

DCU Futures: a radical re-imagination of the curriculum for the 21st century

Dr. Blánaid White, Dean of Strategic Learning Innovation



Riailtas na hÉireann
Government of Ireland

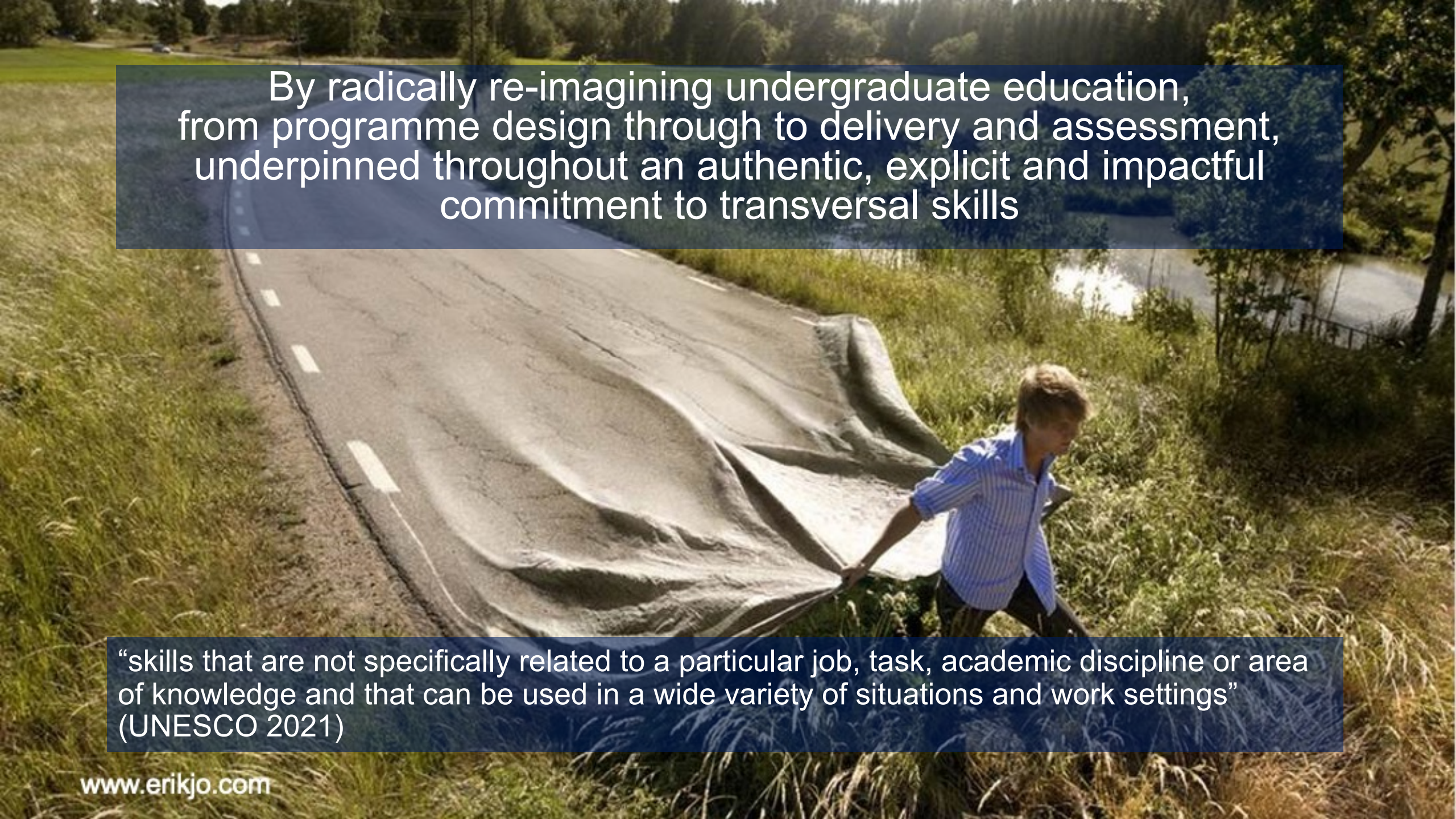
FUTURE JOBS
IRELAND
Preparing Now for Tomorrow's Economy



