Conceptualising Curriculum Change: Structuring The Final Year Learning Experience On A Professionally-Orientated Degree Programme In Education Studies.

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Overview of the study

What is the impact on student experience, engagement and progression of the curriculum design of the final year of a non-professional degree programme in education studies?

Subjective evaluation of 4th year of the BSc in Education Studies Degree

Indicative Literature

LITERATURE METHODOLOGY

Initial Findings: Students

CHALLENGES
- Stressful; scary; overwhelming; intense; conducting interviews; more time on thesis; more tutor meetings; academic writing; regular learning journal entries; apprehensive; finding organisation to conduct interviews; securing placement

BENEFITS
- Enjoyable; interesting; link to further study/world of work; career focused/shaping; support; rewarding; practical research; RM lectures alongside dissertation; self belief; exchanged ideas; competence

SKILLS
- Communication; problem-solving; teamwork; leadership; organisation; time management; motivate others; multitask; courage; interpersonal ability; technical competence; presentation; library and practice

Initial Findings: Staff

Collaboration was central in design and delivery of modules
Curriculum design supported students to become more independent learners
Students developed their workplace skills and could talk the language of recruitment
Students require a significant piece of work experience as part of the degree programme
There was a lesser focus on innovation first time round but this year the eportfolio has greatly improved the level of innovative thinking
Research, Internship and Skills modules worked but a module to connect the learning from other years is required
- Well-grounded in research in fourth year
- Connection between the theory and the practice
- Change in the students after internship
- Isolated from the rest of the programme

Mid-point reflections

- How well did the final year prepare students for the path chosen by each on completion of the degree?
- What were they key variables in the programme design and implementation process for the final year from the staff perspective?
- How did the student experience of the final year compare with the intentions of the programme design team?
- After synthesising different perspectives from students and staff on the curriculum design of the final year of the BSc in Education Studies, how is the programme going to be improved?

Next steps

Consolidate findings
Implement recommendations
Continue to innovate

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