



# CURRICULUM APPROACHES AND INITIATIVES

*Workshop II*

# PREVIOUSLY...

## WORKSHOP 1

### Workshop 1

- **Brainstorm and identify relevant subject-specific digital competencies** for future graduates from your degree program.
- **Categorise competencies** in meaningful clusters.
- **Formulate suggestions for a shared subject-specific digital competency profile** for the degree program.

### Workshop 2

# AIM OF THIS WORKSHOP

## WORKSHOP 2

### Workshop 1

### Workshop 2

- **Explore opportunities to integrate digital competencies into your programme.**
- **Learn about different curriculum approaches.**
- **Identify initiatives for implementation, assess potential obstacles, and develop strategies to overcome them.**

# REVISITING WORKSHOP 1

## MODEL FOR DIGITAL COMPETENCIES

### GETTING STARTED

PAIR

10 min

**Revisit the Model for Digital Competencies you developed during Workshop 1. Reflect on the following questions:**

- Have any new insights emerged since the first workshop?
- Are there any skills/competencies that need to be added, removed, or revised?
- Are certain digital competencies more critical or applicable to your specific program compared to others?



# REVISITING WORKSHOP 1

## MODEL FOR DIGITAL COMPETENCIES

GROUP

10 min

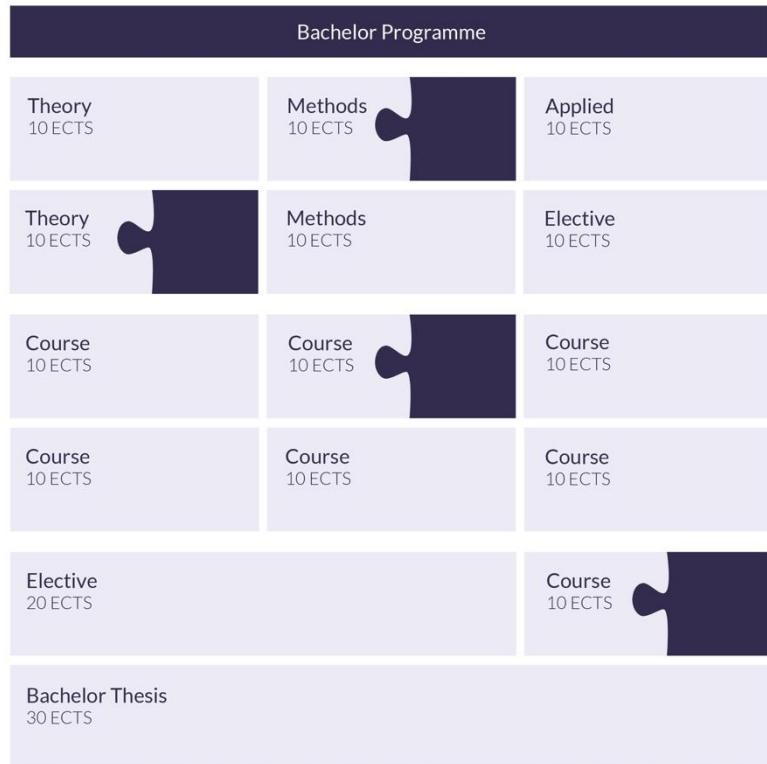
GETTING STARTED

Share with the whole group:

- Highlight one or two things you've added or removed from your **Model for Digital Competencies**?



