



## EFFECTIVE CURRICULUM DESIGN FOR PACE: SOME AVAILABLE RESOURCES

### Introduction

The term curriculum can be used in many different ways, ranging from merely being a list of the units of study that a student undertakes to a more overarching view of what and how a student learns.

The UK Higher Education Academy, Imaginative Curriculum Project (2007) suggested that curriculum embraces:

- what is to be learnt - content
- why it is to be learnt - rationale and underlying philosophy
- how it is to be learnt - process
- when it is to be learnt - structure of the learning process

and includes consideration of how the learning will be demonstrated and achievement assessed.<sup>1</sup>

Effective curriculum design then, needs to take into account all these factors whether at the level of a degree program or at the level of the individual unit of study. PACE units will necessarily need to also carefully consider the design of the participation activity as a part of the curriculum for the unit and what and how supporting activities will be incorporated.

The resources described below present a range of manuals, papers, reports and websites that address all the above areas. They range from high level considerations to specific information about design of assessment, teaching of ethics and reflection, to some discipline-specific resources. Some teaching and learning tools are included and specific information about Service Learning, as well as links to some of the best Australian websites. The annotated bibliographies will help guide you to useful scholarly papers in this area.

### General resources

1. Patrick, C-j., Peach, D., Pocknee, C., Webb, F., Fletcher, M., & Pretto, G. (2008). *The WIL [Work Integrated Learning] report: A national scoping study [Australian Learning and Teaching Council (ALTC) Final report]*. Brisbane: Queensland University of Technology. Available online at: [http://www.olt.gov.au/resources?text=Carol-Joy+Patrick%2C+Dr+Deborah+Peach%2C+Catherine+Pocknee%2C+Fleur+Webb%2C+Dr+Marty+FletThe+WIL+\[Work+Integrated+Learning\]+report.+2008](http://www.olt.gov.au/resources?text=Carol-Joy+Patrick%2C+Dr+Deborah+Peach%2C+Catherine+Pocknee%2C+Fleur+Webb%2C+Dr+Marty+FletThe+WIL+[Work+Integrated+Learning]+report.+2008)
2. Orrell, J. (2011). *Good practice report: Work-integrated learning*. Support for the original work was provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government. Available online at: <http://www.acen.edu.au/resources/>
3. Stephen Billet – focuses on curriculum design for experience based learning
  - a. *Curriculum and pedagogic bases for effectively integrating practice-based experiences*, Stephen Billett (2011), ALTC project. This fellowship sought to identify and appraise curriculum and pedagogic principles and practices for integrating learning experiences in practice and university settings. The final project report and resources can be found at: <http://www.olt.gov.au/resources?text=a.%09Curriculum+and+pedagogic+bases+for+effectively+integrating+practice-based+experiences%2C+Stephen+Billett+%282011%29%2C+ALTC+project>

<sup>1</sup> Hicks, O. (2007). Curriculum in higher education in Australia – Hello? HERDSA [http://tls.vu.edu.au/portal/site/newsevents/events\\_2011/Curriculum%20in%20higher%20education%20in%20Australia.pdf](http://tls.vu.edu.au/portal/site/newsevents/events_2011/Curriculum%20in%20higher%20education%20in%20Australia.pdf)



