

# Curriculum Development Workshop: Goals, Scaffolding, Active Learning and Engagement



TEACHING & LEARNING  
TRANSFORMATION CENTER

# Facilitator



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Recognize and assess if session goals  
are SMART

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**By the end of this section you will be able to...**

# SMART Goals



**Specific**

**Measurable**

**Attainable**

**Relevant**

**Timebound**

Doran, G. T. (1981). "There's a S.M.A.R.T. way to write management's goals and objectives". *Management Review*. **70** (11): 35–36.

**Specific**

**Measurable**

**Attainable**

**Relevant**

**Timebound**

*By the end of this webinar you will be able to...*

- List 5 characteristics of good learning objectives

Specific

**Measurable**

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*By the end of this webinar you will be able to...*

- **List 5** characteristics of good learning objectives

Specific  
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**Specific**  
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*By the end of this webinar you will be able to...*

- List 5 characteristics of **good learning objectives**

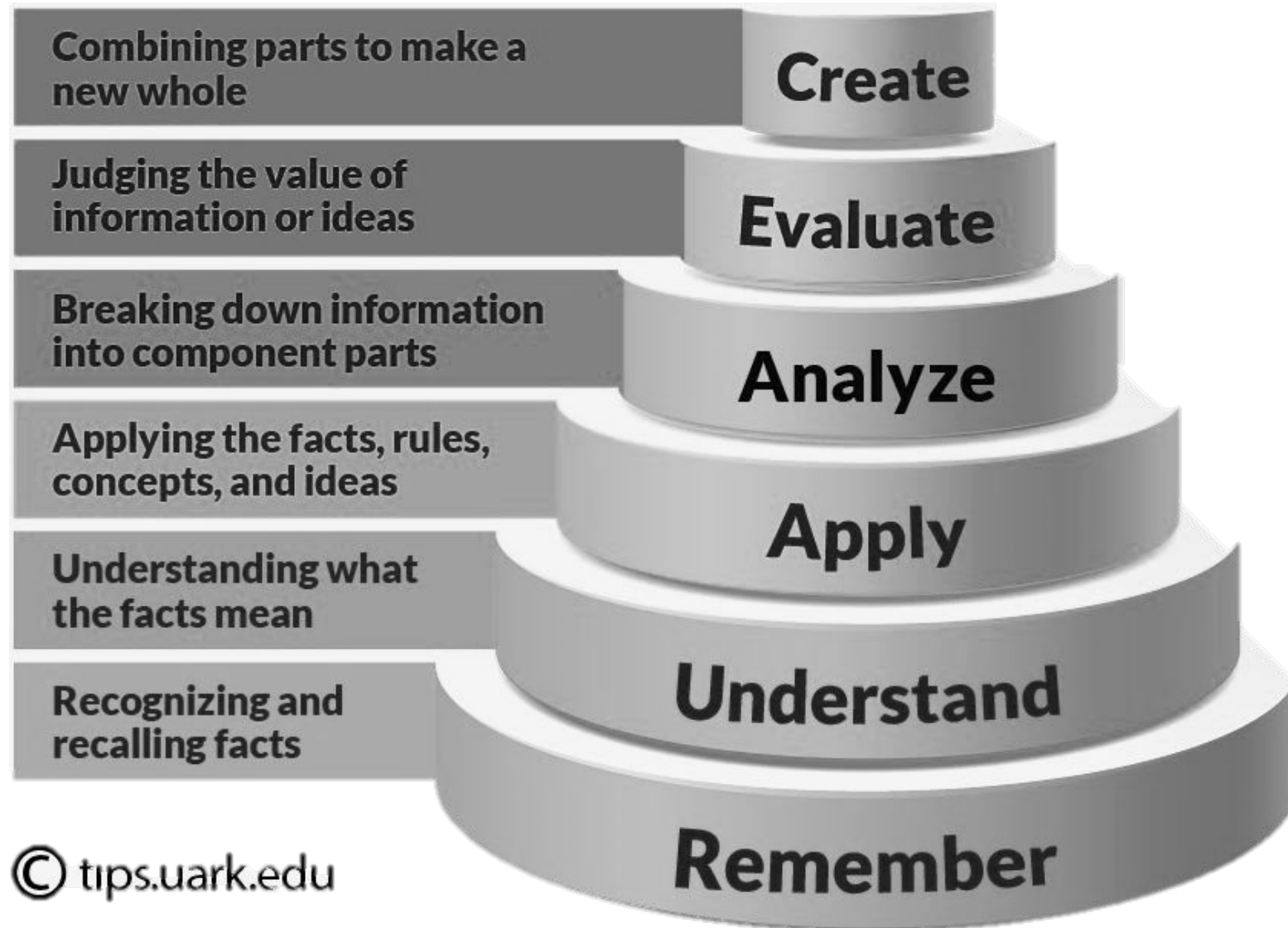


**Specific**  
**Measurable**  
**Attainable**  
**Relevant**  
**Timebound**

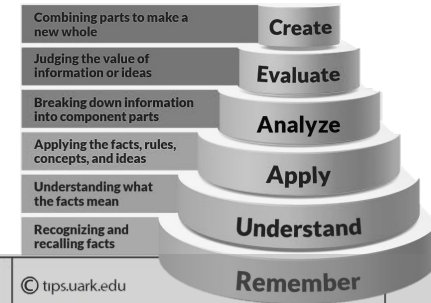
*By the end of this webinar you will be able to...*

- List 5 characteristics of good learning objectives

# Bloom's Taxonomy



# Bloom's Taxonomy



Remember	Understand	Apply	Analyze	Evaluate	Create
Arrange	Associate	Calculate	Break down	Appraise	Assemble
Define	Classify	Construct	Categorize	Argue	Build
Describe	Compare	Demonstrate	Combine	Assess	Compose
Duplicate	Contrast	Develop	Compare	Check	Construct
Identify	Describe	Employ	Contrast	Conclude	Derive
Label	Differentiate	Estimate	Criticize	Convince	Design
List	Discuss	Examine	Debate	Critique	Develop Formulate
Locate	Exemplify	Execute	Diagram	Defend	Generate

# SMART Goals Activity

What goals do you have for your community sessions? Are they SMART? What should participants be able to know, think, or do after the session?

Think on your own for 5 minutes then discuss in breakout rooms.



