

Co-designing Integrated Curricula with Lecturers, Researchers and Students

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100-word abstract for review

Amsterdam UAS has practiced for five years with collaborative curriculum design teams that included lecturers, students and researchers in nine disciplines. In this workshop we will share the lessons learned of this process, such as steps in curriculum design, group dynamics, and design conditions needed for a successful design process. A combination of short presentations and group exercises will lead to insight and sharing experiences, added with the relevant bodies of knowledge. In 2024 this project will be transformed into a peer reviewed book for future collaborative curriculum design, for which we will ask participants feedback on its outline.

300-word abstract for the conference program

A five years experiment of collaborative curriculum design teams including lecturers, students and researchers in Amsterdam University of Applied Sciences in nine disciplines, has led to a deepened insight in its complexity. Three ambitions were central in the longitudinal project funded by the Ministry of Education: cross-stakeholder-collaboration, the integration of research in bachelor programs, and systematic curriculum design.

Curriculum co-design of students, lecturers and researchers offers opportunities for more meaningful innovations, while adding to the complexity of the design process (Bovill, et. al., 2016; Cook-Sather, et al., 2014; Healey and Healey, 2018). Ideally, each team commits to making a difference and therefore creates a social learning space by mutually engaging uncertainty (Wenger-Trayner and Wenger-Trayner, 2020). But how to make such a collective effort?

The further integration of research in professional bachelor programs aimed to better educate our students as future professionals in a hypercomplex world (Barnett, 2012). But realizing this integration is not straightforward at all (Markauskaite & Goodyear, 2017; Young & Muller, 2014). Existing conceptual frameworks, such as from Brew (2012) and Healey (2005) need to be collectively learned, interpreted and adapted, and often the current body of knowledge did not provide any direction for research integration (see also Griffioen, Groen, & Nak, 2019).

Finally, to increase the quality of the curriculum design processes, teams were stimulated to apply the Curriculum Spiderweb by Van den Akker (2003), which showed to be an useful instrument, but its usage also showed the high complexity of curriculum design as such, let alone collectively.

The combined complexity of the multifaceted processes of curriculum design, the co-creative setup, and the ambition to further integrate research into the curriculum has shown to be a challenging endeavor. Still, these challenges the SoTL community needs to get to grips with to increase the quality of higher education.

Barnett, R. (2012). Learning for an unknown future. *Higher Education Research & Development* 31(1), 65-77.

Bovill, C., A. Cook-Sather, P. Felten, L. Millard and N. Moore-Cherry (2016). Addressing potential challenges in co-creating learning and teaching: overcoming resistance, navigating institutional norms and ensuring inclusivity in student–staff partnerships. *Higher Education* 71(2), 195-208.

Brew, A. (2012). Teaching and research: New relationships and their implications for inquiry-based teaching and learning in higher education. *Higher Education Research and Development* 31(1), 101-114.

Cook-Sather, A., Bovill, C., & Felten, P. (2014). *Engaging students as partners in learning and teaching: A guide for faculty*. San Francisco: Jossey-Bass.

Griffioen, D. M. E., A. Groen and J. Nak (2019). The Integration of Research in the Higher Education Curriculum: A Systematic Review. *The Higher Education Journal of Learning and Teaching* 10(1).

Healey, M. (2005). Linking research and teaching to benefit student learning. *Journal of Geography in Higher Education* 29(2), 183-201.

Healey, M. and R. Healey (2018). 'It depends': Exploring the context-dependent nature of students as partners practices and policies. *International Journal for Students as Partners* 2(1), 1-10.

Markauskaite, L. and P. Goodyear (2017). *Epistemic Fluency and Professional Education. Innovation, Knowledgeable Action and Actionable Knowledge*. Professional and Practice-based Learning. Dordrecht, Springer.

Van den Akker, J. J. H. (2003). Curriculum Perspectives: An Introduction. In J. J. H. Van den Akker, W. Kuiper, & U. Hameyer (Eds.), *Curriculum landscapes and trends* (pp. 1-10). Dordrecht: Kluwer Academic Publishers.

Wenger-Trayner, E. and B. Wenger-Trayner (2020). *Learning to make a difference. Value creation in Social Learning Spaces*. Cambridge University Press.

Young, M., & Muller, J. (2014). *Knowledge, Expertise, and the Professions*. Londen: Routledge.

100 words explaining how the work is being presented

In this workshop we will share the lessons learned of this process in nine different disciplines. Short interactive presentations that include empirical experiences underpinned by the international body of knowledge and small group exercises will lead to increased insight and sharing experiences in the complexities of collaborative curriculum design. Additionally, we will ask the participants for feedback on the outline of the upcoming book about this project (expected 2024).