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CURRICULUM DESIGN: THE KINDS OF LEARNING VALUED



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SESSION LEARNING OUTCOME



- To justify the kinds of learning valued in the context of the course and the programme taught.

HARVARD'S VALUED LEARNING

- Harvard seeks to
 - Heighten students awareness of the human and natural worlds they inhabit,
 - Make them more reflective about their beliefs and choices,
 - Make them more self critical and conscious about their presuppositions and motivations,
 - More creative in their problem solving,
 - More perceptive of the world around them,
 - And, more able to inform themselves about the issues that arise in their lives, personally, professionally, socially.

COURSES IN 8 AREAS



- **Aesthetic and Interpretive Understanding**
- **Culture and Belief**
- **Empirical Reasoning**
- **Ethical Reasoning**
- **Science of Living System**
- **Science of Physical Universe**
- **Societies of the World**
- **The United States in the World**

WHAT KINDS OF LEARNING DO YOU VALUE?



- Learning is at the heart of what we do as teachers (used in a broad sense). We teach as a means to an end: to develop and thus enable our students to acquire certain kinds of learning. These are the kinds of learning we value.
- What kinds of learning do you value?
- Why do you value these kinds of learning?
- What kinds of learning do your institution value (as reflected in its graduate capabilities standards or other similar standards)?
- Why does it value these kinds of learning?

WHY?



- Prepare students for civic engagement
- Educate students to understand themselves as product of - and participants in - traditions of arts, ideas and values.
- Prepare students to respond critically and constructively to change.
- Develop students' understanding of the ethical dimensions of what they say and do.

MELBOURNE UNIVERSITY'S VALUED LEARNING



GARDNER'S VALUED LEARNING



- **Disciplinary mind**
 - **Habits of mind of the discipline.**
- **Synthesizing mind**
 - **Put together assorted elements into a meaningful whole.**
- **Creating mind**
 - **Create new things of utility**
- **Respectful mind**
 - **Respect for others**
- **Ethical mind**
 - **About one's responsibilities and obligations to others**

DE FINK'S VALUED LEARNING



- **Foundational Knowledge**
 - Information
 - Ideas
- **Application**
 - Skills
 - Thinking
 - Critical
 - Creative
 - Managing Project
- **Integration**
 - Connecting ideas, people, realms of life



- **Human Dimension**
 - **Learning about**
 - **Oneself**
 - **Others**

- **Caring**
 - **Developing new**
 - **Feelings**
 - **Interest**
 - **Values**

ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES VALUED LEARNING



- See pdf file



THANK YOU

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CURRICULUM DESIGN: THE KINDS OF LEARNING VALUED AND IMPLICATIONS FOR TEACHING



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SESSION LEARNING OUTCOME



- To justify the kinds of teaching and learning activities planned in the light of the kinds of learning valued in the course of the course and programme taught.

HARVARD' APPROACH TO TEACHING



- By unsettling its students' presumptions.
- Questioning assumptions.
- De-familiarize the familiar.
- Revealing what is going on beneath and behind appearances.
- Inducing self-reflection.
- Teaching students how to think critically and analytically.



- **Exposing students to a sense of alienation by exposing them to different historical moments, cultures and phenomenon that exceed their capacity to understand.**

In short, by disorienting its students and helping them to re-orient themselves.



- **Given the kinds of learning valued, what implications do they have for the kinds of teaching and learning activities required?**
- **What kinds of teaching and learning activities will promote and develop the kinds of learning valued?**
- **What is your theory of teaching?**
- **What teaching and learning issues arise given the kinds of learning valued?**
- **In the context of curriculum design, how can these issues be handled in the best possible ways while remaining faithful to the kinds of learning valued?**



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FROM RESEARCH



- Teaching as imparting information
- Teaching as transmitting structured knowledge
- Teaching as an interaction between the teacher and the student
- Teaching as facilitating understanding on the part of the student
- Teaching as bringing about conceptual change and intellectual development in the students.

(Kember, 1997)

Ramsden's 3 Theories of Teaching



1. Teaching as telling or transmission:

- transmission of authoritative content;
- teacher as source of undistorted information;
- failure to learn is blamed on students.

