

# Overview of Curriculum Development

***The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.***  
**Alvin Toffler**

## Continuing Legal Education Organizing Questions

- **Who** are our learners?
- **What** do we teach? **Content**
- **How** do we teach? **Process**
- How do we **evaluate**?

Patricia H. Murrell, Leadership Institute in Judicial Education

**Adult development theory** is a useful tool in describing adult professional learners as well as in describing educational outcomes.

- We should use **learning models** that were developed based on an understanding of adults.
- Adults are capable of continued **growth and development** throughout the lifespan.
- Professionals bring meaningful **life experiences** to the learning environment, and this invaluable asset should be acknowledged, tapped, and used.
- Professionals are interested in both **practice and theory** and in both **personal and professional development**.
- Professionals are most motivated when the course includes the **practical application** of the concepts to their work, their lives, and relevant problems.
- Professionals need **experiential** opportunities to integrate new ideas with what they already know if they are going to retain—and actually use—the new information.
- Professionals benefit from **action learning**, which encourages learning from each other and applying new learning to individual or group projects.
- **Communities of practice** with colleagues, whether face to face or virtual, can provide a forum to reinforce new learning and expand practice.

## Curriculum development:

- should focus on both educational **content** and educational **process**
- should provide learners a balance of **challenge** and **support**

**Continuing legal education programs** should serve the **needs** of the individual and the organization:

- Consider the characteristics and needs of your learners
  - May be instrumental and pertain to **doing**
  - May be developmental and pertain to **being**
- Consider the needs of the organization, profession, and the public

### **Continuing Legal Education Curriculum Components:**

- Cognitive Information/Knowledge: New Court Decisions, Legislative Update, Procedural and Evidentiary Rules, Substantive Law, Emerging Issues, Knowledge from Other Disciplines
- Skills: Writing, Decision-making, Conflict Resolution, Oral Argument, Client Relations, Practice Management
- Personal Authenticity/ Ethics: Bias, Interpersonal Behavior, Ethics, Cultural Competence and Diversity, Leadership
- Personal growth and development: Physical and Mental Wellness, Life Balance and Resilience, Financial Security, Career Development

### **Continuing Legal Education and Literature:**

- Can address in non-threatening and creative way, issues regarding:  
Personal authenticity/ Ethics  
Personal growth and development

### **The learning environment:**

- Psychologically comfortable – relaxed yet stimulating; collaborative rather than competitive; free of stress, humiliation, ridicule; respectful of learners and subject matter
- Physically comfortable – temperature, seating, breaks
- Physical space conducive to experiential, interactive learning
- Boundaries – agenda, expectations, structured learning activities
- Openness – connecting with your learners through dialogue, Q&A; having your learners connect with each other through small group discussion and interactive exercises
- Hospitality – name tags, table tents, refreshments, breaks

### **On-line learning and “What’s worth showing up for?”**

- Blended learning: requires consideration of which presentation strategies are best delivered online or face-to-face for optimal outcomes.
- Inverted classroom: lectures are posted online and in-class time is used for homework, peer learning, interaction with instructor
- What are the advantages of physically being in the same room with the presenter and other participants?

***“To teach is to create a space in which the  
community of truth can be practiced.”***

Parker J. Palmer

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