



Innovations in Curriculum Development & Design in Accelerated Degree Programs

Dr. Carole Hruskocy
Regis University
chruskoc@regis.edu

Regis University



- Jesuit University located in Denver, Colorado
- Offer an 8-week accelerated course model
- Involved with Distance Learning for 25 years
- Online programs include: 4 graduate degrees, 4 undergraduate majors, and several master's degrees in Teacher Education

Goals

- Advance knowledge and skills relative to curriculum design
- Recognize how adult learning principles and characteristics impact curriculum design
- Understand key considerations in the design of effective instruction
- End the day with at least one new consideration, idea, strategy, or lesson learned

Agenda

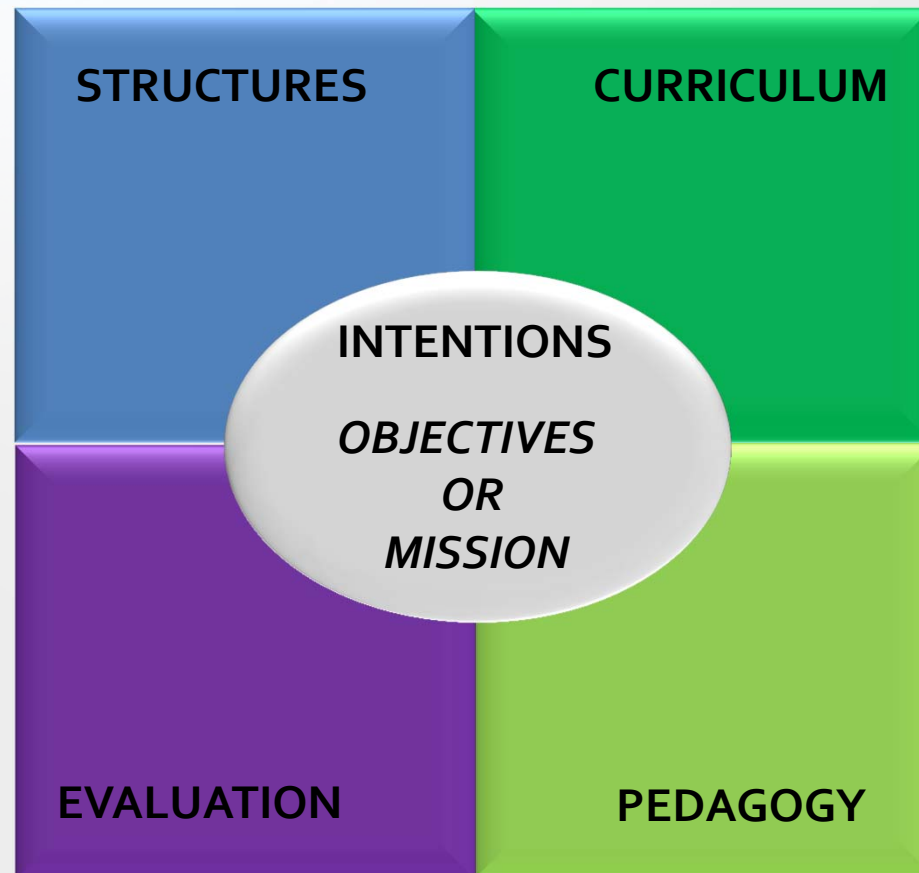
- Essential considerations for curriculum design
- Characteristics of adult learners
- Designing effective instruction
- Reflection and questions

