



**Who Can Use the
*Transportation Equity
Project* Training Materials**

and How to Teach Using Lesson Plans

GUIDEBOOK 4

VERSION 2

Guidebook 4: Who Can Use the Transportation Equity Project Training Materials and How to Teach Using Lesson Plans

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The full series of *Transportation Equity Toolkit* resources is available online at:

Suggested Practices for the Transportation Planning Community

<https://placeandhealthwv.com/transportation/suggested-practices-for-the-transportation-planning-community/>

The *Transportation Equity Toolkit* is a component of:

Place & Health in West Virginia and underrepresented populations:

<https://placeandhealthwv.com>

The website and its contents seek to reframe the way West Virginians think about and address population health less automatically as individual responsibility shaped by access to healthcare and more as the outcome of intentional policy decisions that leaders make about the places where people live, work, and play.

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Guidebook 4: Who Can Use the *Transportation Equity Project* Training Materials and How to Teach Using Lesson Plans

Introduction to *Guidebook 4: Who Can Use the Transportation Equity Project Training Materials and How to Teach Using Lesson Plans*

Guidebook 4 presents a brief overview about using this *Transportation Equity Project's* training module, *Teaching the Transportation Planning Process to Underrepresented Citizens*, especially for new trainers. It explains who can use the materials, strategies for teaching adults, and how to use lessons plans that offer step-by-step instructions for teaching a topic.

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Who Can Use the Training Module *Teaching the Transportation Planning Process to Underrepresented Citizens*



The *Training Module for Teaching the Transportation Planning Process to Underrepresented Citizens: “Why Getting Involved in Transportation Planning is So Important”* can be used by anyone who wants to teach about the local transportation planning process with a focus on transportation equity and engaging underrepresented citizens. It was designed primarily for use by transportation planners affiliated with the Morgantown Monongalia Metropolitan Planning Organization (MMMPO). However, others who may want to use the materials include engineers, administrators and experts involved in the local transportation planning process (i.e. Bicycle Safety Board, Pedestrian Safety Board, City and County Planners, etc.); and local city or county leaders. The modules can also be adapted and used by these same types of people across West Virginia.

Social service agencies and non-profit organizations in Morgantown and Monongalia County that want to teach staff members and/or clients about transportation planning may also find the materials useful.

Additionally, transportation planners and social service agencies may want to team up to teach. Transportation planners bring expertise and experience with the relevant transportation processes and policies. Social service agency and civic group members bring expertise and experience communicating and working with local and underrepresented residents. It would be particularly effective to present the materials in partnership with a social service agency whose staff members understand underrepresented populations and their particular challenges.



Fundamental Instructional Principles



To be effective when teaching adults about transportation planning or any topic, it's helpful to follow some fundamental instructional principles. The materials and Lesson Plans provided in the *Transportation Equity Toolkit* are designed to help you achieve those principles.

1. Know the learners' characteristics and their attitudes about the topic.
2. Have clear goals and objectives for the training, i.e. clearly identify what the learner will know and be able to do as a result of the training, and then teach to those objectives.
3. Make the training "adult learner-centered," i.e. include adults in the training in a meaningful way by incorporating and building upon their relevant life experiences and knowledge so that they relate to the topic and it more fully enhances their learning.
4. Conduct activities and use creative placemaking strategies to allow learners to better understand, practice, and apply what they've learned.

Note that these instructional principles are general recommendations and for the purposes of this training are modified by observations about rural, underrepresented populations.

Using Lesson Plans for the Training Module *Teaching the Transportation Planning Process to Underrepresented Citizens*



The training materials are presented in a Lesson Plan format, which guides an instructor step-by-step through the process of teaching each topic. This format essentially coaches a person through the training and helps make training easier for an instructor, especially a new instructor.

A Lesson Plan includes the components outlined in Figure 1 below, Components of a Lesson Plan. Each component is described in Table 1: Descriptions of Lesson Plan Components immediately following Figure 1. Each topic covered in the training module *Teaching the Transportation Planning Process to Underrepresented Citizens* includes a Lesson Plan along with detailed information for each relevant lesson plan component.