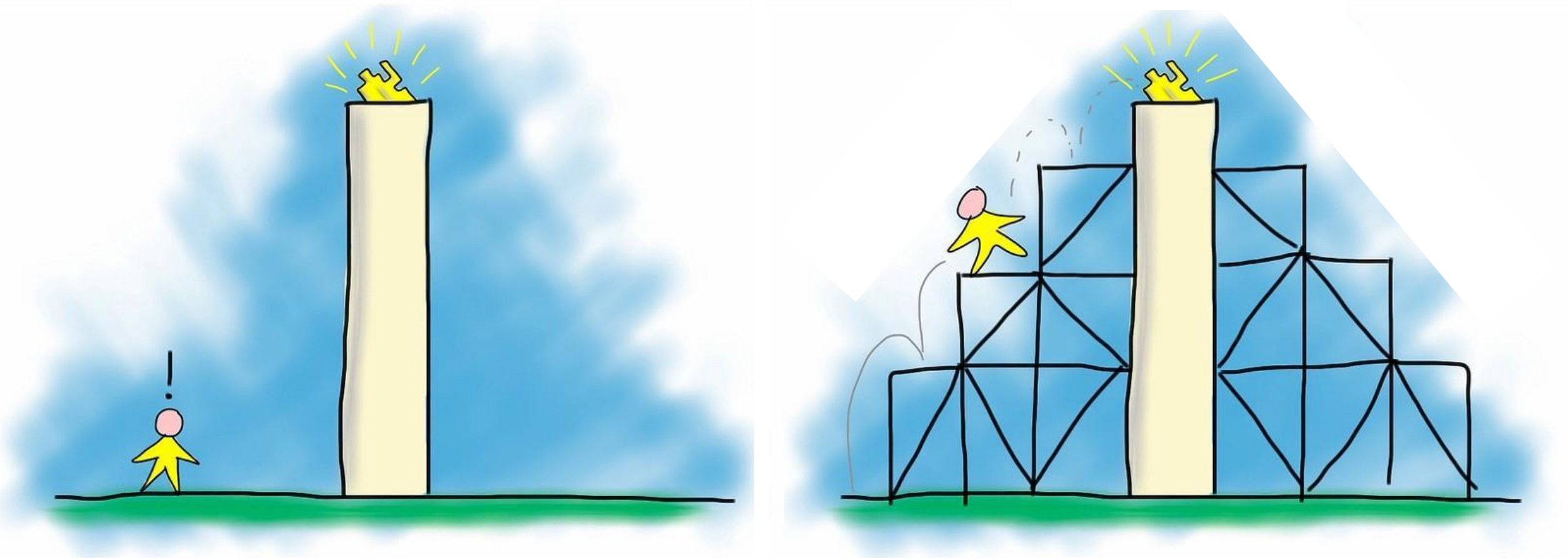


Understand the process of scaffolding

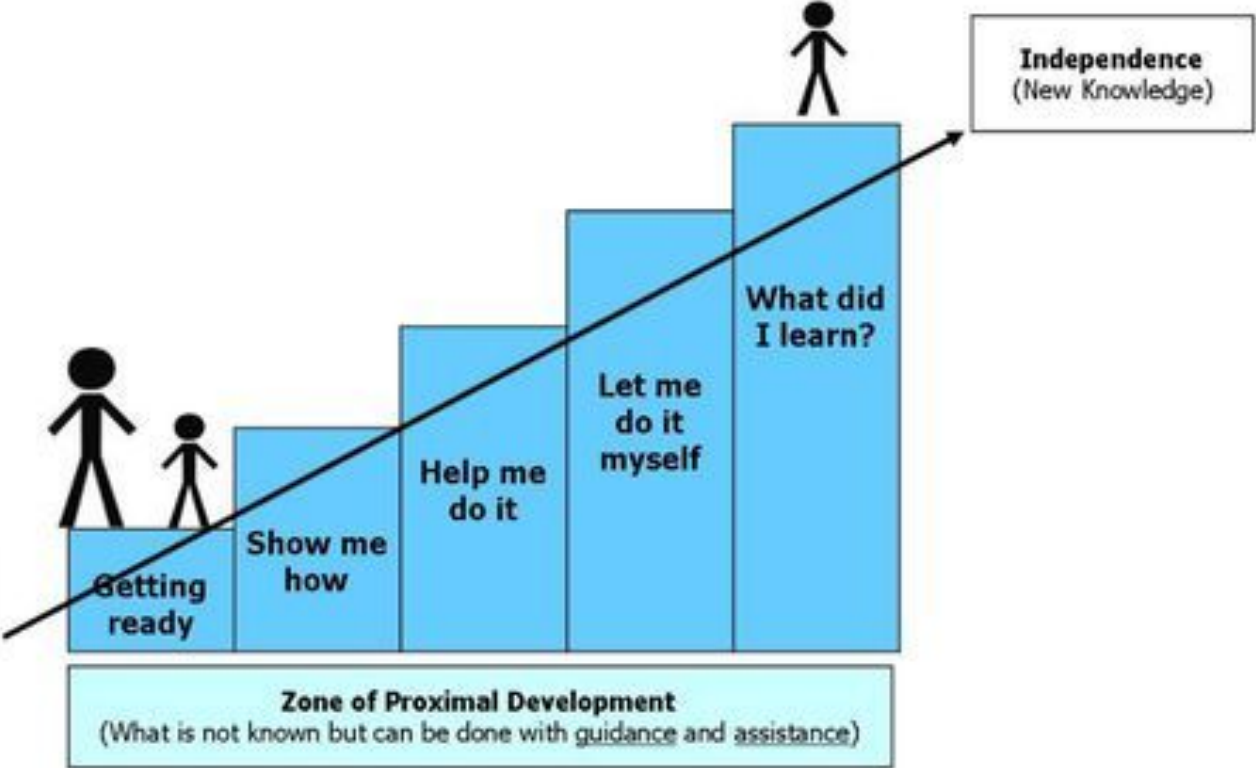
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**By the end of this section you will be able to...**

