

JISC

inspiring innovation

18 October 2011

Learning and Teaching Experts' Forum, Birmingham

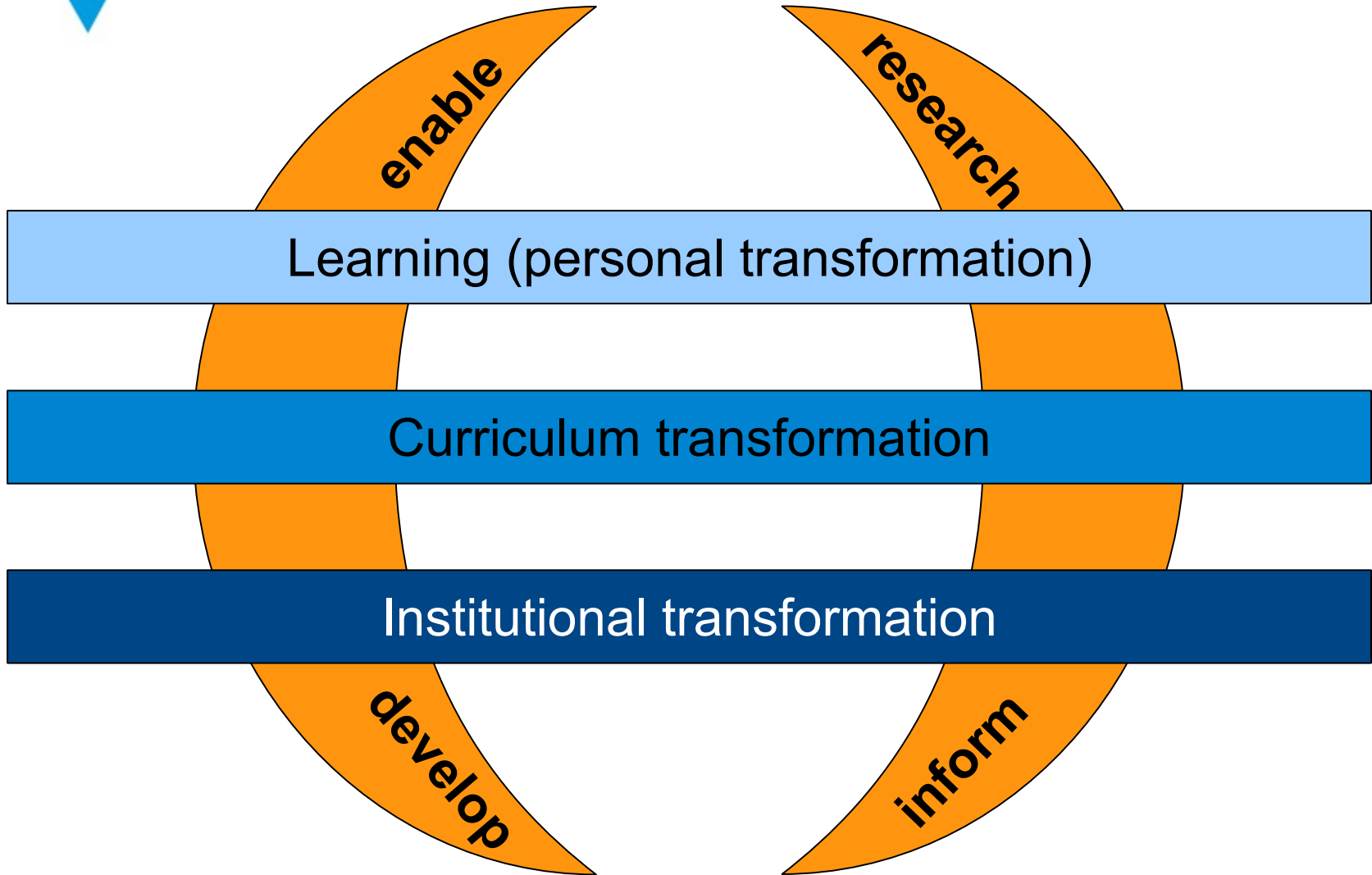
A large, weathered wooden arrow pointing to the right, set against a background of a clear blue sky. The arrow is made of thick, textured wood and has a white, peeling paint finish on its surface. The text is overlaid on the lower right portion of the arrow.

How are curriculum design practices and processes changing?

