AFRICA CENTER
FOR STRATEGIC STUDIES

AMEP Faculty and Curriculum Development Workshop

SYLLABUS

Accra, Ghana

11-15 February 2019

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SYLLABUS

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About the Africa Center

Since its inception in 1999, the Africa Center has served as a forum for research, academic programs, and the exchange of ideas with the aim of enhancing citizen security by strengthening the effectiveness and accountability of African institutions, in support of U.S.-Africa policy.

VISION

Security for all Africans championed by effective institutions accountable to their citizens.

Realizing the vision of an Africa free from organized armed violence guaranteed by African institutions that are committed to protecting African citizens is the driving motivation of the Africa Center. This aim underscores the Center's commitment to contributing to tangible impacts by working with our African partners – military and civilian, governmental and civil society, as well as national and regional. All have valuable roles to play in mitigating the complex drivers of conflict on the continent today. Accountability to citizens is an important element of our vision as it reinforces the point that in order to be effective, security institutions must not just be "strong," but also be responsive to and protective of the rights of citizens.

MISSION

To advance African security by expanding understanding, providing a trusted platform for dialogue, building enduring partnerships, and catalyzing strategic solutions.

The Africa Center's mission revolves around the generation and dissemination of knowledge through our research, academic programs, strategic communications, and community chapters. Drawing on the practical experiences and lessons learned from security efforts on the continent, we aim to generate relevant insight and analysis that can inform practitioners and policymakers on the pressing security challenges that they face. Recognizing that addressing serious challenges can only come about through candid and thoughtful exchanges, the Center provides face-to-face and virtual platforms where partners can exchange views on priorities and sound practices. These exchanges foster relationships that, in turn, are maintained over time through the Center's community chapters, communities of interest, follow-on programs, and ongoing dialogue between participants and staff. This dialogue—infused with real world experiences and fresh analysis—provides an opportunity for continued learning and catalyzes concrete actions.

MANDATE

The Africa Center is a U. S. Department of Defense institution established and funded by Congress for the study of security issues relating to Africa and serving as a forum for bilateral and multilateral research, communication, exchange of ideas, and training involving military and civilian participants. *(10 U.S.C 342)*

About AMEP

The Africa Military Education Program (AMEP), established in 2013, aims to enhance the professionalization of African militaries through faculty and curriculum development in partnership with African professional military education (PME) institutions. For faculty development, AMEP aims to improve the quality and efficacy of faculty instruction at partner nation PME institutions through trainings, workshops, and visits to U.S. PME institutions.

Program Overview

At the AMEP program workshop in Kigali on 1 November 2016, participating AMEP partners recommended the formation of a faculty development working group. This program follows the initial multinational faculty development workshop in June, 2018, in Antananarivo, Madagascar. Participants at this second workshop in Ghana will share experiences and refine and analyze sound practices in faculty development of curriculum for use in PME institutions. The workshop will be conducted in both plenary and small group formats incorporating train the trainer approaches. This program will review varied approaches, sound practices, and lessons learned in curriculum development. The program sessions include faculty development in African PME; peer experiences in curriculum development; curriculum development process; hidden and integrated curricula; assessments and outcomes; alignment of curriculum, faculty development, and program evaluation; instructional strategies; and designing the curriculum. Participants will analyze and discuss approaches to align faculty development, curriculum design, and program evaluation. In a concluding practical exercise, participants will collaborate in key processes involved in designing a curriculum.
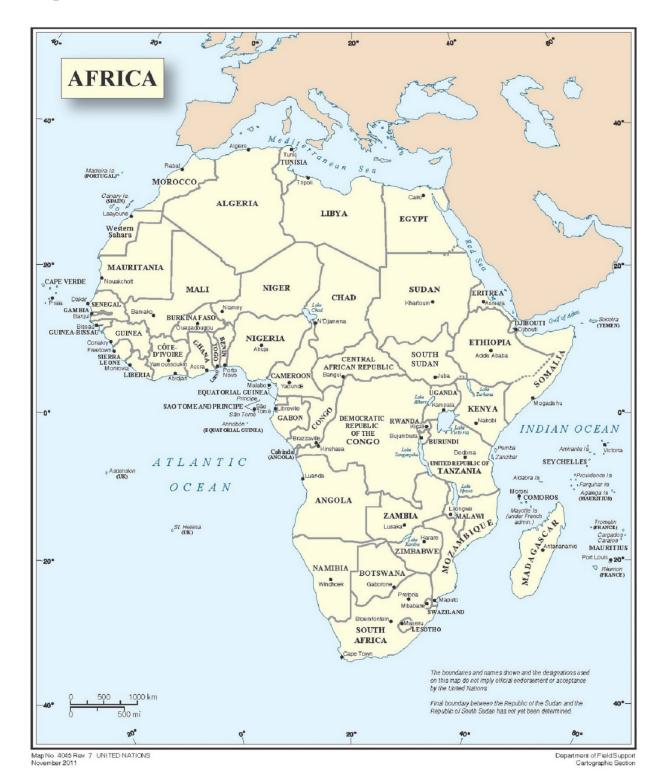
Anticipated Outcomes