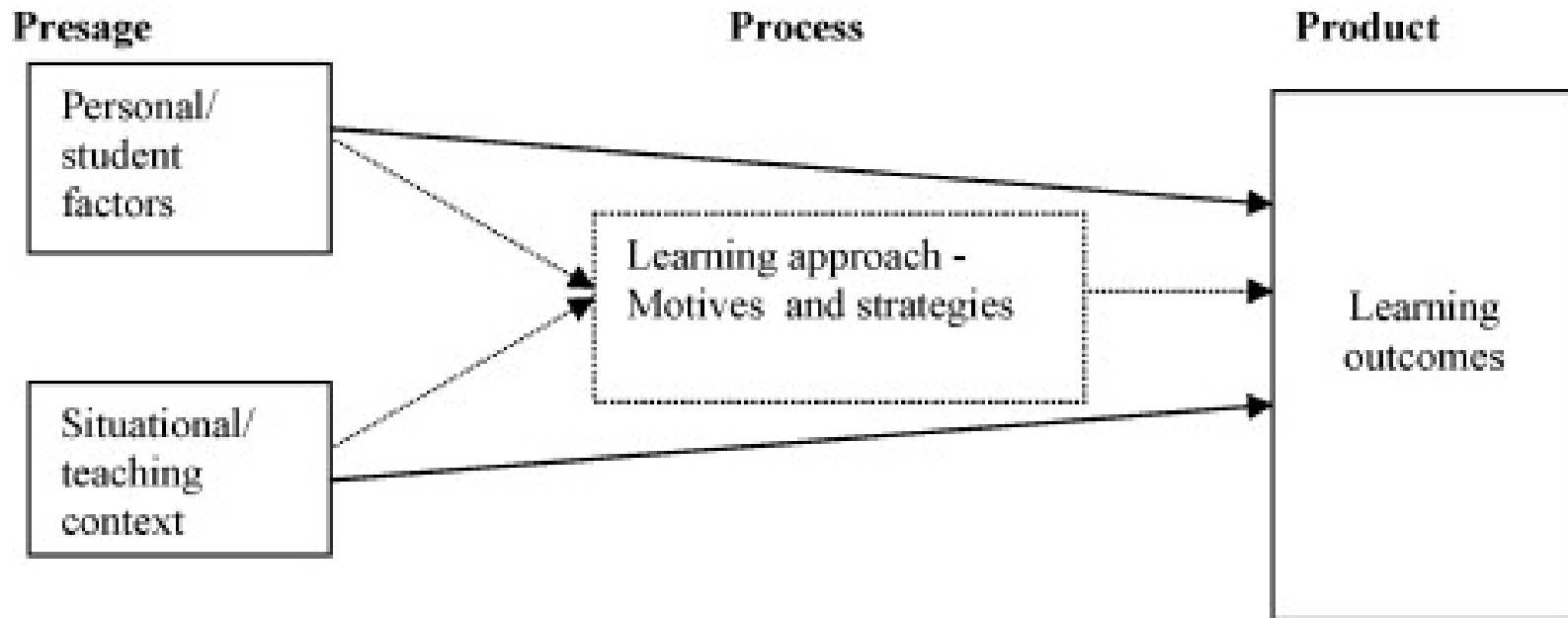
2. Teaching as organising student activity:

- focus on what the student does;
- orchestrate teaching to generate learning activity;
- but may be failure to fully integrate T&L activity with students' learning of subject.

3. Teaching as making learning possible:

- T, L & subject linked in overarching system;
- Teacher's focus is on identifying & overcoming barriers to students' learning;
- Teacher recognises knowledge of the subject is constituted by the learner.

