

Curriculum Design Template for Project 2 Curriculum Design

David Scheer

04/07/2021

What's In This Document?

This editable file contains the table and templates needed to complete the curriculum design activities in Chapters 7–10 of Santone (you can find it as an ebook in the libguide and can download the chapters).

- First, you'll find individual tables to support the steps in Chapters 7 and 8, respectively; think of these as “brainstorming” tools. (There are no stand-alone tables for Chapters 9 and 10).
- Next, you'll use the 3-Stage Unit Template, where you'll record your final work for all chapters. This template has separate tables for each stage of your unit (beginning, middle, and end).

When completing these, you will think about what you already established as your problem form our Chapter 1. Then, work to solve that problem through the design of curriculum. In the left column, Santone uses “concept;” let us use our competencies from the earlier part of your project 2. Another great resource I the book, Teaching Sustainably, Teaching Sustainability. Chapter 9 and 10 offer GREAT ideas for curriculum design processes.

For Chapter 7: Defining the Plot

Overview

The course under consideration is an existing 60-minute Qigong class (a form of non-martial Tai Chi) delivered for free weekly to the community for anyone who would like to attend. The classes are held at a local wellness spa and the curriculum is generally unstructured and free-form based on what the instructor would like to present that day. Limitations of the class are: capacity (the room can hold about 50 people), geography (only those able to travel to central Wisconsin are able to attend) and experience bound (there are newcomers perpetually) so the instructor cannot go beyond a basic template of movements each week.

The intention is to re-frame this course from a Sustainability perspective. In this re-frame we will:

1. Establish a rudimentary organizational structure of 4 blocks of 4 “lessons” that comprise a group of 16 movements in a unique form called Yin-Yang Medical Qigong.
2. Place the course on an online learning platform to address the limitations of Capacity and Geography.
3. Over time, upload additional reference material and activities to position the course for beginning, intermediate and advanced skill levels to address the experience bound limitation
4. Reframe this course using principles of Sustainability to both design the curriculum and as a guiding purpose: Sustain healing practices and education in the widest possible audience.

Table 7.1. Applying Concepts to Topics:

| | Topic/Skill | Topic/Skill | Topic/Skill |
|----------------------|--|---|--|
| Concept (Competency) | Move | Breathe | Be |
| Care for Environment | Mindful awareness of our physical environments and our movements in them that can facilitate care. | Mindful breathing in harmony with our surrounding environment. Paying attention to the breath of the Commons. | Utilizing the concept of Energy (Qi) to practice mindful awareness and non-verbal connection with our environment. |
| Care for Others | Qigong movements shared with groups of people to build community and acts of togetherness. | Qigong breathing techniques shared to wider audiences to help relieve stress. | Concept of Qi to create broader awareness and advocacy for our non-physical interconnectedness to each other. |
| Care for Self | The role of Qigong based <u>Movement</u> in personal Well-Being (Sustaining Self). | The role of Qigong based <u>Breathing</u> in personal Well-Being (Sustaining Self). | The role of Qigong based Energy (<u>Qi</u>) awareness in personal Well-Being (Sustaining Self). |

Plot: What would happen if . . . After learning Qigong skills related to both movement and breath, adult learners could integrate both these skills with a newly acquired understanding of energy (Qi) to increase their level of personal well-being and ability to “bounce back” after difficulty?

From that point, what if learners were able to take these personal Qigong skills and share them more broadly, engaging the wider community and environment?

For Chapter 8: Creating Intrigue and Suspense With Guiding Questions

Table 8.2. Question-Writing Structure

Use this table to generate, organize, and edit your guiding questions. Transfer your completed work into the appropriate part in the 3-Stage Unit Template that follows. The template has separate tables for Stages 1, 2, and 3 of your unit or course.

| Overarching Questions | | | |
|---------------------------------|---|--|--|
| | Stage 1: The Story Begins | Stage 2: The Plot Thickens | Stage 3: The Resolution |
| Facts (Close-Ended) (Delete) | Because this is an Adult Learner course teaching Qigong movements, Close-Ended factual information is not emphasized and generally will only be provided as secondary reference material. Emphasis is placed on engaging in activities in the domains of movement, breath and energy (Qi) . Consequently, I am deleting the “Close Ended” section. | | |
| Stakes (Open-Ended) | <ol style="list-style-type: none"> 1. What do you know about Qigong as opposed to Tai Chi? 2. Have you ever felt better after you performed certain movements or took certain kinds of deep breaths? 3. Have you ever felt a non-verbal interconnectedness between living things and were curious to know more? 4. Have you ever known someone who was physically, mentally or emotionally injured or sick and who healed using methods that were different than taking pills or going to a traditional doctor? | <ol style="list-style-type: none"> 1. What additional information would you like to learn about Qigong? 2. Why do you think you felt better after performing those movements or took those breaths? 3. What is really happening in this feeling of interconnectedness? 4. How did this “non-traditional” healing actually happen? Is this just a bunch of stories, or is there something to these? | <ol style="list-style-type: none"> 1. What could change if you learned more about Qigong? 2. What would happen if you tried to develop a consistent rhythm of moving and breathing in certain ways? 3. If a non-verbal interconnectedness really exists, how could I become aware of it and “touch” it? 4. Where could my life go in terms of my own healing, if I were able to “tap into” this type of healing? |

3-Stage Unit Template - Enter your final work for Chapters 7–10 into this template.

