

Curricula of the Future: A Case Study

Dr John F. Clayton

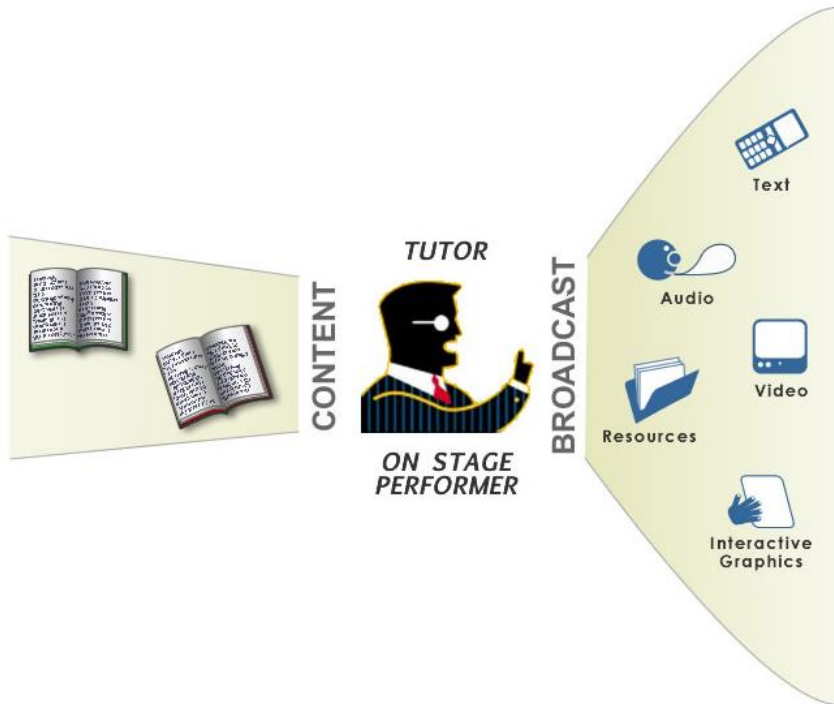




- What should we consider when developing a curriculum for 2012 and Beyond?

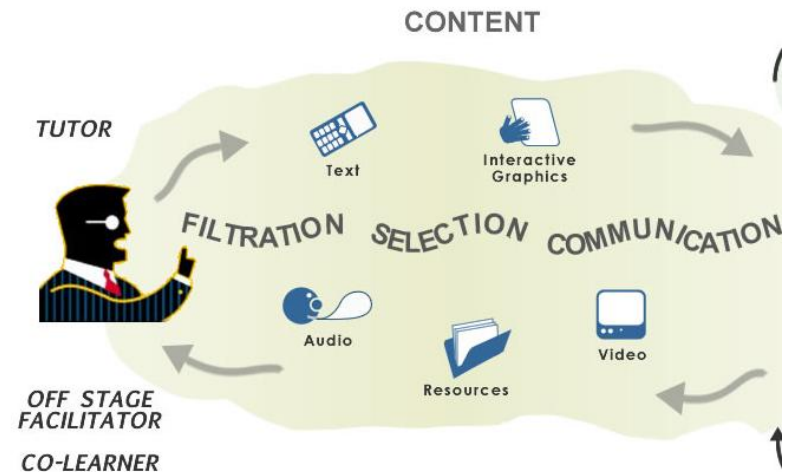
- Conceptions of Teaching
- Conceptions of Learning
- Conceptions of the Curriculum

