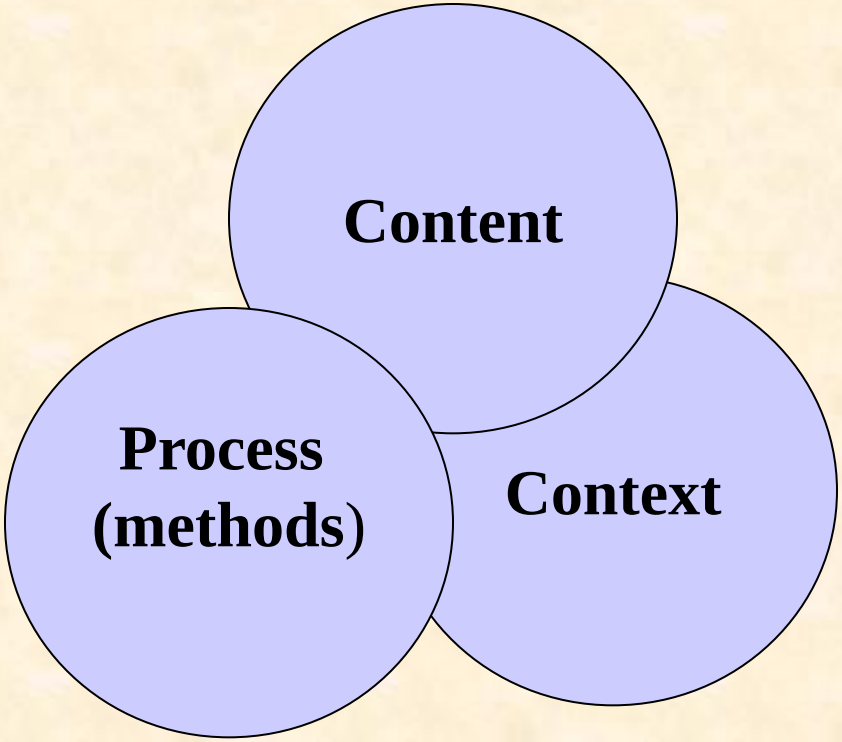
CURRICULUM DESIGN AND INNOVATION



Purpose

Story

Audience

Rethinking *purposes:*

Instrumental:

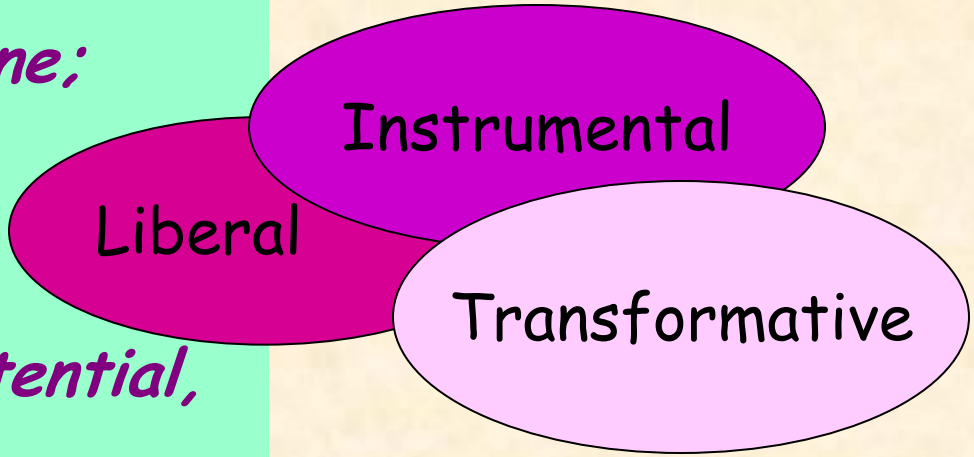
Getting things done; making use

Liberal:

Reaching your potential, making meaning

Transformative:

Social and personal development; critique and action



Learning outcomes?

