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Curriculum Design

International Facilitator's Companion

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imaginal training

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A large, bold, green number '1' is positioned on the left side of the page. It has a slightly irregular, hand-drawn appearance. The background of the entire page is a light green, textured surface that resembles marbled paper or a stone pattern. There are two thin, vertical grey lines running down the page, one to the left and one to the right of the central text.

The Theory

Section One: The Theory

Every effective course has a series of threads that run through the program. Each program has a series of training themes: topics, learning objectives, existential aims, methods and tools. Programs are not only content, however; they also have social dynamics: group dynamics, faculty dynamics, and formal and informal relationships. Programs also have a teaching environment: time rhythms, uses of space and orchestration of events.

Training themes

Topics

The most obvious of these threads is the content of the course, the series of topics the program will cover. A course, like a written article, has a structure and this structure is as important as the content itself. The sequence in which information is received and skills learned determines to a large degree what they mean. At the first level, the structure of the course is the sequence of topics covered in the program.

There are three effective structures for a program, from general to specific, from the known to the unknown and experiential.

The general to specific structure starts by creating a general framework for the participants. The program then moves to a more detailed explanation of the topic being covered. As the program progresses the material becomes more concrete and more detailed.

The second type of structure is program covering material starting from what the participants know and moving to what they do not know. The program begins by reviewing what the participants already know or can do and adds to that knowledge or skill in a logical way until the program is covering an entirely new arena.

The third type of structure is experiential. The program is taught in the

same sequence that one experiences the topic in life. *If you are teaching how to create a monitoring system, for instance, you teach the topics in the same sequence as you would actually create the monitoring system.*

Rational objectives

In addition to the topical structure of the program there is the learning structure of the program. The learning objectives of a program are the most important of the structures. These are your rational objectives, what the participant will learn. The key here is to describe what the participants will learn and not what you will do. There are three kinds of learning objectives: knowledge, skill and attitude objectives.

Knowledge objectives are what the participant in the program will know as a result of the program. These can be described in terms of what a person can explain. *The participant is able to properly describe the project planning process within 10 minutes.* In this case the knowledge is demonstrated by the ability to describe the project planning process. There is a clear way of measuring these and most knowledge objectives.

Skill objectives are what the participant can do as a result of the program. *The participant is able to parallel park a car between two other cars four meters apart without touching these cars and so that the wheels are no more than 30cm from the curb.* The skill objective is to be able to parallel park a car. Again there is a way of measuring or testing the skill level of the participants.

Attitude objectives are what the person believes. *The participant can lead a brainstorming session with 30 or more participants with confidence.* The attitude objective here is confidence in the specific situation. Attitude objectives are difficult to measure but they are often quite discernable.

Existential Aims

The third structure of a program is its experiential tone, its various existential aims. Every program has an emotional mood or environment.

While this cannot be totally controlled, it can be influenced. It is the responsibility of the faculty to decide what this environment should be given the topic, audience and learning objectives. The existential aim of a program is often like the attitude objectives except that it is the tone of the program during the event itself. An existential aim might be to have the participants struggle with a difficult concept or to be excited about their ability to solve a certain kind of problem.

Training Methods and Tools

The fourth structure of a program is the methods and tools used to teach. They need to be appropriate for the topics, the rational objectives, and existential aims. They should also vary within a given program. A program made up of only lectures is at best boring and at worst ineffective. Lectures, films, demonstrations, slide shows, reading assignments, etc. are effective for knowledge transfer. Role plays, exercises, practice sessions, games, case studies, simulations, etc. are most effective in teaching skills. Reflective tools such as discussions, conversations and feedback can be used for knowledge transfer, skill development and attitude change. Planning methods are effective in reinforcing all three types of objectives.

Social dynamics

The second set of threads that run through every program are the social dynamics which include group dynamics, faculty dynamics, and formal and informal relationship. Each of these acts as an aid or a hinderance to teaching.

Group Dynamics

The dynamics of the group can enhance the synergy of the group. In programs with mixed cultures or language groups or learning styles, groups of similar participants can help each other understand the content of the program. Examples from similar backgrounds help people

understand the material. Participants can discuss the points of the program in their own language. In all types of programs the group dynamics can enable participants to support each other. These dynamics can be divided into individual work, small group work and plenary work.

Individual work enables participants to do their own thinking or acting. When learning objectives call for personal attitude change, for example, some individual work is needed in the course. For example, it is important to have individuals do their own brainstorming in a workshop before they contribute to the plenary or team session. Participants given time and methods to assimilate the content of the program during the program retain more.

When learning objectives call for new team behavior, small group work is called for. Small group work provides an opportunity for building commitment and for trying out new roles. It enables people who are reluctant to participate in the plenary session to contribute to the work of the whole. Teams or small groups are useful in developing products to be presented to the whole course. Small groups can be more personal, provide psychological support, and allow more interaction between individuals. Individuals explaining assignments or ideas to their small group also learn faster. Small groups can give participants an opportunity to receive feedback when practicing skills.

Plenary work provides opportunities for the faculty to interact with the participants. Here is where information is communicated to the whole group. Feedback can be given. Lectures are best given in plenary sessions. When learning objectives call for improved communication skills for example, individuals giving reports on team work or doing exercises in the plenary session do the job better than either the individual or the small team configuration.

Faculty dynamics

The teaching staff play a social role as well as an educational one. The strongest message the trainer communicates is *who* he or she is, how he or she embodies the techniques being taught. This social role influences the impact of the program. Of course, the make-up of the faculty and its interaction with the group depends on who is available to teach and who is coming to the program. An important consideration is the continuity of the staff. A course requires personal continuity, one key relationship for participants, just as much as it requires logical continuity. In longer programs, say more than a week, it is important that at least one member of the staff stay in the course throughout the duration of the program. Who is the continuity is just as important as what is the continuity.

