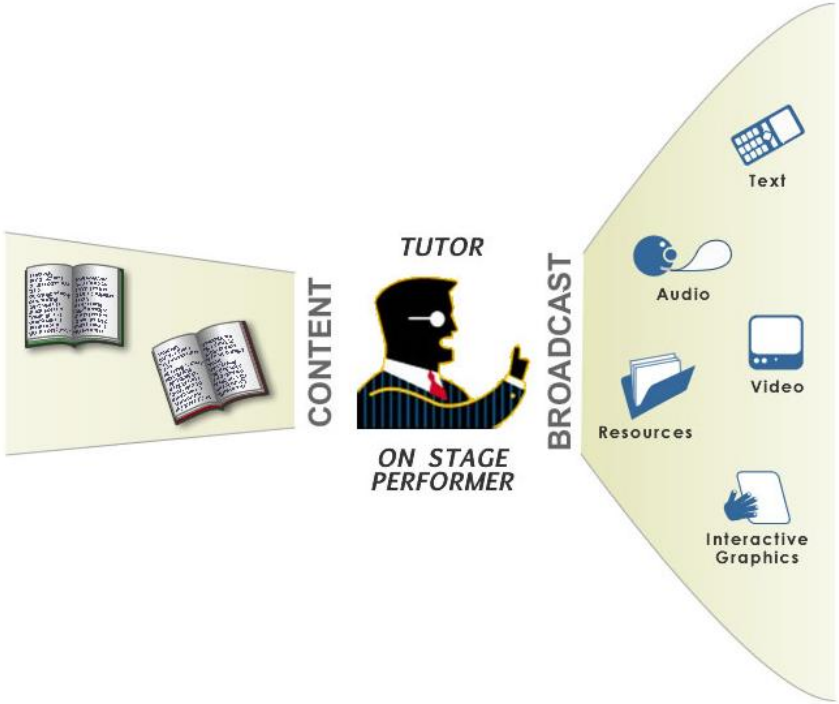
Curricula of the Future: A Case Study

Dr John F. Clayton

- What should we consider when developing a curriculum for 2012 and Beyond?

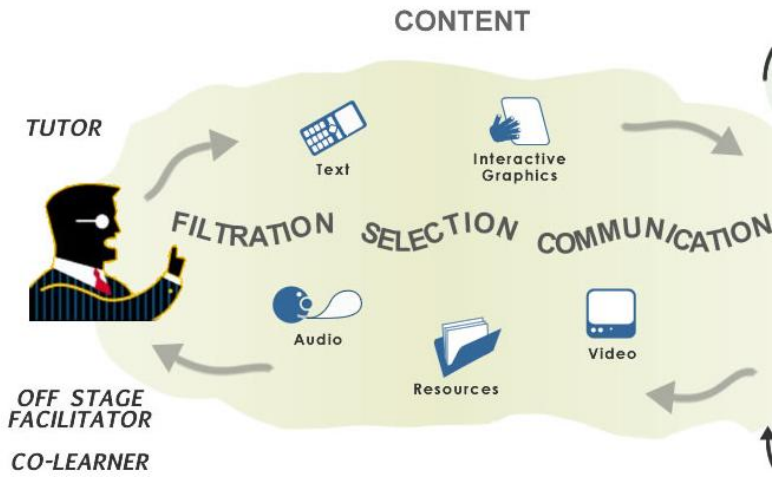
- Conceptions of Teaching
- Conceptions of Learning
- Conceptions of the Curriculum

