



Educational Issues

Curriculum Development

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Preliminary Remarks

- Knowledge is an important economic as well as social element in our society.

Peter Drucker, 1993

- Lifelong learning (LLL) is one of the ingredients to meet the needs of a changing labor market.

EHEA, 2012

- Quality in a product or service is not what the supplier puts in. It is what the customer gets out and is willing to pay for.

Peter Drucker, 1985



Content of Presentation

- BOKU Mission and Figures
- Curriculum Development
 - Stages of Curriculum Development
 - Learning Outcomes
- Quality Assessment
 - Example 1: Quality of Implementation & Realisation
 - Example 2: Quality of Results



BOKU Mission

BOKU Vienna is taking on the challenge to play a role in securing and conscientiously using our natural life resources.

Teaching, research, and services concentrate around

- managing natural resources,
- shaping biospheres, and
- the applied life sciences



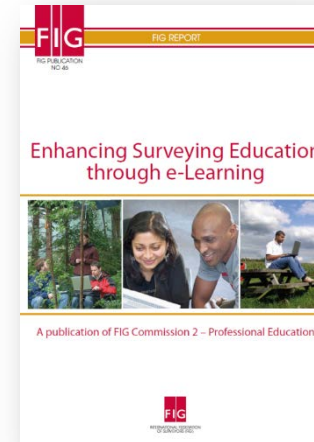
Teaching at BOKU - Figures

- 13.000 Students
- 2.630 Staff
- Study Areas:
 - Agriculture
 - Forestry
 - Land & Water Management
 - Landscape Architecture
 - Bio- & Food Technology
- Study Programs
 - 8 Bachelor Study Programs
 - 26 Master Study Programs



Teaching Approach

- From teaching to learning
- From timed and on-site lectures to time and site independent education
- From self-contained studies to life-long-learning

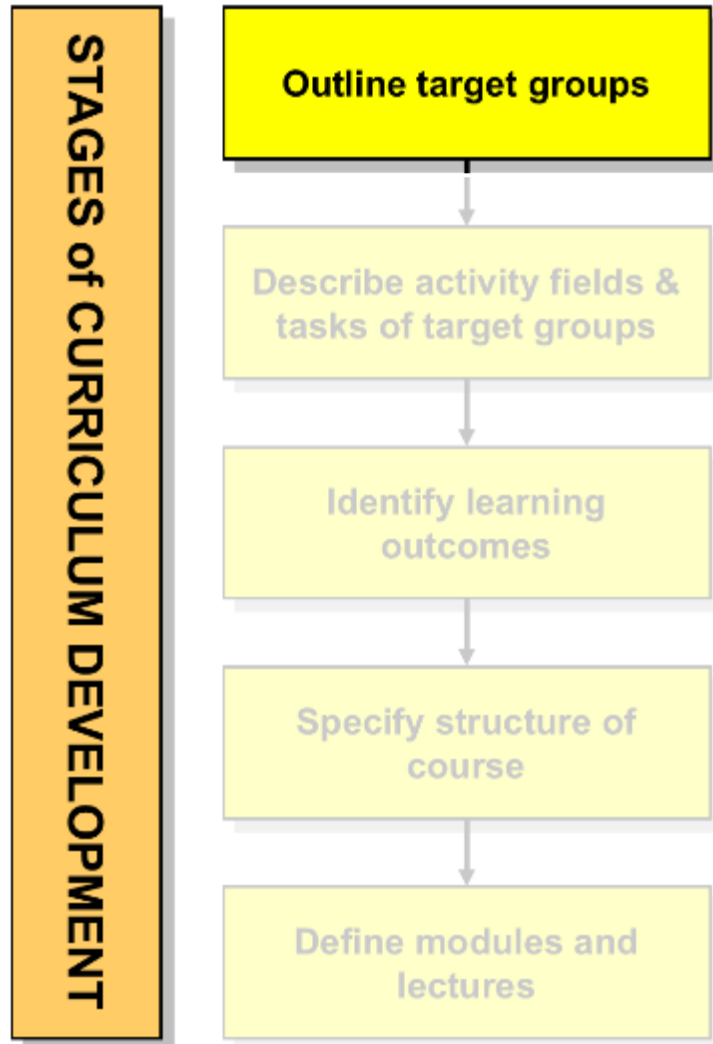


How to be achieved ...

