

the**institute**

HARM REDUCTION COALITION

*Curriculum
Design
Primer*

Overview

The Curriculum Design Primer training immerses participants, with no or limited curriculum design experience, in curriculum development basics. The course builds on what participants might already know about curriculum design. It challenges them to deepen their knowledge by practicing skills and then applying these skills as they develop curricula. It is anticipated that individuals will apply what they have learned during the workshop in their designing and facilitating work “back on the job.”

Achievement-Based Objectives

At the end of this workshop, participants will have:

- Delineated where adult learning principles are most and least represented in existing curricula
- Named how their learning styles influence curriculum design
- Employed a 7-step curriculum design process
- Composed learning objectives that are specific, measurable, attainable, and result- and time-focused
- Assessed usage and impact of multimedia in the design
- Designed an interactive lecture
- Prepared questions that encourage participant reflection, analysis, discussion, and decision making
- Created participatory learning tasks that meet learning objectives and address varied learning styles and adult learning principles
- Assessed curriculum elements they have designed

Preparation and Supplies

It is important to review *all materials* before conducting the training. The following is a list of basic preparations (advance preparation suggestions accompany each task within the body of the curriculum):

- Included with the curriculum is the Participant Workbook, which contains task instructions and exercises in the presents. The facilitator will refer to the workbook during the training to correlated tasks with appropriate worksheet. Review all of the curriculum modules (and Participant Workbook), and practice delivering them at least once before the session. It is critical to be deeply familiar with the curricular concepts and methods to be able to effectively present them w knowledgeably and with confidence. (This is especially important since the training content does not rely on visuals like PowerPoint.) **REMEMBER:** The facilitator models an approach and must demonstrate his or her capability with it.
- Test the PowerPoint slides to avoid technical glitches during the workshop. Slideshow abbreviations, PP1 and so on, note slide numbers facilitators

reference. Several slides have interactive content, so make sure the equipment can run it; for example, ensure that speakers project video clip sound.

- If using newsprint charts, prepare them beforehand. If applicable, post on the wall all flip chart sheets and other visuals to be used throughout the sessions. Write large and clearly. Use different colors (but avoid things like yellow and fluorescent colors that are difficult to read and can be hard on the eyes) for different concepts to delineate and highlight specific points. Hide items (such as fold charts to cover content) until relevant sessions.
- Basic supplies for the training are: a computer, an LCD projector, adhesive-backed newsprint pads (with an easel, if desired), colored markers for facilitators and participants, masking tape, or adhesive putty, and pens or pencils for participants. (Session-specific supplies accompany each task.)

Facilitator Tips

Training Approach

The Curriculum Design Primer training curriculum is based on a teaching and learning approach that is used within a safe and respectful environment where learners and teachers can be challenged, critically question material, and practice newly acquired concepts, principles, and skills.

Incorporated into the course are principles that promote changes in participants' behavior, attitude, and knowledge. The depth of these changes is determined by the level at which participants apply them to their professional and/or personal lives.

Adult Education Principles

The training incorporates learning principles shown to help adults learn best. The training draws on participants' life and work experience, as well as their knowledge base and understanding to date of syringe access and law enforcement. Most important in this training is the notion of immediacy — adult learners want to be able to use what they learn right away. Thus the training content is not only relevant, it is also doable.

Learning Tasks

The tasks incorporate adult learning principles and styles. They have emerged from participants' needs and interests. They motivate learners and prepare them to learn (and enable them to practice and apply this learning) and to retain and transfer what they have learned. Task design is based on the knowledge, skills, behaviors, and attitudes to be influenced during the training.

Participant learning is at the core of any task. This means that the learning is best approached through a defined structure (scaffolding, or building knowledge and skills to the point of practice and application, and sequencing, or moving from a place of participant knowledge to application).

Task instructions support the facilitator (and, by default, the participant) by stipulating or suggesting what to say and do to ensure that the facilitator:

- Is comfortable with the training content and working with participants
- Can pose effective questions to move participants' learning forward
- Can use effective instructional techniques to engage and move participants' learning forward
- Gives clear directions
- Effectively negotiates and closes out a topic or segment discussion
- Is able to recognize and manage power dynamics among a group of learners who are participants *and* facilitators (power dynamics = the ability to share power: to know when to consult and who has the decision-making call in what areas, and to be able to give away the decision-making power when it serves the learning).
- Adeptly weaves and synthesizes ideas, themes, concepts, observations, etc.