Conceptions of Teaching



Transmission

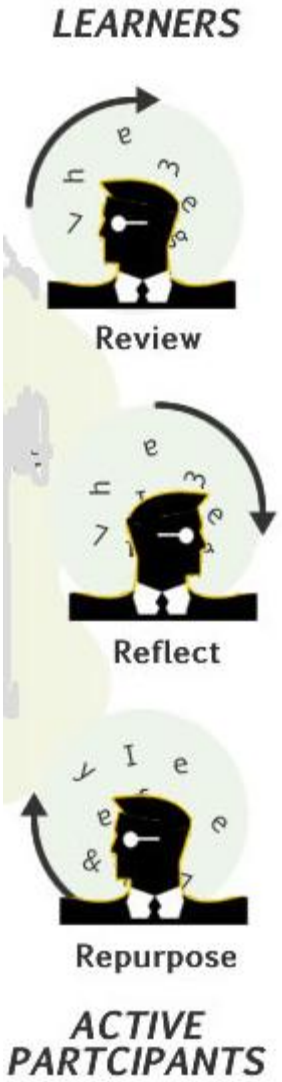
Facilitation



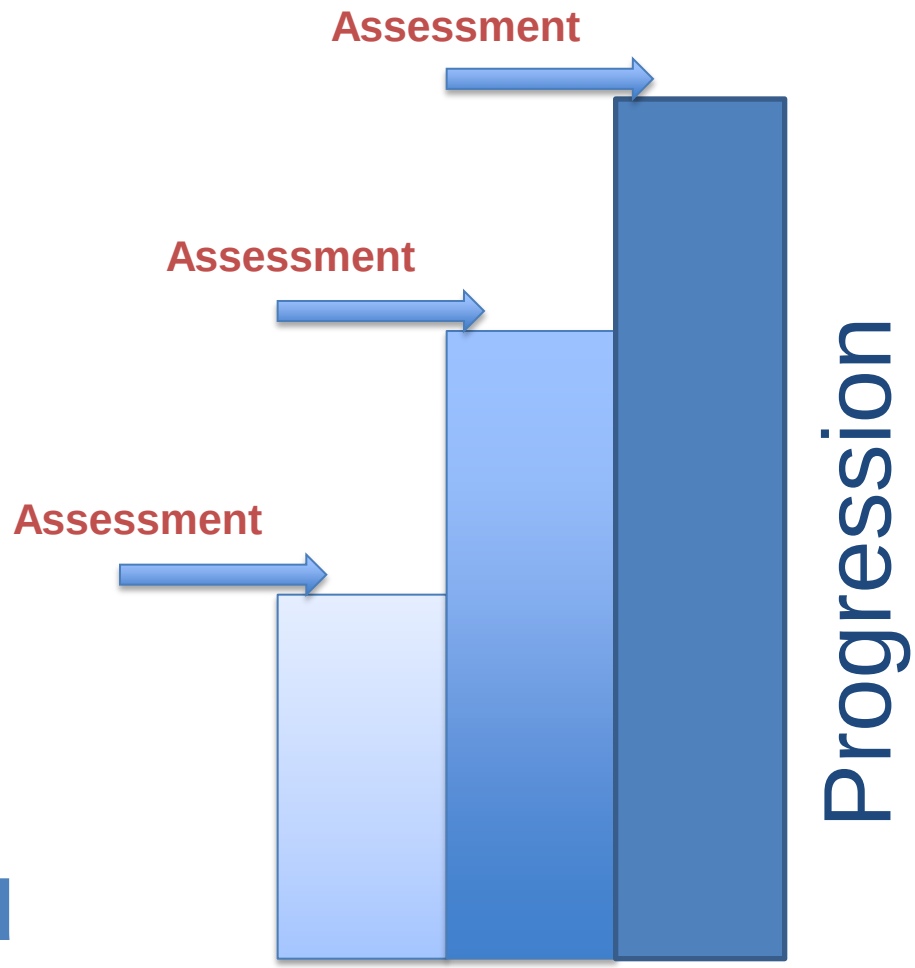
Conceptions of Learning

Receive & Repeat

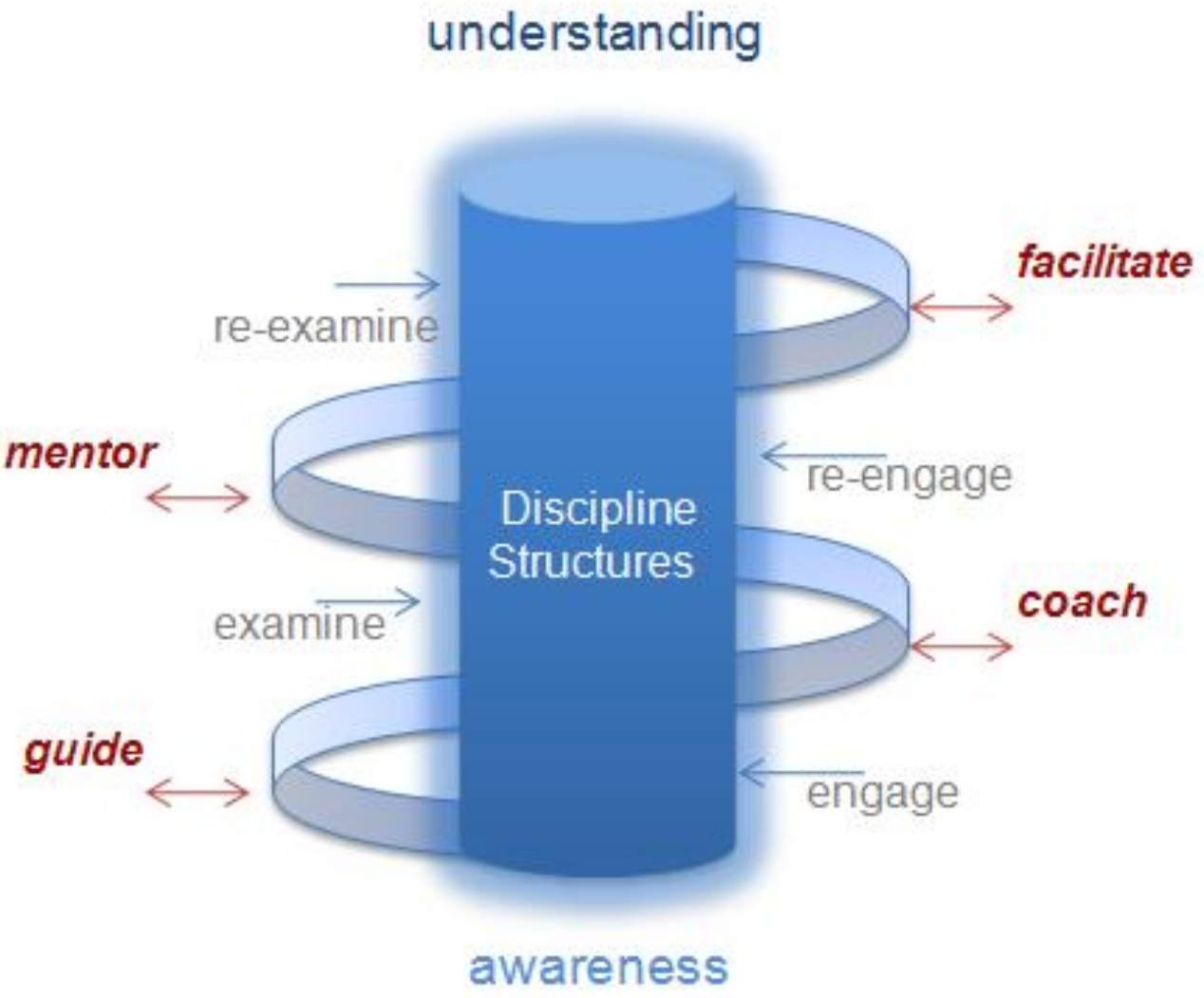
Enquire & Engage



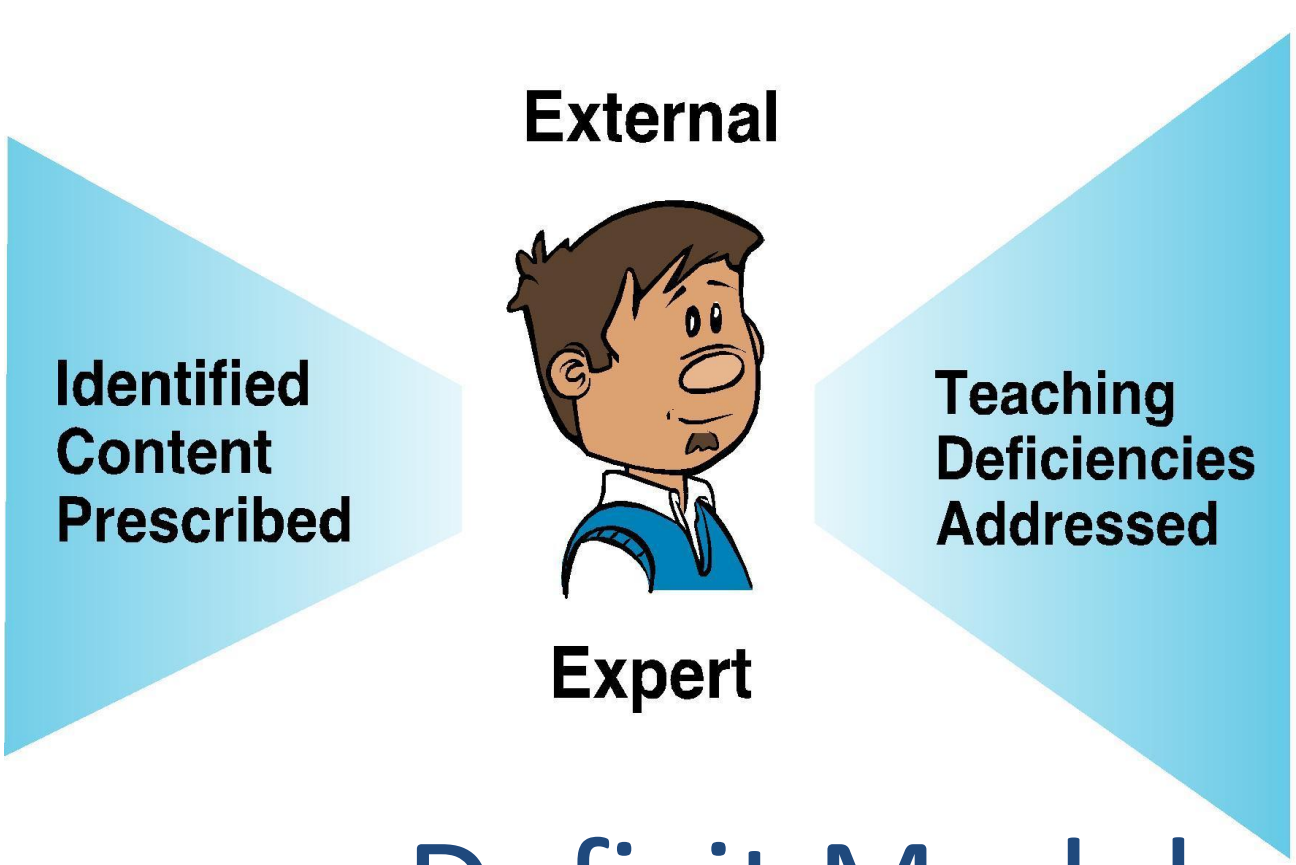
Curriculum as Product



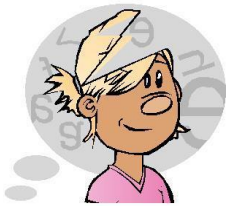
Curriculum as Process

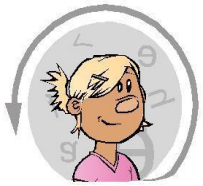


Transmission Repetition Product



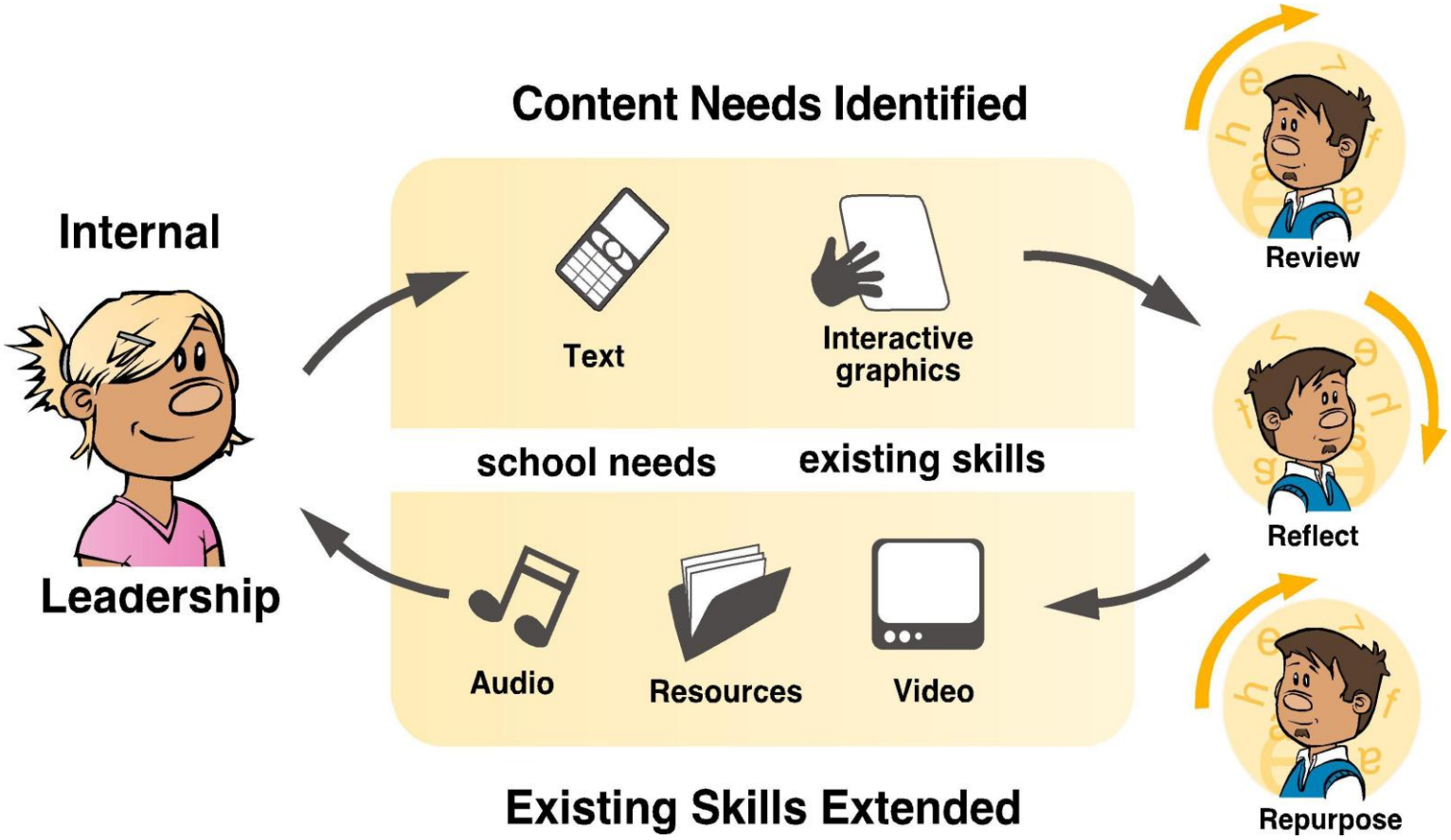
Receive


Recall