- b. *Developing agentic professionals through practice-based pedagogies*, Stephen Billett (2009), ALTC Fellowship. The Fellowship's emphasis was to identify how students could be prepared, supported and sustained as agentic learners and practitioners within the health sciences discipline, namely physiotherapy, midwifery, nursing and human services. The material, however, has much wider application than just the health professions. The final report can be found at:  
<http://www.olt.gov.au/resources?text=b.%09Developing+agentic+professionals+through+practice-based+pedagogies%2C+Stephen+Billett+%282009%29>
- The reference list may also be of use for the design of practice based learning experiences.
4. Beverly Oliver – focuses on graduate capabilities with an employability and careers emphasis
- a. *Good practice report: Assuring graduate learning outcomes*. Beverly Oliver (2011). This guide provides the reader with a summary of what has been achieved, or is in progress, in relation to ALTC projects and fellowships associated with assuring graduate outcomes within the higher education context. The guide also makes recommendations about areas still to be addressed or where further work is needed. The report can be found at:  
<http://www.olt.gov.au/resources?text=a.%09Assuring+Graduate+Outcomes.+ALTC+good+practice+report.+Beverly+Oliver+%282011%29>
- b. Beverley Oliver has set up a social network site entitled 'Assuring Graduate Outcomes' (found at <http://boliver.ning.com/>). The site supports professional networking, along with tools, resources and information on topics such as: capabilities; standards; mapping; student portfolios; teaching and learning quality.
5. Theresa Winchester-Seeto, Jacqueline Mackaway, Marina Harvey and Debra Coulson – focus on assessment
- a. Winchester-Seeto, T., Mackaway, J., Coulson, D., & Harvey, M. (2010). But how do we assess it? An analysis of assessment strategies for Learning through Participation (LTP). *Asia-Pacific Journal of Cooperative Education*, 11(3), 67-91.
- b. Mackaway, J., Winchester-Seeto, T., Coulson, D., & Harvey, M. (2011). Practical and pedagogical aspects of Learning through Participation: The LTP Assessment Design Framework. *Journal of University Teaching & Learning Practice*, 8(3). Available at: <http://ro.uow.edu.au/jutlp/vol8/iss3/5>
- c. Additional resources on assessment for Participation have been developed by the above authors and can be found at: [http://staff.mq.edu.au/teaching/curriculum\\_development/pace/resources/pace-assessment/](http://staff.mq.edu.au/teaching/curriculum_development/pace/resources/pace-assessment/)
6. Harvey Woolf and Mantz Yorke – focus on assessment
- Woolf and Yorke (2010) produced a useful handbook style report, *Guidance for the assessment of work-based learning in Foundation degrees*. Although the report targets UK academics, the principles, commentary of assessment practice, technical and stakeholder considerations all provide useful information to support those involved in the design of Participation type units. The report also includes a list of resources along with some suggestions on assessment methods. It can be found at:  
<http://www.heacademy.ac.uk/resources/detail/fdf/guidance-for-assessment-work-based-learning>
7. David Boud – focus on assessment
- a. As part of an ALTC Fellowship, David Boud created a web based resource, *Assessment Futures*, to support those involved in the design and/or redesign of assessment tasks. There is an emphasis on assessment that values self-directed, self-managed and self-evaluated learners. The *Assessment Futures* web site is organised around the key principles of engaging students, setting authentic activities, scaffolding students in designing some assessments, setting integrative tasks, fostering learning and judgement, modelling and practice, working with peers, as well as giving and receiving feedback.  
<http://www.iml.uts.edu.au/assessment-futures/>
- b. Boud, D., and Associates (2010). *Assessment 2020: Seven propositions for assessment reform in higher education*. Sydney: Australian Learning and Teaching, can be found at:



<http://www.olt.gov.au/resources?text=b.%09Boud%2C+D.%2C+and+Associates+%282010%29.+Assessment+2020%3A+Seven+propositions+for+assessment+reform+in+higher+education.+>

8. Campbell and Zegwaard – focus on professional ethics curriculum  
Building on work by Bowden and Smythe (2008, Theories on teaching and training ethics. *Electronic Journal of Business Ethics & Organisation Studies*, 13(2), 19-26), Campbell and Zegwaard (2011, p.367) propose five core elements to an effective professional ethics curriculum:
  1. Reflection on the relationship between personal and professional values and expectations;
  2. Interrogation of practices and case studies to develop a greater sense of ethical conduct, and both personal and professional value systems;
  3. Development of decision making capacities to manage ethical considerations within their practice;
  4. Development of skills to negotiate and respond to ethical concerns and issues; and
  5. Improved capacity for negotiating, and persuasive abilities to advocate an ethical position and advance change.
9. Harvey et al. – Reflection  
Harvey, M., Coulson, D., Mackaway, J., & Winchester-Seeto, T. (2010). Aligning reflection in the cooperative education curriculum. *Asia-Pacific Journal of Cooperative Education*, 11(3), 137-152.
10. Rowe, A., Kelliher, M., & Winchester-Seeto, T. (2011). *Typology of participation activities*. Available online at: [http://staff.mq.edu.au/teaching/curriculum\\_development/pace/resources/effective\\_curriculum/](http://staff.mq.edu.au/teaching/curriculum_development/pace/resources/effective_curriculum/)