Conceptions of Teaching



Transmission

Facilitation



Conceptions of Learning

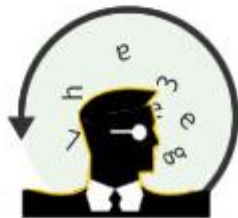
LEARNERS



Receive



Recall

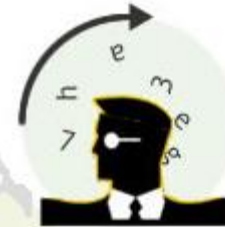


Repeat

CAPTURED
AUDIENCE

Receive & Repeat

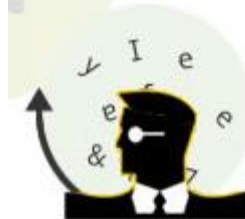
LEARNERS



Review



Reflect

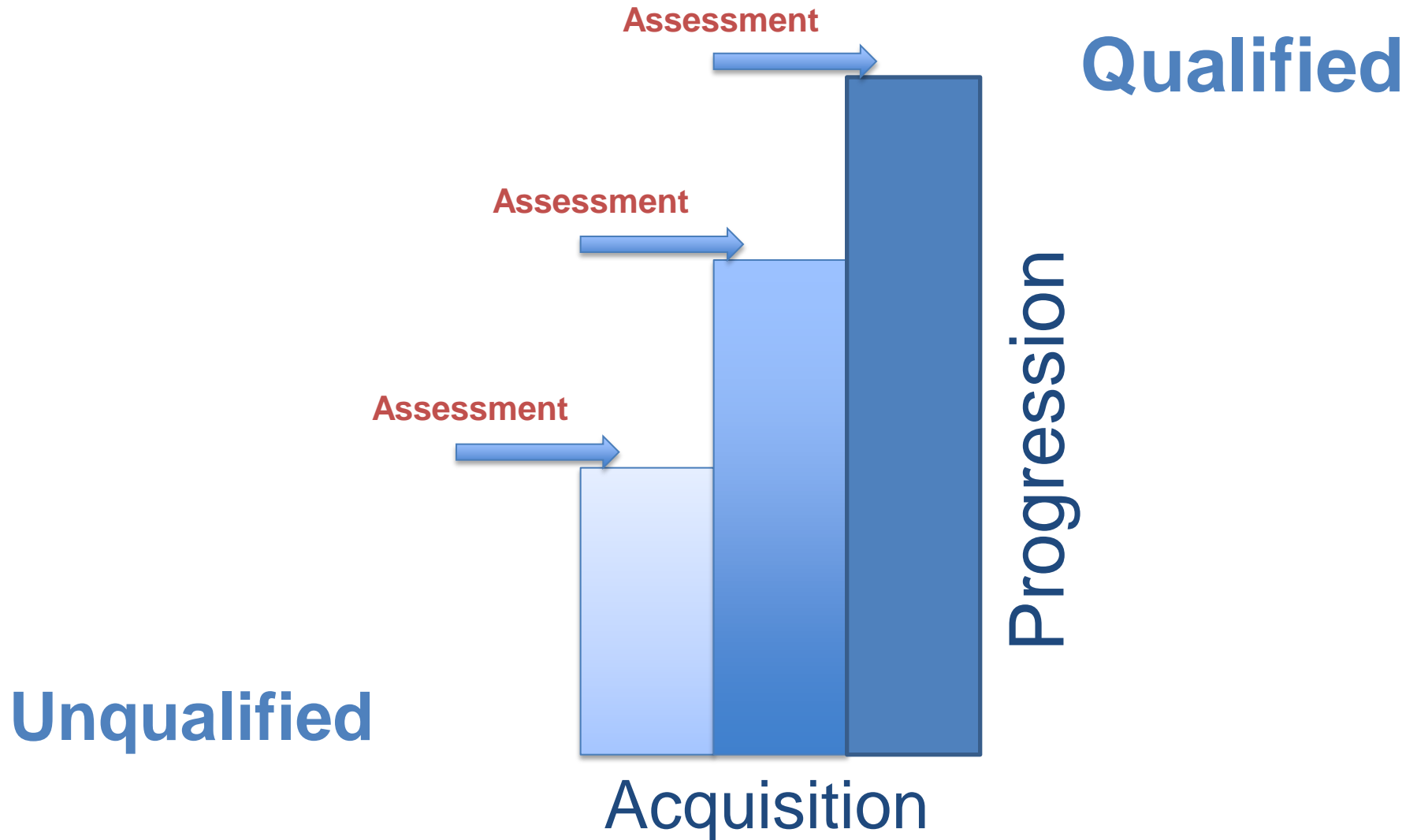


Repurpose

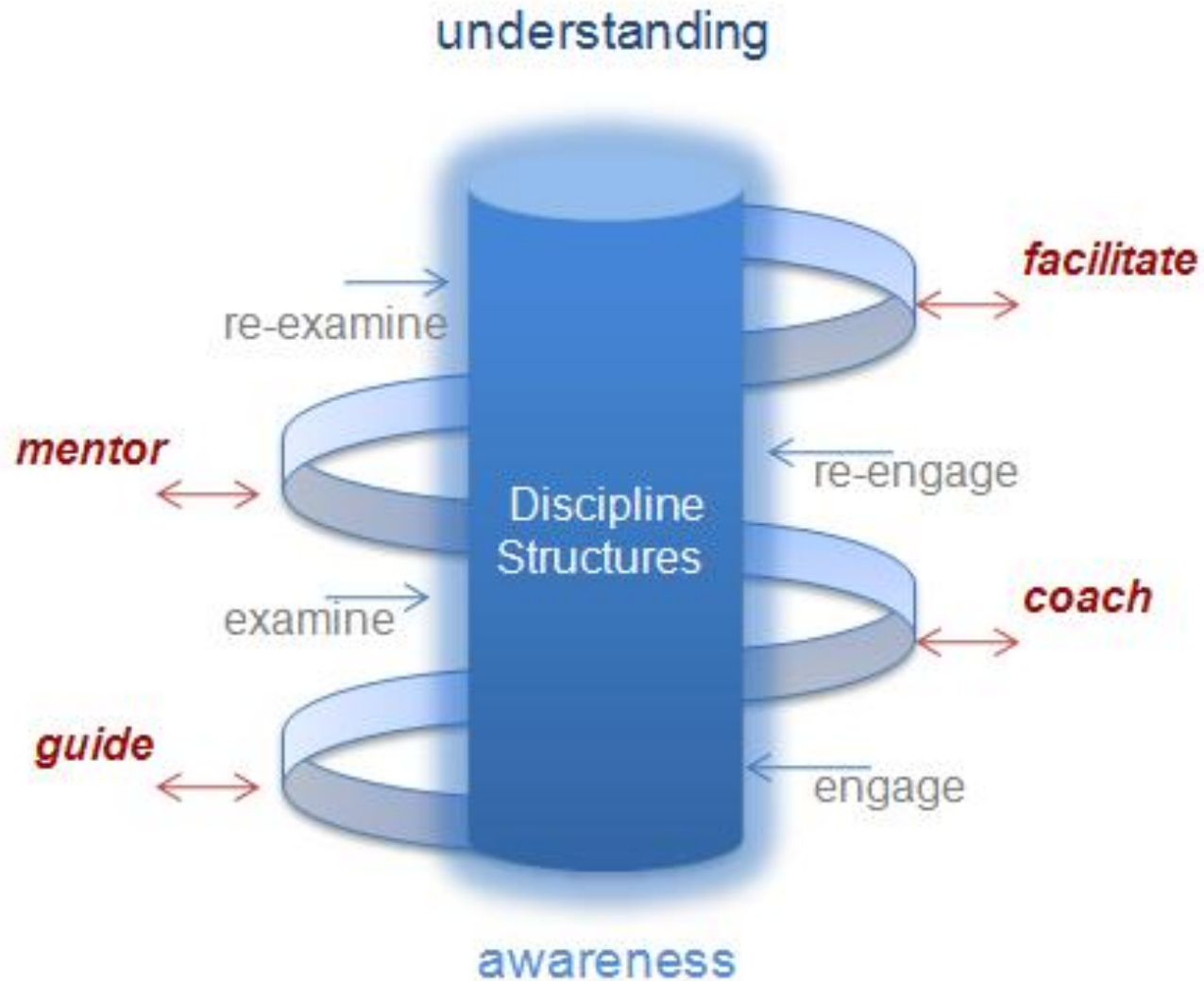
ACTIVE
PARTICIPANTS

Enquire & Engage

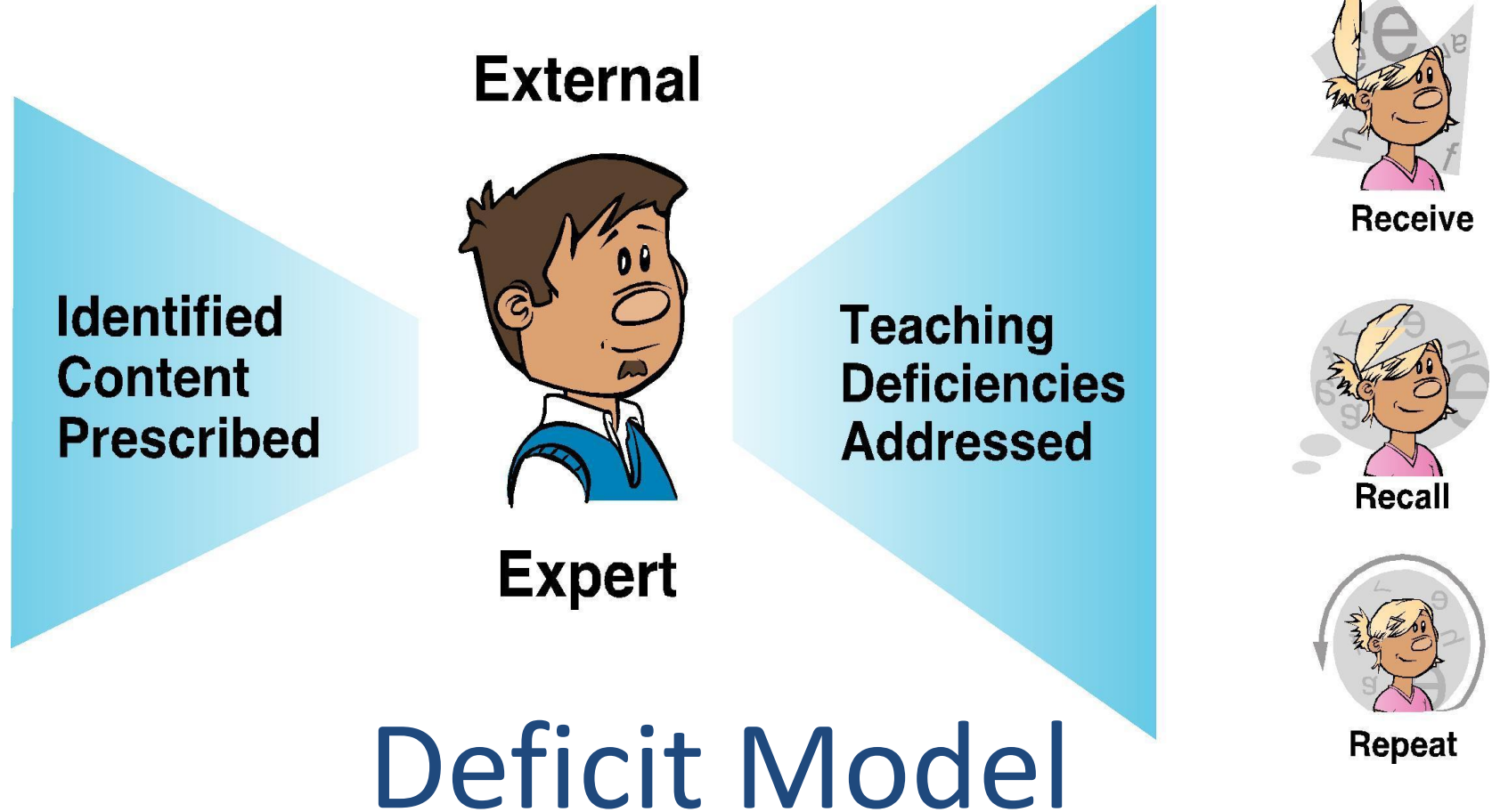
Curriculum as Product



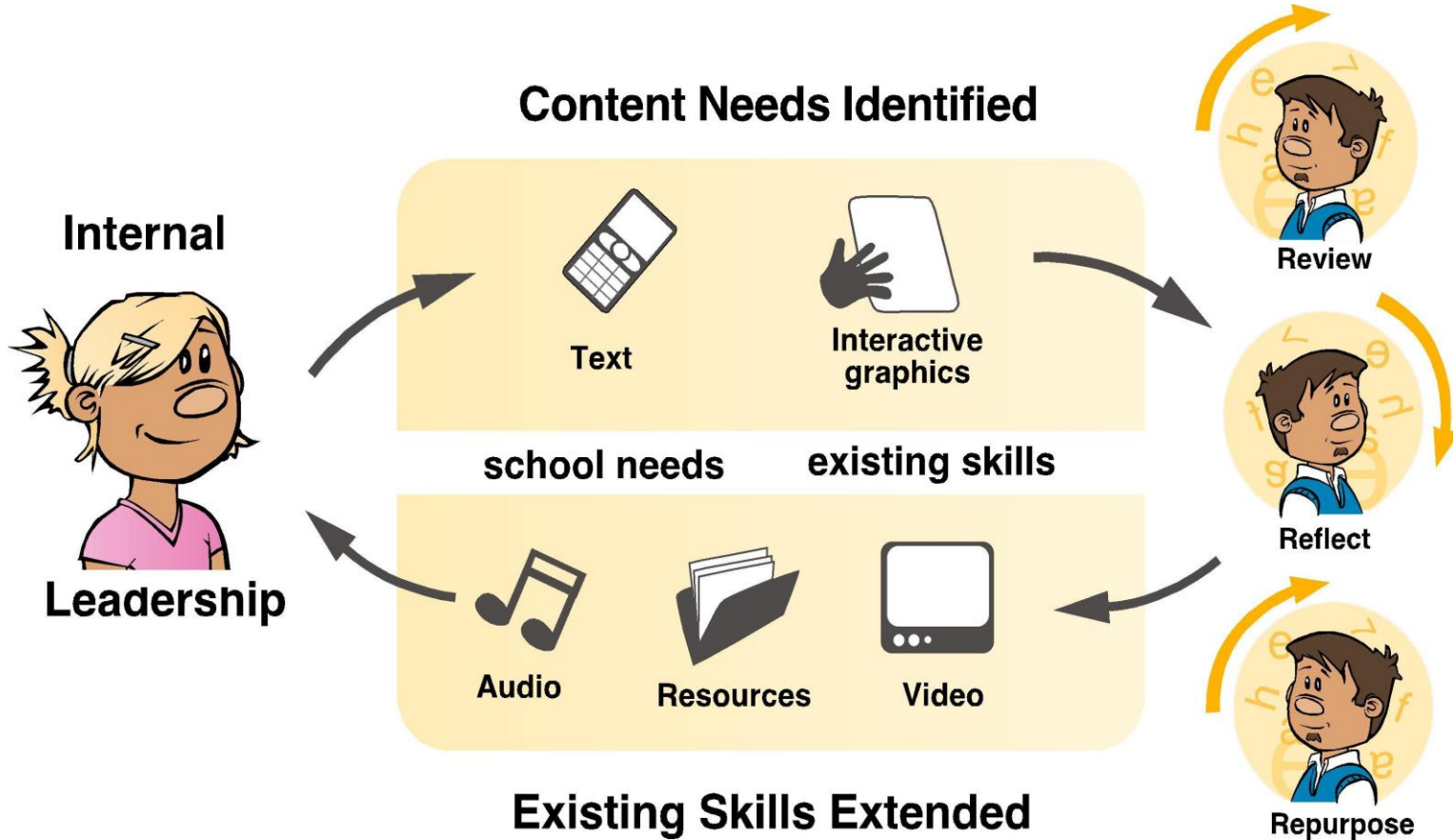
Curriculum as Process



Transmission Repetition Product



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 <i>This standard is expiring. The last date for assessment to take place is 31 December 2011.</i>	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 <i>This standard is expiring. The last date for assessment to take place is 31 December 2011.</i>	12 Credits		