Learning (personal transformation)

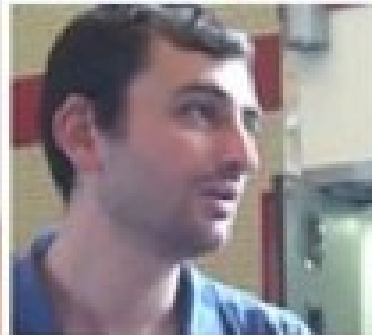
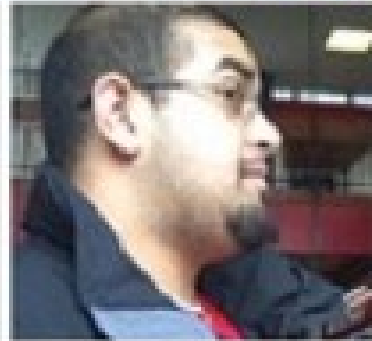
Curriculum transformation

Institutional transformation



Learning (personal transformation)

Outcomes from Delivery: changing requirements of learners



Learning materials **accessible** at learners' own time, place and pace (e.g. mobile, podcasts, e-books)

Choice over mode of participation including tech used

Support for **remote** learning: placements, workplaces, field

Practice of authentic tasks in authentic contexts

Shared real-world experience of learning places and conversations, backed up by virtual **collaborative** envts

Recording and **making visible** learning activities and achievements (e.g. e-portfolio, online digital TV)

Feedback/assessment that is timely, transparent, re-usable

Learners are *not* asking for:

responsive, innovative, open, negotiated curriculum

embedded **C21st graduate attributes**

Is this what learners really need?

Is this what the Design programme offers?


'Analysing responsiveness in the Curriculum'

Nicola Whitton, SRC project



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☆ Learning Challenges

last edited by  Helen Beetham 4 months, 3 weeks ago

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In all educational interventions, transformed opportunities for learning are the goal. The JISC [Curriculum Design](#) and [Curriculum Delivery](#) programmes have undertaken development at the [curriculum](#) level - transforming programmes of study, the principles and practices of educational design, learning activities, and the capabilities learners are acquiring. The programmes have also undertaken development at the [organisational](#) level in support of curriculum change. Here we describe how different project interventions have transformed **learning**, whether they have focused on learning experiences, outcomes or opportunities.

Enhancing the [learning experience](#) and [learners' engagement](#) in their learning




Enhancing [outcomes for learners](#)






Enhancing the role of [assessment/feedback](#)

Enhancing learners' [digital literacy](#)

Engaging [students as agents of change](#)

Sometimes the challenges addressed by projects were being faced by particular groups of students such as remote learners

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Curriculum transformation



Usable curriculum **representations** to support
stakeholder engagement
transparency and informed choices
focus on educational issues

Negotiable/flexible curriculum **parameters** to support
diverse modes of participation

Mapping of **competences** to support
personal learning pathways and goals
focus on graduate outcomes

Enhanced **teaching staff capability** to support:
use of curriculum information for eval and enhancement
relevant, challenging, enjoyable learning' experience





Shared **design tools** and models to support:
shared understanding and ownership of the curriculum



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★ Curriculum Challenges




last edited by  Marianne Sheppard 2 months ago






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Projects involved in the JISC [Curriculum Design](#) and [Curriculum Delivery](#) programmes have identified a number of challenges to existing practice in the design, development and delivery of programmes of study. You can find resources and lessons relating to these challenges below.

Delivering a [flexible, responsive](#) curriculum
[Engaging employers](#) in curriculum design and delivery
Supporting [new teaching approaches](#)
Integrating [new technologies](#) effectively into the curriculum
Enhancing [graduate capabilities](#)
Dealing with larger [student numbers](#)
[Accessibility and inclusion](#) and [widening participation](#)

Some **general findings** about curriculum changes, from the [Final Report](#) of the JISC Transforming Curriculum Delivery through Technology programme:

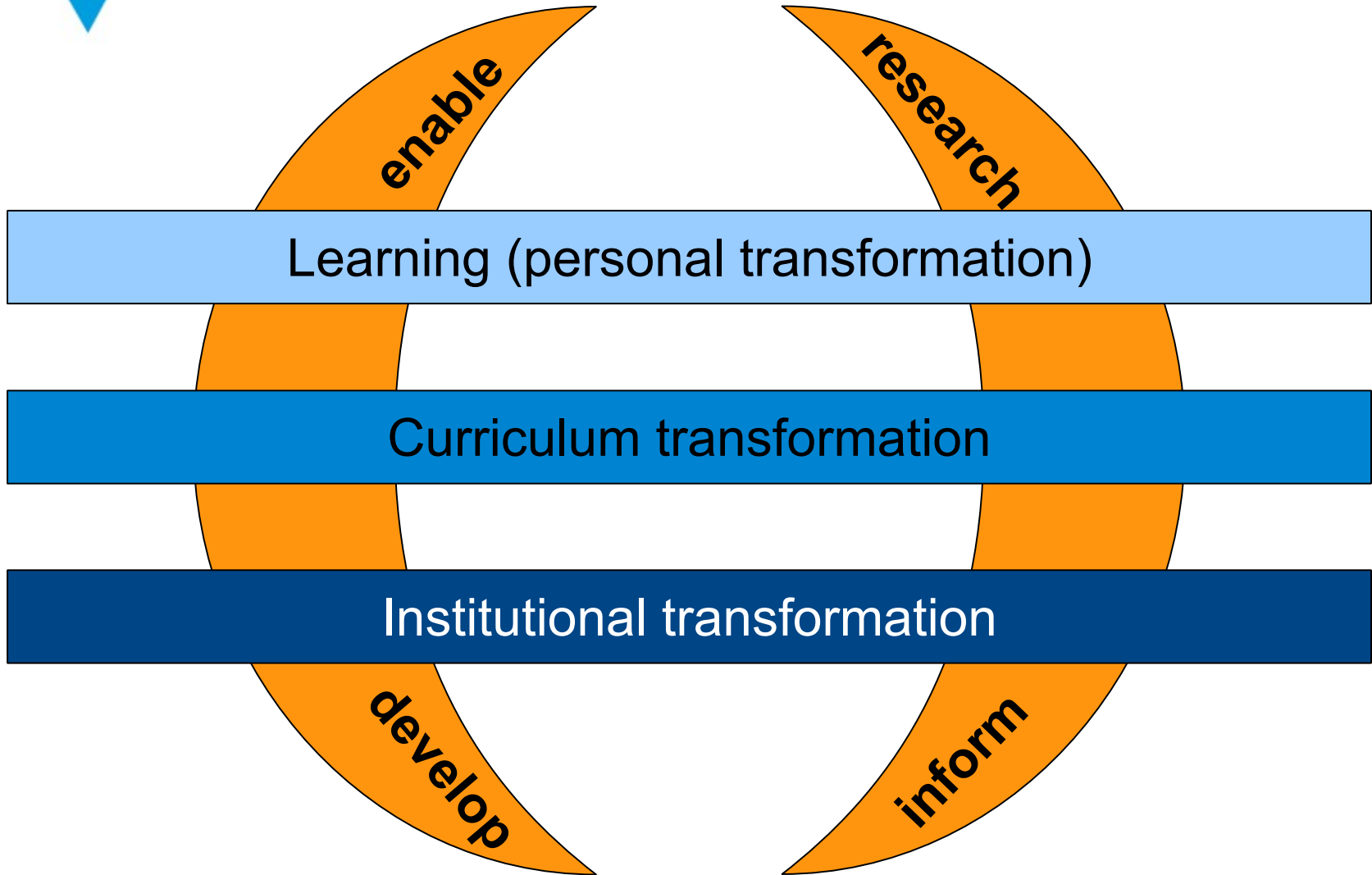
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enable