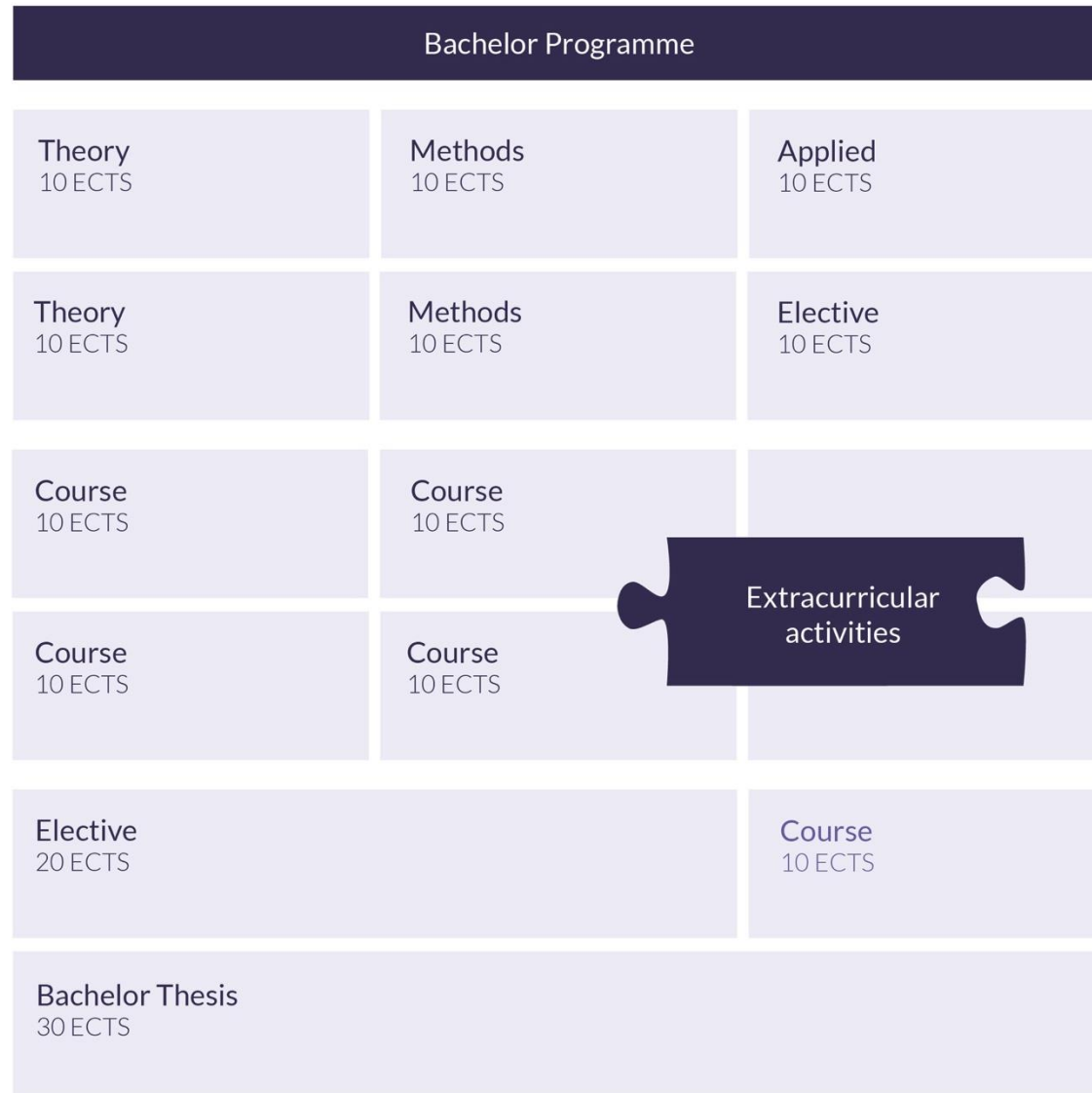
# CURRICULUM DESIGN APPROACHES



There are several ways to integrate (digital) competencies into your curriculum, each with its own advantages and challenges.

Here are 5 examples of approaches you can take:

- **Extra-Curricular Approach**
- **Integrated Curriculum Approach**
- **Distributed Curriculum Approach**
- **Multi-Program Approach**
- **Combined Approach**



## Extra Curricular Approach

offering competency development outside the formal curriculum through additional modules, workshops, or activities, providing supplementary learning opportunities rather than integrating these into standard courses.