The curriculum also provides the facilitator with training tips and options. Tips offer guidance on the delivery of certain tasks and task steps and suggestions for optimizing training elements. Options include alternative approaches to certain exercises to accommodate different participant groups, time constraints, and other situations.

Application

The course provides participants with the immediate opportunity to apply what they have learned during the training. In small groups, they will work to create learning tasks for a fictitious company (see Task 1.2 for project description). They will begin this work on Day 1 and spend the bulk of Day 2 completing and then facilitating the task.

Note that this task can be modified to address participants' level of experience with curriculum design. The exercise for the fictitious company would ideally be for a group with little or no experience with curriculum design. Thus, the task starts the group at the same place via a relatively fun but practical curriculum design exercise.

However, should the group have more experience, there are several options. One is that groups redesign an existing training module, perhaps from a participating agency or from HRC's portfolio. Or, teams from a participating agency bring in modules from their training repertoire to rework.

Presentation

Delivery

The training approach, as noted earlier, allows for the acquisition and practice of knowledge and skills. However, facilitators should modify and administer the tasks in ways they see fit, especially to address the learning needs, styles, and desires of different participant groups.

It is important to be very familiar with the training, from tasks to requisite background, and to carefully read all of the materials and view the audio-visuales. It is a good idea to take notes that will support implementation and facilitation.

If time permits, the facilitator might do a trial run of the training to see how long it takes and how the tasks play out, perhaps presenting the training session to co-workers or conducting an informal pilot with a small group of participants.

Facilitation

Ideally, at least two facilitators should present the training. It is best to have experienced trainers with adult education knowledge and relatively solid skills in interactive, participatory education techniques. It is also imperative that the facilitators have a solid understanding of harm reduction and the syringe access laws relevant to their state, city, and/or geographic region.

Facilitators should be comfortable facilitating open and free-flowing dialogue and be able to model honest, open communication. They should be active listeners, good at managing participant–facilitator interactions and contributions, be able to readily adapt and modify content, and demonstrate confidence and enthusiasm. They should be mindful of facial expressions, varied voice tones, and movement (even humor) that can keep activities engaging, dynamic, and fun.

Note that facilitators bring different professional experiences and a variety of strengths and perspectives to the training. Given this, facilitators should practice delivering the training together to decide how to assign tasks.

Additional Facilitation Skills

Facilitators should consider the following additional factors as they conduct the training:

- When two facilitators conduct the training, it is often effective for one to facilitate discussion while the other records key points on newsprint, if, for example, a task calls for documenting participant ideas, viewpoints, etc.

- Some tasks might require modeling to facilitate participant understanding and application of presented knowledge and skills.
- When possible, facilitators should draw out quieter participants so that everyone speaks during a group discussion. However, they should never force anyone to share if discomfort is evident. Such reticent individuals may be more inclined to share with their peers during group exercises. Participants should always be made to feel safe. Facilitators should note that people are listening and absorbing and will take something away, even if they do not contribute to the session. People should not be pushed into participating, as they are doubtless doing so in quieter ways.
- It is important that participants who contribute more readily do not dominate discussions. A facilitator should gently finesse these situations without impolitely cutting someone off. One way to achieve equitable discussion is to stipulate the type of preferred engagement when establishing working agreements. The facilitator should also be skilled at focusing and timing participant discussions.
- During group discussions, it is not necessary to hear from everyone. Time constraints make that unlikely, and, usually, key points and concepts will emerge from a few participants. It is important for the facilitator to monitor the discussion and close it when it is time to move on, ensuring that the training moves at an acceptable pace.
- Participants sometimes ask questions that facilitators cannot answer. Facilitators should acknowledge not knowing the answer, but then offer to research it and have the answer either for the next session or at the end of the entire workshop.
- Facilitators must be mindful of and prepared to adapt to participant literacy levels and language differences. For example, a group may consist of non-native English speakers. Facilitators or volunteers might read instructions, case studies, etc., aloud while participants follow along silently. If necessary, group members who speak English fluently can translate for others who do not. Try to make sure that everyone has the opportunity to participate equally.