**Human
Capital
Initiative**



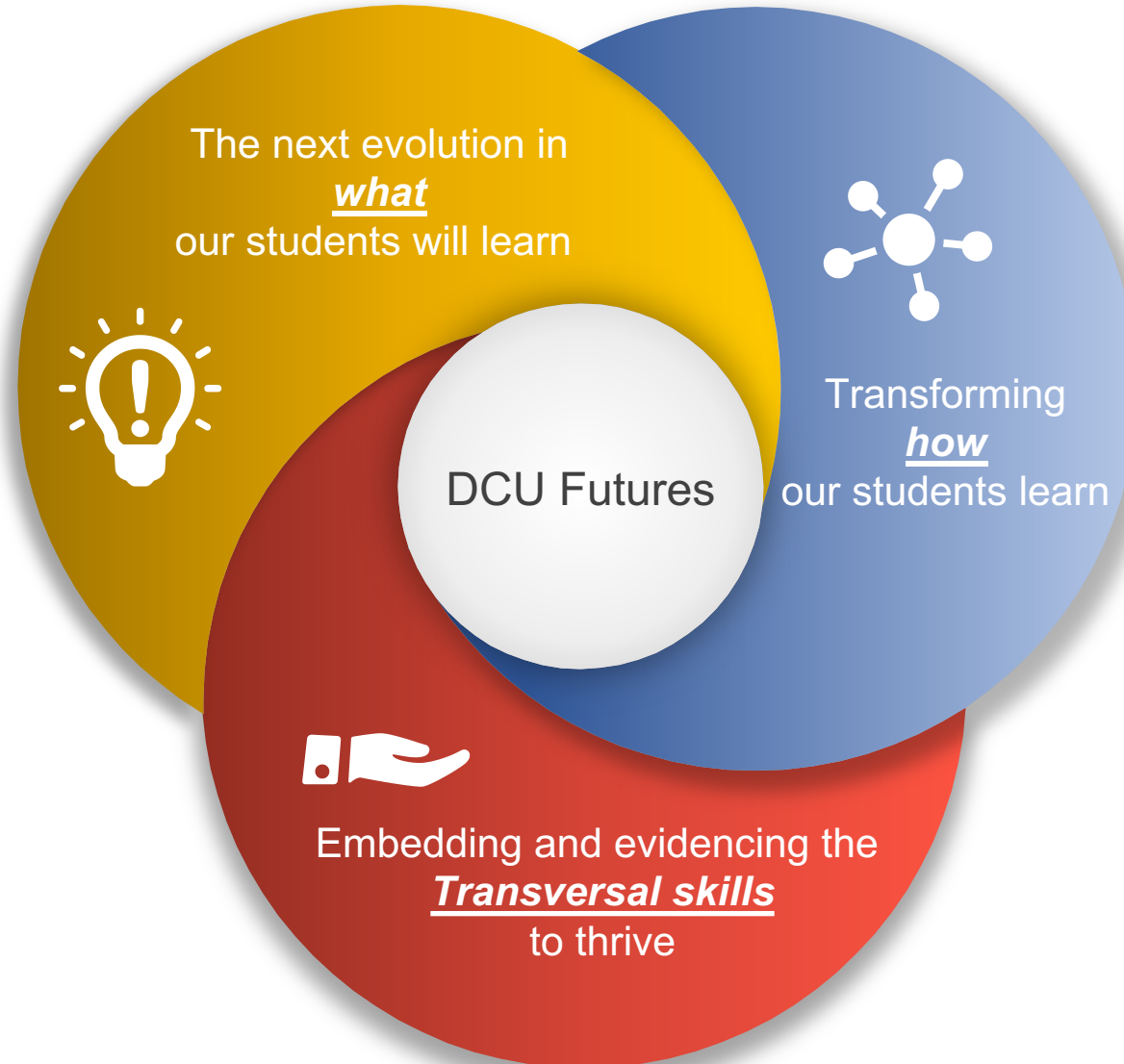
“How can we best prepare students to thrive in an unscripted world defined by unprecedented technological and social change?”

