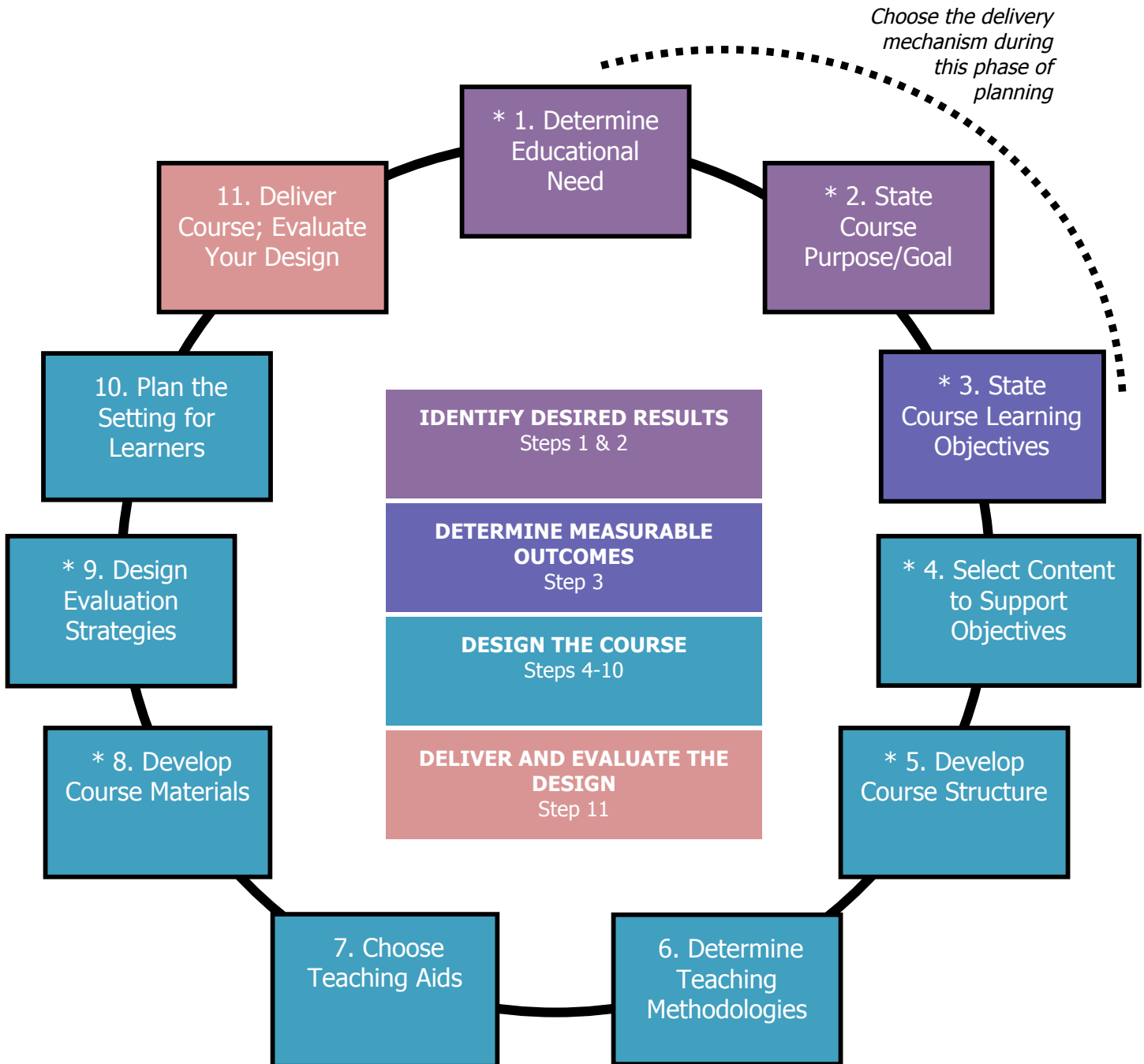# Creating a Course from a NASJE Curriculum Design

A curriculum design provides faculty with key information to use in many steps of an effective instructional design model, such as the model recommended by the NASJE Curriculum Committee. Instructional design steps supported by a NASJE Curriculum Design have an asterisk* and are explained in the text that follows the model.

