

# The interface for transforming pedagogy: a framework and toolkit to enable curriculum redesign

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At a time when universities are increasingly challenged by competitive contexts and markets, the role of teaching and learning is assuming new importance in the agenda of reform. Poised at the interface of tradition and transformation, academics now face the strategic challenge to deliver high quality, student-centred learning experiences, in technologically-rich, flexible learning environments. At one regional institution, a suite of new technology tools to support teaching and learning has been launched and a foundation university learning and teaching course has been redesigned as an exemplar for use of these tools.

The plan for redesigning provides an emerging framework. The framework addresses issues related to the question: how can new teaching and learning paradigms, digital learning technologies, tools and learning spaces support pedagogically sound curriculum design and teaching practice, to align with the strategic goals of higher education? An Action Learning methodology steers the collaborative process to shape a flexible curriculum framework, supported by effective and relevant pedagogies and learning technologies. Multiple interpretive methods are used to gather evaluative data from the participatory action learning team and the teacher-participants, and include stakeholder surveys, questionnaires and interviews, reflective group discussion forums, participant evaluations and observations. The outcomes include a framework that provides exemplary, learner-centred experiences for academics to align with the core learning outcomes and the university strategic goals. As well, a flexible, multidisciplinary toolkit for university teachers is being progressively developed. This will be disseminated to university teachers via workshops and an Open Educational Resource website. This showcase presentation addresses the conference sub-theme of **pedagogy and curriculum**, and explores issues related to the challenges teachers face when meeting the expectation that all teachers need to embrace new learning spaces, tools and pedagogies, as outlined in university strategic plan goals. In a recent discussion forum, fourteen out of twenty five newly employed academics enrolled in the course identified that the term 'technology-rich learning environment', provided a challenge for them as teachers. Through an action learning project that is guiding the process of redesigning the course modules, a small team of academic developers are actively seeking to explore curriculum and learning design using a pedagogy-centric approach to the use of learning technologies. The research encompasses a desk audit of resources, learning theories, pedagogies, learning designs and funded project outputs that align with the course learning outcomes. Recent Open Educational Resource practice-based projects, such as the Open University Learning Design Initiative (<http://www.open.ac.uk/blogs/OULDI/>), the Learning Design Support Environment (<https://sites.google.com/a/lkl.ac.uk/ldse/Home>) and the JISC Viewpoints 'Institutional Approach to Curriculum Design' Project outputs (<http://www.jisc.ac.uk/whatwedo/programmes/elearning/curriculumdesign/viewpoints.aspx>), provide a range of tools to broaden the scope and support the curriculum design process. The

Open Learning Design Studio MOOC (<http://www.open.ac.uk/blogs/OULDI/>) informs the practice of teacher-as-designer through the interactions, reflections and evaluations of a community of participants. The Moodle Learning Management System is employed to create an innovative, collaborative space for participants to engage and interact with peers and course activities, and construct and share knowledge about learning and teaching.