A young man in a blue striped shirt is pulling a large, light-colored tarp over a road in a rural setting. The tarp is being pulled from the right side of the road towards the left, partially covering the asphalt. The background shows a grassy field, trees, and a body of water in the distance. The scene is brightly lit, suggesting a sunny day.

By radically re-imagining undergraduate education,
from programme design through to delivery and assessment,
underpinned throughout an authentic, explicit and impactful
commitment to transversal skills

“skills that are not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings”
(UNESCO 2021)

DCU Futures: a radical re-imagination of the curriculum



**BSc in Digital Business
and Innovation**

**Business Analytics in
Bachelor of Business
Studies**

BSc in Global Challenges

BSc in Bioprocessing

**BA in Climate &
Environmental
Sustainability**

**New Areas of
Study**

**BSc in Chemistry with
Artificial Intelligence**

**BSc in Psychology and
Disruptive Technologies**

**BSc in Psychology and
Mathematics**

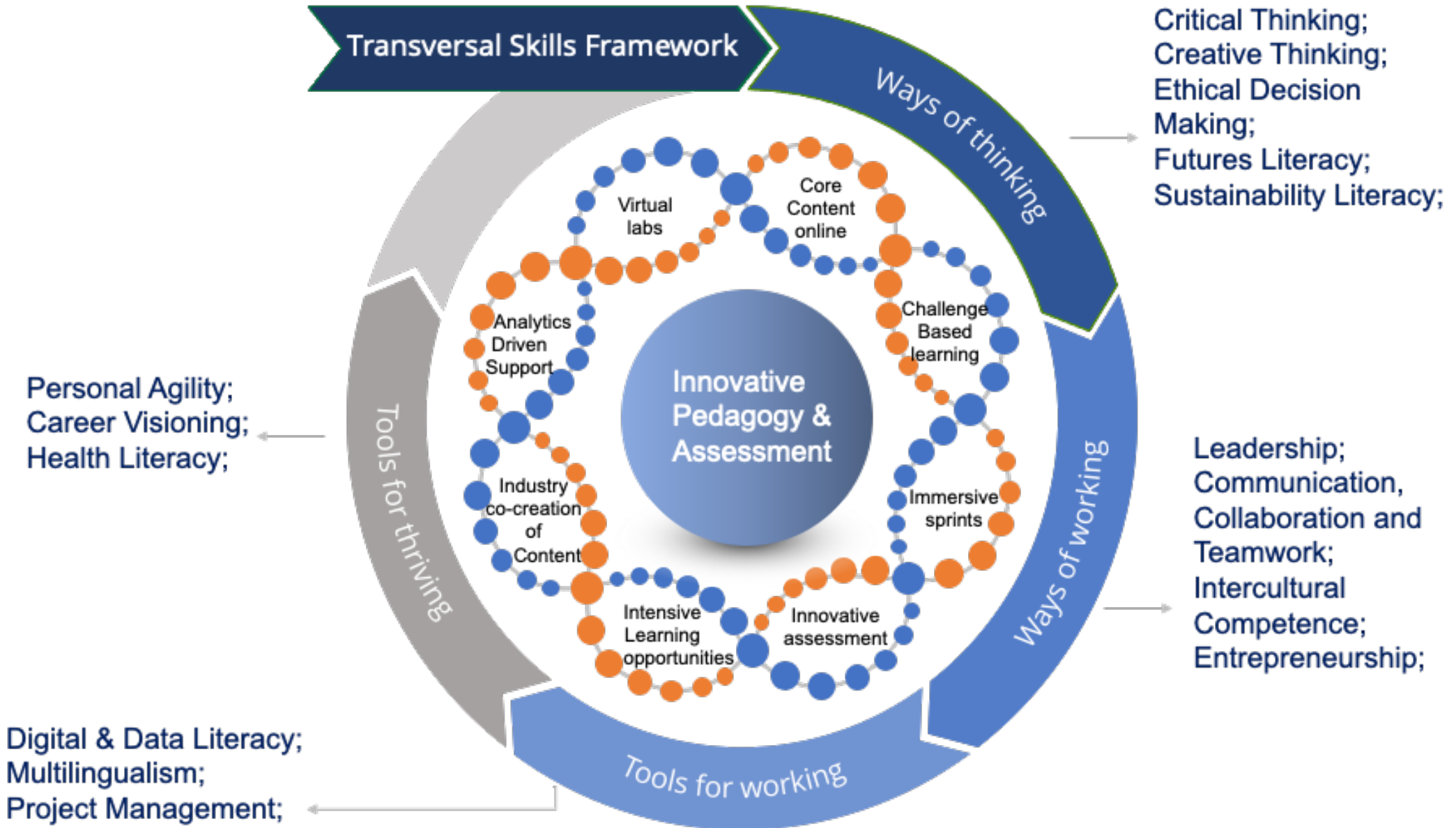
**BEng in Mechanical and
Sustainability Engineering**

