香 港 大 學
THE UNIVERSITY OF HONG KONG

TaLiC
Teaching and Learning Innovation Centre
教與學創新中心

Enhancing Learning Through Curriculum Design

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Today's session will:

1. Explore what is meant by 'curriculum' in higher education
2. Consider key features for effective curriculum design and development
3. Present different curriculum models
4. Show how to achieve constructive alignment in your curriculum

By the end of this session, you will be able to:

1. Define curriculum and curriculum development
2. Design a curriculum with constructive alignment

In your groups – without electronic devises:

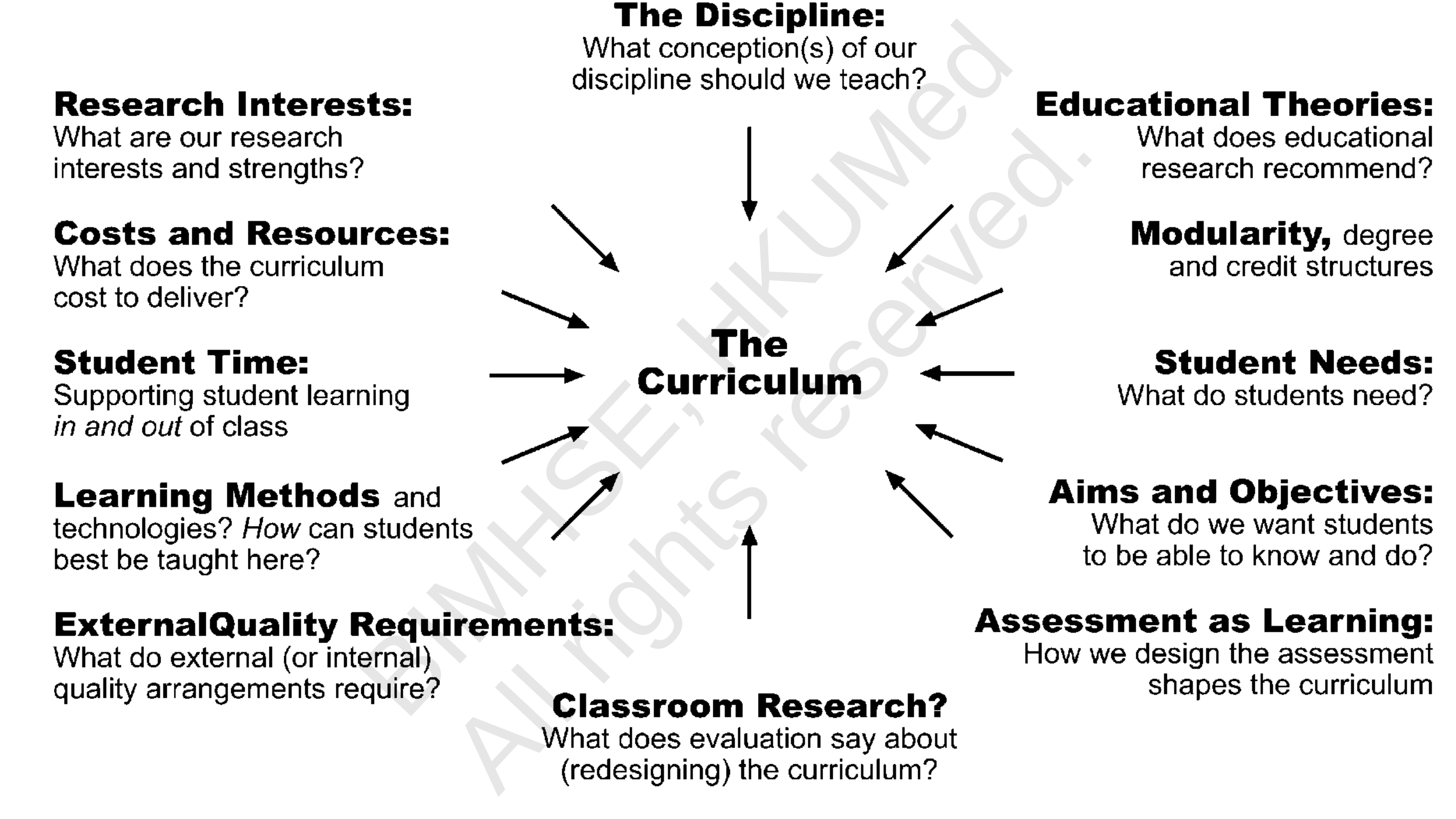
List the factors we need to consider when developing a curriculum in Higher Education

The concept of ‘curriculum’ in Higher Education

There is no single definition of ‘curriculum’ in higher education.

