



2030 CURRICULUM DESIGN PRINCIPLES

ACTIVE, COLLABORATIVE AND INTERDISCIPLINARY LEARNING

CURRICULUM 2030

All curricula will encourage active, collaborative, and interdisciplinary learning. Through a critical-enquiry, challenge-based approach, learners take an active part in their educational experience.

The curriculum will be designed to enable learners to work across disciplines and in teams to prepare them for the workplace and for life as ethical, global citizens. Communities, employers, and industry benefit from students who have been exposed to real-world problems and challenges, and learnt to practise intercultural and interdisciplinary competence when working with others.

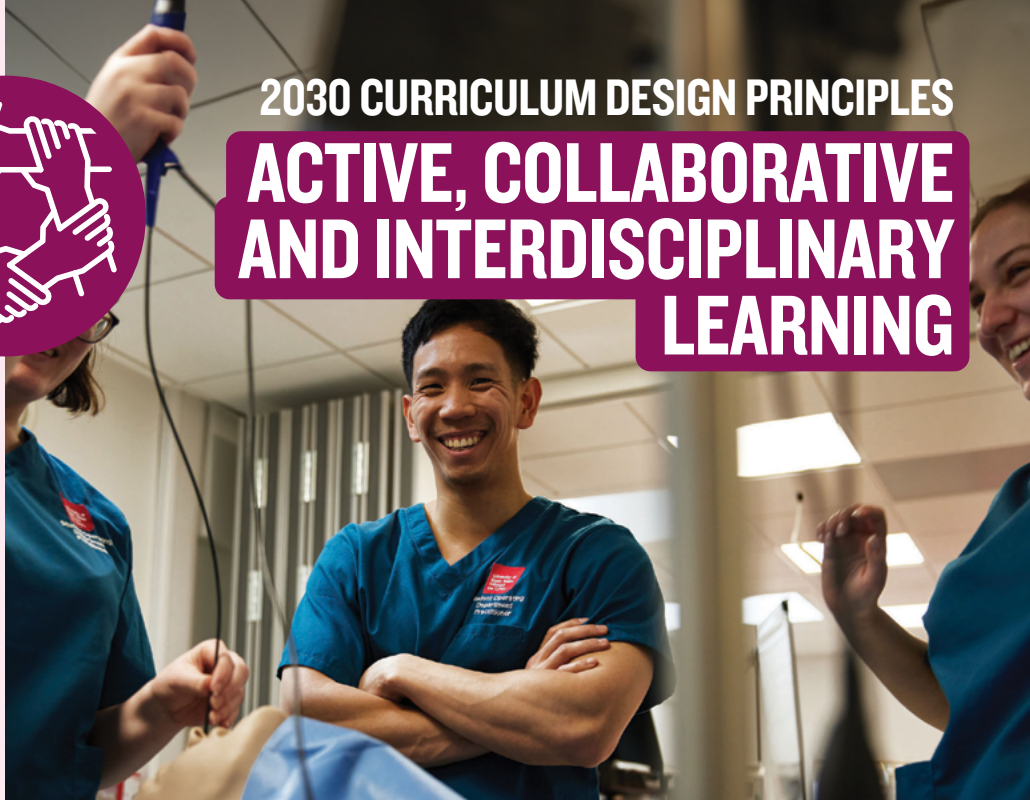
ASSESSMENT 2030

Assessment to support this Curriculum Design Principle will entail 'assessment as learning', or 'assessment while learning' where learners undertake formative assessment, generate and use feedback as part of the learning process.

Active assessment practices foster an engaging learning environment where learners and faculty work together, encouraging critical thinking, creativity, and problem-solving by integrating different perspectives and expertise.

Collaborative assessments, such as group projects and peer reviews, promote teamwork and communication skills.

Interdisciplinary approaches break down academic silos, enabling students to tackle complex real-world problems collaboratively. This holistic method prepares students for multifaceted careers, and drives innovation by leveraging the strengths of varied academic fields and promoting a richer, more inclusive educational experience.



