



ECPT 7004- ECPT6007 The Teaching Toolkit 2

Curriculum Design in
Practice

Learning Outcomes

- To consider the process of curriculum design within our own teaching practice
- To evaluate and apply the concept of un-filtering the curriculum within post-compulsory education

Reflection on last week

- In groups, reflect on the curriculum that you deliver to students, can you note down what is content and what is process?
- Can you identify any patterns or common themes that are emerging?
- Where have the decisions come from in terms of both content and process?

Reflection on last week

- Now consider your own curriculum that you deliver in terms of the 'hidden curriculum'.
- Are there areas for development or improvement that you see in terms of the hidden curriculum?
- To what extent can the hidden curriculum carry positive messages for learners?



Curriculum contexts

Vocational

Academic

Community

Vocational Curriculum

Characterised as:

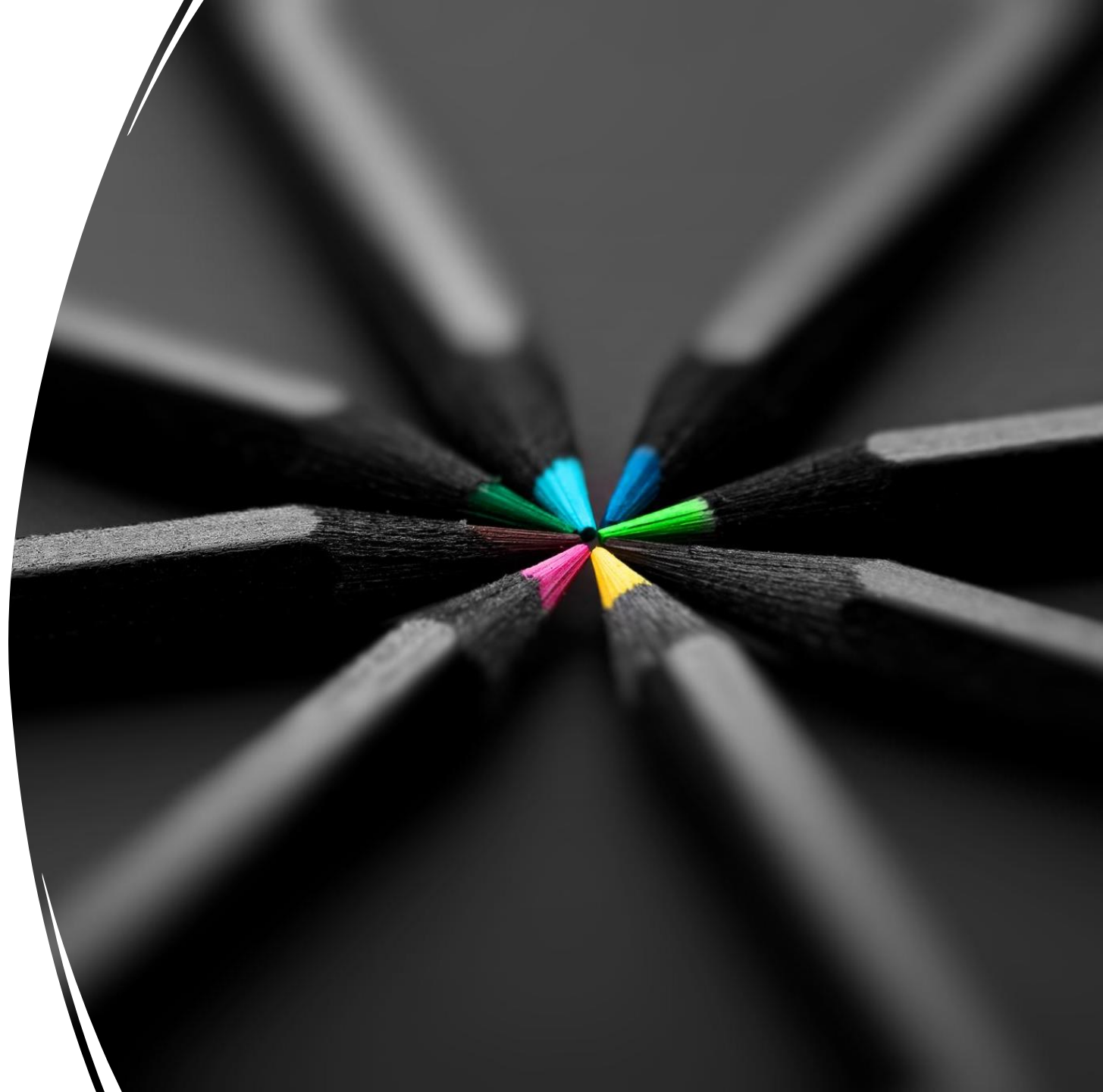
- Experientially based in terms of content and teaching method
- Directly relevant to student needs
- Emphasis on core skills