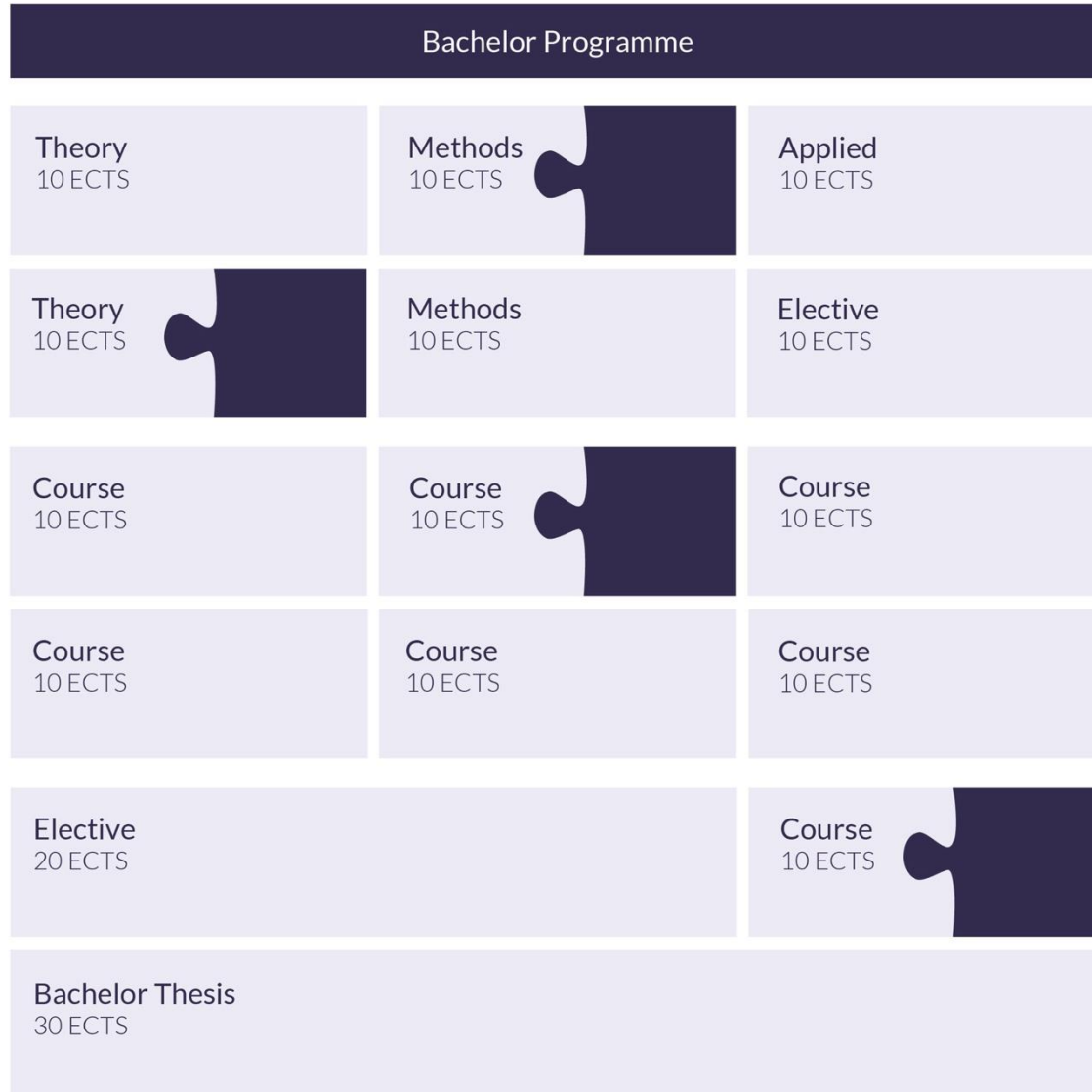
provides the chance for students to enhance their skills and knowledge without the constraints of formal assessments



participation is optional, which may result in unequal acquisition of competencies across the student body



If you're looking to introduce competencies into your curriculum for the first time, this approach can be a great way to start. Offering workshops, seminars, or special projects outside the formal curriculum allows students and teachers to explore these skills without the need for immediate curriculum changes, while also providing flexibility for experimentation.



