

version 1a

# Develop Curriculum and outline course programme

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## Meaning of Curriculum

### A possible definition<sup>1</sup>

“The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher’s curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.”

### Guidelines for curriculum design<sup>2</sup>

Curriculum design includes consideration of aims, intended learning outcomes, syllabus, learning and teaching methods, and assessment. Each of these elements is described below.

#### *Aims*

The aims of the curriculum are the reasons for undertaking the learning 'journey' - its overall purpose or rationale from the student's point of view.

#### *Learning outcomes*

Learning outcomes are what students will learn if they follow the curriculum successfully. In framing learning outcomes it is good practice to:

- a) Express each outcome in terms of what successful students will be able to understand and to do.
- b) Include different kinds of outcome. The most common are cognitive objectives (knowledge: learning facts, theories, formulae, principles etc.) and performance outcomes (skills: learning how to carry out procedures, calculations and processes). In some contexts affective outcomes are important too (developing attitudes or values, e.g. those required for a particular profession).

#### *Syllabus*

This is the 'content' of the programme; the topics, issues or subjects that will be covered as it proceeds. In selecting content for inclusion, you should bear the following principles in mind:

- a) It should be relevant to the outcomes of the curriculum. An effective curriculum is purposive, clearly focused on the planned learning outcomes. The inclusion of irrelevant topics, however interesting in themselves, acts as a distraction and may confuse students.
- b) It should be appropriate to the level of the programme or unit. An effective curriculum is progressive, leading students onward and building on what has gone before. Material which is too basic or too advanced for their current stage makes students either bored or baffled, and erodes their motivation to learn.
- c) It should be up to date and, if possible, should reflect current research.

#### *Learning and teaching methods*

These are the means by which students will engage with the syllabus, i.e. the kinds of learning experience that the curriculum will entail. Although they will include the teaching that students will ex-

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<sup>1</sup> Definition by The Glossary of Education Reform – see <http://edglossary.org/curriculum/>

<sup>2</sup> See also <http://www.tlso.manchester.ac.uk/map/teachinglearningassessment/teaching/curriculumdesign>

perience (lectures, laboratory classes, fieldwork etc.) it is important to keep in mind that the overall emphasis should be on learning and the ways it can be helped to occur. For example:

- a) Individual study is an important element in the university curriculum and should be planned with the same care as other forms of learning. It is good practice to suggest specific tasks, rather than relying entirely on students to decide how best to use their private study time.
- b) Group learning is also important. Students learn from each other in ways that they cannot learn alone or from staff and the inclusion of group projects and activities can considerably enhance the curriculum.
- c) Online learning is increasingly important in many curricula and needs to be planned carefully if it is to make an effective contribution. Online materials can be a valuable support for learning and can be designed to include helpful self-assessment tasks. (see below).

### **Assessment**

Learning occurs most effectively when a student receives feedback, i.e. when they receive information on what they have (and have not) already learned. The process by which this information is generated is assessment, and it has three main forms:

- a) Self assessment, through which a student learns to monitor and evaluate their own learning. This should be a significant element in the curriculum because we aim to produce graduates who are appropriately reflective and self-critical.
- b) Peer assessment, in which students provide feedback on each other's learning. This can be viewed as an extension of self assessment and presupposes trust and mutual respect. Research suggests that students can learn to judge each other's work as reliably as staff.
- c) Tutor assessment, in which a member of staff or teaching assistant provides commentary and feedback on the student's work.

Assessment may be formative (providing feedback to help the student learn more) or summative (expressing a judgement on the student's achievement by reference to stated criteria). Many assessment tasks involve an element of both, e.g. an assignment that is marked and returned to the student with detailed comments.

Summative assessment usually involves the allocation of marks or grades. These help staff to make decisions about the progression of students through a programme and the award of degrees but they have limited educational value.

Students usually learn more with formative feedback by understanding the strengths and weaknesses of their work than by knowing the mark or grade given to it.

## I. The Curriculum

### 1. Title of the curriculum

Curriculum for culture volunteers in sparsely populated areas.

### 2. The curriculum reference

The principles of the curriculum design are based on the “Curricula guidelines”, provided April 2017 by Ena Drenkhan, Tartu Folk High School, and these Guidelines refer to a high degree to the official Estonian guidelines for designing curriculum for continuing education.