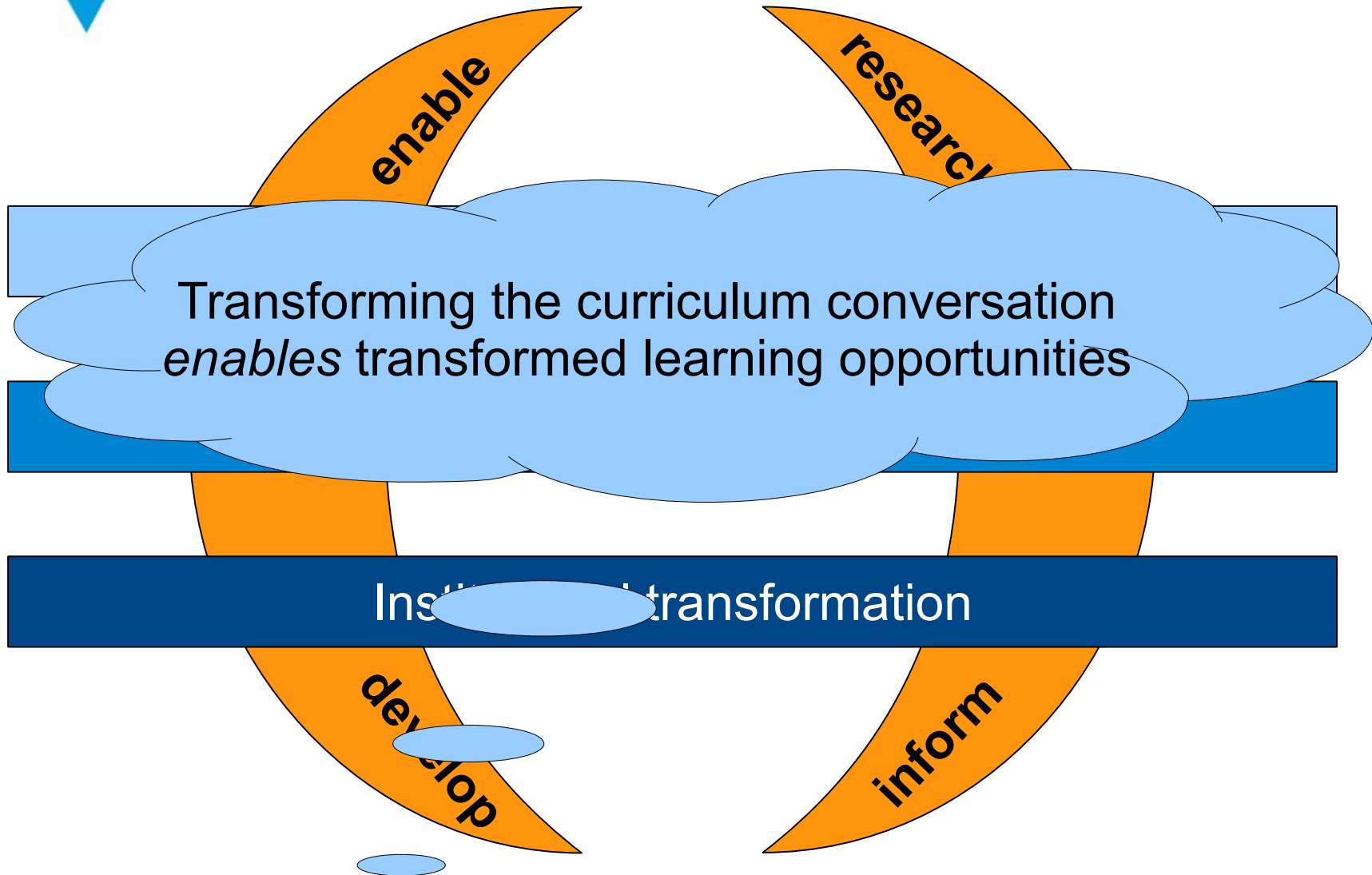
research

Transforming the curriculum conversation
enables transformed learning opportunities

Institutional transformation

develop

inform



Institutional transformation



Acknowledgement: Alfred Lerner Hall © Getty Images.

Better management of **course related information** to support e.g. documentation, planning, portfolio analysis

Joined-up information systems and system architectures, to support efficiencies in workflows

Lightweight **approval and monitoring** processes, supporting innovation, viability, relevance, iterative QE


Faster development and tighter coupling between curriculum development and **strategic priorities**





Educational **advice and guidance** integrated with formal processes

Enhanced **stakeholder engagement** in curriculum design

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★ Organisational Challenges




last edited by  Helen Beetham 4 months, 3 weeks ago






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A key premise of the JISC [Curriculum Design](#) and [Curriculum Delivery](#) programmes is that curriculum transformation requires an enabling organisational infrastructure, in terms of broad curriculum processes and the ICT systems that support them. Approaches such as [baselining](#), [change management](#), business [process review](#), and [stakeholder engagement](#) have been hallmarks of these projects.

As well as these whole-institution approaches, we have found that curriculum development in programmes of study can have a potentially large impact through cascading and embedding, in organisations that value innovation and that learn iteratively about why innovations succeed or fail.