# Integrated Curriculum Approach

integration of specific skills and competencies across various courses within a curriculum rather than dedicating an entire course to these competencies. These competencies are embedded into the broader subject matter, allowing students to engage with them in different contexts.

- +** competencies are developed as needed, enabling a strong connection between course content and objectives
- resource-intensive, as it requires significant coordination to ensure consistent competency development across multiple courses
- may result in less focused or comprehensive learning of the competencies, as it is not the central focus of any one course.



Bachelor Programme		
Theory 10 ECTS	Methods 10 ECTS	Applied 10 ECTS
Theory 10 ECTS	Digital Methods 10 ECTS	Elective 10 ECTS
Course 10 ECTS	Course 10 ECTS	Course 10 ECTS
Course 10 ECTS	Course 10 ECTS	Digital Competencies 10 ECTS
Elective 20 ECTS		Course 10 ECTS
Bachelor Thesis 30 ECTS		

# Distributed Curriculum Approach

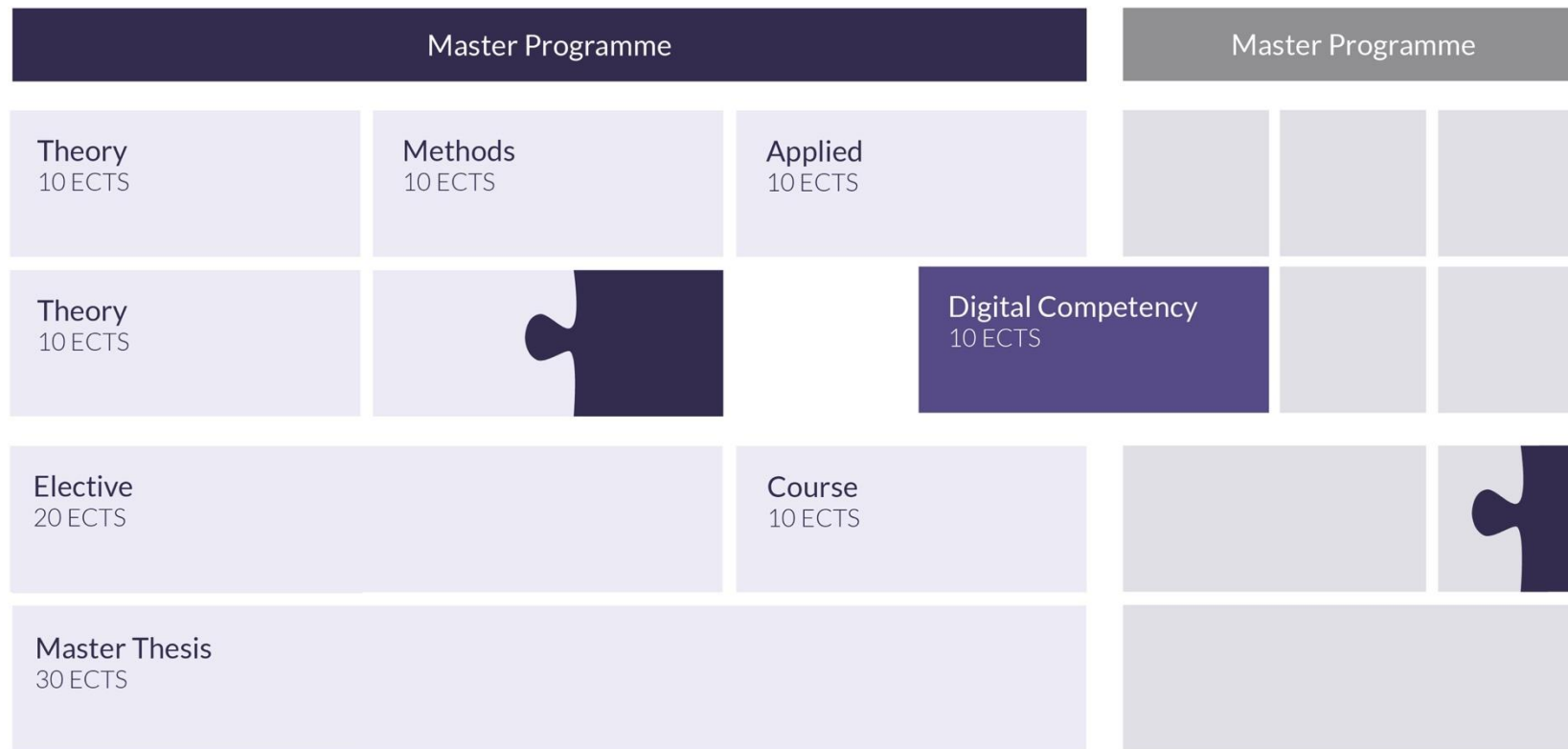
integrating specific competencies directly into the core of the educational program through one or more dedicated courses. This approach embeds the competencies as central, ongoing parts of the curriculum, ensuring they are consistently addressed across different courses and potentially in key projects, such as the bachelor's thesis.



