21C Curriculum Project
Initiative 4: Flagship Curriculum Projects

Curriculum Makerspace Sessions

Commencing in March 2018, teams that are successful in receiving funds as part of the 21C Flagship Curriculum Projects will be supported in the design, build, test and evaluation of their projects through access to a series of *Curriculum Makerspace Sessions.*

1. What are Curriculum Makerspace Sessions?
The Curriculum Makerspace (CM) Sessions provide teams with access to collective educational expertise in the design, build and evaluation of their projects. It ensures that projects achieve their aims, are fit for purpose, completed on time, and within specifications and budget. The model draws on similar curriculum renewal processes in place elsewhere, for example at Oxford Brookes and Macquarie universities.

The educational support required by teams is scoped and negotiated at the first CM session. It will also provide an efficient mechanism to access additional expertise across the university as identified initially in the project's Expression of Interest (EoI) proposal. This might include staff from the Library, Digital Futures, Careers, Marketing and Communications or the Student Experience Office.

CM sessions rely on teams being actively engaged in negotiating the project scope and support, designing and building the project in line with the aims of 21C, managing the contributions of each team member, planning for implementation, communication and marketing, conceiving and executing an evaluation strategy, team development, and planning scholarly/research outputs from the project. The process is intended to run from mid-March 2018 (following notification of successful teams) to the end of January 2019 when the Flagship Curriculum Projects conclude and are required to formally report.

2. How are Curriculum Makerspace Sessions structured?
CM sessions offer a formal development process for project teams. It is not the only way teams will want to work together on the project, and it is expected that FCP teams will also need to meet outside of MakerSpace session time. This is to be encouraged. It is anticipated that each Project Lead and their team will have access to at least five centrally coordinated sessions throughout the duration of the FCP. There are four iterative phases:

Phase 1: Orientation
A half-day orientation session will take place for all Project Leads and the Learning Futures team on Fri 16 March, 12.00pm-4.30pm in the Auditorium, Building EE, Parramatta South campus. The session will support all Project Leads to refine the scope of the educational expertise required for the project's success. There will be opportunities to learn about the range of projects, their topic areas, and the curriculum elements funded under the Flagship Scheme. Teams will be allocated a key liaison from the Learning Transformations team.

Phase 2: Design / Build / Review
Project teams have access to 3 days of consultation and educational design advice identified in the Orientation Phase.
- On 2 consecutive days in early May (dates TBC), individual project teams will have substantial time to work together. They will also have opportunities to collaborate with

other teams involved in developing Pods. Teams developing Accelerator Units will do the same, as will those teams designing Advantage majors and sub-majors. At the end of the 2 days, each team will have developed a visual storyboard that articulates the content, structure, key activities and sequencing of the curriculum element, developed a project timeline, developed a plan for writing content, and identified the information needed to proceed to the next stage.

- On day 3 – in mid-June (date TBC), teams regroup to consider new information / resources they have collected and resume content writing and development for their project in line with the storyboard requirements. They will also outline an evaluation plan. At the end of the day, teams will have made significant progress on building their project.

It is anticipated that individual project teams will continue to work together on design/build elements in their own time. Teams will be expected to present their projects-in-progress at the July Curriculum Scholars Network (date TBC) meeting for additional feedback and refinement.

By 1 August, teams will be asked to complete a mid-point report. They will also have an opportunity to revisit their evaluation plan as well as suggest ideas about how to communicate and market their curriculum element externally.

Phase 3: Test and Implement
By the end of September, teams will have developed a Working Prototype of their project and will be invited to a day-long session (early September) to present their project, and have it be subjected to a round of user testing.

Additional 'build' sessions will be planned for teams during September to October. These will be negotiated with teams at the end of the September session.

By 30 November, all projects will be completed.

Phase 4: Reflect and Evaluate
In January 2018, all Project Leads (and teams) will be invited to a half-day session (Thurs 31 Jan 12-3pm) intended to support teams reflect on their participation in the FCPs. They will consider the data that enables them to determine the future impact of their project as well as the possibility of research and publication.

Note: Once venues for the CM sessions have finalised, they will be updated here and Pilot Leads will be informed.

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3. How is the work involved in the Flagship Projects recognised?
Alongside the project itself, teams will be invited to participate in the Educational Fellowship Scheme Western Sydney which supports staff develop an application to become a Fellow of the Higher Education Academy (HEA). This scheme is available to both academic and professional staff as part of the university's Access Partnership, and it supports staff with different expertise and experience to be recognised at a range of levels: Associate Fellow, Fellow, Senior Fellow and Principal Fellow. Project teams will have access to this information in first CM Orientation session.

There are many reasons for individuals in project teams to consider preparing an application to become an HEA Fellow.
- To formalise an opportunity to reflect on learning, teaching and curriculum practice;

- To receive external peer review of teaching practice against an international set of standards (the UK Professional Standards Framework);
- To add to the suite of evidence about teaching and students' learning;
- To integrate the range of evidence a staff member may already have about teaching, curriculum innovations, and students' learning;
- To support your 'teaching' case for promotion; and
- To join an international community of scholarly teachers (HEA Fellows around the world)

The FCP (and the CI) is likely to provide an additional source of evidence that will support a case for Fellowship.

4. Research from the Flagship projects
While the budget exclusions restrict project teams' capacity to apply for funding related to scholarly conferences, teams may be interested in planning a program of research as a result of their Flagship projects - particularly because evaluation is a key part of the success of each project. Where this is the case, the final stage of CI process will support teams to shape a program of research and to consider an application for ethics. Teams are encouraged to plan and design their research in conjunction with their external and student partners.

5. Contact
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