CURRICULAR APPROACH WORKSHOP SERIES

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10 Essential Elements

1. The curricular approach is directly connected to institutional mission and context.
2. The learning aims including educational priority, learning goals, and learning outcomes, are derived from the institutional context.
3. Learning aims and strategies are rooted in scholarship.
4. Learning outcomes drive the development of educational strategies.
5. The curricular approach utilizes a variety of educational strategies to facilitate student learning.
6. Educators are utilized who have expertise, both in terms of content and pedagogy, to design and implement the desired learning.
7. The curricular approach developmentally sequences learning.
8. Campus partners are identified and integrated into plans.
9. A curricular approach is developed through a review process.
10. A curricular approach includes a cycle of assessment to improve student learning.

From *The Curricular Approach to Student Affairs*
Curricular Approach Terminology

An **Educational Priority** is the broadest aspiration for learning (e.g. global citizenship or leadership). Written as: “As a result of the student experience each student will...”

**Learning Goals** break down the educational priority into more concrete and specific learning components. If a student has achieved the learning of all of the learning goals, the educational priority will have been accomplished. Many find 3-5 learning goals provide guidance and focus. These are often organized in developmentally sequenced ways. Written as: “Each student will understand...”

**Organizational-Level Learning Outcomes** break down each learning goal into more concrete and specific components. These are written to describe the actions students will need to engage in to achieve the understanding described in the departmental/divisional learning goals. Many find 3-5 learning outcomes provide guidance and focus. These are often organized in developmentally sequenced ways. Written as: “Each student will be able to...”

**Narratives** are often a paragraph description of exactly what the department/institution means by the words in the learning goals. This provides clarity to stakeholders and other staff about what exactly it means to have identity or equity or social responsibility.

**Rubrics** are tables that break down each learning goal into its learning outcomes and describes in observable or measurable ways different levels of each learning goal. This often includes four different levels. The first being no ability, then some, then more, and then fulfilled. Rubrics provide guidance for developmental sequencing and assessment.
Curricular Approach Terminology

**Strategy-Level Learning Outcomes** are the outcomes that guide each individual strategy’s design, implementation, and assessment. The strategy learning outcome should be connected to the organizational-level learning outcomes but will be more specific. For example: “As a result of participating in the November Community Meeting each student will be able to describe three different strategies for navigating conflict with a roommate in a healthy manner.” This would match well with a department learning outcome: “Each student will be able to navigate conflict in a healthy manner.”

**Strategies** are the tools that the organization uses to facilitate the learning (e.g. intentional conversations, advising appointments, peer education workshops, and campus partnerships). The learning goals and outcomes must drive the development of strategies.

**Mapping** is a method of visually connecting each strategy to a learning goal or outcomes. This can help identify gaps and redundancies.

**Sequencing** is how content and pedagogy are organized over time based on who the learners are and to foster their growth in a developmentally sequenced manner. This includes sequencing learning over time, such as over the first-year and across the entire college experience; and providing sequenced learning opportunities that begin with basic awareness and knowledge and moving to increasingly more advanced learning.

**Facilitation Guides** describe how each individual strategy will be implemented. This includes being as specific as possible about the timing, activities, ways of engagement, and assessment. Lesson Plans or Scripts are also used as terms for Facilitation Guides.
<table>
<thead>
<tr>
<th>TRADITIONAL</th>
<th>CURRICULAR</th>
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<tbody>
<tr>
<td>Identifies list of general topics or categories that students could be exposed to</td>
<td>Clearly defined and more narrowly focused learning aims are tied to institutional mission</td>
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<td>Often based on reaction to recent needs displayed by students</td>
<td>Based on scholarly literature, national trends, campus data, and assessment of student educational needs</td>
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<td>Student leaders or student staff determine the content within the categories and the pedagogy</td>
<td>Clearly defined learning goals and delivery strategies are written by those with educational expertise</td>
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<td>Determining effective pedagogy is often the responsibility of student leaders or student staff members</td>
<td>Lesson plans or facilitation guides developed by educators with necessary expertise provide structure to guide facilitation of educational strategies</td>
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<td>Focuses on who will show up to publicized programs</td>
<td>Utilizes a variety of strategies to reach each student</td>
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<td>Evaluated based on how many students attend</td>
<td>Assess student learning outcomes and effectiveness of delivery strategies</td>
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<td>Sessions stand alone, disconnected from what has come before or what will come after, and vary by each student leader or staff member</td>
<td>Content and pedagogy are developmentally sequenced to best serve the learners</td>
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<td>Often in competition with other campus units for students’ time and attention</td>
<td>Campus and community partners are integrated into the strategies; and content and pedagogy are subject to review (internal and external)</td>
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From *The Curricular Approach to Student Affairs*
Archaeological Dig

Institutional Documents
Mission, Vision, Values
Strategic Plan
Diversity Statement
Strategic Plan
Accreditation Report
Internal & External Reviews

Students
Student Profile
Changing Demographics
Student Culture
Assessment Data
NSSE, CIRP, etc.