students can focus on developing skills and competencies in one context without being distracted by other learning objectives



risk of weak integration, as the connection between competencies and the overall program structure may not be fully aligned



## Multi-Program Approach

shared competency development across multiple programs, where each program contributes its resources and expertise.

This could take the form of ...

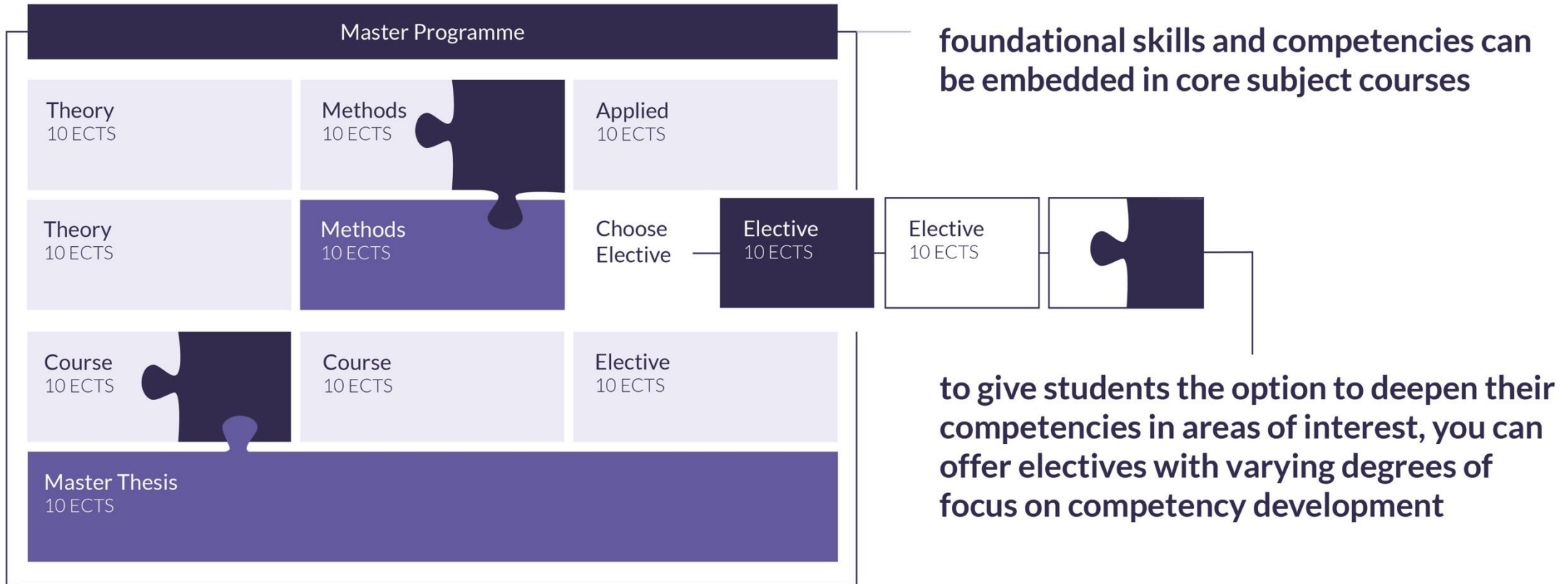
an online learning element being integrated into different courses



or

a shared course offered at both degree programmes (e.g., elective or core course)