Community Education

- Traditionally cultural and recreation subjects
- Often held in community venues
- Voluntary attendance
- Usually non-accredited, although accreditation increasing for funding purposes

Curriculum Design



The basics



WHO?



WHAT?



WHEN?



WHERE?



WHY?



HOW?

Planning a curriculum

WHAT

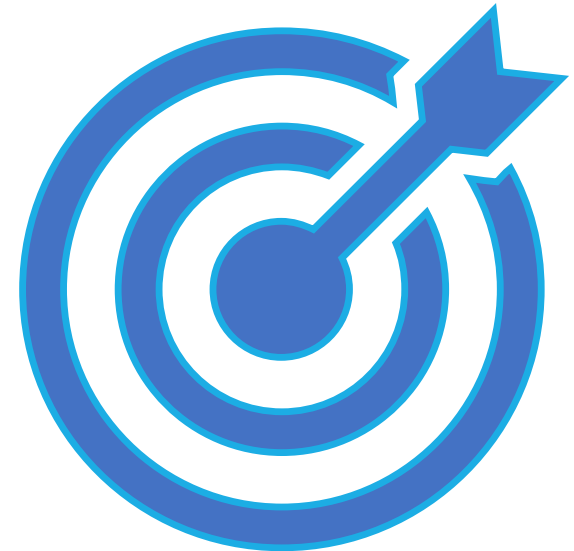
- –The curriculum is all about
- –Are the aims and objectives?
- –Will be needed in terms of resources?

WHO is the course being designed for? And **WHY** it should exist?

WHEN will the course be delivered?

WHERE will the course be delivered?

HOW will the course be delivered, assessed and evaluated?



Ways of sequencing topics within a curriculum

Easiest

Themes

Logical

Safety

Familiarity

Chronological

Sensitivity

Confidence

Most helpful

Theory / Practice

Negotiation

Availability of resources

Order of textbook

Must know, Should know, Could know

Past course evaluation

Normal / Abnormal

Demands

Opportunistic



Factors that influence course design

- Level of Unit/Module
- Course Aims/Objectives
- Course Content
- Number/Length of Sessions
- Time Available
- Teaching Strategies
- Assessment Techniques and Outcomes
- Resources Needed
- Reading Requirements.

Checklist

- How long is the course?
- Are there any fundamental subjects to be included in the scheme?
- What is the likely reaction of the students to the course?
- What type of teaching method will be appropriate to their abilities?
- What tutorial arrangements will have to be made?
- What resources are at my disposal?
- What assistance will I have whilst working on the course?
- How can I best assess progress being made towards achieving the aims of the course?
- What, if any, summative assessment is in place?



Un-filtering the curriculum





Question

- What do we understand by the term 'decolonising the curriculum'?
- What does this look like in practice?

- Decolonising knowledge in educational systems and curricula is linked to changing systems of power, of social and political rule.
- Power relations between the Global North and Global South

What is anti-racism?

“Actively identifying and eradicating the systems, structures and processes that produce radically differential outcomes for ethnic minority groups. It involves acknowledging that even when we do not regard ourselves as ‘racist’ we can, by doing nothing, be complicit in allowing racism to continue. It is not about “fixing” ethnic minority people or communities, but rather about fixing systems that have not benefited and at times even damaged ethnic minority people. It is about working with the considerable strengths and leadership of ethnic minority people and using their lived experiences in how we, collectively, shape and deliver. It is about making a positive and lasting difference.”

Welsh Government Anti-Racist Action Plan p.10

Group Task

Select a curriculum and explore how it approaches un-filtering the curriculum

Are there any amendments that could be made and what would you suggest is done?

Curriculum development workshop

- No formal taught class
- Groups of 4-5
- Design a curriculum on an agreed topic for a minimum of 10 weeks
- Add curriculum to Moodle
- Peer review exercise

Bibliography/Further Reading

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