Curriculum
How to Write Concise and Meaningful Narratives

Eric Barrett, OSU Extension

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Guidelines

Give specific examples of the candidate's involvement in <u>curriculum development</u> (role in the design and implementation of new or revised courses); <u>development of new teaching methods or materials</u> (undergraduate, graduate, or professional); <u>creation of new programs</u>

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Creating curriculum helps build a culture of sharing.

- It fine tunes our expertise.

- It advances reporting and impact.

- (and it saves time)

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We tend to develop curriculum <u>content,</u> but not packages.

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Be Strategic: The ABC's of curriculum

To get started:

- Think of an issues you work with everyday
- Plan to solve the issue

Draw on four main types of input:

1. What is the problem?

2. Where are they starting from?

3. What is the expected impact?

4. How can we best teach it?

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Programming Curriculum Continuum

Everyday Work (Program Implementation)		Once & Done Programs	Packaged Programming Curriculum		
...with notes

One Activity Description

Basic Handouts | Scripted activities

Replication is possible, but challenging. | ...components are in place.

Someone can pick it up and replicate it. | ...sequence are now obvious, along with all components | ...but not blindly peers at higher rank. Shared files, but not retrievable on-line | ...ewed through system Citable and retrievable on-line |
| Developing and adapting materials is just a start toward curriculum development. | | Scope & Sequence are needed. | Recognized as curriculum. | Unpublished, Formal Curriculum | Formal Curriculum |

Move from the 'stuff' you do to curriculum you can share

Activity:

- What do you do the most teaching in during the year?

- Let's fill in a list to see if this can lead to curriculum development for you and/or your team!

My Programming Curriculum Planning Sheet[1]

#1. After completing and reviewing my VITA teaching table, my most frequent teaching topics include:

-
-
-
-

#2. Choose which one (or ones that might be combined) to determine your first plan of attack for turning your everyday work into curriculum (circle them).

#3. Give your program a working title:

_____
_____

#4. Identify the components you already have in place for this topic:

- ☐ Introduction
- ☐ Overview
- ☐ Objectives
- ☐ Target Audience
- ☐ Lesson Plan
- ☐ Outline
- ☐ Table of Contents
- ☐ Literature Review/Background Material
- ☐ Instructions for Presenters/Qualifications Needed
- ☐ Lessons/Modules
    - ☐ Power Point Only
    - ☐ Power Point with Script

Before writing, the narrative, focus on the correct format

Format

- Title (Program Name and Citation)
- Year Developed including Dates of Revision if applicable:
- Overview/Need
- Overall Objectives
- Target Audience
- Curriculum Description (components/materials created and used)
- Role (authorship)
- Use by Others
- Impact

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Title (Program Name and Citation):

Year Developed including Dates of Revision if applicable:

Overview/Need:

Overall Objectives:

Target Audience:

Curriculum Description (components/materials created and used):

Role (description of intellectual contribution and authorship):

Guidelines Example: Breaking Down Components

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Title (Program Name and Citation): Nuts and Bolts of a Community-Led Business Retention and Expansion Program. http://comdev.osu.edu/programs/economic-development/business-retentionexpansion/program-tools

Name should match materials/citation

Year Developed including Dates of Revision if Applicable: 2013

Suggestion: 2004, revised XXXX, revised and published 2013

Overview/Need: Curriculum has focused upon the application of tools and techniques designed to help local officials and community organizations better understand their economy and collaborate in the improvement local economic conditions.

Suggestion: (Add the need) Extension personnel started the program based on requests from community leaders.

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Overall Objectives: Empower local development officials and community members to act on community and economic development issues of strategic importance. Help local communities learn how to systematically gather information critical to understanding local development needs. (300 words)

Target Audience: Community stakeholders (primary) and Extension field faculty (secondary)

Curriculum description (components of program/materials created and used): Consists of lesson plans, worksheets, presentation materials (i.e., ppt. slides) exercise and discussion guides, teaching outlines and web-based materials such as audio and enhanced podcasts designed to provide an overview of a comprehensive retention and expansion program, resource reference sheets, evaluation tools, and basic marketing tools including appropriate branding.

Components Example

A **package** of materials

1. Introduction/Overview
2. Literature Review
3. <u>Teaching Outline</u> & Teacher Notes
4. Scripted PowerPoint
5. Learning Activities, Participant Handouts
6. Notebook chapters
7. Factsheets/Bulletins
8. Promotional Materials
9. Evaluation Materials
10. And more…

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Role: Candidate created module 1 curricular materials; coordinated creation and peer review of curricular materials for modules 2-4.

Suggestion: Be as specific as possible as to what you created and the percentage of work on shared items.

Use by Others: community stakeholders and Extension professionals based in Champaign, Cuyahoga, Huron, Gallia, Guernsey, Medina, Van Wert, Wayne, and Wyandot Counties have requested or indicated to the candidate that they are using the curriculum materials.

Key Points: Colleagues strengthen this section. Get details from them. Did they teach it? Did they evaluate it? This is why evaluation tools are an important part of the package.

