

# Curriculum Development

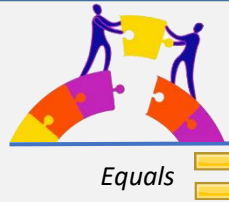
- What is the educational purpose?
- What experiences are needed to achieve the purpose?
- How are experiences organized?
- How is success determined?

## Problem Identification

What problem needs solved?



## Needs Analysis



Ideal State  
 Minus Current State  
 Gap (Learning Need)

## Learner Analysis

“The most important single factor influencing learning is what the learners already know. Ascertain this and teach them accordingly.”  
 David Ausubel (1969)

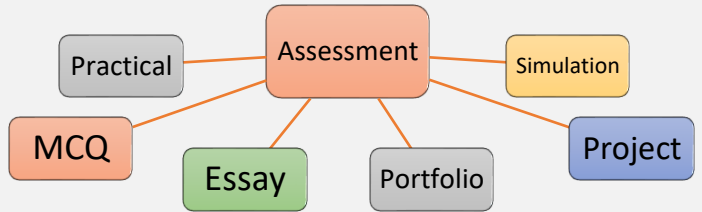
## Goals and Objectives

**3 Domains of Learning**

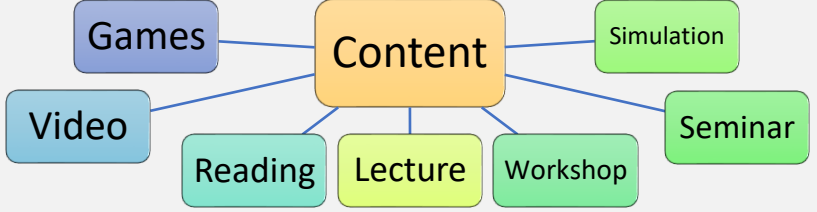
- Cognitive
- Psychomotor
- Affective

WHO will do WHAT by WHEN and HOW WELL under WHAT CONDITIONS

## Assessment Strategy



## Educational Strategies



## Implementation



## Evaluation

- Outcome
- Behavior
- Learning
- Reaction

Did it fix the problem?

## Resources

- Dick W, Carey L. Carey JO. *The Systematic Design of Instruction* (8<sup>th</sup> Ed. – Loose Leaf Version). Boston: Pearson; 2015.
- Gagne RM, Wager WW, Golas KC, Keller JM. *Principles of Instructional Design*. 8<sup>th</sup> ed. Belmont, CA: Wadsworth/Thomson; 2005.
- Kirkpatrick, D.L. (1998). *Evaluating Training Programs*. 2<sup>nd</sup> ed. San Francisco: Berrett-Koehler; 1998.
- Thomas PA, Kern DE, Hughes MT, Chen BY. *Curriculum Development for Medical Education: A six-step Approach*. 3<sup>rd</sup> Ed. Baltimore: Johns Hopkins University Press; 2016.
- Tyler RW. *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press; 1949.

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Available at: <https://hsbsim.iu.edu/center-resources/create-course/index.html>