steps, but their interdependency.

    i. Determine educational need **[6]** – consider your specific audience and state their educational need with regard to the content area; to name a few common methods, educational needs may be determined by written survey of potential learners, by a focus group, through developing competencies for the work, and/or by analysis of problems; may also be determined in a curriculum development process; stating an educational need involves summarizing learners' deficiencies or educational requirements; these statements are the foundation of instructional design and are the basis for stating course goals [see 3.1.2.4 Examples of Determining Educational Need, pg. 46]

    ii. State course goal(s) **[7]** – based on the educational need, state the purpose of the course, what you hope to accomplish with the course; state why the course is being delivered and what planners and/or faculty hope to accomplish; state goals from the perspective of planners and/or faculty; goals need not be stated in observable or measureable terms [see 3.1.2.5 Examples of Stating Course Goals, pg. 49]

    iii. State course learning objectives **[7]** – based on the course goal(s), state what participants will be able to say and/or do during the course to demonstrate their level of learning for faculty; objectives are focused on participants; use action verbs at the appropriate level of complexity [see part of 3.1.2.6 Examples of Stating Learning Objectives, Bloom's Taxonomy pg, 52 and Revised Bloom's Taxonomy, pg. 55] and ensure behaviors that faculty may observe; they are created prior to developing a course and direct the selection of content; they determine whether course goals are being met and have a

CURRICULUM DESIGN

direct relationship to the content; they influence selection of teaching methodologies; and they determine participant activities that measure learning [see 3.1.2.6 Examples of Stating Learning Objectives, pg. 52] NOTE: Preferably the delivery mechanism for a course is determined before instructional design begins, but due to many variables it may be determined during or after completion of an instructional design process. *(For example, deciding to take an in-person course and offering it through electronic delivery.)* While the delivery mechanism will not affect the educational need or the course goal, it may impact how learning objectives are stated and how subsequent instructional design steps are addressed [see 3.1.2.3 Recommended Instructional Design Model, subpart 3, State Course Learning Objectives, page 38]. If the delivery mechanism is determined before the instructional design process, it should be considered when writing learning objectives and when addressing subsequent steps; if decided during or after completion of an instructional design process, faculty and planners need to review and revise how learning objectives are stated and consider how the delivery mechanism may affect subsequent instructional design steps.

    1. Cognitive objectives – stated in terms of mental activity or skill
    2. Psychomotor objectives – stated in terms of physical skill
    3. Affective objectives – stated in terms of feelings and attitudes

iv. Select course content – perform research or access a curriculum design to find content that will enable participants to achieve the stated learning objectives; include only content directly related to learning objectives [see 3.1.2.7 Examples of Selecting Course Content, pg. 58]

v. Develop course structure **[10]** – arrange the content logically and in a manner suitable to address a variety of learning styles to facilitate learning, and to build on existing participant knowledge; examples: chronological order, specific information to more generalized information, generalized information to more specific information, and simple concepts to complex concepts, etc. [see 3.1.2.8 Examples of Choosing Course Structure, pg. 61] [see section F below for greater detail]

vi. Determine teaching methodologies **[8]** – based on the learning objectives, the content, and the time allotted for the course, choose teaching methodologies that are best suited for the course [see 3.1.2.9 Teaching Methodologies, pg. 64]

17

CURRICULUM DESIGN ●

vii. Choose teaching aids – consider the content, the number of anticipated participants, and the setting for the course to determine which teaching aids will add value to the course and facilitate participant learning [see 3.1.2.10 Audiovisuals, Handouts and Other Teaching Aids, pg. 67]

viii. Develop course materials – consider content and the learners to determine parts of the content that would be beneficial for participants to have in writing for use during and after the course [see 3.1.2.11 Developing Course Materials, pg. 70]

ix. Design evaluation strategies **[9]** – using the learning objectives, design activities for participants to apply the course content and for faculty to evaluate their level of learning [see 3.1.2.12 Examples of Strategies to Evaluate Learning, pg. 72]

x. Plan the setting for learners – consider the content and how learners will access it (in groups or individually, in-person or electronically, etc.); determine how to ensure the most effective setting for learners; if learners will be in groups, part of the setting is seating [see 3.1.2.13 Seating Arrangements, pg. 72]

xi. Deliver the course and evaluate your design – consider all aspects of the instructional design process and determine what was effective and what could be improved; include, e.g., evaluation of transfer of learning and impact evaluation; redesign the course as necessary for the future and/or identify new needs created by the changes in participant knowledge, skills, abilities, and attitudes as the basis for other courses [see 3.1.2.14, Examples of Evaluating Course Design, pg. 76]

e. Comparing models [see 3.1.2.15 Instructional Design Models, pg. 79]

F. Course Structure **[10]** *(what are some theories applicable to the delivery of content in instructional design)*

a. Gagne's Events of Instruction (by Gagne)

i. Gain attention – present a problem, a new situation, or ask a question; this raises curiosity, helps ground the course content and motivate participants to learn

ii. Describe the goal and objectives – state how participants may be able to use course content to address the problem or situation; clarify expectations and relevance of the content; this allows participants to frame the content

iii. Stimulate recall of prior learning – remind participants of what they may already know about the content; this gets participants ready to assimilate new content with what they already know

iv. Present the content – provide new content, organized into meaningful parts, accompanied by graphics, text, pictures, and other memory aids; this is the basis of the course

CURRICULUM DESIGN

     v. Provide learner guidance – give tips, hints, and cues or ask reflective questions; this allows participants to "discover" for themselves the use of the new content

     vi. Elicit performance – let participants do something with the new content; this validates its usefulness

     vii. Provide feedback – acknowledge the value of correct performance and provide additional assistance; this reinforces learning

     viii. Assess performance – provide general progress information to participants and determine if learning objectives have been met; this guides faculty in whether to repeat new content

     ix. Enhance retention and transfer – provide similar problem situations and practice for participants; this establishes readiness to use the new content on the job

b. Kolb Cycle of Learning – Experiential Learning Cycle (by Kolb; added information by Honey & Mumford)

     i. Learning takes place through four phases that are in a cycle

     ii. Participants learn through all four phases, but have preferences as to which phase is most rewarding for them, which is their preferred learning style

     iii. Use of the cycle addresses the four learning styles or preferences

     iv. Two phases deal with grasping experience and represent two ways of gaining knowledge, i.e., either through watching or doing; two phases are about understanding or transforming knowledge through either thinking or feeling

          1. Concrete experience – provide an immediate, concrete experience for participants related to the content; this phase corresponds to "knowledge by acquaintance" or apprehension; this is a phase focused on feeling and personalizes content for the individual; activity: tell a story, show a movie clip, or have participants recall a relevant experience

          2. Reflective observation – provide time and basis for observation and reflection on the experience; this phase concerns thinking about something or considering the connotation of the concrete experience; this phase is focused on watching and enables assimilation of new perspectives gained thus far; activity: ask questions and engage participants in discussions

          3. Abstract conceptualization – provide new information, implications, and perspectives; this phase corresponds to knowledge about something, comprehension from the

CURRICULUM DESIGN

presentation of new ideas; this phase is focused on thinking; activity: offer new information

    4. Active experimentation - engage participants in active experimentation with the new information; this phase is about "using the new information"; this phase is focused on doing; activity: engage participants in testing the usefulness of the new information

  c. Backward Design – from Stage 3
- i. W – let learners know **what** to expect
- ii. H – **hook** learners and **hold** their interest
- iii. E – **equip** learners with key ideas and let them explore content
- iv. R – help learners **rethink** and **revise** their understanding
- v. E – allow learners to **evaluate** their work, its implications
- vi. T – **tailor** content for different needs, interests, and abilities
- vii. O – **organize** to facilitate learning

G. Putting Instructional Design into Action **[10] [11]**
- a. Obtaining buy-in from key individuals and groups
  - i. Build relationships upon which to engage proponents
  - ii. Educate key individuals and groups on the benefits and need for using an instructional design model
  - iii. Select and share a model
  - iv. Discuss facilitating and inhibiting factors
  - v. Provide staff support for incorporating the model
- b. Using a model
  - i. Determining educational need
  - ii. Stating course goal
  - iii. Stating course learning objectives
  - iv. Selecting content
  - v. Determining course structure
  - vi. Using a template to outline a course

3.1.1.5 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.)

CURRICULUM DESIGN

3.1.1.6 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:

Needs Assessment: The Basics of Processes and Models
Evaluation: The Basics of Five Approaches
Overcoming Challenges in Instructional Design
Developing Faculty
Enhancing Faculty Performance ~ Achieving Excellence
Selecting and Managing Instructional Delivery Mechanisms

Other relevant topics or educational areas:

Needs Assessment
Evaluation
Faculty Development
Diversity and Fairness
Ethics
Technology

CURRICULUM DESIGN

Instructional Design: The Backbone of Effective Education

3.1.1.7 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 role of judicial branch educators in introducing, implementing, or maintaining use of an instructional design model in the court system.	None	3.1.3.1 Role of the Judicial Branch Educator, pg. 83
2. List facilitating and inhibiting factors for using instructional design models in the court system.	None	3.1.3.2 Instructional Design in the Courts, pg. 85
3. Outline basic adult education principles and their relationship to instructional design.	3.1.2.1 Summary of Adult Education Principles Affecting Instructional Design, pg. 27	3.1.3.3 Adult Education Principles, pg. 87
4. Discuss the importance of addressing learning styles during the instructional design process, including their impact on transfer of learning and behavioral change.	3.1.2.2 Learning Style Models, pg. 29	3.1.3.4 Learning Styles, pg. 89
5. Identify the commonalities and differences of the	3.1.2.15 Instructional Design Model	3.1.3.5 Comparison of Instructional Design

CURRICULUM DESIGN

steps or components of basic instructional design models.	Comparison, pg. 79	Models, pg. 91
6. State an educational need based on results of a needs assessment in a hypothetical situation.	3.1.2.3 Recommended Instructional Design Model, pg. 34; and 3.1.2.4 Examples of Determining Educational Need, pg. 46	3.1.3.6 Creating a Course – Part 1 – Educational Need, pg. 94
7. Develop course goals and learning objectives based on the results of a needs assessment provided in a hypothetical situation.	3.1.2.4 Examples of Determining Educational Need, pg. 46; 3.1.2.5 Examples of Stating Course Goals, pg. 49; and 3.1.2.6 Examples of Stating Learning Objectives and Bloom's Taxonomy, pg. 52	3.1.3.7 Creating a Course – Part 2 – Course Goals and Learning Objectives, pg. 96
8. Identify the benefits and drawbacks of various teaching methods.	3.1.2.9 Teaching Methodologies, pg. 64	3.1.3.8 Benefits and Drawbacks of Teaching Methodologies, pg. 97
9. Demonstrate the interdependence of learning objectives and evaluation of learning.	3.1.2.6 Examples of Stating Learning Objectives, pg. 52, and 3.1.2.12 Examples of Strategies to Evaluate Learning, pg. 72	3.1.3.9 Designing Evaluation Strategies, pg. 100
10. Develop a basic outline for a course based on the learning objectives previously developed, including teaching methods and evaluation of learning strategies.	None	3.1.3.10 Creating a Course – Part 3 – Course Content and Structure, pg. 102
11. Describe the instructional design	None	3.1.3.11 Your Local Practices, pg. 107

CURRICULUM DESIGN ●

model or strategy used in your own department or division and determine whether or which enhancements can or should be made.		
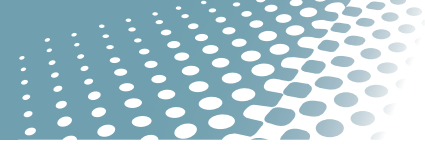
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Instructional Design: The Backbone of Effective Education

Explanation of Faculty Resource

3.1.2.1 Summary of Adult Education Principles
Affecting Instructional Design

Purpose of resource/document

This document provides a summary of some key adult education principles that need to be considered in instructional design. There are other adult education principles that apply more specifically to faculty behavior and the learning environment, both physical and psychological, that are not included.

Use of resource/document

This document would be useful when discussing adult education principles as a consideration for instructional design [see C, Adult Education Principles, pg. 12 in the curriculum design].

Related documents or materials

Participant activity
3.1.3.3 Adult Education Principles, pg. 87

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Summary of Adult Education Principles Affecting Instructional Design

The following are some adult education principles that affect instructional design. There are other principles that apply more specifically to faculty behavior and the learning environment, both physical and psychological, that are not included.

Adults move from being dependent learners as children, where the teacher directs their learning, to being **independent**, **self-directed learners**, **where they play a role in what and how they learn**.

> Instructional design needs to include opportunities for adults to have choices and to contribute to how a course will be experienced.

Adults evolve from an orientation of delayed application of new content as children, in which they anticipate using new knowledge later in life, to an orientation of **immediate application to resolve real-life issues and problems**.

> Instructional design needs to focus on the practical application of content, with theory being a backdrop rather than the main point.