Essential Considerations for Curriculum Design

Objective 1

Describe essential elements of curriculum design
in accelerated education

Cultural Considerations

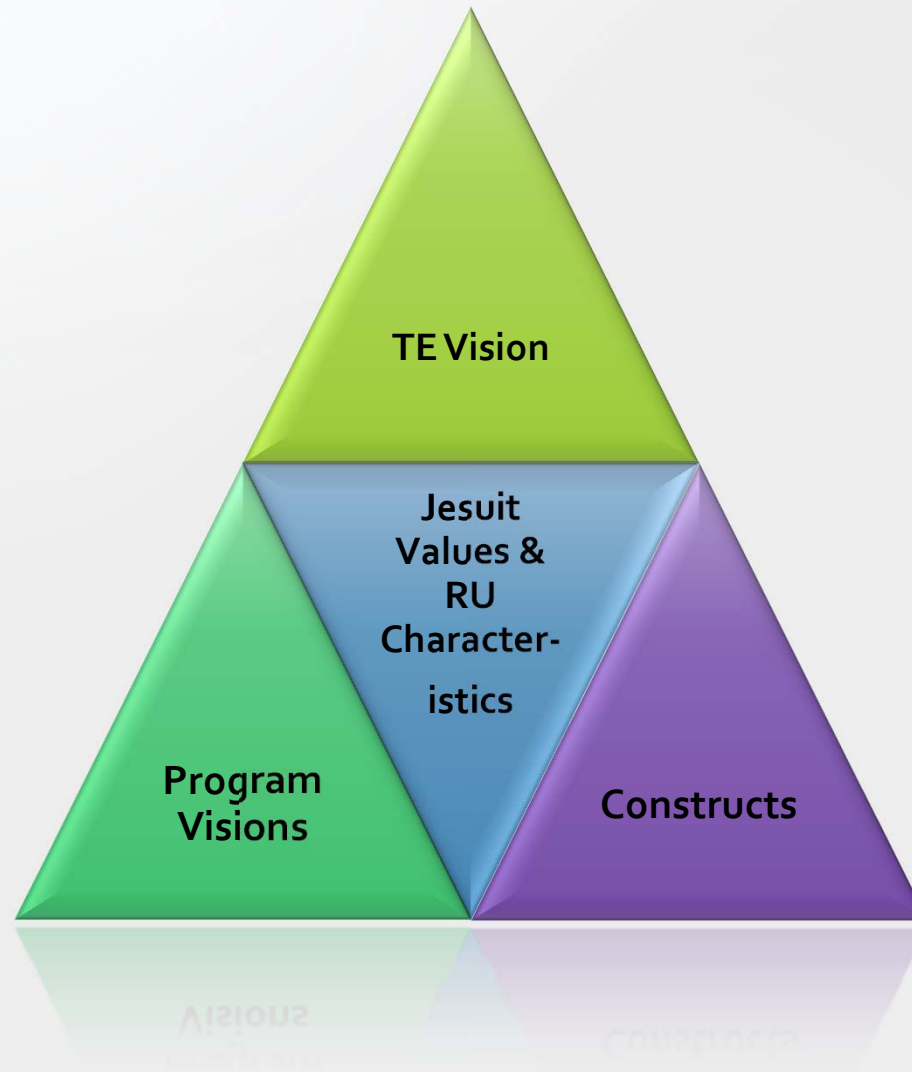




SEC Mission

The Education and Counseling divisions of the School of Education and Counseling share a vision to develop accomplished, compassionate educators and counselors who seek to transform the landscape of their disciplines with a fresh focus on academic rigor, passionate learning and building a more socially just and humane world.