- Learning to be
- Learning to know
- Learning to do
- Learning to live together

Delors Report (1996)

Learning that is
- Foundational
- Praxis
- Reflexive

National Qualifications Framework

On Knowing:
Finding out:
- What we know
- How we come to know
- Why we believe what we know
- How we can improve our strategies for knowing

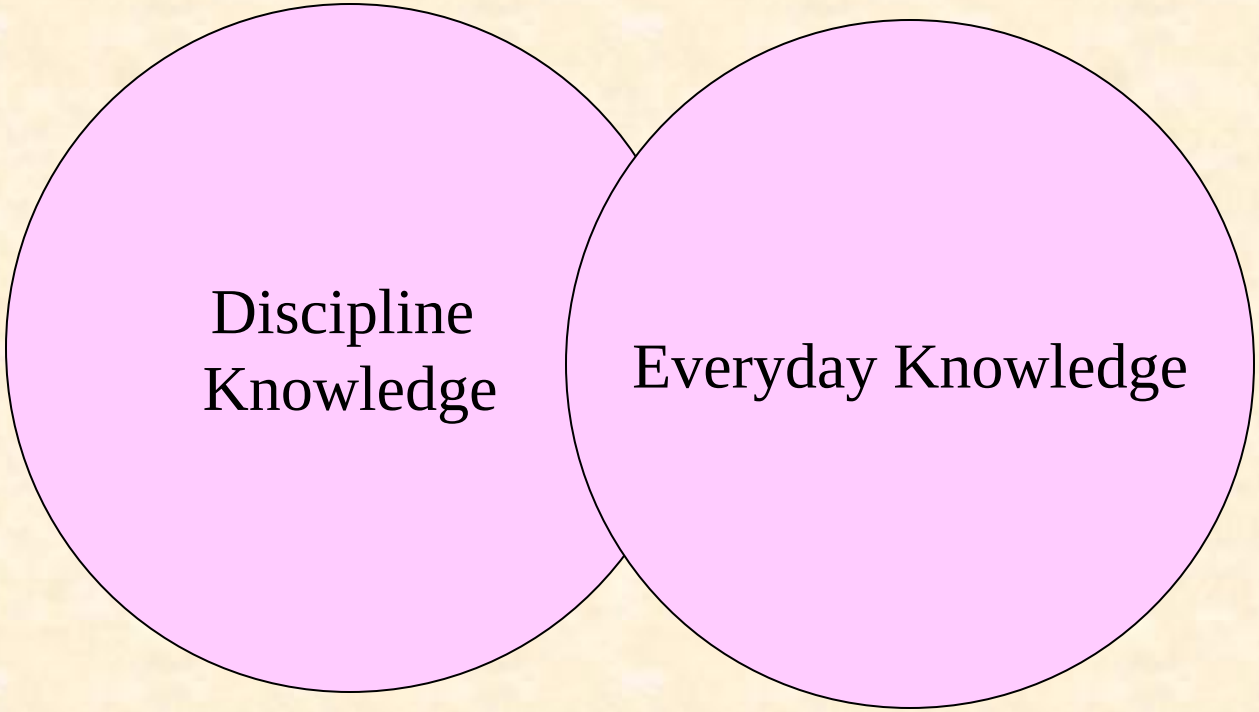
Duschl, 2002

Critical outcomes:

- **Solve problems creatively**
- **Critically evaluate information**
- **Communicate in a variety of ways**
- **Work in teams**
- **Manage one's self**
- **Use science and technology effectively**
- **Understand the world as a set of systems**
- ***Learn how to learn***
- ***Citizenship***
- ***Cultural sensitivity***
- ***Employment opportunities***
- ***Entrepreneurial***

Subject-based outcomes:

- Knowledge (conceptual, structural)
- Processes/skills
- Social/philosophical (context)
- Affective/values/beliefs


Discipline
Knowledge
Everyday Knowledge

Metacognition, metatheory:

Learning as a strategy….

Connecting, mapping, questioning purposes..

Standing outside yourself, watching yourself learn

Learner-centred education

- Building on students' knowledge, lives, interests and purposes
- Responding to diversity, building tolerance, critique and teamwork
- Bringing together local and national/global agendas

