OnlineMedEd

Best Practices for Designing an Authentic Curriculum

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What is an Authentic Curriculum?

An authentic curriculum prepares learners to perform in the workplace by acquiring prerequisite skills, knowledge, and attitudes.

It incorporates:

- Real-World Problems
- Students as Stakeholders
- Discourse Among Learners

- Learner-Centeredness
- Outcomes Focus
- Higher Order of Thinking

Using Miller's Pyramid, educators establish an Authentic Curriculum by focusing on the skills necessary for the learner to complete the training program.

Miller's Pyramid corresponds with Bloom's Cognitive Taxonomy, where lower-order taxonomy verbs fulfill *knowledge* while higher-order taxonomy verbs fulfill *doing*.

> **Learning objectives** are what an instructor wants to *teach*.
> **Learning outcomes** are what a learner can *do* - they are measurable.

Promote stronger retrieval of medical knowledge by using Bloom's Taxonomy to construct opportunities for the learner to gain executive functions and critical and scientific thinking within the curriculum, courses, or bedside.

> To establish that higher order of thinking,
> use a **backward design** process to create those outcomes.

The Backward Design process allows the creator to focus on the outcomes first and work backwards through the process to ensure those outcomes are successfully connected throughout the learning process.

An Example of the Backward Design Process (Course Activity for Active Learning)

1. Write learning outcomes for the session.

2. Write assessment materials.

3. Design the activities for the session.

4. Pause: map outcomes, assessments, and activities.

5. Select pre-work (e.g., OnlineMedEd).

6. Read and watch the videos for lessons that may contain relevant content.

7. Calculate curricular time for selected lessons.

8. Write learning objectives for the session.

Selected References
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