I would like to acknowledge the Gubbi Gubbi/Kabi Kabi people who are the Traditional Custodians of the land we are meeting on today.

I would also like to pay my respects to the Elders past, present and emerging and any Aboriginal and Torres Strait Islander people present.
Curriculum Design@USC

Four principles of curriculum design...

01 Learning-centered
02 Standards-based
03 Constructively aligned
04 Career and future focussed

These are proposed icons for the principles – first run
A few questions for today...

Why focus on curriculum design?

Why these design principles?

How can you work with them in your context?
Curriculum design is a process of intentionally crafting the architecture of the entire suite of learning activities and experiences that a student will undertake in order to successfully complete a program, courses or study component to achieve the stated learning outcomes.
The curriculum should...

Engage students in deep [transformative] learning

Make sense to students as they progress, i.e. they can see how learning is connected and developmental across courses and years

Provide authentic, challenging and connected learning experiences, some of which are used to check on students’ progress [assessment]

Establish authentic purpose by embedding research, scholarship and external benchmarks for the discipline

Enable the achievement of graduate attributes for life, and a career after graduation
Learning-centred

Active learners
Your turn...

In pairs or at your table, identify some of your current practices as ‘learning centred’ and share them with the group.
Standards-based

Meet and exceed
Your turn...

Jot down the standards that relate to your discipline.

Whole group discussion: What is distinctive about the curriculum at USC?

or

Is there a danger that standardising will make every program across Australia look like every other program?
Constructively aligned
Your turn... What strategies do you have in place to ensure students are continually constructing meaning?
Career and future focussed

Thinking about the future
Your turn…
Think about a ‘wicked problem’ facing your discipline or profession, or our profession of Higher Education.
How is USC’s curriculum, from first year, preparing students to engage with the future?
Curriculum Lifecycle

1. Collaboratively design and consult
2. Accredit and approve
3. Deliver
4. Evaluate and Review
5. Manage and provide access to information
USC Curriculum Priorities

• First year experience
• Embedding Aboriginal and Torres Strait Islander Knowledges and Perspectives
• Blended Learning
• Work Integrated Learning