Strategic curriculum change: staff and student identities and roles

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The King’s–Warwick Project
Major changes

UK - £9000 fees; strengthened market
Hong Kong – move to 4-year degrees
US – tuition fee increases
Europe – Bologna restructuring
# Changes in curricula 1

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing that</td>
<td>Knowing how</td>
</tr>
<tr>
<td>Written communication</td>
<td>Oral communication</td>
</tr>
<tr>
<td>Personal</td>
<td>Interpersonal</td>
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<tr>
<td>Internal</td>
<td>External</td>
</tr>
<tr>
<td>Disciplinary skills</td>
<td>Transferable skills</td>
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<tr>
<td>Intellectual orientation</td>
<td>Action orientation</td>
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<tr>
<td>Problem-making</td>
<td>Problem-solving</td>
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<tr>
<td>Knowledge as process</td>
<td>Knowledge as product</td>
</tr>
<tr>
<td>Understanding</td>
<td>Information</td>
</tr>
<tr>
<td>Concept-based</td>
<td>Issue-based</td>
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<tr>
<td>Knowledge-based</td>
<td>Task-based</td>
</tr>
<tr>
<td>Pure</td>
<td>Applied</td>
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</tbody>
</table>

Barnett
Changes in curricula 2

From “is it true?” to “what use is it?”

“…doing rather than knowing, and performance rather than understanding … there is a mistrust of all things that cannot easily be quantified or measured”

Barnett
The Continuum of HE Systems – Convergence in the Bermuda Triangle or in the Azores?

'ANGLOSPHERE' (including USA)

Australia  UK

NZ  Canada

New EU Countries

Latin America  Austria

Africa, Russia, Eastern Europe, France, Italy, Germany, Spain, Holland, Nordics...

INCREASING TUITION FEES

GROWING 'FOR-PROFIT' SECTOR

* nationalised industry state/public HE systems with low/no fees;
* homogeneous mediocrity amongst HEIs opting out of the race for global status/branding

*C Consumer-resistance to ever-increasing tuition fees in private HEIs; plus increasing political interference/ accountability/performance-funding for public HEIs.

mixed-economy public/private with high fees;
* ruthless hierarchy/stratification and immense diversity among HEIs, including a top tier commanding global prestige/branding
* sizeable 'for-profit' sector

*USA

http://oxcheps.new.ac.uk

(C) David Palfreyman, 2004

From Tapper T., and Palfreyman D., (2004), OXCHEPS Occasional Paper no. 14
Curriculum tensions 1

Student-centredness

- choice
- flexibility
- student as customer

Employability

- skills development
- focus on outcomes – graduate attributes
Curriculum tensions 2

Similarity

• league table comparisons

Difference

• institutional distinctiveness
  – Melbourne model
  – Durham difference
  – King’s experience
Curriculum choices

Discipline-based curriculum

Intrinsic/Extrinsic

Depth

Content

Cohering round discipline
## Curriculum choices

<table>
<thead>
<tr>
<th>Vocational curriculum</th>
<th>Discipline-based curriculum</th>
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<tbody>
<tr>
<td>Extrinsic</td>
<td>Intrinsic/Extrinsic</td>
</tr>
<tr>
<td>Narrowness</td>
<td>Depth</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Content</td>
</tr>
<tr>
<td>Cohering round discipline / profession / skills / attributes</td>
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## Curriculum choices

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<td>Content</td>
<td>Process</td>
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<tr>
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<td>Cohering round problems</td>
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<tr>
<td>profession/skills /attributes</td>
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<td>/ student choice</td>
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Curriculum questions

• What trends do you see in curricula in your institution? How would you characterise them?
• What issues and tensions for staff and students?
• What implications for academic development?
Intersecting economies

Monetary economy

Academic structures

Learning

Academic habitus

Academic capitalism

Academic community

Prestige economy