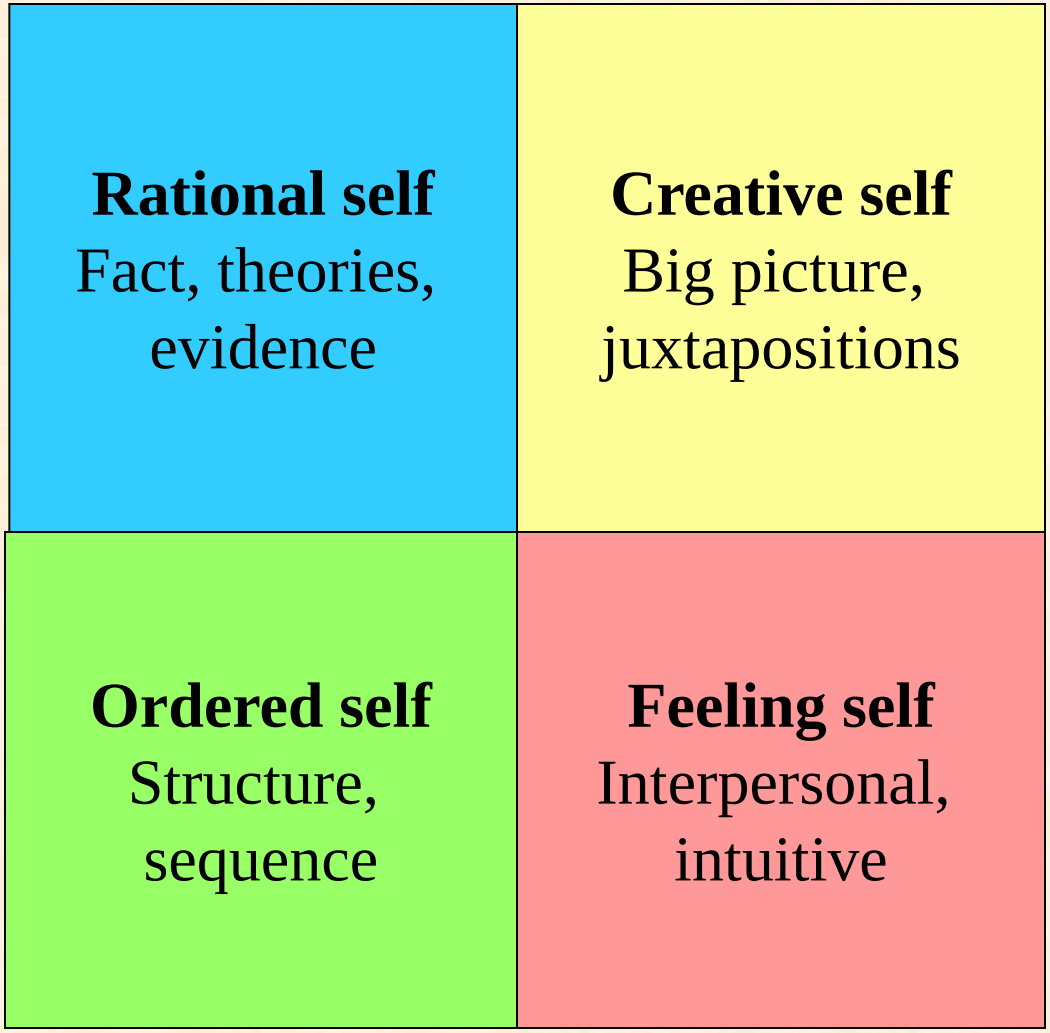
Is there any such thing as a normal person? normal family? normal life?

Levels of learner-centredness

Level 3:
Learner-centred outcomes
(critical pedagogy)

Level 2: Learner-centred pedagogy
(to preset outcomes)

Level 1: Caring for students and their learning


Rational self
Fact, theories, evidence
Creative self
Big picture, juxtapositions
Ordered self
Structure, sequence
Feeling self
Interpersonal, intuitive

Pedagogies?

- Project and problem-based learning
- Work-required learning
- Context-based learning
- Scenarios, case studies, role plays
- Computer-based technologies
- Variety of teaching/learning methods

Learning as 'an experience'

Some teaching methods

- Brainstorming, fantasy and games
- 1-3-6 Consensus
- Jig Saw
- Role play, to enact processes/systems/explanations; represent stakeholders, values and ways of thinking; take responsibilities within the group.
- Predict-explore-explain
- Working with text: reading the headings and guessing the text; inserting headings, writing on the reading
- Translation activities: graph to story, story to flow chart, cartoon, concept map, play, interview, table, set of instructions, other language, oral presentation….
- Test questions: Making them up, answering them, analysing class responses to them, preparing marks memos, assigning 'value' to the knowledge…
- Concept maps – drawn, enacted, modelled….
- Reviewing and reflecting: Diaries, concept maps, flow charts, creative pictures, writing letters, talking to a friend, contributing to a class 'comments book'…
- Learning through work: learning happens as part of a project, or the generation of a 'product'– a drawing, newspaper article, letter, scientific report, research report, story, play, model…..