



CURRICULUM IN THE 21C PROJECT

AIMS

The 21st Century Curriculum Project (21C) has three aims:

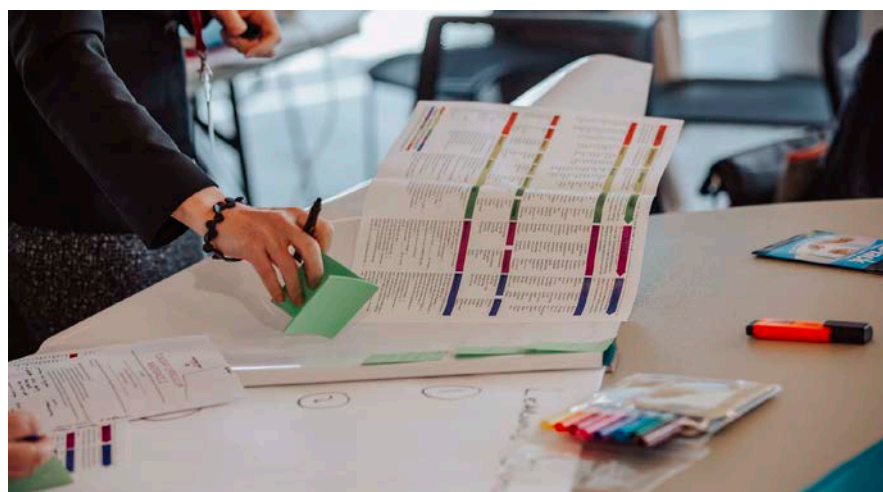
1. to both simplify and make more flexible curriculum structures;
2. to develop new curriculum; and
3. to future-proof curriculum.

The result is a curriculum approach and architecture that is *scalable* (via structures that can be applied across Schools); where elements can be *shared* (enabling interdisciplinary depth and application across range of degrees); and *relevant* (to the future of work and society).

DISTINCTIVE GRADUATES

By embedding partnership pedagogy as the University's signature learning experience, the 21C project supports the development of graduates who are:

- **Future Focused:** creative inquiry-led, multidisciplinary, novel solution-oriented thinkers;
- **Citizen Scholars:** informed and engaged local and global citizens, culturally competent, (particularly in regard to Indigenous cultures), committed to sustainability and the value of diversity, adept communicators and stewards of our Western Sydney community and their chosen communities; and
- **Innovation Entrepreneurs:** resilient, technologically savvy leaders with advanced knowledge and practical skills.



RE-IMAGINING CURRICULUM FOR THE 21ST CENTURY

At Western, partnership pedagogy engages our internal and external partners – community, industry, our commercial providers, our Research Institutes, and most importantly, our students as partners – in the co-design, co-development, co-delivery and co-credentialing of new curriculum elements (see the Partnership Pedagogies document). This is an approach that will influence how we radically re-think educational and learning design, the objectives we set, the quality of teaching we aspire to, the learning outcomes we generate, and the forms of assessment we imagine with, and for, our students. It is also an approach that invites us to re-imagine how our degrees might be re-assembled in ways that encourage cutting edge creativity and innovation; how our traditional units might be bundled, unbundled or made more modular; and how our students can move more seamlessly between the University, community and industry to take up learning experiences

that challenge their boundaries and expectations.






21C CURRICULUM ELEMENTS

These learning adventures are being explored through the 21C Flagship Curriculum Projects (FCPs). The development of flagship curriculum elements embeds innovation and experimentation. These elements support new flexible combinations of 'Future of Work' curriculum elements as well as multi-disciplinary learning and application.

- **Learning Pods** are intended to develop students' *transdisciplinary breadth capabilities*.
- **Accelerator Units** enhance students' *future career success*.
- **Advantage Majors** and **Sub-Majors** provide opportunities for students to experience *multi-disciplinary application*.

Already, 21C has funded over 20 FCPs, among them, an accelerator unit focused on Strategic Personal Branding (HCA); curricula related to Legal Technology (Law) and building research into the undergraduate student experience (GRS in partnership with our Research Institutes); and an advantage sub-major on sustainability in partnership with the United Nations University Regional Centre of Expertise. The 21C FCPs will develop a suite of new curriculum elements and learning experiences that will enable students and staff to bundle learning experiences in both general and specific ways, for depth, breadth and application of learning.

The potential curriculum architecture of 21C Learning Pods

LEARNING PODS	Curriculum form
	Pods as stand-alone co-curriculum activities – open to all enrolled students
	Pod embedded in a standard unit of study
	Multiple unrelated pods aggregated by students to form a credit bearing unit of study
	Multiple related pods sequenced by staff to create a unit of study
	Pods as stand-alone professional learning activities – open to community members and work place training

DESIGNING 21C CURRICULUM: TIPS FOR FCP TEAMS

1. Scope your 21C curriculum element. Understand the specifications for the particular element you are working with.
2. Identify your partners and negotiate their involvement. Negotiate what the reciprocal arrangements of the partnership will be.
3. If the new curriculum element is to be embedded in an existing unit or degree program, negotiate this with the relevant unit coordinator or DAP early in your conversations. The Curriculum Mapping Tool is likely to give you the best overview of how current units fit together (see Resources).
4. Start with the learning outcomes. These identify what you would like students to achieve upon completion and provide a guide to learning activities, including assessment. As you work towards alignment between outcomes, activities and assessment, you will notice that the design process is an iterative one (see Resources).
5. Identify how the curriculum element sits, fits or is nested within the unit, sub-major, major or degree overall. Develop a narrative and strategy to ensure that students can see what is flagship about it.
6. Focus on the student’s journey, their learning and engagement in the curriculum element. Take the opportunity to test your views with the Students as Partners working with you to co-create the curriculum.
7. Ensure that your students can see the partners that have contributed to the curriculum element, and explain why they are vital to students’ future success. Thank, acknowledge and celebrate your partners!

RESOURCES

Some useful tools to help you get started.

Taxonomies for learning outcomes: [Anderson and Krathwohl's](#) revised Bloom Taxonomy and [Biggs' SOLO](#) approach. These involve sets of action verbs that align with different levels of learning i.e. first year bachelor degree students may *interpret* and *explain*, while in the final year they may *apply*, *implement*, and *synthesize* information.

Accessing the Curriculum Mapping Tool can assist in designing the current and future state of your course curriculum elements https://www.westernsydney.edu.au/learning_futures/home/ct/curriculum/curriculum_mapping_tool.

Partnership Pedagogy principles and strategies can help with co-creation, engagement and delivery of innovative and future-focussed curriculum https://www.westernsydney.edu.au/learning_futures/home/ct/curriculum/21st_century_curriculum_project/future_of_work.

Engage with Students as Curriculum Partners to ensure that the curriculum is focused on the future of work as they see it https://www.westernsydney.edu.au/learning_futures/home/ct/curriculum/21st_century_curriculum_project/future_of_work/students_as_partners.

CONTACT

Connect and collaborate with your [Curriculum Advisor](#) or contact [Mrs Gina Saliba](#) in the Learning Transformations team. You may also wish to visit the [Curriculum Resources](#) page on the Learning Transforming website.