10474	Unit	Manage the design of teaching and learning in open and distance learning materials <i>This standard is expiring. The last date for assessment to take place is 31 December 2011.</i>	14 Credits		
10475	Unit	Support open and distance learning through teaching and learning technologies <i>This standard is expiring. The last date for assessment to take place is 31 December 2011.</i>	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



The **Competency Assessment Tool** (*The CAT*) has been designed to enable you to assess your current competency in a defined range of activities.

Demonstrate knowledge of support systems required for the provision of open, flexible, and networked learning.

Demonstrate a commitment to the role of an OFNL teacher as a responsible and ethical practitioner.	Understanding 	Evidence 	Moderation 
Demonstrate research-based knowledge of pedagogically effective use of OFN technologies.	Understanding 	Evidence 	Moderation 
Apply OFNL technology in a range of environments to meet the needs of a diverse student population.	Understanding 	Evidence 	Moderation 



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

Emerging Technologies Centre  Wintec Te Taiwhanga Hangarau Mohiou	
The Competency Assessment Tool (The CAT) has been designed to enable you to assess your current competency in a defined range of activities.	
Demonstrate knowledge of support systems required for the provision of open, flexible, and networked learning.	
Demonstrate a commitment to the role of an OFNL teacher as a responsible and ethical practitioner.	Understanding Evidence Moderation
Demonstrate research-based knowledge of pedagogically effective use of OFN technologies.	Understanding Evidence Moderation
Apply OFNL technology in a range of environments to meet the needs of a diverse student population.	Understanding Evidence Moderation
Develop materials for open, flexible, and networked learning	
Design OFN technology plans and budgets.	Understanding Evidence Moderation
