Curriculum Design and Development

Module 2B

Designing a module curriculum in context

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Questions for discussion

What informed decisions are important in the curriculum development process?

Informed Decisions

1. The position of the course

2. The learning outcomes

3. The context

4. The content

5. The learning approach

6. The assessment

a. What is the position of the course?

Key question(s) to be asked	Key Persons to be consulted/Process
What is the aim of the Programme? (e.g. the Programme aims at providing participants with the necessary knowledge and skills: ✧ to be appointed as trainee foreman of a logistic company; and ✧ to be accepted for a top up degree in logistic management)	➢ Your supervisor ➢ The programme director (if not your supervisor)

a. What is the position of the course?

Key question(s) to be asked	Key Persons to be consulted/Process
What is the aim of the course? (e.g. the course aims at providing participants with: ✧ Concepts on the different functions of warehousing. ✧ What is/are the function(s) of warehousing in logistic management? ✧ What is/are the limitations and constraints of warehousing?)	➢ Your supervisor ➢ The programme director (if not your supervisor) ➢ Related persons of the trade, in particular those in the management positions ➢ Related teaching staff of logistic management

a. What is the position of the course?

Key question(s) to be asked	Key Persons to be consulted/Process
What is the position of the course within the programme? (e.g. ✧ The duration of the Programme and the duration of the course; ✧ What are the other courses within the Programme? ✧ What are the courses before and after your course? And most important, ✧ Is the course indispensable for the programme? etc.)	➢ Your supervisor ➢ The programme director (if not your supervisor) ➢ Related persons of the trade, in particular those in the management positions ➢ Related teaching staff of logistic management

b. *The Learning Outcomes*

Key question(s) to be asked	Key Persons to be consulted/Process
Who are your key stakeholders? (e.g. ✧ Who support(s) the offering of the Programme? ✧ Who will accept the graduates of the Programme? ✧ Who will be the participants of the Programme? ✧ Who will be partners in offering the Programme? etc.)	➢ Your goodself ➢ Your supervisor ➢ The programme director (if not your supervisor) ➢ In identifying the key stakeholders, don't miss student groups, both those have completed and will enroll in the course

b. *The Learning Outcomes*

Key question(s) to be asked	Key Persons to be consulted/Process
What opinions, in particular concrete expectations on the course, I need to gather from stakeholders? (e.g. ✧ What is the key skill sets to be developed? ✧ What are the most important facts and concepts participants have to know? ✧ What are the modes of learning expected by different stakeholders? etc.)	➢ Your goodself ➢ Your supervisor ➢ The programme director (if not your supervisor)

b. The Learning Outcomes

Key question(s) to be asked	Key Persons to be consulted/Process
How can I gather such opinions and expectations? (e.g. ✦ Should I have both quantitative and qualitative data? ✦ What are the limitations and constraints you are facing in this process? etc.)	**Process:** ➢ Arrange data collection according to limitations and constraints. Spend reasonable time on this process ➢ Carefully craft the discussion guides so that your target persons can understand your expectations quickly and clearly ➢ You must have some opinions from key persons, even very informal reality checks.

b. *The Learning Outcomes*

Key question(s) to be asked	Key Persons to be consulted/Process
How can I make the opinions and expectations into useful information for course development?	➤ Conduct interviews and/or focus group discussion with the key stakeholders identified ➤ Summarize their views and expectations of similar natures into categories. A rule of thumb is that it should be around 4-8 meaningful categories

b. The Learning Outcomes

Key question(s) to be asked	Key Persons to be consulted/Process
How can the views and expectations be represented meaningfully?	➤ Represent the categories by learning outcomes. There is no hard and fast rule for one-one matching ➤ Remember the LOs should have three components: the action, the context and the standard ➤ Some components, e.g. the context, can be put in the leading phase so as to improve the readabilities of LOs ➤ Ask a few colleagues not involved in the development to read your LOs to see whether they can understand

c. Select the context and contents of the course

Key question(s) to be asked	Key Persons to be consulted/Process
What are the likes and dislikes of your target students? (In a particular course, you need to choose the 'context' as the platform of learning. In warehousing, the context can be warehouse for apparel products, for food and food products, for electronic products etc. Context close to students' experiences can help to motivate student learning)	➢ From the data collection process suggested above, you probably have some ideas about the answer ➢ There are generic knowledge and concepts, or even skills on warehousing. However, such generic components have to be explained and demonstrated through concrete examples. In extreme case, more than one contexts can be suggested for a course where different classes can use different contexts as platforms of learning

c. Select the context and contents of the course

Key question(s) to be asked	Key Persons to be consulted/Process
Will the contents chosen match with the LOs ?	➢ List all the contents that will match with the LOs of the course based on your professional knowledge ➢ Use a two dimensions table to check whether there is any LOs that miss out; or too much contents targeting at same LO

c. Select the context and contents of the course

Key question(s) to be asked	Key Persons to be consulted/Process
Can I have sufficient resources, including learning materials, lesson time and suitable facilities to deliver all the contents?	➢ Taking into consideration all the limitations and constraints on course delivery, carefully consider whether there is/are overlapping of contents with similar nature and/or contents that could be omitted without affecting the aims and LOs of the course

d. The concept map of the course

Key question(s) to be asked	Key Persons to be consulted/Process
How can I organize the contents of the course to facilitate student learning? (you need to have professional knowledge not just on the contents of the course, but also on how such contents can be learned, i.e. the pedagogical content knowledge)	➢ Organize the contents into learning units (or learning tasks) which can be easily understand by lay persons ➢ Sequencing the learning units to identify whether there is sequential requirements of certain units ➢ Organize the learning units in a chart to show the sequential and parallel relationships of the units

e. *Compiling the course document*

Key question(s) to be asked	Key Persons to be consulted/Process
How can I compile the course document and improve the readability of the document?	- You should assume that the readers are not experts of the contents - Use graphics and tables to help the readers in understanding the concepts and relations - Don't let two or more similar details appear in two different place of the document - Ask your colleagues or your good friends not involved in the development process to read the document to see whether they can understand

e. *Compiling the course document*

Key question(s) to be asked	Key Persons to be consulted/Process
How can I ensure the course document meets the Quality Assurance (QA)requirements (QA requirements can be internal and or external. Such requirements are generally stated either as principles, guidelines or indicators.)	➢ Make sure that you understand the underpinning rationale behind the requirements, whether it is guidelines, principles or indicators ➢ Check you documents against the requirements ➢ It is much easier to adjust and amend some technical issues. However, if there is/are mismatch in the underpinning, it is almost no choice but to start the whole process again

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