Adults change from having little experience as children, in which the teacher is the expert, to possessing a rich **resource of knowledge and experience**, **where they contribute to the learning** and faculty are not the sole and indisputable expert.

> Instructional design needs to provide time and opportunity to engage adults to share what they know.

Adults shift from a situation of standardized learning as children, in which they learn what society expects them to learn, to a situation of **learning what they need to learn to apply to their lives**.

> Instructional design needs to include an assessment of what adults believe they need to learn.

Adults shift from a learning context organized by subjects, as children in school, in which learning is about the content, to one where learning is through participation **or learning in the context of experiences and application** of new content.

> Instructional design needs to engage learners in problem solving, hypothetical situations, and other exercises to equip them to use the new content.

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Explanation of Faculty Resource

3.1.2.2 Learning Style Models

Purpose of resource/document

This document provides a brief overview of four learning style models. The purpose of providing several models is to make judicial branch educators aware that there are various theories and that each has value.   These explanations of learning styles are the same as those used in the entry-level curriculum design for faculty development, Developing Faculty.

Use of resource/document

This document is most effectively used when discussing a variety of learning styles [see D, 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 because 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

Participant activity
3.1.3.4 Learning Styles, pg. 89

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Learning Styles

Visual, Auditory, Kinesthetic

This theory is based on which sense individuals use to take in and recall information. Of course learners use all three senses, but rely on or use one more effectively than the others in a learning situation.

Visual learners recall most effectively what they see. Characteristics of this type of learner include:

- 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 of these types of learners include:

- Remember names;
- Notice sound effects in films and enjoy music;
- Cannot 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 of these types of learners include:

- Are good at sports and cannot 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.

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Learning Styles

DISC

This theory indicates that individuals have tendencies for four categories in the DISC style, but one generally predominates. 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.

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

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*

A. The Rational Self Cerebral Left Brain	D. Experimental Self Cerebral Right Brain
• Knows how things work; • Likes numbers; • Is realistic; • Is critical and logical; • Quantifies; • Analyzes. Learner expects: • To-the-point information; • Theory and logical rationales; • Proof of validity; • Research references; • Quantifiable numbers, data; • Opportunity to ask questions; • Subject matter expertise.	• Infers; • Imagines; • Is curious, plays, likes surprises; • Breaks rules; • Speculates; • Is impetuous and takes risks. Learner expects: • Fun and spontaneity; • Pictures, metaphors, overviews; • Discovery of content; • Freedom to explore; • Quick pace, variety in format; • New ideas and concepts; • Opportunity to experiment.
B. Safekeeping Self Limbic Left Brain	C. Feeling Self Limbic Right Brain
• Plans; • Timely; • Is neat; • Prioritizes and is reliable; • Gets things done; • Establishes procedures; • Takes preventative action. Learner expects: • An organized approach; • Staying on track and on time; • A beginning, middle, and end; • Opportunity to practice • Opportunity to evaluate • Practical applications or examples; • Clear expectations, instructions	• Feels; • Talks a lot; • Is emotional and expressive; • Is supportive; • Touches a lot; • Likes to teach; • Is sensitive to others. Learner expects: • Group discussions; • Involvement; • Kinesthetic, moving around; • Hands-on learning; • Emotional involvement; • User-friendly experience; • Use of all senses.

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

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, or 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.
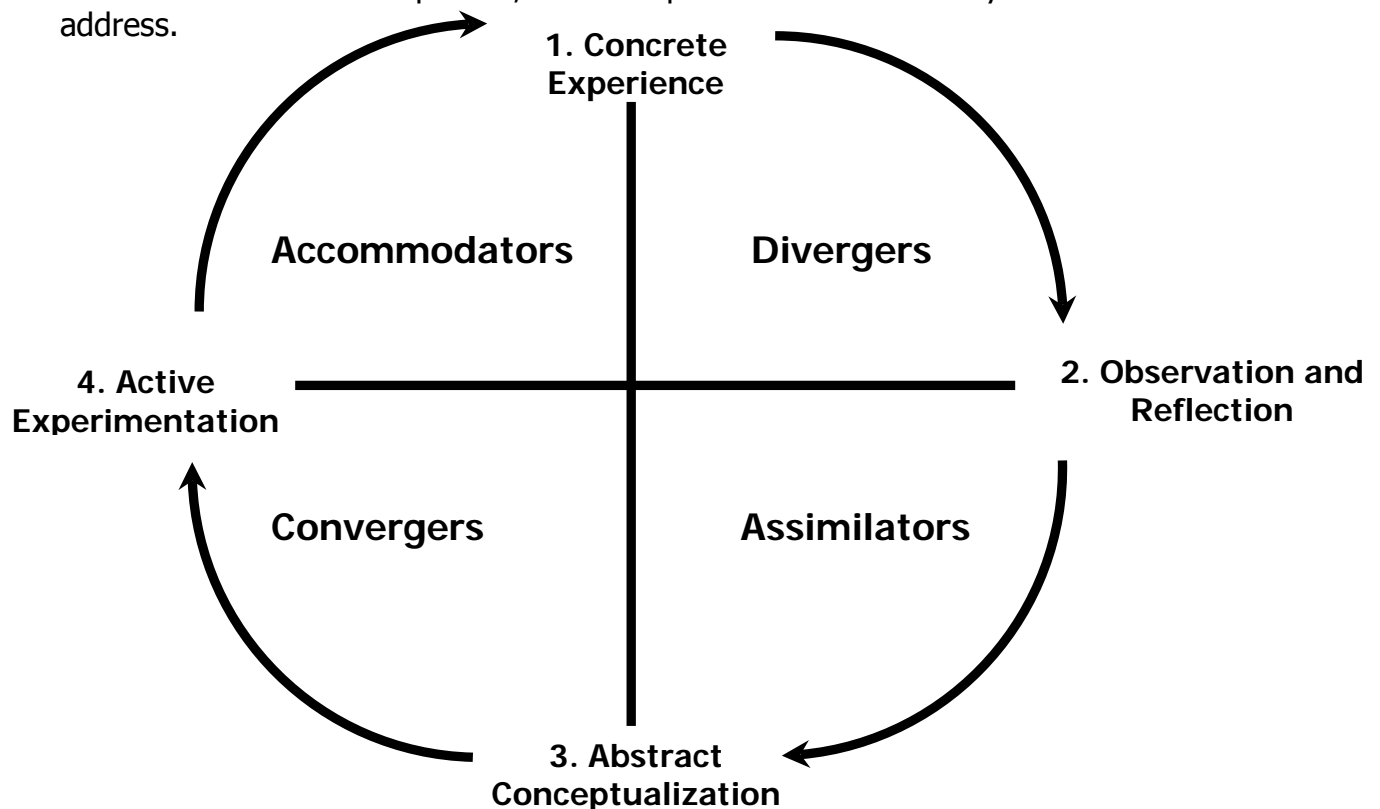
FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Explanation of Faculty Resource

3.1.2.3 Recommended Instructional Design Model

Purpose of resource/document

This resource includes two parts. The first is a graphic representation of the instructional design model recommended by the NASJE Curriculum Committee and is intended to depict the cyclic nature of the model and the sequence of the interdependent steps. The second part, Using the Recommended Instructional Design Model, is an explanation of each step in the model and is intended to provide judicial branch educators with a written guide to follow when creating a course.

Use of resource/document

This instructional design model is only one of several presented in the content of this curriculum design. In the order of the content, it is the last model. The reason for providing a variety of models is to give judicial branch educators choices and to point out that there are many ways to approach instructional design. The reason other models are presented before introducing this one is to show how the recommended model serves to bring together and expand what other models offer.

Faculty may choose to use the graphic representation while discussing each step represented [see E, Instructional Design Models, subpart d, Recommended Instructional Design Model, pg. 16 in the curriculum design] or may choose to use it at the conclusion of that discussion in order to show the steps of the model in an abbreviated form.

Faculty may use the step-by-step explanation as a summary or provide it to judicial branch educators as a handout summary of this model.

Related documents or materials
Faculty resources
3.1.2.4 Examples of Determining Educational Need, pg. 46
3.1.2.5 Examples of Stating Course Goals, pg. 49
3.1.2.6 Examples of Stating Learning Objectives, pg. 52
3.1.2.7 Examples of Selecting Course Content, pg. 58
3.1.2.8 Examples of Choosing Course Structure, pg. 61
3.1.2.9 Teaching Methodologies, pg. 64
3.1.2.10 Audiovisuals, Handouts, and Other Teaching Aids, pg. 67
3.1.2.11 Developing Course Materials, pg. 70
3.1.2.12 Examples of Strategies to Evaluate Learning, pg. 72
3.1.2.13 Seating Arrangements, pg. 74
3.1.2.14 Examples of Evaluation Approaches, pg. 76

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Recommended Instructional Design Model

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

Choose the delivery mechanism during this phase of planning

1. Determine Educational Need

2. State Course Purpose/Goal

11. Deliver Course; Evaluate Your Design

3. State Course Learning Objectives

10. Plan the Setting for Learners

IDENTIFY DESIRED RESULTS
Steps 1 & 2

DETERMINE MEASURABLE OUTCOMES
Step 3

DESIGN THE COURSE
Steps 4-10

DELIVER AND EVALUATE THE DESIGN
Step 11

9. Design Evaluation Strategies

4. Select Content to Support Objectives

8. Develop Course Materials

5. Develop Course Structure

7. Choose Teaching Aids

6. Determine Teaching Methodologies

35

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education
Using the Recommended Instructional Design Model
As You Begin

Keep in mind your particular audience, the time frame for the course (if it is established), the delivery mechanism options (in-person or electronic delivery), and any available sources of information, such as relevant curriculum designs, job descriptions, or other materials that may inform your planning process.

Although the model is depicted as a cycle, and steps are addressed in sequential order, certain steps in the process may need to be reviewed and revised due to a number of variables encountered during the process, such as a change in the delivery mechanism for a course. If something changes and you revise a previously completed step, be sure to review other steps for needed changes.

Hopefully the delivery mechanism is chosen early in the instructional design process (see the entry-level design on delivery mechanisms, Selecting and Managing Instructional Delivery Mechanisms, for more details on choosing a delivery mechanism], but numerous factors may cause it to change (such as creating a course for in-person delivery but finding it is to be delivered electronically).

The most important consideration for choosing a delivery mechanism is which most effectively supports and facilitates the learning that needs to take place. Factors for determining the delivery mechanism include:
- Which type of delivery will address the needed level of education? Do learners need to only gain information, or do they need to enhance their performance, or are they expected to change their attitudes?
- Which will provide the amount of faculty interaction learners need? Do learners need high-level or live interaction with faculty, or is limited live or asynchronous interaction sufficient, or can effective learning take place with no interaction between learners and faculty?
- How much time is needed for learners to fully grasp the content? Do they need only a short amount of time or do they need lengthy engagement?

Numerous factors may cause the delivery mechanism to change during or after instructional design is complete (such as creating a course for in-person delivery but finding that it is to be delivered electronically). If the chosen delivery mechanism changes, instructional design steps need to be revisited and results of those steps may need to be revised. Most specifically, the course goal and learning objectives may need to be revised to be complementary to the new delivery mechanism.

FACULTY RESOURCES

Another consideration is blended delivery, using in-person delivery for some components of a course and electronic delivery for others. [see the experienced-level curriculum design for instructional design, Overcoming Challenges in Instructional Design, for more details]. The choice of the most effective delivery mechanism for a course component should be based on the specific learning objective(s) and what can be accomplished through the delivery mechanism. Components of the course will need to be designed differently in order to maximize learning through the specific delivery mechanism. Examples are provided throughout the following explanations of instructional design steps.

Creating Your Course

IDENTIFY DESIRED RESULTS (Instructional Design Steps 1 & 2)

The basic questions are – Who is my audience? What is the educational need I am attempting to address? What is the desired result of this course?

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1. **Determine Educational Need:** Before deciding on how to approach developing your course, consider your specific audience and state their educational need with regard to the content area. An educational need is the basis and justification for an educational effort; the gap between desired performance and actual or expected performance; and the basis for planning a course.

   You may determine educational need through a needs assessment, which may include use of surveys or questionnaires; review of documents such as job descriptions, professional competencies, or other data; or review of curriculum designs that generally include a statement of educational need.

   Examples:

   i. For juvenile court judges, you may want to conduct a formal survey of sitting judges, using written questionnaires, asking them to rate or rank certain topical areas for inclusion in a course or series of courses. Your educational need might be: "New juvenile court judges should have a working knowledge of the following areas..."

   ii. For a new process or procedure, you may convene a focus group of learners and facilitate a discussion regarding the impact of the new process on existing work. Your educational need might be: "Employees in the clerk's office need to become familiar with the specific changes in work processes that will result from implementation of the new case classification system."

FACULTY RESOURCES

iii. For a faculty development course, you may want to review the NASJE curriculum design, "Developing Faculty," which will provide you with learning objectives, content, resources, and participant activities. Your educational need might be: "Faculty in judicial branch education are generally judges and court personnel who need to be familiar with adult education."

iv. For new court clerks, you may want to review job descriptions to determine the knowledge, skills, and abilities that are expected. Your educational need might be stated as: "New court clerks are expected to perform a variety of tasks and need to be familiar with certain court processes."