STAGE 1: The Story Begins

Lessons at this stage help learners

- Identify connections to topics.
- Raise questions.
- Identify assumptions and prior knowledge.

| Stage 1: Guiding Questions (from Table 8.1) | | |
|---|--|---|
| Learning outcomes <i>Learners will understand that . . .</i> | Standards/objectives <i>We know learners know when they can . . .</i> | Activities /assessments/resources |
| Learners will understand that Qigong practices involve body movement, breathing and meditation toward purposes of health and spirituality, not martial ends. | <ul style="list-style-type: none"> • We know learners know when they can ask probing questions to help them elaborate their base understanding of Qigong. | <ul style="list-style-type: none"> • Instructor provided Qigong background materials (references) on the history and scope of Qigong and Oriental Medicine. • Survey of who and where Qigong is practiced in the present day. • Materials explaining the difference between Tai Chi and Qigong. |
| Learners will understand that the movements and breathing methods of Qigong can contribute to overall personal health and well-being. | <ul style="list-style-type: none"> • Demonstrate consistent, enthusiastic attendance at both in-person and online Qigong offerings. • Because this understanding needs to be personally felt, the main objective here is that we know learners know when they prioritize both their attendance to the classes and engagement with the content. | <ul style="list-style-type: none"> • 1-hour long Qigong classes that focus on physical movement or breathing or both together. • In-class verbal visualizations where the instructor describes the relationship between a person’s human organs to Oriental Medicine principles. • Story telling - voluntary sharing of personal stories and anecdotes conveying how Qigong movements and breath have helped each person. |
| Learners will understand that developing an awareness and understanding of non-verbal connection and energy exchange between all living things has value in their journey to make meaning in their own lives. | <ul style="list-style-type: none"> • We know learners know when they begin to demonstrate that they can synthesize the movement and breathing practices with a heightened awareness of what Qi means at how it is taking a place in their lives. | <ul style="list-style-type: none"> • Intermediate to advanced classes focusing on Qi movement beyond the self. • Personal Journaling writing about their own personal thoughts and opinions of non-verbal connections. • Journal activities guided by creative walks to heighten awareness and notice non-verbal connection queues in the natural world. • Shared story telling of impacts this awareness is having in learners’ lives. |
| Learners will understand that practicing Qigong can be a powerful way to strengthen their ability to bounce back from adversity (personal | Evaluate the efficacy of a Qigong practice in improving learners’ own health and ability to bounce back from adversity. | <ul style="list-style-type: none"> • Informal interviews with friends/family to discover real world examples of non-traditional methods of healing. |

| | | |
|---|--|---|
| <p>resilience) and can be an important component of an integrative health approach.</p> | | <ul style="list-style-type: none">• Journal activity to remember a time in their own lives when unexpected healing happened.• A Compare and Contrast exercise of Western Medicine vs. Qigong principles in addressing a difficult time the learner has experienced or is currently experiencing. |
|---|--|---|

STAGE 2: The Plot Thickens

Lessons at this stage have learners:

- Explore, experience, and test ideas.
- Analyze, interpret, and synthesize information.
- Evaluate different perspectives.