Noteworthy Instructional Methods

Adults have different learning styles. An effective training session addresses those styles through a variety of stimulating tasks, such as those enumerated in *the Curriculum Design Primer* training curriculum.

Interactive Presentations

This training uses interactive presentations in lieu of lectures in order to draw on participant knowledge and experience. Lecturettes exist, but these are typically woven into dialogue with participants and serve primarily to validate group contributions and

provide important details and explanations of select content.

The facilitator encourages participants to say what they already know about the subject, share stories, explain what their experiences have shown them about the topic at hand, and ask questions that build their understanding and frame the topic's relevance to their professional work. The facilitator must keep discussions on point, making sure to always bring them back to the main concept.

The facilitator does not preach, does not just *deliver* content; he or she guides ideas and conversation, weaving and supplementing information and establishing a collaborative interaction with participants.

Small Groups

Small-group work is an integral element of the training. This method keeps participants engaged in learning; builds collaboration, community, cooperation, and teamwork among participants; and invites close communal discussion and examination of ideas and topics, inviting participants to benefit from the different personalities and strengths of their peers. Whenever possible, people should be partnered thoughtfully — for example, a participant whose first language is not English should be partnered with others who can offer support in framing and expressing thoughts.

Generally, the facilitator divides participants into groups of three to six, depending on the total number of people. Since there are several opportunities for group work during the training, it is good for participants to move from group to group during the session. The facilitator should make sure that directives are clear and assign tasks and roles, such as that of group recorder. He or she should rotate among small groups, assisting, where necessary, helping the group refocus, stimulate discussion, etc.

Questions for Deepening Dialogue

Facilitators can help participants delve deeply into a discussion by posing questions that effectively draw out ideas. It is a good idea to ask questions that elicit additional details, clarifications, further explanation, etc. The curriculum has a section on these types of questions.

A facilitator should wait for responses, giving participants time to absorb and reflect on the question. (Facilitators tend to experience time differently from participants; they often do not realize that they have not given people enough time to think.) They should not repeat the question unless responses are not forthcoming after a reasonable amount of “thinking” time. If a question needs repeating, it should be rephrased so that it is more understandable.

A facilitator must carefully listen to answers so that there is a clear understanding of what participants mean to say. He or she should paraphrase the information that

participants offer and probe their contributions by saying things like “It sounds as if you are saying . . .” or “It seems that you mean . . .”

Synthesizing

Synthesizing is tying concepts together to reinforce learning, recognize a contribution, keep the session on pace, maintain the flow across topics, and sustain learner voices. Examples:

- Thanking (affirming) someone for stating an observation that moves the group to the next task.
- Referring back to what someone said earlier, linking it with a new comment or question.
- Asking clarifying questions.
- Tying together in a summary statement what has been said.
- Moving from the summary into the future: “Now that you have reflected on learning styles, we will jump into how to build these into your curriculum design.”

When recording participant thoughts/ideas, it is important to return to those views during the training. They are not simply being used to support a complex concept; the ideas are related to the end...and in this case, it is a curriculum design.

Evaluation

Training evaluation is optional and depends on program protocol. One option is to use the task design as a way to assess participants’ application of knowledge and skills learned during the session. Another option is to modify the evaluations at the end of the curriculum to administer to training participants at the end of each session or after the completion of the entire workshop.

DAY 1

6.5 classroom hours

MODULE 1: KEY BASICS

1.5 hours

Task 1.1: Inner/Outer Circle Intros 15 minutes

Participant Worksheet	PowerPoint (PP) Slide(s)	Supplies
1.1: Inner/Outer Circle Instructions	PP1-2	<ul style="list-style-type: none"> ■ Computer and LCD Projector ■ Second hand watch or timer

