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Modes of delivery and their complexities with regard to pedagogies and curriculum design

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QEP

8 October 2015

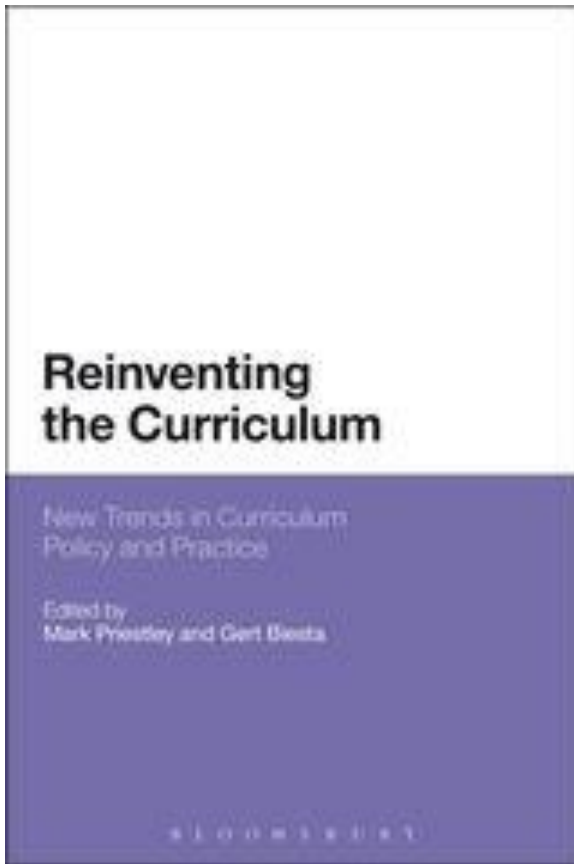


‘Curriculum is too important
to leave to academics.’

What is 'curriculum'?

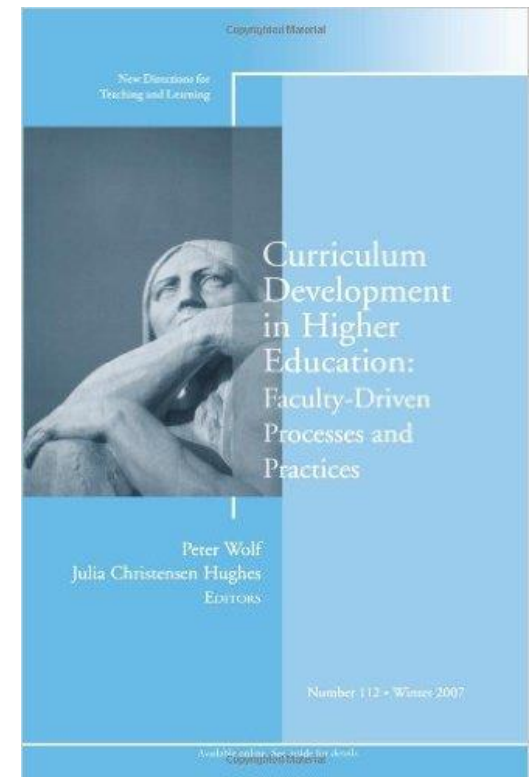
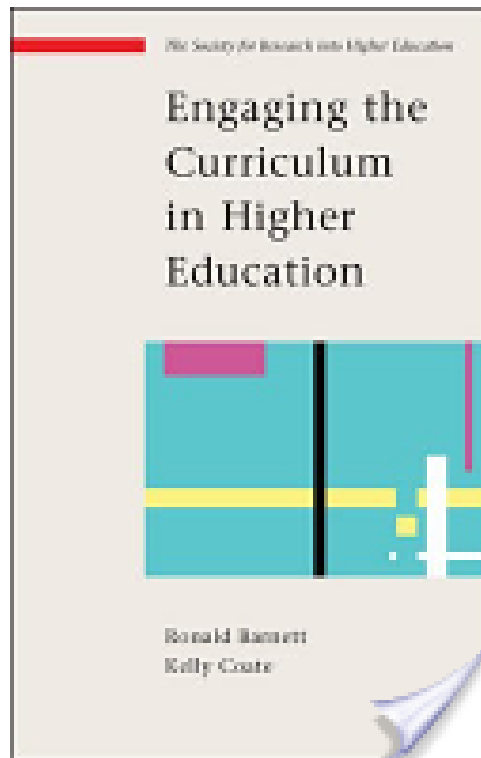
- Jot down some ideas.
- Share them with a partner.
- Share them with a bigger group.