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Impact: In 2008, participants estimated that approximately 100 local community officials have adopted one or more recommended practices for retaining jobs or expanding employment in their community as a result of participating in the BR&E program. Participants have also indicated that the BR&E program has helped them and fellow local officials better do their jobs, helped them establish relationships with area employers that have enabled them to become more successful, and benefited from involving local community volunteers. Participants have engaged in dialogue with between 965 and 1200 businesses involving an estimated 100 local community volunteer hours. Program partners estimate 140 jobs were created by existing businesses, and more than 300 were retained.

Key: Evaluation Results!

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Note: As of July 1, 2004, collaboration with faculty and staff in Department of Agriculture, Environmental, and Development Economics to support the development and delivery of this curriculum has become a primary focus. Approximately $52,000 has been acquired in training grants and contracts to support this programming since July 1, 2004.

Key: While not required, notes may strengthen and support your narrative.

Challenge: Notes can be too much!

Example

Title: **AgritourismReady: Agritourism Emergency Preparedness**

Year Developed: 2013, Revised 2015, Revised 2017, Published 2018

Overview/Need: This program is designed to help minimize risks and enhance business sustainability, viability, and resilience of agritourism enterprises using emergency planning and preparedness education. Agritourism has grown throughout Ohio and the United States. Most agritourism farms do not have facilities or plans to deal with emergencies. With thousands of customers at these venues on any given Saturday, the chance of an emergency shutting down the business is high. Thus, being prepared for emergencies and business continuation is vital for the future of the industry.

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Overall Objectives: Improve emergency preparedness knowledge and workforce training to save lives and protect property following a local disaster. The primary goals of the project are to 1) Mitigate an existing unmet need for emergency preparedness materials within Ohio's agritourism, direct marketing, and Ohio fairs and festivals industry and 2) Increase the overall emergency preparedness capacity of agritourism and direct marketing enterprises.

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Target Audience: Extension professionals (primary), Farm Managers (secondary) and Farm Employees (tertiary).

Curriculum Description: OSU Bulletin AEX-791, available at u.osu.edu/agritourismready is a complete, on-line guide to developing an emergency preparedness plan. A workbook (OSU Bulletin AEX 791-A) is available on the site to use in creating the flip chart portion of the plan. This site contains scenarios, videos and activity materials for instructors, training managers and employees to use in and preparing and implementing a plan. For instructors, Scripted PowerPoint presentations outline processes and procedures. Classroom materials include scenarios, activities, evaluation forms and marketing materials.

Role: This faculty member is the leader of the curriculum development for the project. Project team members included Dee Jepsen, Rob Leeds, Mike Hogan, Brad Bergefurd and Julie Fox. This faculty member wrote a portion of each unit, co-created scenarios and activities, developed the format of the workbook and website (on-line bulletin), and edited the final units. This faculty member contributed 40% of the bulletin and 40% of the curriculum package.

Use by Others: Extension professionals in California, Tennessee and Mississippi have adopted the materials for use in their state. The North American Farm Direct Marketing Association (NAFDMA) requested a presentation to share the information for potential use by members and agritourism professionals across North America. Materials were requested by other states and by the National Children's Center for Rural and Agricultural Health and Safety.

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Impact: Results from a workshop conducted in Tennessee indicates, "overwhelming positive" impacts for use and implementation. On a scale from 1(Disagree) to 6 (Strongly Agree), the workshop scored a 5.80 on, "I will implement or change at least one practice or procedure to improve safety and/or prepare for emergencies at the farm." One participant wrote, "I plan to print and hang the EPP up at lots of locations on the farm and to implement a plan and have employee training."

Notes: The work of this team and the materials developed are part of two NIFA grants. The concept and the first grant was initiated by Dee Jepsen.

What is my typical Month or Season?

Let's take a moment to answer some questions about what you are currently doing for programming.

#1. Make a list of presentations you taught. Star them if you created the information, researched the information to do the presentation or if you did significant edits to another presentation in order to teach the program.

#2. List your regular committee/volunteer meetings.

#3. For your committee/volunteer meetings - did you plan a teaching event? Did you teach them something, even if informally? List topics you taught – including something you taught them that was 'off the cuff.'

Make a plan

1. Develop your own method of getting started
   a. Use your daily work
   b. Turn daily work into programming curriculum
   c. Committees and volunteers create opportunities
2. Work with a team
3. Follow the format in the guidelines
4. The details are ultimately important
5. Write, ask for input, rewrite

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One Activity Description Basic Handouts					

References

1. Ohio State University Extension 2018-2019 Faculty Guide for Promotion and Tenure
2. Ohio State University Extension 2018-2019 Guide to Promotion for Campus and Regionally-Based Administrative and Professional Educators
3. Horton, R. et. Al. (1998). Developing Experientially Based 4-H Curriculum Materials. OSU Extension Bulletin 897. Ohio State University. http://www.ohio4h.org/publications/documents/4H_897.pdf
4. Williamson, J. (1995). Designing experiential curricula. In R. Kraft & J. Kielsmeier (Eds.) *Experiential learning in schools and higher education* (pp. 39-44). Dubuque, IA: Kendall Hunt.
5. Rosalind Driver and Valerie Oldham (1986). A Constructivist Approach to Curriculum Development in Science. *Studies in Science Education*, 13:1, 105-122.
6. Coleman, et. Al. (2011). Best Practices for Extension Curricula Review. *Journal of Extension.* 49:2, Tools of the Trade. http://www.joe.org/joe/2011april/tt1.php

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