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Curriculum Frameworks: A model for change

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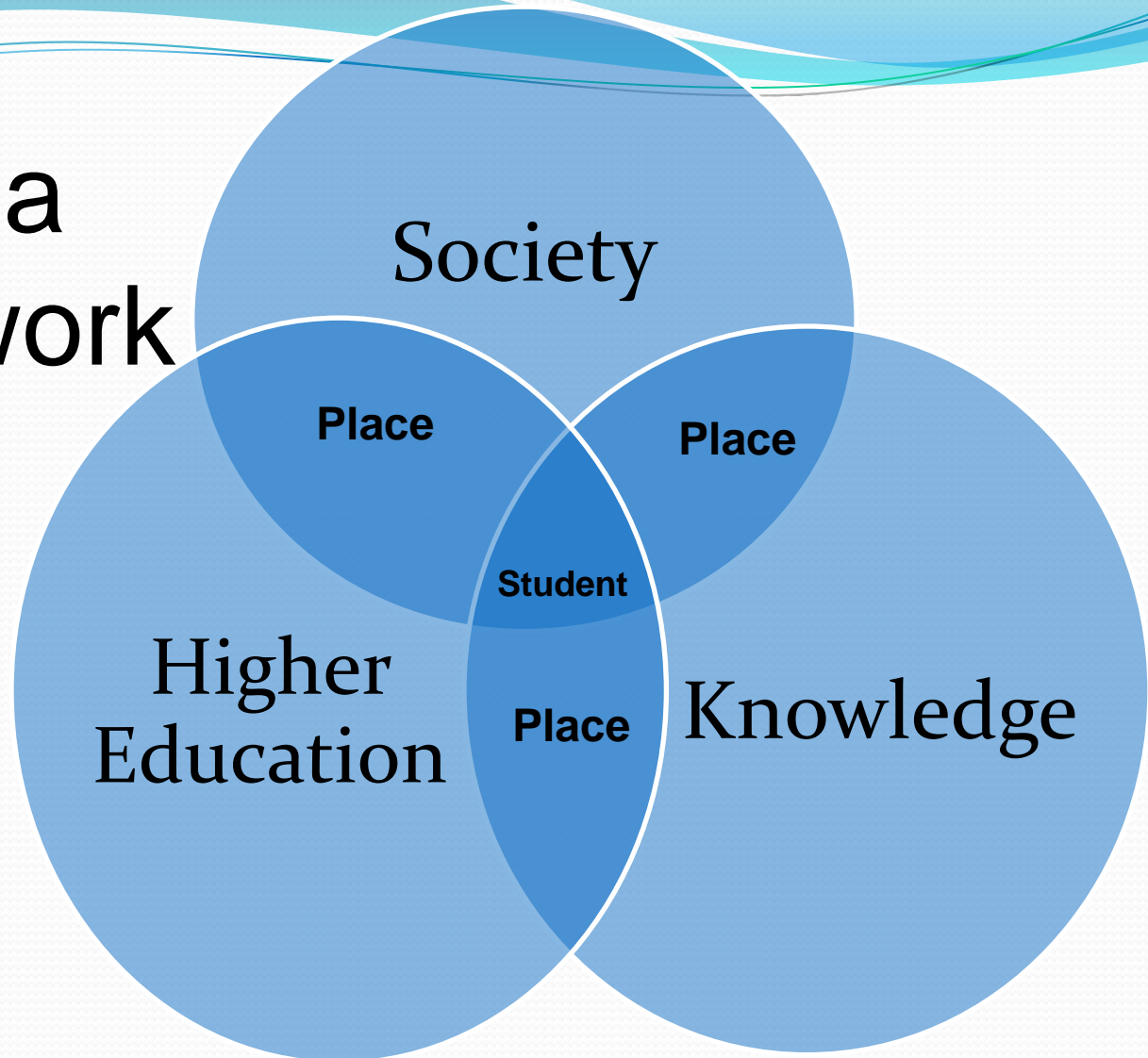
# Curricula Frameworks: a model for change

