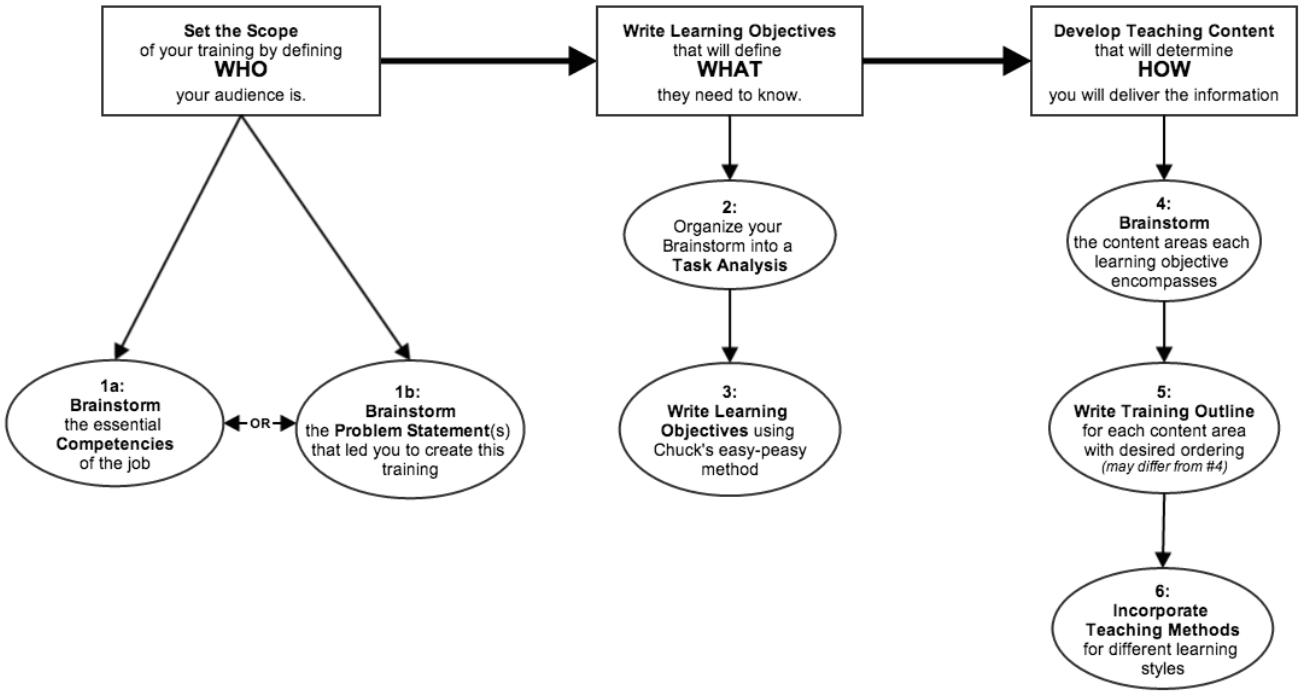
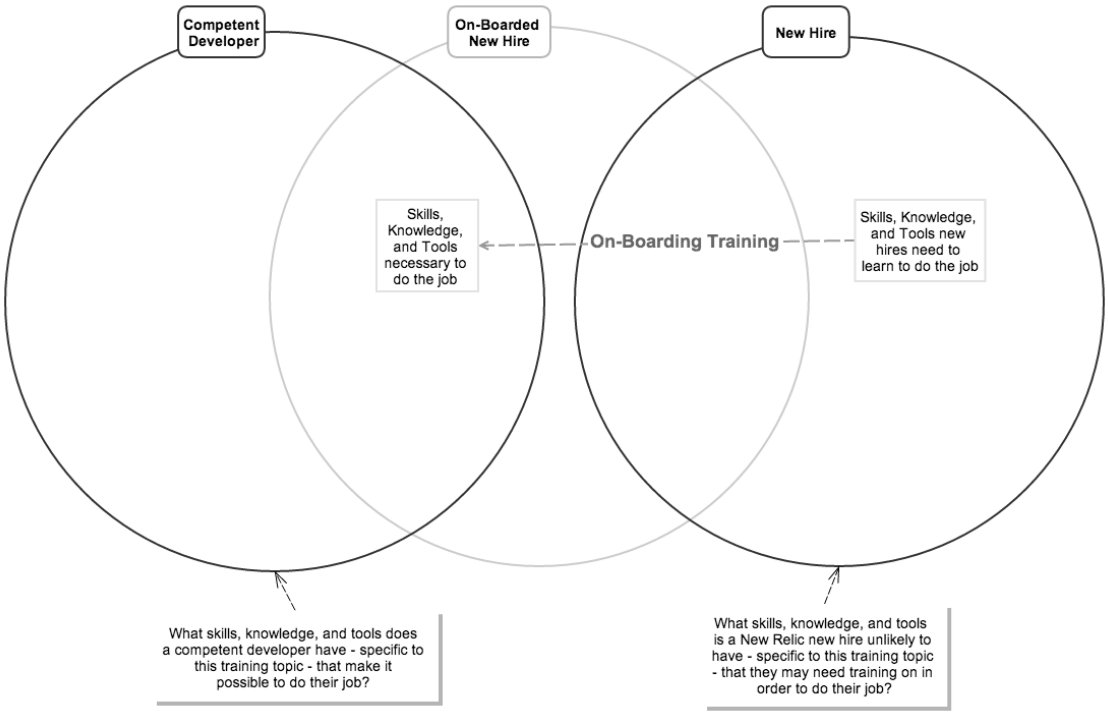
The Easy-Peasy Starter Kit
Curriculum Development Guide
Flowchart