# What is Scaffolding?



# ZPD and Scaffolding



Example



# Characteristics of Scaffolding

1. It is a *collaborative* interaction with someone who is more knowledgeable.
2. It *operates in the zone of proximal development*.
3. It is *withdrawn* as a participant becomes more competent in using the skill or understanding a concept.



# Phases of Scaffolding

## The Gradual Release Model

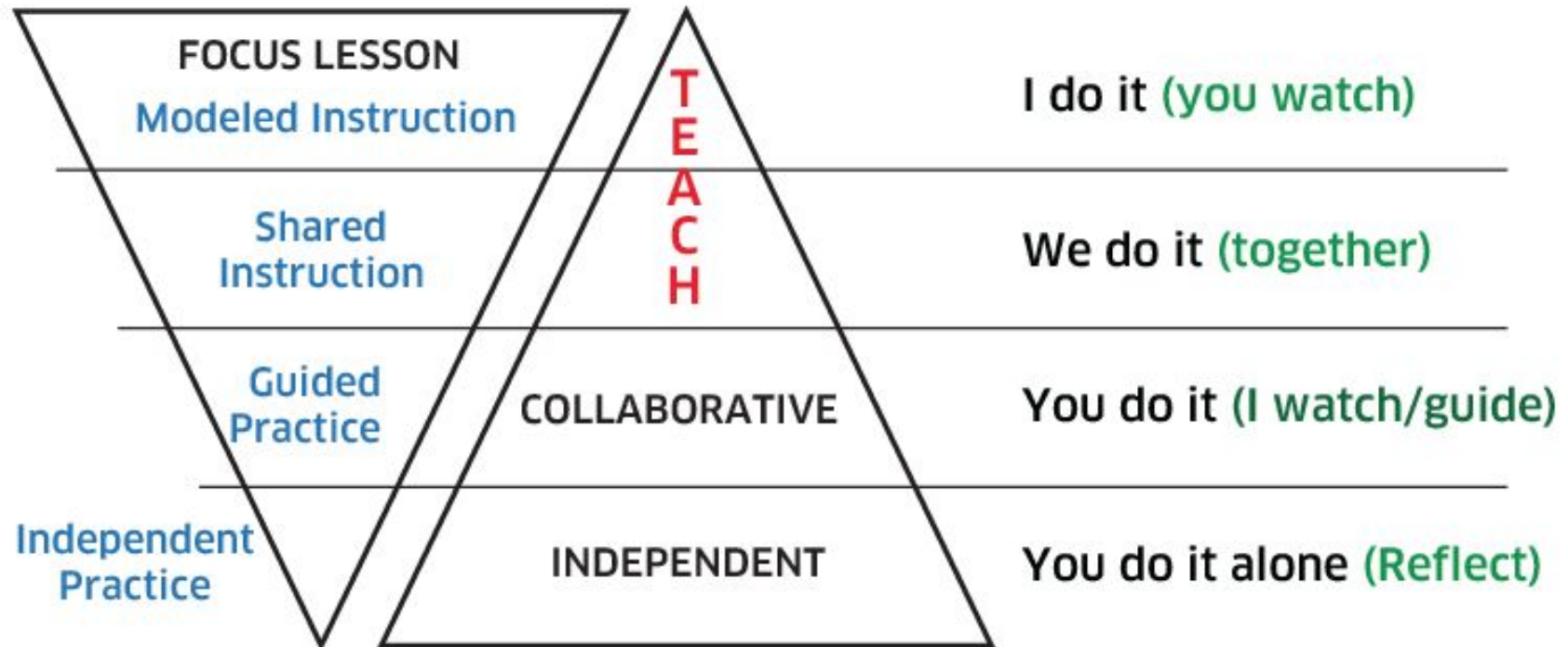


Figure 1: The Gradual Release Model

# Scaffolding Activity

What is a topic, concept, or skill you feel participants may struggle with? How can you scaffold it to guide participant learning?