Dr Michael Snowden

# Aims:

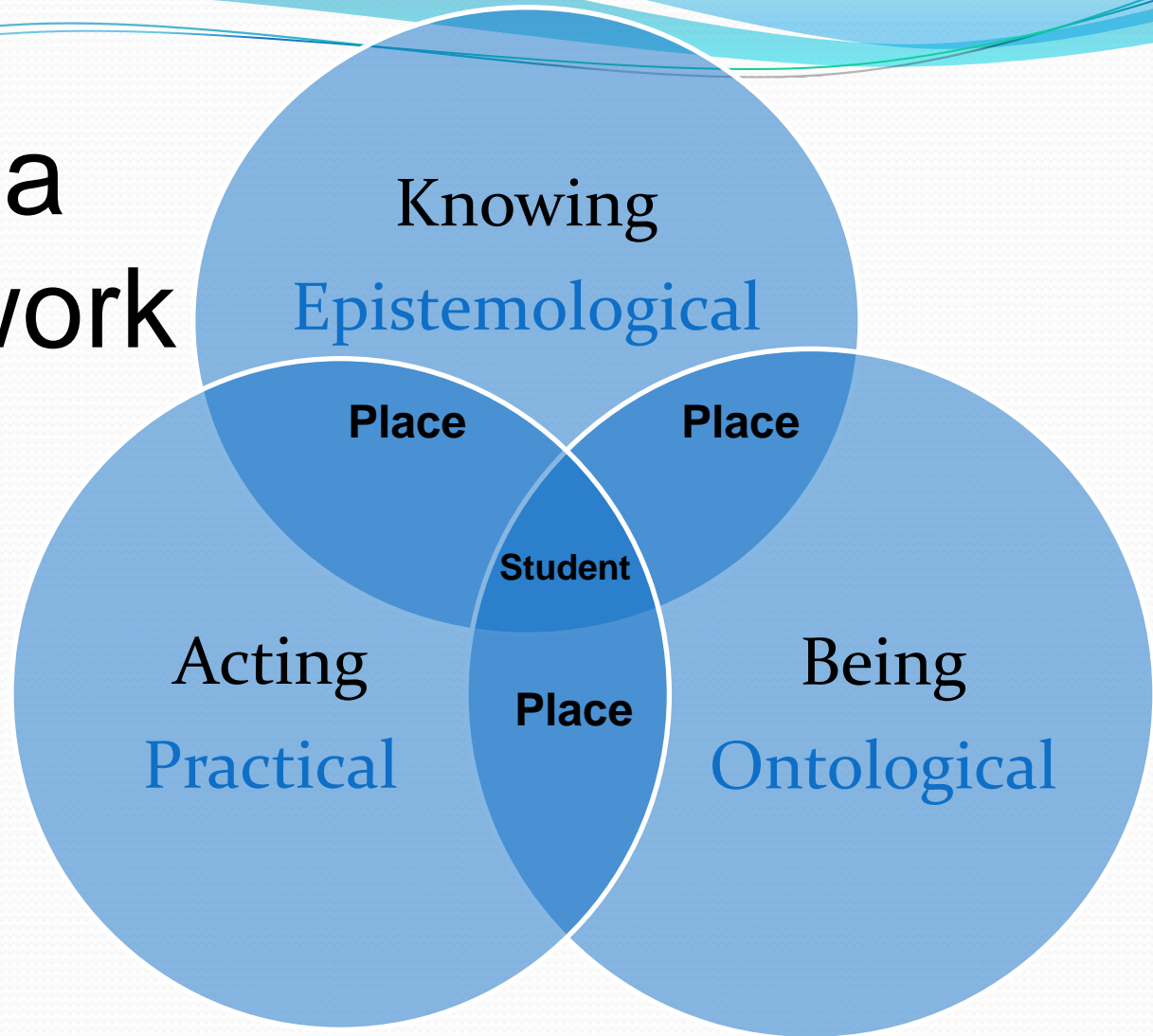
- Explore key questions;
  1. Can we identify a curricula model for change?
  2. What should a future curriculum look like... an “inhabitory” curriculum?
  3. How do we create a community of “belonging” and learning?