**BSc in Physics with Data
Analytics**

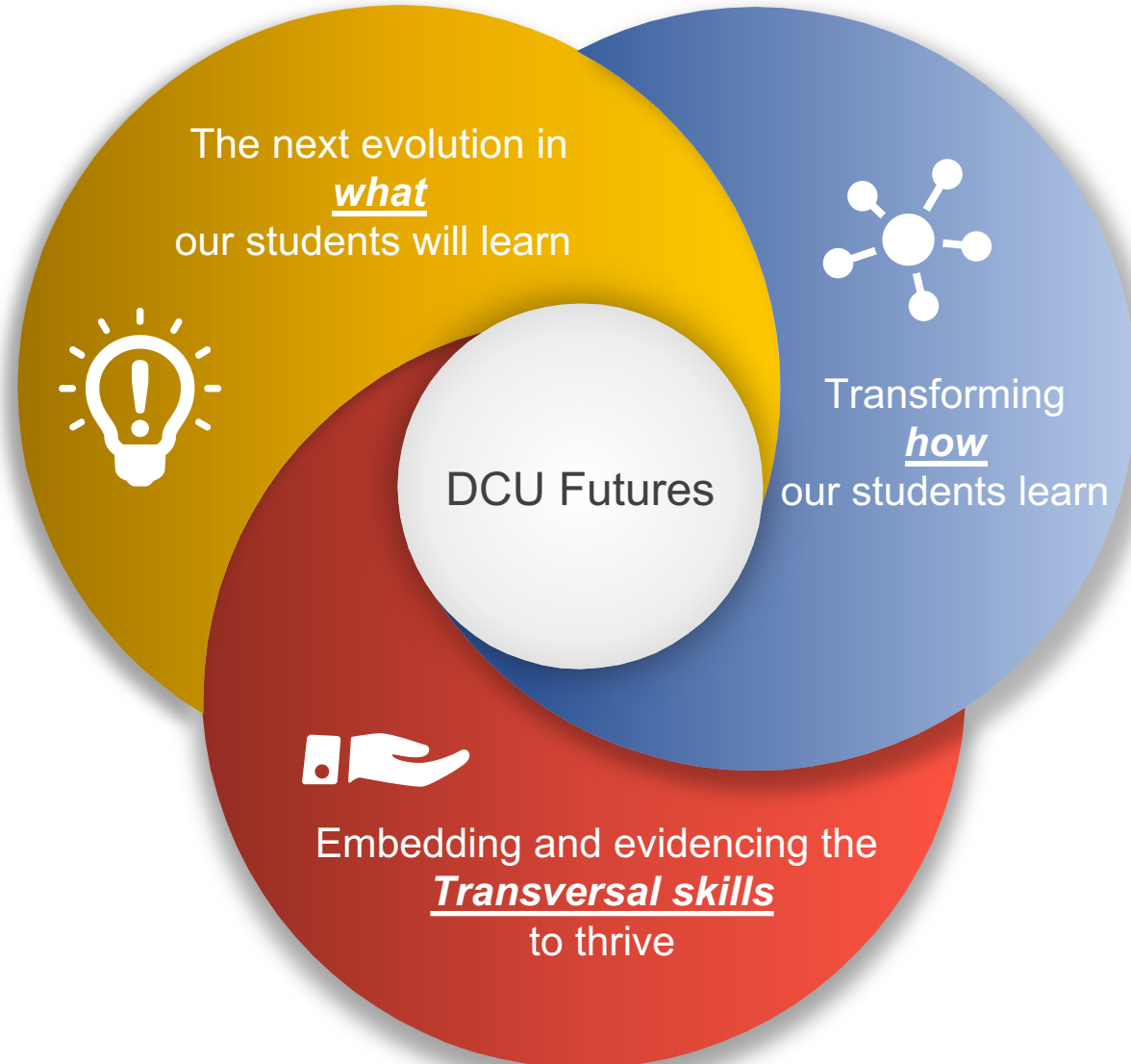


Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University

Transversal Skills Framework



DCU Futures: a radical re-imagination of the curriculum