2. **State Course Goal:** Based on the educational need you wrote, state what you hope to accomplish with your course. A course goal is the overall purpose or aim of a course and is generally stated in terms of what planners and/or faculty hope to accomplish through education; a goal need not be stated in measurable terms.

Remember that a statement of purpose or goal does not have to be measurable but is instead intended to be a broad, hoped-for result of the course.

Using the educational needs stated above, the following are examples of corresponding course goals:

i. This course will provide new juvenile court judges with information regarding the most common types of adjudications and skills involved in courtroom management.

ii. This course is intended to address how the new case classification system will affect current practices in the clerk's office.

iii. The purpose of this course is to prepare judges and court personnel to serve as faculty for professional adult learners.

iv. Participants in this course will become familiar with the various tasks and processes/procedures that are expected of court clerks.

DETERMINE ACCEPTABLE EVIDENCE (Instructional Design Step 3)

The basic question is what can participants say or do to demonstrate the course goal(s) is/are met? How will I know if learning has occurred?

FACULTY RESOURCES

3. **State Course Learning Objectives:** Based on the educational need and the course goal, state several learning objectives. Learning objectives are statements of what participants will be able to say or do to demonstrate learning during a course; they are created prior to a course and direct the selection of content; statements use action verbs that reference behaviors faculty can observe; they are written to determine whether course goals are being met; they may be classified as cognitive (to show or state what is known), psychomotor (to be demonstrated physically), or affective (to indicate feelings or attitudes). [see Blooms Taxonomy for action verb suggestions.]

   A. **Consider the delivery mechanism for your course.** Determine the impact the delivery mechanism may have on participants' ability to demonstrate learning.

   IN-PERSON DELIVERY: Learning objectives are often stated in terms of in-person delivery so they can all be achieved or demonstrated by participants in a face-to-face course. Some, however, may need to be tailored slightly if the participant group is large, as in a conference plenary session.

   Examples: Using the educational needs and course goals stated in steps 1 and 2, learning objectives might include the following.

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

   i. For new juvenile court judges
      - Explain the most common procedures in juvenile court;
      - List some basic strategies to maintain order in the courtroom;
      - Describe the parameters for juvenile detention.

   ii. For court clerk's office personnel
      - Describe changes in processes and procedures due to the new case classification system;
      - Demonstrate entering data using the new case classification system.

   iii. For new faculty
      - List adult education principles;
      - Discuss various learning styles;
      - Plan course delivery using the Kolb Learning Cycle;
      - Demonstrate effective teaching methodologies.

FACULTY RESOURCES

iv. For new court clerks
- Identify the roles and responsibilities of a court clerk;
- Demonstrate use of the technology system;
- List the steps for filing various case types.

ELECTRONIC DELIVERY: Ensure the learning objectives complement the electronic delivery mechanism for your course; you may need to tailor learning objectives to ensure they are achievable for the specific delivery mechanism.

Referencing the learning objectives stated above:

i. If the course uses synchronous electronic delivery, such as a live broadcast, you may need to tailor learning objectives so participants can demonstrate learning within their small groups at their various locations. If the course is live online, you may need to tailor learning objectives so learners, whether alone or in a group, can achieve them through electronic means.

> *Example: Rather than using "explain" or "describe," use action verbs such as "list." Some seemingly unusual verbs for online delivery, such as "demonstrate," may be applicable if the course is about using technology, and the demonstration could be achieved electronically, such as through an online quiz.*

ii. If the course uses asynchronous electronic delivery, such as a static online course, you may need to tailor learning objectives so participants can measure their own learning.

> *Example: Rather than using "demonstrate," "explain," "describe," or "list" in learning objectives, you may need to use "select" or "choose," from a list in the online course.*

B. Consider the time allotment for your course. In a perfect educational world, the time for a course would be determined by the learning objectives and related content. If this is the case, you may design your course without concern for fitting it into a predetermined time slot. A time constraint is usually predetermined for a course, and your course design must fit within it.

Remember that learning objectives will be the basis for faculty to evaluate participant learning so adequate time is necessary for participants to both learn the new content and then do and/or say what the learning objectives state.

For some types of courses, faculty may not have to be concerned with time because many asynchronous electronic courses can be completed at the learner's own pace

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DESIGN/DEVELOP YOUR COURSE (Instructional Design Steps 4-10)

The basic questions include: What knowledge, skills, and/or abilities will learners need in order to perform activities and achieve the desired learning objectives? What content is essential to address the need I am trying to resolve? What is the logical order for the selected content? At what points will I present content and at what points will participants engage in activities to demonstrate learning?

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4. **Select Content to Support Learning Objectives:** Based on the learning objectives, select relevant content that will prepare and enable participants to achieve what is stated.

5. **Develop Course Structure:** Use a course development model that addresses a variety of participant learning styles (for example, the Kolb Learning Styles Model); create an outline of content in the order that it will be addressed; assign time segments to each part of the outline.

    A. **Consider the content you have selected, based on the learning objectives.** Arrange the content in a logical order, e.g., from simple concepts to complex ones, or in chronological order for processes and procedures, or from a micro to a macro perspective, generally starting from what learners already know about the topic and advancing toward what they may not know.

    IN-PERSON DELIVERY and SYNCHRONOUS ELECTRONIC DELIVERY: Faculty may choose to arrange content in a variety of formats, or a combination of formats, then assign blocks of time to each content or topic area. When delivering the content, based on learners' needs, faculty may revisit or repeat previous content, rearrange the content to meet the needs of the specific learners, or change the amount of time given to each topic area.

FACULTY RESOURCES

ASYNCHRONOUS ELECTRONIC DELIVERY:. Because faculty is not present to explain content, provide references to related content or repeat information. The arrangement of content is very important and should be done in an educationally sound manner; participants must be able to navigate the content easily, return to previous content, and find references on their own.

B. **Consider the activities that will be used to measure participant learning based on your stated learning objectives.** Participant activities for each learning objective will need to be incorporated in the course structure. Generally after presentation of a segment of content, participants will need to engage in an activity to demonstrate their learning.

IN-PERSON DELIVERY: Faculty needs to plan additional time for each activity that will be created later in the instructional design process.

ELECTRONIC DELIVERY: Faculty needs to consider activities as an integral part of content and provide easy access for learners to find correct responses.. Faculty may build into the course acknowledgement and reinforcement for correct responses and tips or cues if learners provide incorrect responses.

6. Determine Teaching Methodologies: Consider the learning objectives you have selected, the content, and the time allotted for the course. Given those factors, choose teaching methodologies that will be effective.

IN-PERSON DELIVERY and SYNCHRONOUS ELECTRONIC DELIVERY: Faculty needs to engage participants actively for at least 50 percent of the course time; this can be accomplished by interspersing activities and by varying teaching methodologies.

A few teaching methodology options include
- Active Lecture – faculty delivers content to participants, but engages them with questions and discussion opportunities
- Demonstration – faculty actively shows participants the content and/or how to use or apply the content; this includes strategies such as faculty acting, using a computer, or engaging in a role play.
- Panel or Debate – faculty invites others to participate in delivering content in order to provide a variety of perspectives
- Discussion – faculty gives participants a question or situation and engages them in talking about answers to the question or giving perspectives on the situation

FACULTY RESOURCES

When choosing teaching methodologies, consider the verbs used in the learning objectives. If verbs are "list," "state," "choose," they reference cognitive recall, so active lecture may be effective. If verbs are "demonstrate," "apply," "use," they reference psychomotor skills so faculty needs to show participants what will be expected.

ASYNCHRONOUS ELECTRONIC DELIVERY: Faculty may use a variety of teaching methodologies, but may be limited by the technology being used. With online courses, content is often text-based. Some additional possibilities to consider are taped demonstrations, panel or debate segments, audio segments, and online posting of questions from learner to learner

7. **Choose Teaching Aids:** Consider the content, the number of anticipated participants, and the setting for your course. Determine which teaching aids will add value to the course.

   IN-PERSON DELIVERY and SYNCHRONOUS ELECTRONIC DELIVERY: Teaching aids are intended to assist in delivering content and assist participants in learning. You may use teaching aids that are specific to your content, for example an item that participants will use on the job or a mock setting in which participants may work. A few common teaching aids are listed below:
   - Easel and paper – to record participant ideas and keep those ideas in view of in-person learners during the course; for electronic learners, faculty may record ideas and keep them visible using technology
   - Posters – to graphically show certain content and keep it in view of in-person learners during the course; for electronic learners, faculty may use technology to keep certain images visible
   - PowerPoint® – to show key points of content in visual form
   - DVD or other visual recording – to show real-world activity or to highlight a key point in the content
   - Audio recording – to engage learners in hearing something valuable for its content, its speaker, its circumstance, or its emotion

   ASYNCHRONOUS ELECTRONIC DELIVERY: Faculty may use a variety of teaching aids, such as PowerPoint®, audio or video recordings, graphs and charts, and photographs.

8. **Develop Course Materials:**

   IN-PERSON DELIVERY and SYNCHRONOUS ELECTRONIC DELIVERY: Course materials or handouts supplement faculty

FACULTY RESOURCES

presentation and are intended to (a) assist faculty in presenting content, (b) assist learners by providing a visual record of key points, and (c) provide learners with a lasting record of content for their use in the future. Learners may find only limited usefulness for materials that are too abbreviated or that cannot "stand alone." Learners may not use materials that are too complex or too voluminous.

ASYNCHRONOUS ELECTRONIC DELIVERY: For asynchronous online courses, the materials are often the core of content delivery rather than a supplement to faculty presentation. Learners are often dependent on text or PowerPoint®, or other images to comprehend the content. Materials may be printable or not. Materials for these types of delivery need to be easy to read onscreen, retrievable if the learner needs to go back or review previous content, and logically and easily navigable.

9. **Design Evaluation Strategies:** Based on the learning objectives, design activities to measure participant learning for each. As stated earlier, these activities generally need to occur in close proximity to the relevant content.

IN-PERSON DELIVERY and some SYNCHRONOUS ELECTRONIC DELIVERY: If learning objectives use verbs like "list," faculty may have participants brainstorm the appropriate terms (in-person learners may call out the terms; electronic learners may use technology to submit their ideas); for "choose," faculty may have participants refer to a list in the materials or a PowerPoint® slide, and select the appropriate terms. If verbs are "demonstrate," "apply," or "use," they reference psychomotor skills, so participants will need to have instructions, time, and space for the activity (these types of evaluation strategies are difficult for electronic learners so special accommodations may be necessary). If verbs are "resolve" or "determine," the activity may need to be a hypothetical situation. If the verb is "interact," a role-play activity may be effective (for electronic learners, this could involve viewing a role-play and providing a critique).

ASYNCHRONOUS ELECTRONIC DELIVERY: If learning objectives use verbs like "match" or "select," faculty may create a list from which learners select appropriate terms; if the verb is "choose," faculty may provide a list from which learners select appropriate terms, or faculty may design a hypothetical situation with limited choices for answers.

10. **Plan the setting for learners:** Consider the content and how learners will access it (in groups or individually, in-person or electronically, etc.), and then plan the setting for learners participating in the course.

FACULTY RESOURCES

IN-PERSON DELIVERY and some ELECTRONIC DELIVERY: If learners will gather in groups to participate in the course, several factors are important to their learning experience. For in-person delivery: consider teaching aids and where to place them for maximum effectiveness; consider access for persons with disabilities and how to accommodate their needs; consider lighting and sound issues and how to ensure all participants can see and hear. For both in-person and some electronic delivery (when learners will participate in groups) consider the content, the anticipated number of participants, learning objectives, and participant activities, and then determine which seating arrangement will be most effective for these circumstances.

A few commonly used seating arrangements include:
- Theater – chairs in rows without tables
- Classroom or Modified Classroom – tables in rows
- Rounds – round tables, forming small groups
- U-Style – seating on the outside of tables arranged in a U shape
- Union – seating around square or rectangular tables, forming small groups

ELECTRONIC DELIVERY: In some electronic delivery situations, synchronous or asynchronous, considerations for the setting may include whether learners will gather in groups or participate individually and what materials or other teaching/learning aids are needed for ready access during the course.

11. **Deliver the Course and Evaluate the Course Design:** Evaluating the course design may include several evaluation approaches. These approaches are most effective if used in combination.
    - Participant evaluation – engages participants in providing information on their reactions to a course;
    - Evaluation of learning – conducted by faculty and gathers information as to participants' ability to achieve learning objectives;
    - Peer or planner evaluation – conducted by a trained evaluator and gathers information including whether the course followed the instructional design;
    - Evaluation of transfer of learning – conducted by managers and supervisors and gathers information on changes in performance based on the course; and
    - Impact evaluation – may involve a variety of people and gathers information on changes experienced in the organization or in the public or society as a result of the course.

The results of evaluations are to be used in making changes to a course and guiding decisions about other educational efforts in the future.

