

Management of curricular change

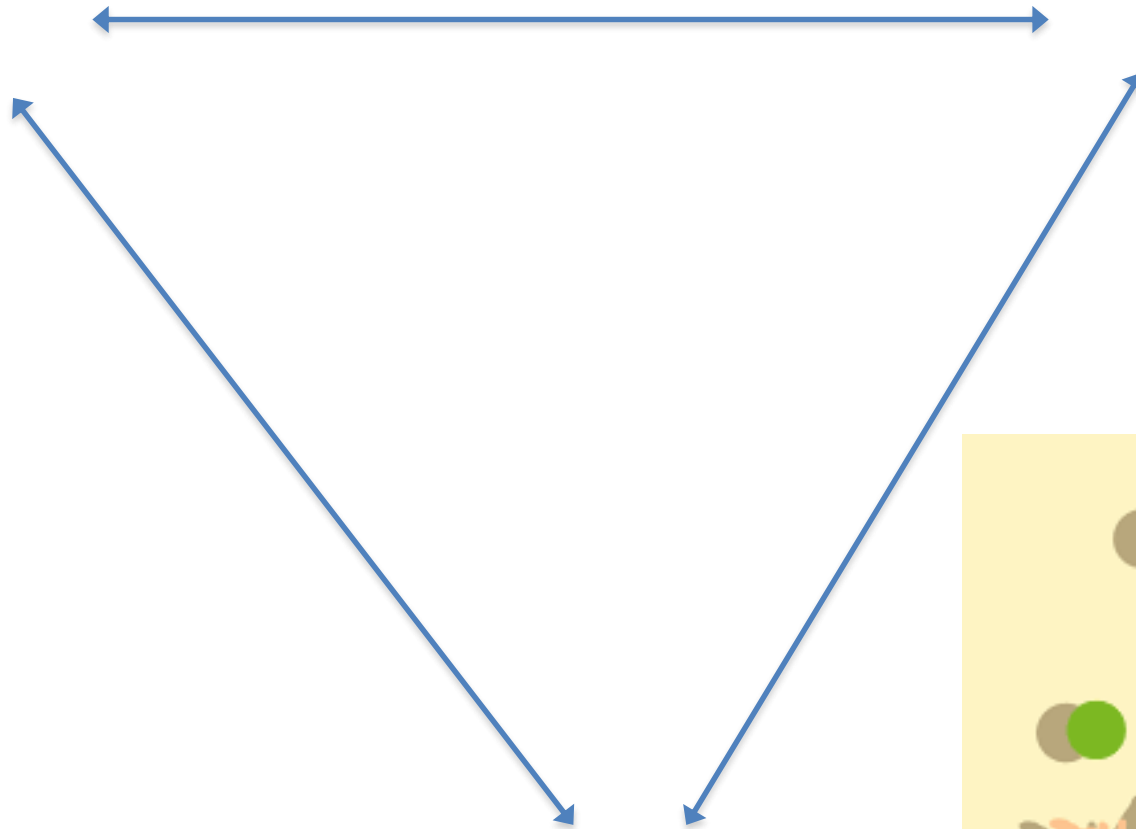
Erik de Graaff

Book Management of Change
Erik de Graaff &
Anette Kolmos
Sense Publisher, 2007



Curriculum

Change



Management



Curriculum

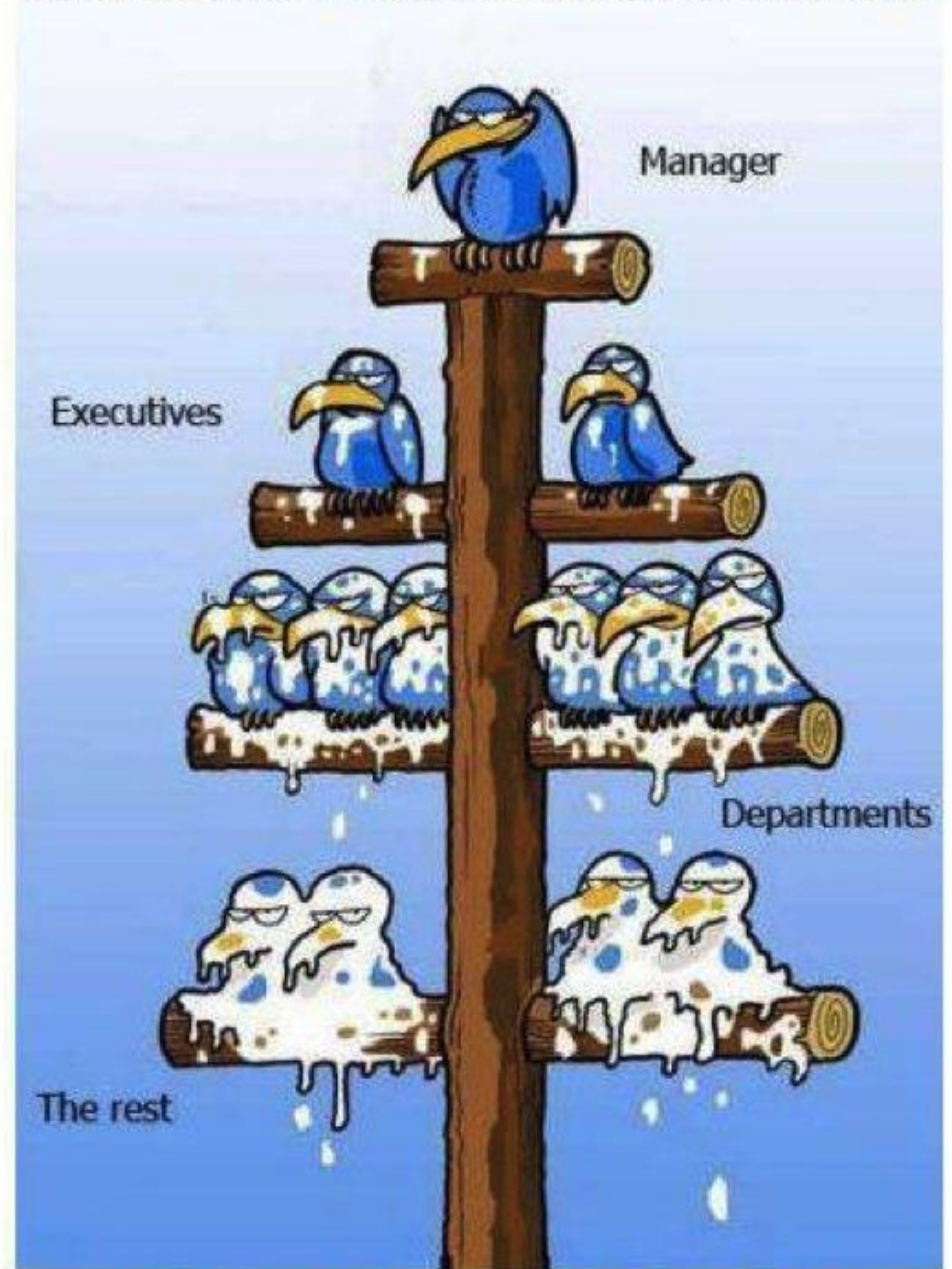
Change

Both 'course' and 'curriculum' derive from the athletes running track, often filled with hurdles



Placing different hurdles, or changing the trajectory changes the curriculum.

Management depends on hierarchy



**When top level guys look down, they see only shit;
When bottom level guys look up, they see only
assholes...**

Management and leadership

Leadership depends on the context:

- In a competitive environment the leader is responsible for the course of action and the main decisions.
- A collaborative environment demands a leader who stimulates all to perform to the best of their potential.



Strategies for Management of Change

Chin and Benne (1985)
distinguish three types of
strategies that can be applied
in changing an organization:

- Empirical-rational strategies
- Normative-re-educative strategies
- Power-coercive strategies