Choose the delivery mechanism during this phase of planning

* 1. Determine Educational Need

* 2. State Course Purpose/Goal

* 3. State Course Learning Objectives

11. Deliver Course; Evaluate Your Design

10. Plan the Setting for Learners

* 9. Design Evaluation Strategies

* 8. Develop Course Materials

7. Choose Teaching Aids

6. Determine Teaching Methodologies

* 5. Develop Course Structure

* 4. Select Content to Support Objectives

IDENTIFY DESIRED RESULTS
Steps 1 & 2

DETERMINE MEASURABLE OUTCOMES
Step 3

DESIGN THE COURSE
Steps 4-10

DELIVER AND EVALUATE THE DESIGN
Step 11

Creating a Course from a NASJE Curriculum Design

The NASJE Curriculum for judicial branch educators is comprised of a series of curriculum designs that address the association's Core Competencies. Taken together, these curriculum designs outline the universe of education needed to master the demands of our profession. Any curriculum design may be used in its entirety to develop a comprehensive course, or portions of it may be used to plan a course focused on a specific educational need and/or a specific learning objective(s). Curriculum-based planning, using a curriculum (or curriculum designs) as the basis for planning courses, ensures quality, consistency, and continuity of needed core content for our profession.

Before You Begin

Review the entire curriculum design. Before creating your course, review the entire curriculum design, including the associated faculty resources and participant activities.

All of the information in a curriculum design is interrelated. Content is dependent on learning objectives; learning objectives are dependent on the educational needs of participants and are the basis for participant activities; faculty resources are related to content and often provide a reference for participant activities. Content generally begins with basic concepts and builds in complexity. Some topics that appear late in the content may be dependent on earlier content; this is done to build on what participants know and enhances their knowledge, skills and abilities in a gradual manner. Review of the curriculum design in its entirety will provide you with a full overview of what is available and how various components of the design are interdependent. Your familiarity with the full curriculum design will facilitate your work in creating your course.

Example: In the entry-level content for faculty development, you may find that content addressing development of learning objectives is directly related to (a) learning styles and (b) instructional design. If you abbreviate or tailor one of these areas for your course, it will affect how you address the other areas.

As You Begin

Keep in mind your particular audience, the time frame for the course (if it is established), delivery mechanism options (in-person or electronic delivery), and any available sources of information, such as related curriculum designs, job descriptions, or other materials that may inform your planning process.

Although the model is depicted as a cycle, and steps are addressed in sequential order, certain steps in the process may need to be reviewed and revised due to a

number of variables encountered during the process, such as a change in the delivery mechanism for a course. If something changes and you revise a previously completed step, be sure to review other steps for needed changes.

Although it may be predetermined, ideally the delivery mechanism is chosen during the first three steps in the model: determining the educational need, course goal, and learning objectives (or these may come from the curriculum design). These foundational components, and the delivery mechanism, will guide you in the instructional design process and help shape the course. If the delivery mechanism is predetermined, the educational need, course goal, and learning objectives will need to be complementary to the type of delivery. If not predetermined, the educational need, course goal, and learning objectives will influence the choice of delivery mechanism.

The most important consideration for choosing a delivery mechanism is which most effectively supports and facilitates the learning that needs to take place. Factors for determining the delivery mechanism include:
   • Which type of delivery will address the needed level of education? Do learners need to only gain information, or do they need to enhance their performance, or are they expected to change their attitudes?
   • Which will provide the amount of faculty interaction learners need? Do learners need high-level or live interaction with faculty, or is limited live or asynchronous interaction sufficient, or can effective learning take place with no interaction between learners and faculty?
   • How much time is needed for learners to fully grasp the content? Do they need only a short amount of time or do they need lengthy engagement?