Identify strategies for active learning  
and engagement

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**By the end of this section you will be able to...**

# Participant Engagement



**Create a  
Welcoming  
Community**

# What is a Welcoming Community?

A welcoming community is

- Positive
- Inclusive
- Accessible
- Equitable
- Supportive

# Reflection

Think back to experiences when you were a learner or participant:

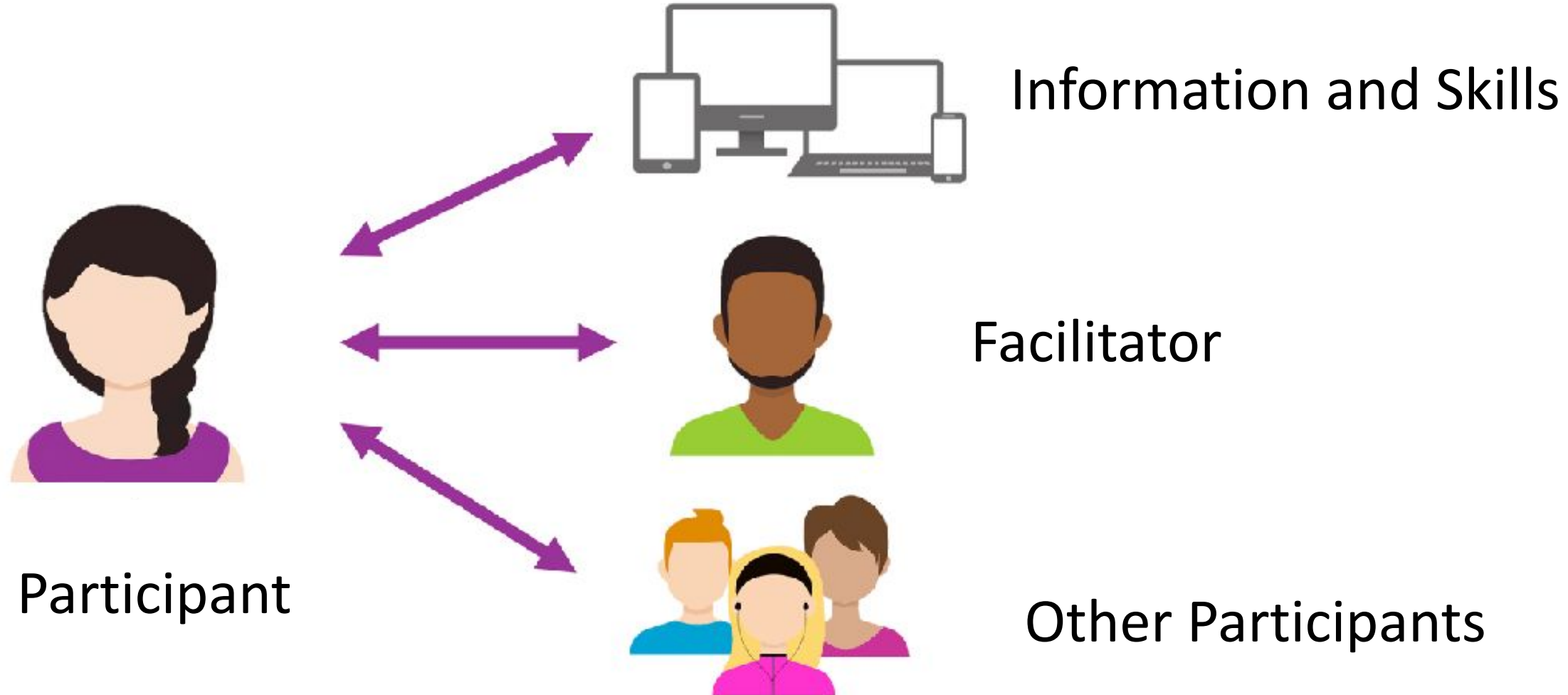
*What made those learning spaces feel supportive, welcoming, inclusive, positive, and accessible?*