Special Education





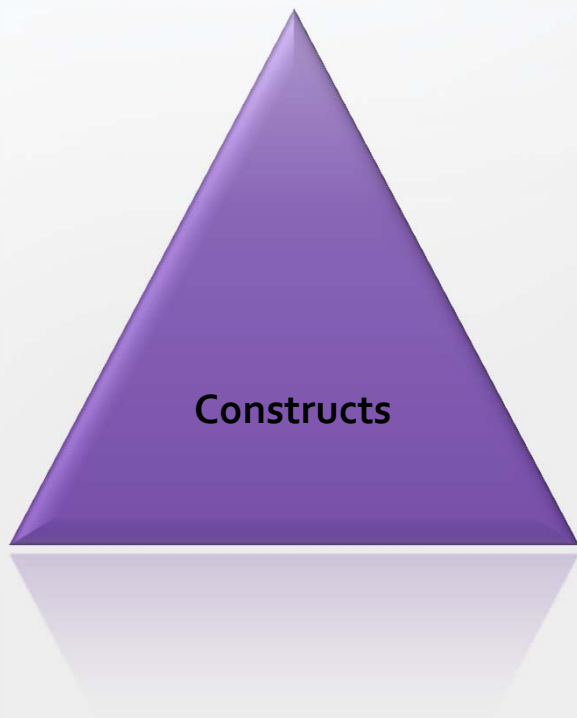
TE Vision

All education students will complete their programs able to demonstrate both the proficiencies of accomplished teaching and additional competence in 21st century education areas of emphasis.



Program Vision

The **special education** teacher preparation programs seek to develop effective teachers through transformative experiences that utilize multiple approaches and partnerships to create collaborative and compassionate educators who integrate research-based practices to serve the unique and diverse needs of students with disabilities and their families.



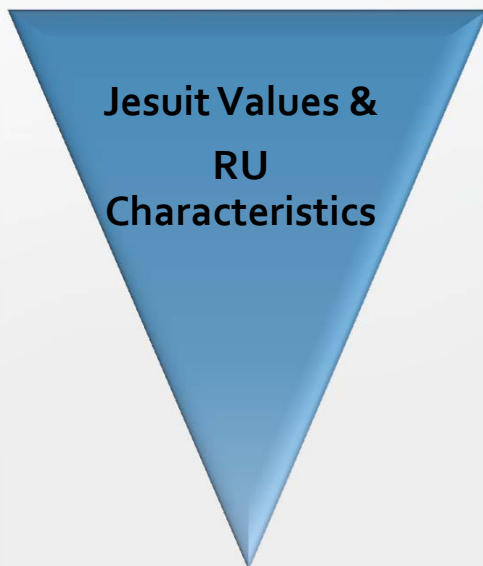
Constructs

Regis 9

- Critical Thinking
- Learning Theory
- Professionalism
- Assessment
- Instruction
- Technology
- Values
- Communication
- Discipline Knowledge

