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

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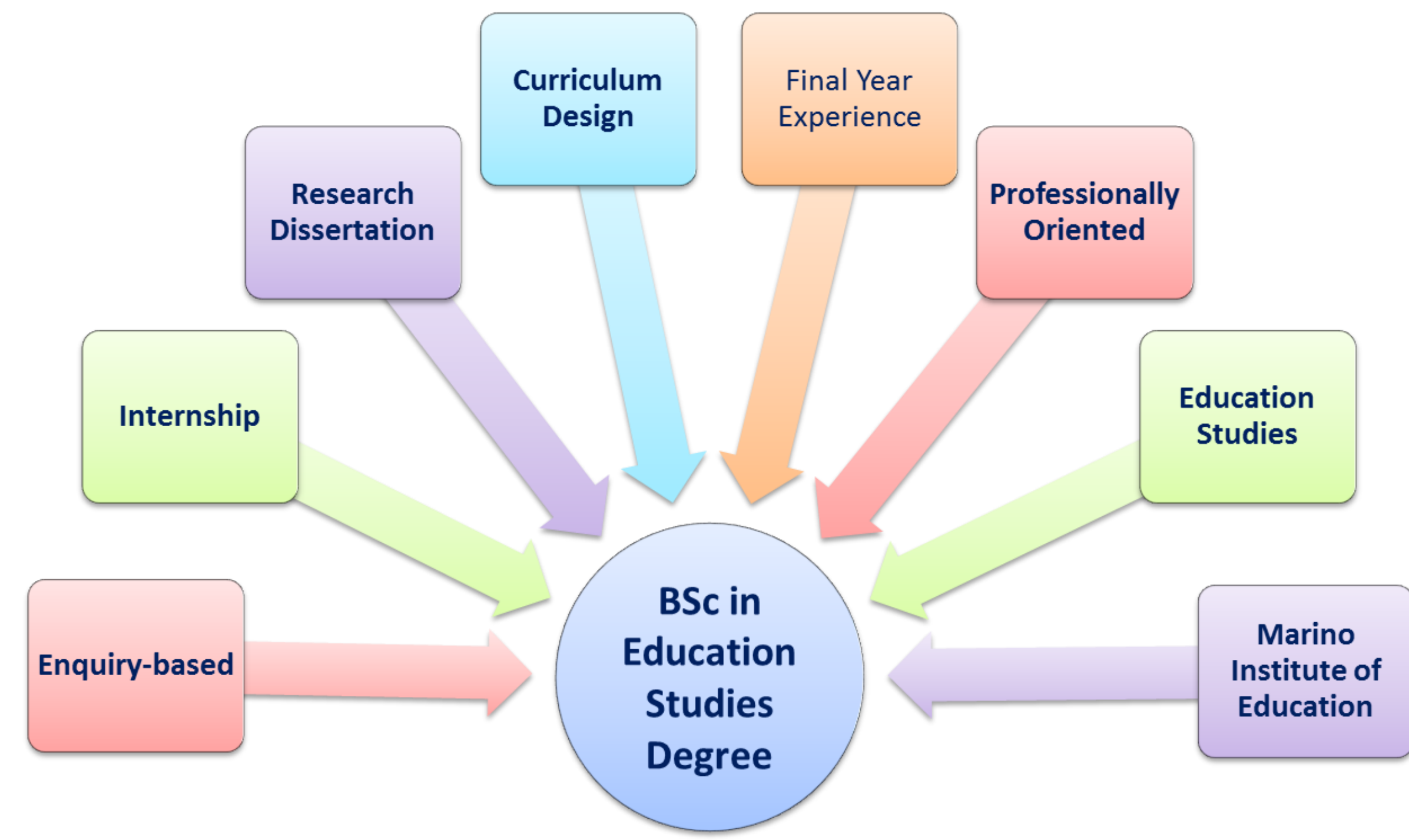


CONCEPTUALISING CURRICULUM CHANGE:

Structuring the Final Year Learning Experience on a Professionally-orientated Degree Programme in Education Studies

Overview of the study

- Qualitative Study: Research Question**
 - 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?
- Student online survey and focus group interview; Programme team focus group interview**
 - Subjective evaluation of 4th year of the BSc in Education Studies Degree



