

CURRICULUM CONUNDRUM

**DESIGNING EFFECTIVE CURRICULUM
IN THE 21ST CENTURY**



DR ROB STEGMANN

KEY QUESTIONS

01

WHAT

What do we mean
by 'effective'?

Who gets to decide what an
effective curriculum is?

WHO

02

03

HOW

How does our understanding
of what constitutes an
effective curriculum inform the
purpose of learning?

EFFECTIVE CURRICULUM

- At a foundational level, an effective curriculum is the curriculum that achieves its stated purpose.
- Range of contested ideas about the purpose of the curriculum.
- Each idea represents a ‘story’ shaping and informing practice, identity, behaviour, orientation to the world and knowledge, and the goal—the outcome, what we imagine is effective.

W.E.B. DU BOIS

“The function of the university is not simply to teach bread-winning, or to furnish teachers for the public schools, or to be a centre of polite society; it is, above all, to be the organ of that fine adjustment between real life and the growing knowledge of life, an adjustment which forms the secret of civilisation.”



ERIC GUTSTEIN

“Students need to be prepared through their [mathematical] education to investigate and critique injustice, and to challenge, in words and actions, oppressive structures and acts—that is, to ‘read and write the world’ with [mathematics].”



MULTIPLE VOICES: CACAPHONY OR SYMPHONY?

REGULATORY

HE Act
White Paper
CHE
HEQSF
NQF, etc.

DISCIPLINARY SPECIALISTS

Faculty
Instructional
designers

SOCIETY

Private
accountability
Public
accountability

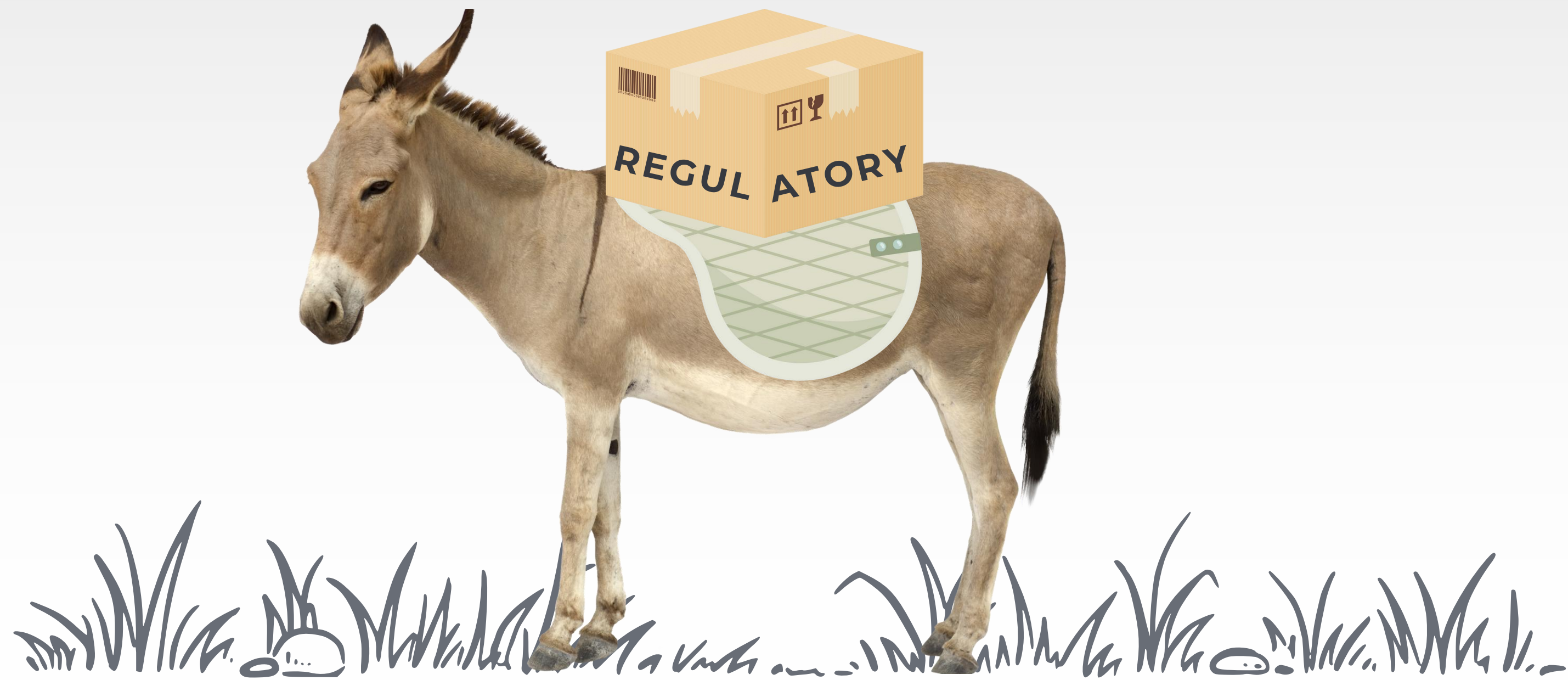
EMPLOYERS

Work-ready
graduates

STUDENTS

Expectations of
what the
curriculum will
deliver and their
role in shaping it.