# Curricula Framework



Based upon Barnett, 1994; p12

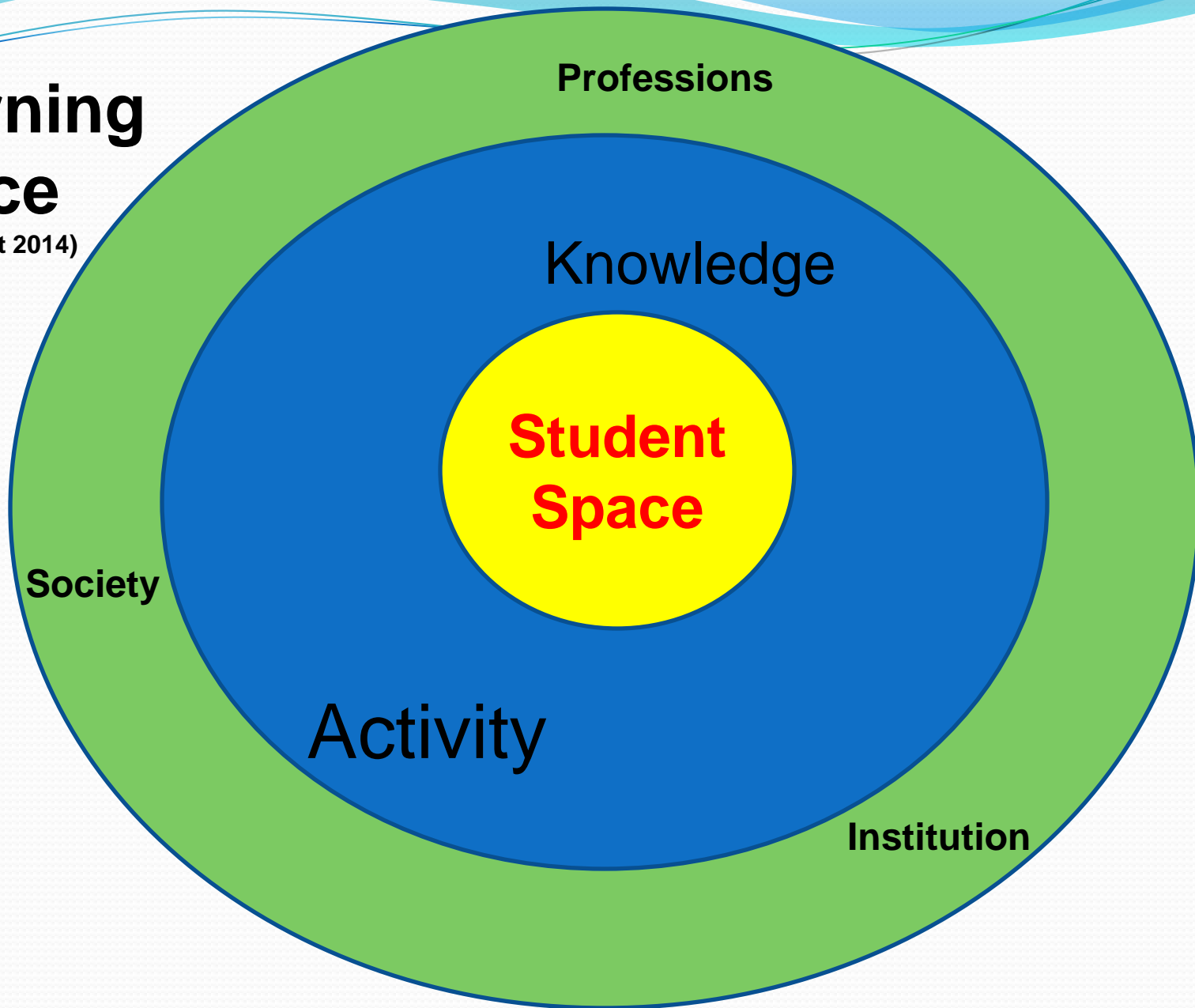
# Curricula Framework



Based upon Barnett, and Coate  
2005

# Learning Space

(Ron Barnet 2014)



# The “inner space”

- So...on the inside of???
- External structures...QAA
- Internal Structures Professional/discipline
- Oneself - understanding “self”
- There are different kinds of learning spaces...different pedagogical and educational principles and values

# Spatial Habitat's include

- Module
- Course
- Peer support
- Institution
- Community

Also

- Virtual/actual environments



# The Community development/engagement curriculum

The notion of inhabiting...

- Does the student inhabit and find their way through the various systems and structures of HE?
- Does the student inhabit their own internalised patterns of reasoning environment

# The notion of learning

- We learn through the various systems and structures...these systems promote or inhibit choice

And

- We learn in ourselves... When something new is learned, “something” is changed... a new space, a new mode of being, a space of learning ....is entered

Barnett (2012)

Heidegger being as “being possible” in this learning new possibilities open.

# Key concept

- Student as an **architect** of learning:

Where learning is arranged around activities rather than content – allows content to be context specific

An arranger, of exploiter of external spaces. An individual pattern of spaces is created...technology/place/pace/modules/disciplines

Creates their own pattern of ideas and experiences relevant to their own mind and being.