The workshop will prepare participants to better manage and align faculty development and curriculum design to improve outcomes in African professional military education institutions. This workshop also furthers the process of building a working group and community of interest/practice for faculty development, promoting networking and collaboration among AMEP partner nations.

Preparation, Delivery, and Resources

The workshop will feature presentations by seasoned experts and faculty and curriculum development specialists. Interactive question-and-answer sessions will follow the presentations in each plenary session. Participants will be divided into discussion groups, where facilitators with relevant expertise and background will lead the interaction. As is customary at Africa Center programs, all activities will be conducted under a policy of strict non-attribution. This policy allows for candid and productive deliberations during the workshop.

Participants are provided with this syllabus, which discusses pertinent aspects of the various sessions and includes references to relevant publications. The syllabus serves to outline the flow of the workshop and set the stage for discussion group interactions. Neither the syllabus nor the readings represent the policy position of any government or institution. Rather, these documents serve as academic input for critical thinking and deliberation. The workshop will be conducted in English and French. With few exceptions, all workshop materials will be available in both languages.

Map of Africa

ADULT LEARNING MODALITIES

Format   Plenary presentation
               Discussion groups

Objectives
- Describe and compare faculty and curriculum development
- Analyze how learning styles apply to instructors and students
- Identify fundamental principles and concepts of collaborative learning
- Describe the levels of learning, and knowledge types in Bloom's taxonomy

Background
Professional Military Education (PME) has long been associated with efforts to foster military professionalism. Leadership and ethics are just two examples of subjects that can potentially demonstrate such linkages, but effective knowledge transfer is more than the curriculum for those subjects or "what to teach." The competence of the faculty conveying that information, "how to teach," is also pivotal to higher level learning. At the last AMEP Faculty Development workshop in June, 2018, three key topics discussed were learning styles, collaborative learning techniques, and Blooms taxonomy. Institutional faculty leadership knowledge and application of these topics is foundational to more in depth discussions of faculty and curriculum development.

Everyone learns differently. Some people learn through observation, and others learn through doing. Learning style inventories are a tool to help people understand the learning process, their own learning preferences, and that people have different ways of learning. Learning styles are not a fixed trait, but instead a preference. It is how we perceive new information, and then how we process what we perceive. Sensory learning styles generally use four modalities that are applied to learning. The four modalities are visual, auditory, read/write, and kinesthetic. Cognitive learning styles are described as the information processing habits of an individual. It is the typical mode of thinking, perceiving, remembering, or problem solving.

Collaborative, group, or peer-to-peer learning has been widely recognized as having broad potential in adult learning environments such as PME institutions. Group learning is essentially different from individual learning because of the interactive nature of the knowledge construction process. Collaborative learning requires students to assume new roles and develop skills that are different from those they are accustomed to using in traditional classrooms. One of the key challenges in collaborative learning is ensuring individual accountability while promoting positive group interdependence.

Education systems, military or civilian, must begin with decisions about what knowledge, skills, and attitudes that students should learn. For many years academics across university systems did not have a mechanism to share common expectations or outcomes of similar instructional programs. Benjamin Bloom, an American educational psychologist, led a group of education measurement experts to create a system of classification in order to enable sharing test items among universities. The original taxonomy was published in 1956 and has achieved widespread adoption as the foundation for writing curriculum outcomes and lesson objectives.

