Curriculum Development

Course Overview

"Our job is not to prepare students for something. Our job is to help students prepare themselves for anything".

– A.J. Juliani

Why Curriculum DEVELOPMENT?

Curriculum planning and designing is as old as formal education. Yet in 21st century it is modified under the IT revolution. Pakistan is one of the countries with least literacy rates reported between 58 to 64% in different reports during past few years. It is even more disturbing to see education attainment level and participation rate that keeps decreasing from primary education to higher education. Only 37% of the students, who enroll in primary school, are retained up to secondary school level and less than 2% of the students who enroll in primary schools, are enrolled in higher education institutions.

There are 217 recognized universities and degree awarding institutions in Pakistan as per data available on HEC website. More than 47000 faculty members are working in these universities and degree awarding institutions. Almost every university has an ICT section which supports the activities of administrative and academic departments. Very few universities in Pakistan have used technological resources for teaching and learning purposes effectively. Most of the universities rely on traditional classroom interaction and laboratory research. Not many can claim to have flipped classrooms, blended learning or ubiquitous learning environments. Therefore the sudden onset of COVID-19 became a bigger challenge.

During COVID-19 when the universities were closed for more than six months, many of the universities tried to continue with online classes but some of them were successful only in instructional part and some could not even manage to continue the instructional practices. Online assessment was not possible in majority of the universities under the current policy of assessment and grading. Many of the universities had to remain closed and could not continue at all due to many underlying reasons.

Universities in all parts of the country are offering multiple specializations including sciences, social sciences and humanities as well as professional programs. Every specialization discipline has different sorts of requirements in terms of course designing using technological tools at university end, teachers' end and students' end. Furthermore the skills set required at the university end, teachers' end and students' end is not fully developed.

Further diversity of needs comes in with regards to gender, special needs, variability in students' socioeconomic background as well as regional disparities and catchment area of each institution.

What to EXPECT?

At higher education now the curriculum is being planned and designed in "Blended Mode". In this era courses are designed with programmed instructions. In this mode students have study materials which are written in a language that speaks to them directly, which have connecting points with multiple media content after every few pages. Students while using this "asynchronous mode", learn to develop self-directed learning, while in each course there is direct interaction between learners and instructors in the "synchronous mode" that can be in a real or virtual classroom. This kind of course designing is different from traditional course designing. Thus the course aims to achieve two outcomes:

- Design a course in blended mode

- Develop learning resources in soft form

Course
METHODOLOGY

Workshop Audience

This workshop has been designed for new and existing faculty members

Training Methods & Techniques

- Classroom Lectures

As the entire day is divided into 90 minute sessions, resource persons are invited to deliver lectures for one or more sessions depending on the need and relevance of their topic. Resource persons are encouraged to keep their sessions interactive and allow approximately 40 % of the time for questions and answers.

- Group work and Discussions

The group discussion is also an important aspect of the training course. It is the popular technique of personality testing. This technique has provided an opportunity to the participants to think and give their views and opinions on the topic. They benefited to learn from different angles to analyze a common topic and incorporate improvements therein.

- Demonstration

A training technique whereby each participant has to present his/ her designed course. Thereafter, the resource person and the participants together viewed that presentation to find out what has worked, which aspects have fallen short, and what needs to be done to improve the teaching technique.

Hands on Activities

Preparing a green sheet for a course - using multiple media resources available online.

3
DAYS

DURATION

in-person / online

Course
CONTENTS

Title	Description		
Philosophies and theory of Higher Education Course Designing	Constructivist theory of 20th century and Connectivist theory of 21st century How it works best for higher education?		
Credit hours Scheme	How it fits in National Qualification Framework? How it fits in larger program plan?		
Conceptualization Introduction	How to conceptualize a course under three major domains: Teaching- learning Practice Component Research Component		
Learning outcomes	How to derive learning outcomes for a course from program plan?		
Breaking a course into modules/units	How to split one course into subunits and modules to be calculated with teaching and learning time? How to make weekly plans for achieving learning outcomes		
Designing one module/unit	Asynchronous	Synchronous	
	Teachers Lead Activities	Teachers Lead Activities	
	Student Lead Activities	Student Lead Activities	
	System Generated Activities		
Online Assessment	Graded	Non-Graded	
Higher order thinking skills	How to develop test items for 06 levels of Bloom's Taxonomy		
Item development Exercise	Within each unit how to develop test items for each level to assess learning outcomes?		

Contents
EXPLAINED

Philosophies and Theory of Higher Education Course Designing

Curriculum is an important element of education. Aims of education are reflected in the curriculum. Philosophy is the cornerstone when building the curricular program. Without understanding the philosophy, a curriculum becomes vulnerable to externally imposed or societal pressures. This session will brief about the philosophies and theories in higher education course designing.

Credit Hours Scheme

National Qualification Framework is a mechanism for classification of the qualification on the basis of learning outcomes i.e. knowledge, skills and competence. It is a way of structuring existing and new qualifications, which are defined by learning outcomes, i.e. clear statements of what the learner must know or be able to do whether learned in a classroom, on-the-job, or less formally. This session will highlight the important aspects to fit the credit hours scheme in National Qualification Framework and how it fits in larger program plan.

Conceptualization Introduction

This session will focus on the conceptualization of a course under three major domains: Teaching- learning; Practice Component & Research Component.

Learning Outcomes

A curriculum framework is part of an outcome-based education or standards based education reform design. This topic will focus on how learning outcomes for a course can be derived from program plan. It will also elaborate that a curriculum framework is an organized plan or set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do at the time of graduation.

Breaking a Course into Modules/Units

Each module starts with a standard page which introduces the module, talks about the context in which it might be useful and its particular strengths. This session includes description of how a faculty member could conduct the module: what to do and why to do it. Another important aspect of this session is how to split one course into sub units. In addition, preparation of weekly plans for achieving learning outcomes will also be taught.

Contents EXPLAINED

Designing One Module/Unit

This session will describe how to design one module and unit. A module structure is especially important in online learning environments, as it provides an aid in the presentation and application of the online teaching and learning process. When students are aware of the structure of the course, they spend less time guessing about what is expected of them and more time focusing on the content and activities.

Online Assessment

Testing and assessment is an integral part of teaching and learning. The emphasis of this session will be on effective use to enhance student performance and improve practical understanding. A practical element of designing effective testing items on course and critically reviewing a testing items' bank for clear understanding and application in classrooms will be an important feature of this session.

High Order Thinking Skills

Currently, the faculty is using traditional question paper techniques demanding the students to give narrative replies depending mostly on rote learning without reflective thinking and ability to develop understanding of the topics of their disciplines. This will help the students to develop test items for 06 levels of Bloom's Taxonomy and the use of scoring key to different types of test items.

Item Development Exercise

This workshop will provide teachers an opportunity to design and construct useful and pertinent test items for assessment and evaluation of their students' Learning in their respective subjects, demanding them to develop understanding of the topics of their disciplines and hands on activities. The participants will learn the plan for developing different types of test items viz. essay type, short answer, true-false, multiple choice and matching items etc.

Who Should ENROLL

- Lecturers

- Assistant Professors

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