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Explanation of Faculty Resource

3.1.2.4 Examples of Determining Educational Need

Purpose of resource/document

This is the first of five related documents that outline the first four chronological, interdependent steps, and step nine of the Recommended Instructional Design Model. This resource addresses design step 1, determining educational need.

This resource includes two documents/pages, one that explains needs assessment approaches and the other contains a table that provides statements of educational need based on certain sources of information. This table will be expanded in subsequent design steps: 3.1.2.5 Examples of Stating Course Goals, pg. 49, 3.1.2.6 Examples of Stating Learning Objectives, pg. 52, and 3.1.2.7 Examples of Selecting Course Content, pg. 58, as well as in step nine, 3.1.2.12 Examples of Strategies to Evaluate Learning, pg. 72.

Full information on these needs assessment approaches may be found in the entry-level NASJE curriculum design, Needs Assessment: The Basics of Processes and Models.

Use of resource/document

This resource would be useful when discussing how to determine educational needs, the first step in the recommended instructional design model [see E, Instructional Design Models, subpart d, Recommended Instructional Design Model, subpart i, Determine educational need, pg. 16 in the curriculum design].

Related documents or materials

Faculty resources
3.1.2.5 Examples of Stating Course Goals, pg. 49
3.1.2.6 Examples of Stating Learning Objectives, pg. 52
3.1.2.7 Examples of Selecting Course Content, pg. 58
3.1.2.12 Examples of Strategies to Evaluate Learning, pg. 72

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Examples of Determining Educational Need:
Needs Assessment Approaches

Assessing Educational Needs can be focused on:

- Deficiencies: educational needs based on performance that does not meet the current standard, for example complaints about the service or products, or observation of subpar performance

- Aspirations: educational needs based on desired future performance, for example, a job analysis, job description, or professional competencies

- Changes: educational needs brought about by changes in processes, procedures, responsibilities, etc., for example a new law or introduction of a new case management system

Assessing Educational Needs can be found through:

- Data Search and Analysis: needs identified through exploration of job descriptions, professional competencies, curriculum designs, or other documents that provide information on expected performance

- Written Surveys: needs identified through (a) asking learners what they need to learn, or (b) having learners rate or rank of a list of topics. Surveys may be given to a sample of the target audience or to everyone in the target audience

- Interviews: needs identified through (a) interviews with individuals, or (b) interviews with groups of people, such as focus groups. Interviews may be informal in the form of a spontaneous discussion or formal in the form of structured questions

Assessing Educational Needs commonly includes use of:

- Delphi Method – a written survey process engaging a significant number of individuals in successive questionnaires for refinement of information to elicit some commonalities of educational need

- Likert Scale – a written survey generally asking individuals to rate or rank topics or statements using measurement such as strongly agree, agree, neutral, disagree, or strongly disagree

- Focus Groups – an interview or discussion process to engage a representative group(s) of learners in identifying the impact of an anticipated change that may be addressed through education, an assessment of performance gaps that may be resolved by education, etc.

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

STEP 1: Examples of Determining Educational Needs
Statements of Educational Need

The following statements are examples of educational needs, determined through various approaches, and stated as a summary of what learners lack or may require. These statements are the foundation for stating course goals.

1.	Need due to change in position: New civil court judges are often unfamiliar with civil law and courtroom procedures for civil cases.
2.	Need based professional competencies: New general jurisdiction judges may not be aware of the ethical constraints that bind judicial officers.
3.	Need due to anticipated change: Personnel in the court clerk's office will experience significant changes in case filing procedures due to the new case management system.
4.	Need based on performance gap: Complaints from court users indicate that counter clerks are unfamiliar with the new self-help center and its procedures.
5.	Need based on aspirations: Judges and court personnel can contribute to public trust and confidence through consistent practices and fair treatment of all court users.
6.	Need based on needs assessment: Criminal court judges are often unfamiliar with the full array of diversion programs for certain types of offenders.

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Explanation of Faculty Resource

3.1.2.5 Examples of Stating Course Goals

Purpose of resource/document

This is the second of five related documents that outline the first four chronological, interdependent steps of the Recommended Instructional Design Model, as well as step nine. This resource addresses design step 2, stating course goals.

This resource includes two documents/pages, one explaining course goals and the other providing a table of course goals based on educational needs identified in resource 3.1.2.4 Examples of Determining Educational Need, pg. 46. This table will be expanded in subsequent design steps: 3.1.2.6 Examples of Stating Learning Objectives, pg. 52, and 3.1.2.7 Examples of Selecting Course Content, pg. 58, as well as in step nine, 3.1.2.12 Examples of Strategies to Evaluate Learning, pg. 72.

Use of resource/document

This resource would be useful when discussing how to state course goals, the second step in the recommended instructional design model [see E, Instructional Design Models, subpart d, Recommended Instructional Design Model, subpart ii, State course goal(s), pg. 16 in the curriculum design].

Related documents or materials

Faculty resources
3.1.2.4 Examples of Determining Educational Need, pg. 46
3.1.2.6 Examples of Stating Learning Objectives, pg. 52
3.1.2.7 Examples of Selecting Course Content, pg. 58
3.1.2.12 Examples of Strategies to Evaluate Learning, pg. 72

Participant activity
3.1.3.7 Creating a Course – Part 2 – Goals and Objectives, pg. 96

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Examples of Stating Course Goals

Course Goals are based on:

- The educational needs identified for a particular target audience regarding a particular content area

- What planners and/or faculty hope the course will accomplish in a broad sense and/or what they believe is the purpose of the course

Course Goals provide:

- A basis for faculty to use when planning a course that serves as the foundation for stating learning objectives

- An overview of what the course is intended to do that can also be used in a course description as an explanation of what learners can expect from the course

Course Goals are stated:

- From the perspective of planners and/or faculty and what they envision as the purpose of a course

- In a generalized form that is not necessarily measurable or observable in concrete terms

- Using terms such as "familiarize," "inform," or "sensitize participants"; or phrases such as "faculty will present," " the course will provide," "the course is designed to"

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

STEP 2: Examples of Stating Course Goals

Course goals are based on the educational need and state what planners and/or faculty hope to achieve through education.

1.	Need: New civil court judges are often unfamiliar with civil law and courtroom procedures for civil cases. Course Goal: This course will familiarize new civil court judges with applicable laws and procedures for civil cases.
2.	Need: New general jurisdiction judges may not be aware of the ethical constraints that bind judicial officers. Course Goal: Faculty for this course will present the code of judicial conduct and explore its importance to judicial officers.
3.	Need: Personnel in the court clerk's office will experience significant changes to case filing procedures due to the new case management system. Course Goal: Court personnel who participate in this course will have an opportunity to experience the new case management system and learn how to effectively use it.
4.	Need: Complaints from court users indicate that counter clerks are unfamiliar with the new self-help center and its procedures. Course Goal: This course is designed to provide counter clerks with an overview of the new self-help center and its procedures.
5.	Need: Judges and court personnel can contribute to public trust and confidence through consistent practices and fair treatment of all court users. Course Goal: Judges and court personnel attending this course will have an opportunity to learn about their role in creating public trust and confidence in the courts.
6.	Need based on needs assessment: Criminal court judges are often unfamiliar with the full array of diversion programs for certain types of offenders. Course Goal: This course will provide criminal court judges with an overview of diversion programs and their applicability to certain types of offenders.

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Explanation of Faculty Resource

3.1.2.6 Examples of Stating Learning Objectives

Purpose of resource/document

This resource is the third of five related documents that outline the first four chronological, interdependent steps of the Recommended Instructional Design Model, as well as step nine. This resource addresses design step 3, stating learning objectives.

This resource includes five documents/pages: (1) an explanation of what learning objectives are, (2) Bloom's Taxonomy of levels of learning and action verbs, (3) a revised version of Bloom's Taxonomy that highlights new terminology and differences in types of learning objectives, (4) some examples of using Bloom's Taxonomy to write learning objectives, and (5) the table introduced in resource 3.1.2.4 Examples of Determining Educational Need, pg. 46, and expanded in resource 3.1.2.5 Examples of Stating Course Goals, pg. 49. This table will be expanded in subsequent design steps: 3.1.2.7 Examples of Selecting Course Content, pg. 58, as well as in step nine, 3.1.2.12 Examples of Strategies to Evaluate Learning, pg. 72.

Use of resource/document

This resource would be useful when discussing how to state learning objectives, the third step in the recommended instructional design model [see E, Instructional Design Models, subpart d, Recommended Instructional Design Model, subpart iii, State course learning objectives, pg. 16 in the curriculum design].

Related documents or materials

Faculty resources
3.1.2.4 Examples of Determining Educational Need, pg. 46
3.1.2.5 Examples of Stating Course Goals, pg. 49
3.1.2.7 Examples of Selecting Course Content, pg. 58
3.1.2.12 Examples of Strategies to Evaluate Learning, pg. 72

Participant activity
3.1.3.7 Creating a Course: Part 2 – Goals and Objectives, pg. 96

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Examples of Stating Learning Objectives:
Defining Learning Objectives

Learning Objectives are based on:

- The educational needs and course goal(s) stated for a particular target audience regarding a particular content area

- What planners and/or faculty envision participants can say or do during a course to demonstrate learning and achievement of the course goal(s)

Learning Objectives are stated:

- By planners and/or faculty, but are from the perspective of learners and specify what they can say or do as a result of the course

- Following an overarching statement such as: "As a result of this education [or this course], participants will be able to:…"

- Using action verbs, which are measurable and observable by faculty, using terms such as "state," "discuss," "explain," "demonstrate," etc. [see Bloom's Taxonomy on the following page for additional action verbs]

- Considering the delivery mechanism for the course, which affects how learners will show achievement of stated objectives

Learning Objectives provide:

- A basis for selecting content, so only content that addresses or supports the learning objectives is included in a course

- A basis for how faculty will evaluate participant learning during the course, thereby guiding faculty in designing participant activities for the course

- A basis for faculty's choice of teaching methodologies, which need to be appropriate and effective in preparing participants to achieve the stated learning objectives

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Examples of Stating Learning Objectives (continued)
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 stating learning objectives. Verbs are arranged in the chart from basic (at the top) to more complex (at the bottom).

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)

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Examples of Stating Learning Objectives (continued)
REVISED Bloom's Taxonomy (based on Anderson)

This revision of Bloom's Taxonomy offers additional, more contemporary terminology and shows verbs that may be used for cognitive (plain), psychomotor (bold) and affective (caps) objectives.

Basic		
Knowing	Define	Tell
	Locate	Underline
	Spell	Label
	Fill in the blank	State
	Match	Memorize
	Name	Identify
Understanding	**Demonstrate**	Discuss
	Explain	Restate
	Retell in your own words	Put in order
	Trace	Translate
	Describe	Interpret
	Convert	Rewrite
Applying	Make	**Construct**
	Apply	**Use**
	Give an example	Compute
	Determine	Find out
	Operate	**Demonstrate**
	Draw	**Show**
Analyzing	Analyze	*CLASSIFY*
	Debate	*CONTRAST*
	Differentiate	Outline
	Specify	*PRIORITIZE*
	CHARACTERIZE	Correlate
Evaluating	Appraise	Evaluate
	Defend	Rank or Rate
	Prioritize	Compare
	VALUE	*GIVE YOUR OPINION*
	Choose	Select
	JUDGE	Conclude
Creating	Change	Combine
	Design	Find an unusual way
	Originate	Plan
	Rearrange	Reconstruct
	Suppose	Visualize
	Compose	Formulate
	Generate	Revise

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Examples of Stating Learning Objectives (based on Bloom)

Knowledge: As a result of this education, participants will be able to:
- **Define** key terms for ….
- **Identify** the steps necessary for ….
- **Name** the various components of ….
- **List** the most important aspects of ….

Comprehension: As a result of this education, participants will be able to:
- **Explain** the difference between …..
- **Describe** the appropriate process for ….
- **Discuss** the use of ….
- **Summarize** the theories for ….

Application: As a result of this education, participants will be able to:
- **Choose** the most appropriate approach for ….
- **Apply** the new procedure to ….
- **Use** the strategies discussed to ….
- **Demonstrate** the use of ….

Analysis: As a result of this education, participants will be able to:
- **Compare** the various theories of ….
- **Illustrate** the possible uses of ….
- **Outline** the steps for ….
- **Prioritize** the strategies for ….

Synthesis: As a result of this education, participants will be able to:
- **Compose** an application for the recommended strategy….
- **Develop** a process to use for ….
- **Design** a form for ….
- **Perform** the necessary steps for ….

Evaluation: As a result of this education, participants will be able to:
- **Evaluate** the relevance of the ….
- **Rate** the various theories of ….
- **Critique** the various interpretations of ….
- **Decide** which of the approaches would be effective for ….

While the learning objectives above deal with "cognitive" and "psychomotor" aspects of learning, many can be readily tailored to be "affective":
- **Demonstrate** <u>empathy</u> for victims by ….
- **Compare** their new <u>attitudes</u> before and after….
- **Evaluate** the <u>beliefs</u> of ….