Key Content

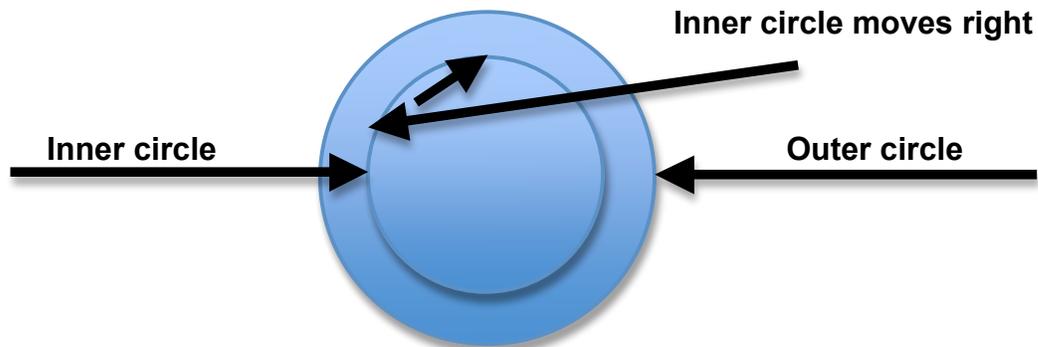
- Introductions reinforce the workshop's participatory framework by helping participants to feel safe and comfortable.
- Group introductions invite participants to share their connections to curriculum design. This exercise builds on participants' curriculum design experience, knowledge, and/or success by validating and drawing on what they already know and do well.
- This task also serves as a warm up, which is different from an icebreaker. A warm up is a structured exercise that directly relates to curriculum content.

Task Steps

Exercise	10 min.
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Step 1: Display PP1. Welcome participants. Explain participants will have a chance to get to know each other better.

Step 2: Display PP2. Direct participants to *Worksheet 1.1: Inner/Outer Circle Instructions* on **Page 3** of the **Participant Workbook**. Divide participants into two groups. Instruct one group to form a circle. Instruct the second group to form a circle around the first circle. (There should be an inner and outer circle.) Have the two circles face one another (each inner circle member faces an outer circle member).



Step 3: Tell the participants to answer the question: *What is one curriculum design success you have had?* Each person will have 1 minute to tell his or her partner – whom they are facing – about this success.

Step 4: Begin with the outer circle. Announce “time” to signal the start of the exchange. Signal “time” after 1 minute. Now, ask the inner circle to share. Signal “time” after 1 minute.

Training Tips

The purpose of the inner/outer circle sharing is to enable everyone, if possible, to learn more about each other. This interaction bonds the group and moves them forward from a place of positive reinforcement.

While the suggested circle sharing time is 1 minute for each person per pair, the facilitator can extend that time.

Modeling steps 1-4 with a co-presenter or participant would ease the group into the task.

OPTION: If the group is smaller than 12-15 members, then pair participants either in chairs facing each other, or just staying wherever they are and switching partners every 2 minutes.

Step 5: Instruct the inner circle to move one step to their right. Each person from both circles will now be facing a new partner. Repeat Step 3, asking participants to share a different success story from the one they shared first.

Step 6: After 1 minute, again ask the inner circle to move one step to the right and repeat the process, sharing another success story. Repeat the process until the circles have come to a full rotation, if time allows, or until time has ended.

Step 7: Ask: *What was similar about your successes?*

Task 1.2: Workshop Overview**10 minutes**

Participant Worksheet	PowerPoint (PP) Slide(s)	Supplies
1.2: Achievement-Based Objectives 1.3: Curriculum Design Task	PP3	■ Computer and LCD Projector

Task Steps

Step 1: Welcome participants to the two-day *Curriculum Design Primer* workshop that will immerse them in the curriculum development process.

Step 2: Acknowledge participants' curriculum design success, as presented in Task 1.1. Emphasize that the workshop builds on this curriculum development experience or knowledge.

OPTIONAL: Briefly review the agenda.

Training Tip

The agenda may be added to the Participant Workbook, posted on a slide, or written on newsprint. Find a sample agenda at the end of the curriculum.

