


HERDSA 2017 Round Table:
*How do sequence changes
in curriculum design
impact on learning professional
practice skills?*



Hans Tilstra
Academic Development Group
College of Science, Engineering and Health
RMIT Melbourne

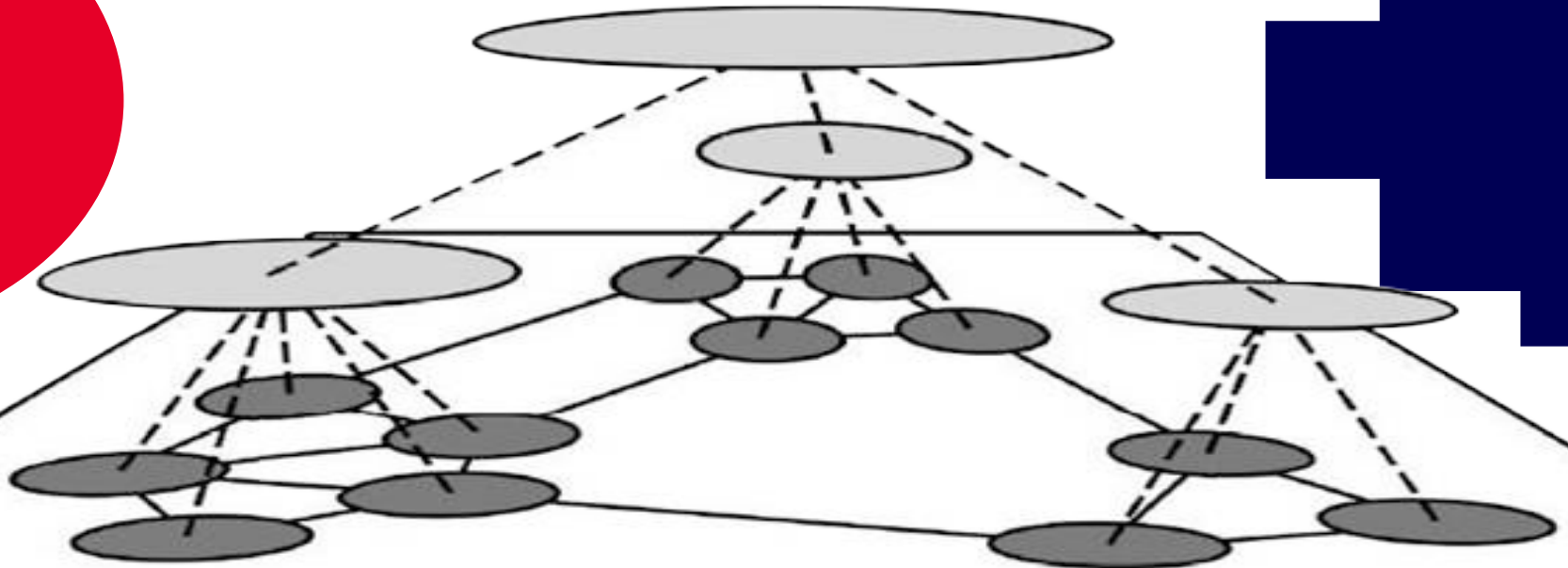
Aims of round table discussion

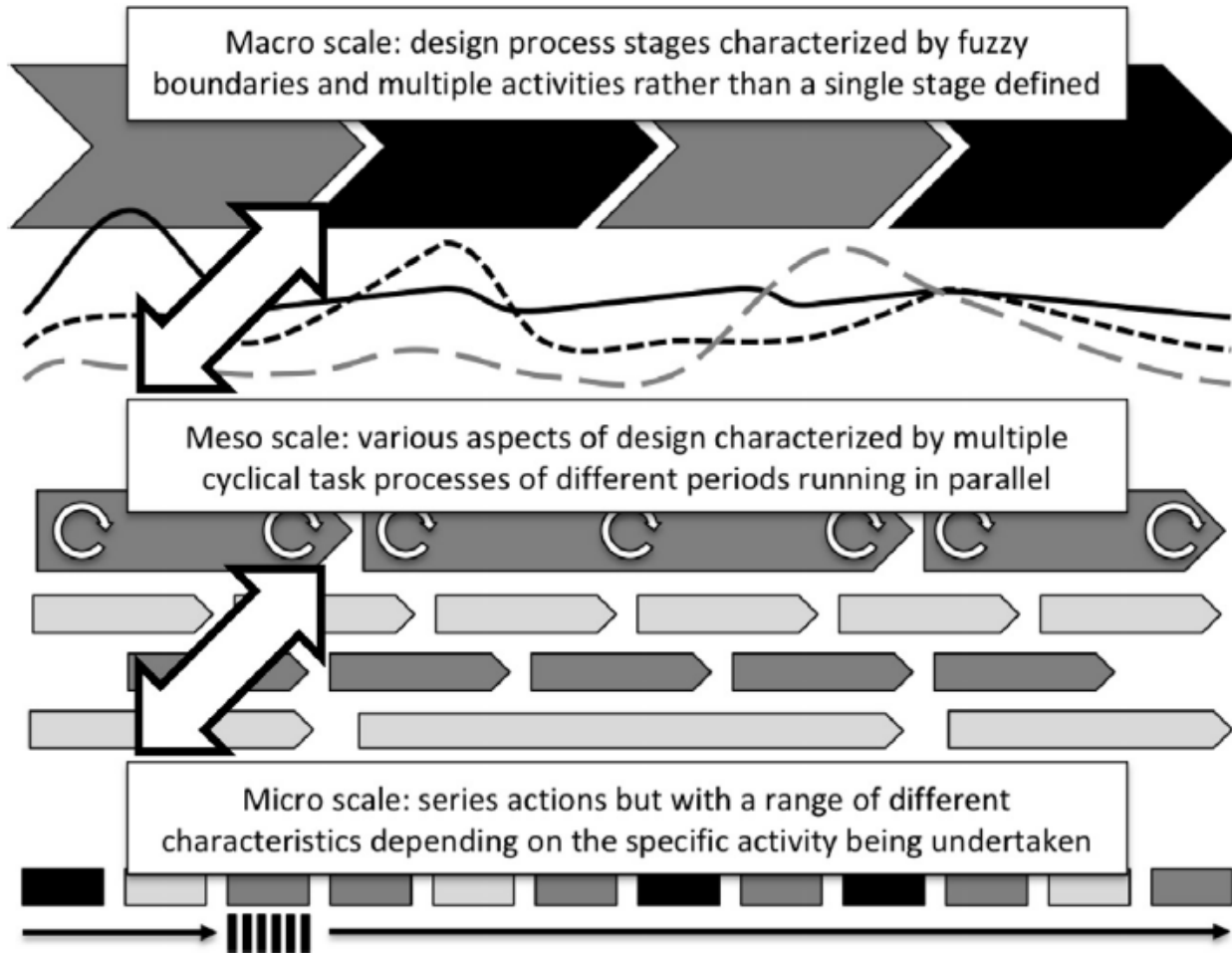


- Exposure to research findings on curriculum sequence
- Scope to gain perspectives on sequence by comparing views using three focusing problems
- Brief opportunities to discuss issues of concern

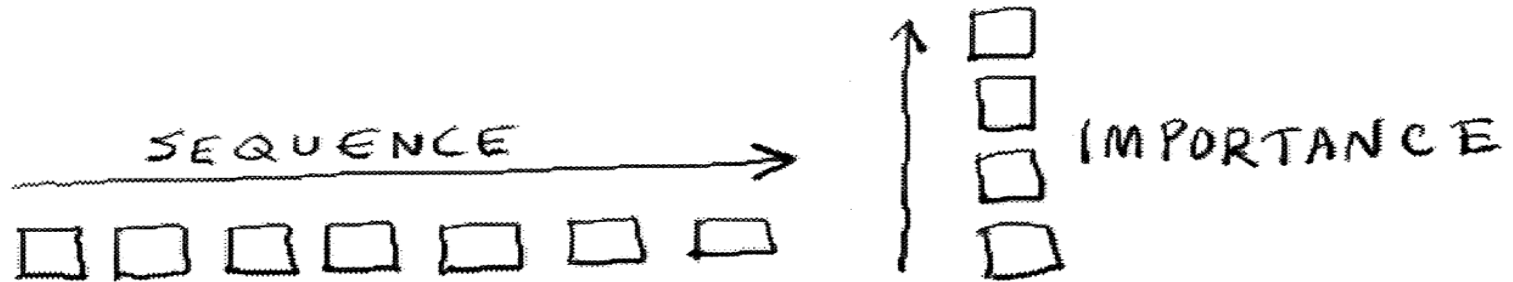


**Q1 – pair up to briefly discuss
your vantage point(s) on
curriculum design sequence**





Q2 – find someone else to pair up with,
discuss typical *tensions* you encounter in
1st year curriculum designs





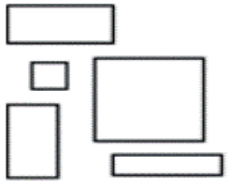
Three examples

1. Bloom's taxonomy