Repeat

Deficit Model

Facilitation Engagement Process



Empowerment Model

From Deficit to Empowerment

- What is reflection?
- What are reflective frameworks?
- What are assessment rubrics?

Case Study

Certificate in open flexible and networked learning

etc.elearning.ac.nz

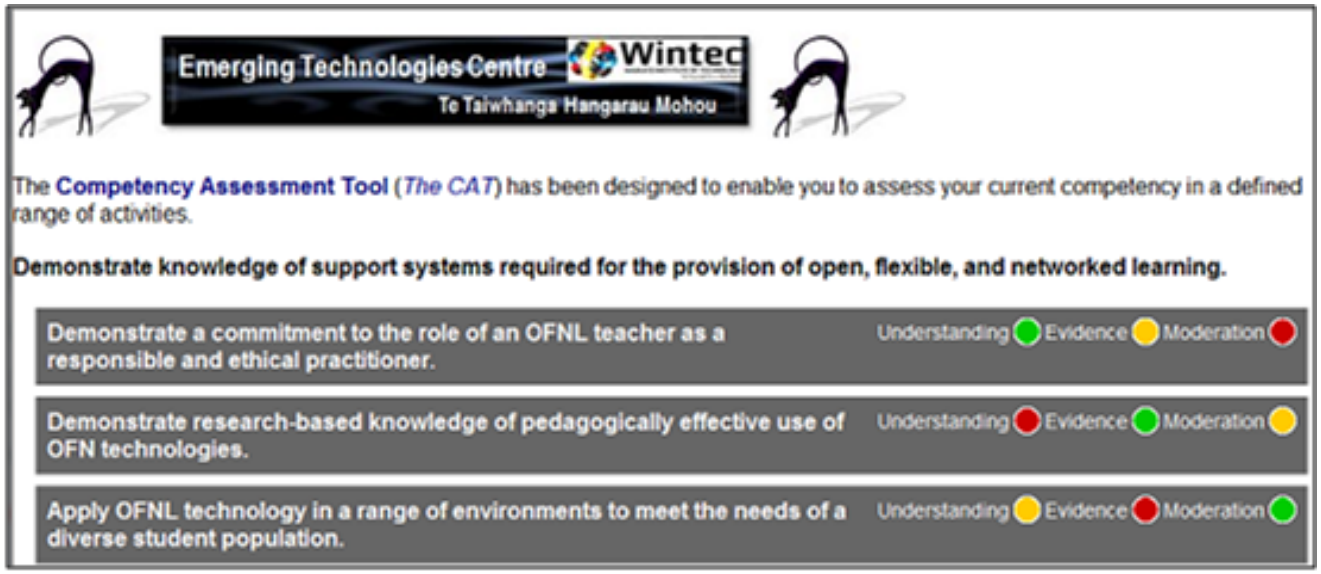
Benchmarking

Level 4				
10472	Unit	Demonstrate knowledge of support systems required for the provision of open, flexible, and networked learning (OFNL)	5 Credits	
Level 5				
10476	Unit	Facilitate student learning in an open and distance learning environment *This standard is expiring. The last date for assessment to take place is 31 December 2011.*	9 Credits	
25779	Unit	Develop materials for open, flexible, and networked learning (OFNL)	10 Credits	
25781	Unit	Facilitate learning in an open, flexible, and networked learning (OFNL) environment	9 Credits	
Level 6				
10473	Unit	Develop open and distance learning materials *This standard is expiring. The last date for assessment to take place is 31 December 2011.*	12 Credits	
10474	Unit	Manage the design of teaching and learning in open and distance learning materials *This standard is expiring. The last date for assessment to take place is 31 December 2011.*	14 Credits	
10475	Unit	Support open and distance learning through teaching and learning technologies *This standard is expiring. The last date for assessment to take place is 31 December 2011.*	12 Credits	
25780	Unit	Manage the provision of open, flexible, and networked learning (OFNL)	15 Credits	