Possibly guidance:

- Content
- Experience
- Cultural reproduction
- Professional body requirements



Currere (Latin)

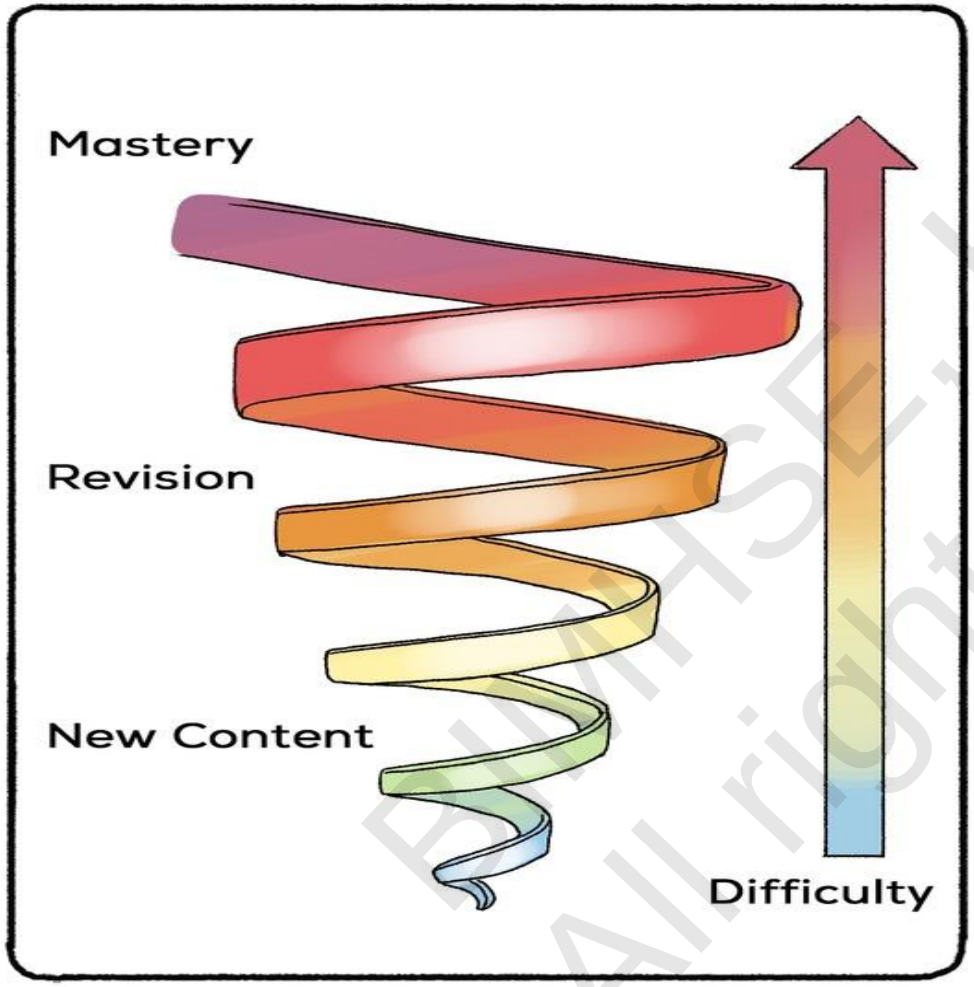
Designing a curriculum is

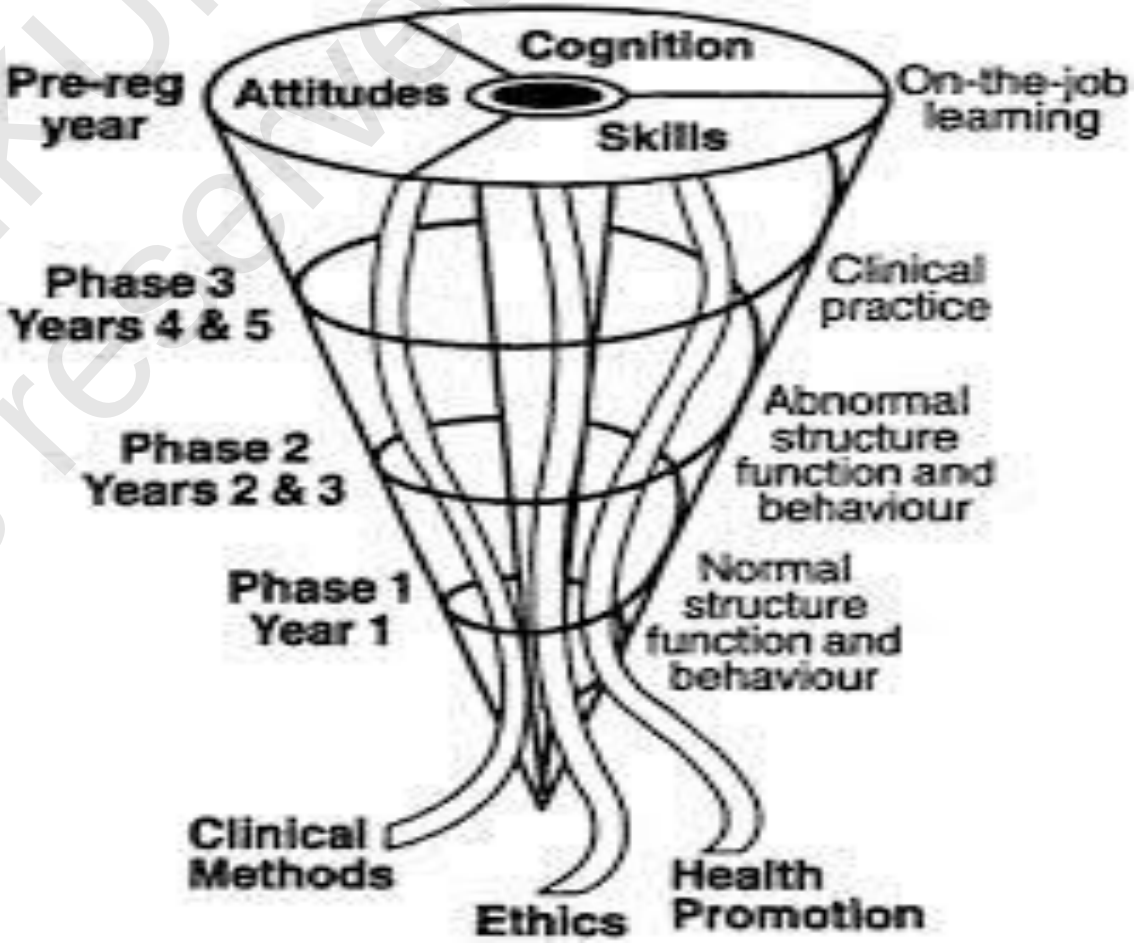
To design social infrastructures that foster learning (Wenger 1998:225)

Vertical curriculum (Lego model)

Jigsaw curriculum

Spiral curriculum





Spiral curriculum

Traditional focus

Content

Delivery of content

New focus

Organization of content

Iterative approach to delivery

- Topics are revisited
- The level of difficulty is increasing