The taxonomy articulated categories of cognitive processes, simple to complex, associated with levels of learning for a particular topic. Completion of learning objectives in a topic at lower levels are prerequisite to attaining the higher levels of learning. For example, a student would need to comprehend a concept before they could analyze whether an example could be classified as that concept. A group of cognitive psychology researchers published an updated taxonomy in 2001. The authors updated the cognitive process definitions and added a second dimension, knowledge, to the taxonomy.

This session will provide a broad overview of faculty and curriculum development processes. To this end, participants will explore approaches to classifying and leveraging different styles of learning and levels of understanding.

Discussion Questions
1. What might be some sound principles and practices to shape the enhancement of faculty development?
2. Does your institution leverage learning styles, collaborative learning techniques, or Blooms taxonomy? Which ones and how?
3. Discuss the advantages and disadvantages of using Bloom's taxonomy.

Required Reading
Africa Military Education Program Program Syllabus June, 2018, Sessions 2 - 4
https://africacenter.org/wp-content/uploads/2018/10/2018-06-AMEP-Syllabus-English.pdf

Programme de formation militaire en Afrique (AMEP) Programme Juin, 2018, Sessions 2 - 4
https://africacenter.org/wp-content/uploads/2019/01/2018-06-AMEP-Syllabus-FRENCH.pdf

Recommended Reading
U.S. Army Training and Doctrine Command Pamphlet 350-70-7, pages 11-19
http://adminpubs.tradoc.army.mil/pamphlets/TP350-70-7.pdf

YouTube
The Six Adult Learning Principles. Cason Smith
https://www.youtube.com/watch?v=vLJ7cRwKI-I

PEER EXPERIENCES IN CURRICULUM DEVELOPMENT

Format   Plenary presentation
                Discussion groups

Objectives
- Identify commonalities and differences across African PME institutions that inform curriculum development
- Share and analyze lessons learned and sound practices of developing curriculum and lesson plans
- Discuss challenges confronting faculty in African PME institutions

Background
Peer learning harkens back to ancient Greece, but has only gained traction in PME over the last few decades. The benefits of reciprocal learning are well-documented, and PME institutions offer myriad opportunities for peer-to-peer instruction. However traditional methods of instruction— a unidirectional transfer of knowledge from expert to student—remain prevalent in many institutions.

Institutions of the same name and PME level, such as staff colleges, regardless of country, often share many attributes and parameters such as course lengths, rank structures, and curricula. But methods of instruction and even curriculum are informed by unique national goals and priorities. These include development levels, resources and investment, historical and socio-economic context, French based or British based education systems, and literacy constraints.

Curriculum development processes, such as developing lesson plans, sometimes rely on subjective, ad hoc methods rather than deliberate, institutional frameworks. Some institutions view curriculum development primarily in the context of new courses or blocks of instruction rather than a continuous process that includes review and refinement of existing curriculum. While resources are often constrained, faculty and curriculum innovation is theoretically limitless. This session will reinforce the benefits of peer learning, while exploring sound practices for curriculum.

Discussion Questions
1. Are there fundamental challenges among African PME institutions that inhibit curriculum development? How important is technology?
2. Does your institution use peer-to-peer learning as a mode to deliver curriculum? How?
3. What sound practices does your institution employ to develop new curriculum? How often do you update that curriculum and what is the process?

Required Reading
Africa Military Education Program Syllabus June, 2018, Session 7
https://africacenter.org/wp-content/uploads/2018/10/2018-06-AMEP-Syllabus-English.pdf

Programme de formation militaire en Afrique (AMEP) Programme Juin, 2018, Session 7
https://africacenter.org/wp-content/uploads/2019/01/2018-06-AMEP-Syllabus-FRENCH.pdf

CURRICULUM DEVELOPMENT PROCESS

Format   Plenary presentation
                        Discussion groups

Session Objectives
- Describe fundamentals of curriculum development and major curriculum development models (learner vs subject focus).
- Examine the Accountable Instruction System of curriculum development.
- Identify relationships between faculty development and curriculum development.

Background

We can't educate others without curriculum development. But what is it? Definitions for curriculum include: the student experiences that occur in the educational process; a planned sequence of instruction; or the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. Merriam-Webster defines development as to create or produce especially by deliberate effort over time. Therefore, curriculum development is the deliberate effort to create or improve planned student experiences.