The composition of the faculty is also part of what a course teaches. Try to demonstrate the course content in the make up of the team. An all male faculty creates a different set of dynamics than an all female one or a staff of men and women. With an international group an international faculty can be helpful. Older and younger members of the faculty has one kind of impact while two older staff has another and two young staff still another.

The faculty's distance from the group is an important consideration. Not every course should be warm and cozy. In some courses, the faculty needs to be distant and formal and in others they need to be friendly and informal. The amount of distance depends on the type of course, the participants' needs and the social and cultural standards of the participants.

Another dynamic to consider is the roles of different faculty members. In a team teaching situation the roles of staff can rotate. One gives the lecture and another leads the exercise in one session and they reverse roles in the next session. In some courses it is helpful to play good guy / bad guy.

Guest speakers can be useful in several ways. When a series of guest speakers is used in a program, staff continuity is important in keeping the program a unified whole rather than a succession of disrelated topics. When a single guest speaker is used for one presentation or activity, he or she should be introduced to the group, and some effort made to introduce the group to the speaker. In this situation the guest speaker can say and do things that the regular staff cannot do or say.

Social Interactions

Courses have both formal moments and informal ones. The balance depends somewhat on the intent of the program, the audience and the topics.

Formal events such as the opening and closing of the program, lend dignity to the course and have significant symbolic importance. They need to be thought through carefully in the context of the participants, the course sponsors and the way the program is perceived.

In short programs the informal dimensions are usually quite simple. In longer programs the informal activities can be very important in creating an atmosphere of learning. The informal times are normally meals, breaks in the program, time at the bar if available, physical activities like games or sports and recreational trips. All of these things influence the attitude of participants. Never underestimate the importance of meals in any program.

The teaching environment

Some of the most influential aspects of a training program are the various rhythms of the schedule. They can be seen as intellectual, social, emotional, and the use of physical space.

An important concept is the relationship between continuity and discontinuity. Continuity is created by those things that happen every day or week or month (if a very long program). The day may start with an overview of the day and end with a reflection on what happened. All lectures may be given in the same room and all team work in small conference rooms. Every Wednesday afternoon there might be a sports activity. The first two days of the week might always be on theory and the last three on practice. Every Friday afternoon there might be an examination on the week's work followed by a cocktail hour. Mornings might be serious and afternoons funny. Evening sessions might always run to 22:00. Some aspects of the continuity are given by the teaching situation. In a Muslim country Friday morning is time to go to the mosque and during Ramadan meals are eaten before sunrise and after sunset. Sunday mornings may be reserved for church in a Christian country. Some training facilities are very strict about mealtimes. In any case the function of continuity is to establish stability and predictability for the participants. Course design is based on some image of continuity; it cannot simply be inserted at the implementation stage.

Once stability is established breaking the rhythm -introducing discontinuity- creates a sense of surprise or adventure. In one 8 week long program the fifth week was devoted to creating a theatrical production. Outside guests were invited, songs and skits were written, scenery was painted and make-up put on. Week six was back to normal. In another program of six weeks the first 3 weeks were classroom theory and during the fourth week was spent doing field visits to see the theory in practice. These and other kinds of breaks in the normal routine creates a kind of eventfulness.

Time Rhythms

The daily rhythm is in part dependent on people's natural biological rhythms. Most people are most receptive to new ideas and new thinking in the morning.

In the afternoon most people need to be more active. In the early evening individual work or small group work is more effective.

Training days can be divided into two or three sessions. A standard three session day might look like 9:00 - 12:00, 13:00 - 17:00 and 19:00 - 21:00. What is called The English Roster has sessions at 9:00 - 12:00, 13:00 - 16:00, 17:00 - 20:00. In very hot climates without air-conditioning there might be two morning sessions, say 5:00 - 8:00, breakfast, 9:00 to 12:00, lunch and a break to 17:00, dinner, and an evening session 19:00 - 22:00. These all have advantages and disadvantages.

Meals are the markers of a standard day. Even with the English Roster the 16:00 to 17:00 break has a snack.

The week rhythms are also important. A week might have a two-one-two schedule where the first two days of the week are on theory with three sessions each, the third day is two sessions of field visits and the last two days on practice with the fourth day having three sessions and the last day two sessions. Another schedule is four-one, four days of study and one of practice.

Courses longer than three weeks in length need to have longer rhythms. A six week course might have two weeks of analysis, two weeks of field visits and two weeks of application.

More care needs to be paid to the evenings and weekends of longer programs. These can be indirect training events or a mixture of entertainment and training. In some programs it is appropriate to have two session days of the formal curriculum and evenings on secondary teaching objectives. *For example, in one six month program the participants are divided into groups for the evenings. One group takes English classes, one takes a course on basic computer use and a third takes a course on report writing.* The key is that these non-training periods should support the training.

Space Rhythms

The use of different spaces can also create a kind of rhythm. The use of individual, team and plenary spaces helps to underline the diversity of activities in the program.

The use of space depends on the intention of the program. The plenary space is best used when all the participants need to be present such as during lectures, team reports, instructions for team work, and group decision making sessions. Team spaces are used for small group sessions such as teamwork on case studies or workshops, small group exercises and individual feedback sessions. Individual spaces allow personal work such as reading, individual preparation and reading assignments. Social spaces such as a games room, sports room, bar or television room are used during breaks and non-training time.

There are variety of possible space rhythms. One program might have plenaries in the morning, field visits in the afternoon and teamwork in the evenings. Another program can have lectures in the first third of the session, teamwork in the second third and a plenary in the last third. Yet another might begin sessions with plenary activities.

Emotional Rhythms

Emotional rhythms are subtle, but important. Sessions can be fun, hard, irritating, challenging or have a wide variety of other emotional tones. It is well to consider what might be the various emotional stages of your course.