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

STEP 3: Examples of Stating Learning Objectives

Learning objectives are based on course goals and state what participants can say and/or do during the course to demonstrate learning.

1.	Need: New civil court judges are often unfamiliar with civil law and courtroom procedures for civil cases. Course Goal: This course will familiarize new civil court judges with applicable laws and procedures for civil cases. As a result of this education, participants will be able to: 1. Discuss the application of civil laws in the courtroom; 2. Identify the steps necessary for most civil case litigation.
2.	Need: New general jurisdiction judges may not be aware of the ethical constraints that bind judicial officers. Course Goal: Faculty for this course will present the code of judicial conduct and explore its importance to judicial officers. As a result of this education, participants will be able to: 1. Define the various aspects of the Code of Judicial Conduct; 2. Apply the code of judicial conduct to hypothetical situations.
3.	Need: Personnel in the court clerk's office will experience significant changes to case filing procedures due to the new case management system. Course Goal: Court personnel who participate in this course will have an opportunity to experience the new case management system and learn how to effectively use it. As a result of this education, participants will be able to: 1. Demonstrate use of the new case management system.
4.	Need: Complaints from court users indicate that counter clerks are unfamiliar with the new self-help center and its procedures. Course Goal: This course is designed to provide counter clerks with an overview of the new self-help center and its procedures. As a result of this education, participants will be able to: 1. Explain the role and services of the new self-help center in a role-play.
5.	Need: Judges and court personnel can contribute to public trust and confidence through consistent practices and fair treatment of all court users. Course Goal: Judges and court personnel attending this course will have an opportunity to learn about their role in creating public trust and confidence in the courts. As a result of this education, participants will be able to: 1. Define public trust and confidence in the courts; 2. Identify key steps in creating or maintaining public trust and confidence.
6.	Need: Criminal court judges are unfamiliar with the full array of diversion programs for certain types of offenders. Course Goal: This course will provide criminal court judges with an overview of diversion programs and their applicability to certain types of offenders. As a result of this education, participants will be able to: 1. Select diversion program possibilities for hypothetical offenders; 2. Explain differences in diversion programs with regard to the type of offense.

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Explanation of Faculty Resource

3.1.2.7 Examples of Selecting Course Content

Purpose of resource/document

This is the fourth of five related documents that outline the chronological, interdependent steps of the Recommended Instructional Design Model, as well as step nine. This resource addresses design step 4, selecting course content.

This resource includes two documents/pages. The first page uses the table progressively developed in resources 3.1.2.4 Examples of Determining Educational Need, pg. 46, 3.1.2.5 Examples of Stating Course Goals, pg. 49, and 3.1.2.6 Examples of Stating Learning Objectives, pg. 52, and highlights content-related terms from the learning objectives provided in resource 3.1.2.6. This table will be expanded in instructional design step nine, 3.1.2.12 Examples of Strategies to Evaluate Learning, pg. 72. The second page shows how the terms highlighted in the table are used in content statements.

Use of resource/document

This document would be effectively used when discussing selecting course content, the fourth step in the recommended instructional design model [see E, Instructional Design Models, subpart d, Recommended Instructional Design Model, subpart iv, Select course content, pg. 17 in the curriculum design]

Related documents or materials

Faculty resources
3.1.2.4 Examples of Determining Educational Need, pg. 46
3.1.2.5 Examples of Stating Course Goals, pg. 49
3.1.2.6 Examples of Stating Learning Objectives, pg. 52
3.1.2.12 Examples of Strategies to Evaluate Learning, pg. 72

Participant activity
3.1.3.10 Creating a Course – Part 3 – Course Content and Structure, pg. 102

Instructional Design: The Backbone of Effective Education

STEP 4: Examples of Selecting Course Content

Course content is selected directly from learning objectives. The bold, underlined words in the learning objectives represent content that faculty will include in the course

1.	Need: New civil court judges are often unfamiliar with civil law and courtroom procedures for civil cases. Course Goal: This course will familiarize new civil court judges with applicable laws and procedures for civil cases. As a result of this education, participants will be able to: 1. Discuss the **application of civil laws** in the courtroom; 2. Identify the **steps** necessary **for most civil case litigation**.
2.	Need: New general jurisdiction judges may not be aware of the ethical constraints that bind judicial officers. Course Goal: Faculty for this course will present the code of judicial conduct and explore its importance to judicial officers. As a result of this education, participants will be able to: 1. Define the various aspects of the **Code of Judicial Conduct**; 2. **[Application of] the code** of judicial conduct to hypothetical situations.
3.	Need: Personnel in the court clerk's office will experience significant changes to case filing procedures due to the new case management system. Course Goal: Court personnel who participate in this course will have an opportunity to experience the new case management system and learn how to effectively use it. As a result of this education, participants will be able to: 1. Demonstrate **use of the new case management system**.
4.	Need: Complaints from court users indicate that counter clerks are unfamiliar with the new self-help center and its procedures. Course Goal: This course is designed to provide counter clerks with an overview of the new self-help center and its procedures. As a result of this education, participants will be able to: 1. Explain the **role and services of the new self-help center** in a role-play.
5.	Need: Judges and court personnel can contribute to public trust and confidence through consistent practices and fair treatment of all court users. Course Goal: Judges and court personnel attending this course will have an opportunity to learn about their role in creating public trust and confidence in the courts. As a result of this education, participants will be able to: 1. Define **public trust and confidence** in the courts; 2. Identify **key steps in creating or maintaining public trust and confidence**.
6.	Need: Criminal court judges are unfamiliar with the full array of diversion programs for certain types of offenders. Course Goal: This course will provide criminal court judges with an overview of diversion programs and their applicability for certain types of offenders. As a result of this education, participants will be able to: 3. Select **diversion program possibilities** for hypothetical offenders; 2. Explain **differences in diversion programs with regard to the** type of **offense**.

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Examples of Selecting Course Content

The following shows the content for the previous chart, selected from learning objectives and expanded to show what faculty might decide to include as course content

1.	**Application of civil laws**: Review of basic civil law Filing documents, time lines, etc. **Steps for most civil litigation**: Case management Courtroom control Mediation or arbitration opportunities
2.	**Code of Judicial Conduct**: A review of the code **Application of the code**: Examples of how the code guides judicial behavior Consequences of failure to follow
3.	**Use of the new case management system**: Overview of the new system Comparison to the existing system Faculty demonstration of how to use the system Potential problem areas and how to avoid them
4.	**Role and services of the new self-help center**: Purpose of center Tour of the space Services available Examples of when to refer someone to the center
5.	**Public trust and confidence**: Definition Brief history of public opinion of the courts Brief overview of current public opinion of the courts **Key steps in creating/maintaining public trust and confidence**: Examples of behaviors that could enhance public trust and confidence Examples of behaviors that could damage public trust and confidence

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Explanation of Faculty Resource

3.1.2.8 Examples of Choosing a Course Structure

Purpose of resource/document

This resource provides concrete examples of how course content, once selected, may be organized using the models presented in the curriculum design. This resource addresses design step 5, developing course structure, in the recommended instructional design model. Decisions about course structure may vary based on the specific content, the specific target audience, preferences of the faculty, time allotment for the course, etc.

Use of resource/document

This resource would be effective when discussing the options for course structure, the fifth step in the recommended design model [see E, Instructional Design Models, subpart d, Recommended Instructional Design Model, subpart v, Develop course structure, pg. 17 in the curriculum design].

Related documents or materials

Participant activity
3.1.3.10 Creating a Course – Part 3 – Course Content and Structure, pg. 102

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Examples of Choosing a Course Structure

The following represents several approaches for course structure, based on models presented in the curriculum design, using the same course content. The content is from the fifth example in the chart used for the previous four instructional design steps.

Course Content:

Public trust and confidence:
Definition
Brief history of public opinion of the courts
Brief overview of current public opinion of the courts

Key steps in creating or maintaining public trust and confidence:
Examples of behaviors that could enhance public trust and confidence
Examples of behaviors that could damage public trust and confidence

Gagne's Events of Instruction
Gain attention
- Provide data or a scenario that highlights problems with the public's opinion of the courts

Describe the goal and objectives
- Give learners the purpose of the course and the learning objectives they will be expected to achieve

Stimulate recall of prior knowledge
- Ask learners how they might define "public trust and confidence"; ask them (a) which institutions or organizations they trust and why, or (b) what they may already know about gaining and maintaining public trust and confidence in the courts

Present the content
- Provide a definition of "public trust and confidence in the courts"
- Give a brief history and current view of the public's opinion of courts
- Offer examples of behaviors that can (a) create and (b) diminish public trust and confidence in the courts

Provide learner guidance
- Offer tips about opportunities for learners to create and maintain public trust and confidence

Elicit performance
- Provide hypothetical situations for small groups to review and describe steps to create or maintain public trust and confidence

Provide feedback
- Offer further suggestions to what learners provided in the hypothetical situations

FACULTY RESOURCES

Assess performance
- Provide feedback on how learners performed in their assessment of the hypothetical situations

Kolb Cycle of Learning
Direct experience
- Show a video of interaction at the court from the public's perspective

Reflective observation
- Engage learners in a discussion of how they would have felt as a member of the public in the video; ask if they would have had trust and confidence in the courts as a result of their interaction

Abstract conceptualization
- Ask participants to collectively define "public trust and confidence"
- Provide a working definition for use during the course, using learner input if possible
- Give a brief history of public opinion of the courts
- Provide a brief overview of current public opinion
- Give examples of behaviors, both positive and negative, that could have an impact on the public's trust and confidence in the courts

Active experimentation
- Provide hypothetical situations for small groups to review and describe steps to create and maintain public trust and confidence in each situation

Backward Design
Let learners know what to expect
- Give a brief overview of the course

Hook learners and hold their interest
- Provide an interesting story about public trust and confidence, or share an experience that involved public trust and confidence; have learners offer their definitions of "public trust and confidence" from the story

Equip learners with key ideas
- Provide a definition of "public trust and confidence"
- Give a history and a current view of public opinion of the courts
- Provide examples of behaviors that can (a) contribute to and (b) diminish public trust and confidence in the courts

Help learners rethink and revise their understanding
- Ask learners how their definitions or perspectives on "public trust and confidence" may have changed after the new content was presented

Allow learners to evaluate their work
- Ask learners to apply what they have learned to hypothetical situations

Tailor content for different needs
- Reframe content, if necessary, based on learner performance

Organize to facilitate learning
- Repeat key points, build on preexisting knowledge, etc.

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Explanation of Faculty Resource

3.1.2.9 Teaching Methodologies

Purpose of resource/document

This resource 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. This resource is the same as the one used in the entry level curriculum design for faculty development, Developing Faculty, and addresses design step 6, determining teaching methodologies, in the recommended instructional design model.

Use of resource/document

This resource would be useful when discussing selection of teaching methodologies, the sixth step in the recommended instructional design model [see E, Instructional Design Models, subpart d, Recommended Instructional Design Model, subpart vi, Determine teaching methodologies, pg. 17 in the curriculum design]. While selection of teaching methodologies may vary based on the specific content, the specific target audience, the time allotment for the course, and other variables, faculty needs to draw attention to the influence of learning objectives in selecting teaching methodologies.

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

Related documents or materials

Participant activity
3.1.3.10 Creating a Course – Part 3 – Course Content and Structure, pg. 102

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

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 – generally effective with cognitive objectives, sometimes affective
- Description: Faculty delivers content at his or 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 – generally effective with cognitive or affective objectives
- 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 – generally effective with cognitive or affective objectives
- 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 a "serial lecture" with each panelist taking his or her turn to speak without interchange and discussion among the panelists or with participants; 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 – generally effective with cognitive or affective objectives
- 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 – effective with cognitive, psychomotor, or affective objectives
- Description: Participants review materials or 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

FACULTY RESOURCES

Large Group Discussion – generally effective with cognitive or affective objectives
- 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 – generally effective with cognitive or affective objectives
- Description: Groups of three or more discuss an issue or work on an 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 or 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 or discussion, new ideas, and different views

Individual Activity – effective with cognitive, psychomotor, or affective objectives
- Description: Each participant works on an activity without input from others
- Benefits: Allows each participant actively to explore or 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 a question about the work

Question and Answer – generally effective with cognitive objectives
- 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 or understood by participants; if no answers are offered, provide one as a basis for further thinking and discussion

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

Simulation, Role Play, Case Study, or Hypothetical Situation – generally effective with cognitive or affective objectives
- Description: Participants are engaged in a situation that resembles real life
- Benefits: Engages participants in situations that may not have clear-cut answers or 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; state that there may be many answers

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Explanation of Faculty Resource

3.1.2.10 Audiovisuals, Handouts, and Other Teaching Aids

Purpose of resource/document

This resource provides an overview of the most commonly used audiovisuals, handouts, and teaching aids, their benefits and drawbacks, and tips for effective use. This resource addresses design step 7, choosing teaching aids, in the recommended instructional design model.