- Totality of student experience: not disciplinary/ field content or even programme outcomes only; graduate attributes



Osberg, D. and Biesta, G. (2008). The emergent curriculum: navigating a complex course between unguided learning and planned enculturation. *Journal of Curriculum Studies*, 40:3, 313 – 328.
URL: <http://dx.doi.org/10.1080/00220270701610746>

Curriculum theory and practice
<http://infed.org/mobi/curriculum-theory-and-practice/>



<http://thesecondprinciple.com/instructional-design/types-of-curriculum/>

- Explicit
 - Intended v received
- Implicit/ hidden
 - Assimilation
- Null/ Excluded (what we omit)
 - Africanization
- Extra-curricular: Life contacts and experiences on campus
- Online: YouTube, MOOCs, any educational material, interaction with others across the world

Curriculum

- Context
 - National legislative environment (e.g. HE Act, NQF Act)
 - National imperatives (e.g. transformation, employability)
 - Historical and present context of the provider
 - Personal contexts of students: socio-economic, educational, geographical and technological
- How people learn and how they learn and study in a specific discipline/field
- Teaching approach (e.g. constructivist, problem-based) linked to signature **pedagogies** of the different disciplines in the programme
- Content (knowledge, skills, ethics, processes)
 - Programme level outcomes and aligned module-level outcomes linked to disciplinary knowledge and graduate attributes
 - Constructive alignment*: learning experiences aligned to outcomes; assessment aligned to outcomes and activities
- Delivery mode

* Biggs, J. & Tang, C. (2011). Teaching for Quality Learning at University. Maidenhead: McGraw-Hill and Open University Press.

What is 'pedagogy'?

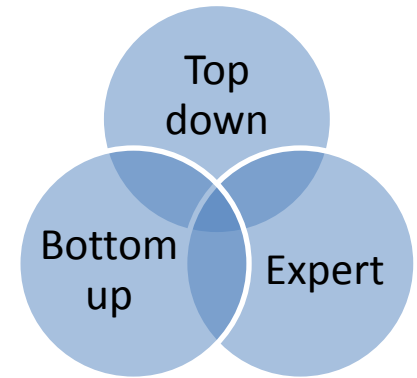
Pedagogy is the **discipline** that deals with the theory and practice of education; it thus concerns the study and practice of how best to teach. Its aims range from the general (full development of the human being via liberal education) to the narrower specifics of vocational education (the imparting and acquisition of specific skills).

(Excerpt from Wikipedia)

How do statutory bodies in SA understand the concept of curriculum?

- SAQA: **planned** combination of core, fundamental and elective credits
- Criterion 1 of CHE accreditation process
- Professional Councils (ECOSA, HPCSA, SAICA) or employer bodies (MR TEQ): content (knowledge and skills) (and outcomes)

Models



- Top down
 - SAQA
 - Outcomes-based: knowledge, skills, attitudes and values
 - Foundational, practical and reflective competence
- Bottom up
 - Stakeholder approach (including professional bodies, students, practitioners, etc.)
- Expert
 - Team approach (including subject matter experts, students, educational consultants, instructional/technology designers, ODL experts)

Criterion 1, CHE accreditation criteria: Programme design

- Relation to institution's mission and planning
- Needs of students and other stakeholders
- Intellectual credibility
- Coherence
- Articulation
- Characteristics and needs of professional and vocational education
- Learning materials development

Criterion 1 (iii)

- Learning outcomes, degree of curriculum choice, teaching and learning methods, modes of delivery, learning materials and expected completion time cater for the learning needs of its target student intake.
- Competences expected of students who successfully complete the programme are made explicit.

Criterion 1 (iv & v)

- The design maintains an appropriate balance of theoretical, practical and experiential knowledge and skills. It has sufficient disciplinary content and theoretical depth, at the appropriate level, to serve its educational purposes.
- The design offers students learning and career pathways with opportunities for articulation with other programmes within and across institutions, where possible.