There are many curriculum development models, processes, and theories. Many share some basic constructs and concepts. Which model an organization chooses to use is not as important as its disciplined use. Following the directions or processes for the chosen curriculum development model will assist the organization in keeping the goals, objectives, learning activities, and assessments aligned and therefore reaching its educational goals. Misalignment of these aspects of curriculum can result in an unorganized educational experience leaving students unable to attain the goals of the organization.

In consideration of different models, in this session we will discuss one example, the U.S. Army Command and General Staff College Accountable Instructional System, to illustrate the curriculum development process and related challenges. We will also identify faculty development implications related to curriculum development.

Discussion questions
1. What is curriculum development and what models are you using for your institutions? Why?
2. Why would a specific model be more appropriate at a certain level along the PME spectrum?
3. How can we better prepare our faculty to use these concepts in developing curriculum?
4. What roles do different faculty members (administrators, supervisors, instructors, developers, others) have in curriculum development and how do they relate?

Required Reading

O'Neill, Geraldine. (2010). *Programme Design Overview of Curriculum Design.* Dublin: UCD Teaching & Learning. Pages 1-8. http://www.ucd.ie/t4cms/UCDTLP00631.pdf

O'Neill, Geraldine. (2015). *Curriculum design in higher education: Theory to practice*. Dublin: UCD Teaching & Learning. Pages 16-24, 101-102, Table 10.1 on Page 105, 106-119. http://www.ucd.ie/t4cms/UCDTLP0068.pdf.

U.S. Army Training and Doctrine Command Pamphlet 350-70-7, pages 20-26
http://adminpubs.tradoc.army.mil/pamphlets/TP350-70-7.pdf

Recommended Reading
Course Design. DePaul University. Retrieved from
https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/principles-of-course-design.aspx

Learning Outcomes. Rensselaer Poly Technic Institute.
https://provost.rpi.edu/learning-assessment/learning-outcomes-lo

YouTube
Understanding by Design. Grant Wiggins, Part 1
https://www.youtube.com/watch?v=4isSHf3SBuQ

HIDDEN CURRICULUM

Forma: Plenary Presentation
                        Discussion groups

Session Objectives
- Describe hidden curriculum.
- Distinguish between formal and informal curriculum.
- Identify the sources of hidden curriculum.
- Discuss the implications of hidden curriculum on your institution's educational processes.

Background

This session investigates the concept of a hidden curriculum. Ironically, a hidden curriculum may not be as invisible as the phrase implies. It consists of routine activities and accepted norms of behavior that are not part of a formal curriculum. Every academic institution has a formal and informal curriculum. We are all familiar with formal curricula and its manifestation of outcomes, lesson plans, assigned readings, class schedules, and learning objectives, but the informal nature of the hidden curriculum exists as well. A hidden curriculum can have a positive or negative aspect on the learning environment and the learning experience of students. To an extensive degree, the hidden curriculum emerges from an academic institution's learning culture and a society's socialization processes and expectations. Africa's military training and education institutions are not immune from the hidden curriculum effect. In some ways, military schools tend to have a more significant hidden curriculum than its civilian counterparts due to a military's need to socialize its members into distinct military culture of capable soldiers, sailors, or airmen. The culture of the profession of arms extends well beyond the classroom environment.

Philip Jackson coined the term "hidden curriculum" in 1968. He and other social scientists and educators believed the hidden curriculum was a critical element of education associated with a school's informal system of instruction. To Jackson, the hidden curriculum manifested itself in the form of rules, routines, and regulations. These three "R's" are certainly familiar to a military audience, but it is how these are learned and practiced that contribute to the hidden curriculum. All academic instructions have rules, routines, and regulations and for good reasons. And all schools have their own version of a hidden curriculum. The critical difference centers on what is codified in a formal curriculum compared to what is practiced.

For example, according to Jean Anyon, students in middle or lower income schools are more likely to be taught to follow directions and not to question authority. The hidden curriculum in poorer districts mirrors the type of skills that are valued for students in their future careers. For the lower income schools, those skills would include a blind obedience to authority and the ability to follow directions. More affluent schools encouraged students to advocate for themselves and their self-interest. When this behavior is seen in some of the lower income schools, teachers may see this as disrespectful and a challenge to a teacher's authority.[1] In an active learning

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[1] See Jean Anyon, "Social Class and the Hidden Curriculum of Work." *Journal of Education* 162 (1): 67-92.

environment using adult learning principles, we want all learners to be equal. This is a critical part of instilling democratic values in the military educational system.