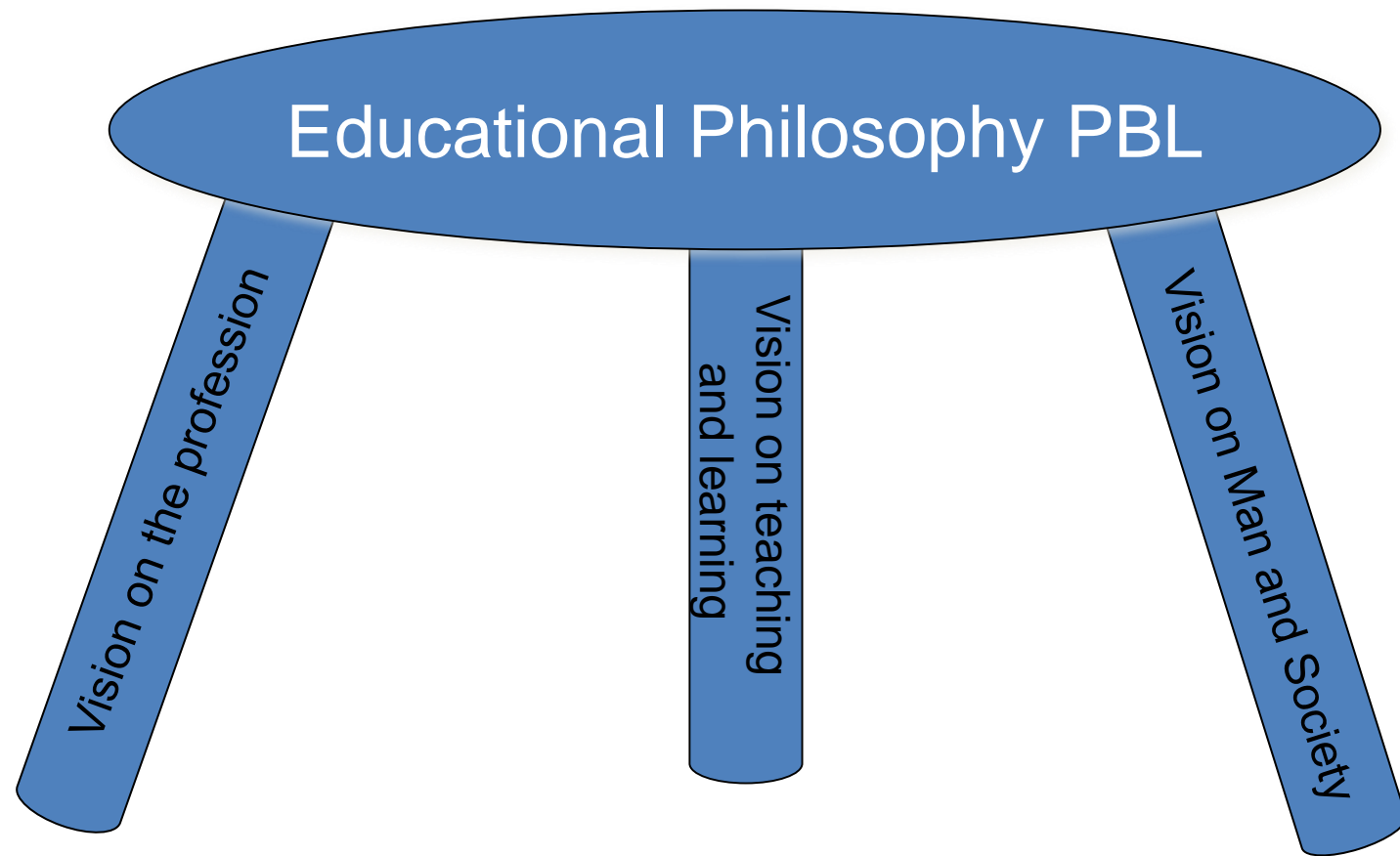
Factors influencing the implementation process

- Staff members who do not believe change is necessary
- Power struggles: in many cases a top down strategy is the only way to get started
- Faculty development programme as the key - a Re-educative strategy
- Educational leadership
- Clear and measurable objectives
- Facts on teaching and learning: educational research

Introducing PBL with the start of a new school: the medical curriculum in McMaster

- In Problem Based Learning the developers of the new medical curriculum in McMaster found an educational model that aligned well with their visions on medicine, society.
- The founding fathers looked for a compatible educational method .
- Together these three visions support the educational philosophy

Introducing PBL without support from these visions risks failure!



Alignment of three visions: the balanced tripod

Failures in implementing PBL

- Failures are not published!
- PBL in Health Sciences
 - Lack of trust in students as self-directed learners
- PBL in Architecture in Delft
- When the professors claim ‘academic freedom’ so they cannot be made to accept PBL
- PBL in countries with a Masculine, High power distance culture

Timeline PBL in Architecture, TU Delft

- 1989 Decision to start with the new PBL Programme
- 1993 First run of bachelor programme completed
- 1997 Adapted PBL programme, design at the core
- 2000 Introduction thematic programme
- 2004 Last remains of the PBL curriculum removed

