



2. Curriculum Development Process and Tools

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Overview Curriculum Development Process

- **Timeline**
- **Non-diet approach**
- **Instructional Design Process**
- **Formative Evaluation**

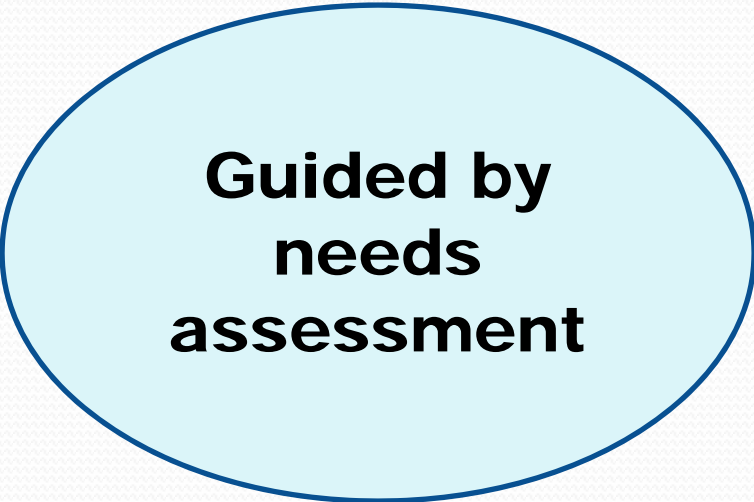
Methods	Dick & Carey Steps	Timeline
Literature Review	Needs Assessment 1. Determine instructional goal 2. Analyze instructional goal 3. Analyze learner and contexts	Spring 05'
Focus Group Series 1		Fall 05'
Curriculum Design Training		
Lesson Objectives developed	Curriculum Design 4. Write performance objectives 5. Develop assessment instruments 6. Develop instructional strategies 7. Develop and select instruction	Spring 06'
Lesson Development		
Peer Critique	Formative Evaluation 8. Design and conduct formative evaluation 9. Revise instruction	Summer 06'
Internal Expert Review #1		
Focus Group Series 2		
Peer Critique	Formative Evaluation 8. Design and conduct formative evaluation 9. Revise instruction	Fall 06'
Focus Group Series 3		
Internal Expert Review #2		
External Review		
Pilot-test of Whole Intervention	Formative Evaluation 8. Design and conduct formative evaluation 9. Revise instruction	Spring 07'
Randomized treatment control intervention 3 month intervention w/ 1 year follow-up		Fall 07'- Spring 09'

Non-diet Approach to Weight Management

- **Eating Competence (Satter, 2007)**
 - **Enjoy eating**
 - **Variety**
 - **Hunger and Fullness**
 - **Managing food context and meals**
- **Physical Activity**
- **Size Acceptance**

Instructional Design: 10 steps

1. Identify Instructional Goal(s)
2. Conduct Instructional Analysis
3. Analyze Learners and Contexts



Guided by
needs
assessment

(Dick and Carey, 2005)

Instructional Design: 10 steps

4. Write Performance Objectives
 - Bloom's taxonomy
5. Develop Assessment Instruments
 - Included within each lesson

(Dick and Carey, 2005)

Instructional Design: 10 steps

6. Develop Instructional Strategy

7. Develop and Select Instructional Materials



Keller's-
IMMS

Instructional Design: 10 steps

8. Design and Conduct Formative Evaluation of Instruction
9. Revise Instruction
10. Design and Conduct Summative Evaluation

(Dick and Carey, 2005)

Instructional Motivation Model

- **Attention:** capture interest, stimulate inquiry, variability in format, style & sequence
- **Relevance:** relate to learner's needs, personal interests, and experiences
- **Confidence:** build a positive expectation, support student's belief in own competence/success
- **Satisfaction:** encourage intrinsic enjoyment, rewarding consequences, fair treatment

(Keller, 1983)

Example of ARCS via Curriculum

ARCS	Instructional Strategies	Examples from Hunger & Fullness lesson
Attention	Review goals for curriculum and each lesson	<ul style="list-style-type: none">• Examine factors that influence internal regulation.• Review methods of "in tune" (mindful) eating.
Relevance	Assess personal relevance of each lesson	<ul style="list-style-type: none">• Choose which factors influence your ability to listen to your hunger and fullness?• Compare your emotional eating score
Confidence	Information & activities to improve skills, beliefs & confidence to meet goal	<ul style="list-style-type: none">• Track your hunger cues• Ideas to improve eating environment• Set a goal to change one influencing factor affecting your ability to mindfully eat.
Satisfaction	Track/compare progress; interpret survey feedback	<ul style="list-style-type: none">• Review profile page which contains physical assessment results and behavioral goal progress

Formative Evaluation

- Informal Peer Reviews
- Internal Instruction Design Audit
 - Instructional Design/Evaluation Expert
 - Designed and audit form/process
 - 3x per lesson (one eval curriculum committee)
- Focus Groups IMMS evaluation
 - Focus Group Series 3
- External Non-Diet Expert Review

Instructional Material Motivation Survey (IMMS) Results

Focus Group 3 Series Lesson Evaluation

Construct	Mean	SD
Attention	3.47	0.72
Relevance	3.49	0.62
Confidence	3.82	0.59
Satisfaction	3.18	0.86

^a Scale ---1 Not true to - 5 Very true

^b Focus Group 3 Evaluated 9 of 10 lessons; no significant differences in mean scores between lessons nor by gender; Each lesson was evaluated by 6-10 students

(IMMS Keller, 1993)

Summary

- Development & testing curriculum took 18 mo
- Non-diet weight-mgt philosophy guided the curriculum development process
- The target audience was used to develop & pilot curriculum
- Peer, internal & external & expert reviewers were used.
- Final product was a theoretically sound non-diet weight management curriculum.