Faculty needs to remind judicial branch educators that learners vary in their preferences for learning (visual, auditory, and kinesthetic) so use of these teaching aids augments delivery of content and reinforces learning. This chart is the same as the one used in the entry-level curriculum design for faculty development, Developing Faculty.

Use of resource/document

This document would be most effectively used during the discussion of audiovisual aids and handouts, the seventh step in the recommended instructional design model [see E, Instructional Design Models, subpart d, Recommended Instructional Design Model, subpart vii, Choose teaching aids, pg. 18 in the curriculum design].

Related documents or materials

Faculty resource
3.1.2.11 Developing Course Materials, pg. 70

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education
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 and Paper	Inexpensive; immediately adjustable; many uses – drawings, capturing participant ideas, etc.	Difficult to see in large groups.	• Use a "recorder" who prints well; • Use a variety of color markers for emphasis; be sensitive to color recognition issues; • Post sheets for reference during course.
Video or DVD	Brings action and reality to course; may evoke emotion.	Copyright issues; quality issues for both sight and sound.	• 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.	• 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 (36 is best); • 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.	• 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.	• Check sound in all parts of room.
Document Projector	Enlarges and projects documents, evidence, etc.	Limited use for many content areas.	• Ensure value of showing actual document is worth the use.

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education
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 or outline of 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.	• 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.	• 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.	• 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.	• 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.	• Provide sufficient information to put content in proper context.
Other Types of Teaching Aids	**Benefit**	**Drawbacks**	**Tips**
List your own ideas:			

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Explanation of Faculty Resource

3.1.2.11 Developing Course Materials

Purpose of resource/document

This resource complements handouts, audiovisuals, and other teaching aids highlighted in 3.1.2.10 Audiovisuals, Handouts, and Other Teaching Aids, pg. 67. This resource further develops the process of determining the content of handouts or other course materials and addresses design step 8, developing course materials, in the recommended instructional design model.

Use of resource/document

This document would be useful when discussing how to develop course materials, the eighth step in the recommended instructional design model [see E, Instructional Design Models, subpart d, Recommended Instructional Design Model, subpart viii, Develop course materials, pg. 18 in the curriculum design].

Related documents or materials

Faculty resource
3.1.2.10 Audiovisual Aids, Handouts, and Other Teaching Aids, pg. 67

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Developing Course Materials

Whether for in-person or electronic delivery courses, materials are an important part of instructional design. For some types of electronic delivery, such as online courses, materials are often the faculty's core tool; for in-person delivery, materials provide both a current and lasting reference for learners.

Questions to Consider:
- Are there any learning objectives that would require learners to have course materials?
- Is there content that would be more easily mastered by learners if they had course materials?
- Would certain course materials support a variety of learning styles?
- Would certain materials be useful for future reference by learners?
- Will the materials actually support participant learning?

Course Materials May Provide:
- An introduction to and overview of the course
- A record of key content
- An explanation of and instruction for participant activities
- A break from faculty-led presentation or discussion
- A reference for future use by learners
- Visual representation and/or illustration of content

Suggestions:
- Determine whether materials would be most effective for learners if disseminated before, at intervals during, or at the end of the course
- Refer to course materials during the course (to highlight their relevance and to let learners know they have or will have documentation of content)
- Consider the visual impact of materials (professional materials indicate faculty interest in learners)
    - Ensure all materials are clear (no copies of copies)
    - Ensure font size and type are easily readable by adult learners (non-serif font, at least 12 point or larger)
    - Ensure the amount of material is justified or necessary (too much information will discourage learners)
    - Keep materials simple for easy reference
- Tailor materials for the specific course (often materials from other sources are not directly supportive of the current course)
- Prepare and bind materials in the same order as the course content
- Include page numbers and title pages for easy reference
- Consider a table of contents and an overall outline format for materials (to enable learners to navigate content more easily)

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Explanation of Faculty Resource

3.1.2.12 Examples of Strategies to Evaluate Learning

Purpose of resource/document

This is the fifth of five related documents that outline the first four chronological, interdependent steps, and step nine of the recommended instructional design model. This resource addresses design step 9, designing evaluation strategies.

This resource provides a series of strategies for evaluating learning based on the learning objectives provided in faculty resource 3.1.2.6 Examples of Stating Learning Objectives, pg. 52. These strategies are examples only; other strategies and activities could be used to evaluate participant learning for each learning objective.

Use of resource/document

This document would be effective when discussing how to evaluate participant learning, the ninth step in the recommended instructional design model [see E, Instructional Design Models, subpart d, Recommended Instructional Design Model, subpart ix, Design evaluation strategies, pg. 18 in the curriculum design].

Related documents or materials

Faculty resources
3.1.2.4 Examples of Determining Educational Need, pg. 46
3.1.2.5 Examples of Stating Course Goals, pg. 49
3.1.2.6 Examples of Stating Learning Objectives, pg. 52
3.1.2.7 Examples of Selecting Course Content, pg. 58

Participant activity
3.1.3.10 Creating a Course – Part 3 – Course Content and Structure, pg. 102

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

STEP 9: Examples of Strategies for Evaluating Learning

Evaluation strategies are based directly on course learning objectives and rely on the action verbs to guide development of participant activities for evaluation.

1.	Learning Objectives: As a result of this education, participants will be able to: 1. <u>Discuss</u> the application of civil laws in the courtroom; 2. <u>Identify</u> the steps necessary for most civil case litigation. Evaluation Strategies: 1. After presenting content on civil law; faculty provides hypothetical situations for small groups of learners to review, <u>discuss,</u> and apply relevant civil law. 2. After presenting content on procedures in civil litigation, faculty conducts a large group discussion for learners to <u>identify</u> the steps that seem to be the most common.
2.	Learning Objectives: As a result of this education, participants will be able to: 1. <u>Define</u> the various aspects of the Code of Judicial Conduct; 2. <u>Apply</u> the code of judicial conduct to hypothetical situations. Evaluation Strategies: 1. Faculty presents the headings for the Code of Judicial Conduct and conducts a large group discussion so learners can collectively <u>define</u> what each represents. 2. After the large group discussion, faculty provides hypothetical situations for each learner to review and resolve by <u>applying</u> the code.
3.	Learning Objective: As a result of this education, participants will be able to: 1. <u>Demonstrate</u> use of the new case management system. Evaluation Strategy: 1. After presenting the new system and demonstrating its use, faculty provides each learner an opportunity to actively and correctly <u>demonstrate</u> how to use it.
4.	Learning Objective: As a result of this education, participants will be able to: 1. <u>Explain</u> the role and services of the new self-help center in a role-play. Evaluation Strategy: 1. After discussing the new self-help center, faculty provides opportunities in which learners can <u>explain</u> the center's services to role-play court users.
5.	Learning Objectives: As a result of this education, participants will be able to: 1. <u>Define</u> public trust and confidence in the courts; 2. <u>Identify</u> key steps in creating/maintaining public trust and confidence. Evaluation Strategies: 1. After presenting scenarios illustrating public trust and confidence, faculty asks the large group of learners to <u>define</u> the term. 2. After reviewing the behaviors learners can demonstrate to build trust and confidence, faculty asks small groups to review hypothetical situations and <u>identify</u> the steps that need to be taken to ensure public trust.
6.	Learning Objectives: As a result of this education, participants will be able to: 1. Select appropriate diversion programs for hypothetical offenders 2. Explain differences in diversion programs with regard to the type of offense. Evaluation Strategies: 1. After presenting/explaining a variety of diversion programs, faculty asks judges to review several hypothetical situations and choose a program from those presented. 2. After presenting/explaining a variety of diversion programs, faculty engages judges in a group discussion about different offenses and the applicability of programs for each type.

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Explanation of Faculty Resource

3.1.2.13 Seating Arrangements

Purpose of resource/document

This document provides a diagram and an overview of typical seating arrangements used in education courses. This diagram is the same as the one used in the NASJE entry-level curriculum design for faculty development, Developing Faculty, and addresses a portion of design step 10, plan the setting for learners, in the recommended instructional design model.

Use of resource/document

This document would be most useful when discussing the tenth step in the recommended instructional design model, how to plan the setting for learners. Part of that step can involve choosing sa eating arrangement if learners will access content in a group [see E, Instructional Design Models, subpart d, Recommended Instructional Design Model, subpart x, Plan the setting for learners, pg. 18 in the curriculum design].

Faculty needs to stress that (1) the choice of seating arrangement depends on planned participant activities to measure achievement of learning objectives, teaching methodologies, audiovisual aids, and available space; (2) it is generally advisable to plan an effective seating arrangement and to limit the number of participants than to choose a seating arrangement designed solely to fit a large number of learners into the space available.

Related documents or materials

Faculty resources
3.1.2.6 Examples of Stating Learning Objectives, pg. 52
3.1.2.12 Examples of Strategies to Evaluate Learning, pg. 72

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Seating Arrangements

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

Theater Style
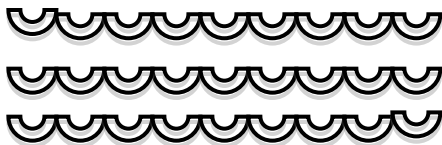
Chairs only benefit – accommodates large number of people in limited space; drawbacks – uncomfortable, isolating, diminishes participation, no place for materials or note taking. Tip – ensure adequate space for movement

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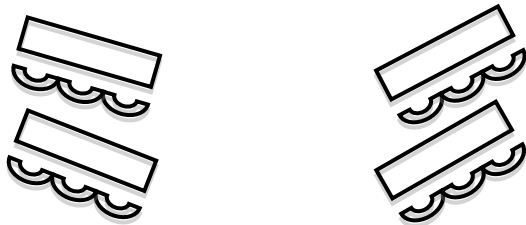
Tables and chairs, participants all face forward: benefit – efficient; drawbacks – feels rigid, reminiscent of school, difficult for small group work. Tip – if space allows, arrange tables in chevron to enhance visibility by participants

Rounds/Union
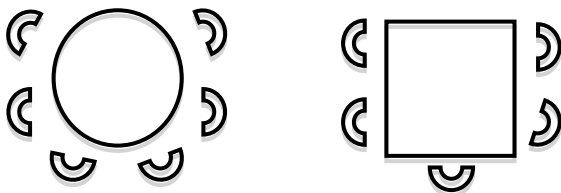
Tables and chairs, participants face each other: benefits – useful for small group work, networking; drawbacks – uses a lot of space, may create excessive bonding, talking, joking. Tip – ensure no one faces back of room

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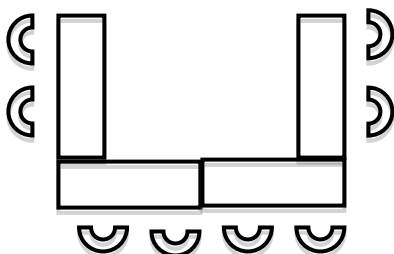
Tables and chairs, participants face each other: benefits – encourages discussion; drawbacks – accommodates a limited number of people. Tip – leave space at ends of tables for materials

75

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Explanation of Faculty Resource

3.1.2.14 Examples of Evaluating Course Design

Purpose of resource/document

This resource is to provide judicial branch educators with a general overview of five evaluation approaches. None is explored in great detail, but each includes a definition, information on the content, and benefits and drawbacks. Although each evaluation approach involves different people, each offers valuable information on a course and contributes to evaluating course design. This resource addresses design step 11, delivering and evaluating the course design, in the recommended instructional design model.

This resource includes a review of strategies for evaluating learning, which is documented in faculty resource 3.1.2.12 Examples of Strategies to Evaluate Learning, pg.72, but addresses this evaluation approach as only one of five that contribute to evaluating a course design.

Full information on these evaluation approaches may be found in the NASJE entry-level curriculum design for evaluation, Evaluation: The Basics of Five Approaches.

Use of resource/document

This document would be useful when discussing how to evaluate the course design, the eleventh step in the recommended instructional design model [see E, Instructional Design Models, subpart d, Recommended Instructional Design Model, subpart xi, Deliver the course and evaluate the course design, pg. 18 in the curriculum design].

