



Curriculum Fidelity and Strategies for Ensuring Successful Transfer of Skills

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ADMINISTRATION FOR
CHILDREN & FAMILIES

FYSB Family & Youth
Services Bureau

Adolescent Pregnancy
Prevention Program



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Today's Goal

Increase Engagement and Learning While
Maintaining Curriculum Fidelity

Learning Objectives

At the conclusion of this session, participants will be able to:

- Explain the difference between curriculum design and instructional design and WHY it matters
- Assess an activity's learning level
- Understand how to guide participants to increase learning

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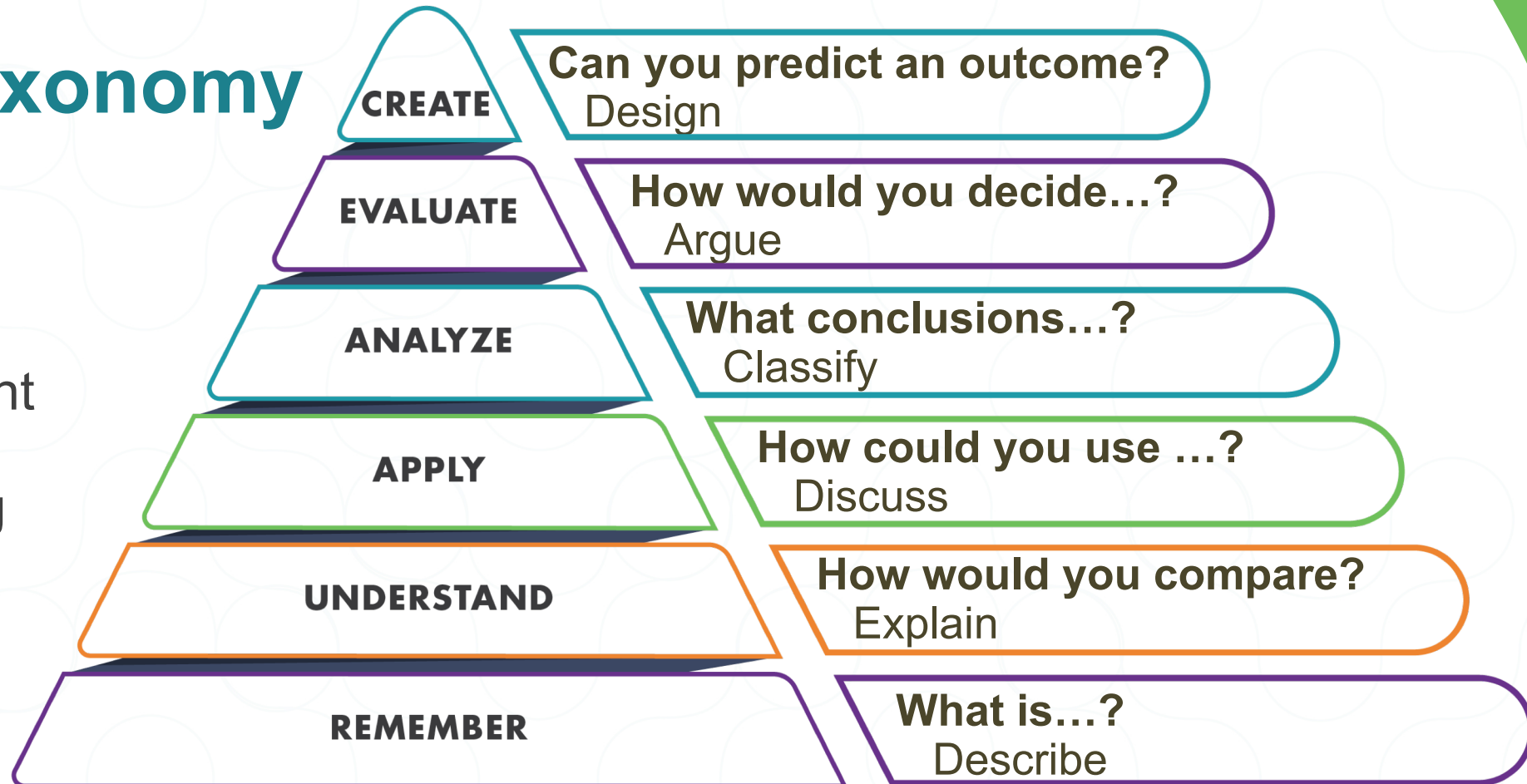
- Enhance the impact of their communication
- Provide quality lessons without changing core curriculum content or intended method of delivery
- Deliver curriculum content at the appropriate level of learning for improved clarity and engagement leading to behavioral change for participants

Bloom's Taxonomy

A classification system used to define and distinguish different levels of human cognition (thinking and learning)

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Definitions

Fidelity—faithfulness to program delivery (such as goals, curriculum, etc.)

