Challenges in 21st Century Curriculum Design
-Update on the status of the University of Iceland-

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Overview

- Introduction
- Implementation of learning outcomes
  - National implementation
  - Formal status of implementation
  - BORE – findings
- Integration of 21st century competences into the curriculum
- QEF2 - (Quality Enhancement Framework 2)

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University of Iceland

- Established in 1911
- Public, comprehensive university
- 13.307 students
- 775 academic staff
- 890 administrative staff
- 5 schools
  - 25 faculties/dep.
  - ca 400 study programs
- Rapid growth in student number and in graduate programs
- Strong research orientation

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The Centre for Teaching and Learning

- Educational development unit established in 2001
- One of our role is to support the implementation of learning outcomes (student-centred focus)
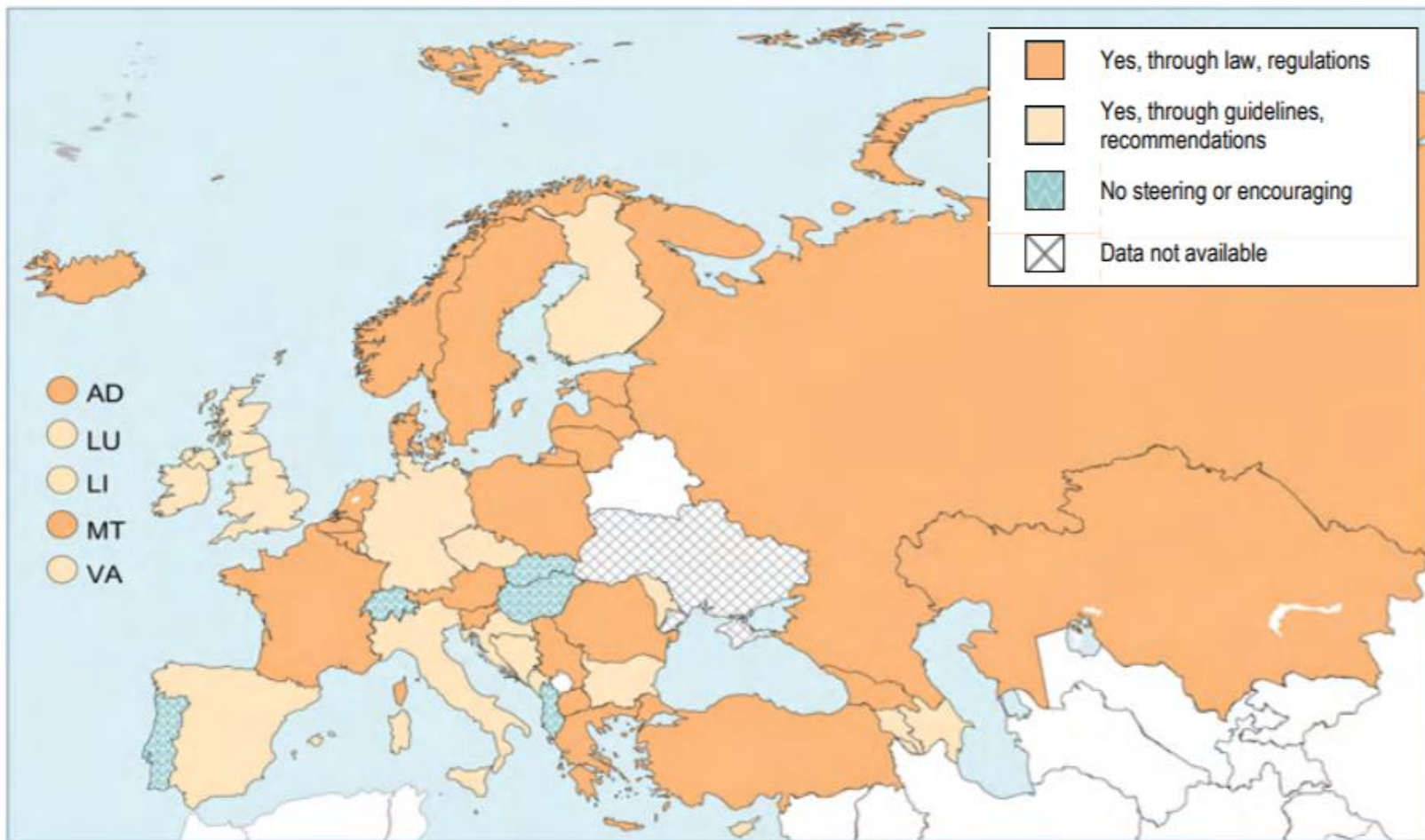
National implementation of lo

