

Title: **Approaches to Supporting Curriculum Development**

Presenter: **David Baume**
Independent Consultant

Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to, and indeed will have begun to, explore and apply a variety of accounts of curriculum and curriculum development to their work in supporting curriculum development.

Session Outline

Many models of curriculum and of curriculum development are in use. These models are to various extents based in theory, and are to varying extents explicit. To help colleagues to undertake their own curriculum development, developers may find it helpful to make these curriculum models explicit, and explore ways to use them.

A range of models of curriculum will be summarised:

- Curriculum as the study of authoritative texts (Cobban 1975);
- Curriculum as a list of content, as a syllabus, to be delivered;
- Curriculum as learning outcomes;
- Curriculum as learning outcomes together with syllabus content;
- Course design for particular pedagogic purposes (Baume and Baume 1992);
- Relations between curriculum as content and constructivist models of learning through doing (Holt 1976)
- Curriculum as what students do in order to achieve the course learning outcomes (Bates, Baume et al 2009), Baume (2009).

Participants will be encouraged to identify these and other models in their practice and in the practice of colleagues, and to draw implications for the work of academic development.

Session Activities and Approximate Timings

Participants will first be encouraged to identify a particular piece of curriculum development in which they are engaged or which they will be supporting colleagues to undertake.

A range of models of curriculum and of curriculum development will be presented briefly, then explored and tested by participants.

Participants will then, as they wish, select from, adapt and use these models:

- To develop their own curricula;
- To plan how they will work with colleagues to support curriculum development;
- To explore some policy and strategy implications of curriculum and curriculum development

References

- Bates, I., D. Baume, et al. (Accepted for publication). "Focusing on student learning to guide the use of staff time." Innovations in Education and Teaching International.
- Baume, D. (2009 - in preparation). Course Design. Leeds, Leeds Metropolitan University.
- Baume, C. and D. Baume (1992). Course Design for Active Learning. Sheffield, CVCP-USDTU.
- Cobban, A. B. (1975). The Medieval Universities. London, Methuen and Co.
- Holt, J. (1976). Instead of Education. Canada, Clarke, Irwin.