- Modern teaching and learning methods
- Quality Management
- Continuous Personal Development
- Life Long Learning Programs



Curriculum Development: Stages

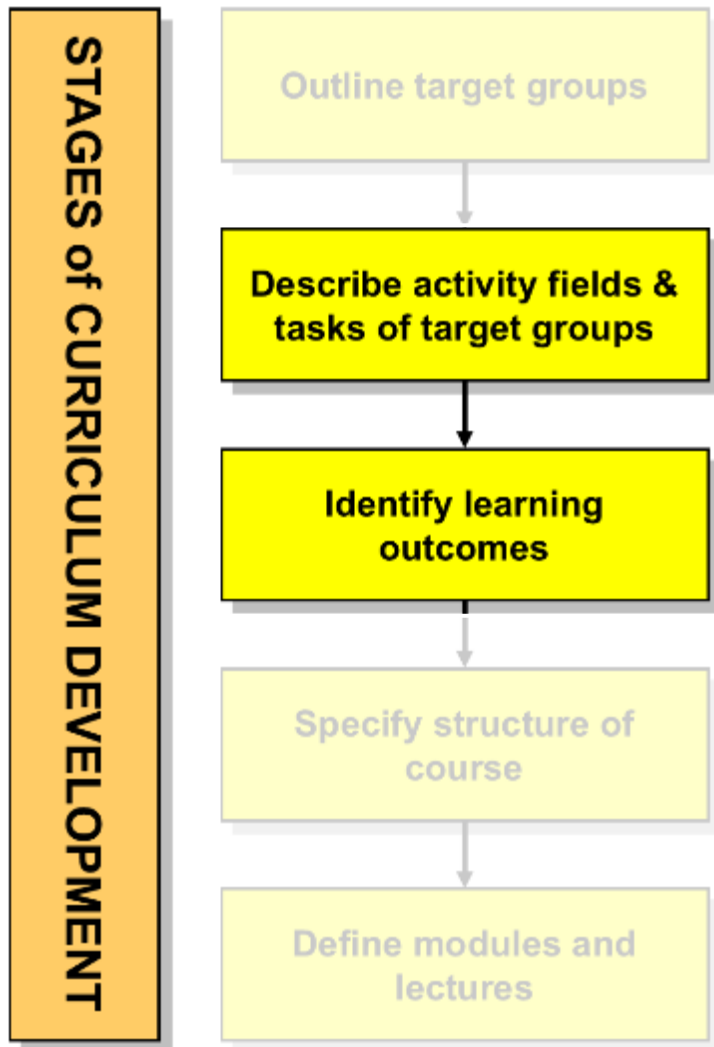


Target Groups:

- Which professional field requests the study programme ?
- Which additional professional fields could profit from the intended study programme ?



Curriculum Development: Stages ...cont.



Development of content and didactical concept by experts from:

- research & teaching
- public and private practice

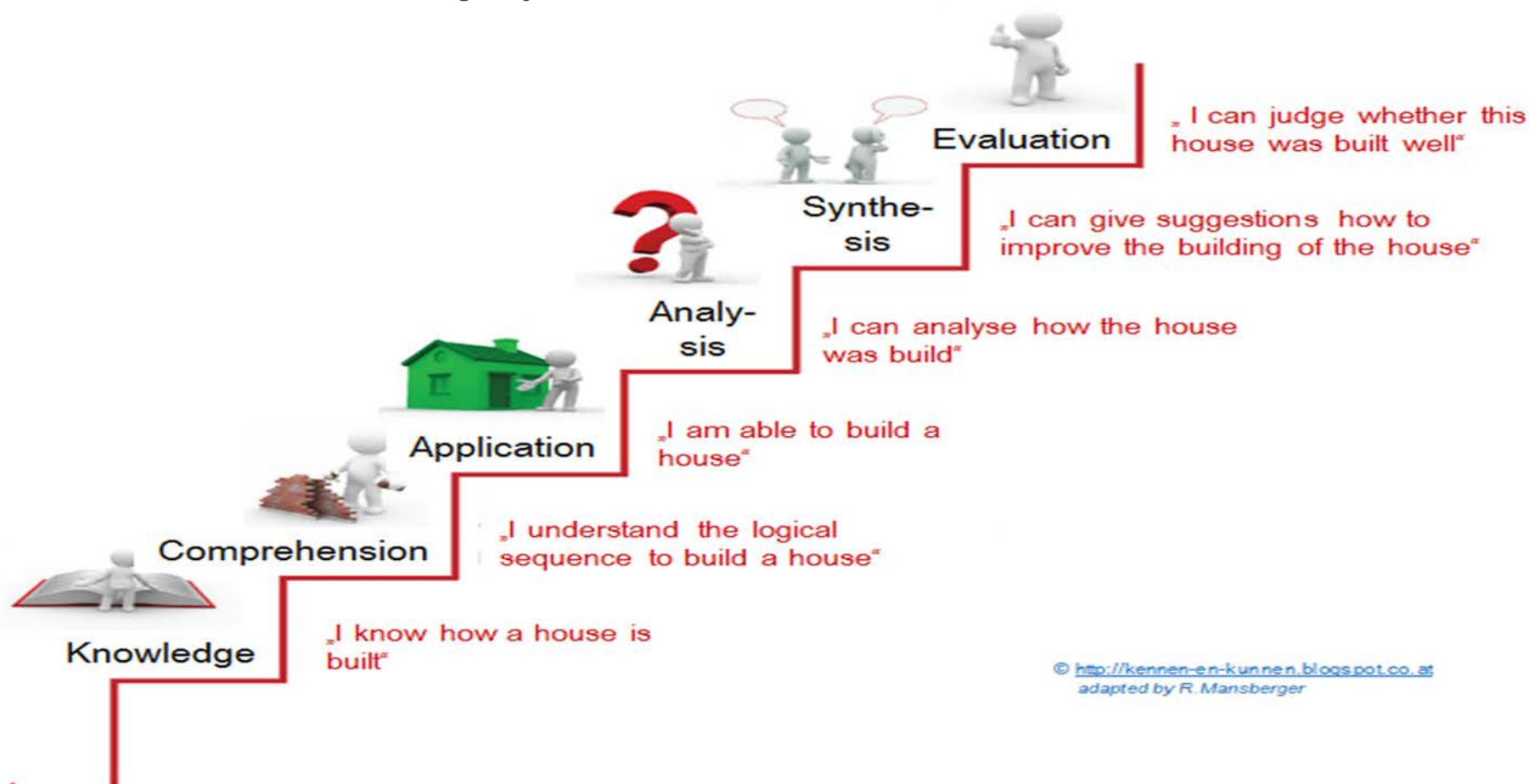
1 Verwalten / Dokumentieren (engl. Land Administration)

Potentielle Tätigkeitsfelder / Aufgaben

- Entwicklung eines Rechnungswesen inkl. Kostenrechnung und Controlling
- Aufbau und Führung eines Geografischen Information Systems (GIS)
- Verfassen von fachspezifischen Anträgen und Meldungen
- Beantragung von Förderungen
- Durchführung von Öffentlichkeitsarbeit (z.B. Entwicklung einer Homepage, Verfassen eines Pressemitteilung, Gestalten eines Folders)
- Teilung **Learning Outcomes / Lehrziele**
- Organis **Betriebliche Öffentlichkeitsarbeit**
 - Betriebliche Ziele und Grundsätze formulieren und kommunizieren können
 - Berichte (Monats-, Quartals- Jahresberichte) gestalten bzw. erstellen können
 - Leistungen für die Gesellschaft identifizieren und kommunizieren können
 - Auf Angriffe (spez. solche in Medien) adäquat reagieren können
 - Unglücks- und Schadensfälle an die Öffentlichkeit kommunizieren können
 - Die wichtigsten Akteure im betrieblichen Umfeld identifizieren und adressieren können
 - Ein konsistentes PR-Konzept in den Grundzügen entwerfen können
 - Den Prozess einer Leitbild- oder Logoentwicklung managen können

Bloom's taxonomy

- Classification of learning objectives within education



Learning Outcomes – Wording

- KNOWLEDGE:** Arrange, collect, define, describe, duplicate, examine, find, identify, label, list, memorise, name, order, outline, present, quote, recall, recognise, record, recount, relate, repeat, reproduce, show, state, tabulate, tell, ...
- COMPREHENSION:** Associate, clarify, classify, contrast, describe, differentiate, discuss, distinguish, estimate, explain, express, extend, identify, illustrate, indicate, interpret, locate, predict, recognise, report, restate, review, select, translate, ...
- APPLICATION:** Apply, assess, calculate, change, choose, complete, compute, construct, demonstrate, discover, dramatise, employ, examine, experiment, find, illustrate, interpret, modify, operate, practice, predict, relate, schedule, select, show, sketch, solve, use, ...



