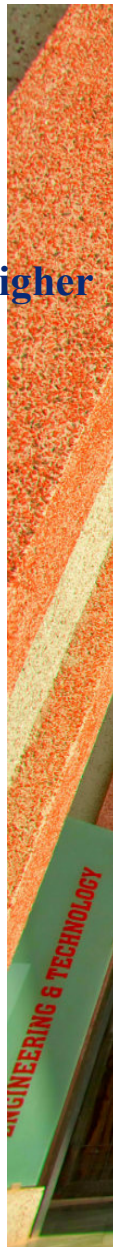# WORK PACKAGE 2

Module 4

Curriculum Development in Higher Education

Duration: 06.03-09.03.2018

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Developing e-learning (Courses and Activities)

Objective

By the end of this module participants should be able to:

- By the end of this module participants should be able to:
- • Understand the usefulness of needs analysis in curriculum development and be in position to implement one.
- • Become familiar with a variety of curriculum models as applied in higher education. Understand the strengths and limitations of each model.
- • Use different models of curriculum development for designing their own curriculum.
- • Examine international standards for curriculum design and perform a SWOT-analysis of their own curricula in view of these.
- • Be able to effectively integrate elements of critical thinking and inquiry in the curriculum using appropriate techniques and approaches.

Content

The training covered the following topics:

- •The role of needs analysis in curriculum development, implementation of a multiple-step process.
- • International standards for curriculum design: exploring what national and international organizations put forward as frameworks to develop institutional curricula. SWOT-analysis of own curricula in view of these external standards
- • Models of curriculum development (Tyler's, Bloom's, Kilpatrick's, Taba's), the systemic-centralized-decentralized-community based models. Advantages and disadvantages, comparison and adaptation possibilities.
- • The main curriculum models as applied in higher education (research-based learning, project-based learning, problem-based learning, case-based learning, task-based learning, community-based learning & design thinking)
- • Critical thinking and inquiry in the curriculum. Use different techniques and approaches: select, analyses, interpret and evaluate a range of source materials; identify and manage the risks; access or generate alternatives; develop a well-supported, clearly articulated argument to support a view; reflect on the strength and weaknesses and suggest ways to improve.

- • Design of their own curriculum, fitting their demands and context. Explain and analyses model(s) to be employed, the content/units of the curriculum, the main educational activities, the educational tools and the materials.