- Part of the Bologna declaration, 1999
- New Higher Education Act, 2006
- Accreditation of higher education institution – the definition of program level learning outcomes required (2006/2007)
  - top-down/lack of understanding
- First National Qualification Framework published 2006
- Course-level learning outcomes required 2010
- National Qualification Framework revised in 2011 (knowledge, skills and competences)
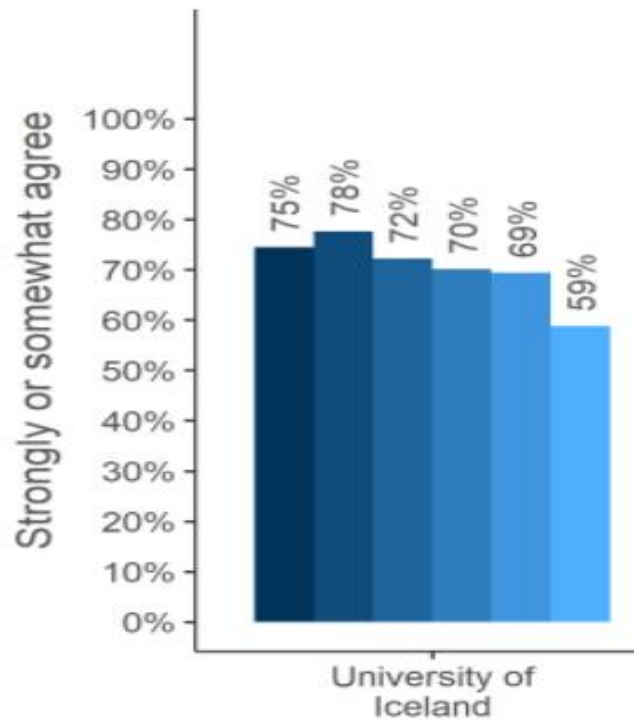- National Quality Board established 2010

Figure 2.26: Steering and/or encouraging student assessment procedures to focus on learning outcomes, 2013/14

Legend:
- Yes, through law, regulations
- Yes, through guidelines, recommendations
- No steering or encouraging
- Data not available

AD
LU
LI
MT
VA

European Commission/EACEA/Eurydice, 2015. The European Higher Education Area in 2015: Bologna Process Implementation Report. Luxembourg: Publications Office of the European Union

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UNIVERSITY OF ICELAND
SURVEY ON STUDENT SATISFACTION

- The timetable works efficiently
- Any changes to the study programme have been communicated effectively
- The study programme is well organized and runs smoothly

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It is like a lot of boxes [the courses] and each [teacher] organizes his/her box the way he/she wants. We need someone who can look at the whole picture [the whole program]. It needs to be more wholistic in every way.