3P MODEL





Teacher-centred Learning	Student-centred Learning
Low level of student choice	High level of student choice
Student passive	Student active
Power is primarily with teacher	Power primarily with the student





Outside of the lecture format	In the Lecture
Independent projects	Buzz groups (short discussion in twos)
Group discussion	Pyramids/snowballing (Buzz groups continuing the discussion into larger groups)
Peer mentoring of other students	Cross-overs (mixing students into groups by letter/number allocations)
Debates	Rounds (giving turns to individual students to talk)
Field-trips	Quizzes
Practicals	Writing reflections on learning (3/4 minutes)
Reflective diaries, learning journals	Student class presentations
Computer assisted learning	Role play
Choice in subjects for study/projects	Poster presentations
Writing newspaper article	Students producing mind maps in class
Portfolio development	

STUDENT-CENTRED LEARNING



- **Inquiry-based learning:**
 - **Problem-Based Learning**
 - **Case-Based Learning**
 - **Project-Based Learning**



THANK YOU



CURRICULUM DESIGN: THE KINDS OF LEARNING VALUED AND THE IMPLICATIONS FOR ASSESSMENT



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SESSION LEARNING OUTCOME



- To justify the kinds of assessment planned in the light of the kinds of learning valued in the course of the course and programme taught.



- **Given the kinds of learning valued, what implications do they have for assessment?**
- **Assessment is about gathering evidence of learning as framed by the purpose assessment and interpreting that evidence in the light of the purpose (the purpose can be *for, of or as* learning)**
- **Given the kinds of learning valued,**
 - **what purpose should assessment serve?**
 - **given the purpose, what kinds of learning evidence should be gathered?**
- **What kinds of assessment tasks will allow for the kinds of learning valued be demonstrated, thus allowing for the targeted learning evidence to be gathered?**



- **What assessment issues arise given the kinds of learning valued?**
- **In the context of curriculum design, how can these issues be handled in the best possible ways while remaining faithful to the kinds of learning valued?**

PURPOSE OF ASSESMENT: ASSESSMENT OF LEARNING (AoL)



- **Also refers as summative assessment**
- **Refers to strategies designed to**
 - **confirm what students know,**
 - **demonstrate whether or not they have met curriculum outcomes, or**
 - **to certify proficiency and make decisions about students' future programs or placements. It is designed to provide evidence of achievement to parents, other educators, the students themselves, and sometimes to outside groups (e.g., employers, other educational institutions).**
- **Assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures. It is important, then, that the underlying logic and measurement of AoL be credible and defensible.**

ASSESSMENT *FOR* LEARNING (AfL)



- Occurs throughout the learning process.
- Designed to make each student's understanding visible, so that teachers can decide what they can do to help students progress.
- In AfL, teachers use assessment as an investigative tool to find out as much as they can about what their students know and can do, and what confusions, preconceptions, or gaps they might have.
- The wide variety of information that teachers collect about their students' learning processes provides the basis for determining what they need to do next to move student learning forward.
- It provides the basis for providing feedback for students and deciding on groupings, instructional strategies, and resources.

WHAT IS ASSESSMENT AS LEARNING (AaL)?



- Emphasizes assessment as a process of metacognition (knowledge of one's own thought processes) for students.
- **Metacognition:** Students become adept at monitoring what they are learning, and use what they discover from the monitoring to make adjustments, adaptations, and even major changes in their thinking.
- Emerges from the idea that learning is not just a matter of transferring ideas from someone who knows to someone who does not, but is an active process of cognitive restructuring that occurs when individuals interact with new ideas. Within this view of learning, for students to be actively engaged in creating their own understanding, they must learn to be critical assessors who make sense of information, relate it to prior knowledge, and use it for new learning.

STUDENT-CENTRED ASSESSMENT



<ul style="list-style-type: none">•Diaries, logs and journals•Portfolios•Peer/self assessment•Learning contracts and negotiated assessment	<ul style="list-style-type: none">•Projects•Group work•Profiles•Skills and competencies

TRENDS IN ASSESSMENT PRACTICE



Directions in assessment

- **Authenticity**
 - decontextualised, atomistic → contextualised, using skills in context
- **Numbers of measures**
 - single → multiple
- **Levels of Comprehension**
 - low → high
- **Dimensions of intelligence**
 - Few → many



- **Relation to the learning process**
 - isolated assessment → integrated assessment
- **Responsibility**
 - teacher → student



THANK YOU