Reflective Framework

Examine the relationships between participants in OFNL.	
Understanding	
I have a good understanding of the relationships (such as direct, indirect, active, passive, interactive, independent, and interdependent) that exist in open, flexible and networked learning environments.	Partially agree
I have evaluated the impact different relationships between participants in OFNL (such as direct, indirect, active, passive, interactive, independent, and interdependent) have on student learning in different contexts.	Strongly agree
Evidence	
I can provide digital evidence of my understanding of the relationships (such as direct, indirect, active, passive, interactive, independent, and interdependent) in open, flexible and networked learning environments.	Partially agree
I can provide digital evidence of how my understanding of the relationships between participants in OFNL (such as direct, indirect, active, passive, interactive, independent, and interdependent) has been used in my practice in different contexts.	Agree
Moderation	
My understanding of the relationships (such as direct, indirect, active, passive, interactive, independent, and interdependent) in open, flexible and networked learning environments has been peer reviewed.	Select
Practical application of my understanding of the relationships between participants in OFNL (such as direct, indirect, active, passive, interactive, independent, and interdependent) has been peer reviewed and assessed.	Select

The CAT

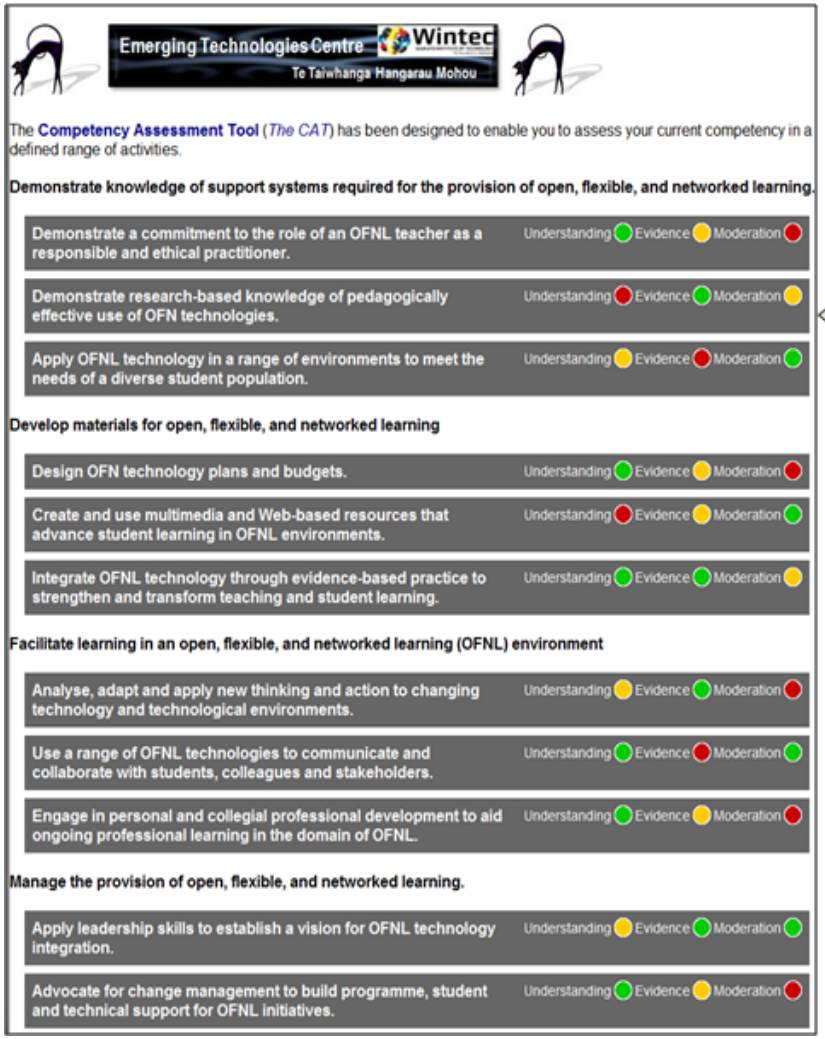


Competent, confident and capable in this aspect

Has a degree of competence and confidence in this aspect

Needs to acquire competence and confidence in this aspect

Pictorial Carpet



Step 1

Participants are asked to reflect on their current practice using The CAT.