Continual understanding of emerging skills needs – ongoing conversations with industry

Building flexibility into our approval processes for new and revised programmes

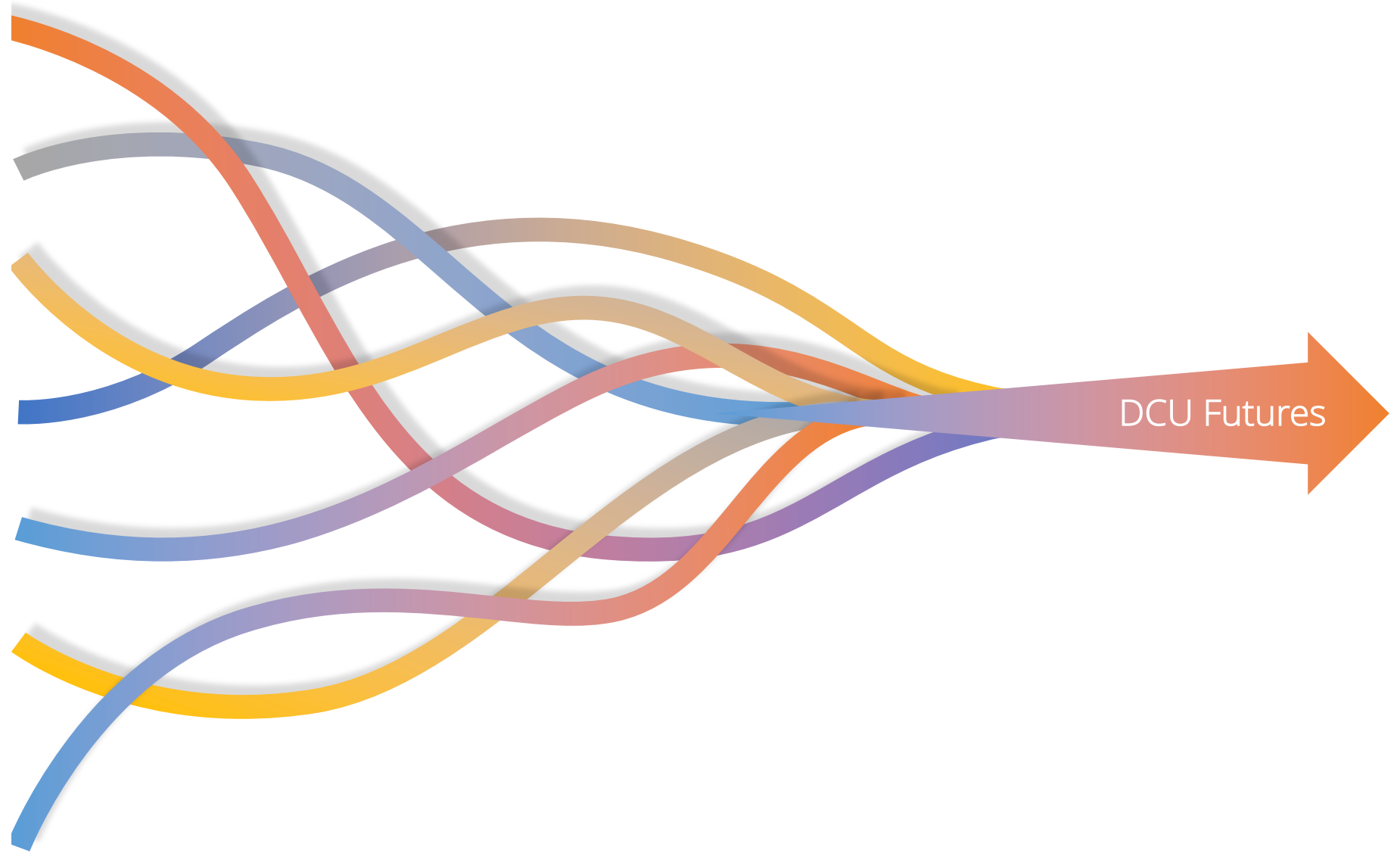
Increasing staff capacity to teach innovatively, embedding challenge based learning