This session will examine and discuss the sources of a hidden curriculum a few poignant examples. We will also offer a strategy to identify and address hidden curriculum concerns. While a hidden curriculum is not always an undesirable aspect of education, it can have a negative effect on learners and faculty. On the other hand, teachers' expectations have a significant impact on students' achievement. High expectations and support for students results in higher achievement and greater chances for learner success. This is an antidote for negative hidden curriculum. Given the importance of acknowledging its existence, it is essential to examine your institution's formal and informal curriculum to produce the best military professionals possible.

Discussion Questions
1. What is hidden curriculum? What are aspects of hidden curriculum you have observed from your experience as a student or faculty member?
2. Do you think the hidden curriculum can be manipulated or exploited by teachers? Students? Administrators? Why or why not?
3. To what degree does the hidden curriculum at your institution influence NCO or officer education and behavior?

Required Readings
Karen Zagenhagen, *The Influence of the Hidden Curriculum on Professional Socialisation of Student Nurses in a Military Nursing Context*, pages 13-14, 241 (Figure 6.20), 268, 328 (Figure 2)
http://uir.unisa.ac.za/bitstream/handle/10500/22637/thesis_zägenhagen_k.pdf?sequence=1&isAllowed=y

Fulya Damla Kentli, "Comparison of Hidden Curriculum Theories," *European Journal of Educational Studies*
https://pdfs.semanticscholar.org/7b6d/7275c2c3f5f176ee42d8e661ebdb4683e959.pdf

Recommended Readings
Colonel Andrija Kozina, "The Hidden Curriculum in Military Schools," Research, September 2015 https://www.researchgate.net/publication/282073548

INTEGRATED CURRICULUM

Format   Plenary presentation
                    Discussion groups

Session Objectives
- Define integrated curriculum
- Identify integrated curriculum types
- Discuss positive and negative aspects of an integrated curriculum
- Assess integrated curriculum methods

Background
This session addresses an integrated curriculum. In many ways an integrated curriculum is nothing more than content "drawn from several subject areas to focus on a particular topic or theme." James Beane observed that curriculum integration "involved meaningful learning organized around issues important to teachers and students." In many ways, Beane's argument is consistent with the tenets of AMEP in that an integrated curriculum helps support core democratic principles. Specifically, he maintained there were four aspects of an integrated curriculum that supported these principles. These included "integration of experiences; social integration; integration of knowledge; and integration as a curriculum design."[2]

As was discussed at the first multinational workshop, experiential learning is a critical tenet of active learning and adult learning. The integration of different social backgrounds and perspectives through an integrated curriculum is also a powerful tool to enhance adult learning. Integration of knowledge occurs in at least three ways. The integration of topics and themes across traditional disciplines and throughout the designed curriculum is one method. Another approach centers on learner/facilitator interaction in the classroom. This environment is not always "planned," but an adaptive and experienced instructor can seize the right moment to integrate cross-curriculum objectives when the proper learning opportunity arises. The third method of integration occurs within the leaner. He or she can integrate cross-curricular objectives through reflection and application of these notions in academic or real-world situations.

The concept of integrated curriculum is at least 80 years old. Early education theorists emphasized correlation of material in the classroom, fusion of two subjects under one instructor, and integration as early as 1935. At its core, integrated curriculum is a pragmatic and philosophical approach to education. It can be planned or unplanned. Three basic types of integration capture the philosophical and pragmatic aspects of this approach to teaching and learning.

The first is intra-disciplinary. Many are likely familiar with this type of integration. Academic integration occurs within a specific subject or discipline. Knowledge and skills are connected and learned within one subject or discipline (Math, Chemistry, and History). The second type has two elements. One is multidisciplinary and the other is interdisciplinary. Both address

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[2] See Amanda Wall and Alisa Leckie, "Curriculum Integration: An Overview," *Current Issues in Middle Level Education* (2017) 22 (1), 36-40 for more on Beane and curriculum integration definitions and descriptions.

integration between multiple subject areas. The multidisciplinary approach focuses primarily on the disciplines and organizes around a theme to integrate separate subjects.   In the interdisciplinary method, teachers organize the curriculum around common learning outcomes across disciplines. They combine the common themes in the disciplines to emphasize interdisciplinary skills and concepts. The last type is transdisciplinary. This form of integration goes beyond linking multiple subjects together; it transforms the learner's understanding beyond subject areas associated with specific academic disciplines.   In the transdisciplinary approach to integration, teachers organize curriculum around student or learner questions and concerns. Students develop life skills as they apply interdisciplinary and disciplinary skills in a real-life context. We will focus on multidisciplinary and interdisciplinary types for this workshop.

