

## Programme (Re)Design

### Creating a vision:

- What is the programme trying to accomplish?
- Through what means?
- For whom and for whose benefit?
- What are our current strengths and of what are you proud?
- What attracts students to this programme?

### Questions to consider:

- Why do we think we should review, evaluate, renew, or reform our program?
- Whom will you involve?
- What are the strengths of our current programs?
- What are the weaknesses? What do we think we can do better?
- What are the constraints to our development?
- Are there existing opportunities from which we might benefit (e.g., collaborations with other departments, the field)?
- What assessment methods are most appropriate?
- What kind of changes need to be made in order to enhance the student learning experience?

### Developing a Program Purpose:

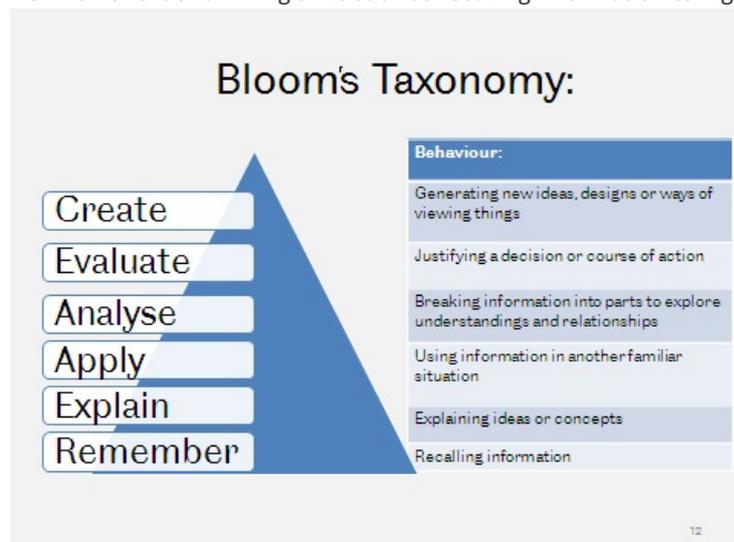
- Why should students choose the 'new' program?
- How will it be of benefit to them?
- What is the purpose of the programme?
- What unique areas of focus or strengths does the programme offer?
- What learning experiences are core to the programme?
- What are the strengths of our students? What are their misconceptions?

### Underpinning notion to take into consideration: constructive alignment

#### Matching Aims and Learning Outcomes with teaching and learning activities and assessment tasks

Biggs (1999) - curriculum is shaped so that the teaching methods and assessment tasks align with the intended learning outcomes - what students will learn, rather than on what you will teach.

Deciding at what level you want your students to engage with subject content or skills - Bloom's Taxonomy of Learning (1956, updated 2001) - tool in understanding the role of different educational activities and how they fit in the spectrum, from lower order thinking skills such as recalling information to higher order thinking skills such as generating new ideas:



Bloom's (new) Taxonomy of Learning adapted from Anderson and Krathwohl, 2001.

**Tools:****Curriculum Mapping**

Curriculum map is a visual that shows how curriculum flows through your program. It captures and records which learning outcomes are being addressed where in the program and how (at what level of sophistication). Mapping - Process of associating course outcomes with program-level learning outcomes and aligning the different elements of courses within a program, in a coherent and purposeful way that enhances student learning. When designing a curriculum map, it is best to create two maps: one referencing the current curriculum 'as is', and the second outlining the desired curriculum.

**Why map the curriculum?** • Promotes curriculum involvement • Creates a pictorial of the way we work- "A picture is worth a thousand words" • Gives faculty members a better understanding of how their course is linked to other courses in the program and to the overall program outcomes • It helps us understand and communicate your existing curriculum, and establish a baseline for improvement • Reveal gaps as well as redundancies in the curriculum • Increase faculty collaboration and congeniality

**Questions to Consider When Creating Curriculum Maps**

- Which program-level learning outcomes are being most/least emphasized?
- Where are the gaps and redundancies in this program?
- What instructional/assessment strategies are we most/least using? How well are they working?
- How are the instructional and assessment methods used in the courses congruent with the discipline?
- What learning outcomes are we most/least emphasizing?
- How do our instructional and assessment strategies align with the intended learning outcomes?
- How is student workload distributed across the semester/ year?
- How does student learning progress across the program for each of the learning outcomes?
- How could student achievement of the learning outcomes be better supported through this progression?
- What recommended areas of focus would you have for future curriculum discussion?

**References and resources**

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