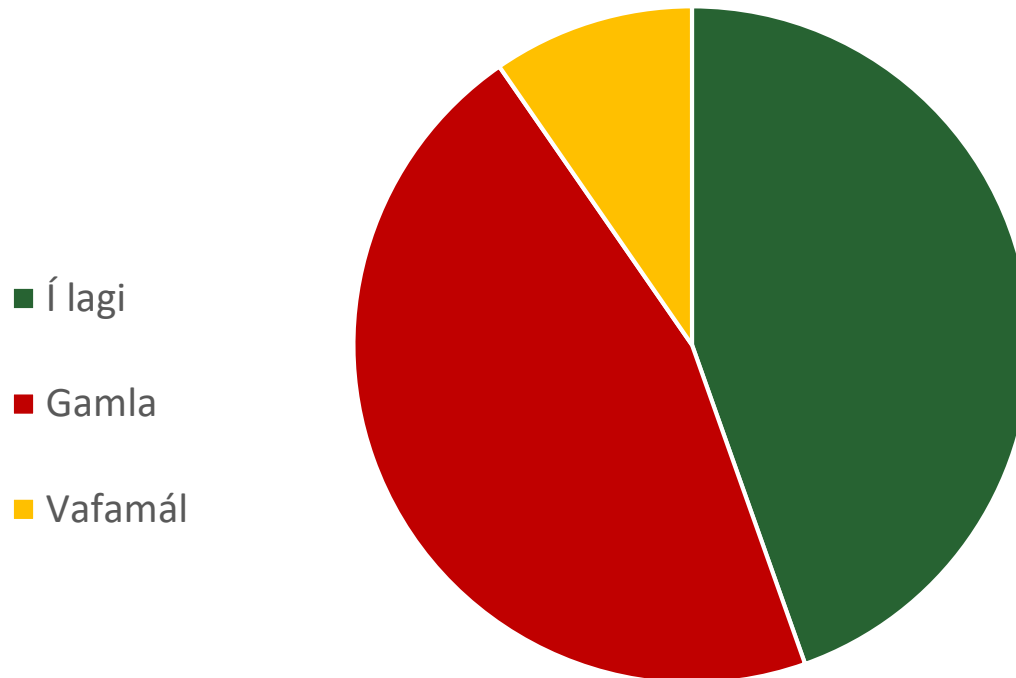– (from interviews with student in UOI reg./self-reports)

BORE – status of the implementation of LO within the University of Iceland

- To what degree are learning outcomes used as a curriculum tool at the program and course levels?

  - Part of a larger co-operative project of the public universities in Iceland (Erasmus+)

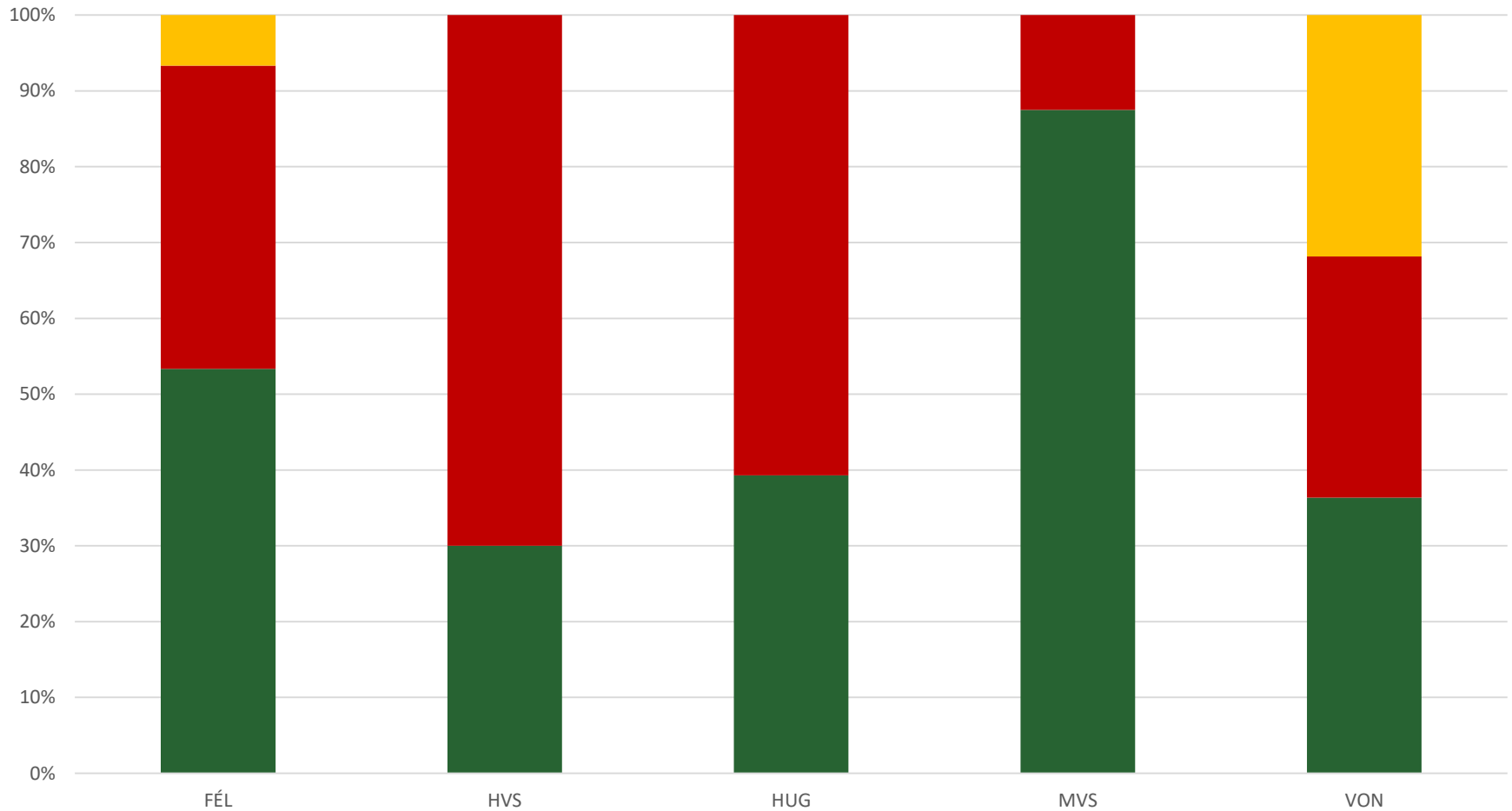 - Academic mentors: Torgny Roxå and Katarina Mårtenson, Lund University