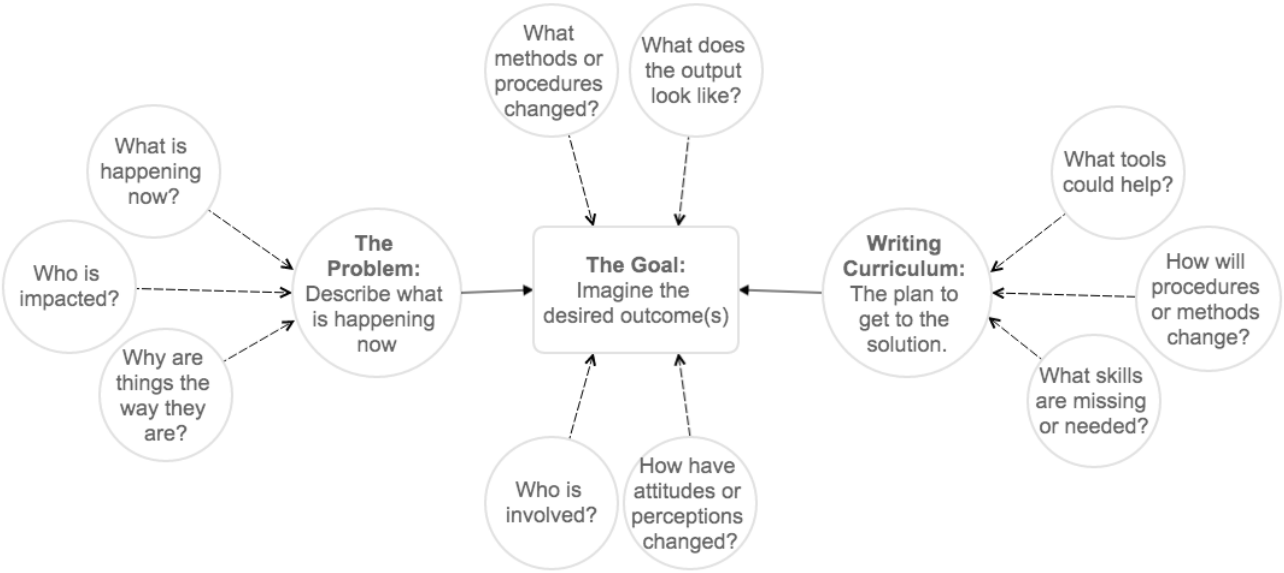
1a: Setting the Scope Using Competencies

What are the competencies (skills, knowledge, and tools) a new hire needs to be on-boarded and have enough competencies in common with New Relic developers to do the job well?



1b: Setting the Scope Using a Problem Statement

Take some time to describe the current problem that led you to make this training, the goals and desired outcomes of the training and how the training will help get you to those goals and outcomes.



2: Organize your brainstorm into a Task Analysis

Why you should do a Task Analysis

1. It helps organize focus your work around tasks that need to be completed (Remember your competent developer?)
2. It keeps the class a realistic size and scope
3. It helps make sure there aren't any gaps or redundancies in teaching materials

Task	Analysis
A Task: 1. Starts with an action word 2. Is usually short and specific 3. Is most likely being done by developers right now	**Prompts for starting your Analysis:** 1. What do you know that enables you to do this task? 2. What knowledge (facts), and skills (process steps or experiential ability) does a competent developer have that makes it possible to complete this task? 3. If you didn't know N, you wouldn't be able to do this task (solve for N)

3: Write your Learning Objectives

This is the easy-peasy method based on the first three levels of Bloom's taxonomy (knowledge, comprehension, and application) which are the most common three addressed in trainings. If you find these don't seem to fit, talk to the ed-team for further assistance.