Jesuit Values

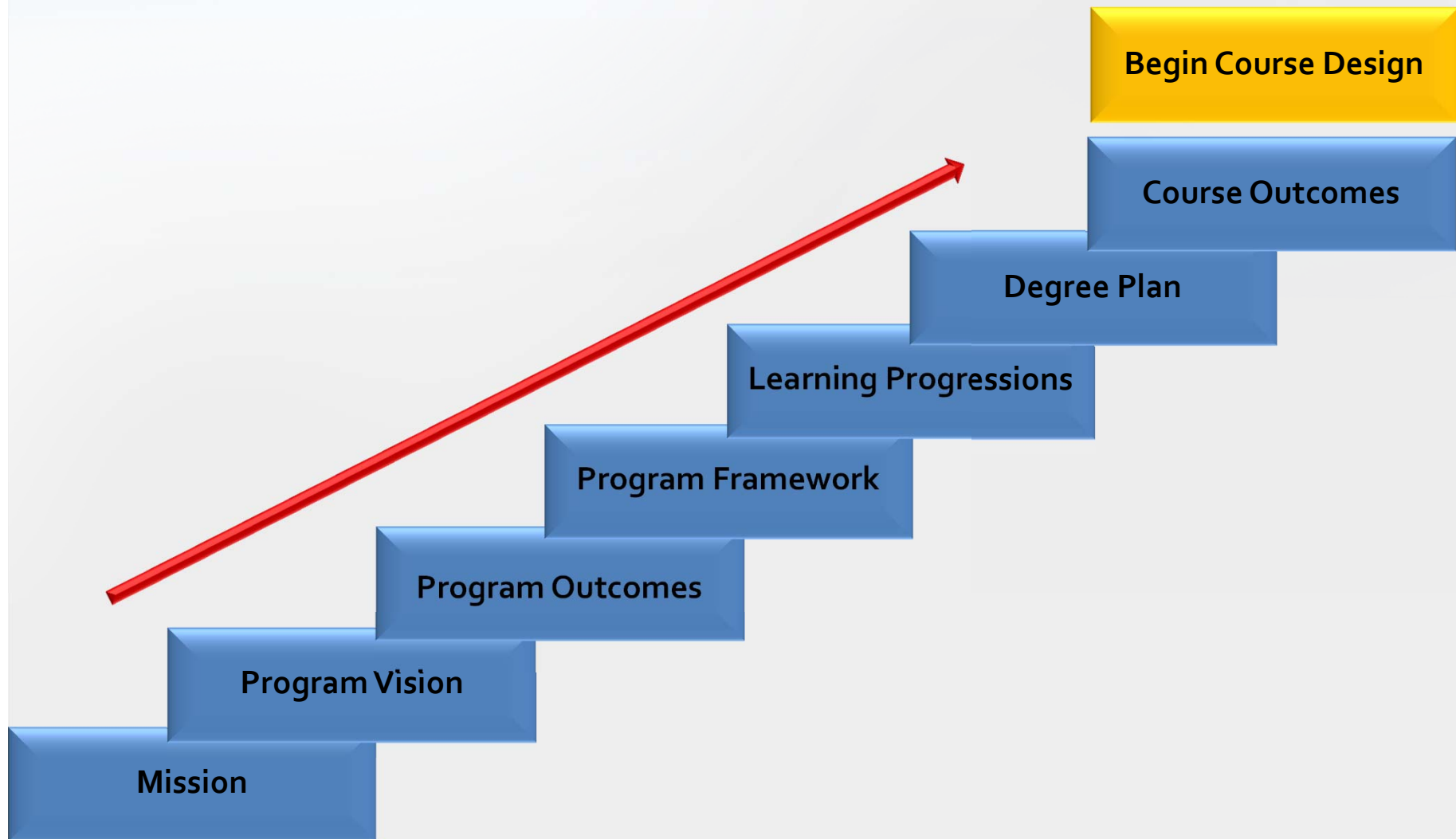
- Magis
- Social Justice
- Unity of Heart and Mind
- Contemplatives in Action
- Inclusiveness
- Leadership



Characteristics of RU Teacher Ed

- Relevant and Applicable
- Research Based
- Unified and integrated
- 21st Century Responsive

Curriculum Design Considerations



Program Framework

	EDSP 643	EDSP 651	EDSP 664	EDSP 665	EDSP xxx (SPED Law)	EDSP 668	EDSP 669	EDSP 692	EDFD 697
Regis 9	LT, I, DK	CT, P, A	CT, A, C	P, V, C	CT, V, DK	P, A, T, C	CT, LT, P, A, I, DK	LT, P, I, DK	CT, P, T
CEC Standards	1, 4	3, 6, 8	5, 8, 9	5, 6, 10	1, 3, 9	4, 8	2, 4, 7	4, 5, 7, 9, 10	2, 8
Jesuit Themes	U	CWP	FG, CWP	M, U, CIA, CWP	M, CIA	M	M, CIA, CWP	M, FG, MWO	CIA
Writing/research development									
Access Skills (to the Colorado Content Standards)									
Post secondary & Workforce Readiness	M10, M12		RWC1	RWC18	RWC9, RWC11, RWC16	RWC21	RWC6	RWC2, RWC3	
TaskStream component (key assessment)			FBA			SAP	Case Study		Work Sample

Regis 9

- Critical Thinking (CT)
- Learning Theory (LT)
- Assessment (A)
- Instruction (I)
- Technology (T)
- Values (V)
- Communication (C)
- Discipline Knowledge (DK)

Jesuit Themes

- Magis (M)
- Finding God in All Things (FG)
- Unity of Hearts and Mind (U)
- Contemplatives in Action (CIA)
- Care of the Whole Person (CWP)
- Men and Women for Others (MWO)