- New learning is linked to previous learning
- The students' competency increases (mastery)

Effective curriculum development

Traditional curriculum	Reformed curriculum
Teacher centred	Student centred
Information gathering	Problem-based
Discipline-based	Integrated
Hospital-based	Community-based
Standard programme	Electives
Apprenticeship-based/opportunistic	Systematic

Dent (2023)

SPICES Model (Dent 2023)

Student-centred

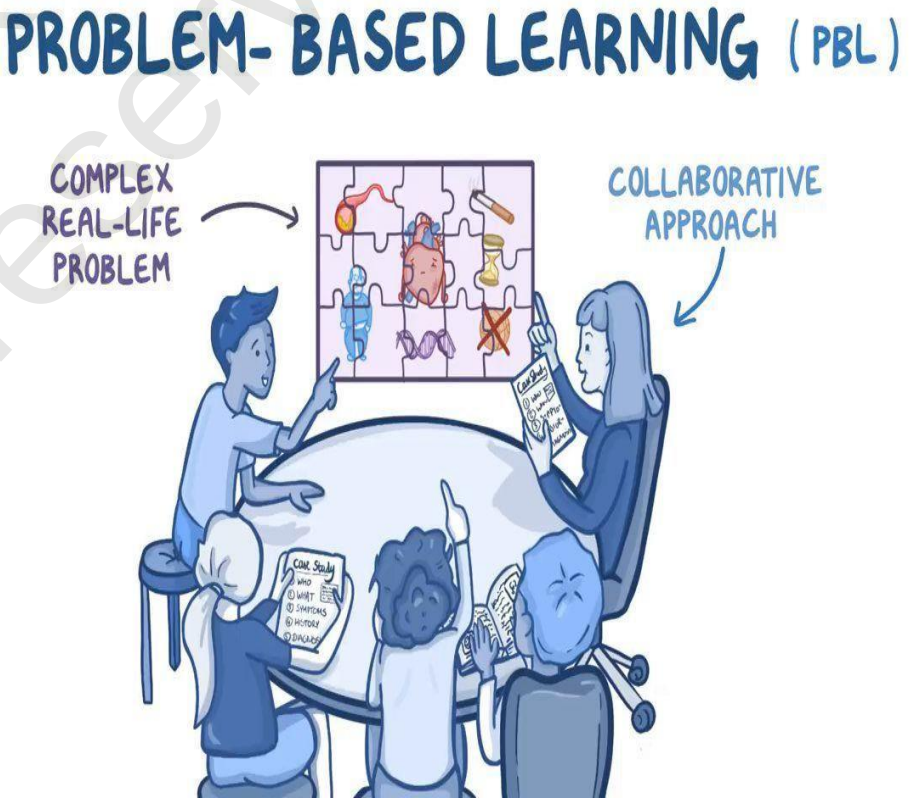
Problem-based

Integrated

Community-based

Electives

Systematic



In your groups – without electronic devises:

List the characteristics of a learning outcome

Learning outcomes

- A statement that **predicts** what learners will have gained as a result of a learning process
- A statement that specifies the **minimum achievement** required at the point of assessment in order for a student to pass
- A statement that is **measurable**
- A statement that may apply to **a single session**, **a course** or **a whole programme**

What follow from these basic principles is:

Learning outcomes are threshold statements

1. Learning outcomes are statements of **essential learning**
2. Learning described in the learning outcomes is what must be **attained** and **demonstrated**
3. Learning outcomes **must be passed**

Have a look at your own learning outcomes

Backward Design

What must the students learn?

Intended Learning Outcomes [ILOs]

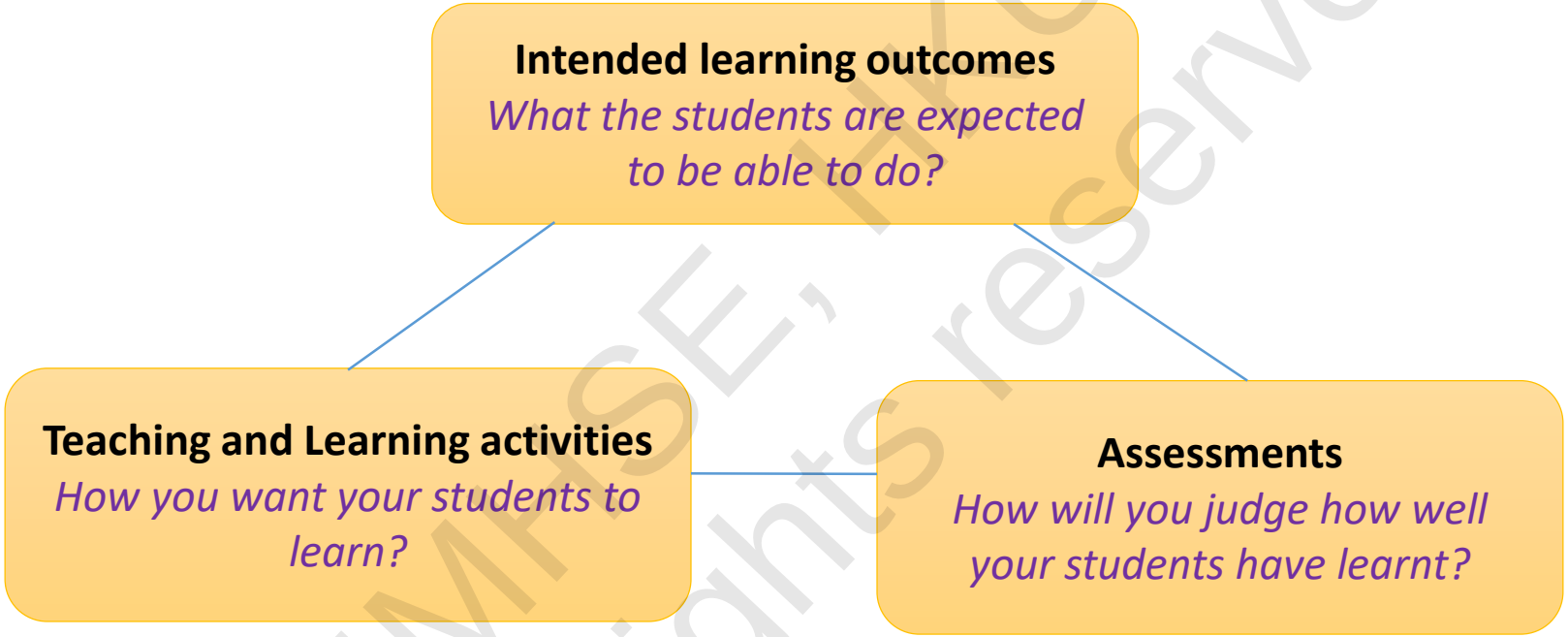
How will I measure their learning?

Assessment

How can I help students meet the ILOs?

Instruction and Activities

Constructive Alignment [OBASL]



Outcome Based Approach to Student Learning

Challenges in Curriculum Design

- Too many assessments
- Little variety in assessment

Could we consider synoptic assessment?

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