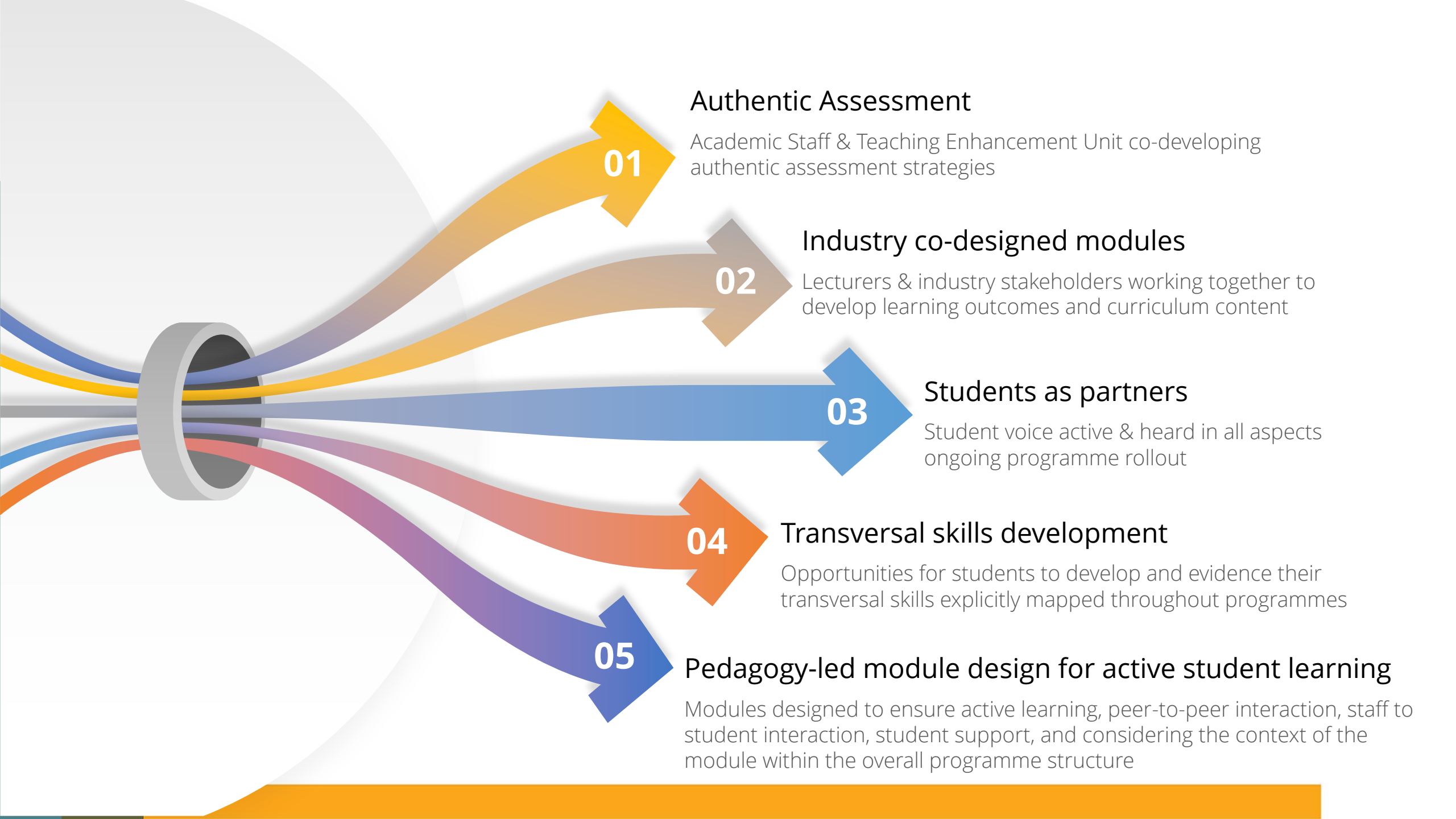
Having ongoing curriculum renewal at the heart of our institutional strategy