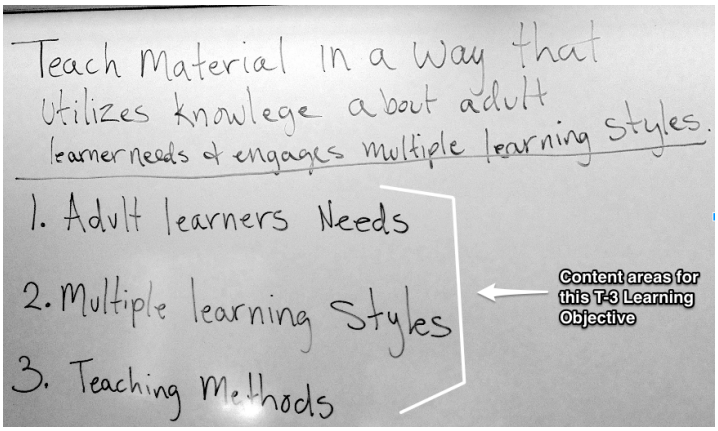
By the end of the training, students will be able to ...

Describe in their own words	*(the knowledge, facts, and details required for this training topic)*
Illustrate or give examples of	*(the concepts involved in this training topic)*
Apply	*(the skills, processes, or procedures involved in this training topic)*

4: Brainstorm content areas for your training

By breaking your curriculum into sections, you will:

- be able to construct lessons more easily
- have an easier time incorporating activities and teaching methods
- end up presenting material in a way that is easier for students to digest
- be able to engage your students more consistently and actively



Start by finding the overarching concepts or content areas that can be taught in segments.

Teaching Content:

Learning Objective 1:	
Content Areas:	

Learning Objective 2:	
Content Areas:	

Learning Objective 3:	
Content Areas:	

5: Write out Your Curriculum Outline & Handout

Organize the content areas to create your training outline and handout.

Recommended Handout Content

Pages 1 - 4:
- Cover sheet
- Assessment spiel
- Assignment
- Blank

Pages 5 - 6: Section 1

Pages 7 - 8: Section 2

Pages 9 - 10: Section 3

Pages 5 - 6: Summary with critical bits *(this is likely the page they keep and refer to after class)*

