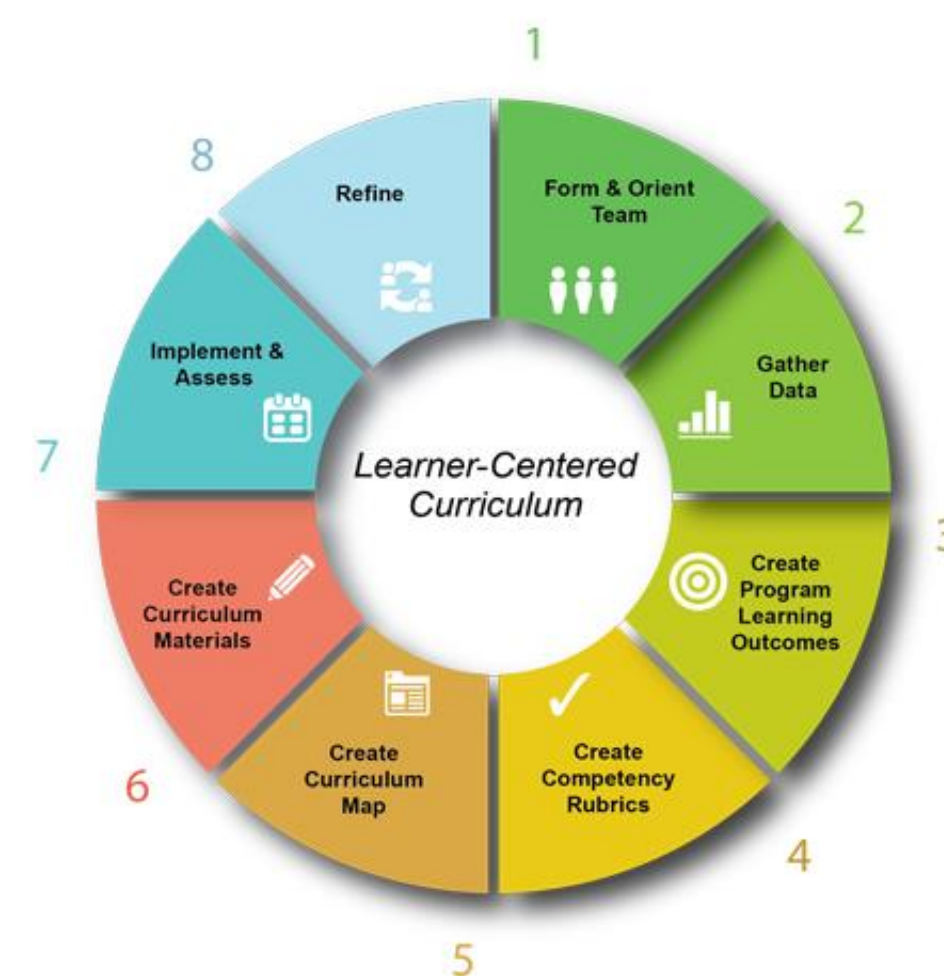


Redesign Model Meets Reality: Reflections on change approaches applied when a structured model for change meets reality

Kristin Holtermann, Cecilie Boge, Christian B. Strømme, Sehoja Cotner
University of Bergen, Norway



Program (Re)Design Model for a Learner-Centered Curriculum 2016 (updated February 7, 2020), created by Debra Fowler, PhD, Center for Teaching Excellence, Texas A&M University, is licensed under a Creative Commons Attribution-Non Commercial-Share Alike License

Context Matters!

Knowledge about local context is key to succeeding in curriculum development projects. Several factors may have contributed to success – and just as importantly, the need for adaption of the model!

- **BIO is a large research-intensive department**
- **Through The Centre for Excellence in Biology Education bioCEED**, teachers have been involved in activities supporting cultural change such as Teachers Retreats and seminars/courses since 2014
- **The project was externally funded**
- **The pandemic forced alterations to the project plan**, adaptation to remote settings and Digital Teachers' Meetings
- **Adaptation of model**
 - The model served as a map and a guideline, while the course development was applied when there was momentum for change
- **Student engagement** was critical

What: Piloting of the *(Re)design model for learner centered curriculum* for use in Norwegian HE

