



NATIONAL LEADERSHIP INSTITUTE'S TOOLKIT 2005 CURRICULUM DEVELOPMENT

Chapter Summary

Objective

To provide eLearning curriculum guidelines and resources to help technology directors develop, choose, and share digital content and courses.

Key Questions

- What are essential curriculum development design principles for eLearning content and courses for elementary school, middle school, high school and adult learners (K-12)?
- What dissemination models can facilitate distribution of these curriculum development design principles for eLearning content and courses to creators and consumers?
- What are some guidelines for sharing curriculum development design principles and standards for eLearning content and courses? How can SETDA contribute to the development and sharing of eLearning content and courses among states and private industry?
- What are some new and emerging technologies that could affect eLearning curriculum development, content and courses, and their delivery or distribution?

NLI Work Group Process

The 2004 NLI eLearning Curriculum Development Work Group attempted to enlighten the process by which technology directors and educators develop, choose, and share digital content and courses. Pre-NLI Work Group calls reinforced the idea that state technology directors must consider a wide range of problems and issues when developing and soliciting eLearning curriculum including issues of accessibility, copyright responsibilities, alignment with state standards, as well as financial limitations.

Until this time, technology directors have had limited opportunities to share eLearning curriculum and instructional practices across state borders. Ultimately, this problem stems from the wide ranging instructional and curriculum design practices employed in private industry and among state

curriculum developers. Thus, the Curriculum Development Work Group set out to develop a foundation of eLearning curriculum design principles that will allow for further collaboration among SETDA members to develop, choose, and share eLearning curricula.

Working from this core idea, the Curriculum Development Work Group divided into three subgroups. The first subgroup created a set of technical principles and guidelines for the development and delivery of digital content. The second subgroup created a model tool for technology directors and consumers of eLearning curricula to use when choosing online and electronic courses. The third subgroup explored the many methods of dissemination that these eLearning curriculum design principles could most effectively reach important target audiences including policymakers, teachers, students and parents as well as private curriculum developers.

The subgroups spent the NLI work sessions developing draft deliverables that were presented to the whole Work Group for suggestions and revisions. Because the subgroup tools built upon one another, members of subgroups spent considerable time within other subgroups sharing resources and state examples. These collaborative activities ensured that these SETDA tools were “owned” by all members of the Curriculum Development Work Group.

SETDA Tools Developed to Assist States

- **Principles and Considerations for Digital Content: Technical Specifications for Development and Delivery:** A set of essential curriculum development design principles and considerations for eLearning content and courses for elementary school, middle school, high school, and adult learners (K-12).
- **A Model to Apply or Judge eLearning Curriculum:** A selection tool to evaluate eLearning content and courses to apply or judge if essential curriculum development design principles and standards have been incorporated.
- **A Process for Creating Dissemination Models of eLearning Principles and Guidelines:** Dissemination models that can facilitate distribution of principles and guidelines for eLearning content and courses to creators and consumers.

Next Steps

- Develop a repository of eLearning curriculum development principles, standards, and policies currently being used in states and other arenas that can facilitate and encourage local, state and national sharing;
- Create and share a list of barriers and possible solutions for sharing eLearning curriculum development content and courses;
- Disseminate a list of current technologies available and places to watch for emerging technologies in and for eLearning curriculum development and delivery;
- Continue to develop guidelines, essential information, and resources for the technical specifications for digital content;

- Develop guidelines, principles, and resources for the development and delivery of digital content especially within the areas of teacher professional qualifications, program evaluation, and the administration, management, and infrastructure of digital content, courses and virtual schools; and
- Facilitate virtual meetings for SETDA members to define and develop other eLearning dissemination models such as model professional development kits, model brochures, and model presentations.