

## BAAWE8DMC: Design of Methods and Curriculum

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| Module Code:  | BAAWE8DMC  |
| Long Title  | Design of Methods and Curriculum <b>APPROVED</b>   |
| Title   | Design of Methods and Curriculum   |
| Module Level:   | LEVEL 8  |
| EQF Level:  | 6  |
| EHEA Level:   | First Cycle  |
| Credits:  | 10   |
| Module Coordinator:   | Leo Casey  |
| Module Author:  | Leo Casey  |
| Departments:  |  |
| Specifications of the qualifications and experience required of staff       |  |
| <b>Learning Outcomes</b>  |  |
| <i>On successful completion of this module the learner will be able to:</i> |  |
| <b>#</b>  | <b>Learning Outcome Description</b>  |
| LO1   | Demonstrate critical awareness of design methods for curricula development   |
| LO2   | Critically evaluate the appropriateness of learning, teaching and assessment strategies with groups of learners in different learning and development contexts |
| LO3   | Critically evaluate current research and resources that may influence design and innovation in learning and development  |
| LO4   | Demonstrate enhanced reflective practitioner skills  |
| <b>Dependencies</b>   |  |
| <b>Module Recommendations</b>   |  |
| No recommendations listed   |  |
| <b>Co-requisite Modules</b>   |  |
| No Co-requisite modules listed  |  |
| <b>Entry requirements</b>   |  |

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| Module Content & Assessment  |         |                           |         |
|--|---------|---------------------------|---------|
| Indicative Content   |         |                           |         |
| <b>Design Thinking</b><br>Universal design for learning and development, evaluating curriculum goals, approaches to design think, understanding tools and techniques for design, e.g., brainstorming, brainswarming, cycles of innovation, incorporating creativity and play into the design process                                     |         |                           |         |
| <b>Evaluation, Testing/benchmarking and Refining</b><br>Methods of user testing, methods of gathering feedback e.g., surveys, interviews, focus groups, ethnographic studies, shadowing, using technology, role play, story telling, understanding the value of the refinement   |         |                           |         |
| <b>Practioner, Designer and Producer</b><br>Understanding how to capturing learnings based on the process and the product, reflecting on the experience of working with others in design teams, communicate with peers on research and innovations in the area of design and curricula   |         |                           |         |
| Assessment Breakdown   |         |                           | %       |
| Coursework   |         |                           | 100.00% |
| Assessments  |         |                           |         |
| Full Time  |         |                           |         |
| Coursework   |         |                           |         |
| <b>Assessment Type:</b>  | Project | <b>% of total:</b>        | 100     |
| <b>Assessment Date:</b>  | n/a     | <b>Outcome addressed:</b> | 1,2,3,4 |
| <b>Non-Marked:</b>   | No      |                           |         |
| <b>Assessment Description:</b><br>Students will work in peer groups to design and deliver a module on design thinking for learning. Students will be expected to base their ideas on research, literature and their experiences. The output for this assessment is a team presentation, report and individual reflections on the process |         |                           |         |
| No End of Module Assessment  |         |                           |         |
| No Workplace Assessment  |         |                           |         |
| Reassessment Requirement   |         |                           |         |
| <b>Coursework Only</b><br><i>This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.</i>   |         |                           |         |

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| Module Workload                      |  |       |                   |                                 |
|--------------------------------------|--|-------|-------------------|---------------------------------|
| Module Target Workload Hours 0 Hours |  |       |                   |                                 |
| Workload: Part Time                  |  |       |                   |                                 |
| Workload Type                        | Workload Description                       | Hours | Frequency         | Average Weekly Learner Workload |
| Lecture                              | per week                                   | 1.5   | Once per semester | 0.13                            |
| Independent Learning                 | Reading, planning, researching, organising | 9     | Once per semester | 0.75                            |
| Total Weekly Contact Hours           |  |       |                   | 0.13                            |

| Module Resources  |  |
|---|--|
| <i>Recommended Book Resources</i>   |  |
| <p>Kelly, R.. (2012), Educating for Creativity: A Global Conversation, Brush Eductaion, p.336, [ISBN: 9781550594133].</p> <p>Hall, E.T., Meyer, A., &amp; Rose, D.H.. (2012), Universal Design for Learning in the Classroom: Practical Applications, Guildford Press, p.156, [ISBN: 9781462506378].</p>  |  |
| <i>Supplementary Book Resources</i>   |  |
| <p>Jane Vella; foreword by Joanna Ashworth. (2008), On teaching and learning, Jossey-Bass, San Francisco, Calif., [ISBN: 9780787986995].</p> <p>Roisin Donnelly, Jen Harvey (Editor), Kevin O'Rourke (Editor). (2010), Critical Design and Effective Tools for E-Learning in Higher Education: Theory into Practice, Information Science Reference, p.402, [ISBN: 9781615208791].</p> |  |
| <i>Supplementary Article/Paper Resources</i>  |  |
| <p>Indiana University. various, International Journal of Designs for Learning, [ISSN: 2159-449X].</p>   |  |
| <i>This module does not have any other resources</i>  |  |
| Discussion Note:  |  |