Programs tend to have a natural emotional rhythm. At the beginning groups tend to be anticipating, wondering what will happen and somewhat excited. If the group does not know each other before the program, in the first third of the program the group should become a single social unit. Some care should be taken to avoid factions from emerging. As the program passes the half way point the mood tends to

go down. Participants are struggling with the material. The faculty and style of teaching has become familiar. In longer programs participants begin to anticipate going home. In the last third of the program the mood begins to go up until the end. At the end there is a sense of accomplishment, participants experience themselves as having mastered the material and are looking forward to using it.

Creating a balance between hard work, exciting events, periods of reflection, struggle with difficult material and physical action helps keep the momentum of the course going. An emotionally flat course whether boringly flat or exciting all the time creates a difficult learning atmosphere.

Refinements

Openings

The minimum opening covers three points: introducing the course, introducing the faculty and having the participants introduce themselves. Other points that are often covered in longer programs are about the facilities in which the program takes place, about the local neighborhood, city or county, about administrative issues like payment, stipends, and travel arrangements and about the use of free time. Quite often there is a kind of opening ceremony, a dinner or welcoming words from the director of training.

Program openings perform many functions in the process of building a course. As rituals, they ensure the group that the program is 'really' started. Like introductions, they help people establish appropriate social relations. They allow people to establish their own and to acknowledge the social positions of others. They provide people with a non-threatening structured way of getting and giving an impression of the program. The opening of a program is an introduction and more. Even if every one knows every one in a program for the sake of the trainers and the

program an introduction is necessary. A program requires that new relationship be established, new uncertainties created to help the learning process. Participants are placed in the context of the program and outside their other relationship. The roles of trainer and program participant need to be established in the introduction.

One function of an introduction is to make people comfortable in a new set of circumstances. In making introductions an appropriate level of respect, etc. must be maintained. The person doing the introductions needs to be inviting and reassuring. A good introduction gives people enough information to understand what they are expected to do and how they are expected to behave. A helpful introduction indicates the correct relationship between the people being introduced.

The length and elaborateness of the opening largely depends on the length of the program. Programs over one or two weeks are worth spending one or two whole sessions on the opening. The first session might be a welcoming dinner with speeches, the second session covering introductions and overview of the program. In some longer courses participants list expectations from the program which are checked during and at the end of the program.

Shorter courses can only have a 20 or 30 minute introduction. An introductory conversation would introduce the participants and the faculty and the beginning of the first lecture would give an overview of the whole program.

Closings

Like opening, closings have several functions. They complete the intellectual and skill building task of the course. They mark the end of a social group. They are a transition for the participants and to a lesser degree for the faculty. They too have a ritualistic dimension to them.

They, of course, begin especially in longer course before the last day or session.

The content of the course is completed but, more than just stopping, conclusions are drawn, summaries are given, participants are tested or plans are made. It is at this point that the relationship between the various parts of the program are again given. The content is reviewed. Questions are answered or if not, referred to some other source. Reminders of the course and the newly acquired skills or knowledge are given. These are the packets of notes, handouts, bibliographies, and workbooks.

The social dynamics of the course are also concluded. For longer courses strong social bonds can develop and these are broken with the end of the program. It is important to acknowledge the breaking of these bonds and deal with the sense of loss that this causes. In longer courses both a formal and informal closing is appropriate. The informal closing might be a celebration or party. People make arrangements for future contacts. Names and addresses are exchanged.

The symbolic closing is important. The official ending of the program is a kind of ritual. Participants are welcomed to the ranks of people with a new level of knowledge or skill. In many courses a certificate is given. People are congratulated.

Short Courses

By short courses are meant a series of basic information which is given to supplement the main teaching objectives of the program. The first type is designed into the course and always given as a part of the program every time it is taught. The second type are those short explanations which may be fairly standard but are given only in a specific course when the need arises. This type is not designed into the course but can be prepared in the development or implementation stages.

The first type is based on secondary teaching objectives which are necessary for the effectiveness of the program but are not important enough to need a module, session or component. These short courses are always part of a series of statements each less than 3 to 5 minutes in length. As a series they develop some topic over the whole course or through a module. Some examples of different short courses are: *In a course on human resources management every lecture might include a short course on an aspect of the history of HRM. Every introduction to teamwork assignments might include a short course about team dynamics. In a module on teamwork there might be a short course on some aspect of giving and receiving feedback.*

Generally, the whole series of short courses on a given topic develop a topic and build on each other. They are best when given immediately preceding or following an activity to which they are related. In the above examples, the short courses on teamwork precede teamwork, feedback short courses precede each plenary session following work as teams, and the short courses on the development of HRM put the lecture in a larger context.

The second type are used, when necessary, to help participants understand some part of the training process or content of the program. They are not part of the design of the program, but are helpful responses by the teacher to the needs of a specific group. Thus, they are added by the teacher when it is appropriate. They can give more in-depth explanations. They are also used to answer questions. They often answer the questions, 'Why are we doing this?' or 'What does that mean?'

The short courses can be developed further in the development process of the training cycle or can be left to the trainer to fill out. This second type of short course is very much improved during the experience of delivering a course several times.