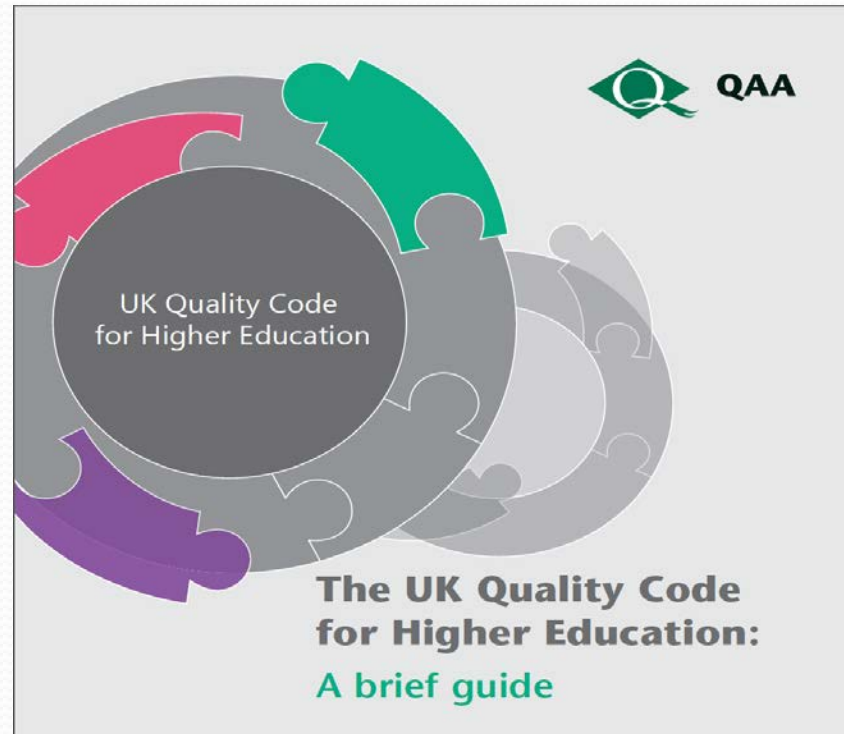
# OK...so what goes into this curriculum?

How do we decide??? Or...who decides???

# The QAA tells us....

## Provides:

- Subject benchmarks
- Provide key reference points to maintain academic standards in the UK
- Assures the quality of learning opportunities



<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-brief-guide.aspx>

# QAA Code B3:

Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking

“It gathers opinions from mostly final year undergraduates on the quality of their courses. Aimed at current students, the survey asks undergraduates to provide honest feedback on **what it has been like to study** their course at their institution”

[http://www.thestudentsurvey.com/the\\_nss.html](http://www.thestudentsurvey.com/the_nss.html) Accessed 04/02/120144



“The NSS is widely recognised as a key measure of **student satisfaction** and as such the results are highly visible and often reported in the media.”

[http://www.thestudentsurvey.com/the\\_nss.html](http://www.thestudentsurvey.com/the_nss.html) Accessed: 04/02/2104

# A 'Sat Nav' - a metaphor for a curriculum



"Turn right. Wrong.  
I didn't say "Sat  
Nav Says..."

Once again, **Andy's** sat-nav was surprisingly accurate.





# Dexter and Gill:

- Structure and engaging curriculum
- Responsive to societal; professional; community need
- An inclusive curriculum that illustrates the notion of the domains presented....
- A model of exemplary practice

## Returning to the questions posed:


What should the curriculum look like in 2015...an “inhabitory” curriculum?

How do we create a community of “belonging/identity”?

# 1 Heautogogical Approach...

self determined learning approach that involves an expansion and re interpretation of androgogical principles...it places emphasis on learning how to learn; a non linear process to learning and uniquely, **learner autonomy**; all learning spaces and contexts are utilised

A shift in thinking towards a heautogogy will enable the learner to develop space and promoting the learner as an **architect** of learning.

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- 2 Gill and Dexter's approach to developing the engaging curriculum
  - 3 Today's presentations.....
  - 4 The models provided by Barnett...
  - 5 Risk/challenges v context
  - 6 Citizens of ....

# Acknowledgement

- Special thanks to Professor Ron Barnett who provided inspiration and the opportunity for valuable discussion and insight to prepare and structure this presentation

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