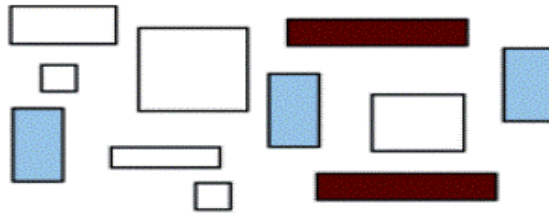
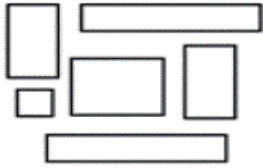
2. Engineering education

3. Patterns in narrative models

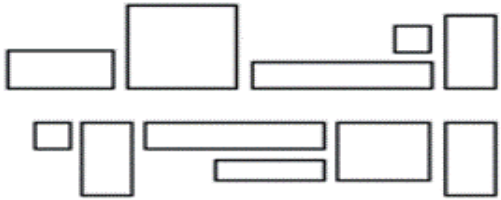




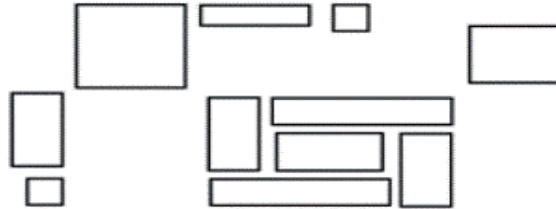
1. Proximity



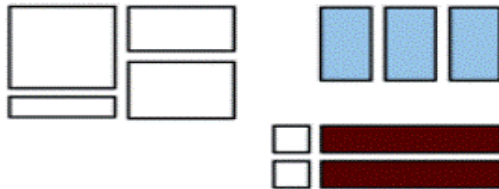
2. Similarity



3. Continuity



4. Closure



All together now



“Narrative is not just a matter of paying attention to individual incidents on the timeline; it is most importantly about ‘expectation’ and ‘memory’: reading the end in the beginning and reading the beginning in the end.”

Cobley, P. (2001, page 19) *Narrative*. New York, New York: Routledge, quoted in quoted in Dusold, Todd Chaney, "*Applications of narrative to the engineering decision making process and the pedagogy of engineering education*" (2008). Graduate Theses and Dissertations. Paper 11225.