Increasing teaching support, dedicated learning designers & learning technologists

Building in systematic flexibility in our programmes, enabling us to respond to emerging needs

Explicitly designing-in robust transversal skills development in all our programmes





Authentic Assessment

Academic Staff & Teaching Enhancement Unit co-developing authentic assessment strategies

01

Industry co-designed modules

Lecturers & industry stakeholders working together to develop learning outcomes and curriculum content

02

Students as partners

Student voice active & heard in all aspects ongoing programme rollout

03

Transversal skills development

Opportunities for students to develop and evidence their transversal skills explicitly mapped throughout programmes

04

Pedagogy-led module design for active student learning

Modules designed to ensure active learning, peer-to-peer interaction, staff to student interaction, student support, and considering the context of the module within the overall programme structure

05

Student perspectives

- The student learning experience is at the heart of DCU Futures

DCU Futures Student Summits

- Developed and facilitated by the DCU Quality Promotions Office
- 2 students per programme per year
- One summit per semester



Two last points.....

1. To achieve this, we re-imagined how we accredit our programmes, designing in agility and flexibility, but also assuring ourselves of the quality of these programmes.

Usual Approach:

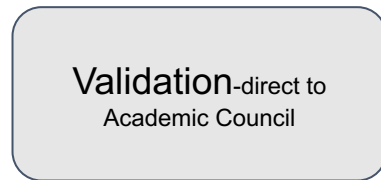


Strategic fit, viability, high level academic outcomes

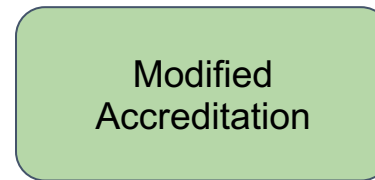


Detailed academic outcomes, pedagogy, structure, award title. Involves industry/sector experts and academics from the discipline

DCU Futures Approach :

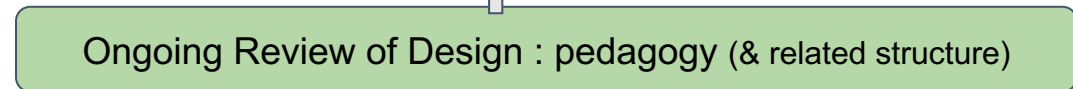
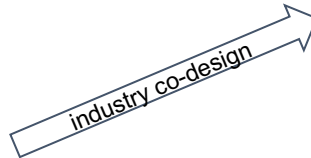


Strategic fit, Viability established

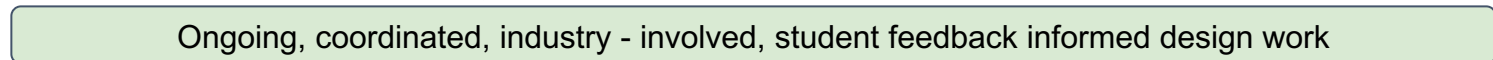


Detailed academic outcomes, award title, high level structure & pedagogy (Y 1 most developed, but content will be there for all years). Bespoke panel of international disciplinary experts for each programme & representative national industry body input (which could be common across some/all programmes).

academic outcomes



One International Advisory Panel of experts in Pedagogy / disciplinary pedagogy reviewing all DCU Futures Programmes



Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University

Two last points.....

