Current Practices in Curricula Development
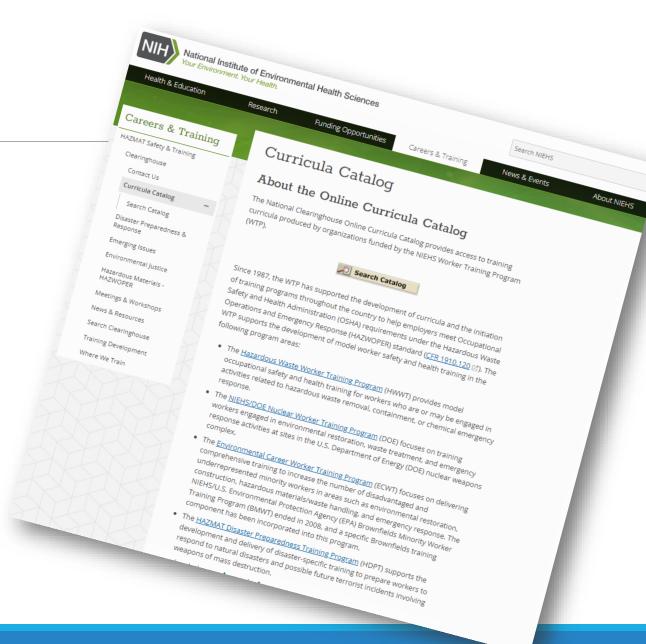
NIEHS Worker Training Program Grantee Meeting

May 17, 2022

Moderator: Demia Wright, Public Health Educator, NIEHS WTP

Origin of this Panel

- NIEHS Clearinghouse Curricula Catalog Refresh

- Requests for clarity on expectations for Curricula Catalog submissions

- Acknowledgment of changing methods of course delivery with the pandemic

What is a Curriculum?

cur·ric·u·lum

/kəˈrikyələm/

noun

From *The Glossary of Education Reform*

- ❖ The term **curriculum** refers to the lessons and academic content taught in a school or in a specific course or program.

- ❖ In dictionaries, *curriculum* is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools.

- ❖ Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes:

  - o the **learning standards** or **learning objectives** they are expected to meet

  - o the **units and lessons** that teachers teach

  - o the **assignments and projects** given to students

  - o the **books, materials, videos, presentations, and readings** used in a course

  - o the **tests, assessments, and other** **methods used to evaluate** student learning.

- ❖ An individual teacher's curriculum, for example, would be the specific learning objectives/standards, lessons, assignments, and materials used to organize and teach a particular course.

https://www.edglossary.org/curriculum/

From *Effective Adult Learning: A Toolkit for Teaching Adults*

The Curriculum Design Worksheet includes the following topics:

1. **General theme or topic:** In general, what knowledge and skill areas will be the focus of this training or workshop?
2. **Goals and objectives:** What do you want participants to learn during the training?
3. **Essential questions:** What central questions do you want participants answering as the training unfolds?
4. **Summary of participant activities:** How will participants accomplish the curriculum objectives and answer the questions in numbers 2 and 3 above?
5. **Resources:** What resources might the trainer use to help participants accomplish curriculum objectives?
6. **Assessment activities:** Will you offer assessment activities? How will you determine if participants a) have reached curriculum objectives identified in number 2 above, and b) can answer the questions in number 3? Will you use rubrics or other assessment tools?

http://also-chicago.org/also_site/wp-content/uploads/2019/11/Adult-Education-Toolkit_Updated_022814.pdf

What is required in the NIEHS Notice of Award?

Before use, awardees must **submit draft copies** of training manuals, instructor guides, course curricula and other materials developed for use in training activities supported by NIEHS to the NIEHS Program Coordinator to receive technical comments and suggestions regarding the adequacy, technical accuracy and suitability of materials to be used for worker safety and health training.