Step 3: Display PP3. Explain that the workshop invites participants to learn and practice curriculum design skills and knowledge that are outlined in achievement-based objectives (ABOs). Direct participants **Worksheet 1.2: Achievement-Based Objectives** on **Page 4** of the **Participant Workbook**. Read the ABOs aloud or invite a participant to read them. Ask if there are questions about the ABOs. **By the end of this workshop, you will have:**

- Delineated where adult principles are most and least represented in existing curricula
- Named how your learning styles influence curriculum design
- Employed a 7-step process for designing curriculum
- Composed learning objectives that are specific, measurable, attainable, and result-and time focused
- Assessed usage and impact of multimedia in curriculum design
- Designed an interactive lecture using the 4-A Model for Learning Tasks
- Prepared questions that encourage participant reflection, analysis, discussion, and decision making
- Created participatory learning tasks that meet learning objectives and address varied learning styles
- Assessed curriculum elements they have designed

Step 4: Explain that the training is designed so that participants can immediately apply what is learned and practical for their work...and this will begin during Day 1 of the workshop. The group will do this by designing an exercise for an assigned training topic.

Training Tips

Make sure that participants recognize that the training approach they will experience is one that encourages immediate application. The workshop provides a model for participants to replicate in their curriculum development efforts. Thus, the design they will create is a critical application component, especially in Day 1, when key important design concepts and processes are introduced and practiced. The task design is actually something staff will do when they are creating or refining curricula. It is, in the end, a valuable professional tool.

As the facilitator hears what each participant says is useful (or not) about the design," he or she learns more about their views. Most important is that the participants decide for themselves what is or is not important.

Step 5: Point participants to **Worksheet 1.3: Curriculum Design Task** on **Page 5** of the **Participant Workbook**. Introduce the design topic:

The Sandwich Shop, Inc., hires you to design a curriculum on how to build their Megawich©. The corporate office would like to have a completed product exactly 3 months from now so that 50 top graduates from The Sandwich Shop University training program in Sandwichtown, USA will participate.

Each graduate has spent the last three months in an intensive management and training program at the university. The graduates all possess a bachelors-level education, speak English, and range from 21-26 years old. More than half are male. The training space at the university comfortably accommodates 50 people and is state of the art with all training technologies currently available (Wi-Fi, 100 foot flat screen TV, etc.).

The faculty at Sandwich Shop University want the graduates to be well versed in the art and science of the Megawich© creation. After conducting a yearlong assessment, they discovered that Megawich© creation is not consistent across franchises and can differ greatly from the actual product that the corporate office wants promoted and sold. This disparity has affected recent sales of this most popular product.

The corporate office wants two full days worth of training with opportunities for practice and workplace application.

Step 6: Establish curriculum design task pairs or small groups that will work together on the task redesign. Tell the participants that they will:

- Work in small groups to create a 10-minute task for this Megawich© training and that this work will start during the first part of the workshop, where they will begin to create specific task elements
- Have time on the second day to further work on and finalize the task
- Facilitate the task for their peers
- Assess the task with peer feedback

Step 7: Ask: *How could this task design be useful to your individual work?*

Task 1.3: Adult Learning Principles**25 minutes**

Participant Worksheet	PowerPoint (PP) Slide	Supplies
1.4: Adult Learning Principles	PP4	<ul style="list-style-type: none"> ■ Computer and LCD Projector ■ Two large sheets of poster board or self-adhesive newsprint ■ Markers ■ Masking tape or other type of adhesive

Advance Preparation

For Step 1: Prepare *Adult Learning Principles* (below) cards: cut poster board into equally sized strips and write one different statement per strip. Post around the room. (Provide extra strips with markers for participants to use.)

Immediacy Adults will commit to learning when the goals and objectives are considered realistic and important to them; they have “real-world” use.

Safety and Challenge: Adults will resist learning activities they believe are an attack on their competence.

Relevance: Adult learners need to see that learning and their day-to-day activities are related and relevant.

Application: Adult learners need direct, concrete experiences in which they apply the learning.

Respect: Affirm participants’ contributions and together establish group norms that encourage mutual respect and support.

Feedback: Adults need to receive feedback on how they are doing and the results of their efforts.

Transfer: Transfer of learning for adults is not automatic and can be facilitated by creating and sequencing meaningful work that is as close as possible to what will be done when he or she leaves the learning event.

Key Content

- At the core of quality training are adult learning principles; these are what frame how adults learn best and that drive effective curriculum design.
- Adults come to the table with years of life and work experience, as well as prior knowledge and an “understanding” of a training subject. Effective curriculum builds on these qualities of adult learners so they can learn.
- Most important is immediacy: adult learners want to be able to use what they learn immediately (pretty much right after a training). Thus, the content needs to not only be relevant, but also **doable**.