2. To fully understand the impact of DCU Futures – on staff, on students, on our institution – we need to evaluate it.

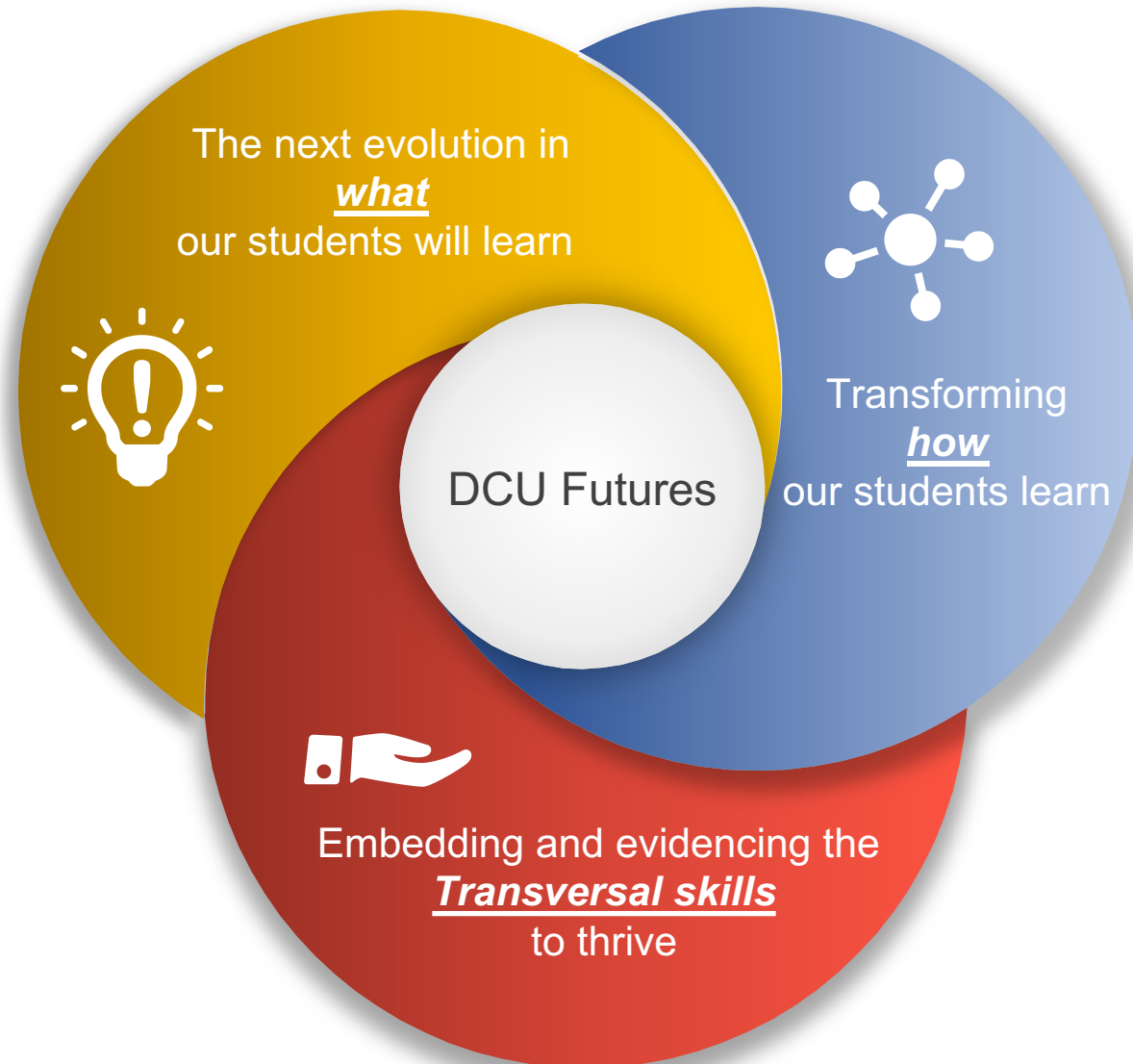
DCU Futures evaluation

Where is DCU Futures taking us? We need institutionally to understand:

- *What has changed as a result of DCU Futures?*
- *Did the changes result in improvements, and in what way?*
- *Are the changes sustainable and scalable?*

This is something we want to answer, and to help us do so, we will draw on expertise from the Centre for Evaluation, Quality and Inspection (EQI), and the Centre for Assessment Research Policy and Practice in Education (CARPE) with key colleagues from the Institute of Education

DCU Futures: a radical re-imagination of the curriculum



Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University