REGULATORY DEMANDS

Opportunities for learning and knowledge creation

Promote values of a democratic society based on human dignity, equality, and freedom

Ensure respect for and protection of diverse beliefs

Uphold academic freedom, creativity, scholarship, and research

Full realisation of student and employee's potential; tolerance of ideas and appreciation of diversity

Respond to the needs of both the Republic and the communities served by the institutions

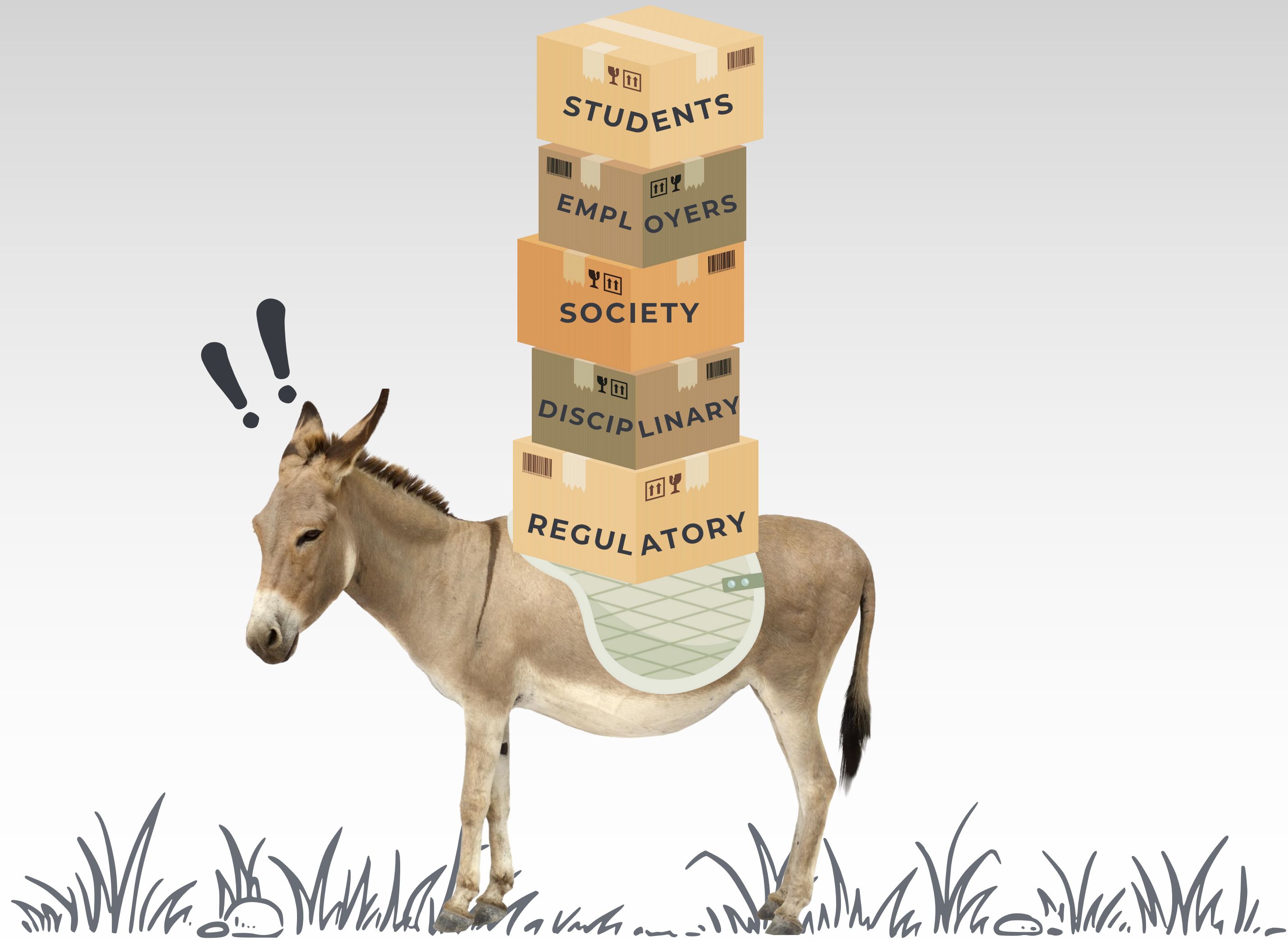
Redress past discrimination, ensure representativity, and enable equal access to HE

Balance institutional autonomy with public accountability in HE

Prioritise the country's human resource, economic, and development needs

Address the national need for advanced skills and scientific knowledge.







MOVING FROM EFFECTIVE TO **EPIC** CURRICULUM DESIGN

- Experiential and Expansive
- Practical and Purposeful
- Invitational and Integrative
- Contextual, Critical, and Communal



THANK YOU

Dr Rob Stegmann: robs@boston.co.za

No donkeys were harmed in the making of this presentation