CEC Standards

1. Foundations
2. Development and Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments/Social Interactions
6. Language
7. Instructional Planning
8. Assessment
9. Professional and Ethical Practice
10. Collaboration

Learning Progressions

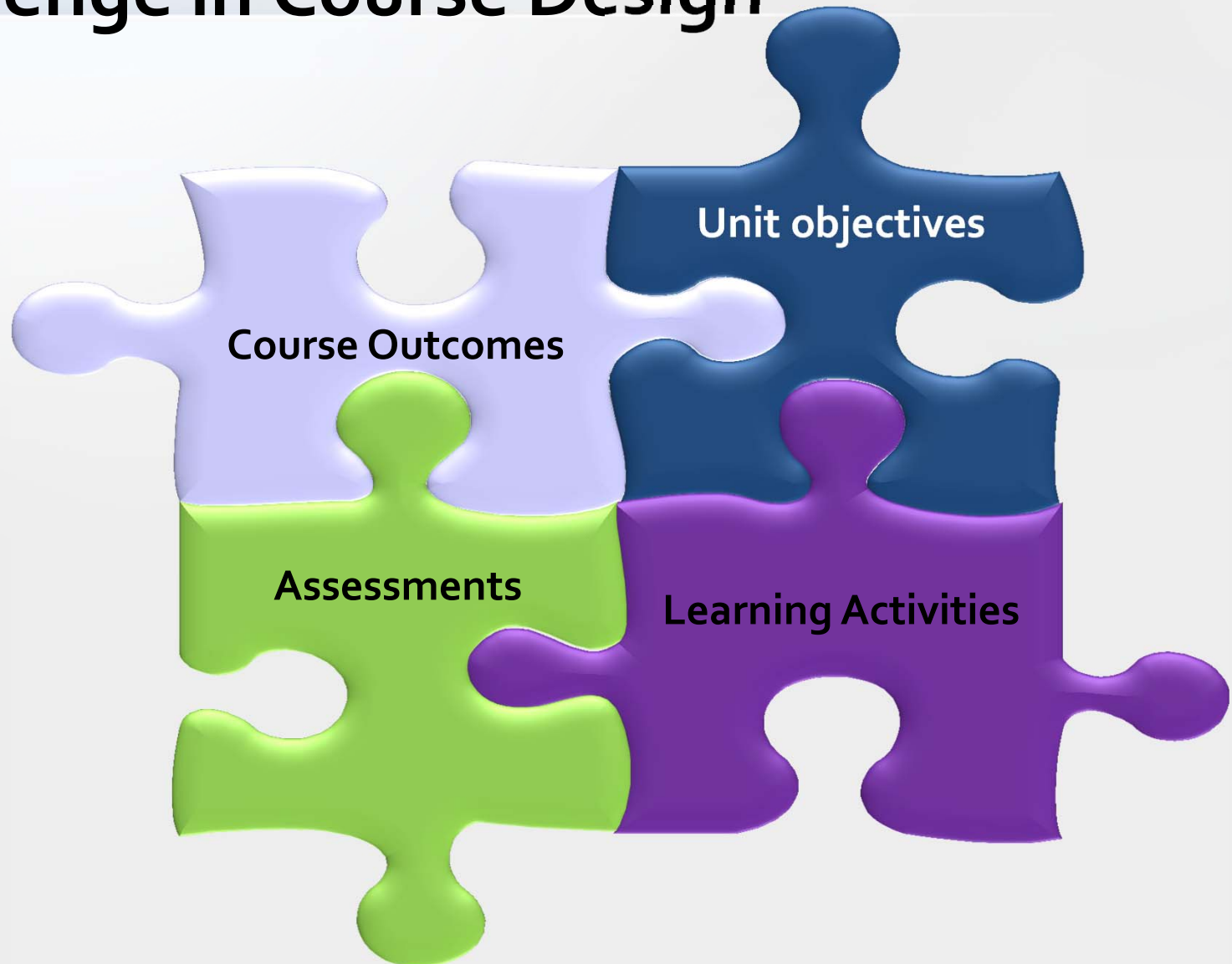
	EDSP 643	EDSP 651	EDSP 664	EDSP 665	EDS P xxx	EDSP 668	EDSP 669	EDSP 690/697
	Understanding Math Concepts and Instruction	Educational Assessment of the Student with Special Needs	Behavioral Analysis & Intervention	Consultation and Collaboration Skills	Special Ed Law	Assessment, Intervention and Pgm Planning for Students w/ Spec Needs	Methods in Special Education	Student Teaching/ Professionalism in Education
Cover page		I	D	D		D	D	P
Pre Meeting Paperwork (invitations, notices, consents, etc.)				I	D		D	P
Parent referral process		I	D	D				P
Present level of performance (data)	I	D	D			D		P
Evaluation reports (data)		I, D		D				P
Transition issues				I		D	D	P
Annual goals/objectives	I			I		D	D	P
Procedural safeguards/consent/ written notice		I	D	D	D			P
Accommodations & modifications	I				I	D	P	P
Consideration of special factors		I, D						
Service delivery and related services (LRE)				I	D	D	D	P
Technology in plan development/monitoring		I	D			D	D	P
Disability determination		I, D	D	D				P
RtI to a Special Ed. Referral	I	D	D	D		D		
ESY, Progress reporting, continuous improvement monitoring process (CDE)	I	D	D	D		D	D	P
FBA & BIP		I	I, D					P