Step 2

Their responses are aggregated to provide a "pictorial carpet" illustrating their capability in open, flexible, and networked learning

Step 3

They can now use this pictorial carpet to identify their strengths and areas of potential improvement

Competent, confident and capable in this aspect

Has a degree of competence and confidence in this aspect

Needs to acquire competence and confidence in this aspect

Gathering Evidence

Mentoring

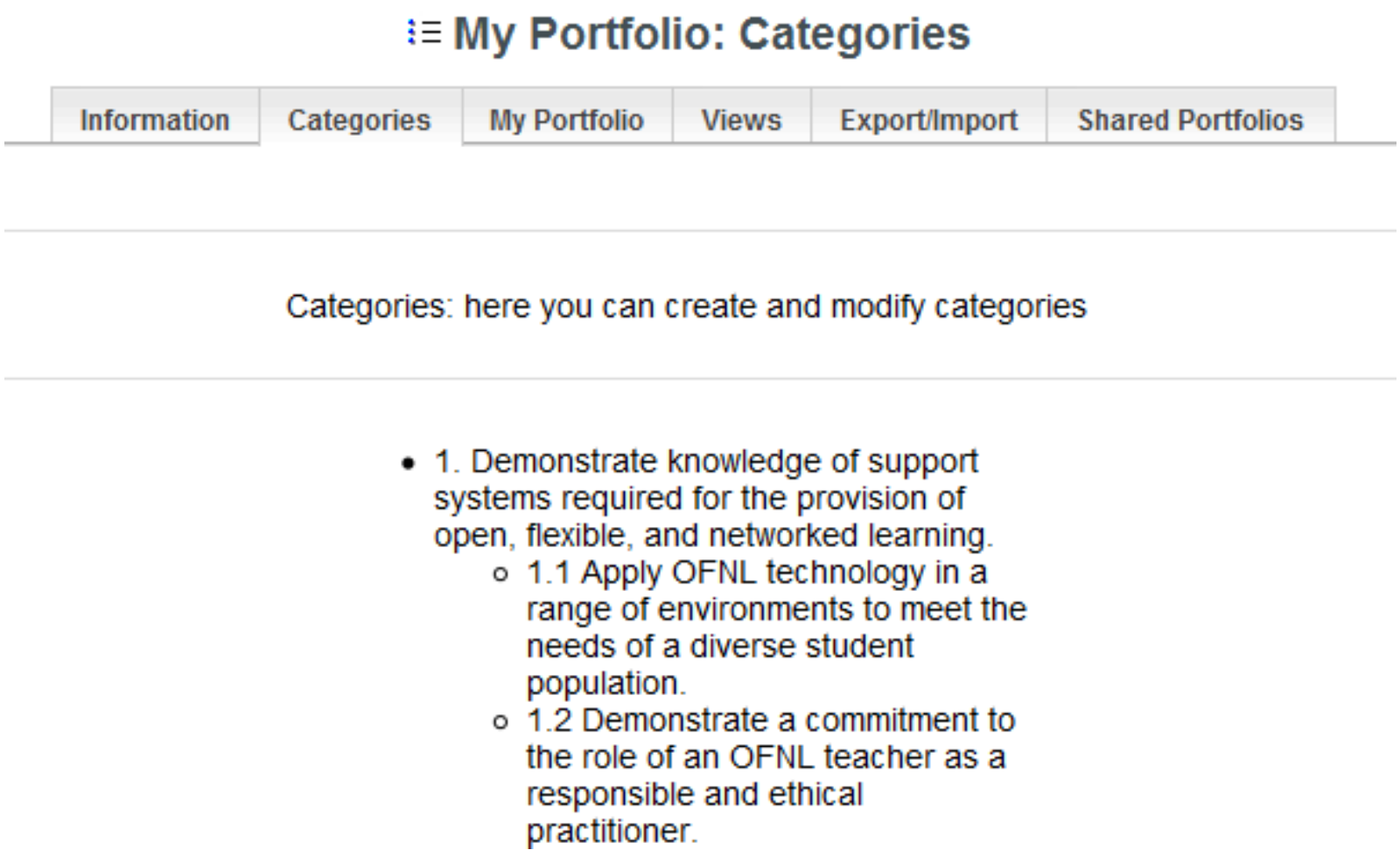
Moderation

Assessment

Portfolios

- A professional portfolio is the **purposeful** collection of an individuals activity. Structured to demonstrate effort and achievement against professional standards
- In accreditation environments digital portfolios can provide a protected space where learner evidence of competencies can be rigorously controlled and systematically evaluated

Exabis Portfolio



Curriculum Design and Empowerment

The future?