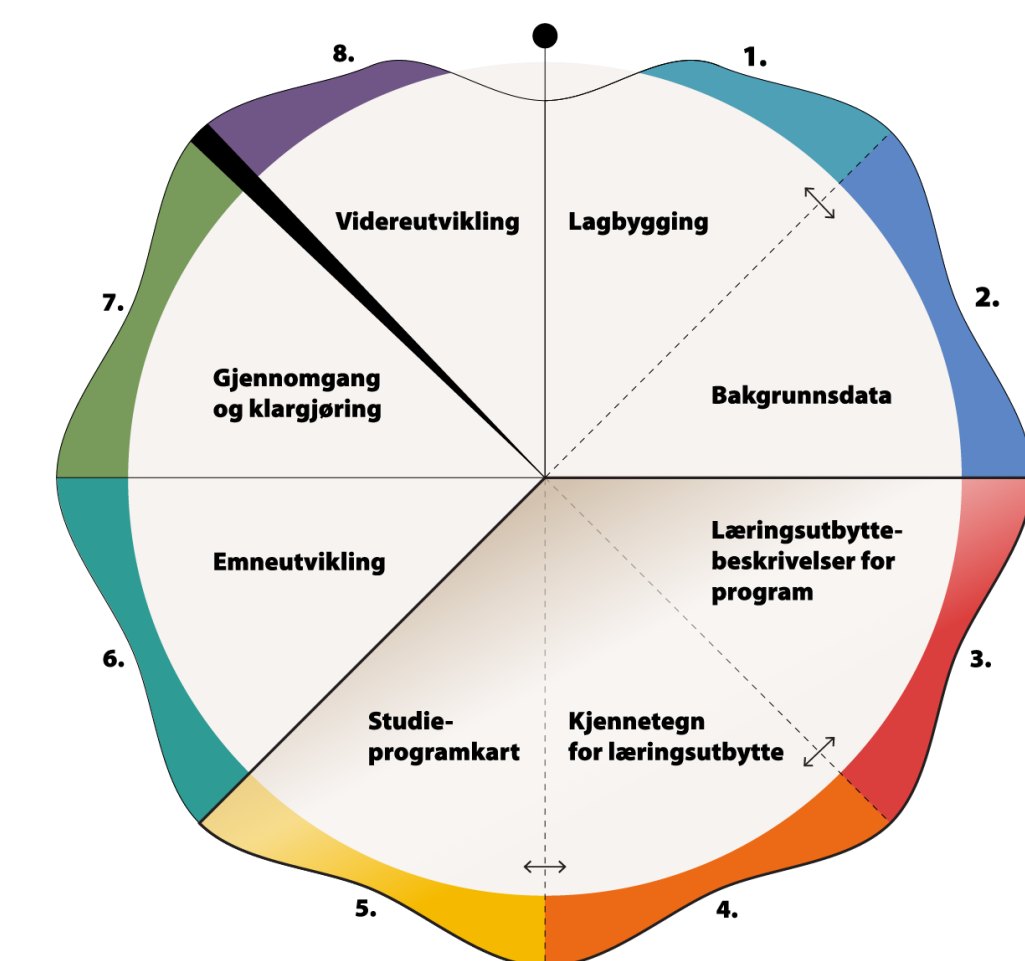
Who: BSc Biology

Where: Department of Biological Sciences, University of Bergen, Norway

Change Approach Matters!

The development project started with clear goals, but with less emphasis on change theories, not unlike other STEM change initiatives (Reinholz et al 2021). In retrospect, we realized that quite a lot of the initiatives during the change process correspond with different change theories:

- **Bottom-up and top-down approaches** (Kezar 2018): The initiative to the curriculum redesign process was initiated by members of faculty and supported by leadership.
- **Social cognition approach** (Kezar 2018) was imposed by supporting the teachers' conversation through seminars, workshops and discussions, creating a sense of urgency to try new approaches to the curriculum.
- By acknowledging curriculum development as a **complicated conversation** (Annala et al 2021), we organized and facilitated collegial discussions on teaching and course alignment. Digital sharing sessions forced by pandemic lock-downs fostered more discussions on teaching and learning and led to increased SoTL activity. These organized conversations have opened a space of joint commitment for the curriculum, representing a **cultural approach** (Kezar 2018) to the development process.
- **The institutional change initiatives** (Kezar 2018) by outside pressure (documentation, ILOs, quality insurance programs) was adapted to local understanding and needs.



Dette er en oversatt og bearbejdet versjon av Program (Re)Design Model for a Learner-Centered Curriculum 2015 (updated April 26, 2018), utviklet av Debra Fowler, PhD, Center for Teaching Excellence, Texas A&M University (<http://cte.tamu.edu/Faculty-Teaching-Resource/Program-Redesign>). [CC BY-NC-SA] UiB læringslab, 2019.

Conversation Matters!

- **Different changes**
 - **First order change** (Kezar 2018) – formal papers and new learning outcomes does not equal real change in teaching behavior
 - **Second order change** (Kezar 2018) – teacher engagement in curriculum and study design represent a cultural shift
- **Different evidence**
 - **Front stage** changes are visible in our formal documents.
 - **Back stage** changes are less visible as the conversations on teaching and learning are interpersonal and informal
- **Teaching as collegial effort: we now talk less talk about "my course" and more about "our courses"**



References

- Annala, J., Lindén, J., Mäkinen, M. & Henriksson, J. (2021). Understanding academic agency in curriculum change in higher education. *Teaching in Higher Education*, 28(6), 1310-1327. <https://doi.org/10.1080/13562517.2021.1881772>
- Fowler, D., Lazo, M., Turner, J., & Hohenstein, J. (2015). Facilitating program, faculty and student transformation: A framework for curriculum redesign. *Journal of Transformative Learning*, 3(1), 59-73.
- Kezar, A. (2018). *How Colleges Change. Understanding, Leading, and Enacting Change* (2nd Edition). Routledge.
- Reinholz, D., White, I., & Andrews, T. (2021). Change theory in STEM higher education: a systematic review. *International Journal of STEM Education*, 8(37), 1 - 22. <https://doi.org/10.1186/s40594-021-00291-2>
- SFU bioCEED: <https://bioceed.uib.no/>
- Schei, O. (2021). "Det er kanskje sånn vi alltid har vært på universitetet." En kvalitativ studie av pedagogisk endringsarbeid i to akademiske fagmiljøer [Masteroppgave i pedagogikk, Universitetet i Tromsø], Munin. <https://hdl.handle.net/10037/22410>



UiB Learning Lab

