Make a Good County Program into a Good National Program with Proper Curriculum Development

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http://go.osu.edu/shareyourwork



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Curriculum

The program of activities from which such knowledge or skills can be acquired or constructed

Individual learning affected by:

- What the individual brings to the situation
- Selection of possible learning experiences guided by the knowledge of the experts

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What is Curriculum?

Are we creating something others can 'pick-up" and use?



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Enhancing Program Development

- Curriculum is the inputs!
 - »Selecting curriculum is finding the best ways to solve problems with available unbiased, researchbased information (including your own research)
 - » Curriculum development is **NOT** just selecting the inputs for program development
 - »It is **NOT** just doing some tweaking or altering
- The focus of curriculum selection should be to improve outputs and impacts.

OHIO STATE UNIVERSITY EXTENSION **Programming Curriculum Continuum Everyday Work** Once & **Packaged Programming Curriculum** Done **Programs** "Stuff" More Stuff Complete Once & Combined **Package** Done <u>items</u> Package All of the PowerPoint, Objectives Scope and Reviewed, Peer **Evaluations** sequence but not sometimes components reviewed blindly Scripted are now with notes are in place. through peers Move from the 'stuff' you do to curriculum you can share Handouts challenging. No matter how you word it, What Unpublished. A good start. **Formal** this doesn't fly as but missing committees Formal Curriculum curriculum – but is a good scope & are looking Curriculum sequence

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Stepping Up Our Game!

Curriculum Development is a good starting point for new educators and program staff

- 1. Keep a folder of things you develop
 - a) Activities
 - b) Evaluations
- Organize these
 - a) Where do you have the most?
 - b) Do these fit current themes?
 - c) Do you see other themes emerging?

Don't reinvent the wheel – ask others for materials you need for other programming

Aspirations

Your work is AWESOME!

You can do it! – Let's get started

The Ohio State University college of POOD AGRICULUBAL AND ENVIRONMENTAL SCIENCES

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Curriculum Starting Point: Everyday Activities/Workload

What is expected in your county or area?

What questions do you get on a daily basis?

- Develop items based on these
- Save time through preparing/training

What are you 'est' at?

Transforming from simple actions to teaching and impact

- Using time at fair to get case study evaluation data on what impact your earlier teaching did
- Exhibitor's comfort level
- Prep for show

Discussion: Your Everyday Work

4-H	ANR	F	cs	CD	
Camp	Pesticide Recert	F	amily Budgeting	Land Usage	
QA	Grazing programs, beef programs	F	arenting	Community Leadership	
Officer/Advisor Training	Master Gardener Volunteers	F	ood reservation	Econ Dev	
Committee mgt .(conflict, parli pro, etc.)	Ohio Certified Volunteer Naturalists	F	ood Safety	BR&E	
Committee Leadership	Diagnostics	1	utrition	Public Issues Education	
STEM	IPM	C	ommon inquiries	Grant Writing & Public Funding	

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What do you have already?

- 1. What have you created?
- Handouts, Powerpoints, articles, factsheets, etc.
- 2. Assemble these into folders by category
 - Horticulture
 - Agronomic Crops
 - Beef Cattle
- Forage Production

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Curriculum Description

Writing an Overview
Enhancing Current Components &
Developing Materials for 'the
gaps'



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What category has enough 'stuff' to get started?

- Does it make sense that it could be put into sections (showing sequence)?
- Horticulture pruning fruit trees, brambles, landscape, tools, etc. – Pruning Like the Experts
- Agronomic Crops soil testing, reading/understanding soil tests, nutrient management, etc – Fertilizer Certification
- Beef Cattle Herd bull selection, AI, winter feeding, grazing, etc – Beef Cattle School Curriculum
- Forage Production soils, choosing forages, harvest, etc. Forage School Curriculum

Ex: Pruning Like the Experts

- Basics of pruning
 - Kit Developed with all tools
 - Scripted Powerpoint with overview
 - Script for no-tech activity
- Pruning Fruit trees
 - · Script for orchard activity
 - · Script for pruning new fruit trees demo
- Pruning Brambles
- Pruning Landscape Plants
- Pruning Trees
- Pruning Perennials

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We have the stuff now, right?