Create and use multimedia and Web-based resources that advance student learning in OFNL environments.	Understanding Evidence Moderation
Integrate OFNL technology through evidence-based practice to strengthen and transform teaching and student learning.	Understanding Evidence Moderation
Facilitate learning in an open, flexible, and networked learning (OFNL) environment	
Analyse, adapt and apply new thinking and action to changing technology and technological environments.	Understanding Evidence Moderation
Use a range of OFNL technologies to communicate and collaborate with students, colleagues and stakeholders.	Understanding Evidence Moderation
Engage in personal and collegial professional development to aid ongoing professional learning in the domain of OFNL.	Understanding Evidence Moderation
Manage the provision of open, flexible, and networked learning.	
Apply leadership skills to establish a vision for OFNL technology integration.	Understanding Evidence Moderation
Advocate for change management to build programme, student and technical support for OFNL initiatives.	Understanding Evidence Moderation

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 individual's 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

☰ My Portfolio: Categories

Information

Categories

My Portfolio

Views

Export/Import

Shared Portfolios

Categories: here you can create and modify categories

- 1. Demonstrate knowledge of support systems required for the provision of open, flexible, and networked learning.
 - 1.1 Apply OFNL technology in a range of environments to meet the needs of a diverse student population.
 - 1.2 Demonstrate a commitment to the role of an OFNL teacher as a responsible and ethical practitioner.

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



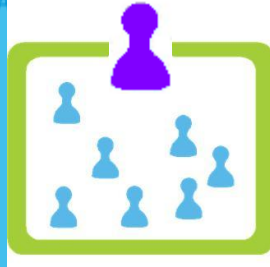
Recognised Mentor



Recognised Mentor



Recognised Mentor



Recognised Mentor



Reflective Frameworks