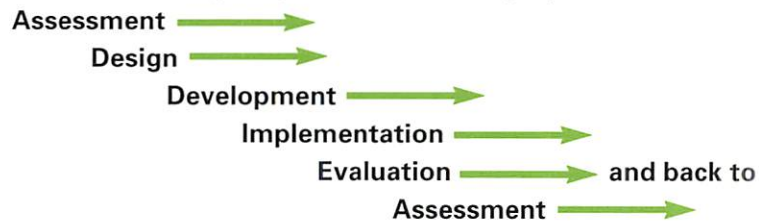


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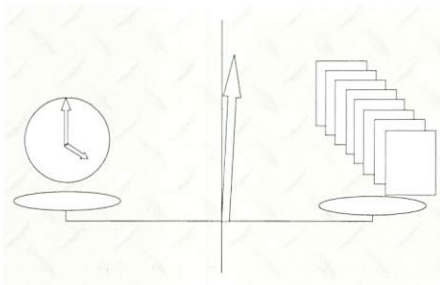
The Process

Section Two: The Process

Curriculum design is part of the Training Cycle:



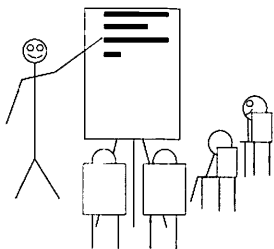
Design follows training needs assessment and is followed by training program development. There are separate booklets on these topics. Design is the bridge between discerning what is required by the client and preparing the teaching notes and materials for a course. It translates what is needed into what will actually be delivered.



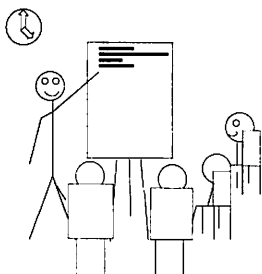
The first step in the process is to create a balance between the time available for training and the depth and breadth of the training to be done. Programs designed to cover a lot of material in a short time should not be expected to give participants much depth of understanding. Acquiring a number of new complex skills takes time and programs should be designed accordingly. When possible several programs separated by a period during which participants can practice the skills is better than one long program.

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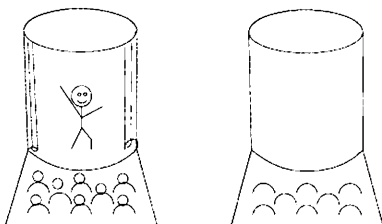
The second step is to set training objectives. Training programs can be divided into layers, the overall course, modules, sessions, and components. Start at the top, the overall course, and define in as specific terms as possible the topics, the learning objectives, the existential aims and the key methods. Go to the module level and repeat the process. Then the session level and finally the component level.



The third step is to decide on the social dynamics of the program, group dynamics, faculty dynamics and social interactions. The group dynamics in this context are the interaction between the whole group, teams, and individual work in the training sessions. Faculty dynamics have to do with the make-up of the faculty, its continuity in the program, distance from the group, and the use of guest speakers.

