

Considering the contextual forces and drivers that shape curriculum design



Deanne Gannaway
HERDSA Conference, 2017
Sydney





Benchmarking the Australian Bachelor of Arts

A summary of trends across the Australian Bachelor of Arts degree programs

September 2012



What is the Australian BA?



Defining and describing the nature and role of the Arts in contemporary Australia



SUMMARY REPORT 2
This summary report presents definitions and program models developed through the BA mapping project



Mapping the Humanities, Arts and Social Sciences in Australia

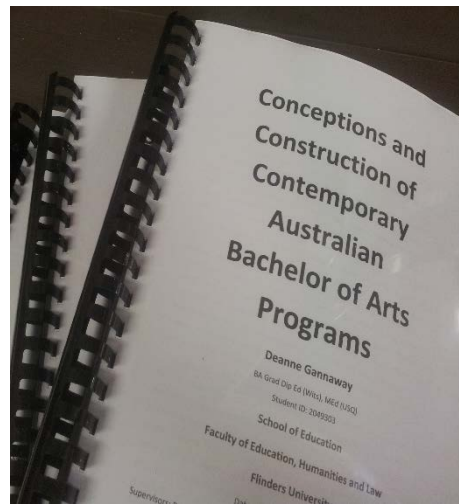
October 2014

- The Lettered Country (2003)
- Nature and Role of BA in Contemporary Australia (2008)
- Benchmarking Australian BA programs (2012)
- Mapping the Humanities (2014)
- PhD study (2015)
- WILing the BA (2016)
- Making connections: Future-proofing the BA (2017)

WIL-ing the BA Work experience opportunities in the Australian Bachelor of Arts

Summary report

Deanne Gannaway and Karen Sheppard
The University of Queensland



Conceptions and Construction of Contemporary Australian Bachelor of Arts Programs

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HASSFutures Think Tanks (April – July)

Institutional, external, virtual

Institutional conversations (May)

HASS Teaching Masterclass Webinars
(July – Dec)