- We know we have scope and sequence.
- We know there are a few things missing
- Time to put the package together!

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What is the scope and sequence?

- Together: An overview of the concepts
- More than one topic, with objectives (scope)
- Place into list of logical order (sequence)
- The art and science of pruning why prune?
- The tools used in pruning do it right the first time!
- How to prune established fruit trees
- How to prune new fruit trees
- Then, perennials, shrubs, trees, etc (each as a section)

If you have sequence, you have scope!

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The Package of Materials

Must be a **package** of materials

'The Gaps'

- Introduction/Overview/Objectives/Target Audience *
- 2. Lesson Plan/Outline/Table of Contents *
- 3. Literature Review/Background Material 🛨
- 4. Instructions for Presenters/Qualifications Needed *
- 5. Lessons/Modules
- 6. Supplemental Teaching Aids (factsheets, podcasts, etc.)
- 7. Marketing Materials (with university brand)
- 8. Evaluation Tools

The pieces most will have in the 'file'

Similar to a

lesson plan

traditional

NOW - Write it up!

- Title (program name, optional citation)
- Overview
- Overall Objectives
- Target Audience
- Curriculum Description (components/materials created and used)
- Role (intellectual contribution and authorship)
- Use by Others (who used the curriculum and where)
- Impact (can include outcomes, but specific impacts are suggested)

Shows ability to be replicated and levels of impact

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Your list: Some tips

- Lesson plans will show you the holes
- Videos and webinar recordings can be effective additions (will aid the instruction by others who use your work)
- Basic marketing tools, including appropriate branding are a big time saver for others
- Fill the holes by partnering with another educator with the same interests
- NOTE: Mac users do not have Publisher, thus materials should be created in PowerPoint

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Other Options To get started

"This is not additional work"

Let's make some notes about what you do every day...



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Start with Your Teaching

- 1. How much are you teaching?
 - a.Consider this approach:
 - i. Start with total times you teach per year
 - i. 12-20 different topics
 - ii. up to 100+ total teaching events
 - ii.Percentage you 'create' yourself?
 - iii.Percentage you just updated from others?
 - iv. Have you gone beyond 'the slides'? This leads to packaged curriculum.

When do you have enough?

- a. How do you know when you have enough to take your teaching items to the next level? (multi-topic!) This is where scope and sequence come into play
 - i. Once and done programs are not viewed as curriculum by the committees. Think about how the topic can be added to other complementary topics to get to scope and sequence.
- b.Other approaches might be:
 - i. Teamwork
 - ii. Grant Work
 - iii.Needs Assessment

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Take Home Activity:

- Topics you teach most often:
- Teams/Colleagues you do the most work with:

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My Charge to you:

- Most of what you do can be programming curriculum
- 2. Don't down play the importance of what you do daily (especially with volunteers)
- 3. The details are ultimately important
- 4. Work with a team
- 5. Talk to committee members

What are others doing? The Ohio State University college of food Agricultural, And Environmental, Sciences

Overview:

The community clubs team developed a program to help volunteers provide the educational component of the meeting which is most often missing in meetings. The curriculum includes three videos, three discussion guides and additional pieces on the topics of 1) project interviewing, 2) demonstrations, and 3) parliamentary procedure. The discussion guides are easy to follow and videos are edited to match the flow of the discussion guides.

Title:

Using Videos to Teach within the Club (2012)

Overall Objective:

Provide a package that could be used by volunteers to infuse an educational component into their club meetings that teach public speaking, interviewing and parliamentary procedure skills to club members.

Target Audience:

4-H professionals and community club volunteers

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Title: Athens Area Small Ruminant Schools (2009-2011) and Sheep and Goat Webinar Series (2012-2014)

Overall Objective: Teach the basics of small ruminant production principles to sheep and goat livestock owners.