Numerous factors may cause the delivery mechanism to change during or after instructional design is complete (such as creating a course for in-person delivery but finding that it is to be delivered electronically). If the chosen delivery mechanism changes, instructional design steps need to be revisited and results of those steps may need to be revised. Most specifically, the course goal and learning objectives may need to be revised to be complementary to the new delivery mechanism.

Another consideration is blended delivery, using in-person delivery for some components of a course and electronic delivery for others. The choice of the most effective delivery mechanism for a course component should be based on the specific learning objective(s) and what can be accomplished through the delivery mechanism. Components of the course will need to be designed differently in order to maximize learning through the specific delivery mechanism.

Creating Your Course

IDENTIFY DESIRED RESULTS (Instructional Design Steps 1 & 2)

The basic questions are – Who is my audience? What is the educational need I am attempting to address? What is the desired result of this course?

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1. **Determine Educational Need:** Before deciding on how to approach developing your course, consider your specific audience and state their educational need with regard to the content area.

   You may be able to readily identify an educational need, but if not, review the overview provided in the curriculum design again. The overview may assist you in identifying or wording the educational need for your course.

   > *Example: In the entry-level curriculum design for faculty development in the overview section, you may find wording that will help you state an educational need for your specific course: New judicial branch educators "generally do not have experience or formal education in the areas of adult education, instructional design and presentation skills," which are important to address in faculty development courses.*

2. **State Course Goal:** Based on the educational need you wrote, state what you hope to accomplish with your course.

   Remember that a statement of purpose or goal does not have to be measurable, but is instead intended to be a broad hoped-for result of the course. As with the educational need, you may find wording you can use to state the purpose/goal of your course in the overview provided in the curriculum design you use.

   > *Example: In the entry-level curriculum design for faculty development in the overview section, you may find wording to help you state the purpose or goal for your specific course: This course is to "provide judicial branch educators with basic knowledge, skills and abilities and attitudes to design and deliver courses to enable individuals to serve as faculty in the court system."*

DETERMINE MEASURABLE OUTCOMES (Instructional Design Step 3)

> The basic question is – What can participants say or do to demonstrate the course goal(s) is/are met? How will I know if learning has occurred?

3. **State Course Learning Objectives:** From the learning objectives provided in the curriculum design, select those that address the educational need and your stated purpose/goal.

     Remember that learning objectives in the curriculum design are in two categories ["in general" and "for the individual situation"] and are prioritized within those categories. That means those learning objectives stated first in each category are considered to be the most important or follow a logical progression. Also remember that learning objectives use action verbs and represent what participants will be able to say or do during a course to demonstrate their learning.

     You may need to tailor the learning objectives in order to accomplish them with the delivery mechanism or meet a unique circumstance and within the course time parameters. As you select learning objectives:

     A. Consider the delivery mechanism for your course.
     Determine what impact the delivery mechanism may have on participants' ability to demonstrate learning.

     IN-PERSON DELIVERY: Learning objectives in the curriculum design are stated in terms of in-person delivery. Some, however, may need to be tailored slightly if the group of participants is large, such as in a conference plenary session.

     > *Example: In the entry-level curriculum design for faculty development, learning objective 12 states that: As a result of this education, participants will be able to "demonstrate effective presentation skills."*
     >
     > *With 15 – 18 participants, this learning objective is achievable; you can measure participants' learning by having individuals make mini-presentations.*
     >
     > *In a large plenary session of 60 people, however, this learning objective might not be realistic. It may need to be modified to: As a result of this education, participants will be able to "identify effective presentation skills from a faculty demonstration." This could be done in small group discussions after faculty demonstrates a presentation with*

positive and negative aspects. Each group could report to the larger group on what they observed and discussed.

ELECTRONIC DELIVERY: Ensure the learning objectives are complementary to the electronic delivery mechanism for your course; you may need to tailor learning objectives to ensure they are achievable for the specific delivery mechanism.

If the course is synchronous electronic delivery, such as a webcast, you may need to tailor learning objectives so participants can demonstrate learning in the electronic format.