Related documents or materials

Faculty resource
3.1.2.12 Examples of Strategies to Evaluate Learning, pg. 72

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Examples of Evaluating the Course Design

Participant Evaluation	
Definition	An assessment by participants of their reaction to or perspective of a course; generally uses a written format but may also be conducted as a group discussion, or may be done electronically
Content	Questions: content – relevance and applicability to the job; faculty – their level of knowledge and teaching skills; course context – adequate length for content, appropriate level for learners, etc.
Benefits	Participants' views are important; learners feel heard
Drawbacks	Content is often not addressed in a meaningful manner; the same template is often used for all courses; results are often not utilized effectively

Evaluation of Learning	
Definition	An assessment by faculty of participant learning during a course, based on his or her ability to meet or perform stated learning objectives
Content	Based directly on learning objectives
Benefits	If conducted throughout a course, enables faculty to make mid-course changes to a variety of course components, e.g., level of content, pacing, etc.
Drawbacks	Faculty may feel they do not have the time to evaluate learning; if faculty do evaluate, they often do not share results with planners

Evaluation of Transfer of Learning	
Definition	For court personnel – an assessment by supervisors and managers on the degree of change in employee knowledge, skills, and abilities as a result of education; for judges – a self-evaluation regarding changes in work as a result of a course
Content	Questions: content of the course – relevance and applicability to the job; faculty – their level of knowledge and teaching skills; course context – adequate length for content, appropriate level for learners; etc.
Benefits	Measure of whether learning is actually used after the course; can be somewhat predicted by participant achievement of learning objectives during activity in hypothetical situations or role play
Drawbacks	Can only be determined over time; judges, managers, and supervisors may not feel they have the time to evaluate

FACULTY RESOURCES

Peer or Planner Evaluation	
Definition	An assessment by qualified individuals, with an established evaluation strategy, of whether a course effectively followed the instructional design
Content	Varies considerably; often includes questions about course presentation compared with the instructional design, faculty skills and abilities, whether learning objectives were measured, etc.
Benefits	Peer – has no vested interest, may provide objective assessment that neither participants nor planners can provide; planner – may identify strong and weak points in the design of the course
Drawbacks	Evaluators need to be educated with regard to process, expectations, and limitations of their role

Impact Evaluation	
Definition	The overall outcome of a course – the impact on the organization and/or society; a measure of the actual return on investment
Content	Varies, but often includes questions about changes observed or experienced by service recipients, upper management, etc., as a result of the course
Benefits	Provides a firm basis for the value of education in the long term
Drawbacks	May be time consuming and costly

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Explanation of Faculty Resource

3.1.2.15 Instructional Design Model Comparison

Purpose of resource/document

This comparison shows the similarities and differences among four instructional design models that are applicable to judicial branch education. The recommended instructional design model, as shown in the comparison, more fully details steps and their order than other models. Although any of these models would be useful, the recommended model provides a common basis for judicial branch educators and facilitates a shared approach for the profession.

Use of resource/document

This resource would be effectively used after discussion of the instructional design models that are part of this curriculum design [see E, Instructional Design Models, pg. 14 in the curriculum design].

Related documents or materials

Participant activity
3.1.3.5 Comparison of Instructional Design Models, pg. 91

FACULTY RESOURCES

Instructional Design: The Backbone of Effective Education

Instructional Design Model Comparison

This chart is a brief comparison of four instructional design models showing the steps for each.

Recommended Model	ADDIE	Backward Design	Systems Approach
Determine educational need State course purpose or goal	Analyze – identify the learning problem	Identify desired results	Identify instructional goals Conduct instructional analysis
State course learning objectives	Design – specify the learning objectives	Determine acceptable evidence	Write performance objectives Develop assessment instruments
Select content to support learning objectives Develop course structure Determine teaching methodologies	Develop – assemble, create, or produce the learning content	Design learning plan or course	Develop instructional strategy
Choose teaching aids Develop course Materials			Develop and/or select instructional materials
Design evaluation strategies Choose a seating arrangement			Design and conduct formative evaluation
Deliver course; evaluate the course design	Implement Evaluate		Design and conduct summative evaluation

FACULTY RESOURCES
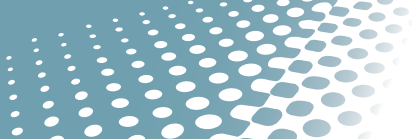
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CURRICULUM
DESIGN

▲ PARTICIPANT ACTIVITIES
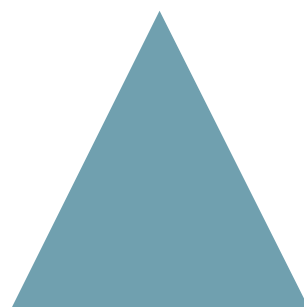
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Instructional Design: The Backbone of Effective Education

Explanation of Participant Activity

3.1.3.1 Role of the Judicial Branch Educator

Purpose of activity

This activity involves judicial branch educators in evaluating their role with regard to instructional design. The activity involves having participants answer a series of open-ended questions. Because participants will have varying roles in their local departments or divisions and will have different levels of experience, there are no absolutely correct or incorrect answers to the questions. The activity should end by drawing conclusions about the relationship between answers to the questions and instructional design.

Use of activity

This may serve as an opening activity for participants, because it will highlight the importance of instructional design in their role as educators.

This is an individual activity, followed by a large group discussion about responses. Faculty should conclude the large group discussion by asking participants: "What does instructional design have to do with the answers given to the questions?"

Relevant Learning Objective

1. Discuss the role of judicial branch educators in introducing, implementing, or maintaining use of an instructional design model in the court system.

PARTICIPANT ACTIVITIES ▲

Instructional Design: The Backbone of Effective Education

Role of the Judicial Branch Educator

Answer each question as it applies to your local organization or court.

1. What is the primary purpose of education?

2. How do you ensure that educational resources, i.e., people, time, and money, are used wisely?

3. How do you ensure that courses developed, sponsored, and offered by your department or division are effective?

4. What tools or guidelines do you use to assist faculty in creating courses?

5. What is your responsibility with regard to choosing effective approaches to develop and deliver courses?

6. What is your responsibility with regard to informing and educating committee members and faculty on sound educational practices?

PARTICIPANT ACTIVITIES

Instructional Design: The Backbone of Effective Education

Explanation of Participant Activity

3.1.3.2 Instructional Design in the Courts

Purpose of activity

This activity highlights potential facilitating and inhibiting factors that judicial branch educators may encounter in introducing, implementing, and maintaining use of instructional design in the court system.   It follows a discussion in the previous activity regarding the importance of instructional design and the role of judicial branch educators.   It is intended to heighten awareness of the uniqueness of the environment and culture and how even the history of judicial branch education may support or restrict use of instructional design.

Use of activity

This activity should follow the previous activity [see 3.1.3.1 Role of the Judicial Branch Educator, pg. 83] as introductory discussions for a course based on this curriculum design.

This is an individual activity.

NOTE: Participants will probably have differing views about instructional design, what it is, and how it is used.   Answers to the questions in this activity will be based on their own knowledge and experience. Faculty may choose to have participants revisit this activity near the conclusion of a course based on this curriculum design; participants may have different answers after they have a shared understanding of what is involved in the instructional design process.

Relevant Learning Objective

2. List the facilitating and inhibiting factors for using instructional design models in the court system.

PARTICIPANT ACTIVITIES ▲

Instructional Design: The Backbone of Effective Education

Instructional Design in the Courts

Answer each question and then place a check mark (✓) under either facilitating factor or inhibiting factor in using an instructional design model in your state or court.

Facilitating Factor		Inhibiting Factor
	What is the history of using an instructional design process or model for courses in your state or court?	
	What is the philosophy in your organization regarding established protocols in education?	
	How knowledgeable are judicial branch education personnel with regard to instructional design?	
	What is the role of judicial branch educators in serving as consultants for judges and court administrators who serve as faculty?	
	How do your education committee members feel about asking all faculty to follow established protocols?	
	How willing are your faculty to revise existing courses using an instructional design model?	
	How willing are your faculty to use an instructional design model to develop new courses?	
	What is included in your faculty development courses regarding instructional design?	

▲ PARTICIPANT ACTIVITIES

Instructional Design: The Backbone of Effective Education

Explanation of Participant Activity

3.1.3.3 Adult Education Principles

Purpose of activity

This activity engages judicial branch educators in first brainstorming adult education principles using their formal education and/or experience as a source, and then asks them to determine where each principle is most effectively addressed. Honoring adult education principles is often thought to be the responsibility of faculty, but this is not necessarily the case. The objective of this activity is for participants to identify those that are most effectively addressed through instructional design.

Use of activity

This activity would be effective when introducing the content on adult education principles [see C, Adult Education Principles, pg. 11 in the curriculum design]. If used in this manner, judicial branch educators have an opportunity to brainstorm all they know about adult education principles and then evaluate their list for those principles that could be addressed in instructional design and those that would be most effectively addressed by faculty and/or established as part of the learning environment.

This is a small group activity.

Relevant Learning Objective

3. Outline basic adult education principles, highlighting those with a direct relationship to instructional design.

PARTICIPANT ACTIVITIES ▲

Instructional Design: The Backbone of Effective Education

Adult Education Principles

Brainstorm and list adult education principles; then place a check mark (✓) under the column(s) that indicate where each principle would be most effectively addressed.

Instructional Design	Faculty Behavior	Learning Environment	Adult Education Principles

▲ PARTICIPANT ACTIVITIES

Instructional Design: The Backbone of Effective Education

Explanation of Participant Activity

3.1.3.4 Learning Styles

Purpose of activity

This activity involves judicial branch educators in first assessing their own learning styles for each of the theories included in the content and then in discussing how their differences would have an impact on instructional design models.

Use of activity

The initial part of this activity would be effectively conducted in increments as each learning style theory is discussed [see D, Learning Styles, pg. 12 in the curriculum design]. Faculty would then ask volunteers to share their learning styles from each theory. Finally, faculty would engage participants in a general discussion of why addressing their learning styles during the instructional design process would affect their ability to learn and use new content in their work

NOTE: the descriptions of various learning styles on the activity sheet are brief; participants need a more comprehensive explanation of each in order to choose their appropriate learning styles.

This is an individual activity.

Relevant Learning Objective

4. Discuss the importance of addressing learning styles during the instructional design process, including their relationship to transfer of learning and behavioral change.

PARTICIPANT ACTIVITIES

Instructional Design: The Backbone of Effective Education

Learning Styles

Learning style theories address different aspects of our learning preferences. These theories are not mutually exclusive and more than one theory applies to each of us. Using the information below, place a check mark (✓) beside what you think your learning style would be for each theory.

☐ **Auditory –** learn best through hearing
☐ **Visual –** learn best through seeing
☐ **Kinesthetic –** learn through doing

D I S C
☐ **Dominance** – are self reliant; prefer facts and rationalization; impatient with what they consider irrelevant information; may challenge faculty
☐ **Influence** – are social and effective communicators; learn best in enjoyable setting; like visuals; like to participate; open to possibilities and new ideas
☐ **Steadiness** – are patient and persistent; do not like to be rushed in their learning; do not like undefined options and prefer consistency in content
☐ **Compliance or Conscientiousness** – are conscious of rules and proper procedure; need structure; have lots of questions; like checklists

Hermann Whole Brain
☐ **Rational Self** – realistic; critical; quantifies and analyzes; wants precise data; struggles with vague concepts
☐ **Safekeeping Self** – timely; neat; reliable; wants beginning, middle, end; struggles with risk and unclear expectations or directions
☐ **Feeling Self** – emotional and expressive; sensitive to others; needs hands-on; struggles with too much information and lack of participation
☐ **Experimental Self** – infers and imagines; curious; likes spontaneity; struggles with time management, details, and rigid learning environment

Kolb
☐ **Divergers** – are reflective; see and watch; stand back and gather data; delay coming to conclusions; are emotional and imaginative
☐ **Convergers** – are pragmatists; prefer dealing with things, not people; excel at practical application of ideas; like to have a single correct answer
☐ **Asssimilators** – are theoretical learners; think and watch; value factual knowledge; think things through in logical steps; dislike subjectivity
☐ **Accommodators** – are activist learners; feel and do; carry out experiments; risk takers; concern is here and now; bored with implementation

▲ PARTICIPANT ACTIVITIES

Instructional Design: The Backbone of Effective Education

Explanation of Participant Activity

3.1.3.5 Comparison of Instructional Design Models

Purpose of activity

This activity asks judicial branch educators to review the instructional design models discussed as part of the content and identify where they have commonalities and differences. Initially, participants are asked to identify commonalities and differences among pairs of models; then they are asked to list any commonalities shared by all models.

Use of activity

This activity would be effective if used after discussing instructional design models [see E, Instructional Design Models, pg. 14 in the curriculum design], so judicial branch educators have an understanding of the various steps or components of each model.

This is a small group activity.

Relevant Learning Objective

5. Identify the commonalities and differences of the steps or components of basic instructional design models.

PARTICIPANT ACTIVITIES ▲

Instructional Design: The Backbone of Effective Education

Comparison of Instructional Design Models

Identify the commonalities and differences for each paired set of instructional design models, then answer the questions that follow.

ADDIE and Backward Design

Commonalities:

Differences:

ADDIE and Systems Approach

Commonalities:

Differences:

ADDIE and the Recommended Model

Commonalities:

Differences:

92

Backward Design and Systems Approach

Commonalities:

Differences:

Backward Design and Recommended Model

Commonalities:

Differences:

Systems Approach and Recommended Model

Commonalities:

Differences:

What commonality(ies) is/are shared by all models?

_____

_____

_____

_____

PARTICIPANT ACTIVITIES ▲

Instructional Design: The Backbone of Effective Education

Explanation of Participant Activity

3.1.3.6 Creating a Course: Part 1 – Educational Need

Purpose of activity

This is the first activity of a three-part exercise that engages judicial branch educators in creating a course based on a hypothetical needs assessment, which appears on the following page. This part of the exercise engages judicial branch educators in stating an educational need. This educational need will be the basis of the second part of the exercise, [see activity 3.1.3.7 Creating a Course: Part 2 – Goals and Objectives, pg. 96].