This session will address team teaching as a means to integrate curriculum from a multidisciplinary perspective. The US Army's Command and General Staff College uses team teaching to help integrate curriculum and support its commitment to adult learning and active learning principles. This method has many forms and may not be appropriate for your institution, but it might be worthy of experimentation. Like all teaching methods, it is not perfect. Team teaching has its strengths as well as its limitations.

 James Beane captured the primary benefits of an integrated curriculum when he concluded: "Curriculum integration centers the curriculum on life itself rather than on the mastery of fragmented information within the boundaries of subject areas."[3]

Discussion Questions
1. What is an integrated curriculum?
2. What are the strengths and limitations associated with each integrated curriculum method?
3. How can you use one or more of the types of integrated curriculum at your institution to improve teaching and learning?
4. What are the strengths and weakness of team teaching as a means to integrate curriculum?

Required Readings
"Team Teaching – Advantages, Disadvantages"
http://education.stateuniversity.com/pages/2493/Team-Teaching.html

Robin Fogarty, "Ten Ways to Integrate Curriculum,"
https://pdfs.semanticscholar.org/fc84/06745befdf07ad521450d7434df379c72c48.pdf

Recommended Readings
Susan Drake and Rebecca C. Burns, *Meeting Standards Through Integrated Curriculum* http://www.ascd.org/Publications/Books/Overview/Meeting-Standards-Through-Integrated-Curriculum.aspx

Team Teaching: A Brief Summary, https://ctl.byu.edu/tip/team-teaching-brief-summary

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[3] James A. Beane, "Curriculum Integration and the Disciplines of Knowledge," *The Phi Delta Kappan*, Vol. 76, No. 8 (Apr., 1995), 622.

ASSESSMENTS AND OUTCOMES

Format   Plenary groups
                  Discussion groups

Session Objectives
- Examine fundamentals of student assessments and course objective assessments
- Analyze types of assessments and methods for gaining course feedback
- Identify relationships between faculty development, conducting assessments and gathering course feedback

Background

How do we know if our students have met the learning objectives set in the course? Is testing them at the end of the course sufficient? What if they do not pass the test, does that mean they have not learned? Or does that mean that they were not taught? What is the cause of a student failing an exam or a course? How do we determine if the course is meeting the course outcomes? What information does your organization collect to inform curriculum development?

Evaluation within curriculum development is generally non-linear and includes ongoing inputs from a variety of sources to ensure an accurate and evolving view of a course.

Student assessments are a way of gaining feedback that can provide information about both student performance and course effectiveness. They measure if the students are reaching the learning objectives of the course. End of course exams provide additional information that might identify if they are meeting the course outcomes. This is true only when the assessments are designed and implemented in line with the course outcomes they are intended to measure. To truly measure the effectiveness of a professional course, external information must be gathered to evaluate how well the course is meeting the needs of the profession. The students may be learning, but does that new knowledge benefit the military after graduation?

This session will discuss common types of assessments, how they can be used, and what they tell us about courses. We will also discuss the alignment of student learning objectives, course outcomes and assessments.

Discussion Questions
1. What student assessments are the most useful, challenging, or beneficial? What is the student's perspective?
2. What types or methods of assessment are you using at your institutions? Why?
3. Why would a specific assessment type be more appropriate at a certain level along the PME spectrum?
4. How can we better prepare our faculty to use these concepts when developing curriculum?

Required Readings

O'Neill, G. (2015). *Curriculum design in higher education: Theory to practice.* Dublin: UCD Teaching & Learning. Retrieved from http://www.ucd.ie/t4cms/UCDTLP0068.pdf. Read pages 40-46, 72-82, 100-119.