HERPROFILERING VAN DE BOUWKUNDEOPLEIDING
AAN DE TECHNISCHE UNIVERSITEIT DELFT

Uitgangspunten en grondslagen voor een nieuw en verbreed
facultair onderwijsprogramma

november 1989

Programmacommissie Bouwkunde



TUDelft

Faculteit der Bouwkunde

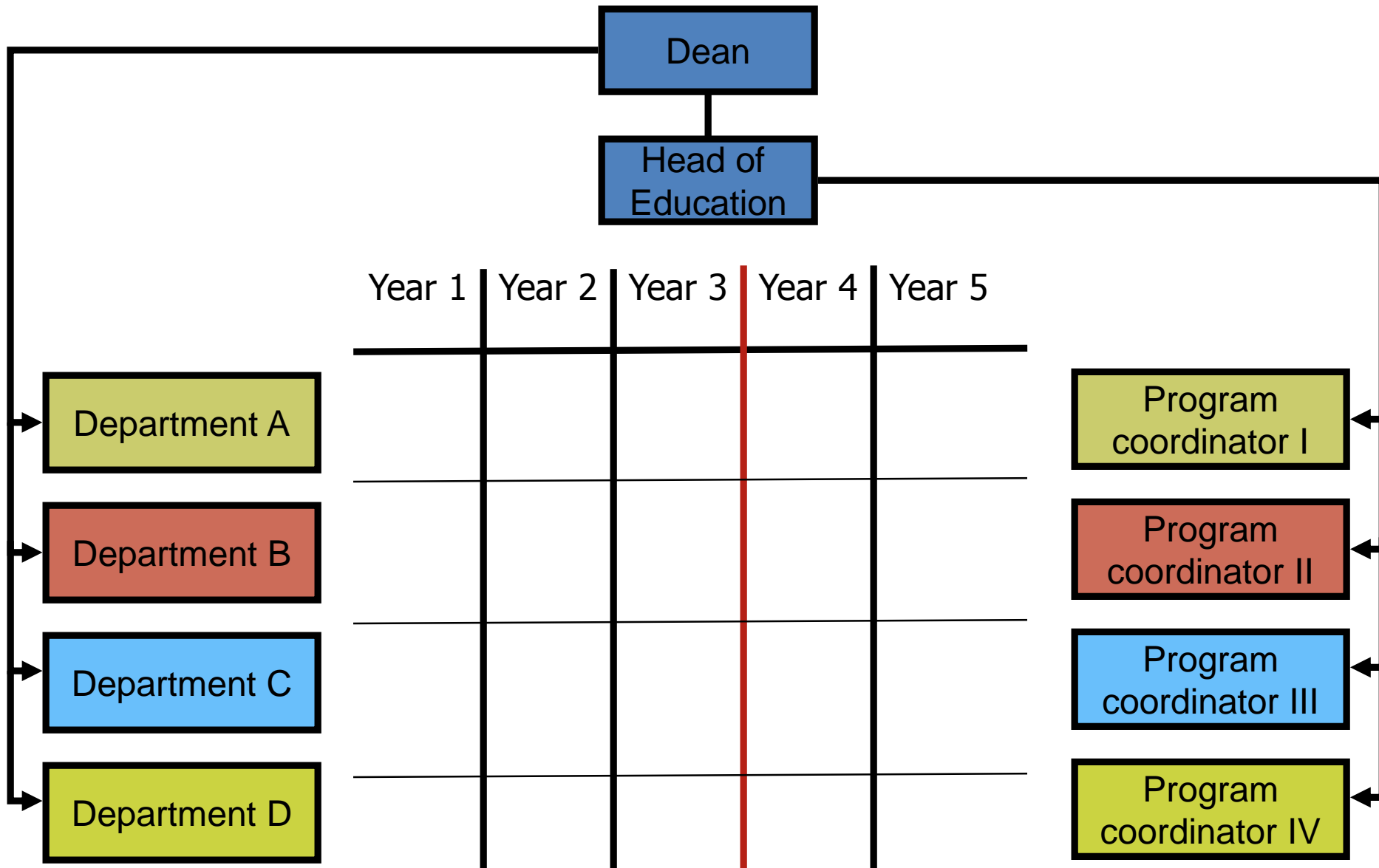
Key Features in the Success of PBL

- Students responsible for their own learning process.
- Teachers support the learning process without teaching.
- A clear purpose of all learning activities.
- Alignment between learning activities and assessment.
- Sufficient attention for Communication Skills.
- A central structure allowing the management of the educational program.

Managing curriculum design: the pie-model



Organisation of the curriculum



Factors in Managing Complex Change

consensus + skills + incentives + resources + action plan = confusion

vision + skills + incentives + resources + action plan = sabotage

vision + consensus + incentives + resources + action plan = anxiety

vision + consensus + skills + resources + action plan = resistance

vision + consensus + skills + incentives + action plan = frustration

vision + consensus + skills + incentives + resources = pointless

vision + consensus + skills + incentives + resources + action plan = change

after: Thousand & Villa 1995

Ask yourself: which method would you like to apply ?



Questions ?



PAEE/ALE' 2019

Tunisia-Esprit

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