"I" – introduce; "D" – developing; and "P" – proficient.

Essential Course Design Elements

- Course outcomes
 - Provide an overview of the key skills, behaviors, dispositions
- Unit objectives
 - Describes student performance to be demonstrated at the end of the learning experience as evidence of learning (Gronlund and Waugh, 2009)
 - State each in performance terms
 - Start each with an action verb
 - Consider range of cognitive processes (Bloom's)
- Assessments
 - Formative assessments
 - Summative assessments
- Learning Activities
 - Support Program and Course Outcomes (Vision, Mission)

#1 Challenge in Course Design



Characteristics of Adult Learners and Curriculum Design

Objective 2

Compare and contrast characteristics of adult learners that influence approaches to curriculum design and instruction

Principles of adult learning

- Internally motivated and self-directed
- Bring life experiences and knowledge to learning experiences
- Goal oriented
- Relevancy oriented
- Practical
- Like to be respected

Knowles, 1984

Designing Effective Instruction

Objective 3 and 4

Describe strategies for designing effective instruction
Identify strategies and tools to facilitate adult learning

Effective Instructional Material

- Consistent design
 - Supports the outcomes and assessments
- Decreases extraneous cognitive load
 - Eliminates nonessential material
 - Applies appropriate multimedia design
- Improves application and increases transfer
- Promotes relevancy of learning
- Includes scaffolding
- Considers sequence or timing of information

Strategies to Facilitate Adult Learning

- Competency-based
- Student-centered; student-directed
- Flipped classroom
 - Teacher created videos to supplement instructional time
 - Worked examples
- Case scenarios
- Real world projects

Tools to Facilitate Learning

- Screen-cast-o-matic <http://screencast-o-matic.com/>
 - <http://screencast-o-matic.com/watch/clj33asrg>
 - <http://screencast-o-matic.com/watch/cljocjs3D>
- Animoto - <http://animoto.com/>
 - <http://animoto.com/play/7UdSo2Al7iuPK6GjokpZkA>
 - <http://animoto.com/play/xdXRM3oTnPO4RHhgK99hcx>
- Yodio - <http://yodio.com>
 - <http://yodio.com/yo.aspx?cardId=6NLvxhQbqQ6879XRK8dYR3>
- Voice Thread – <https://voicethread.com/>
- Voki – <http://voki.com>

Reflection and Questions

- List lessons learned
- Ideas to consider
- Strategies and concepts to explore further