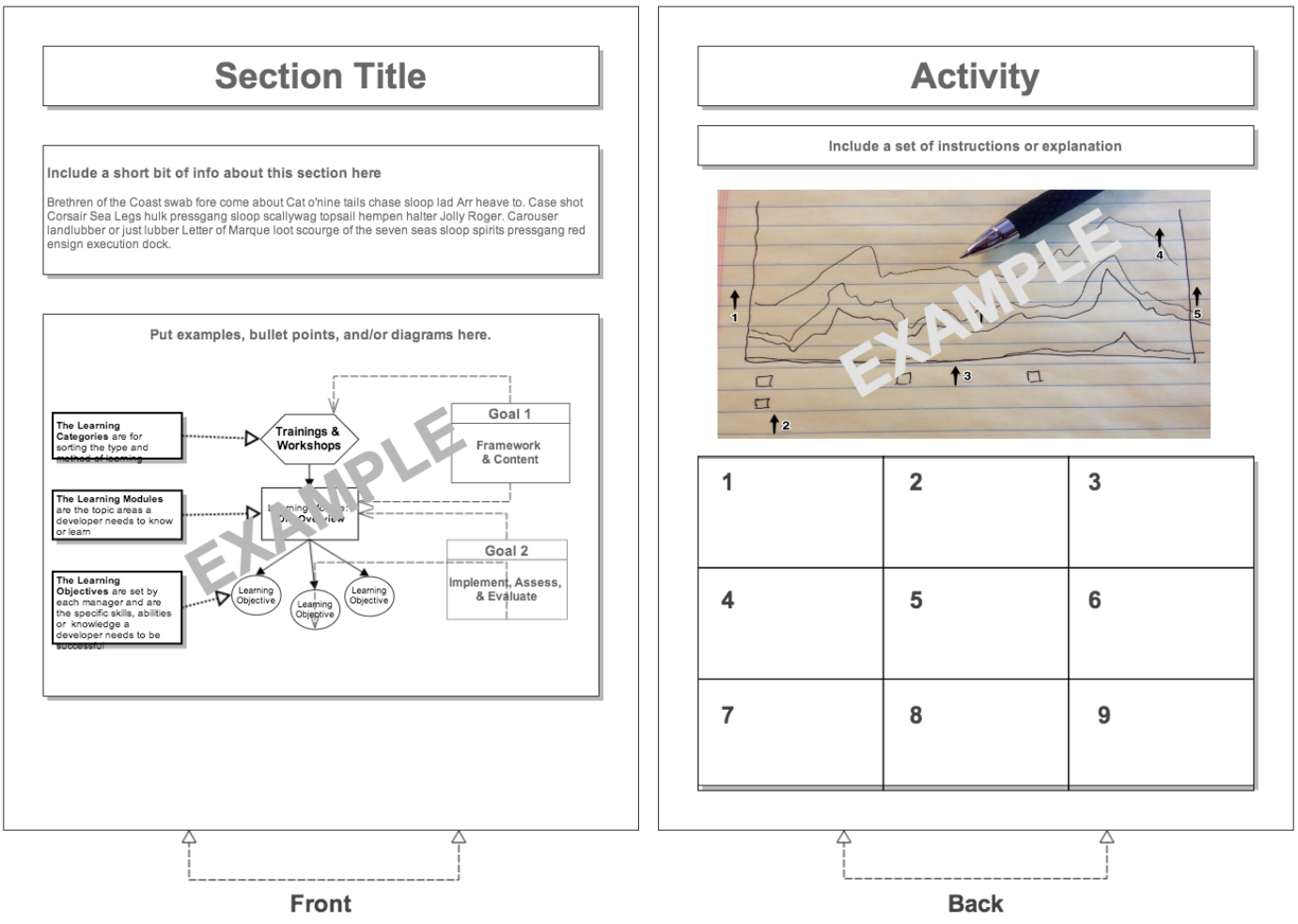
Recommended Teaching Outline & Content

Page 1: Agenda & materials needed

Page 2: Case Statement & Learning Objectives

Pages 3 - x: Section notes, timing, & activity notes

Suggested Handout Format Guide



6: Incorporate Learning Styles

Everyone has some combination of learning styles and will benefit from a teaching approach that addresses all three learning styles. Studies show you can increase the amount of info students learn and retain by as much as 80% by including something in your teaching for all learning styles.
Learning Styles Explanation taken from the NHI Instructor Development Course Materials

Visual Learners	Visual learners tend to learn by looking, seeing, viewing, and watching. Visual learners need to see an instructor's facial expressions and body language to fully understand the content of a lesson. They tend to sit at the front of the classroom to avoid visual distractions. They tend to think in pictures and learn best from visual displays. During a lecture or discussion, they tend to take detailed notes to absorb information.
Auditory Learners	Auditory learners tend to learn by listening, hearing, and speaking. Auditory learners learn best through lectures, discussions, and brainstorming. They interpret the underlying meaning of speech by listening to voice tone, pitch, and speed and other speech nuances. Written information has little meaning to them until they hear it. They benefit best by reading text out loud and using a tape recorder.
Kinesthetic Learners	Kinesthetic learners tend to learn by experiencing, moving, and doing. Kinesthetic learners learn best through a hands-on approach and actively exploring the physical world around them. They have difficulty sitting still for long periods of time, and easily become distracted by their need for activity and exploration.

Visual Learners

Teaching Strategies:

- Use different colors or symbols
- Create charts, graphs, pictures, videos, posters, slides etc.
- Show the whole picture and then work on the parts
- Try different spatial arrangements on the page or white board
- Include white space

Auditory Learners

Teaching Strategies:

- Describe the steps, info, and other content clearly and thoroughly
- Include activities that involve pair or small group discussion
- Have students teach each other by explaining their understanding of new ideas
- Use rhythms, speech patterns (alliteration), or music to reinforce what you say

Kinesthetic Learners

Teaching Strategies:

- Include activities that use all the senses - sight, touch, taste, smell, hearing . .
- Visit the places work happens (i.e. laboratories, tour offices, etc.)
- Give real-life examples and describe real-world applications for principles
- Use hands-on approaches
- Allow for trial and error
- Make use of tangible items via exhibits, samples, photographs or sock puppets
- Show examples of solutions to problems

Incorporating Learning Styles into Your Class

Visual	Auditory	Kinesthetic
● Videos ● Slides ● Whiteboard ● Flip charts ● Handouts ● Diagrams & flowcharts ● Demonstrations	● Lectures ● Group discussions ● Informal conversations ● Stories and examples ● Brainstorms	● Role plays ● Simulations ● Practice demos ● Writing/Note taking ● Activities
Visual ideas for my class	Auditory ideas for my class	Kinesthetic ideas for my class