Facilitation—someone or something that paves the way for learning

Assessment—evaluate learners' grasp of concepts and curricula

Definitions (Cont.)

Instructional Design—combines the art of creating learning experiences with the science of how the brain works

Curriculum Design—organizes what you want the participants to learn and the order content or subjects are presented to promote learning

Pedagogy—promote learning through well thought-out strategies and techniques

Assessment—making certain that the level of learning is in sync with the activity

**“The very act of comprehension
involves one’s knowledge
of the world.”**

Curriculum Design

- Curriculum design— knowledge and skills students are expected to learn
- The “WHAT”

Instructional Design

- Instructional design— practice of designing, developing, and delivering instruction
- The “HOW”

1 Appeal

2 Efficiency

3 Effectiveness

Application





Lessons

Learning Objectives

Outcomes

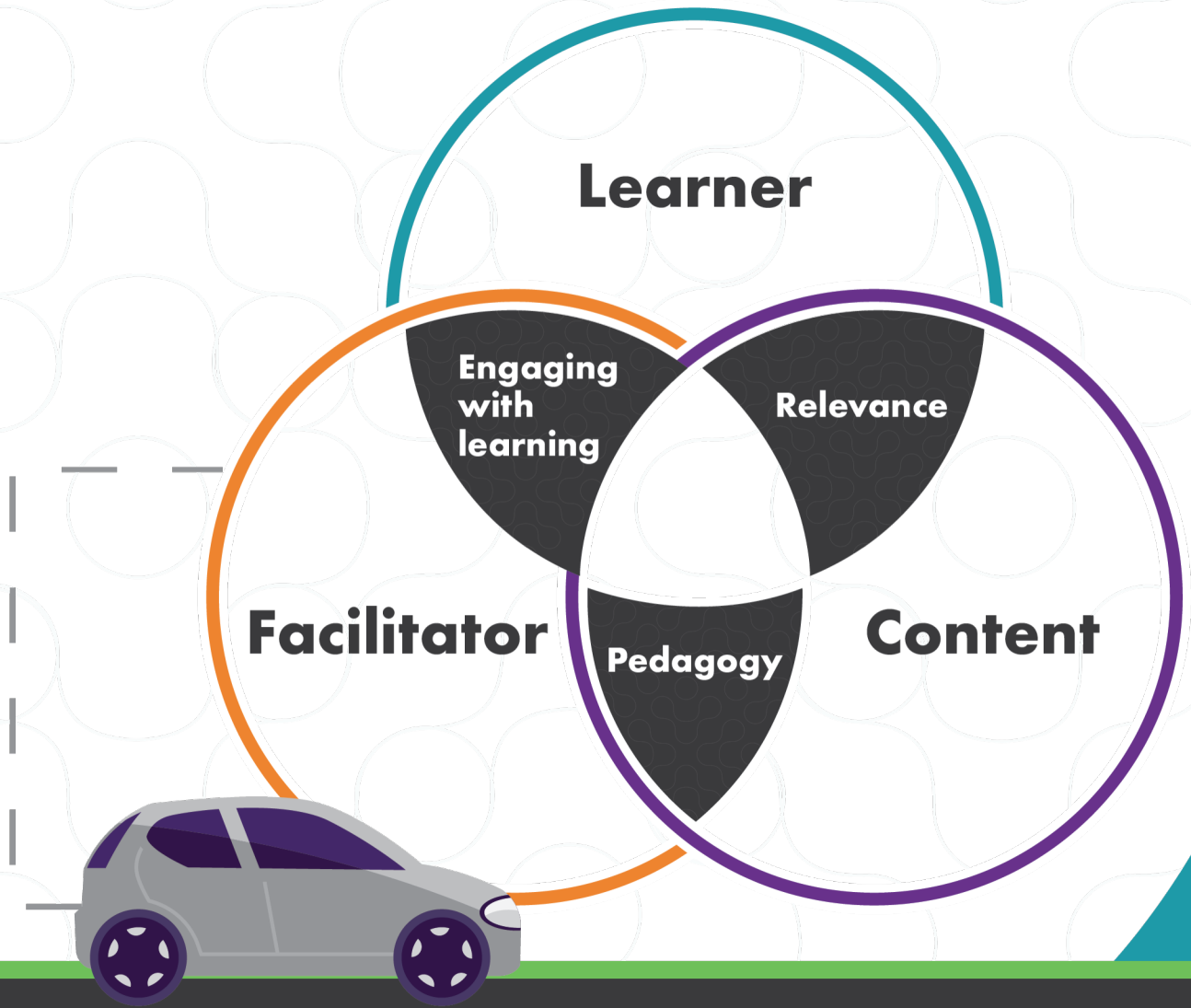
Learning Environment

Adaptations

Methods of Instruction

Questions

- How many of you can remember an interesting and dynamic teacher you had, but you didn't learn anything in the class?
- How many of you had a boring teacher, and you didn't learn anything?
- Conversely, have you learned a lot from a boring teacher?
- It's not enough just to be "cool."



