

Curriculum Design

Higher education in The Netherlands

The Basics

- Dutch HE has two distinct systems (though debated)
 - Research Universities – Research is most important – Strong focus on Becoming a researcher – 12
 - Universities of Applied Science – Teaching is most important – Strong focus on the Profession – Student Placement/internship is pivotal point in Ba2/3 - 37
 - Starting a new Programme requires
- In both systems a main current focus: study success
- In both systems in the last 10 years:
 - Mentoring – A fellow student supports promotion of learning skills and employability skills
 - Tutoring - A Teacher supports promotion of learning skills and employability skills

The Basics

- Ba-Ma structure throughout (inc. Integral use of Learning Outcomes, Dublin Descriptors, ECTS etc.)
- Major-Minor structure throughout
- Academic Years divided mostly in 2 semesters
 - Each semester is divided in 3-4 periods of 6-8 weeks (in total 6-8 periods per year)
- A limited number of parallel courses to avoid internal competition
 - Some courses are stretched over more than one period
- After each course: mostly end-of-course exams
- Number of re-sits for exams is limited (mostly max 3 per year)

The Basics

- Big differences in curricular set-up for various domains
 - Engineering – mostly Project Based Education
 - Social Sciences/Business/Economics – Classic Education: lectures, tutorial groups, practical work
 - Life Sciences – Classic Education: lectures, tutorial groups, practical work
 - Medicine and Nursing – Mostly (variants of) Problem Based Curricula, Practice work, Internships
 - Arts
- Curriculum design mainly regarded as a rational process

Past en Current Trends

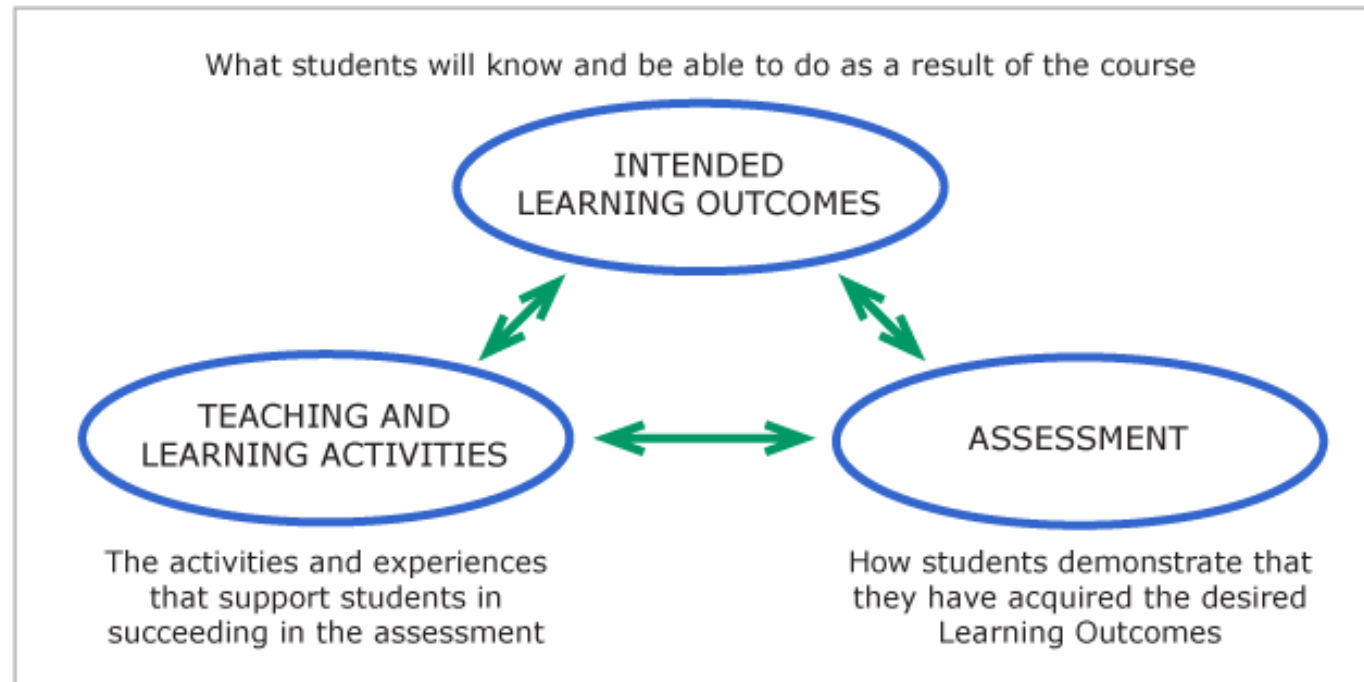
- Project based curricula
- Problem based curricula
- Competency based curricula (Univ. Of Applied Science)
- High Impact Learning (Dochy)
- Learning Lines based curricula (De Bie and Ploegman) – **Assignments** are the central pedagogical vehicles at various stages of the curriculum
 - Integral line – Professional contexts
 - Internship line – One or more internships
 - Conceptual line – Critical thinking, Reflection
 - Skills line – Automation of complex high cognitive demanding tasks (math, stats, physics, etc.)

Past en Current Trends

- University Colleges (liberal arts)
- More general/broad bachelors
 - Specialisation in Master phase
- Honours programmes for excellent students – electives 12-18 ECTS
- Community Service Learning

Past en Current Trends

- Constructive Alignment
 - From a constructivist perspective
 - Learning Goals, Pedagogy, Assessment



Past en Current Trends

- Creating Significant Learning Experiences (L. Dee Fink)



Past en Current Trends

- Personalized learning
 - Learning Analytics
- Internationalisation
 - Mobility, @home
- Inclusive Education
- Connecting with local community
 - Community Service Learning
- Sustainability
- Entrepreneurial initiatives
- Diversity
- Employability

Starting a new programme

- Up-front accreditation
- Macro Utility Assessment (is the programme fulfilling a societal need?)

Rite de Passage

PPE, PPLE

- Philosophy, Politics and Economics
- Politics, Psychology, Law and Economics

PRODUCTION PARADOX