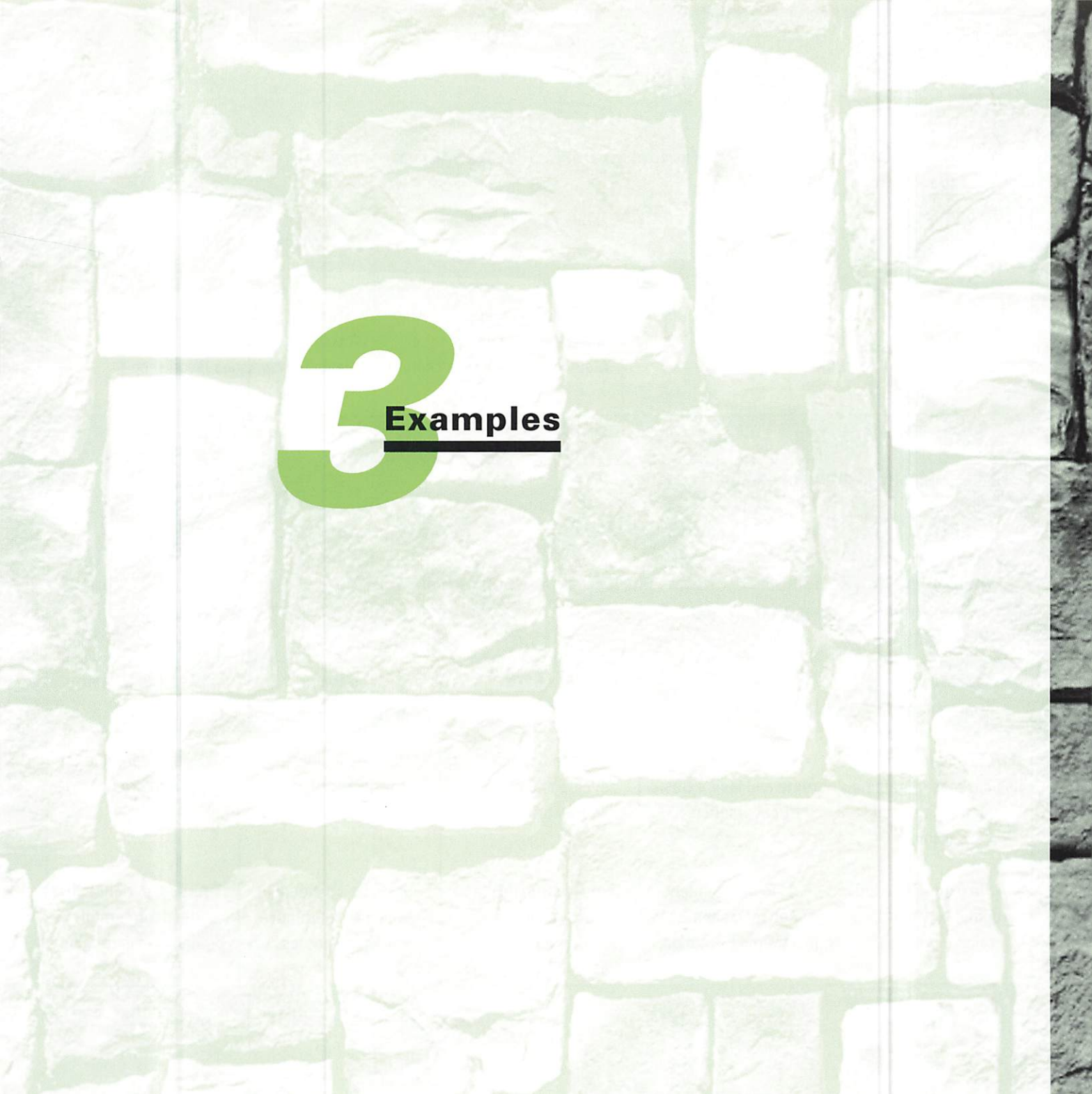


The fourth step is to decide what kind of learning environment would be most effective. A learning environment has to do with how time is used, how the facility space is used, and the emotional rhythms of the program. Set the weekly, daily and session time designs. Decide how much time is spent in plenary, team and individual spaces. When are the exciting events and when are the difficult events? When is course content easy and when less interesting?



The final step is that of refinement of the program. The first refinement is determining what the opening will be. Decide how the group will be introduced to the program, the trainers and each other. Next is the closing. Decide how the program will be ended, what leads up to that, how evaluation will be handled and what the social event will be. Finally decide on short courses based on secondary learning objectives.

Complete examples for this would be too large for this workbook. The following is part of the design of the Basic Training of Trainers Course.



3

Examples

Topics:

Introduction to Basic ToP Training Methods

Basic Issues of Training		The Basic Conversation Method		The Basic Lecture Method				The Basic Workshop Method			Session Design
The Image	Training Needs Assessment	Developing a BCM	Practicing a BCM	The 4x4 Method	Practicing the 4x4 Method	Presentation Drama	Giving a Lecture	The Workshop Method	Designing a Workshop	Leading a Workshop	

Learning Objectives at the course and module levels:

Introduction to Basic ToP Training Methods

Rational Objective: To be able to design and lead a simple training session using a conversation, lecture and workshop.

Existential Aim: To be confident enough in leading a session to try it in a real training course.

Basic Issues of Training	The Basic Conversation Method	The Basic Lecture Method	The Basic Workshop Method	Session Design
R.O. To understand the basic issues of training and training need assessment.	R.O. To be able to create and lead a Basic Conversation.	R.O. To be able to develop and deliver a powerful presentation.	R.O. To be able to design and lead an effective workshop.	R.O. To understand the design process.
E.A. To experience the complexity of the training process.	E.A. To be confident enough to use the BCM in a training situation.	E.A. To struggle with the demand to do careful preparation and a dramatic lecture.	E.A. To be confident in leading an interactive workshop process.	E.A. To experience the need for careful preparation in training.

In the following example there are 4 sessions. Sessions one and three have 3 components and sessions two and four have only one. Learning Objectives at the session and component levels (the Basic Lecture Method Module):

The Basic Lecture Methods Module

The 4x4 Method Session			Practising the 4x4 Method Session	Presentation Drama Session			Giving a Lecture Session
R.O. To understand the process of preparing a 4x4 and brief for a lecture. E.A. To experience the possibility of preparing one's own 4x4 and brief.			Exercise: Preparing a 4x4**	R.O. To understand the basic tools of dramatic presentations and to be able to illustrate a lecture effectively. E.A. To experience the usefulness of good lecture preparation.			Micro-Teaching: Giving an Effective Lecture
*Conversation: Teachers	Lecture: The 4x4 Method	Workshop: Demonstration 4x4 Workshop		Conversation: The Audience	Lecture: Lecture Drama	Exercise: Adapting to the Target Audience	
R.O. To reflect on what makes a good teacher. E.A. To raise the question of how to become an effective teacher.	R.O. To understand the process of building a 4x4 and why. E.A. To experience the power of an effective presentation	R.O. To demonstrate the method of building a rational thought through lecture using the 4x4 method. E.A. To experience the power of careful thinking	R.O. To prepare a 10 minute talk in teams by using the 4x4 method. E.A. To experience the complexity of ordering information into a rational, consistent lecture.	R.O. To reflect on the interaction between the audience and the speaker/actor etc. E.A. To experience the dependence of the actor on the audience	R.O. To understand the use and tools of drama in delivering a lecture. E.A. To experience a dramatic lecture using a rational structure, the voice, and visual and verbal images.	R.O. To develop a dramatic lecture with powerful illustrations for the lecture 4x4 they have designed. E.A. To experience the power of preparing a dramatic lecture.	R.O. To have each participant practice giving a presentation and receive feedback on it. E.A. To experience the personal capacity of giving an effective, dramatic lecture.

* At the component level the tools are mentioned, Lecture, Conversation, Micro-teaching, etc..

** The two sessions which have only one component do not have separate learning objectives at the session and component levels.