Equity in Education

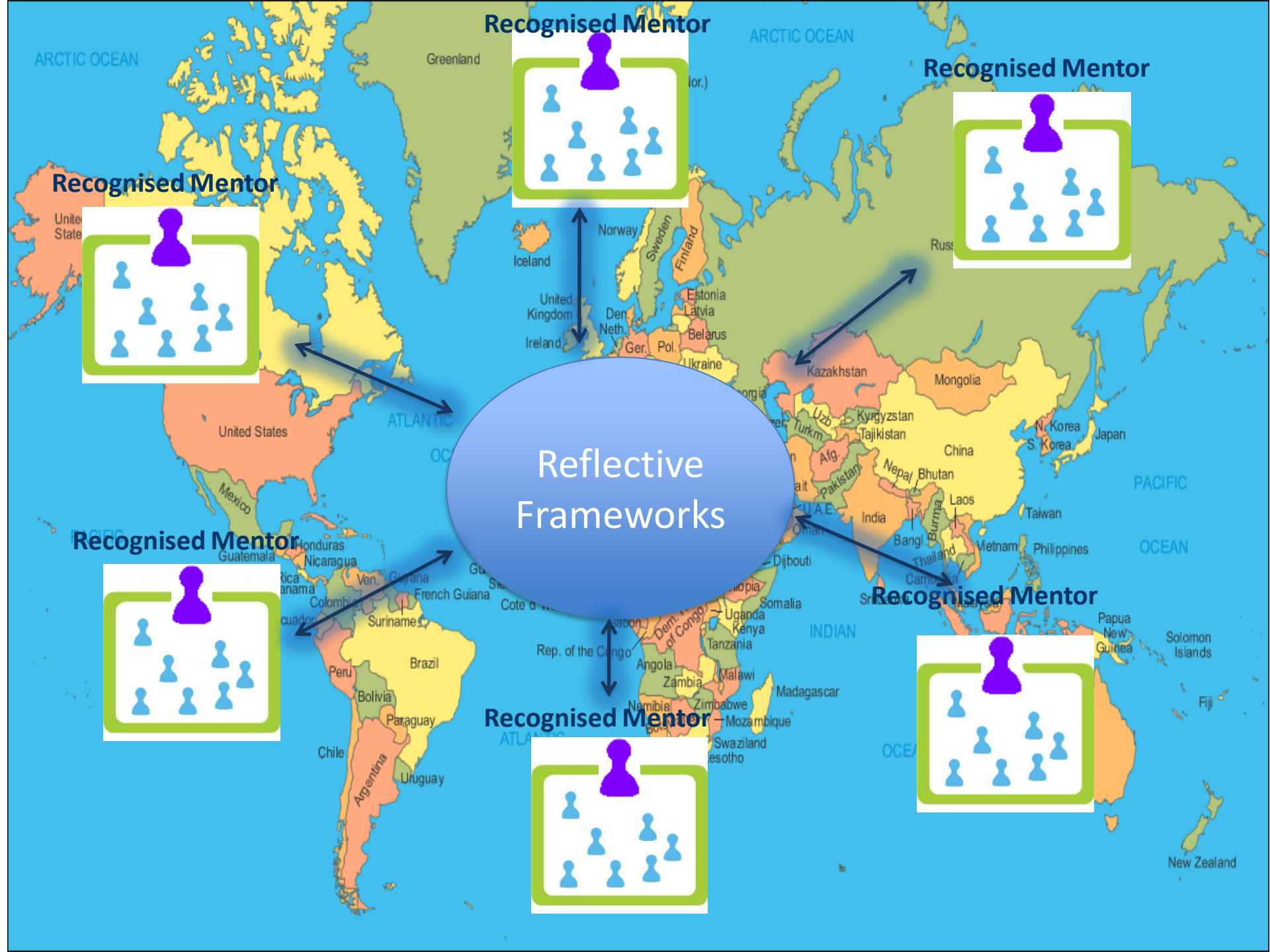
Premise

To provide open access to internationally recognised education regardless of culture, physical location, economic background or language.

International Recognition

- When countries “credential” qualifications do they favour content and structure?
- Are individual conceptions of “quality” focused on institutional brands?

- Dependency or Empowerment?


Recognised Mentor
Recognised Mentor
Recognised Mentor
Recognised Mentor
Recognised Mentor
Recognised Mentor
Reflective Frameworks
ARCTIC OCEAN
Greenland
Iceland
Norway
Sweden
Finland
United Kingdom
Ireland
Estonia
Latvia
Belarus
Ukraine
Kazakhstan
Mongolia
China
India
Japan
N. Korea
S. Korea
Taiwan
Philippines
Vietnam
Laos
Thailand
Bhutan
Nepal
Pakistan
Afg.
Kyrgyzstan
Tajikistan
United States
Mexico
Guatemala
Honduras
Nicaragua
Colombia
Ven.
Guyana
Suriname
French Guiana
Peru
Brazil
Bolivia
Paraguay
Chile
Argentina
Uruguay
Somalia
Kenya
Uganda
Tanzania
Angola
Zambia
Zimbabwe
Mozambique
Madagascar
Namibia
Swaziland
Lesotho
Malawi
Rep. of the Congo
Dijbouti
Papua New Guinea
Solomon Islands
Fiji
New Zealand
ATLANTIC
PACIFIC
INDIAN
OCEAN