Example: In the entry-level curriculum design for faculty development, learning objective 12 (the objective used in the examples above) would be used for in-person delivery. For synchronous electronic delivery it might need to be modified. For a live broadcast it might be modified to be: "… participants will be able to discuss effective presentation skills from a faculty demonstration." Small groups at various locations could observe the broadcast presentation and then discuss what they felt was effective. Faculty could then offer ideas as to what was positive and the groups could determine how well they did.

If the course is asynchronous electronic delivery, such as a self-paced online course, you may need to tailor learning objectives so participants can measure their own learning.

Example: In the entry-level curriculum design for faculty development, learning objective 12 used for in-person delivery in the earlier examples, might need to be modified for an asynchronous online course, to be: "… participants will be able to choose from a list of several effective presentation skills demonstrated by faculty." The online course could provide a taped faculty demonstration and a list from which participants could choose effective skills they observed. The course could then offer suggested answers and participants could determine their own level of learning.

B. Consider the time allotment for your course. In a perfect educational world, the time for a course would be determined by the learning objectives and related content. If this is the case, you may design your course without concern for fitting it into a predetermined time slot. But generally a time is predetermined for a course and your course design must fit within it.

> The time allotment will have an effect on which and how many learning objectives you select and thus on the content you decide to include in your course. Remember that it is desirable to have participants actively engaged about 50% of the course time. This ratio may also impact the number of learning objectives and the amount of content you choose.

>> *Example: In the entry-level curriculum design for faculty development, a comprehensive face-to-face course might last two days; if however, your time is limited to four hours, you will have some decisions to make. You may decide to have participants perform some pre and post course work if you feel the time allotment is insufficient to address what you consider are necessary learning objectives, or you may limit the number of objectives you choose.*

>> *If your course is to be asynchronous online, time may not be an issue in selecting learning objectives since participants may take as long as they need to complete the course.*

C. Review participant activities associated with the learning objectives you have selected. This will assist you in choosing content to prepare participants to achieve the learning objectives. If you have tailored the learning objectives, you may need to also tailor the participant activities.

> *Example: In the entry-level curriculum design for faculty development, the activity associated with learning objective 12 for in-person delivery – "… participants will be able to demonstrate effective presentation skills" – involves having each participant make a mini presentation.*

> *If you altered the learning objective for an asynchronous online course to read, "… participants will be able to choose from a list of*

several effective presentation skills demonstrated by faculty," you may alter the activity so that you have a taped presentation and provide participants with a list of potential presentation skills from which to choose what they observed during the taped presentation.

DESIGN/DEVELOP YOUR COURSE (Instructional Design Steps 4-10)

The basic questions are – What knowledge, skills and/or abilities will learners need in order to perform activities and achieve the desired learning objectives? What content is essential to address the need I am trying to resolve? What is the logical order for the selected content? At what points will I present content and at what points will participants engage in activities to demonstrate learning?

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4. **Select Content to Support Learning Objectives:** From the content outline in the curriculum design, select topics and subtopics associated with your learning objectives. Content is annotated with the number of the learning objective it supports. In general, even if you have tailored the learning objectives, the content in the design will be effective for your course with no or only slight modification.

    Some content in the curriculum design may be dependent on other content that appears earlier in the design; this is in order to build a basis for full exploration of certain content by participants.

    If you have decided to select/extract certain learning objectives and related content for your course, ensure that you include sufficient basic/background information in the course to make the content relevant and understandable.

    > *Example: In the entry-level curriculum design for faculty development, if you choose to extract and use content on the Kolb model in your course, you may first need to discuss learning styles and why they matter in adult education and in instructional design. These content areas are addressed in various places in the curriculum design.*

5. **Develop Course Structure:** If you use the content in the curriculum design in its entirety, your order of presentation may follow the outline. If you have selected/extracted certain learning objectives and related content from the design, rather than using the content in its entirety, you may find it necessary to rearrange content for your specific course, based on what you select.