Task Steps

Step 1: Display

PP4. Point participants to the adult learning principles around the room. Ask them to find the one statement that best represents what is at the heart of their personal learning experiences. (Participants may add statements, if none represents them.)

Italicized items in the chart to the right supplement certain principles that can be shared with participants as they describe their choices.

Adult Learning Principles

Immediacy Adults will commit to learning when the goals and objectives are considered realistic and important to them; they have “real-world” use.

Safety and Challenge: Adults will resist learning activities they believe are an attack on their competence. ***Thus, professional training events need to create a safe environment for practice. Learning tasks need to be sequenced appropriately and complex enough (real enough) to challenge their learning.***

Relevance: Adult learners need to see that learning and their day-to-day activities are related and relevant. ***Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies; the most effective teaching takes advantage of strengths.***

Application: Adult learners need direct, concrete experiences in which they apply the learning. ***The closer the application tasks are to learners’ real lives and environment, the greater the opportunity for determining how the new content can be more useful to him or her.***

Respect: Affirm participants’ contributions and together establish group norms that encourage mutual respect and support.

Feedback: Adults need to receive feedback on how they are doing and the results of their efforts. ***Leveraging both peer and instructor feedback increases the immediacy.***

Transfer: Transfer of learning for adults is not automatic and can be facilitated by creating and sequencing meaningful work that is as close as possible to what will be done when he or she leaves the learning event.

Modified Source: Speck, M. (1996, Spring). “Best practice in professional development for sustained educational change.” *ERS Spectrum*, 33-41. Copyright © 2000 North Central Regional Educational Laboratory. All rights reserved. Reprinted with permission of Learning Point Associates.

Step 2: Invite participants to share the reason for their choice. Have them discuss the value of these principles in curriculum design. Affirm and summarize responses; add concepts that participants have not raised.

Training Tips

Participants move from connecting how they learn to how they help facilitate others' learning. There is some conceptual complexity in this transition; help participants to build links through open-ended discussions that lead to these connections and understanding.

Participants return to the adult learning principles, as they are key to the design process, particularly for the content development. Using the principles, participants make decisions about what they focus on (especially within a set time period). Alternatively they can also consider what would make the **GREATEST** difference to the learners' ability to implement learning back on the job.

Step 3: Direct participants to ***Worksheet 1.4: Adult Learning Principles*** on **Page 6** of the **Participant Workbook**. Ask the students to discuss how adult learning principles play out in the curriculum design (and training) work they currently do.

Training Tip

Participants will have different responses about the role of learning principles in curriculum design. The following provides thoughts to anticipate or add, should participants not raise them, about the value of adult learning principles:

- ***Informs content:*** ensures relevancy, provides opportunities for participatory learning, supports real-world application (participants “use” what they learn)
- ***Promotes engagement:*** builds on prior knowledge, experience, expectations, notions...people contribute what they know, and that is validated
- ***Supports participatory learning/teaching:*** enables participants to learn from and dialogue with one another; allows for self-directed and collaborative learning; presents real-world practice
- ***Propels participant interest in/capacity for changing behavior and attitudes***

Task 1.4 Exploring Learning Styles 40 minutes

Participant Worksheet	PowerPoint (PP) Slide	Supplies
1.5 Think-Pair-Share Instruction 1.6 Learning Styles 1.7 Learning Styles Questions	PP5-6	<ul style="list-style-type: none"> ■ Computer and LCD Projector ■ Self-adhesive newsprint ■ Markers ■ Masking tape or other type of adhesive ■ 3" x 5" index cards

Advance Preparation

For Step 6: On separate 3" x 5" index cards, write one of the following learning style combinations on each card (one different style per card; note that V=visual, A=auditory, and K=kinesthetic) Create enough "VAK" card sets for groups of 3-4, based on the number of workshop participants: VAK; VKA; AKV; AVK; KVA; KAV.