# combining the different approaches



for those who want to engage further or in need of extra support, extracurricular activities can provide additional learning opportunities

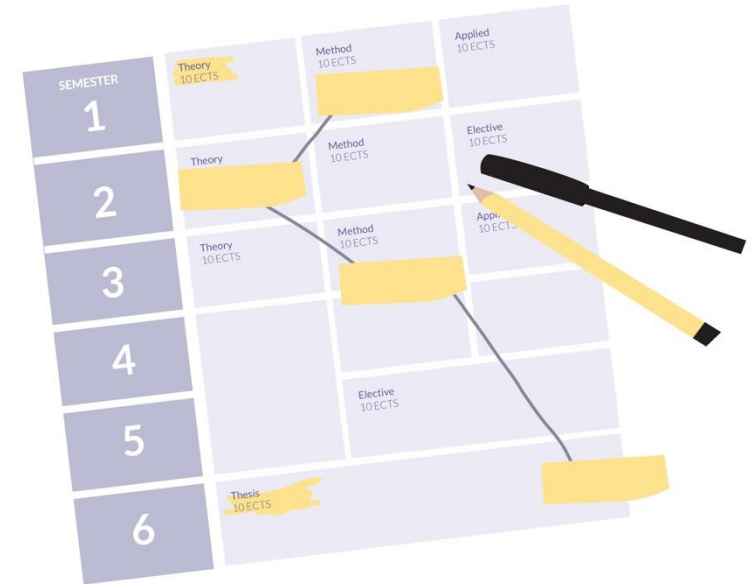
# SOME CONSIDERATIONS TO KEEP IN MIND

**There are various ways to integrate digital competencies into your curriculum, each with its own pros and cons. Consider:**

- Are the integrated elements coherent and coordinated across courses?
- How do digital components relate to the rest of the curriculum?
- Can the value of these competencies be clearly explained?
- Does the academic community have the skills needed?
- Is there enough student interest for electives or extracurriculars?
- If electives are cross-curricular, do they meet the needs of your students?

# CURRICULUM LINES

- Curriculum commonly refers to the pathway or progression of a course or program.
- Through curriculum lines, you can track how competencies, skills, and knowledge develop throughout a program.
- Visualizing these pathways helps identify areas for improvement and reveals coherence—or gaps—in the structure of the study program.



From “Curriculum.” Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/curriculum>. Accessed 30 Oct. 2024.