The “What”: Four Main Parts of Curriculum Design

- Objectives
- Content
- Learning Experiences
- Evaluation

Sample Lesson Plan Template

Sample Lesson Plan

Lesson Title

What is the title of your lesson?

Objective

What objective(s) do you intend for the participants to meet by the end of this lesson?

Opening (Hook)

How will you engage your participants?

Facilitator Activities

What will I do to help participants understand the concept(s)/skill(s)?

Learner Activities

What will the participants do to practice / demonstrate understanding of the concept(s)/skill(s) being taught?

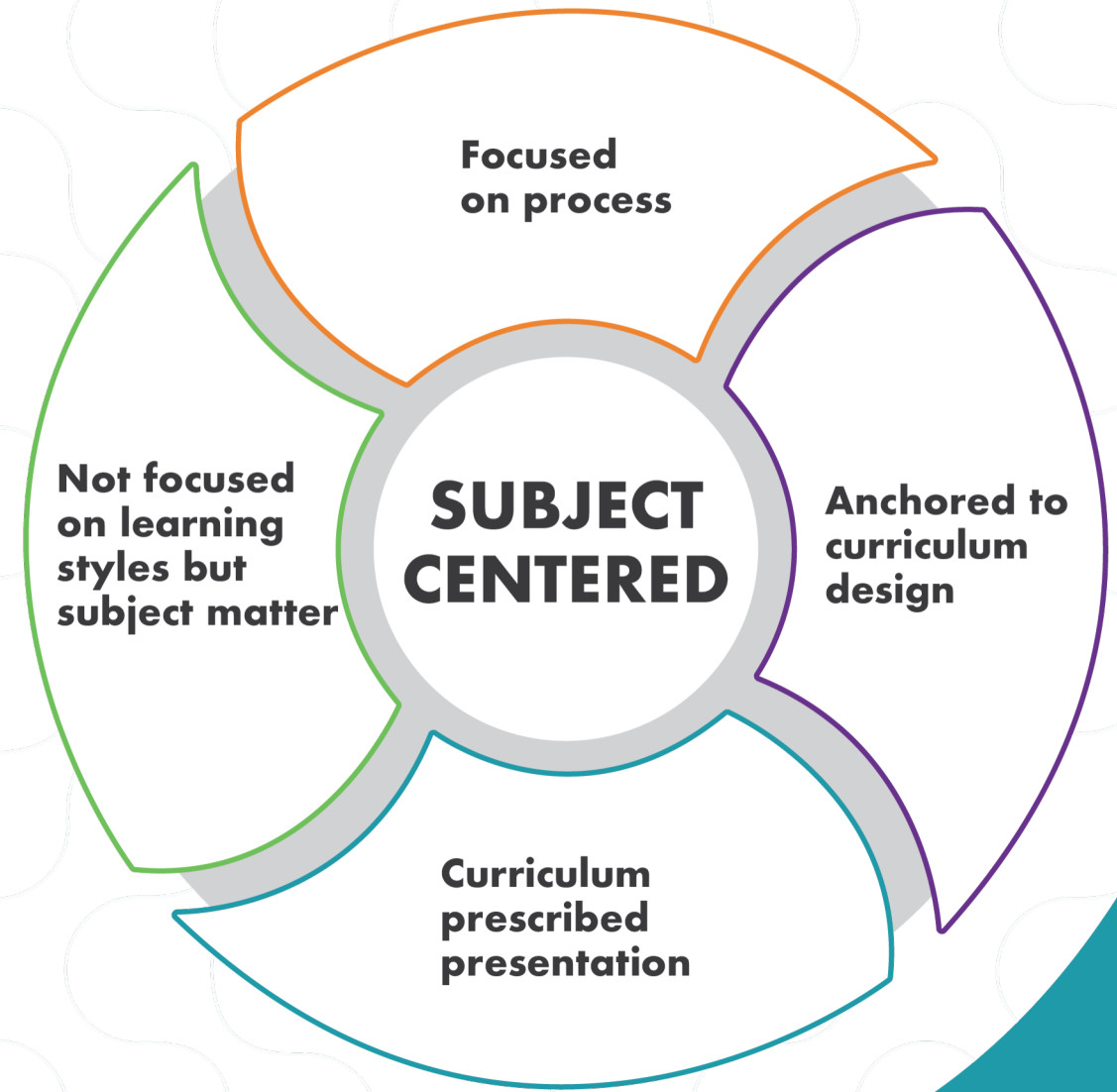
Assessment

How will the participants demonstrate they mastered the concept(s) taught?