## Discipline specific material and resources

1. **Accounting:**  
'Accounting for the Future' (ALTC funded project). This project takes a stakeholder approach to identifying the non-technical, (e.g. communication, interpersonal and critical thinking skills) required by accountants in the next five to ten years. Stakeholders include: employers of accounting graduates, professional accounting bodies, the public sector, and recent and current accounting students. The project developed resources to support practitioners embed non-technical skills into the accounting curricula. These can be found at: <http://www.olt.gov.au/project-accounting-future-more-uwa-2007>
2. **Law:**  
Conducted under the auspices of the Council of Australian Law Deans (CALD), this ALTC project, 'Learning and teaching in the discipline of law: Achieving and sustaining excellence in a changed and changing environment', closely examined a number of areas associated with high-quality learning and teaching outcomes for a diverse range of law students including: graduate attributes, ethics, professionalism and service, standards, building sustainability, and exploring issues of law student mental health. The project reports a range of practices from limited engagement with graduate attributes to highly developed (clearly aligned learning outcomes, assessment and the production of rubrics). There is a recognition in the project report that systematic approaches to mapping graduate attributes, their assessment and scaffolding across the degree program is required if the desired capabilities are to be developed in law students with a high value placed on professional skills and attitudes (ethics, professionalism and service). Useful resources include:
  - a. Project final report - *Learning and teaching in the discipline of Law*, Dr Susanne Owen and Prof Gary Davis (2006), <http://www.olt.gov.au/resources?text=Learning+and+teaching+in+the+discipline+of+Law%2C+Dr+Susanne+Owen+and+Prof+Gary+Davis+%282006%29%2C+>  
Resources associated with this ALTC project can be found at the above link too.
3. **Creative Arts:**
  - a. Daniel, Ryan. (2010). Career development and creative arts students: An investigation into the effectiveness of Career Theory and Wil experiences on practice [online]. *Australian Journal of Career Development*, 19(2), Winter 2010: 14-22. You may request a copy via: <http://eprints.jcu.edu.au/15587/>



- b. Flinders University produced a guide to assist students when undertaking screen and media production in the creative arts disciplines. The resource, compiled by Janis Lesinski, is entitled *SCREEN & MEDIA Production guide: Procedures & resources for pre-production, shooting and post production 2011*, can be found at:  
<http://www.rmit.edu.au/browse;ID=v4hxbt2le8vvz>
4. **Psychology:**  
Service learning in psychology  
<http://www.apa.org/education/undergrad/service-learning.aspx>
5. **Engineering:**  
Engineers without Borders, Australia  
<http://www.ewb.org.au/explore/initiatives/ugradresearch/researchprojects>
6. **Discipline based vignettes:**  
As part of an Australian Learning and Teaching (ALTC) project, 30 vignettes from a cross section of disciplines were developed to inform participants of current WIL practice in the higher education sector. These vignettes can be found at:  
<http://www.acen.edu.au/vignettes/>
7. **Discipline based learning and teaching resources:**  
The Higher Education Academy in the UK has a special section for learning and teaching resources organised by discipline. The material is largely specific to the UK, however many resources are applicable to the Australia Learning through Participation context. Resources, including those that support curriculum design, can be found at:  
<http://www.heacademy.ac.uk/disciplines>