Institutional Context
History
Points of Pride
Regional Culture
Town Gown
Current Events

Professional Context
Professional Associations
Scholarship
8 Recommendations from the Science of Learning

1. Engage all the senses.

2. Engage the mind, heart (emotions), and body (movement).

3. Foster well-being for the body & mind with sleep, rest, nutrition, hydration, & exercise.

4. Support learners in managing stress, threats, oppression, & fear. Don’t add to them.

5. Foster intrinsic motivation through meaning, relevance, rigor, and by celebrating progress.

6. Encourage focused attention (mindfulness not multitasking) in short spurts with lots of breaks.


8. Cultivate positive emotions and social connections.

From *The Curricular Approach to Student Affairs* based on Bresciani Ludvik, 2016; Doyle & Zakrajsek, 2018; Jensen, 2008; Medina, 2014; Siegel, 2010; Zadina, 2014)
Learning Goal: Tying Shoes

Students will understand how to tie their own shoes.

Narrative:

Tying ones shoes is a cognitive and tactile learning experience. This is a skill that can be applied throughout ones life and is applicable beyond shoes. There are numerous methods for tying shoes that can be utilized. This skill should be developed until the learning is internalized.

Learning Outcomes:
Each student will be able to
• LO1: explain a rationale for the importance of tying their shoes.
• LO2: practice with three different ways of tying shoes.
• LO3: identify their preferred method of tying shoes.
• LO4: develop unconscious competence with their identified method of tying shoes.

Educational Priority: As a result of living on-campus student will...

Learning Goal:

Learning Goal Statement: Students will understand...

Narrative:

Learning Outcomes: Each student will be able to...

LO1:

LO2:

LO3:

LO4:
Educational Plan

Description of the Community
1-2 paragraphs describing unique aspects of the functional area, population, staffing, programs, etc.

Curriculum in the Sample Community
Paragraph summarizing the approach

Learning Aims
Identify the Learning Goals and Learning Outcomes that will be the focus.

Learning Goal 1: ????
• Learning Outcome 1?
• Learning Outcome 2?

Learning Goal 2: ????
• Learning Outcome 2?

Learning Goal 3: ????
• Learning Outcome 2?
• Learning Outcome 3?

Learning Strategies

Learning Strategy #1 (Bulletin Boards, Event, Social Media, etc.)
1-2 paragraphs for each strategy including 1) how this strategy was selected to get at the learning outcomes and 2) how they will be implemented.

Learning Strategy #2 (Independent Activity, Newsletter, Video, etc.)
1-2 paragraphs for each strategy including 1) how this strategy was selected to get at the learning outcomes and 2) how they will be implemented.

Learning Strategy #3 (Bulletin Boards, Event, Retreat, etc.)
1-2 paragraphs for each strategy including 1) how this strategy was selected to get at the learning outcomes and 2) how they will be implemented.

Learning Strategy #4 (Intentional Conversation, Staff Training, etc.)
1-2 paragraphs for each strategy including 1) how this strategy was selected to get at the learning outcomes and 2) how they will be implemented.

Learning Strategy #5 (Bulletin Boards, Workshops, Supervision Meetings, etc.)
1-2 paragraphs for each strategy including 1) how this strategy was selected to get at the learning outcomes and 2) how they will be implemented.
Educational Plan (cont’d)

Sequencing of Learning (one chart for each month)
August

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<tr>
<th>Strategy</th>
<th>Specific Topic</th>
<th>Description</th>
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Staff Development
1-2 paragraphs on how the staff will be guided to support the learning in terms of both content and pedagogy. Supervision meetings, staff meetings, central in-services, etc.

Assessment Plan
• Assessment Strategy #1: 1 paragraph on how this assessment strategy will be utilized assess the learning and the implementation.
• Assessment Strategy #2: 1 paragraph on how this assessment strategy will be utilized assess the learning and the implementation.
• Assessment Strategy #3: 1 paragraph on how this assessment strategy will be utilized assess the learning and the implementation.
Facilitation Guide

Strategy:
Date/Time:
Department/Division Learning Goal & Learning Outcome(s):

Strategy Learning Outcome:

Facilitator:
Duration:
Materials:
Preparation:

Purpose:

Outline:

Assessment Strategy:
Strategy-Level Learning Outcomes

1. Choose organizational-level Learning Outcome
2. Identify the strategy and time from sequencing map
3. Consult the rubric.
4. Write strategy-level learning outcome
5. Consider the assessment of the outcome
6. Write the Facilitation Guide

SWiBAT Method

SWiBAT + action/verb + Condition

Students will be able to differentiate between two styles of leadership as a result of attending the leadership workshop.

Students will be able to describe three things that make them unique as a result of participating in the first intentional interaction as a first-year student.
10 Examples of Assessment Strategies

1. Poll Everywhere and other tools
2. Photos apps and social media
3. 6 word memoir
4. 3-2-1 or other structured prompts
5. Concept maps or graphic recording
6. Sociograms
7. Muddiest point
8. One sentence summary
9. One paragraph summary
10. Application cards

These and so many more simple, easy, and helpful assessment strategies can be found in:


Short-term next steps

1. Finalize the learning aims
2. Develop a logo
3. Tell your story
4. Determine Educational Plans
5. Identify core strategies
6. Sequence the strategies
7. Write lesson plans
8. Develop an assessment plan

Longer-term evolutions

- Tasks and job responsibilities
- Performance appraisals
- Selection & training
- Staff meetings
- Supervision
- Staff development
- Awards & recognition
- Campus partnerships
- Telling your story
- Marketing & strategic planning
Resources


Articles

Books on Learning & Pedagogy

Books on Assessing Student Learning

Books on Leading for a Curricular Approach