

Title: Curriculum as counter-narrative: co-constructing a framework for 'personal knowing'

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Articulate a rationale for a values-based curriculum which has the virtue of also meeting external demands but places emphasis on the vocabulary of education rather than business.
- Use and adapt co-construction tools and approaches in their own universities to lead change initiatives around curriculum review.
- Become skilled at negotiating values in a context of managerialism without losing their jobs.

Session Outline

The intersection between theory and curriculum design, notably theory about critical pedagogy (Kemmis 2005), students' intellectual journeys (Perry 1970, Baxter-Magolda 2001; 2014) and powerful knowledge (Wheelahan 2010, Harland and Wald 2018). The session will take participants through the co-creation of an institutional curriculum framework. Weaving through the workshop, we will share insights from our systematic co-creation process (including nine curriculum cafes with 182 staff and 900 student comments on a curriculum wall). Theory and empirical research informed the development of six dimensions of the framework, leading us to, among other theories, those about powerful knowledge (Wheelahan 2010; Harland and Wald 2018), and self-authorship (Baxter-Magolda 2014). The dimensions of our framework are: critical, creative and applied; inspiring research and inquiry; intellectually stimulating for life; authentic and engaging assessment; outward facing; fostering social and personal growth. 'Personal knowing' is the heart of our curriculum framework, integrating all dimensions (Polanyi 1958). Participants will be invited to consider what this might mean for teachers and students, what such a curriculum might look like, and wider contextual factors that might enable or inhibit its implementation on all courses.

Session Activities and Approximate Timings

- Setting the scene (15 minutes)
- Play a diamond nine card game to identify participants' curriculum philosophy in relation to theory (20 minutes)
- Presenting the framework (15 minutes)
- Do a boardwalk linked to the dimensions of our curriculum framework (10 minutes)
- Participate in a simulation of the curriculum design process we used, for example generate and thematically analyse cards that articulate participants' ideas about curriculum (20 minutes)
- Discussion and question time (10 minutes)

References

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