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Implementation of Program Level LO

- Í lagi
- Gamla
- Vafamál

Are we progressing?

staða hæfniviðmiða des. 2016

- Í lagi
- Laga
- Engin

Staða hæfniviðmiða febr. 2017

- Í lagi
- Laga
- Engin

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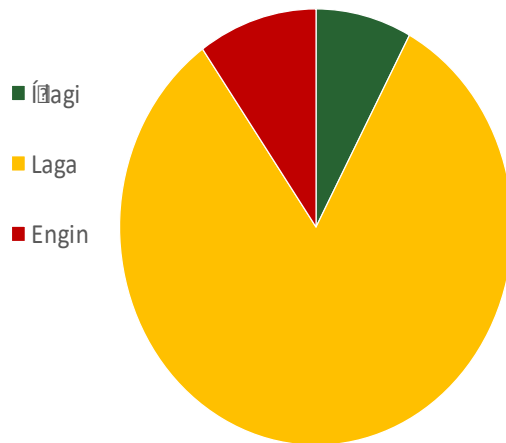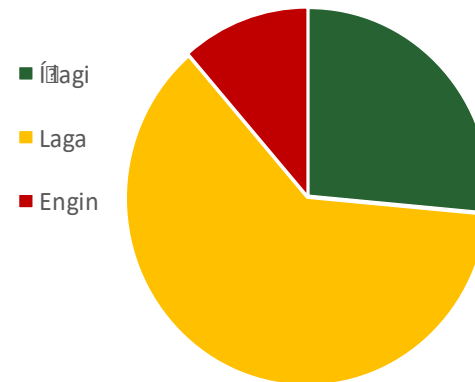
Example of analysis