Use of activity

This activity, and the full three-part exercise, could be used after discussing each relevant step in the recommended instructional design model [see E, Instructional Design Models, pg. 14, in the curriculum design], or it could be used near the conclusion of a course based on this curriculum design [see G, Putting Instructional Design into Action, pg. 20 in the curriculum design].

This is an individual activity.

Relevant Learning Objective

6. State an educational need based on results of needs assessment in a hypothetical situation.

PARTICIPANT ACTIVITIES

Instructional Design: The Backbone of Effective Education

Creating a Course: Part 1 – Educational Need

Hypothetical Situation:

A number of civil court judges in the state have commented that with the economic downturn, they are experiencing more and more self-represented litigants in their courtrooms. The judges expressed concerns that (a) the cases of these litigants seem to take longer than those with both sides represented by attorneys, and (b) they do not feel competent to accommodate these litigants due to the heavy caseload and backlogs their courts are experiencing.

In response to these concerns, you conducted a needs assessment with several small focus groups of civil court judges. The questions and the summarized responses include:

1. "What are the main problems you face in working with self-represented litigants?"
   - Self-represented litigants are unfamiliar with court documents and procedures
   - Cases involving pro per litigants take more time than those with attorneys
   - Self-represented litigants often come into the courtroom unprepared

2. "What kinds of solutions can you suggest with regard to minimizing those problems?"
   - Assistance for self-represented litigants before they get into the courtroom
   - Education for judges who hear cases involving self-represented litigants

3. "What are some options within the court that might address these problems?"
   - A self-help center
   - A calendaring process that groups self-represented cases on certain days
   - An "on duty" judge who would hear these cases on a rotating basis
   - More effective use of commissioners

4. "What educational content would be of assistance in working with self-represented litigants?"
   - Balancing effective case management with being fair to self-represented litigants
   - Time management strategies for cases with self-represented litigants
   - How to efficiently and effectively provide assistance to self-represented litigants

State an educational need for a course:

_____
_____
_____

PARTICIPANT ACTIVITIES ▲

Instructional Design: The Backbone of Effective Education

Explanation of Participant Activity

3.1.3.7 Creating a Course: Part 2 – Goals and Objectives

Purpose of activity

This is the second activity of a three-part exercise that engages judicial branch educators in creating a course based on a hypothetical needs assessment, which appears in activity 3.1.3.6 Creating a Course: Part I - Educational Need, pg. 94. This part of the exercise engages judicial branch educators in stating a course goal and learning objectives.

Use of activity

This activity, and the full three-part exercise, could be used after discussing each relevant step in the recommended instructional design model [see E, Instructional Design Models, subpart d, Recommended Instructional Design Model, pg. 16 in the curriculum design], or it could be used near the conclusion of a course based on this curriculum design [see G, Putting Instructional Design into Action, pg. 20 in the curriculum design].

NOTE: For this activity, refer judicial branch educators to the document for participant activity 3.1.3.10 Creating a Course: Part 3 - Course Content and Structure, pg. 102. The initial work participants do on this document will assist them with subsequent work in that activity.

This is an individual activity.

Relevant Learning Objective

7. Develop course goals and learning objectives based on the results of a needs assessment provided in a hypothetical situation.

PARTICIPANT ACTIVITIES

Instructional Design: The Backbone of Effective Education

Explanation of Participant Activity

3.1.3.8 Benefits and Drawbacks of Teaching Methodologies

Purpose of activity

This activity, which is also an activity in the entry-level faculty development curriculum design, focuses judicial branch educators on various teaching methodologies, their main features, benefits, and drawback in order to better understand when each is appropriate.

Use of activity

This activity would be effective before discussing various teaching methodologies [see E, Instructional Design Models, subpart d, Recommended Instructional Design Model, pg. 16 in the curriculum design] to engage judicial branch educators in tapping into what they already know or have experienced, or after the discussion to reinforce the content.

This could be an individual or small group activity.

Relevant Learning Objective

8. Identify the benefits and drawbacks of various teaching methods.

PARTICIPANT ACTIVITIES ▲

Instructional Design: The Backbone of Effective Education
Benefits and Drawbacks of Teaching Methodologies

Use the chart below to identify the benefits and drawbacks of each teaching methodology.

Methodology	Key Features	Benefits	Drawbacks
Traditional Lecture	Faculty delivers content at his or 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	Two people or teams argue opposing sides of an topic or question.		
Self-Study	Participants review materials or content on their own and at their own pace.		

PARTICIPANT ACTIVITIES

Large Group Discussion	Faculty engages the full group in discussion.		
Small Group Discussion	Groups of 3 to 6 learners 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 how to use new content.		
Simulation, Role Play, or Hypothetical Situation	Participants are engaged in a situation that resembles real life.		

PARTICIPANT ACTIVITIES ▲

Instructional Design: The Backbone of Effective Education

Explanation of Participant Activity

3.1.3.9 Designing Evaluation Strategies

Purpose of activity

This activity involves judicial branch educators in using learning objectives to design evaluation of learning strategies that faculty would use during a course.

Use of activity

This activity would be effective if used after discussing learning objectives in various instructional design models [see E, Instructional Design Models, pg. 14 in the curriculum design]. This activity could be used before participants engage in activity 3.1.3.10 Creating a Course: Part 3 – Course Content and Structure, pg. 102, which includes designing evaluation strategies based on needs identified in a hypothetical situation [see activity 3.1.3.6 Creating a Course: Part 1 – Educational Need, pg. 94] and learning objectives developed from those needs [see Creating a Course: Part 2 – Goals and Objectives, pg. 96].

This could be an individual or a small group activity.

Relevant Learning Objective

9. Demonstrate the interdependence of learning objectives and evaluation of learning.

PARTICIPANT ACTIVITIES

Instructional Design: The Backbone of Effective Education

Designing Evaluation Strategies

Based on the learning objectives in column 1 below, suggest at least one evaluation strategy for faculty to evaluate participant learning during a course in column 2.

Learning Objectives **As a result of this education, participants will be able to:**	Evaluation Strategies (e.g. role play, hypothetical situation, small group discussion, question and answer, etc.)
List the changes in sentencing that will result from the new law.	
Explain the role of the self-help center.	
Demonstrate use of the new software.	
Develop a checklist for the new data entry process.	
Demonstrate effective communication skills.	
Write a minute entry.	
Compare and contrast the various diversion programs.	
Defend a decision based on the new procedure.	
Evaluate the benefits of ethical guidelines for complex situations.	

PARTICIPANT ACTIVITIES ▲

Instructional Design: The Backbone of Effective Education

Explanation of Participant Activity

3.1.3.10 Creating a Course: Part 3 – Course Content and Structure

Purpose of activity

This is the third activity in a three-part exercise that engages judicial branch educators in creating a course. This part of the exercise involves outlining a course based on the educational needs from a hypothetical situation [see activity 3.1.3.6 Creating a Course: Part 1 – Educational Need, pg. 94] and the course goals and learning objectives [see activity 3.1.3.7 Creating a Course: Part 2 – Goals and Objectives, pg. 96], which should already have been documented on the template provided. Judicial branch educators need to review the course goals and learning objectives (and the educational need if necessary) and (a) select content, (b) choose a course structure, (c) determine appropriate teaching methodologies, and (d) design evaluation strategies for evaluating participant learning.

The template that serves as the activity sheet for this work is extracted from a larger document, a Program Development Template, which is a faculty resource for the curriculum and program development entry-level curriculum design, Developing Curricula and Programs. The portion that is included for this activity deals specifically with course development. Some portions of the template are completed and/or are shaded; participants should complete unshaded areas.

NOTE: This template would generally be completed by a combination of people as noted in the headings for various sections. For purposes of this activity, judicial branch educators should complete the unshaded areas of the template.

Use of activity

This activity would be beneficial near the end of a course based on this curriculum design [see G, Putting Instructional Design into Action, pg. 20 in the curriculum design] in order for judicial branch educators to have a full understanding of all of the components of the recommended instructional design model [see E, Instructional Design Models, subpart d. Recommended Instructional Design Model, pg. 16 in the curriculum design] and the options for course structure [see F, Course Structure, pg. 18 in the curriculum design].

This is an individual activity.

Relevant Learning Objective

10. Develop a basic outline for a course based on the learning objectives previously developed, including teaching methods and evaluation of learning strategies.

▲ PARTICIPANT ACTIVITIES

Instructional Design: The Backbone of Effective Education

Course Development Segment

This template is to be completed by planners and/or staff and faculty prior to course delivery.
Sections with asterisks (*) denote information that may come from a curriculum design.
This portion of the template may be duplicated if there are multiple courses.
This template may be used for courses offered through in-person or electronic delivery.

This information is to be completed by planners and/or staff and given to faculty:

Content Area* (If course is based on curriculum design) **or Course Topic or Title:**

Working With Self-Represented Litigants

Delivery Mechanism: (e.g., face-to-face delivery, or on DVD)

Face-to-face delivery

Date, Time, and Location of Course: (When and where faculty are to be present for content delivery, whether in-person or electronically delivery)

To be determined

Time Frame: (Total amount of time for content delivery, excluding breaks, e.g., 2 hours)

3.5 hours

Target Audience: (Specific description of intended audience, e.g., Juvenile Court Judges)

Civil Court Judges

Number of Participants for Course (Anticipated number or, if applicable, maximum and minimum number - e.g., in-person delivery, 30 participants – or – electronic delivery, N/A)

25 participants maximum

Course Goal*: (Reason the course is offered)

Faculty: (The name(s) of selected faculty)

N/A for this activity

PARTICIPANT ACTIVITIES ▲

Course Development Segment (continued)

This information is to be provided by planners and/or staff or by faculty or through a combined staff and faculty effort:

Learning Objectives*: (How participants will demonstrate learning; what participants will say or do during the course to indicate their ability to use new information or skills. No specific number of learning objectives is required.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

▲ PARTICIPANT ACTIVITIES

Course Development Segment (continued)

This information is to be provided by faculty:

Content Outline with Timeline, Teaching Methodologies, and Teaching Aids

(This table may be expanded if necessary)

Agenda and Time	Content	Teaching Methodology	Teaching Aids, Audiovisuals
(e.g., 8:30 – 9:00 a.m.)	(e.g., definition of "arrest")	(e.g., hypothetical, brief lecture, small group discussion)	(e.g., DVD and PowerPoint®)

PARTICIPANT ACTIVITIES ▲

Course Development Segment (continued)

This information is to be provided by faculty:

Participant Activities/Evaluation Strategies*: (Planned activities to measure participant achievement of learning objectives, such as "large group discussion," "individual problem solving," etc., listed to correspond to the number of the learning objective.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

(Other activities not related to measurement of learning objectives, e.g., "field trip")

Audiovisual Needs: (What staff needs to provide, e.g., projector, computer, easel and paper)

Easel and paper, computer for PowerPoint®, DVD player, TV

Participant Materials: (A synopsis or list of materials to be provided to participants, including PowerPoint® handouts, models, flow charts, etc.)

Synopsis of available diversion programs; note-taking format

Seating Arrangement: (A description of the preferred seating arrangement for participants, e.g., "Rounds of 6.")

Rounds of 5

▲ PARTICIPANT ACTIVITIES

Instructional Design: The Backbone of Effective Education

Explanation of Participant Activity

3.1.3.11 Your Local Practices

Purpose of activity

This activity is focuses judicial branch educators on their local practices and whether enhancements need to be made to them.

Use of activity

This is a culminating activity for a course based on this curriculum design.

This is an individual activity.

Relevant Learning Objective

11. Describe the instructional design model or strategy used in your own department or division and determine whether/which enhancements can or should be made.

PARTICIPANT ACTIVITIES ▲

Instructional Design: The Backbone of Effective Education

Your Local Practices

Answer the following questions as they apply to your local organization or court.

1. What process or model do you and your faculty use for instructional design?

2. What are the strengths or benefits of what you use?

3. What are the weaknesses or drawbacks of what you use?

4. What enhancements will you suggest to your local process or model?

5. Who do you need to involve in order to implement the enhancements?

6. How will you implement the enhancements with judicial branch education personnel?
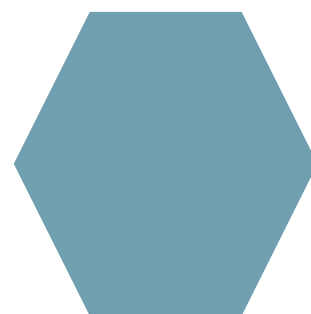
7. How will you implement the enhancements with your faculty?

PARTICIPANT ACTIVITIES
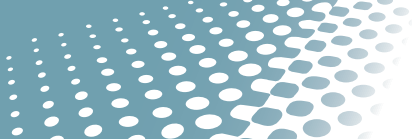
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