# **Promote Interactions**

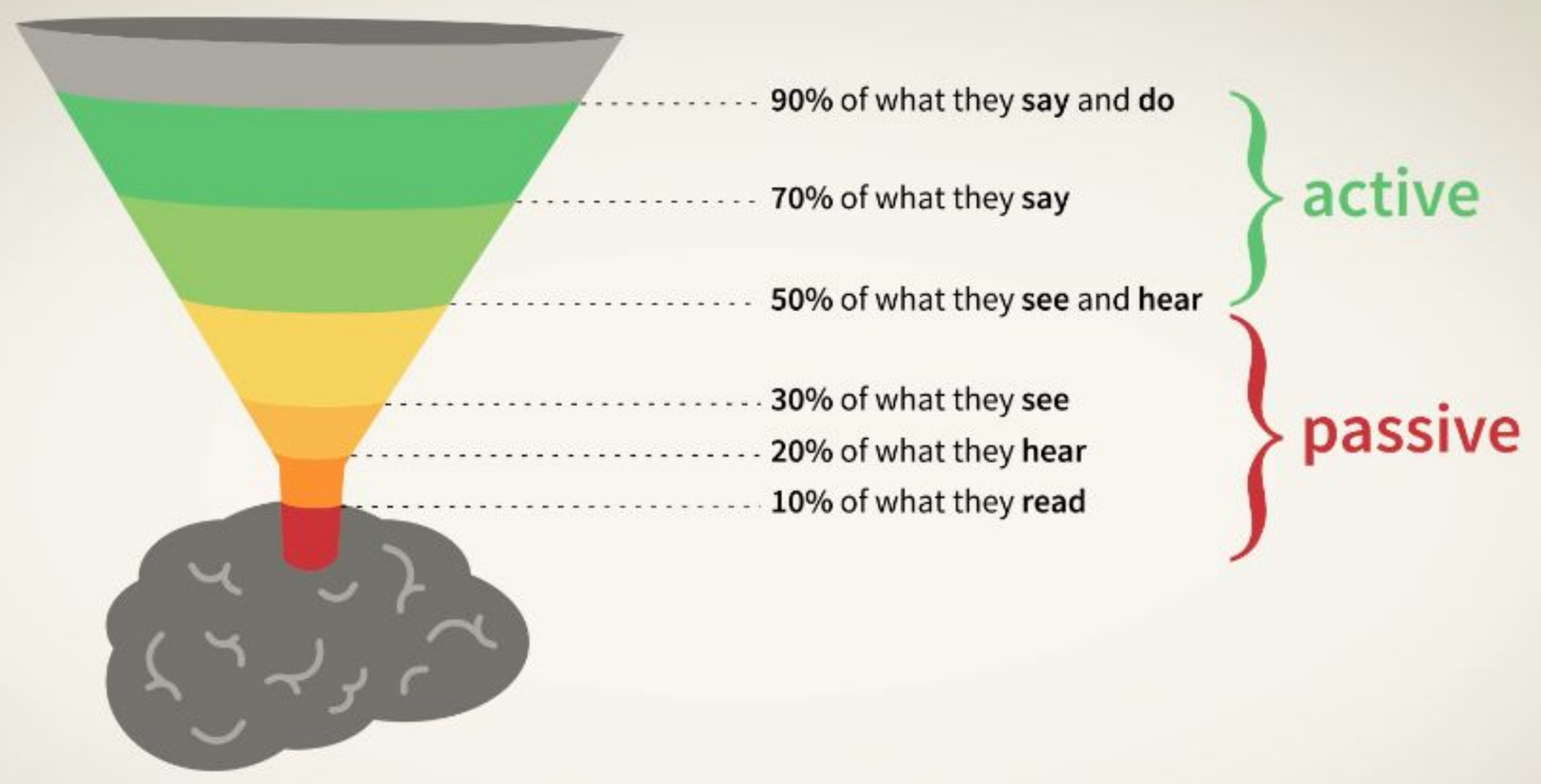


# Types of Interactions

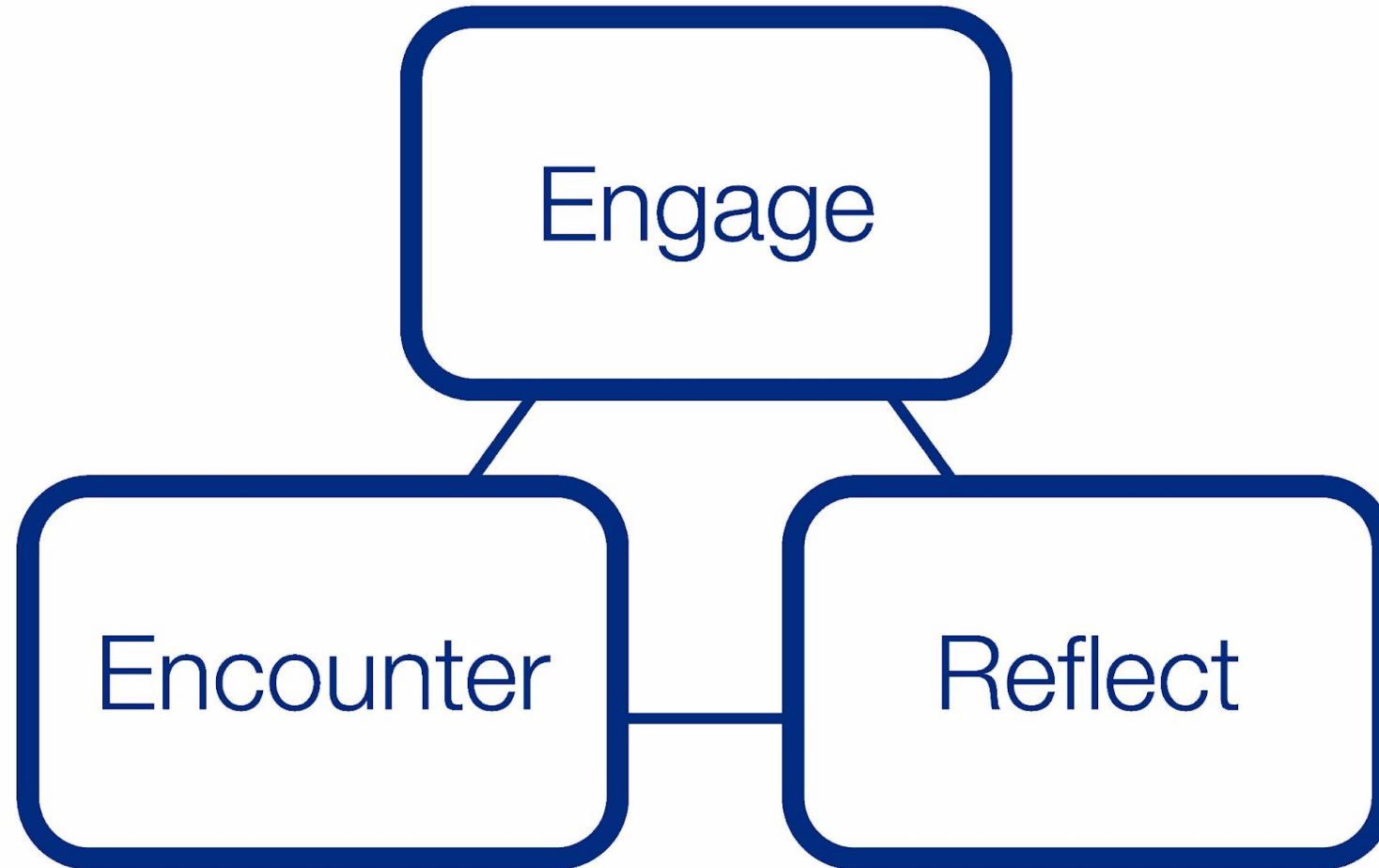


**Encourage  
Collaboration &  
Active Learning**

# Why is Active Learning Important?