THE USW CONTEXT

Here at USW we strive to help learners take responsibility for being active participants in their learning journey. As opposed to passive recipients of information via a transmission model of education, active learning entails learners and educators working in partnership to understand, apply and create knowledge. The learner and the learner community are called to recognise and appreciate their own role in learning, becoming an active partner — engaging, doing, sharing and reflecting. A curriculum that embodies active, collaborative and interdisciplinary learning recognises the importance of our students' diverse experiences and knowledge as essential to their own, and each other's, learning.

WHAT CAN YOU DO?

ACTIVE LEARNING

Ensure that students have opportunities to share their own experiences, opinions, and understandings of topics in the curriculum. Design a curriculum that encourages discursive opportunities.

Ensure that in-person/synchronous sessions focus on active/collaborative opportunities by using asynchronous digital options to facilitate didactic content.

COLLABORATIVE LEARNING

Scaffold collaborative tasks through increasing complexity to build confidence in team working and develop confidence in decision making.

Make use of real-world challenges that require students to work together with each other and with real-world partners.

INTERDISCIPLINARY LEARNING

Provide opportunities to consider complex and intercultural challenges that reach beyond the module/discipline.

Encourage learner participation in the recognition and co-creation of challenges to support their learning.

WHAT DOES THE LITERATURE SAY?

Active learning: Active learning places students at the centre of their learning experience, fostering engagement and allowing them to construct knowledge through personal participation. Research indicates that active learning leads to a deeper understanding compared to passive methods, such as lectures or reading (Prince, 2004; Ambrose et al, 2010). In STEM subjects, Freeman et al (2014) reported a 6% improvement in assessment scores from active learning, whilst learners undertaking traditional lecturing were 1.5 times more likely to fail than their active learning counterparts.

Collaborative: “Collaborative learning with university students should be designed using challenging and relevant tasks that build shared ownership with students” (Scager et al, 2016).

Interdisciplinary: Corbacho et al (2021) suggest “participating in an interdisciplinary course influenced the development of four top skills and attitudes: to work as a team member; to explore ideas confidently with other people; to develop as a person; and to develop relevant, ethical, social, and professional perspectives”

EMBEDDING ACTIVE, COLLABORATIVE, AND INTERDISCIPLINARY LEARNING? — A REFLECTIVE CHECKLIST

The checklist below has been designed for course and module leaders to self-evaluate their practice, to support Quality Assurance (Re)Validation, Continuous Monitoring and Assessment Dialogue processes in reflecting on how the CDP of active, collaborative, and interdisciplinary learning is embedded in your curriculum.


ACTIVE, COLLABORATIVE, AND INTERDISCIPLINARY LEARNING	NOT EMBEDDED	PARTIALLY EMBEDDED	FULLY EMBEDDED
Active, collaborative, and interdisciplinary learning experiences are scaffolded within the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active			
Learners have opportunities to share their own experiences and shape the learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners are given choice/agency within assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative			
Collaborative team working is built into the curriculum and everyday learning and teaching activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner collaboration/team working is built into formative and summative assessment tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary			
The curriculum enables students to learn and work together within and across faculties during learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment activities use authentic briefs that are designed to be applicable across modules/courses/disciplines to enable interdisciplinary team working.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REFERENCES AND FURTHER READING


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- Davies, M. and Devlin, M.T., 2007. *Interdisciplinary Higher Education: Implications for Teaching and Learning* (p. 81). Melbourne: Centre for the Study of Higher Education.
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- Scager K, Boonstra J, Peeters T, Vulperhorst J, Wiegant F. *Collaborative Learning in Higher Education: Evoking Positive Interdependence*. CBE Life Sci Educ. 2016 Winter;15(4):ar69. doi: 10.1187/cbe.16-07-0219. PMID: 27909019; PMCID: PMC5132366.

WHERE CAN YOU GET SUPPORT?

CELT offers their active, collaborative, and interdisciplinary learning Toolkit to support colleagues in enhancing their pedagogic practice.



COLLABORATIVE TOOLKIT



One Page On

Videos

How to Guides

Development Workshop

Quick Guides

Detailed Handbook

Case Studies

Scholarship Project



Centre for the Enhancement of Learning and Teaching
Canolfan i Wella
Dysgu ac Addysgu



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CELT-USWCUR-197-1.01-E

Mae ddogfen hon ar gael yn Gymraeg. This document is available in Welsh