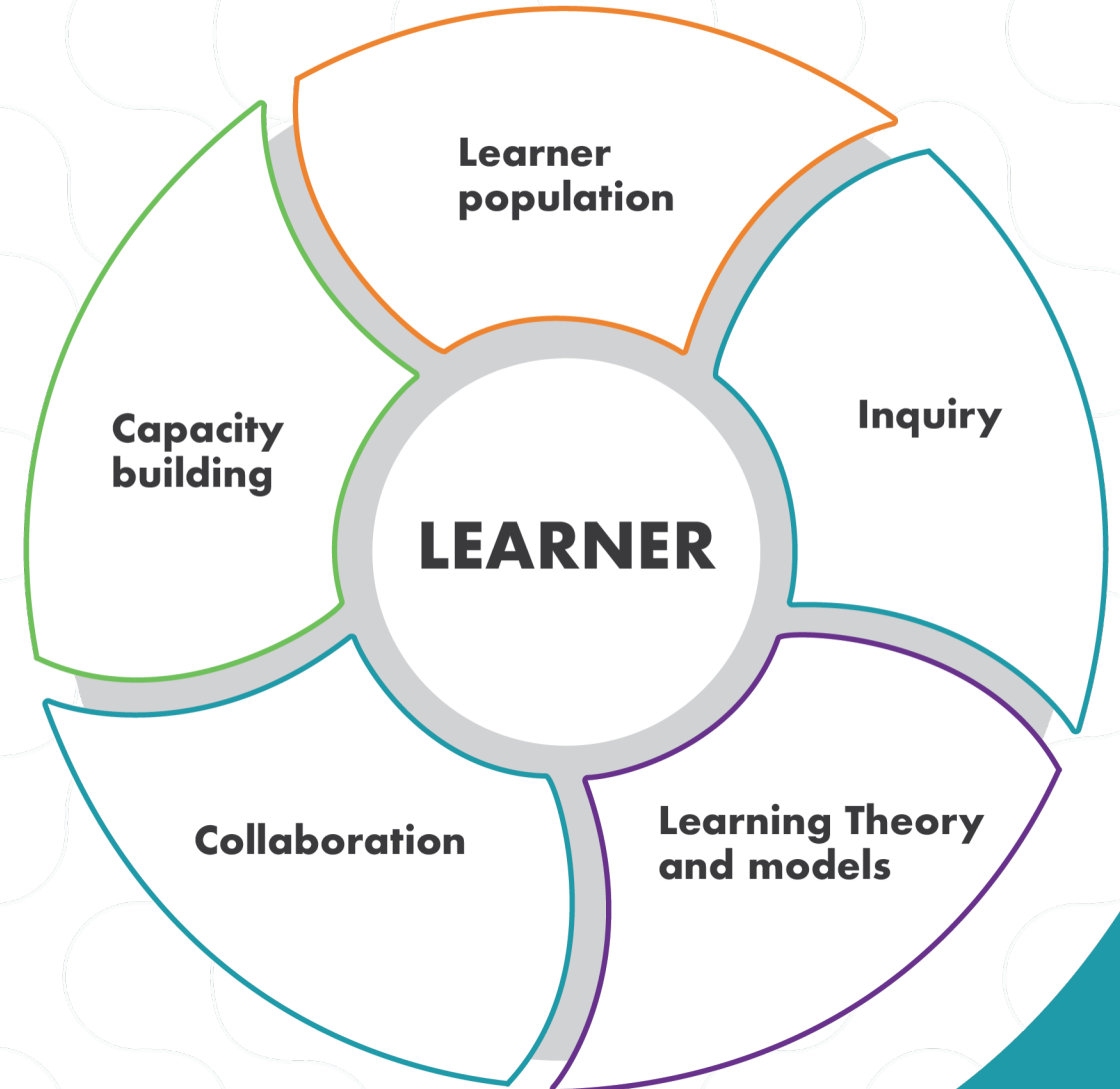
Materials

What materials do I need for this lesson?