Dr Declan Kennedy, Department of Education, UCC

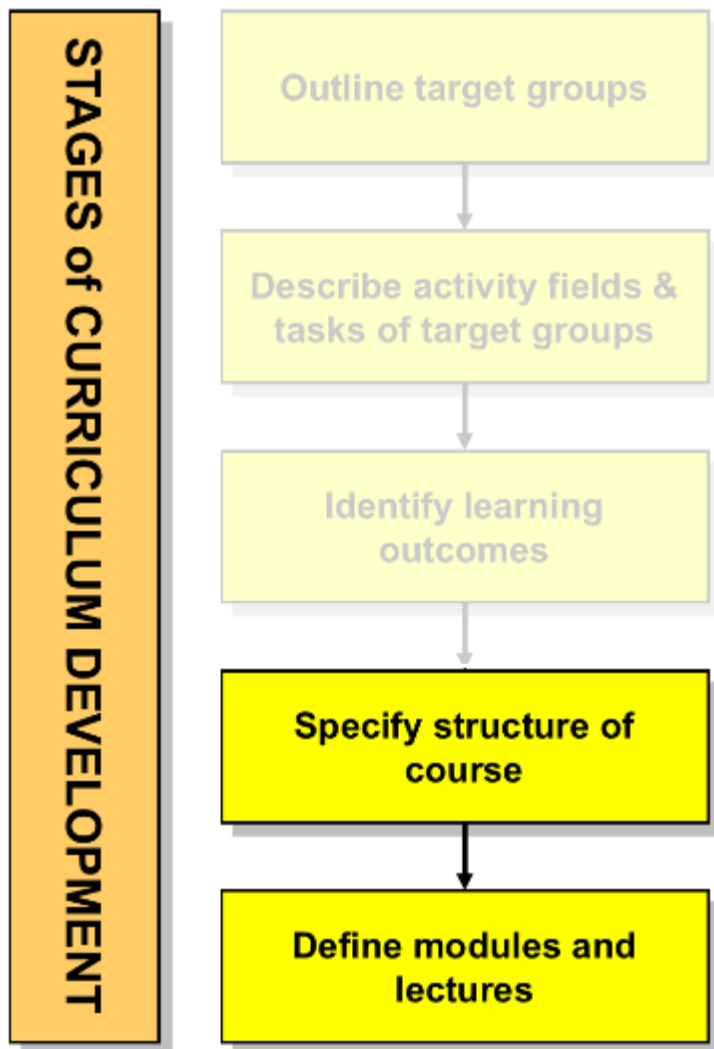
Learning Outcomes – Wording ... cont.

- EVALUATION:** Appraise, argue, assess, attach, choose, compare, conclude, convince, criticise, defend, evaluate, judge, measure, predict, rate, recommend, revise, score, summarise, support, value, ...
- SYNTHESIS:** Argue, arrange, assemble, collect, compose, construct, create, design, develop, formulate, generalise, integrate, manage, organise, plan, prepare, propose, relate, rewrite, set up, summarise, ...
- ANALYSIS:** Analyse, appraise, arrange, break down, calculate, categorise, classify, compare, connect, contrast, criticise, debate, differentiate, discriminate, distinguish, divide, examine, experiment, infer, inspect, investigate, order, question, separate, test, ...



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Curriculum Development: Stages ...cont.