Africa Military Education Program Syllabus June, 2018, Session 6
https://africacenter.org/wp-content/uploads/2018/10/2018-06-AMEP-Syllabus-English.pdf

Programme de formation militaire en Afrique (AMEP) Programme Juin, 2018, Session 6
https://africacenter.org/wp-content/uploads/2019/01/2018-06-AMEP-Syllabus-FRENCH.pdf

Course Objectives & Learning Outcomes. DePaul University.
https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx

Recommended Reading
U.S. Army Training and Doctrine Command Pamphlet 350-70-7, pages 27-33
http://adminpubs.tradoc.army.mil/pamphlets/TP350-70-7.pdf

Course Objectives vs. Student Learning Outcomes. Rensselaer Poly Technic Institute.
https://provost.rpi.edu/learning-assessment/learning-outcomes/objectives-vs-outcomes

Clay, Ben (2001) *A short Guide to Writing Effective Test Questions.* Kansas State Board of Education.
https://www.k-state.edu/ksde/alp/resources/Handout-Module6.pdf

ALIGNMENT OF CURRICULUM, FACULTY DEVELOPMENT, AND PROGRAM EVALUATION

Format   Plenary presentation
              Discussion groups

Session Objectives
- Analyze how education philosophy influences education program alignment
- Identify key instructional system elements that must be aligned
- Explain the faculty development role in aligning the instructional system

Background
Curriculum development is highly influenced by the social and cultural environments as well as the philosophical perspectives of the curriculum developers. Each military institution has its own social, historical, economic and political perspectives on the purpose of training and education. Within military learning systems, there will likely be differences in purpose for curricula that necessitate varied approaches to curriculum development and program evaluation.

Curriculum development models, learning theories, and instructional techniques abound; however, often little attention is paid to the underlying theoretical assumptions about knowing and learning that underpin the theories. These differences can create risks of ineffective learning programs when techniques for curriculum development, faculty development, and learning program evaluation are not based on similar theoretical assumptions.

This risk of misalignment among these components in a learning program is far more likely in military institutions because education and training is often not the area of expertise for the institution's staff and faculty. Sometimes the misalignment is obvious. For example, curriculum developers may use a set of instructional techniques in the curriculum that faculty dislike or do not know how to implement. In this case, subsequent evaluations may inadvertently determine the instructional technique is ineffective. Institutional leaders must pay attention to both the theoretical and practical alignment of curriculum development, faculty development, and program evaluation to ensure that work in each of these areas is complementary. Leaders must also recognize that a single approach (e.g., one program evaluation checklist) is unlikely to be effective for the entire training and education system.

In this session, participants will examine some of the underlying philosophical and theoretical assumptions in learning systems and consider how those assumptions affect learning program effectiveness. Participants will examine ways to ensure that the curriculum development, faculty development, and program evaluation processes are complimentary and theoretically aligned.

Discussion Questions
1. How does your personal learning philosophy affect your approach to curriculum development and faculty development?
2. What are the most challenging aspects of aligning curriculum development, faculty development and program evaluation?

3. What steps can be taken to ensure curriculum developers and faculty are theoretically and philosophically aligned?

Required Reading
Siemens, G. (2005). Connectivism: A learning Theory for the Digital Age. *International Journal of Instructional Technology and Distance Learning, 2(1).* Retrieved from
http://er.dut.ac.za/bitstream/handle/123456789/69/Siemens_2005_Connectivism_A_learning_theory_for_the_digital_age.pdf

Recommended Reading
Ann W. Frye & Paul A. Hemmer (2012). Program evaluation models and related theories. *AMEE Guide No. 67, Medical Teacher, 34:5,* e288-e299. Retrieved from
https://www.tandfonline.com/doi/full/10.3109/0142159X.2012.668637

INSTRUCTIONAL STRATEGIES

Format   Plenary presentation
               Discussion groups

Session Objectives
- Describe and compare instructional strategies
- Analyze various methods of instruction
- Discuss potential methods of instruction for different instructional strategies

Background
An instructional strategy helps organize and specify the learning activities, methods of instruction, and how to deliver the content. A strategy might include pre-instructional activities, presentation of information, practice and feedback, assessments, and follow-through activities. Some of the instructional strategies that African PME institutions might consider include: Direct instruction, independent study, indirect instruction, collaborative/interactive instruction, and experiential learning. Instructional strategies emphasize concepts, theories, relationships, ideas, and generalizations and are designed to achieve an overall goal of imparting knowledge using particular methods of instruction.

A method of instruction is a type of activity used to facilitate the accomplishment of a learning objective(s). Methods of instruction vary widely. Some examples include case study, demonstration, lecture, tutorial, interactive multimedia instruction, problem solving, brainstorming, etc.

