Curriculum Development: Exploring Principles & Processes

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Overview

• Curriculum facts & challenges
• Curriculum design models
• Principles of curriculum improvement
• Recent curriculum changes at DLIFLC
Roles of Curriculum

Teacher

Curriculum

Students
Curriculum Facts

Road map & Guide

Safety net
Curriculum Facts

- Useful framework
- Planned and responsive process: Organized flexibility
- Not a series of materials
- Does not dictate what students actually learn
Curriculum Challenge

Faster!

Better!
Common Challenges

- **Gaps**: What is intended vs What happens in classroom
- **Unreasonable Expectations**
- **Time Constraints**
- **Stakeholder Buy-in**
- **Readiness of Users**
Curriculum Design

Methodology

Process

Input

Language Content

Output

Desirable Outcomes

(Richards, 2013; Wiggins & McTighe, 2005)
Curriculum Design

Forward Design
• Starts with language input

Central Design
• Starts with learning process

Backward Design
• Starts with desired outcomes

(Richards, 2013; Wiggins & McTighe, 2005)
ADDIE

Analyze

Evaluate

Design

Sufficient?

Implement

Develop
Curriculum Framework
Three Principles of Curriculum Improvement

1. Learning Principle

2. Agile Principle

3. Organizing Principle
1. Learning Principle

- Approaches to learning
- Approaches to mastery
- Integrating rigor through **quality** of instruction
- Enabling learners: Content and process

Less is More?
1. Learning Principles (cont.)

- Adult learning principles
- Fostering passion and perseverance (Grit)
- Working with digital natives

Curriculum Improvement: Bridging the gap

(Duckworth, 2016)
2. Agile Principle

- Agility = Value, Not a set mechanism
- Response to the needs of stakeholders
- Evolutionary
Agile Development

More valued

- Individuals and interactions
- Frequent delivery of working products
- Customer collaboration
- Responding to change

Less valued

- Process and tools
- Comprehensive documentation
- Contact negotiation
- Following a plan
3. Organizing Principle

- Organizing curriculum change = Institutional process
  - Balancing inclusion and efficiency
  - Monitoring buy-in and ownership
  - Maintenance and sustainment
Institutional Change Process

Institutionalization

Mobilization

Implementation

(Gessler & Mocek, 2018)
Institutional Curricular Change: Additional Considerations

- Include individuals who will be functionally impacted by changes
- Include process gatekeepers
- Incorporate IT department
- Implement changes in a series of phases
- Transparency
- Find opportunities to orient community

(Gessler & Mocek, 2018, p.7)
Change Process

1. Create urgency
2. Form a powerful coalition
3. Create a vision for change
4. Communicate the vision
5. Empower action
6. Create quick wins
7. Build on the change
8. Make it stick

(Kotter, 2012)
Curriculum Improvement through Shared Leadership

- External Coaching
- Fairness of Rewards
- Conditions to Enable Shared Leadership
- Hierarchical Leaders
- Accountability Structures

(Kezer & Holcombe, 2017)
Curriculum Improvement

Context

Organizing Principle

Agile Principle

Process

Learning Principle
Recent initiatives at DLIFLC

- Curriculum Review Board
- Gap analysis criteria: Curriculum Standards
- Curriculum review by cross-functional teams
Curriculum Standards:
Key Components

Structure
Content
Methodology
Structure

- Clear and systematic organization
- Gradual progression (ILR, AT materials)
- Balanced (appropriate scaling of levels)
- Clear objectives
Methodology

- Application of Sound pedagogical principles
- Facilitate student-focused activities
- Consideration of student profiles
- Reinforce learning strategies
Content

- Vocabulary (selection, presentation, practice, application)
- Linguistic features (in context, application, recycle)
- Quality of audio, textual and video content
- Integration of Final Learning Objectives
- Effective use of technology
- Integration of culture
- Assessment
Expected Outcomes

- Gaps in curriculum
- Recommendations from cross-functional teams
- Improved and validated Curriculum Review Criteria
- Increased awareness among faculty
Final Thoughts

• How do we make positive impact on students’ learning processes? (attitudes, strategies, ownership, etc.)
• How do we make the resource useful and relevant to the users?
• What is the optimal balance of “prescriptiveness” and “openness”? 
Thank you!

Questions?
References