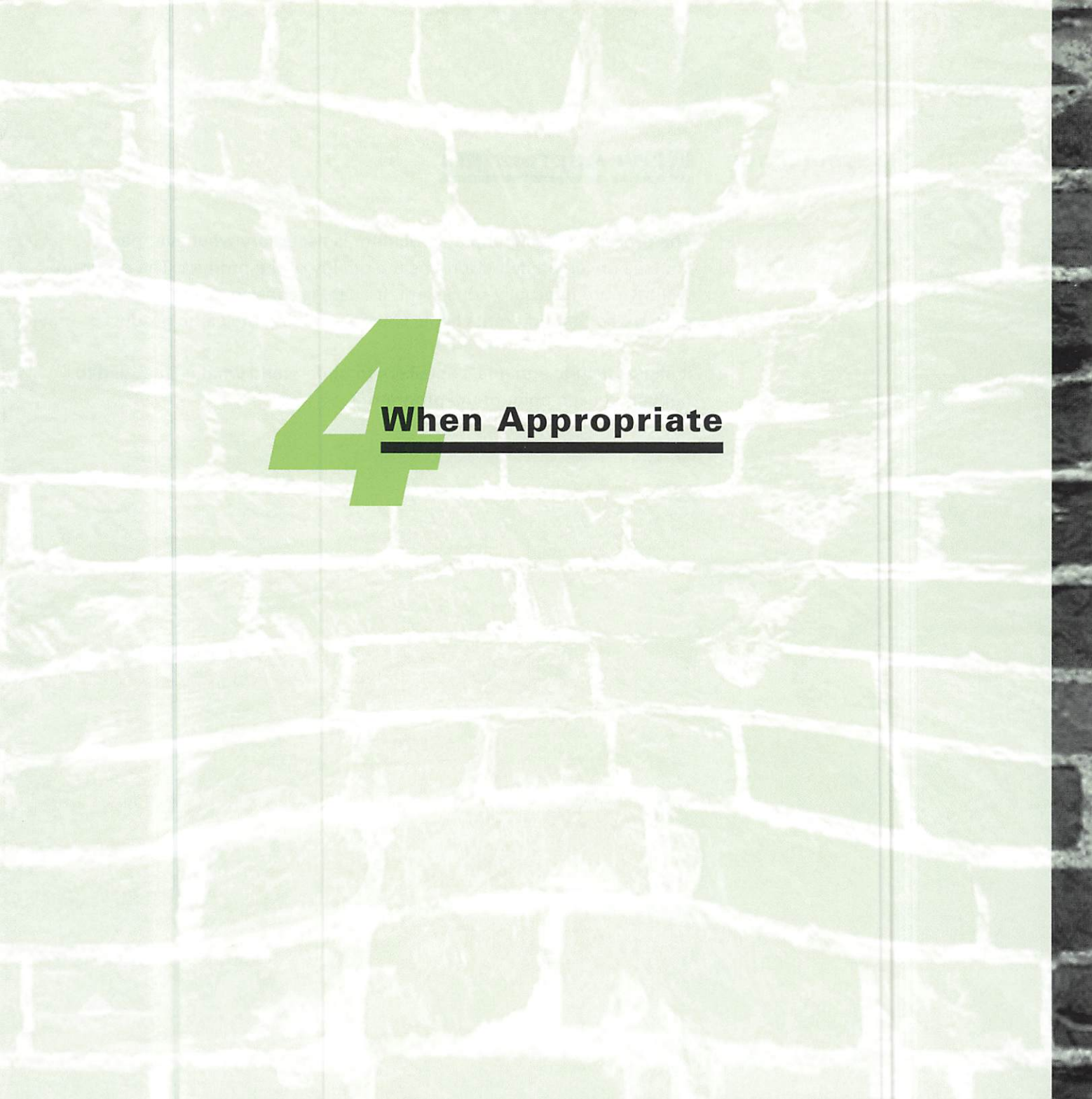
Short Courses

The following are examples of teamwork short courses for the Basic Training of Trainers course. They are given at the beginning of teamwork and are thus only indicated in those sessions.

**Introduction to Basic ToP Training Methods
Team Short Courses***

Basic Issues of Training		The Basic Conversation Method		The Basic Lecture Method				The Basic Workshop Method			Session Design
None	None	Real Teams vs Working Groups	None	None	Teams are based on Performance Results	Teams have Collective Work Products	None	None	Teams enable Personal Growth	None	Skills, Accountability and Commitment grow in teams.

* See Jon R. Katzenbach and Douglas K. Smith, 'The Wisdom of Teams: Creating the High-Performance Organization'



4

When Appropriate

Section Four: **When Appropriate**

The process of designing a curriculum is necessary whenever new courses are created. It improves the quality of the product. The program will be more internally consistent. It enables consistency in product delivery so that different clients will be receiving the same product.

It allows faculty and guest speakers to understand what is intended to happen at each point of the program.



5

How to Develop

Section Five: How to Develop

The training needs analysis has been done. How to translate the analysis into a training program? The first step is to determine in dialogue with the client the length of the program. A balance between having enough time to meet the training needs and the cost of the program must be found. How many days or weeks long will it be? How many sessions a day are possible and practical? If three sessions a day are possible it is not necessary or even desirable to use three every day. This will give some idea of the amount of material that can be covered.

For the purposes of this manual programs are divided into modules, modules into sessions and sessions into components. A course can have one or more modules. A module is about a single topic and can have one to ten sessions. A session is a morning, afternoon or evening and is about 3 to 4 hours long. A component is a part of a session, a lecture or an exercise. A session may have only one component, but could have up to four or five.

The example in section three, The Basic Training of Trainers Course, has five modules. The third module, the Basic Lecture Method has four sessions. The 4x4 Method Session has three components: the Teachers Conversations, The 4x4 Method Lecture and the Demonstration 4x4 Workshop.

In the example below the course has three modules. Module I and II have two sessions each. Module III has one session. All of the sessions have three components except session 2 of module II which has a single component.

Course													
Modules	I						II				III		
Sessions	1			2			1			2	1		
Components	a	b	c	a	b	c	a	b	c	a	a	b	c

Determining Topics

Write the topic of the courses in as specific terms as possible. Starting with a general topic and then making it more specific may be helpful. For example, the course is about planning. It is more specifically about business planning. Even more specifically it is about developing a business plan. And even more specifically it is about developing a business plan for telecom districts.

Next write the major topics covered by the course. Again write these in as specific terms as possible. These are tentative module topics. Put these topics in the sequence in which they will be taught. In the above example on planning there might be several major phases in creating a business plan. There might be an overview of the whole process which would be the first module. Each phase would be a module. The last module might be on preparing the final presentation.

For each module write sub-topics to be covered by each module. These are tentative session topics. Put these in a tentative sequence.