Example: In the entry-level curriculum design for faculty development, if you select learning objective 12 (used in previous examples) and content on presentation skills, you may need to also explain (a) how presentation skills contribute to a safe learning environment, (b) how presentation skills relate to teaching methodologies and (c) how presentation skills may be used to address various learning styles. These three areas of content precede the content on presentation skills in the curriculum design, but may follow it in your course.

Use a course development model that addresses a variety of participant learning styles (for example, the Kolb Learning Styles Model); create an outline of content in the order that it will be addressed; assign time segments to each part of the outline.

A. Review the Learning Objective, Resource, Activity Chart. This chart is included in the curriculum design to assist you in identifying the relationship among several design components: (a) learning objectives, (b) participant activities and (c) faculty resources. This will provide you with an overview of what is available to you as you begin to develop structure for your course.

Example: If you plan to teach a course that only deals with presentation skills, you may be interested to know that for learning objective 12 "… participants will be able to demonstrate effective presentation skills," or a modified version of that learning objective, there is a faculty resource in the curriculum design that outlines/lists many effective presentation skills. This resource may be used as part of the content you present and as a tool to measure participant learning.

B. Consider participant activities associated with the learning objectives you have selected. Participant activities will need to be incorporated in the course structure. You may use the participant activities as they are presented in the curriculum design, or you may modify them, or you may create your own activities to measure participant learning.

The activities provide suggestions as to how to measure participant learning through their ability to achieve the stated objectives. In addition, each activity has a cover page that indicates when the activity would be most effectively used. These activities will most likely be

conducted at intervals in your content presentation and should be considered as you arrange content. [These activities will assist you in determining evaluation approaches for your course, step 9 in the instructional design model.]

Example: In the entry-level curriculum design for faculty development, the participant activity associated with learning objective 12 (demonstrating or identifying effective presentation skills) would be most effective if used after you have discussed and demonstrated effective presentation skills.

C. Review any resources provided for the learning objectives and content you have selected. Resources may be used for your own reference and, in most cases, may be also used as participant handouts. These resources are by no means exhaustive and may be supplemented by other materials as you deem appropriate.

Example: In the entry-level curriculum design for faculty development, the faculty resource regarding presentation skills is not exhaustive, and you may choose to expand it or narrow it to focus on only a few basic skills. This is your decision based on your audience, the learning objective(s), relevant content, time allotted and delivery mechanism for your course.

D. Review the Bibliography at the end of the curriculum design; access those references and any additional information you can find on the content you have selected. The curriculum design offers a guide, but it does not provide the level of detail on all aspects of content that you will need to fully develop and deliver your course. References listed are by no means exhaustive, but have been selected as most relevant for the content in the curriculum design. Your review of resources may provide you with additional content that supports the learning objectives you have selected.

Example: JERITT Monograph Three, listed in the bibliography, explores the Kolb Learning Styles Model and teaching methodologies that address various learning styles. You may find additional content in this publication to support your learning objectives.

NOTE: The curriculum design has provided support to this point. Your next few steps will be on your own, with guidance provided from the curriculum design for strategies to evaluate participant learning, step 9.The remaining design steps are provided below to complete the instructional design model.

6. **Determine teaching methodologies:** Consider the learning objectives you have selected, the content, and the time allotted for the course. Given those factors, choose teaching methodologies that will be effective.
   Remember that is it desirable to engage participants actively for 50% of the course time. A few teaching methodology options include
   - Active lecture – faculty delivers content to participants, but engages them with questions and discussion opportunities
   - Demonstration – faculty actively shows participants the content and/or how to use/apply the content; this includes strategies such as faculty acting, faculty using a computer, or faculty engaging in a role play.
   - Panel or Debate – faculty invites others to participate in delivering content in order to provide a variety of perspectives
   - Discussion – faculty gives participants a question or situation and engages them in talking about answers to the question or giving perspectives on the situation.