On newsprint, write the following discussion questions:

- *What did you notice about your peers' learning styles?*
- *What do you expect you would find among training participants with regard to learning styles?*
- *How might your learning style(s) influence how you design curriculum?*
- *Which learning style could you pay more attention to in your curriculum design?*

Key Content

- Adult learning principles frame curriculum design. The design encompasses tasks that address the ways people prefer to learn: These are learning styles.
- Learning styles are central to participant motivation and retention of information. The newest research in how the brain works underscores the importance of variety and more. Learning tasks should be varied and multifaceted to ensure participants learn in ways that are best suited to their learning preferences and the ways they process information.
- This workshop addresses three learning styles: **visual** (40% of learners), **auditory** (30% of learners), and **kinesthetic** (30% of learners). This is one theory in the larger field of learning styles. People can favor one style, or lean toward overlapping styles. Usually, the dominant style heads the combination, followed by the next most dominant style, and so on.

Task Steps

Step 1: Display PP5. Repeat the value of adult learning principles in curriculum development. Explain that coupled with the ways that people *learn best* are their *learning styles*: Each person has a style he or she prefers, as participants will discover. Emphasize the connection between the learning principles and the learning styles.

Training Tip

Participants can ask themselves as they design curricula which adult learning principles might be more effectively met with which learning style? The goal is to establish “immediacy” in learning by matching styles to principles (what makes the concept/the learning come alive?).

Step 2: Ask participants to form pairs. Point participants to **Worksheet 1.5 Think-Pair-Share Instructions** on **Page 9** of the **Participant Workbook**. Introduce the Think-Pair-Share exercise:

1. On your own, **THINK** about how you learn best. Decide how the way you learn affects the way you design curriculum.
2. **PAIR** with a neighbor to share your thoughts on how the way you learn influences your curriculum design.
3. As a pair, **SHARE** a summary of your thoughts with the whole group. Reflect on this question: *How does the way you learn have an impact on the way you create curriculum?*

Step 3: Record and synthesize responses that begin to show the different ways people learn.

Step 4: Display PP6. Point participants to **Worksheet 1.6 Learning Styles** on **Page 10** of the **Participant Workbook**.

Training Tips

Note that *PP6* has an animated element for each of the learning styles. Once the slide is up, click once for visual, once again for auditory, and then once again for kinesthetic. Each style “flies” in upon the click.

Step 5: Introduce the learning styles using the following details (there is no need to offer all as examples; ask participants to add others):

(Click once on PP6:) **VISUAL: Learning through seeing or observing: pictures, diagrams, demonstrations, displays, handouts, etc.**

- Easily visualizes objects, plans, and outcomes in mind's eye
- Is good at spelling but forgets names
- Thinks in pictures or words
- Needs quiet study time
- Has a vivid imagination
- Has to think a while before understanding lecture
- Likes and uses colors
- Understands/likes charts
- Is good with sign language
- Likes written reports
- Likes to take detailed notes

(Click again on PP6:) **AUDITORY: Learning through hearing, active listening**

- Likes to read to self out loud and slowly
- Isn't afraid to speak in class
- Likes [oral reports](#)
- Is good at explaining
- Remembers names
- Notices sound effects in movies
- Enjoys music
- Follows spoken directions well
- Can't keep quiet for long periods
- Enjoys acting, being on stage
- Is good in study group

(Click again on PP6) **KINESTHETIC: Learning through physical experience: touching, feeling, holding, doing, hands-on, etc.**

- Learns by imitation and practice
- Likes games and role playing
- Is fidgety during lectures
- Isn't an avid reader or good speller
- Doesn't have great handwriting
- Likes science lab
- Studies with loud music on
- Likes adventure books, movies
- Takes breaks when studying
- Builds models

Step 6: Divide the participants into small groups of 3-4. Distribute one set of VAK card sets to each group. Instruct participants to sort the cards according to their learning style preferences (remind them that their most dominant style leads, followed by the lesser and least dominant ones). Have the groups share their preferences, giving examples of how they tend to learn best.

Point participants to **Worksheet 1.7 Learning Styles Questions** on **Page 11** of the **Participant Workbook**. Display PP and the newsprint with the following questions that participants discuss after their group sharing:

- *What did you notice about your peers' learning styles?*
- *What do you expect you would find among training participants with regard to learning styles?*
- *How might your learning style(s) influence how you design curriculum?*
- *Which learning style could you pay more attention to in your curriculum design?*