laga sagnir m.t.t. mælanleika, þarf ekki að skipta upp í þekkingu og færni	
engin	
Glæsilegt!	
Margt gott hér en þarf etv að samþætta og einfalda ath uppsetningu og sagnir í nokk
Allgott :) má þó setja upp á annan hátt því að "til að ná þessum áfanga þarf nemandi
þetta er lýsing á námskeiði, þarf að nota mælanlegar sagnir
gamla, samþætta
gamla, þarf að fara í uppsetningu og skoða hv mtt. mælanleika
laga sagnir, þurfa að vera mælanleg
blanda af gamla og nýja kerfinu, þarf að laga uppsetningu og sagnir
twistað gamla
2, 4 og 5 í lagi, laga sagnir í hinum
Margt gott, laga nr. 3 og 1
laga sagnir, þurfa að vera mælanleg
laga sagnir, þurfa að vera mælanleg
blanda af gamla og nýja kerfinu, þarf að laga uppsetningu og sagnir

Findings

- Analysis of learning outcomes can not be used to determine the quality of curriculum development and design – but...

- Learning outcomes have not yet been seen as a useful tool in curriculum development

- The findings indicate that ...the curriculum process and development is treated in an unproblematic way...curriculum decision are seen as technical and value neutral rather than an act of power and agency. The findings ...suggest a more scholarly engagement and enactment within the curriculum process (Geirsdóttir, 2008, 2011)

Integration of 21st century competences

- Not an issue within the BORE project but general findings indicate that learning outcomes at the program level are mainly domain-specific

- Such competences are not very visible within the National Quality Framework (2011)

- Are being stressed to a certain degree in recent University Strategies (University of Iceland Strategies, 2011-2016, HÍ21), policies on sustainability and environmental issues, equal rights policy, etc

- Browsing through the University website provides ample samples of activities directly related to the development of 21st century competences ...

Team Spark
Creating an electric race car

International Day where study opportunities and collaboration abroad is introduced

Health Sciences conference on innovation

Welcoming reception for for the 600 international students enrolled this semester

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Integration of 21st century skills

Personal development

Table 34.	The study programme has increased my self-confidence
Table 35.	My verbal communication skills have improved
Table 36.	My skills to communicate in writing have improved
Table 37.	The study programme has made me more capable of dealing with new tasks
Table 38.	The study programme has strengthened my ethical judgement
Table 39.	The study programme has strengthened my consciousness of sustainability
Table 40.	The study programme has strengthened my consciousness of my responsibility to the community
Table 41.	The study programme has strengthened my consciousness of equality
Table 42.	The study programme has strengthened my critical thinking

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Conclusions

- There are signs that 21st century competences are being developed
  - As curriculum add-on rather than a part of program curriculum
  - Have rarely been defined as learning outcomes (thus not assessed)
  - Are not stressed in the National Quality Framework (2011)

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Next steps – working with QEF2

- QEF2 published in 2017 founded on *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG 2015).

- Focus of self-evaluation on the quality of the study programms

- QEF2 self-report template suggests more holistic (and scholary) approaches in the curriculum process

QEF2 self-report template

2.1.2 Teaching and learning

Aims and leadership of the study programme

Discuss briefly how the programme was originally constructed and how it is regularly revised. Explain the participation of students and external stakeholders in the process. Describe the leadership structure and where the responsibility for quality assurance and enhancement is placed.

Consider the following questions:

- What are the overall programme objectives, are they in line with the UI Strategy (HÍ21) and do they have explicit learning outcomes?
- When were the learning outcomes defined and last discussed?
- Is the content of the programme considered in the light of the latest research in the field thus ensuring that the programme is up to date?

- Who is involved in the revision of the learning outcomes?
- What is the connection between the learning outcomes and National Qualification Framework for higher education?
- Has the programme benefitted from external expertise and reference points?

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Structure of the study programme

Describe the structure of the programme (i) in terms of courses/term and (ii) as learning outcomes for the programme as a function of the learning outcomes for individual courses.

Consider the following questions:

- How are the learning outcomes defined and revised for individual courses?
- How are the learning outcomes regularly revised and coordinated across courses?

xxx

Table. 11. Structure of the study programme.

	First year		Second year		Third year		
Term	**1**	**2**	**3**	**4**	**5**	**6**	Total
Course 1							
Course 2							

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