## Tools and resources to support LTP curriculum design

1. **ePortfolios**
- a. Queensland University – ‘Australian ePortfolio Project’. The AeP project team develop the Australian ePortfolio Toolkit. The Toolkit comprises a series of *ePortfolio Concept Guides* designed to inform the diverse stakeholders in higher education about issues and opportunities associated with ePortfolio learning. See the below link  
<http://www.eportfolioppractice.qut.edu.au/information2/toolkit/index.jsp>
- b. JISC. (2009). *E-Portfolios*. (JISC Infonet). Comprehensive information regarding ePortfolios can be found at: <http://www.jiscinfonet.ac.uk/infokits/e-portfolios> (accessed 11 October, 2011).
2. **Reflection tools**  
Macquarie University has developed a range of resources and tools support the use of reflection in experience based learning units. Examples include:
- *Aligning reflection for learning*, which is a model offering the key principles of alignment and transparency for the design of reflection in Participation units.
  - *Applying reflection for learning*, a model that can be used to guide practitioners in the application of reflection to support academic learning, skills development and lifelong learning.
  - *Annotated bibliography – Reflection in PACE type units*.
- Additional resources also offer ideas, activities and tools designed to support student reflection for learning. These can all be found at:  
[http://staff.mq.edu.au/teaching/curriculum\\_development/pace/resources/pace-reflection/](http://staff.mq.edu.au/teaching/curriculum_development/pace/resources/pace-reflection/)
3. **Career Development Learning**  
Career development learning is ‘concerned with helping students to acquire knowledge, concepts, skills and attitudes which will equip them to manage their careers, i.e. their lifelong progression in learning and



work' (Watts, 2006, p.2). Over the past decade there has been an increase in the attention given to the preparation of 'work ready' graduates. The area of career development learning can provide useful insights and resources relevant to the design of many LTP models. Related information and resources can be found at:

- a. The Higher Education Academy (see <http://www.heacademy.ac.uk/resources>) has produced a two part series focused on Learning and Employability. Two examples of resources from the series are:
  - i. *Career development learning and employability*, Watts, A.G (2006) found at:  
<http://www.qualityresearchinternational.com/esecttools/esectpubs/watts%20career.pdf>
  - ii. *Pedagogy for employability*, The Pedagogy for Employability Group, found at  
[http://www.heacademy.ac.uk/assets/documents/employability/id383\\_pedagogy\\_for\\_employability\\_357.pdf](http://www.heacademy.ac.uk/assets/documents/employability/id383_pedagogy_for_employability_357.pdf)
- b. NAGCAS, the Australian Voice for Career Development in Higher Education <http://www.nagcas.org.au/> provides useful resources and networking links for those interested in embedding career development learning into Participation units. One resource in particular worth noting relates to an ALTC funded project undertaken by NAGCAS i.e., *The career development learning: Maximising the contribution of work-integrated learning to the student experience [Australian Learning and Teaching Council] Final Project Report June 2009* and associated tools developed from this project can be found at:  
<http://nagcas.org.au/ALTC/about-this-project>

#### 4. **Online learning and teaching pedagogy**

Participation experiences often see students and academics separated by time and geography. In some instances students will undertake their experiences in remote locations and both parties will rely on technology for communicating, teaching and learning. The below resources may assist in the design of Participation units where the online environment plays a significant role.

UNSW/COFA Online as part of an ALTC funded project have developed a set of resources to help improve the perception and application of online learning and teaching pedagogy in a larger tertiary education context through a project called *Learning to teach online: Developing high-quality video and text resources to help educators teach online*. This project has created well designed, practical, easy to apply and pedagogy-focused digital training resources which are freely available. Available at :

<http://online.cofa.unsw.edu.au/learning-to-teach-online/ltto-episodes>

## Resources for Service Learning

Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (sourced from: <http://www.servicelearning.org/what-service-learning>). Two sources of useful information and resources related to service-learning are listed below:

- a. **National Service-Learning Clearinghouse** <http://www.servicelearning.org/>. The National Service-Learning Clearinghouse (NSLC) is a comprehensive American website that supports service-learning from K-12, higher education, community-based organizations etc. It is easy to navigate and offers information and resources to support service-learning programs, practitioners, and researchers; email discussion lists, links to conferences/journals and discipline specific resources, and a toolkit for implementing service learning in higher education.  
<http://www.servicelearning.org/library/resource/7120>
- b. **Campus Compact** <http://www.compact.org/>. A higher education association based in the US dedicated to campus-based civic engagement. The website promotes public and community service that develops students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum. The resources section contains a variety of resources aimed at the individual,



classroom/workplace and institutional level.

**Shop Front:** is a LTP model used to link community organisations with university academics and students to do community-initiated projects and community-engaged research with real social benefit. The University of Technology, Sydney adopts this model as one of their approaches to offering students experience based learning opportunities. For more information visit: <http://www.shopfront.uts.edu.au/>

## Useful websites

**Macquarie University** – Resources have been developed to support students, academics and partners involved in experience based learning type units. To date the resources fall into four key areas: Assessment, Reflection, Host Supervision and Ethics. These can be found at:

[http://staff.mq.edu.au/teaching/curriculum\\_development/pace/resources/](http://staff.mq.edu.au/teaching/curriculum_development/pace/resources/)

**Griffith University** - *Work Integrated Learning (WIL): Designing and implementing WIL curricula – good practice guide* found at: [http://www.griffith.edu.au/\\_\\_data/assets/pdf\\_file/0020/119009/GPG-wil.pdf](http://www.griffith.edu.au/__data/assets/pdf_file/0020/119009/GPG-wil.pdf)

**Flinders University** – Work-related, experiential learning forms a significant part of many academic programs at Flinders University. Resources and references can be found at: <http://www.flinders.edu.au/teaching/wil/>

**RMIT** – Work integrated learning occurs across most disciplines at RMIT and information/ resources are easily found by a search of their website (<http://www.rmit.edu.au/>). One interesting approach to professional skills development amongst students comes via The Professional Skills Program, which runs over two semesters. It is an alternative Work Integrated Learning experience for students who are unable to participate in a full-time co-operative education placement.

**Victoria University** – Learning in the workplace and community (referred to as LiWC as Victoria University) is a key feature of all courses at VU. Extensive resources and support for academics involved in LiWC can be found at: <http://tls.vu.edu.au/portal/site/liwc/support.aspx>

## Annotated bibliographies

1. *Annotated bibliography - Assessment and feedback in PACE type units*. Learning & Teaching Centre, Macquarie University. April, 2011. Found at: [http://staff.mq.edu.au/teaching/curriculum\\_development/pace/resources/pace-assessment/](http://staff.mq.edu.au/teaching/curriculum_development/pace/resources/pace-assessment/)
2. *Annotated bibliography - Reflection for learning through participation*. Learning & Teaching Centre, Macquarie University. September, 2010. Found at: [http://staff.mq.edu.au/teaching/curriculum\\_development/pace/resources/pace-reflection/](http://staff.mq.edu.au/teaching/curriculum_development/pace/resources/pace-reflection/)
3. *Work-Integrated Learning: An annotated bibliography of recently published referred journal articles (2000 – 2008)*. Jess Heerde and Berni Murphy - School of Health and Social Development, Deakin University. April 2009. Found at: <http://www.deakin.edu.au/herg/assets/resources/annotated-bibliography-work-integrated-learning.pdf>
4. Kolb, A. Y., & Kolb, D. A. (2010). *Experiential learning theory bibliography: 1971-2005*. <http://www.learningfromexperience.com>
5. Kolb, A. Y., & Kolb, D. A. (2010). *Experiential learning theory bibliography: Vol 2, 2006-2011*. <http://www.learningfromexperience.com>
6. Kolb, A. Y., & Kolb, D. A. (2010). *Experiential learning theory bibliography: Recent research 2005-2010*. <http://www.learningfromexperience.com>