Active learning occurs when the learner is involved in more than just listening to a lecture. It involves discussions, problem solving and classroom participation. It also stimulates cognitive learning and the use of higher level thinking skills like analysis, evaluation and synthesis. Active learning means using instructional activities where the students conduct an activity, and are involved in critical thinking while carrying out the assigned activity. Active learning means transforming traditional classroom lectures into problem-based learning, collaborative, and activity-based approaches. While active teaching strategies may require more pre-class preparation by the instructor, research shows that these strategies increase the students learning and retention of knowledge, skills, and abilities.

Instructional strategies should align with available instructor/facilitator resources, target audience analysis, command guidance and learner throughput requirements. Selection of an instructional strategy will impact the curriculum developer's method of instruction, media selection, and potentially the time of instruction. This session addresses active learning, instructional strategies, and various methods of instruction.

Discussion Questions
1. What is active learning?
2. How can you use various learning strategies in your institution to improve teaching and learning?
3. What are methods of instruction and which do you use in your institutions?

4. How can you use different methods of instruction within varied instructional strategies?

Required Reading
U.S. Army Training and Doctrine Command Pamphlet 350-70-14, pages 78-81.
http://adminpubs.tradoc.army.mil/pamphlets/TP350-70-14.pdf

Instructional methods—lecturing effectively and discussions. DePaul Teaching Commons.
https://resources.depaul.edu/teaching-commons/teaching-guides/instructional-methods/Pages/default.aspx

Liberating Structures: Including and Unleashing Everyone
http://www.liberatingstructures.com/ls (English)
https://www.liberatingstructures.fr/menu-des-ls/ (French)

Recommended Reading
The Red Team Handbook, By University of Foreign Military and Cultural Studies (UFMCS), Version 9.0 at
https://usacac.army.mil/sites/default/files/documents/ufmcs/The_Red_Team_Handbook.pdf

YouTube
Problem based learning. Paulina Naslonski:
https://www.youtube.com/watch?v=bUCbCoDpwD0

Classroom Response Systems ("Clickers")
https://cft.vanderbilt.edu/guides-sub-pages/clickers

DESIGNING THE CURRICULUM

Plenary presentation
Discussion groups

Session Objectives
Format
- Apply a curriculum development process
- Create a curriculum outline for chosen topic area

Background

The design of a curriculum is a challenging task. Designers have many decisions that must be made including: What is the purpose? Who is the audience? What is the scope? What outcomes should result from successfully completing the program? What content is in and what will be left out? How will hidden curriculum be included? Will the cumulative learning from the curriculum lead to the program outcomes?

Designers must also consider how topics will be arranged, considering both the vertical and horizontal alignment of the elements in the curriculum. Assessment and instructional strategies must be selected. All of those choices must be made within and aligned with philosophical, political and social context in which the curriculum will be used. There are many approaches and structures that one may use to design a curriculum.

In this session, participants will examine the process used to design the Partnership for Peace Consortium Reference Curricula. Following the plenary session, each workgroup will develop a curriculum outline for a faculty development topic area.

Discussion Questions
1. Who should be involved in designing a curriculum?
2. Why must curriculum developers understand the audience and intended purpose of the curriculum?
3. How might one analyze and critique the proposed curriculum structure and sequence?

Required Reading

Bowen, R. S., (2017). *Understanding by design*. Vanderbilt University Center for Teaching. Retrieved from https://cft.vanderbilt.edu/understanding-by-design/

Costigan, S. & Hennessy, M., 2016. *Cybersecurity: A generic reference curriculum.* Garmisch-Partenkirchen, Germany: Partnership for Peace Consortium. Retrieved from https://pfp-consortium.org/index.php/item/262-cybersecurity-reference-curriculum. Read pages 6-15 and familiarize yourself with the structure of the curriculum.

Recommended Reading

Partnership for Peace Consortium, (n.d.). Reference Curricula Fact Sheet. Garmisch-Partenkirchen, Germany: Partnership for Peace Consortium. Retrieved from https://pfp-consortium.org/index.php/pfpc-products/education-curricula/item/download/99_37fa0b418a579649c20a89b21d1f6f1d.

YouTube
Understanding by Design. Grant Wiggins, Part 2
https://www.youtube.com/watch?v=vgNODvvsgxM&t=34s