The research team



Dr Julie Uí Choistealbha

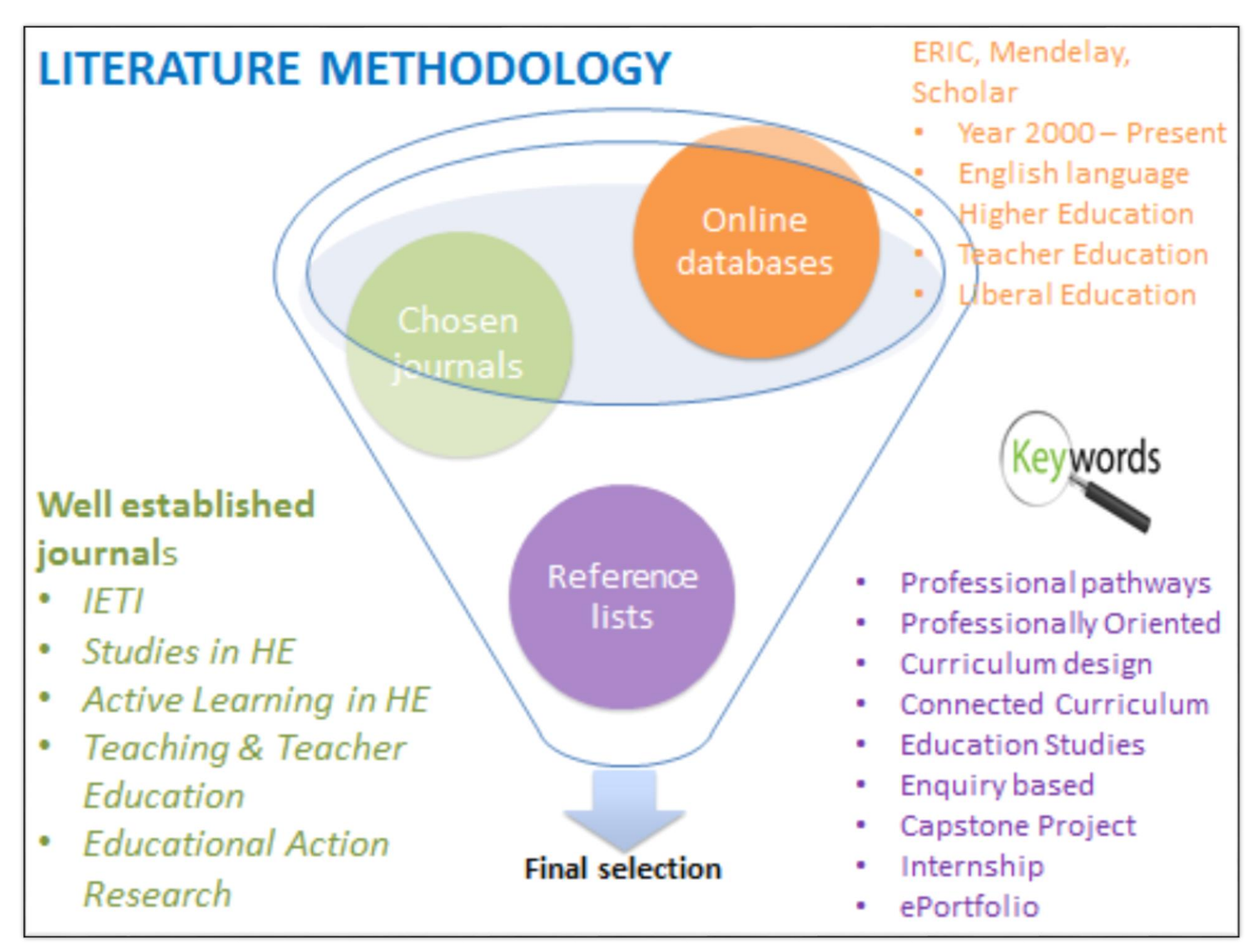


Dr Róisín Donnelly



Dr Marian Fitzmaurice

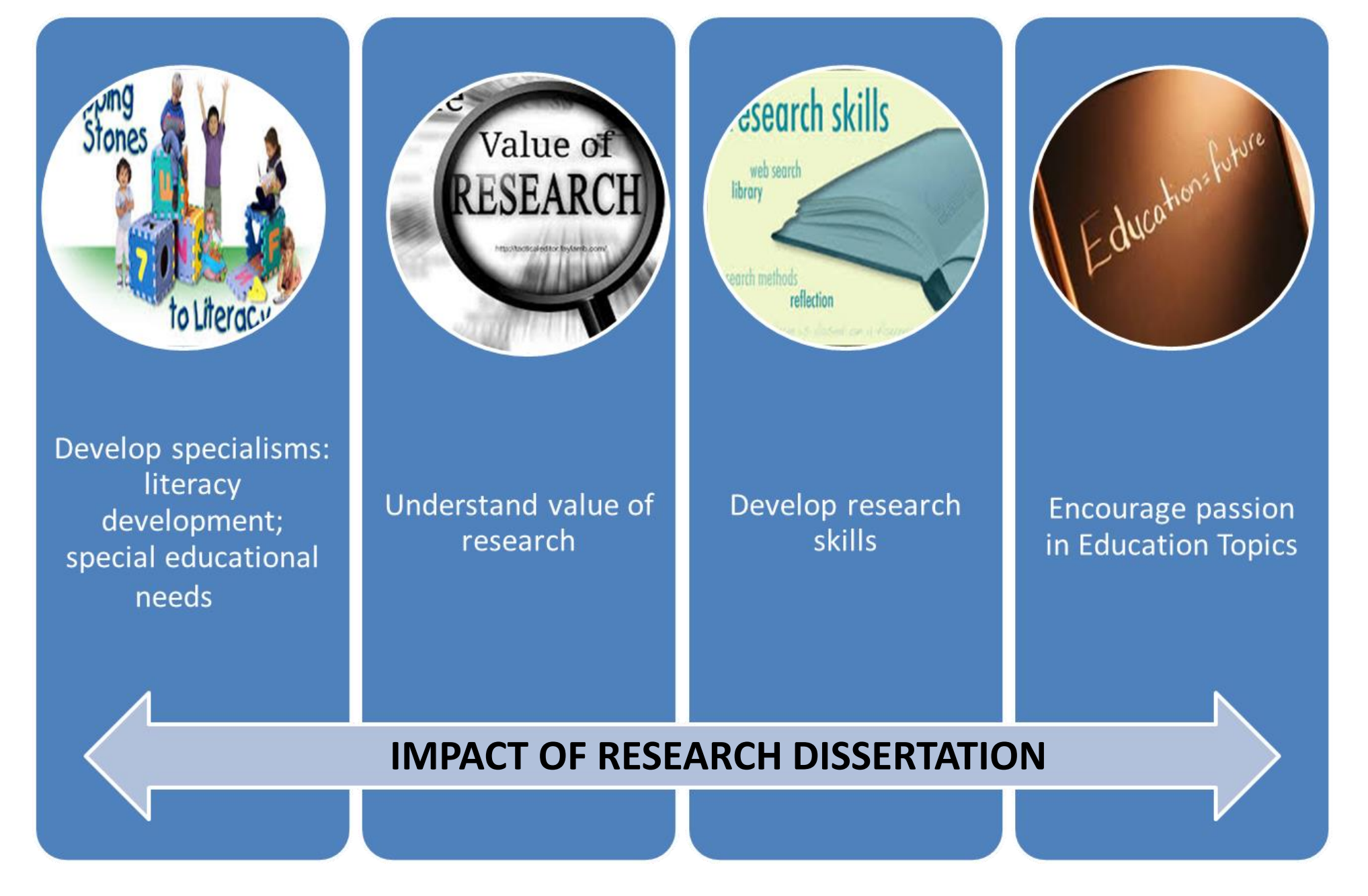
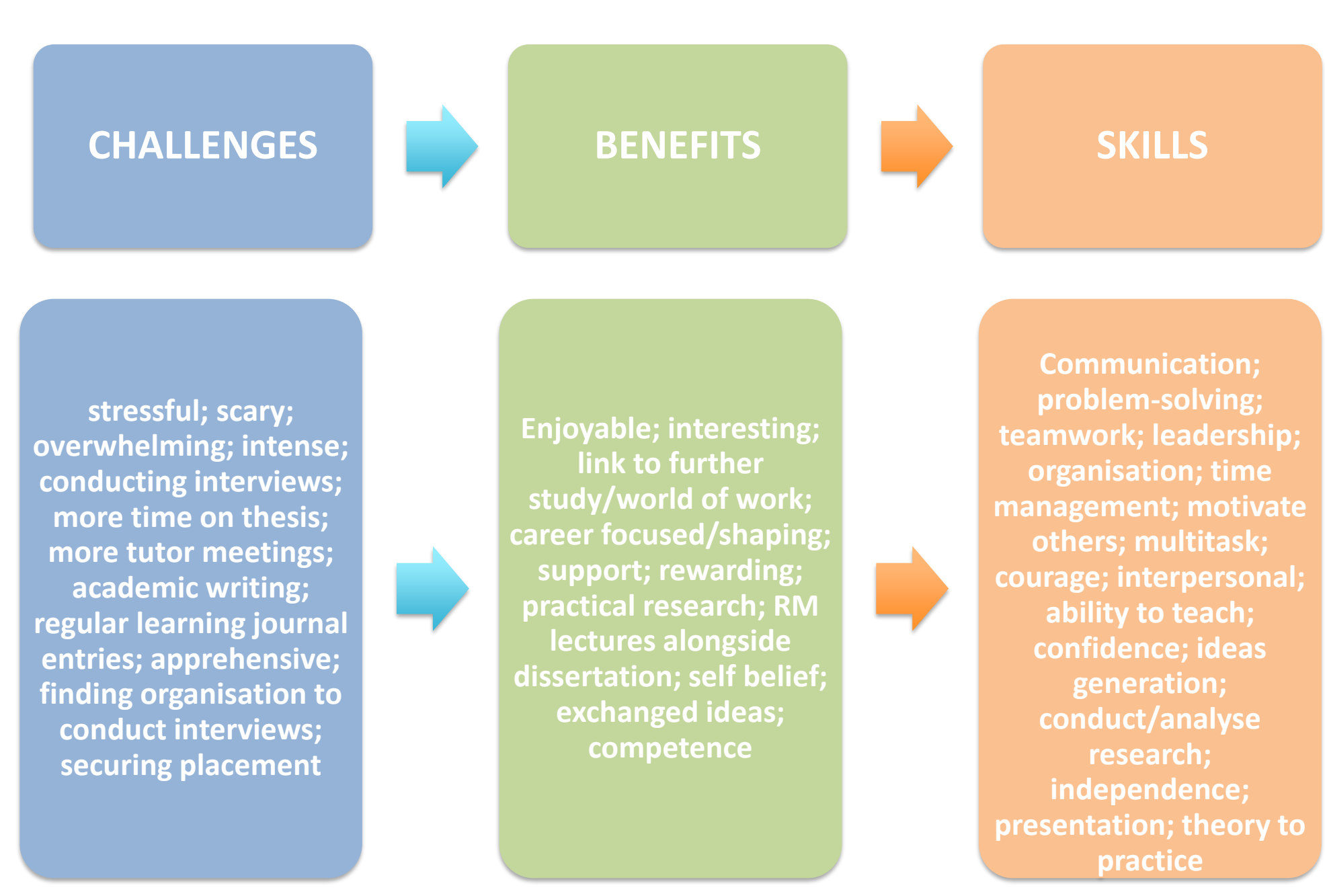
Indicative Literature



Timeline to date

| Research Design Stages | Date |
|--|--------------------|
| Acquire Graduate contact details | November 2015 |
| Review of literature | April 2016 |
| Develop student survey in SurveyMonkey | November 2015 |
| Ethics: Review information letter & participant consent form | Early January 2016 |
| Develop focus group questions for students and staff | January 2016 |
| Student survey to be sent out | By 15/1/16 |
| Conduct two focus group interviews (Students & Staff) | Mid March 2016 |
| Transcribe interviews | End March 2016 |
| Data analysis & interpretation | Mid April 2016 |
| Poster & Presentation for IICE Conference Dublin | April 25-28, 2016 |

Initial Findings: Students



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