Criterion 1 (vi & vii)

- Modules and/or courses in the programme are coherently planned with regard to content, level, credits, purpose, outcomes, rules of combination, relative weight and delivery. Outsourcing of delivery is not permitted.
- There is a policy and/or procedures for developing and evaluating learning materials and ensuring their alignment with the programme goals and underpinning philosophy. Where necessary, members of the academic staff are trained to develop learning materials.

Criterion 1 (viii)

- Programme outcomes meet national and/ or regional labour market, knowledge or other socio-cultural needs. The requirements of professional bodies are taken into consideration, where applicable. Relevant stakeholders, including academic peers from outside the institution, and employers and professional bodies where applicable, are involved in the development of the programme.

Criterion 1 (ix)

- The characteristics and needs of professional and vocational education are catered for in the design of the programme, where applicable. This includes the following, in addition to (i) – (vii) above:
 - The programme promotes the students' understanding of the specific occupation for which they are being trained.
 - Students master techniques and skills required for a specific profession or occupation.
 - Work-based learning and placement in a work-based environment form an integral part of the curriculum, where possible.

Criterion 1 (x)

- In the case of institutions with service learning as part of their mission:
 - Service learning programmes are integrated into institutional and academic planning, as part of the institution's mission and strategic goals.
 - Enabling mechanisms (which may include incentives) are in place to support the implementation of service learning, including staff and student capacity development.

Supporting curriculum documentation

- Policies: e.g. teaching, assessment, study guides, community engagement, WIL
- Core, fundamental and elective credits for the whole programme aligned to the HEQSF
 - Difference between ‘elective’ and ‘core for a particular stream’
- Details per module of outcomes, content, assessment, prescribed texts
- % time spent on different activities

What underlying assumptions about what curriculum means are made by the CHE's Criterion 1?

NB

Achieving the same learning outcomes
in different delivery modes

BUT

Can we achieve the same graduate attributes for
a student who attends class on a campus and
one who studies by distance or online?

What aspects of curriculum are impacted by delivery mode?

- What do students who attend class on campus have in their curriculum that distance and online students do not?
 - Social presence of lecturer and peers
 - Easy library access
 - Extra-curricular experiences (student societies, sport, sitting on the lawn chatting, residence experience for some, social activities like RAG)
- What do students who work online have in their curriculum that paper-based distance students do not?
 - More of a social presence of lecturer and peers
 - Synchronous contact
 - Interactivity
 - Group work and other sharing (wikis, blogs)

Contact delivery mode = solitary teacher + students



- Active engagement of students in large classes
- Infrastructure: buildings, classroom technology, technology outside the classroom (BYOD, Wi-Fi, computer labs), library, laboratories, practical spaces
- WIL
- Community engagement

Contact in a blended mode



Google™



Blackboard
LMS learn+



Distance delivery mode

- Development of print materials and multimedia
 - Printing and storage
- Active engagement of students at a distance
- Maintaining contact with students at a distance
 - Fixed office hours of academics with contact numbers
 - E-mail
 - Call centres
 - Tutorial letters
- Infrastructure: central office, learning centres (what % of students attend?), storage for materials (do you buy the textbooks?), despatch of materials, call centre, getting assignments from students and back to them (post office, online, courier), technology
- WIL
- Community engagement

Distance education



Online teaching and learning



Online delivery mode

- Development of online pages and multimedia
- Resource selection
- Active engagement of students online: interactive tools
- Maintaining contact with students
 - Within LMS
 - Fixed office hours of academics with contact numbers
 - E-mail
 - Call centres
 - Synchronous software (e.g. Adobe Connect, Blackboard Collaborate, skype, etc.) and webinars
- Infrastructure: technology
- WIL
- Community engagement

Your delivery mode is part of your curriculum development and will affect it to some extent, especially in terms of learning activities.

Your mix

- Draw a diagram of your institution's curriculum design including pedagogy and delivery mode(s).
- Jot down some student-centred reasons behind your institution's decision to use this particular mix.
- Share the diagram and reasons with a partner.
- Share them more generally if time allows.