

LINKING LEVELS OF LEARNING TO ACTIVITIES

Learning Level	Definition	Competency Language	Associated Learning Activities
I. Awareness	Provides a brief overview and introduction to topic.	<ul style="list-style-type: none"> • Aware of • Recognize • Examine 	<ul style="list-style-type: none"> • Lecture • Discussion • Quiz • Videos/DVD • Brainstorm activity • Guided Imagery • Puzzles
II. Knowledge & Understanding	Provide comprehensive, factual information to develop a cognitive framework.	<ul style="list-style-type: none"> • Know • Understand 	<ul style="list-style-type: none"> • Lecture • Discussion • Brainstorming exercises • Debates • Videos/DVDs • Knowledge quizzes • Games • Storytelling • Mix/match card sorts
III. Application to Job	Link the knowledge of a topic to how it can be applied to the job.	<ul style="list-style-type: none"> • Know how to • Relates how to 	<ul style="list-style-type: none"> • Case studies • Application Discussion • Small group exercises • Journaling • Demonstrations • Games • Problem-solving
IV. Skills	Perform or actually experiencing a task or activity	<ul style="list-style-type: none"> • Practices • Able to • Demonstrates 	<ul style="list-style-type: none"> • Demonstrations • Modeling • Experiential exercises • Role plays • Simulations

CURRICULUM ASSESSMENT*

Rate curriculum using the following criteria. When appropriate, comment on the item and explain why it did or did not meet the criteria.

Rating scale: 1 = totally unsatisfied; 2 = somewhat unsatisfied; 3 = somewhat satisfied; 4 = totally satisfied

Competencies and Objectives

- Competency clearly identifies a level of learning.
- Learning objectives relate to dimensions of the competency.
- Learning objectives are stated using action verbs that reflect the competency's level of learning.
- Are able to be evaluated.

Comments/Recommendations:

Instructional Design

- Contains both instructions to trainer and content to be presented.
- Content is supported by current research.
- Content reflects best practice.
- Content reflect state and local policies as appropriate (or directs trainer to customize).
- Content supports educational objectives and related competency.
- Thorough enough to be delivered by trainer other than writer of curriculum.
- Appeals to different learning styles.
- Key concepts are reinforced throughout the curriculum (i.e., sequenced).
- Includes a variety of activities.

* These domains of written curricula are based on a set of criteria developed by a consortium of training professionals in Colorado in 1995 for formative evaluation of child welfare training and since modified.

- ___ Training methods are appropriate for the competency level.
- ___ Training activities reinforce key concepts.
- ___ Sequences learning concepts so earlier content builds upon later content
- ___ Transitions content from one section to the next.
- ___ Content focusing on competencies at the skill level provides instructions to complete all five steps (explain, demonstrate, practice, feedback, and discuss transfer).
- ___ Learning points are clearly articulated.
- ___ Contains transfer-of-learning strategy.

Comments/Recommendations:

Cultural Responsiveness

- ___ Prejudice or bias regarding all the dimensions of culture not present.
- ___ Includes consideration of fairness & equity woven throughout the curriculum.
- ___ Includes culturally-responsive examples woven throughout the curriculum.
- ___ Are trainees encouraged to think about their own bias and apply this to how they might interact with practice.

Comments/Recommendations:

Style

- ___ Format is consistent throughout.
- ___ Is visually-appealing and attractive.
- ___ Satisfies principles of grammar and punctuation.
- ___ Is clear and understandable to people using it.



Comments/Recommendations:

CURRICULUM EVALUATION SCREENING TOOL

Questions to ask when evaluating whether the curriculum works in a training session:

Section: _____

Duplicate for multiple sessions

Questions to ask when evaluating each section:	Yes	No
How long is the lecture/presentation? Any longer than 30 minutes, devise an activity. <i>Ideas:</i>		
What learning style(s) is the segment for? What can be done to increase the appeal to other learning styles? <i>Ideas:</i>		
Is the information at the right level? How can you bump it up/down to a different level? <i>Ideas:</i>		
Are you asking too much of a trainee? Not enough? <i>Ideas:</i>		
Are your instructions clear? How can you make your instructions more explicit? <i>Ideas:</i>		
Are the learning points in an activity being achieved? How do you change the activity so that the learning points are achieved? <i>Ideas:</i>		
Is any skills-based training following all steps of good skills training? Explain – Demonstrate – Practice – Feedback – Application <i>Ideas:</i>		
How can you make it more visually interesting? Can you use a prop? Can you use a visual? If yes, what? <i>Ideas:</i>		
What common themes that should be included in this section, are there or should be? <i>Ideas:</i>		

CURRICULUM EVALUATION CHART

Section	Length of section	Learning Level	Activities	Learning Styles Appealed to	Common Themes represented

Key:

Learning Level:

- I. Awareness
- II. Knowledge and Understanding
- III. Application to Job
- IV. Skills

Learning Styles:

- A. Accomodator
- B. Diverger
- C. Converger
- D. Assilmilator

Common Themes:

- 1. Outcomes-based Practice
- 2. Evidence-based Practice
- 3. Fairness & equity
- 4. Strengths-based practice
- 5. Family & Youth Engagement