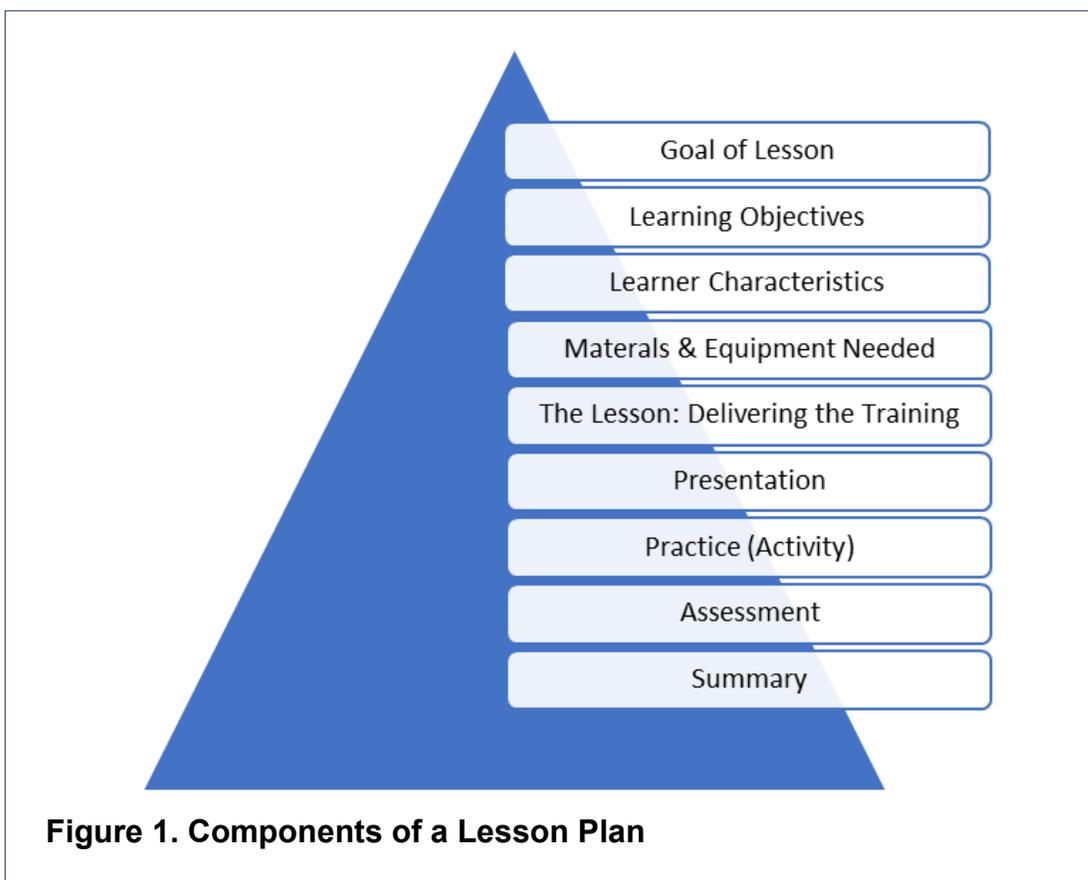


Table 1. Description of Lesson Plan Components

Lesson Plan Component	Description
Goal of Lesson	Purpose / Reason for teaching the topic
Learning Objective	Knowledge or skills learner will gain as a result of the training, i.e. what will the learner know or be able to do as a result of the training.
Learner Characteristics	<p>Specifics about a learner that help instructor create tailored instructions to address those characteristics (which can be personal, academic, social/emotional, or cognitive):</p> <ul style="list-style-type: none"> • Personal characteristics: age, gender, socio-economic status, cultural background, specific needs or impairments to learning, ex. reading and/or comprehension literacy; • Academic: prior knowledge, education level; • Social/emotional: place of individual within a group, sociability, self-image; experience or lack of experience in educational settings or with civic engagement; • Cognitive: types of learning styles: (Visual, Auditory (or aural), Reading and writing; Kinesthetic (hands-on) (VARK model). <p>An instructor should try and determine as many of these characteristics as possible about the learners he or she will be engaging. Some characteristics, like age and gender can be readily observed. Others, such as a person’s comfort level speaking in a group, can be observed through classroom discussion. Because learners possess different learning styles, activities provided in the training module incorporate a variety of visual, verbal, reading/writing, and hands-on options. In all cases, seek to create a safe and welcoming environment so that all participants feel free to engage and express themselves.</p>
Materials & Equipment Needed:	Items needed for the session: Materials such as handouts, materials for activities, flip charts, etc.; equipment such as computer, projector, screen, other technical items needed
Background Information	Background information relevant to the topic, for the instructor
Notes for Presenting the Topic	Step-by-step recommendations/instructions for presenting the main points to the learner or conducting an activity

Table 1. Description of Lesson Plan Components, continued

Lesson Plan Component	Description
Suggested Script and Visuals, Discussion, Activities	A suggested script to use along with matching PowerPoint slides/images, points to discuss, and questions to ask
Practice Activity	Creative placemaking-type activities that allow the learner to better understand the new information or practice and apply new knowledge or skills (helps improve learning) (Role-playing, group interaction, game-playing, drawing....)
Assessment	Strategy for determining if learner has learned the new knowledge or skills
Summary	Review of content taught and main takeaway points to remember

Adapted from: <https://educationonline.ku.edu/community/4-different-learning-styles-to-know>
The VARK Model (Visual, Auditory, Reading/writing, and Kinesthetic learning styles). The University of Kansas, School of Education and Human Sciences.



Guidebook 4: Who Can Use the Transportation Equity Project Training Materials and How to Teach Using Lesson Plans offers advice about the types of experts including transportation planners, social service providers and others who may find the *Training Module for Teaching the Transportation Planning Process to Underrepresented Citizens: “Why Getting Involved in Transportation Planning is So Important”* useful for teaching purposes. The training module is designed to teach underrepresented citizens about the transportation planning process and why their participation is important. Many other audiences may find the information helpful.

When teaching underrepresented citizens about transportation planning using the *Transportation Equity Project’s* training module, it may be helpful for transportation planners, who are experts in the technical aspects of transportation planning, to team up with social service providers who can provide expertise for effectively engaging and interacting with underrepresented citizens.

Guidebook 4 also offers suggestions for new trainers about teaching adults, including knowing the audience, working from learning objectives, making the training “adult centered” by engaging adult learners in meaningful ways that draw upon their lived experiences, and using creative placemaking activities to ensure effective communication.

Finally, *Guidebook 4* describes how to use Lesson Plans when conducting training. A Lesson Plan offers a step-by-step process for teaching a topic, including components such as learning goals and objectives, learner characteristics, materials and equipment, strategies for delivering the topic, practice activities, and assessments. Lesson Plans are included for each topic in the *Training Module for Teaching the Transportation Planning Process to Underrepresented Citizens: “Why Getting Involved in Transportation Planning is So Important,”* and will be especially helpful for transportation planners and others with limited teaching or training experience.

References



Federal Highway Administration and Federal Transit Authority (1999). The Transportation Planning Process: Key Issues, a Publication of the Transportation Planning Capacity Building Program, Institute of Transportation Engineers. Transportation Planning Handbook, 2nd Edition. www.ite.org