The guiding principle behind organisational change through strategic use of technology has been a commitment to curriculum transformation and ultimately to the experience of learners. Changed practices have been embedded in a sustainable way, ensuring processes can respond to new demands and support future innovations. Projects have also responded to challenges such as financial constraints that emerged after the start of their work.

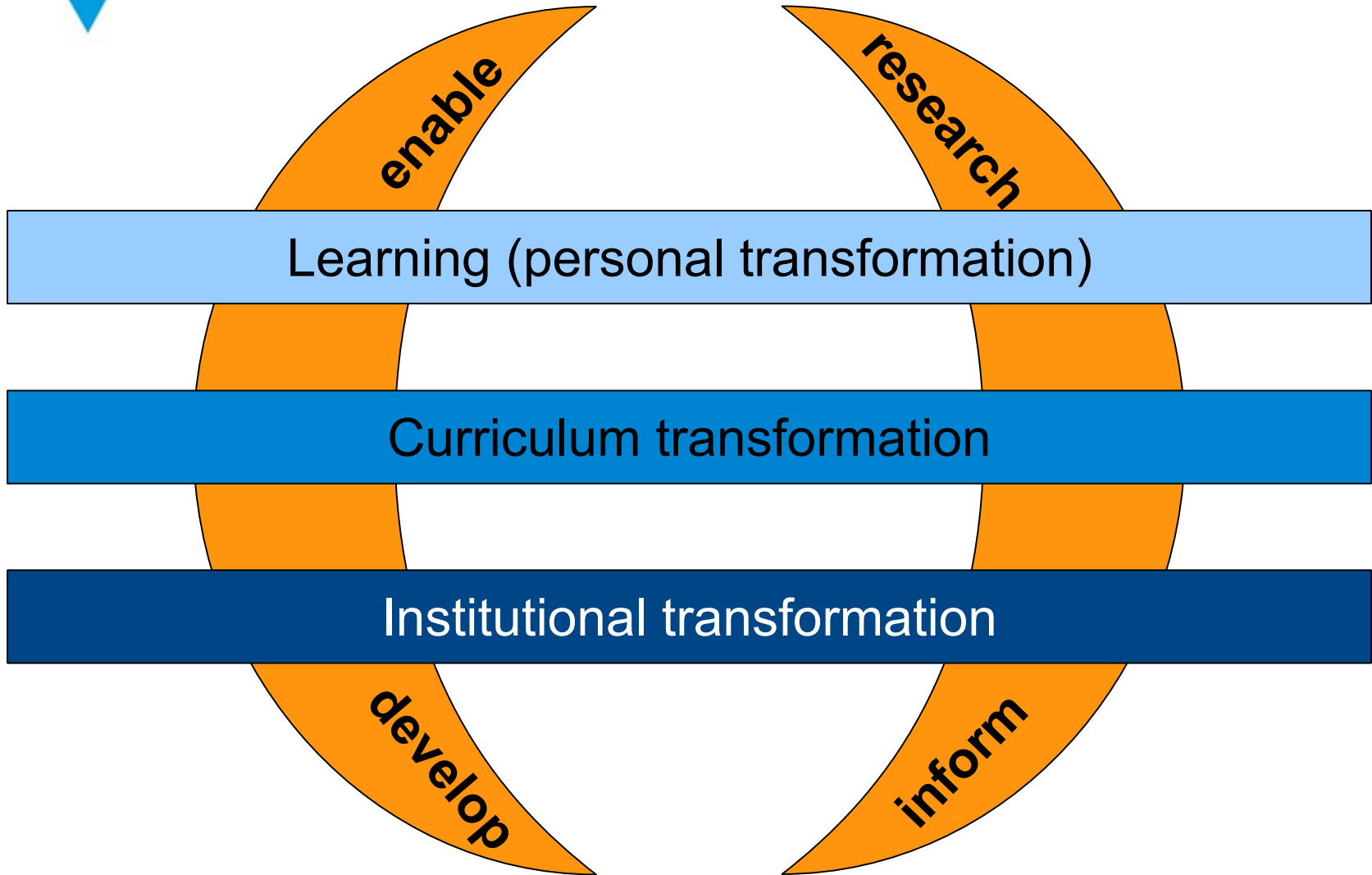
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enable

research

Learning (personal transformation)

Institutional change is embedded,
enabling long-term curriculum transformation

develo

inform