Create a chart like the one above and fill in the topics. Using an A3 sheet of paper or a white board might be helpful.

Setting Learning Objectives

The next step is to set learning objectives. This process may change the topics. They can become more specific or even be dropped.

Setting learning objectives is a dialogue between the amount of time available, the topics, the training needs of the participants and the complexity of the material to be covered. It may be necessary to change the learning objectives several times in the course of the design.

Learning objectives are different than the material covered in the program. Learning objectives answer the question: What will the participants know or be able to do or what attitude will they have at the end of the program, module, and session that is different from the beginning of the program? Again these should be as specific as possible. There should be one or possibly two objectives per module and session. What is the learning objective for the whole program? What are the learning objectives for each module? For each session, set the learning objectives. Finally, set the component objectives. See the examples in section three.

- During this process, check for consistency between the component objectives and those of the session, between the session and the module and the modules and the course. Ask the question, 'Will these objectives achieve the goals of the program'?

At this point the existential aims are set. What is the mood of the program? What is the in-depth issue participants will deal with? *For example, participants will experience a growing confidence in their own ability to deal with complex marketing issues. Another example, participants will experience increasing poise in teaching large groups. Another example, participants will experience greater capacity to deal with stress. For each module, session and component existential aims are set.*

Now teaching methods are considered. Teaching techniques are determined by the learning objectives, the existential aims, facilities, size of the group and the amount of time available.

The choice for one of the methods or tools in a training situation depends on performance objectives, module dynamics, audience, number of participants and logistics.

The choice of a method depends on the performance objectives of that course: knowledge, skills and attitude objectives, their mutual weight, and the overall objective. When the focus of the objectives is on knowledge, the methods that should dominate the course are lectures, demonstrations, field visits, exercises that practice the use of the knowledge or reading assignments. When the focus of the objectives is on skills, case studies, games, exercises or role plays are useful. Changes of attitude are best accomplished indirectly: determine what change of attitude is required. Attitude changes are best accomplished when participants personally experience the benefits to themselves of the change. It is not a process of telling as this may strengthen the old attitudes.

Below is a chart of common teaching tools. Not all of the tools are represented but it gives an idea of what can be considered when deciding what tools to use.

Teaching Tools Chart for Curriculum Design

Methods		Learning Objectives			Existential Aim	Group size	Time	Facilities
Type	Method	Knowledge	Skills	Attitudes				
Reflective	Group Discussion	Embedding		Open or Close	Generates Interest	Small teams	1 hour +	Plenary or Team Rooms
	Basic Conversation	Raising Questions	Reflecting on Skills	Reflecting on Attitudes	Reflective	Up to 35	20 - 60 min.	Plenary Room
	Feedback		Directing Skills	Reflecting on Attitudes	Confidence in Skills	Small	10 - 20 min. per Participant	Plenary Room
Knowledge Transfer	Lecture	Giving		Can be Motivating	Generates Interest	Up to Several Hundred	20 - 60 min.	Plenary Room
	Demonstration		Prep. for Skills		Generates Interest	Small enough to be seen	20 - 60 min.	Plenary Room
	Field Visit	Embedding	Showing Skills	Can be Motivating	Generates Interest	Small enough for facilities	One Session or more	Site
	Reading Assignment	Giving				Any Size	Few minutes to Days	Individual Space
Application	Case Study	Embedding	Analytical & Problem Solving	Growing Confidence	Can be exciting	Small up to 50	One Session to Days	Team Space
	Game	Embedding	Practicing	Growing Confidence	Can be exciting	Small Groups	One session to Days	Game Space Equip.
	Exercise		Practicing	Growing Confidence	Generates Capacity	Small Group or Teams	Part of Session or more	Equip.
	Role Play		Practicing Social Skills	Reflecting on Attitudes	Growing Capacity	Small Group or Teams	Part of Session or more	Plenary
Planning	Personal Action Plan	Embedding		Reinforces	Develops Commitment	Diverse Group Can be large	Session	Individual Space
	Implementation Plan	Embedding		Reinforces	Develops Commitment	Working Group	One or more Sessions	Team Space

Reflective Tools are best used in two ways. Bringing the past experience of participants into the course helps by focusing on a topic, helps the trainer understand the group, show respect for the participants and raise questions about the topic. Reflective tools can be used in conjunction with another tool to deepen understanding of the point being made with the other tool. For example, by reflecting on a field visit the group will understand more of what they saw. Some reflective methods are a group discussion, a conversation, and feedback. A group discussion gives students and teacher the opportunity to exchange ideas on a given subject. A conversation is a structured group discussion where the facilitator raises a question, guides the discussion in order to have people struggle with a theme or an experience and let them reflect on the meaning of this. Having people practice a skill or do a role play can be followed with feedback on their performance. This is a way to broaden the reflection to not only help the actors develop experience with the skill or role in a safe environment but also help other participants.

In order to give people information about a topic or a model or framework a lecture, a demonstration, a field visit, or a reading assignment can be used. A lecture is a talk with a high rationality, which is delivered by telling powerful stories, using meaningful drama, and using visual images and symbols. A demonstration is a way of showing a group of people how things should be done or can be done effectively. It can be done by watching a process being done, participating in a process, or by seeing a video. A field visit takes participants to the working example and has them observe this. Reading assignments allow people to read the materials themselves during or after the session.

In order to give people the opportunity to practice and apply the learnings, they can do a case study, a game, exercises and role plays. A case study is a history of some event or some circumstances with relevant details, examined by participants. They diagnose the causes of a particular problem, or set out to solve a particular problem. A game is a

situation in which participants are given different roles to perform. Decisions are made and actions are taken according to a set of rules. The game is over when some goal is achieved. Exercises focus on having participants undertake a particular task, following lines laid down by trainers. It is generally used to practice a skill or to test knowledge. In a role play participants are asked to enact the role they will be called upon to play in their job of work. It is generally used mainly for the practice of dealing with social encounters. It can be used to raise ethical or social questions.