Subject-Centered Instruction



Learner-Centered Instruction



**What if the *learner* is
not “*getting it*”?**



Quick Assessment

Putting it Together



Example

Students are asked to **create** two separate lists that **prioritize** characteristics of an unhealthy relationship and a healthy relationship.

Next, they are asked to **compare** and **contrast**.

Finally, they are asked to **judge** the personal values.

Bloom's taxonomy

- Cognitive Domain

Lower Level

DEFINE
RECALL

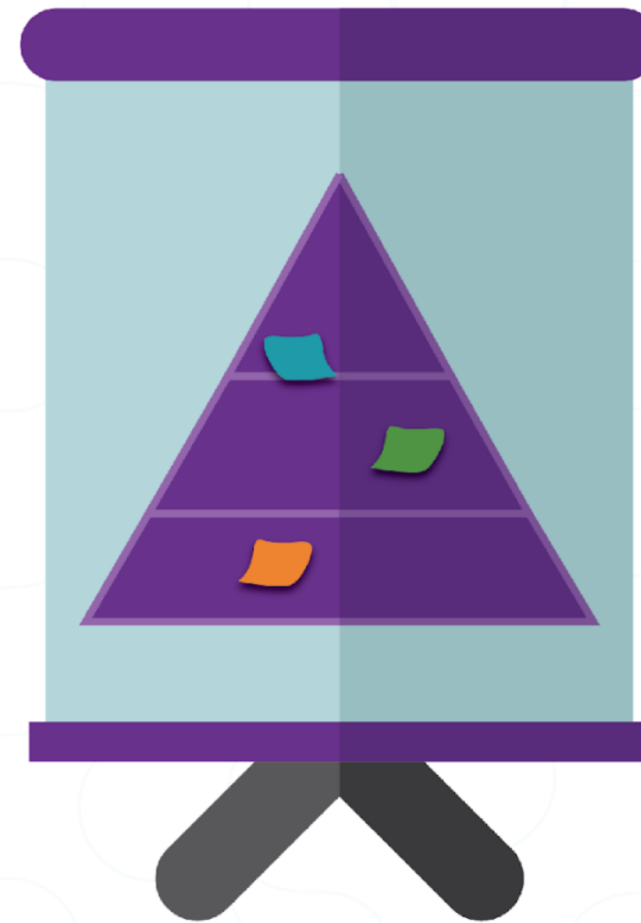
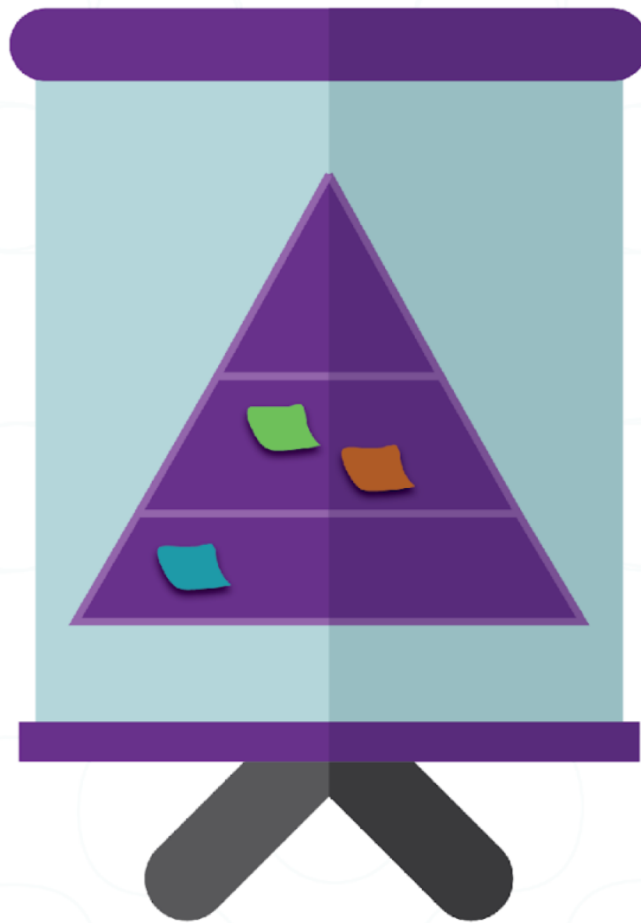
REMEMBER
UNDERSTAND
APPLY

Higher Level

DECIDE
CREATE
EVALUATE

**How do you adapt so
everyone participates?**

Application





QUESTIONS?

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SRAETTA

Sexual Risk Avoidance Education
Training and Technical Assistance



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