| Stage 2: Guiding Questions | | |
|--|--|--|
| Plot Lines <i>Learners will understand that . . .</i> | Standards/objectives <i>We know learners know when they can . . .</i> | Activities /assessments/resources |
| Learners will understand that developing a more advanced understanding of Qigong has value beyond their personal needs and that they are responsible to own their learning. | Ask ever increasingly complex questions about Qigong and take responsibility for their own knowledge building. | <ul style="list-style-type: none"> • Create ad hoc “Qigong Challenges” that ask learners to focus on one learning activity or movement per week. • Continue to offer supplemental resources to learners for self-study and discovery. |
| Learners will understand that the benefits of Qigong arise from more than just movements and breathing, and that the whole is more than the sum of the parts. | We know learners know when they acquire a new skill by successfully and uniquely combining Qigong movements with Qigong breathing. | <ul style="list-style-type: none"> • Perform Qigong movement activities with enough repetition for learners to develop confidence. • Perform Qigong breathing activities with enough repetition for learners to develop confidence. • Performing modeling activities on techniques to combine movement and breathing in unique ways. |
| Learners will understand that through the recognition of connection, they can, if they choose, explore a deeper, even spiritual essence that is present during their Qigong practice. | We know learners know when they can express an intellectual or emotional experience as a result of a meditative exploration. | <ul style="list-style-type: none"> • Guided meditation activity. • Journaling about meditation experiences. • Video examples of meditation techniques. • Advanced deep breathing exercises. |
| Learners will understand that the benefits of Qigong are both valid and have efficacy. Moreover, they are realizing that these benefits have applicability to them as an individual and a wider audience in the community. | We know learners know when they can analyze the observed real benefits of Qigong along with the advertised benefits to draw their own conclusions about the efficacy of the Qigong practice. | <ul style="list-style-type: none"> • Mini evaluation activity to review journal entries from earlier days and more recent days. • Video testimonial exercise to reflect on where they started as a Qigong learner and where they have come. • Peer-interviews to understand how other learners may have overcome obstacles or other challenges to their learning. |

STAGE 3: Decision-making and Ending

Lessons at this stage help learners:

- Evaluate effectiveness of solutions
- Assess costs and benefits to various stakeholders.
- Decide whether solutions address root causes or just the symptoms.

| Stage 3: Guiding Questions | | |
|---|--|---|
| Plot Lines <i>Learners will understand that . . .</i> | Standards/objectives <i>We know learners know when they can . . .</i> | Activities /Assessments/Resources |
| Learners will understand that developing a more advanced understanding of Qigong can help facilitate healthy change at both their own personal level and a community level. | We know learners know when they demonstrate self-motivation to take what they have learned about Qigong to a wider audience in their local community by volunteering to teach more novice learners in class and members of the community outside of class. | <ul style="list-style-type: none"> • How to Mentor Others in Qigong activity. • Activity to create a “Qigong in the Community” toolkit. • Activities to network with other Qigong enthusiasts further away than local community. • Activities to explore the concepts of Communities of Practice and Communities of Concern |
| Learners will understand that developing a long term Qigong personal practice will elevate their levels of Care for Self and Care for Others. | We know learners know when they demonstrate a degree of engagement with Qigong where it has integrated into their daily life. Additionally they demonstrate Qigong Principles in their Care for Others. | <ul style="list-style-type: none"> • Activities to build a support network that reinforces long-term personal Qigong practice. • Create a Tips catalog. • Exploring content that describes how to Care for Others using the principles of Qigong. |
| Learners will understand that by exploring the spiritual essence of Qigong they may be newly and robustly equipped to help promote and sustain the healing efforts of others. | We know learners know when they share stories about awareness and connection that helps others negotiate difficult times. | <ul style="list-style-type: none"> • Activities to explore Care for Others concepts. • Participation at local Volunteer organizations. • Networking with organizations the foster connections and support of others enduring difficult times. |
| Learners will understand that their healing capacity extends beyond themselves and other people they know, but also to the surrounding environment. | We know learners know when they rationally and credibly demonstrate a Care for the Environment that is oriented toward communal healing and vitality. | <ul style="list-style-type: none"> • Activities that explore the concept of Care for Environment. • Journaling activities to brainstorm how healing can be conceived beyond an individual’s person. • Field work to perform Qigong-based work to help non-human living organisms. |

Write a half-page reflection and any questions that still remain for you.

Development of this curriculum is being done just after completion of a 16-movement Qigong online video course. Going forward, I would like to explore the opportunities to take the Sustainability re-frame of this curriculum and more fully integrate it into the 16-movement online course. The creation of the course for this class has helped me learn new approaches and structures that I can use in our current online course, but also in future course creation. The principle of “start with the Plot” emphasized for me the importance of the story narrative in the generation of content and crafting of pedagogy.

Additionally, my next steps for the integration of the Sustainability Reframe and the existing online course would be using what I have learned to gather supplemental material that reinforces the plot. In my discussions in this project, I also realized that instead of just presenting our online course as a series of videos, that we could indeed identify key points in the curriculum for learners to engage with Journaling and their own story telling.

Lastly, I learned that it is important for us to help learners draw the connections between this material and its applicability beyond self, into the realm of the broader community. Other questions that still remain for me:

1. Without having the job of a “formal educator” how can I have enough repetition designing and creating curriculum such that I can help others translate their in-person classes online quicker?
2. How can I further explore presenting other seemingly non-sustainable topics within a Sustainability re-frame or orientation?
3. As this course has evolved, I can see opportunity to re-visit the different sections and better align ideas, context and language.
4. From here, I ask, what is my own personal role and path forward within an Educational Sustainability context, knowing what I know and having the experience I have?