Final copies of all materials developed with support from NIEHS will be transmitted in approved electronic format by the awardees to the National Clearinghouse for Worker Safety and Health Training for Hazardous Materials, Waste Operations and Emergency Response and **made available to the general public**, subject to any specific legal caveats on use or copyright protection.

❖ This is currently done through submission to the Curricula Catalog.

Other brief mentions regarding the roles of NIEHS program staff, the Clearinghouse, and grant staff for curricula.

Minimum Criteria: *9.3.4 Training Course Materials and Content*

- **Training Director**
  - Ensures **review/approval** of course materials and training aids, prior to use and then at least annually
  - Documents the **review and approval process**, including review by external reviewers or advisory board, and one or more reviewers is a worker/intended trainee
- **Training Courses**
  - Use **principles of instructional design,** including learning objectives (realistic, meaningful, attainable, and measurable)
  - Integrate a **variety of teaching strategies** and activities to meet multiple learning styles, cultures, and/or generations
- **Course design and content** should pay attention to:
  - Target audience characteristics and training needs
  - Course prerequisites
  - Objectives
  - Delivery methods appropriate for audience
  - Instructional materials with instructor and trainee manuals
  - Evaluation methods and criteria for satisfactory completion
- References **additional resources** - November 1998 WTP workshop report, "Guidelines for Training in Support of Workplace Safety and Health Programs," and in several reports from WTP Trainers' Exchange conferences.

https://www.niehs.nih.gov/careers/assets/docs/wtp_minimum_criteria_2018_508.pdf

Assessing our Current Situation

Where have we been?

- Prior workshops and trainers' exchanges to update and inform the minimum criteria

Where are we now?

- Minimum Criteria document provides excellent guidance
- Clearinghouse has asked grantees to update/clean up their Curricula Catalog entries
  - Basic instructions on uploading materials available in the DMS Help and Docs
- Some questions exist on what formats & materials are needed in the Catalog
- Discussion has not yet happened on how change to virtual and hybrid delivery techniques, as well as increased use of online resources and technology in general, may affect curriculum development

Where are we going?

- What clarity and guidance is needed on what is requested and required for the Curricula Catalog?
- Is a follow-up discussion needed about the Minimum Criteria and how it addresses curricula?
- Improvements for the Curricula Catalog is on the upcoming projects list for the Clearinghouse

Assessing our Current Situation: Past and Present

Where have we been?

- Prior workshops and trainers' exchanges to update and inform the minimum criteria

Where are we now?

- Minimum Criteria document provides excellent guidance
- Clearinghouse has asked grantees to update/clean up their Curricula Catalog entries
  - Basic instructions on uploading materials available in the DMS Help and Docs
- Some questions exist on what formats & materials are needed in the Catalog
- Discussion has not yet happened on how change to virtual and hybrid delivery techniques, as well as increased use of online resources and technology in general, may affect curriculum development

Assessing our Current Situation: Future

Where are we going?

- What clarity and guidance is needed on what is requested and required for the Curricula Catalog?

- Is a follow-up discussion needed about the Minimum Criteria and how it addresses curricula?

- Improvements for the Curricula Catalog is on the upcoming projects list for the Clearinghouse

Panelists will discuss the following

- How are curricula created in your organization?
- What are the key pieces of the curricula?
- Has development of curricula changed over the past several years?
  - If yes, in what ways has it changed?
- What internal practices do you use to ensure curricula meets the Minimum Criteria?

- Timing
  - Approximately 8 minutes each
  - Leaving about 25-30 minutes for Q&A/Discussion

Panelists

Laura Silver

Deputy Director, Instructional Design Department, International Association of Fire Fighters

Lisa Orloff

President, World Cares Center (part of Atlantic Center for Occupational Health and Safety)

Tim Hilbert

Senior Research Associate, University of Cincinnati (part of the Midwest Consortium)

Diane Stein

Curricula Developer, United Steelworkers Tony Mazzocchi Center