# CURRICULUM LINES

## EXERCISE INSTRUCTIONS – PART 1

### EXERCISE

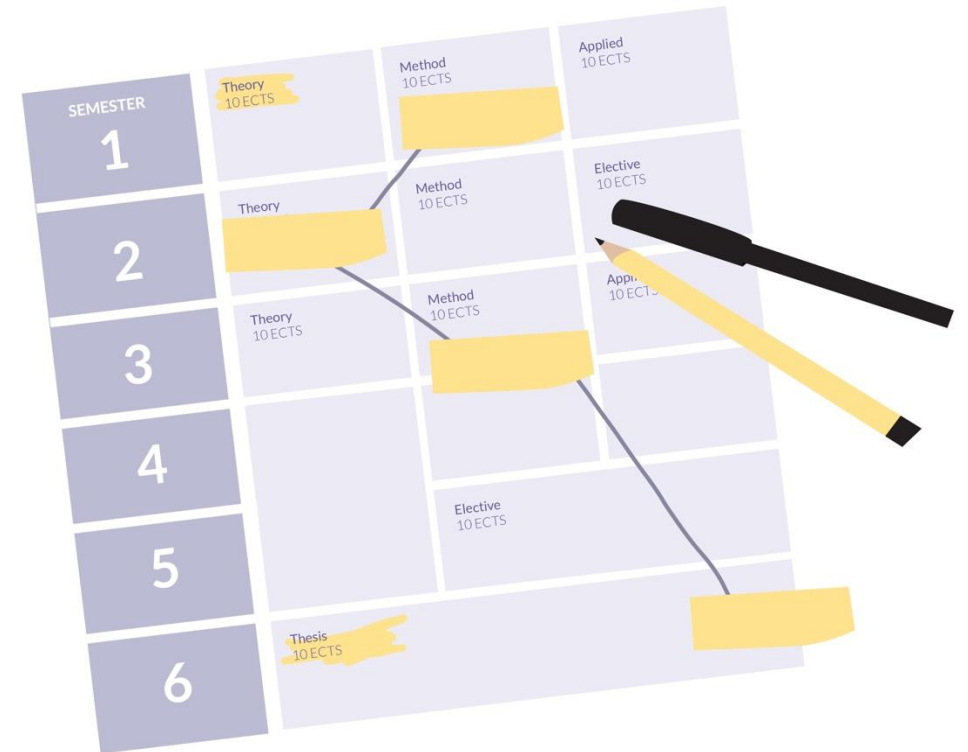
SMALL GROUPS

20 min

**Choose a competency from the program-level of your Model for Digital Competencies and assign it a colour.**

If you previously chose to draw on the DigComp 2.2 Framework, it may be easiest to use the colour of the competency category.

**Identify in which course(s) this competency is located** by marking it with sticky notes in the course diagram. Remember to add extracurricular elements where relevant.







# CURRICULUM LINES

## EXERCISE INSTRUCTIONS - PART 2

### EXERCISE

SMALL GROUPS

20 min

### Consider:

- Are these competencies revisited in other courses? Are there prior courses that cover or should cover the same or similar topics?
- In which course(s) could/should these competencies be revisited by students?
- What connections or pathways do you see or wish to establish?



# SHARING BACK

## CURRICULUM LINES EXERCISE

GROUP

10 min

Share your insights with the group:

- **Where are competencies currently included in your program?  
Where are they missing?**
- **Where might they benefit from more or less focus?**

Discuss possible curriculum changes, including new electives or extracurricular opportunities.

# INITIATIVES, BARRIERS, AND SOLUTIONS

## EXERCISE

SMALL GROUPS

20 min

Based on insights from the curriculum review, suggest ways to integrate/revise competencies into the program (e.g., new topics, activities, courses, or electives). Consider:

- **Current Barriers:** What challenges might arise, like limited faculty expertise or lack resources?
- **Potential Solutions:** How could you address these challenges, such as through faculty training or curriculum updates?

**Document your discussion in the Initiatives Handout (see next slide).**

# INITIATIVES, BARRIERS, AND SOLUTIONS

## EXERCISE

SMALL GROUPS

20 min

### Initiatives

Describe an initiative that could help you implement digital competencies in your curriculum.

### Barriers

What stands in the way of reaching your initiative's goal? e.g., lack of skills and technical infrastructure

### Possible Solutions

How you can overcome any potential barriers? e.g., through collaboration, online/extra-curricular resources, support...

# SHARING YOUR DISCUSSIONS

INITIATIVES, BARRIERS, AND SOLUTIONS

EXERCISE

GROUP

10 min

Share your key initiatives with the group:

- **Which initiative could be implemented right away?**
- **Which one might be better suited for a longer-term goal?**

Document any new challenges and potential solutions that come up during the discussion.

# SUMMARISING WORKSHOP & NEXT STEPS

## GROUP

**Decide on at least one initiative to try out and experiment with.**

- What do you need to get in place to get started?
- Consider involving your larger academic community (e.g., students, colleagues, or other stakeholders). How could you include them and/or draw on their feedback, knowledge, etc.