Alignment of Curriculum, Faculty Development, and Program Evaluation
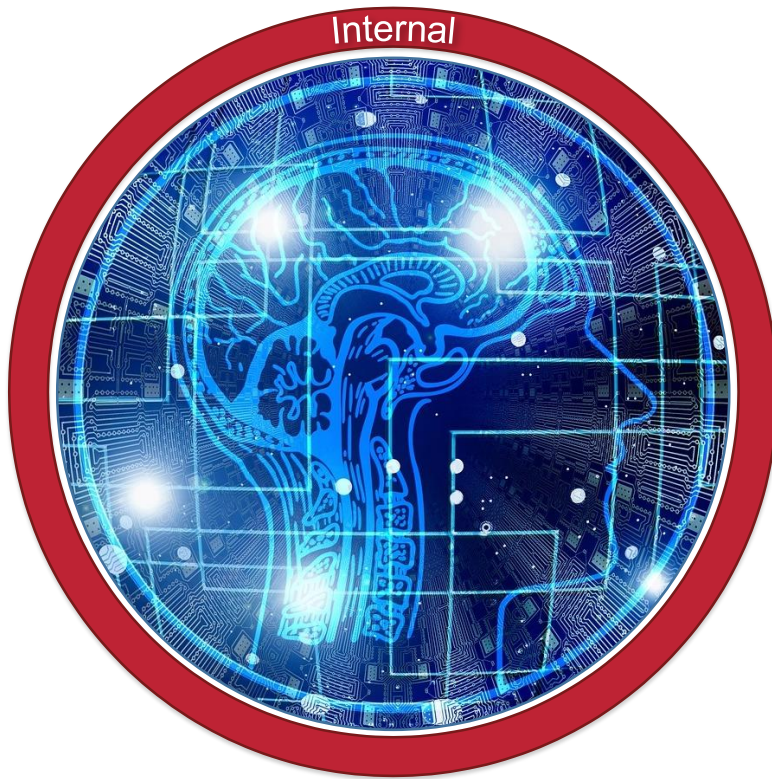
Your Approach to Learning?

1. Divide into three groups

2. Identify the three most important things about learning that you consider as:

   - Curriculum developers – designing and developing a curriculum
   - Faculty instructors – developing and facilitating lessons
   - Program evaluators – evaluating learning effectiveness and faculty performance

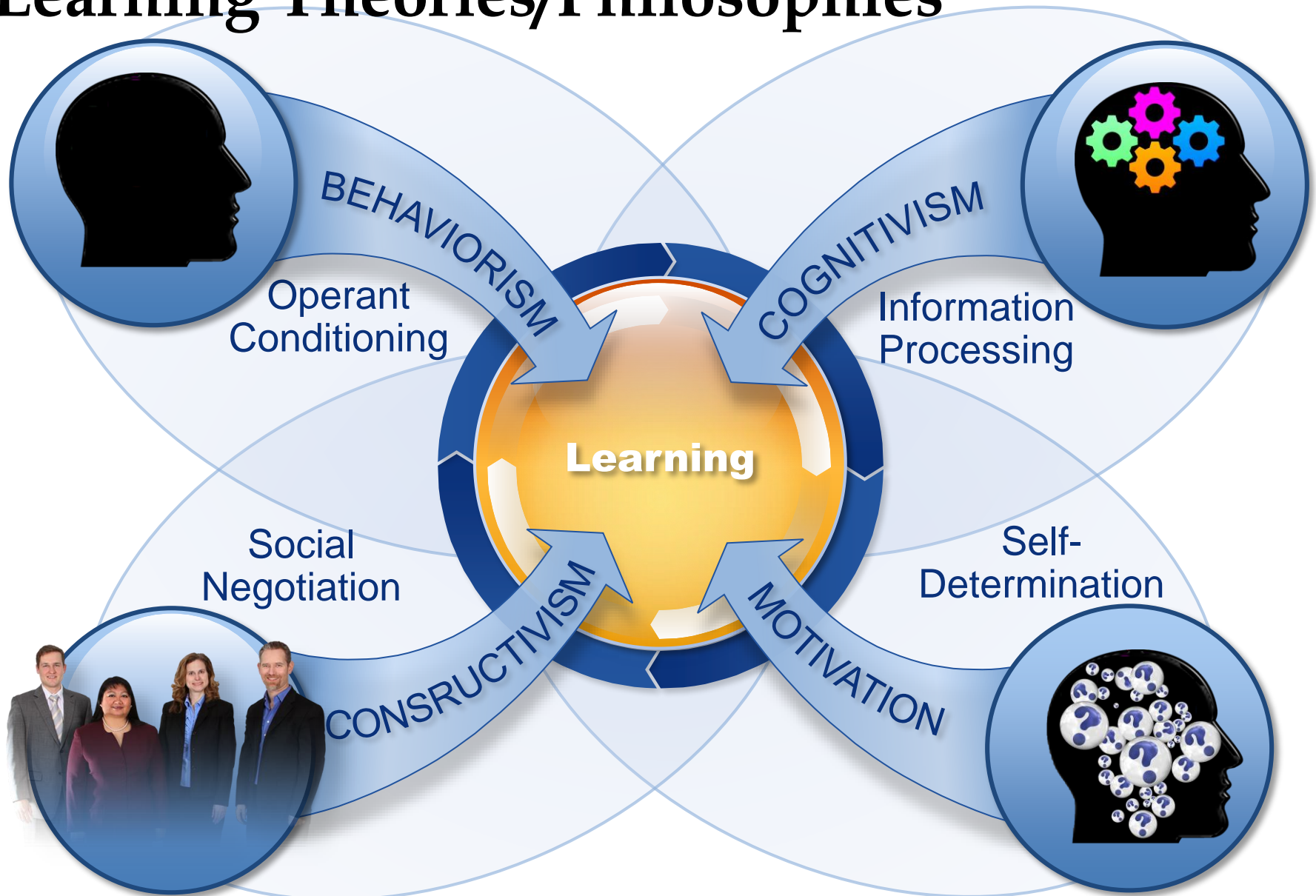3. Select a spokesperson to brief your results