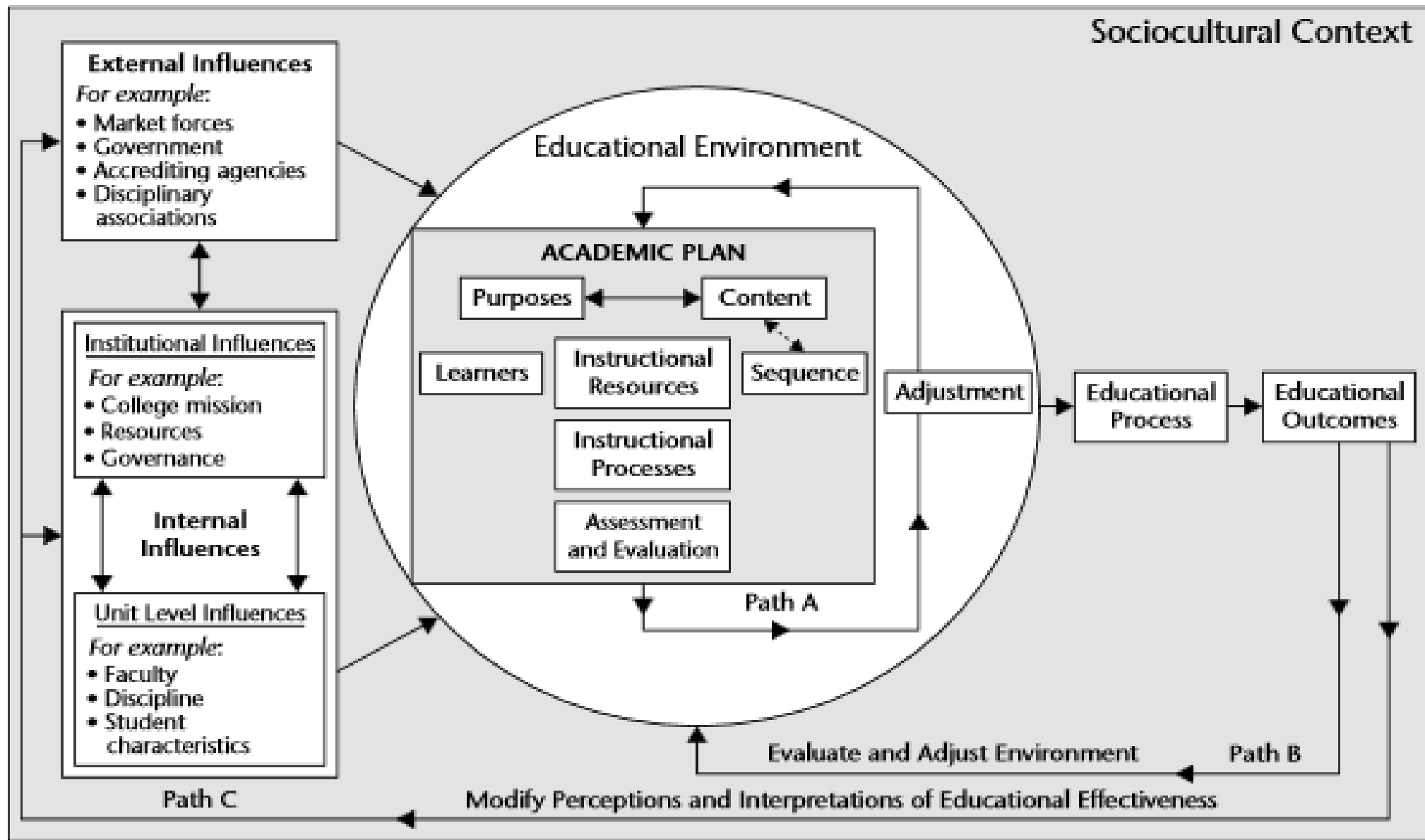
BA Conference (25-26 September)