In order to give participants the opportunity to decide on implications of the learning, they can participate in a ToP decision making workshop or create a personal action plan. In a decision making workshop participants have the opportunity to determine as a group what the learnings mean and how they apply to their work. The decisions making workshop is for participants from the same organization. The personal action plan enables participants individually to think through how they will apply the learnings to their work practice. This is for a course with participants from different companies.

The choice of a method also depends on the dynamics of the module, the structure of materials being taught, the objective of the module, the group dynamics and the amount of participant involvement required.

If the module objective is focused on skill building, session tools might follow this sequence: Session One: conversation on participants' experience, lecture on the topic, demonstration of the skills, Session Two: exercise preparing to use the skills, Session Three: exercise practicing the skills followed with feedback. This structure assumes that the skills are relatively easy to understand and do. If the skills are more difficult, they might be broken down into so sub-skills and these are practiced.

If a module is focused on knowledge objectives, it might follow this

sequence: Session One: conversation on participants' experience, lecture on the topic, exercise using the information from the lecture, Session Two: teamwork on a case study using the knowledge, Session Three: case study plenary session.

Determine Rhythms

Now is the time to review what the consistent aspects of the program are. What is the time rhythm? How is space going to be used to focus the group? How is faculty continuity going to be maintained? What methods are repeated? If the program is long what are the social activities available to the participants?

What is going to be used to break the rhythm? What events are going to be experienced as different from the rest of the program? Is there a field visit or an outing that keeps the space from becoming the same old boring rooms? When are methods different from the most commonly used? How can the most common methods be used in different ways? Is there a social event that is different from the normal activities? When are these differences introduced? Are the stable factors in use long enough to be experienced as normal by the group?

Refinements

Openings

Decide how much time will be spent on the opening. Determine how many participants will be in the program.

In addition to introducing the participants, the faculty and the program, are there any announcements about the facilities, the local neighborhood, city or county that need to be made during the opening? Are any administrative issues like payment, stipends, and travel arrangements and about the use of free time going to be included in the opening or handled some other way. If the program is longer will there be an

opening ritual or ceremony, such as a dinner or welcoming words from the director of training?

Put the introduction of participants, faculty and program and any other events that make up the opening in their proper sequence. Normally, the faculty is introduced first, then the participants and finally the program. Divide the time between these events. They should not be equal. More time should be spent on introducing the participants.

For each event, how is it going to be done? In some programs, ice breakers are used to introduce the program and the participants.

Closings

Decide how much time is appropriate for the closing.

There are several ways for completing the content part of the course, examinations, implementation plans, and program summaries to name a few. Several of these can be used together. Decide how the content part of the program will be concluded.

Decide how the social aspects of the program are to be completed. A closing celebration and a closing meal are some of the ways to do this.

Closings also have a ritualistic dimension to them. Decide how the formal closing will be done. Will the formal closing be over a meal? Will certificates be presented? Is some personal message addressed to each participant? Will the training organization be represented by an official? Will the organization requesting the training have a representative?

Write out the sequence of events.

Short Courses

Brainstorm a potential list of topics for secondary teaching objectives. Select those that are most important. Decide where they are to be taught - lecture openings, exercise openings, during the context of every plenary session, at the beginning of every session, at the start and end of each day, during the second module, etc. The combination of topics and when in the program they will be taught gives an idea of how many short courses there will be on a topic. For each of the short courses write out two to four points to be made. Check if the sequence of short courses makes sense. These will be incorporated into the component when the program is developed, that is when the teaching notes are written out. See the Session Design booklet.



6

Worksheets

Curriculum Design: Learning Objectives

Redlines		Name of Module	
Sessions Numbers			
Topics			
Learning Objectives	Knowledge		
	Skill		
	Attitude		
Existential Aims			
Methods			

Curriculum Design: Modules Learning Objectives

Redlines		Name of Course	
Modules Numbers			
Modules Topics			
Learning Objectives	Knowledge		
	Skill		
	Attitude		
Existential Aims			
Methods			



Tips for Developing and Using

Section Seven: Tips for Developing and Using

When deciding on the sequence of topics the following are some guidelines:

- For skills development and knowledge transfer it is normally a skill or knowledge building sequence. Some things must be learned before other things, so the things required before others are taught first and those things dependent on earlier learning are taught towards the end.
- For knowledge transfer the sequence can be from the more abstract to the more concrete. A general framework is given and then the specific details are taught.
- For attitude change the sequence should be in the experiential sequence because this tends to reinforce the new attitude.

When writing learning objectives the form may be useful : verb, verb, noun, requirement. *Examples: To be able / to park / the car / between two other cars standing 6 metres from one another* (this is a skill objective). *To be able / to explain / the meaning of 100 road signs / within 30 seconds with 90% accuracy* (This is a knowledge objective). *To be able / to drive / the car / confidently in traffic* (This is an attitude objective).

A test of learning objectives is to ask the following questions:

- a** Are the objectives concrete, can you see someone doing them?
- b** Are the objectives feasible? Can you really expect a student doing this in the time allocated?
- c** Are the objectives understandable? Will the client understand what the participants will learn by reading the objectives?
- d** Are they clear? Will the faculty know what is expected of them?
- e** Are they measurable? If they are not measurable how will you know that they are achieved?

When deciding which method should be used, the capacity of audience and one's own capacity in relationship to that audience, the size of the group, the diversity in social and cultural and educational background should be considered.

In choosing a teaching method, logistical considerations play a role: the time available, the teaching space, the money available for preparation and development, and the materials available.



References

Section Eight: References

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Notes