Are You Aligned?

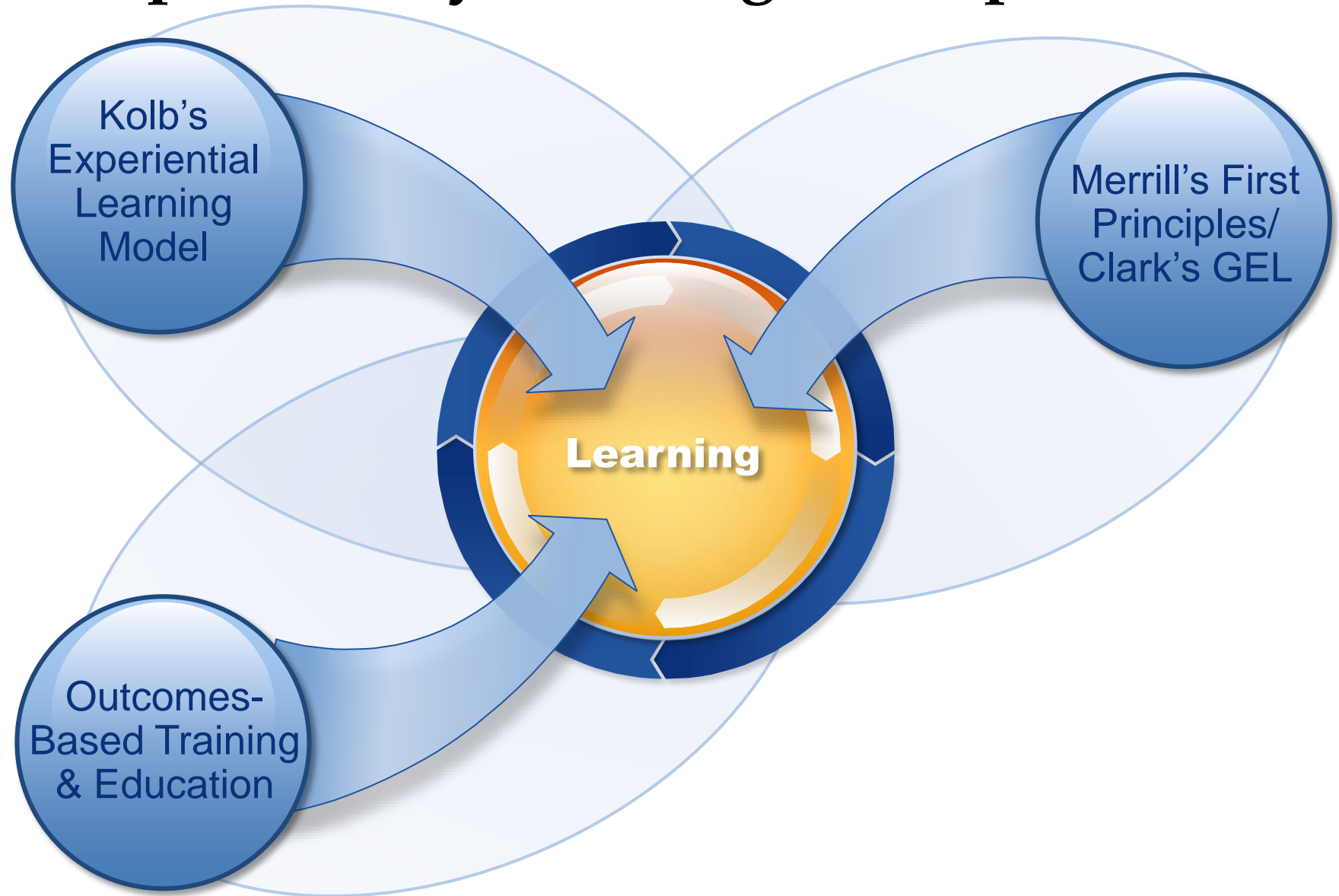

OR
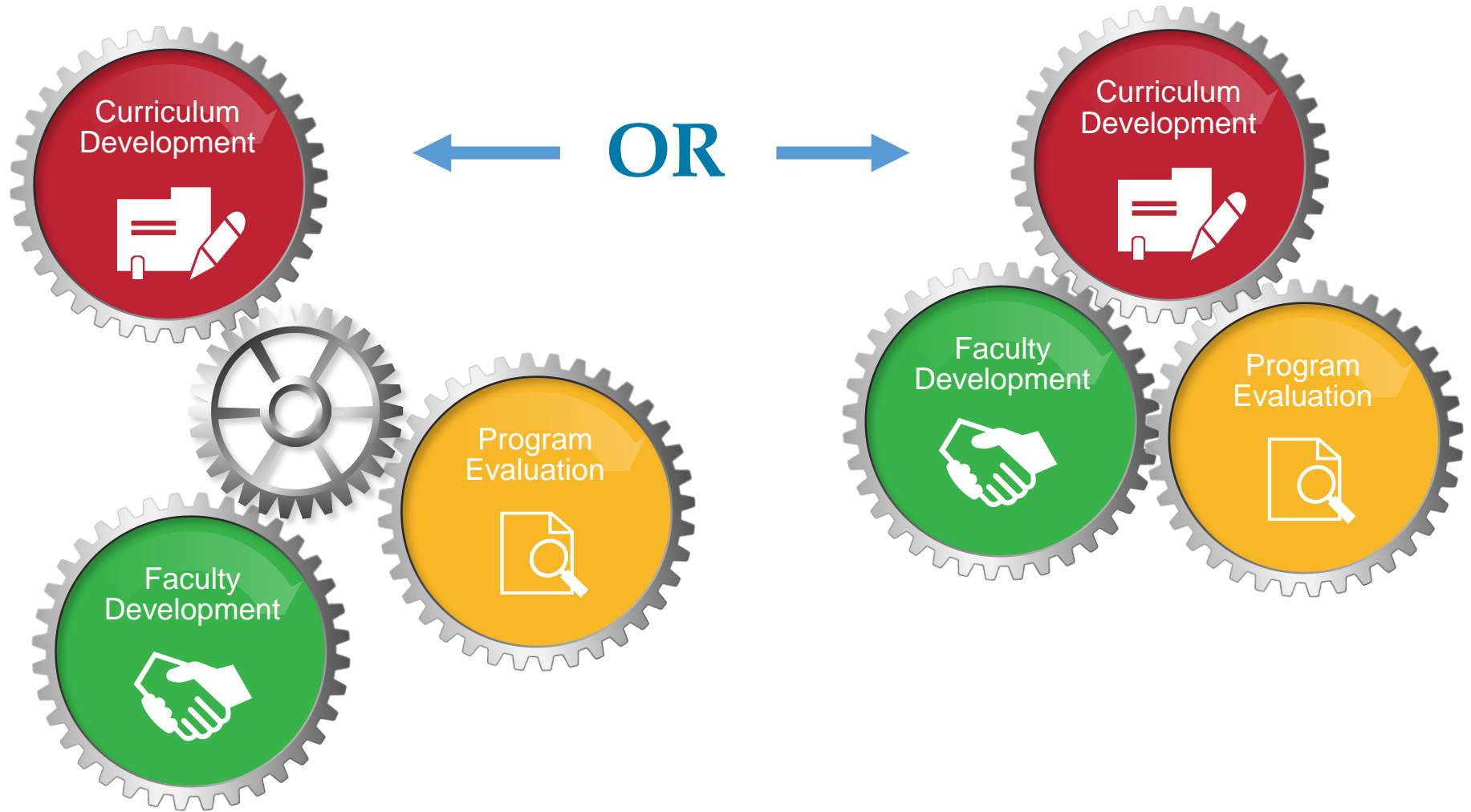
Theories of Knowing (Epistemology)

Internal

External

Learning Theories/Philosophies

BEHAVIORISM

Operant Conditioning

COGNITIVISM

Information Processing

Learning

Social Negotiation

CONSRUCTIVISM

MOTIVATION

Self-Determination

Example – Army Learning Concept

Kolb's Experiential Learning Model

Merrill's First Principles/ Clark's GEL

Learning

Outcomes-Based Training & Education

Curriculum Development Considerations

What is the purpose of the curriculum?

How should information be organized?

How should information be learned?

Faculty Development Considerations

What is the purpose of the institution and its learning philosophy?

What is the institution's teaching philosophy?

What role(s) does the faculty play?

What instructional techniques need to be learned?

Program Evaluation Considerations

What is the purpose of the institution and its learning philosophy?

What evidence tells us how well the program is working?

How do you assess performance of curriculum developers and faculty?

Aligning Faculty Development

- Beliefs about learning
- Role of faculty
- Instructional strategies and teaching techniques
- Measures of faculty effectiveness

Aligning Program Evaluation

- Measures of the curriculum/content quality and appropriateness
- Measures of the faculty performance
- Measures of learning
- Measures of learning transfer
- Measures of customer satisfaction

Discussion

Curriculum Development

Faculty Development

Program Evaluation