



## Educational Design and Delivery

# Overview of Educational Design & Delivery

VRKC: Volunteer Research Knowledge Competency Taxonomy

### Intended Audience:

4-H volunteers

### Learning Outcomes:

- Volunteers will identify the competencies or skills needed for educational design and delivery in their 4-H role.
- Volunteers will be able to explain the role and benefits of educational design and delivery skills in their 4-H role.

### Time:

20 – 30 minutes

### Supplies Needed:

- Pencils and paper
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

### Do Ahead:

Prepare handouts.

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### Volunteerism for the Next

#### Generation:

<http://nextgeneration.4-h.org/volunteerism/>

### 4-H National Headquarters:

<http://www.national4-h-headquarters.gov/>

## INTRODUCTION

Volunteers are critical partners in delivering 4-H youth development programs. Volunteers need to demonstrate the ability to plan, implement, and evaluate research-based learning opportunities that effectively promote positive personal development. Acquiring the skills and knowledge needed for educational design and delivery in your 4-H role will allow you to competently provide service and contributions to the 4-H organization. (Power Point Slide 1)

## WHAT TO DO

### Activity 1: Observe It!

Distribute Handout 1. Explain that as participants experience any of the seven competencies of educational design and delivery during this workshop, they should record their observations on the handout.

Educational design and delivery skills is one of six domains identified by research as necessary for 4-H volunteers to understand and utilize. The research identified seven competencies or skills of educational design and delivery that we are going to review. Using Handout 2 and the Power Point presentation, we will define each competency and explore its importance to you as volunteers. (Power Point Slides 2-9)

- Use of Age-Appropriate Activities
- Utilization of Multiple Teaching Strategies
- Understanding of Differences in Learning Styles
- Knowledge of Subject Matter
- Team Building Skills
- Application of Experiential Learning
- Program Evaluation Methods

### Activity 2: How Does It Fit?

Ask participants to break into groups of three or four people. Give each group a piece of flip chart paper and markers. Ask each group to identify three of the educational design and delivery skills they would like to implement more in their 4-H club or program. Have them answer these two questions about each skill:

- What do I need to know about this competency to do it well?
- What will it mean for my club/program if I implement this competency well?

After they've created their lists, have each group combine with one other group and share with each other. Ask each group to turn in a summary of their discussion and the answers to the two questions for their chosen competencies.



**VRKC: Volunteer Research  
Knowledge Competency  
Taxonomy for 4-H Youth  
Development:**

[http://www.national4-h  
headquarters.gov/comm/vrkc.pdf](http://www.national4-h<br/>headquarters.gov/comm/vrkc.pdf)

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**Conclusion:**

Having effective educational design and delivery skills provides volunteers with confidence in their 4-H roles. Engaging youth and others in the educational design and delivery skills that are needed to provide positive youth development programming strengthens the quality and impact of each activity and event. (Power Point Slide 10)

**TALK IT OVER**

**Reflect:**

- Did you think about anything differently when you shared with the other group? Please explain.
- Taking another look at Handout 1, did you observe or experience any of the educational design and delivery skills during this workshop? Which ones?
- What can effective educational design and delivery skills do for your 4-H club or program?

**Apply:**

- List educational design and delivery competencies you'd like to learn more about.
- Who are others in your 4-H club or group who would benefit from learning about these topics, and will you encourage them to participate in future workshops?

**EVALUATION**

Ask each participant to complete the evaluation tool (Handout 3).

**ENHANCE or SIMPLIFY**

Record the answers to the *Talk It Over* session on flip chart paper. Have the participants prioritize the list. Use the list for planning future volunteer workshops.

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### Observe It!

As you participate in the workshop, when you experience any of the educational design and delivery competencies, briefly record the observation in the space below. At the end of the workshop, you will have the opportunity to share your observations.

Competency	Observation
Use of Age-Appropriate Activities	
Utilization of Multiple Teaching Strategies	
Understanding of Differences in Learning Styles	
Knowledge of Subject Matter	
Team Building Skills	
Application of Experiential Learning	
Program Evaluation Methods	



## Handout 2

## Competencies of Educational Design and Delivery

It's important that volunteers demonstrate the ability to plan, implement, and evaluate research-based learning opportunities that effectively promote positive personal development. Each competency in the Educational Design and Delivery domain listed below includes a definition and the importance to volunteers.

### Use of Age-Appropriate Activities

*Definition:* Understanding and selecting teaching tools and activities that match the growth and development of the individual learners.

*Importance to volunteer:* Being able to select developmentally appropriate activities and teaching tools, volunteers will be more successful in providing an environment where youth will find success and learn.

### Utilization of Multiple Teaching Strategies

*Definition:* Selecting and using a variety of teaching methods to meet the different learning styles of youth that provides the most positive environment for learning.

*Importance to volunteer:* The most effective teachers are those who encourage their students to learn through hands-on discovery and use multiple teaching strategies.

### Understanding of Differences in Learning Styles

*Definition:* Understanding the differences in the way people learn and process information.

*Importance to volunteer:* Volunteers in teaching roles are better equipped to select teaching methods that will provide the greatest opportunities for youth to learn when they understand their different learning styles.

### Knowledge of Subject Matter

*Definition:* Involves the knowledge in a specific subject matter area, 4-H project or activity.

*Importance to volunteer:* Volunteers provide expertise in a subject matter area that is essential to their specific volunteer role. It is this area that they teach and share for others to learn.

### Team Building Skills

*Definition:* Working together to reach goals is the foundation for team building. Its focus is to build on the assets of each team member to bring out positive communication, leadership skills, and the ability for the group to solve problems.

*Importance to volunteer:* Team building is a critical skill for volunteers, not only as they work with other volunteers but also with youth. Teaching youth team building skills provides them with an essential component of leadership development.

### Application of Experiential Learning

*Definition:* The method of learning through reflection after doing and applying what was learned to a new situation. In 4-H, this is commonly called, learning by doing.

*Importance to volunteer:* This learner-centered educational method is the primary teaching learning strategy used in 4-H youth development programs. Volunteers create an environment where youth will experience or be active with something, reflect on what happened and why, and then apply what was learned to a new situation. Volunteers guide learners through the process

### Program Evaluation Methods

*Definition:* Understanding why and how to measure and communicate the difference a program, activity or event had on the participants.

*Importance to volunteer:* Volunteers need to be able to measure and communicate the difference they are making in the lives of youth and in the community.



*Volunteerism for the Next Generation*



## Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding      2 = Understand somewhat      3 = Clear understanding

	NOW – After the training			THEN – Before the training		
1. I can identify the competencies or skills needed for educational design and delivery in my 4-H role.	1	2	3	1	2	3
2. I can explain the role and importance of educational design and delivery skills in my 4-H role.	1	2	3	1	2	3
3. I can explain the benefits of educational design and delivery skills in my 4-H role.	1	2	3	1	2	3

- Please list at least two ideas or skills that you learned as a result of this presentation.
  
- How will you use what you learned in this presentation?