Case studies of HASS Teaching Practice

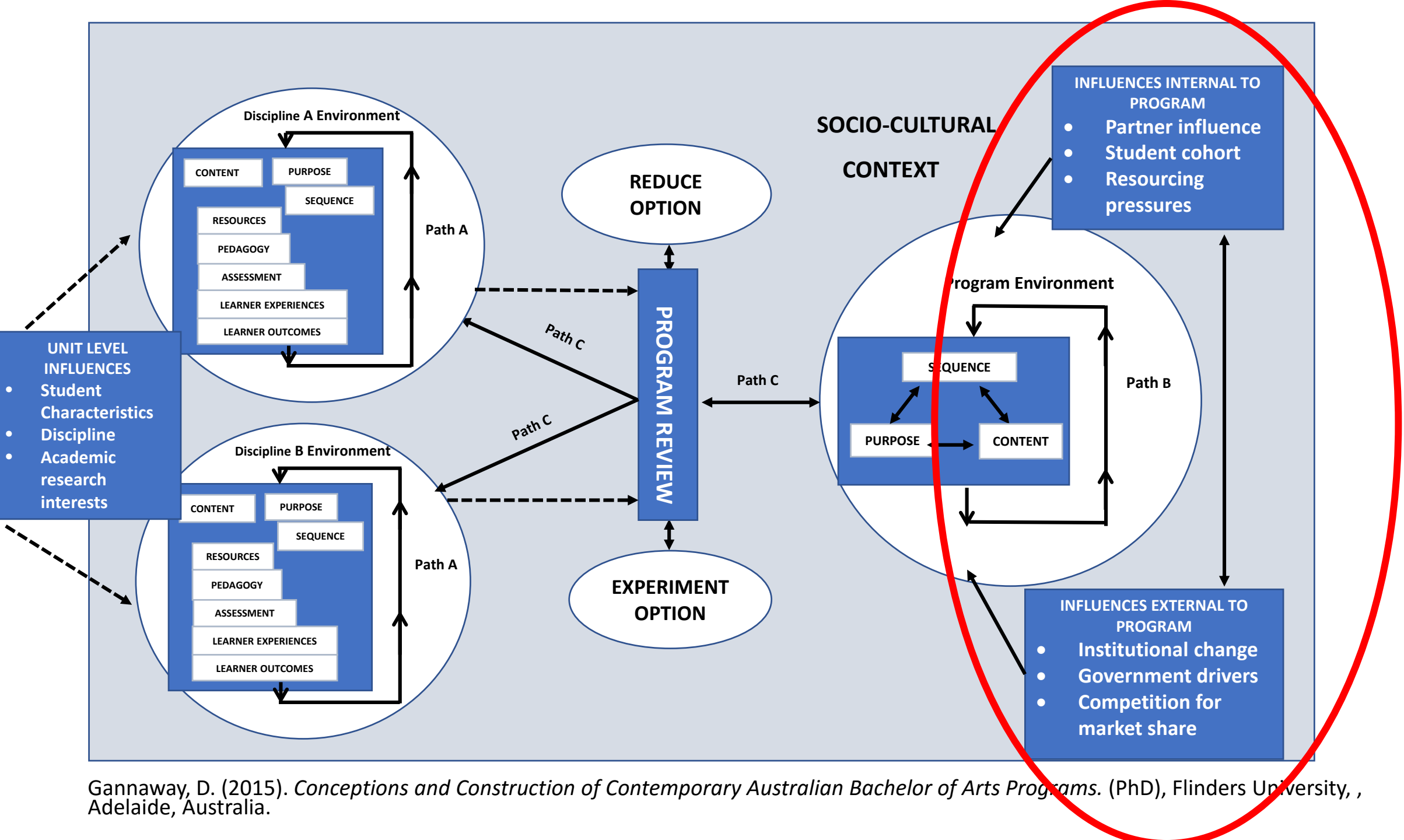
HASS education research repository

Fellowship Activities





Lattuca, L., & Stark, J. (2009). *Shaping the College Curriculum: Academic Plans in Context* (2 ed.). Hoboken: Wiley.



Gannaway, D. (2015). *Conceptions and Construction of Contemporary Australian Bachelor of Arts Programs*. (PhD), Flinders University, Adelaide, Australia.

Forces and drivers influencing change in the BA

External to the program

- Responding to government initiatives
- Institutional change
 - curriculum reform
 - institutional reorganisation
 - introduction of institution-level systems
- Competition/ market pressure
 - programs offered at the same institution
 - programs offered at by local competitors

Internal to the program

- Resourcing
- Student cohort
- Influence from partner schools and faculties

Influence of neo-liberal forces

marketization

managerialism

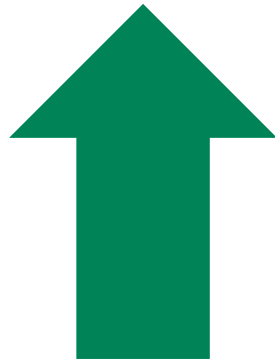
performativity



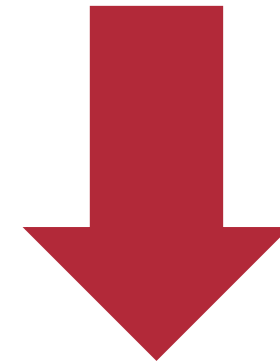
Curriculum Change

Experimentation

Student numbers



Reduction



Costs

What about curriculum integrity?????

Points for Debate

Whole Group

- Is this a situation unique to the Australian BA?

Group discussions

- What are the *implications* of responding to such forces for curriculum integrity?
- What *changes* occur between the initial curriculum **intentions** and final student **outcomes** as result of curriculum shifts that occur in response to such forces and drivers?
- What *can* and *should* curriculum designers do about it?

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