Target Audience: Small Ruminant Livestock Producers

Curriculum: Lewandowski lead the development of a three year, five-week Small Ruminant School series. In 2009: "Small Ruminant Marketing Strategies and Breed Selection", in 2010: "Small Ruminant Nutrition", and in 2011 "Small Ruminant Health".

Contribution: Lewandowski selected the topics presented for all three schools; state specialists were utilized as appropriate. Lewandowski developed a notebook for each participant with supplemental handout materials, and wrote the pre- and post-evaluation. In the 2010 Small Ruminant Nutrition School, Lewandowski was specifically responsible for the lesson plan, power-point presentation, resource materials, interactive activities, and teaching the lesson on the "Economic Analysis of Ration Formulation." Because of the schools favorable reception, the OSU Sheep Team, in coordination with the Ohio Sheep Improvement Association, made the decision to offer similar small ruminate schools to a broader audience. In 2012-2014, the team developed curriculum for a statewide, four-week Sheep & Goat Webinar series. In the 2012 school, Lewandowski and Jeff McCutcheon, Extension Educator in Marrow County, were responsible for the lesson plan, supplemental resource materials, power-point presentation, and teaching "Parasite Control in Small Ruminants."

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Curriculum:

Discussion guides, videos, activities and supporting handouts

Contribution:

20% effort. Wrote discussion guide for Parliamentary Planning module and edited all videos and materials

Use by Others:

88 CDs distributed to county offices in Ohio and 75 distributed nationally during the Galaxy IV National JCEP Extension Conference

Impact:

Videos and discussion guides have been accessed by 114 people nationwide.

Team Members:

Teresa Johnson, Bonnie Malone, Vicki Reed, Joy Sharp, Travis West and Bruce Zimmer

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Use by Others: The Ohio State Extension Sheep Team directly incorporated the vision, concept, and topics of the original Athens County Small Ruminant School into an ongoing statewide WebEx series of schools. In specific, the same Small Ruminant Health School curriculum developed by Lewandowski in 2011 was used in the "Sheep & Goat WebEx Series" in 2012.

Impact: In the post-evaluations of the Athens County Small Ruminants Schools, over 90% stated that the information presented in the schools will positively impact the profitability of their operation In 2012, thirty-seven Ohio counties, as well as participants in Pennsylvania and Kentucky, took part in the 2012 Small Ruminant Health Webinar. On the post-evaluation, over 90% of the participants of the Webex reported that they "plan to make changes to their operation as a results of materials presented in the Small Ruminant Health School."

The 2014 Sheep and Goat Webinar Series was posted on the Ohio Sheep Improvement Association website. http://www.ohiosheep.org/webex.html. Lewandowski's 2014 presentation "Using Stored Forages" has been downloaded a total of 126 times. (see Research 2.l. entry 1) The total number of downloads for all four 2014 Webinar sessions is 498.



Start with Sharing in Mind

If you are spending the time on it:

- It should be in forms that other program staff can use
- Notes become more important
- You become an expert in this area
- Your end product is more useful to you and the system!

When you have used others' materials:

- Was the information easy to teach?
- How much changing/updating was needed?

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Materials - Impact

When creating materials:

- Start with a summary of the research
- Incorporate different learning styles
- Include examples
- Focus on intended impact

Incorporate:

- Experience
- Reflection
- Generalization
- Application

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When you get home...

Organize your files
Use the chart
Make a plan



Programming Curriculum Continuum

Everyday Work		Once & Done Programs	Packaged Programming Curriculum		
"Stuff" PowerPoint, sometimes with notes One Activity Description Basic Handouts	More Stuff Objectives Evaluations Scripted activities Replication is possible, but challenging.	Once & Done All of the components are in place. Someone can pick it up and replicate it.	Combined items Scope and sequence are now obvious, along with all components	Package Reviewed, but not blindly by peers at higher rank. Shared files, but not retrievable on-line	Complete Package Peer reviewed through system Citable and retrievable on-line
No matter how you word it, this doesn't fly as curriculum – but is a good start!		A good start, but missing scope & sequence	What committees are looking for	Unpublished, Formal Curriculum	Formal Curriculum