# Active Learning Strategies



Active Learning Framework adapted from Fink (2013)

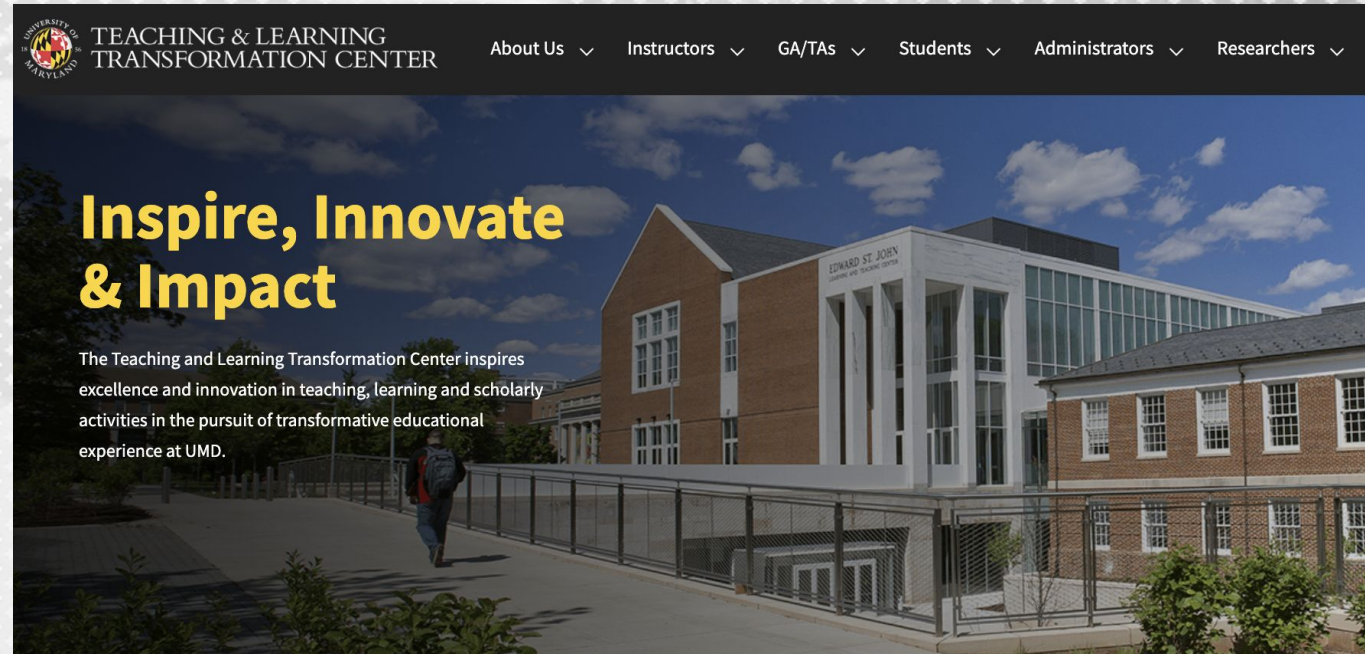
# Active Learning and Engagement Activity

What's your plan for increasing and/or improving collaboration, active learning and engagement in your community sessions?



# TLTC Resources - [tltc.umd.edu](https://tltc.umd.edu)

- Workshops
- Programs
- Consultations
- Learning Communities
- Classroom observations



Questions?