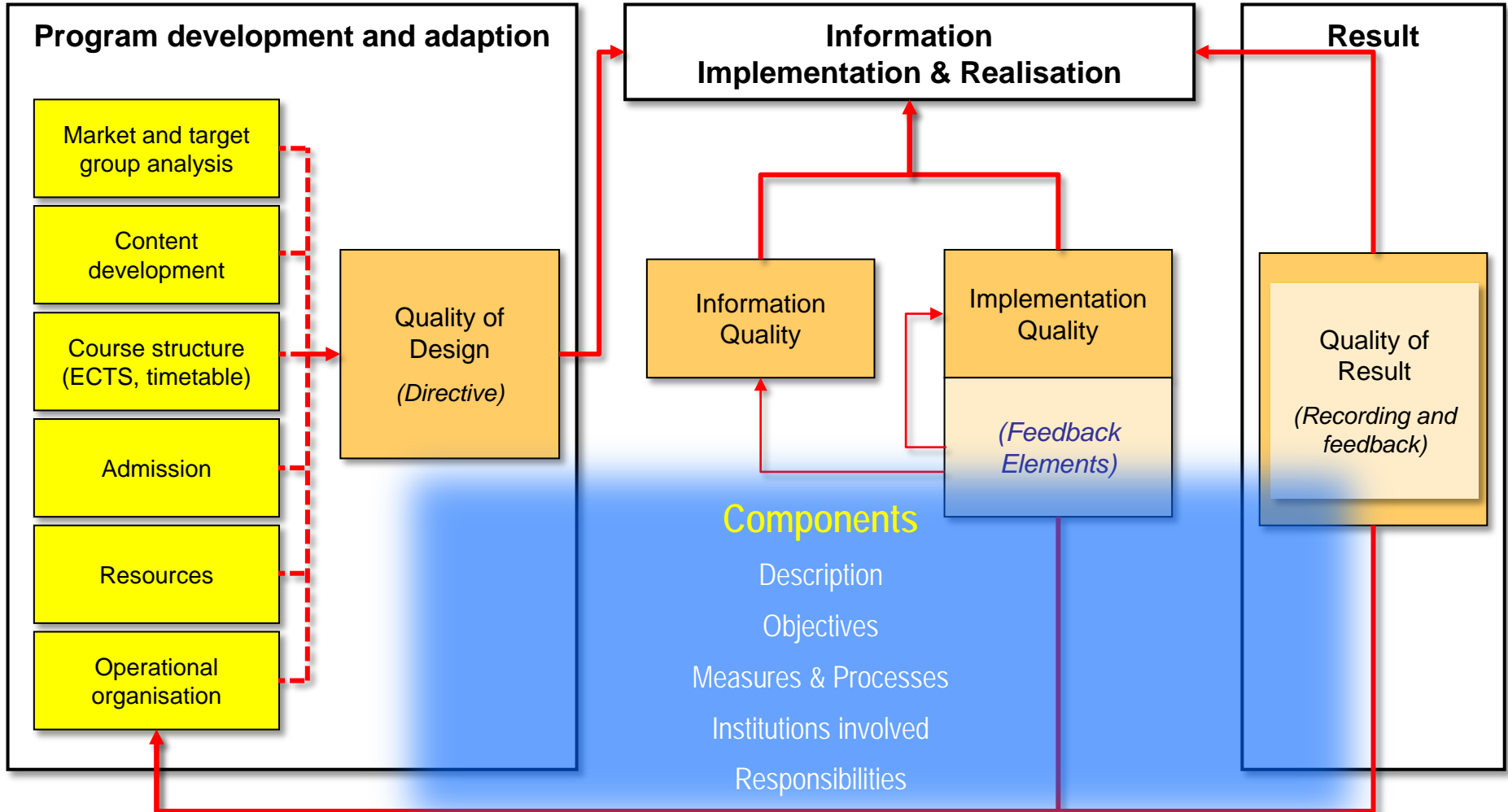


Course structure:

- Modules
 - Lectures
 - Exercises
 - Seminars
- Thesis

MODUL Vermarktung und Kommunikation	5 ECTS
Vermarktung land- & forstwirtschaftl. Produkte und Dienstleistungen	1
Betriebliche Öffentlichkeitsarbeit	1
Projektmanagement	1
Verhandlungsführung	2
MODUL Vermessung und Landinformation	4 ECTS
Vermessung und Fernerkundung	2
GIS und Geodatenbanken	2
MODUL Bodenmarkt und Bodenpolitik	5 ECTS
Bodenpolitik und Bodenschutz	2
Immobilienmarkt und Grundverkehr	2

Quality Assessment



Example 1: QAS – Quality of Implementation & Realisation



- Clearly defined responsibilities
 - Academic (course-, module-, and lecture-level)
 - Administration



- Selection of teachers
 - Long-time experience
 - 50 % of teachers with relevant qualification
- Selection of participants
 - Formal requirements (education)
 - Motivation letter
 - Standardized Interviews
- Examination regulations
 - Defined in curriculum

Example 2: QAS – Quality of Result



Participants Survey

- Teachers
- Teaching materials
- Lecture rooms

(Questionnaires, personal discussion, visits)

Statistics

- Participation rate in courses
- Drop-out rate
- Extend of qualified teachers

Review of Graduate

- ??? (one year after finalising the programme)



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