7. **Choose teaching aids:** Consider the content, the number of anticipated participants, and the setting for your course. Determine which teaching aids will add value to the course.
   Teaching aids are intended to assist you in delivering content and assist participants in learning. You may use teaching aids that are specific to your content, for example an item that participants will use on the job or a mock setting in which participants may work. A few common teaching aids are listed below,
   - Easel and paper – to record participant ideas and keep those ideas in view during the course
   - Posters – to graphically show content and keep that content in view during the course
   - Presentation software like PowerPoint® – to show key points of content in visual form
   - DVD or other visual recording – to show real-world activity or to highlight a key point in the content
   - Audio recording – to engage learners in hearing something valuable for its content, its speaker, its circumstance or its emotion

8. **Develop course materials:** The curriculum design includes some recommended resources that can be used as part of participant materials.

Consider course content and the learners; determine what parts of the content would be beneficial to learners if they had it in writing - for use during and after the course.

Course materials or handouts are intended to (a) assist faculty in presenting content, (b) assist learners by providing a visual record of key points, and (c) provide learners with a lasting record of content for their use in the future. Learners may find only limited usefulness for materials that are too abbreviated or cannot "stand alone." Learners may not use materials that are too complex or too voluminous.

9. **Design evaluation strategies:** The curriculum design includes recommended activities for each learning objective provided. These activities are designed to have participants actively demonstrate their learning.

    If you tailored the learning objectives, you may also need to tailor the recommended activities. You may prefer to create your own participant activities for evaluation of learning.

10. **Plan the setting for learners:** Consider the content and how learners will access it (in groups or individually, in-person or electronically, etc.), and then plan the setting for learners participating in the course.

    IN-PERSON DELIVERY and some ELECTRONIC DELIVERY: If learners will gather in groups to participate in the course, several factors are important to their learning experience. For in-person delivery: consider teaching aids and where to place them for maximum effectiveness; consider access for persons with disabilities and how to accommodate their needs; consider lighting and sound issues and how to ensure all participants can see and hear. For both in-person and some electronic delivery (when learners will participate in groups) consider the content, the anticipated number of participants, learning objectives, and participant activities, and then determine which seating arrangement will be most effective for these circumstances.

    A few commonly used seating arrangements include:
    - Theater – chairs in rows without tables
    - Classroom or Modified Classroom – tables in rows
    - Rounds – round tables, forming small groups
    - U-Style – seating on the outside of tables arranged in a U shape
    - Union – seating around square or rectangular tables, forming small groups

    ELECTRONIC DELIVERY: In some electronic delivery situations, synchronous or asynchronous, considerations for the setting may include whether learners will gather in groups or access the course individually

and what print materials or other teaching/learning aids are needed for ready access during the course.

11. **Deliver the course and evaluate your design:** Delivering the course involves implementing the results and products of the instructional design process. Evaluating the course design involves assessing its effectiveness and may include several evaluation approaches. These approaches are most effective if used in combination.
    - Participant evaluation, which engages participants in providing information on their reactions to a course;
    - Evaluation of learning, which is conducted by faculty and gathers information as to participant ability to achieve learning objectives;
    - Peer or planner evaluation, which is conducted by a trained evaluator and gathers information including whether the course followed the instructional design;
    - Evaluation of transfer of learning, which is conducted by managers and supervisors and gathers information on changes in performance based on the course; and
    - Impact evaluation, which may involve a variety of people and gathers information on changes experienced in the organization or in the public/society as a result of the course.

The results of evaluations are to be used in making changes to a course and guiding decisions about other educational efforts in the future.

Conclusion: An instructional design process serves as the backbone for developing effective education. NASJE Curriculum Designs are a valuable resource for many steps in that process.

For additional information on the instructional design process, see the entry-level curriculum design, [Instructional Design: The Backbone of Effective Education.](#)

For information on documenting the results of instructional design as part of planning a course, see the [Course Development Segment](#) of the Program Development Template found in the entry-level curriculum design on curriculum and program development, [Curricula and Programs: The Basics of Models, Development, and Implementation](#).