The learning level for this adult education course can be ranged at level 4 -5 in the European Qualifications Framework. The EQF reference levels focus on the level of learning knowledge, skills and competences, and it ranges from basic (Level 1) to advanced (Level 8) – see

<http://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-efq>

The learning outcome includes:

- Level-4 Knowledge: Factual and theoretical knowledge in broad contexts within the field of culture work in a civil society context.
- Level-4 Skills: A range of cognitive and practical skills required to generate solutions to specific problems in a field of culture work.
- Level-5 Competences: Exercise management and supervision in contexts of work where there is unpredictable change; review and develop performance of self and others

### 3. Credit hours of the course

The total volume of the course is 20 academic hours (where an academic hour or lesson is 45 min.), including 16 academic hours of classroom learning and 4 academic hours of independent work.

### 4. Target groups

The course is aimed at culture volunteers in sparsely populated areas that wish to strengthen their competences to initiate and manage new cross-culture opportunities for the local communities with an added value for civic participation, community bonding and local identity.

The number of participants per course can be 12 – 24.

### 5. Participant requirements

No formal educational grades are required. The primary pre-conditions or requirements to be met by the participants include that they:

1. have some experience as culture volunteers in the cross-cultural sector of voluntary culture or heritage, and
2. have been recommended to participate by some of the voluntary culture associations based in sparsely populated areas.

## 6. Aim and objectives of the training course

The overall aim is to strengthen the competences of culture volunteers in sparsely populated areas to provide available and involving arts and culture opportunities for the local communities with an added value for civic participation, community bonding and local identity.

The specific learning objectives are to strengthen:

1. The ability to recognise and validate own prior learning and articulate own competence profile and its relevance for working as culture volunteer.
2. Knowledge of the possibilities of arts and culture to help to revive villages and remote areas.
3. Knowledge of how to initiate and coordinate cultural projects that takes into account the cultural and historical background and the historical continuity of the area.
4. Knowledge of how to engage local stakeholders that may support cross-culture activities in the local communities, including local educational and culture institutions.
5. Management skills to coordinate cross-cultural activities with an added value for civic participation and community bonding.
6. Communication and marketing skills to reach different audience groups and use a variety of dissemination channels in local communities.
7. Financial skills to manage culture projects including efficient fund-raising.

## 7. Learning outcomes

On completion of the course, the culture volunteers will be able to

1. Recognise and validate their prior learning and articulate their competence profile and its relevance for working as culture volunteer.
2. Understand and explain the possibilities of arts and culture to help to revive villages and remote areas.
3. Plan culture projects that take into account the cultural and historical background and the historical continuity of the area
4. Engage local stakeholders from the culture and educational institutions as well as the municipality and private business communities.
5. Apply the team-leading skills necessary to initiate, implement and complete cross-cultural activities with an added value for civic participation and community bonding.
6. Promote and communicate the new culture activities to different audience groups and use a variety of dissemination channels in the local communities.
7. Plan and provide efficient fund-raising as support to the local activities.

## 8. Teaching methods

The teaching will be based on participatory and activity-based methods, integrating theory and shared experience as well as the transferability of the learning into the specific tasks in the specific organization. It will include a blend of

- Short concise lectures, plenary discussions, group work and workshops on case studies, pair work and peer-to-peer assessments.
- Individual home work with presentation of own experiences with specific topics, assessments of own learning outcome and reflections on the transferability of the learning into own future tasks as culture volunteers.
- Validation procedures are embedded in the content of the course, so the learners must at the end of the course validate their own competence development as well as the transferability of the learned.

## 9. Course content (syllabus)

No	Content	Teaching methods	Volume	
1	Validate own lifelong learning developed competence profile and articulate its relevance for working as culture volunteer.	Home work before to fill-in template for self assessment Plenary introduction Group work with peer assessment	0,5 0,5 1,0	2,0
2	Knowledge about the potential of arts and culture to help to revive villages and remote areas.	Lecture Pair work exchange of experiences	1 1	2,0
3	Knowledge of the importance of the cultural and historical background and the historical continuity of the area	Lecture Group work exchange of experiences	1 1,5	2,5
4	Competences to engage local stakeholders, especially cooperation with local culture and educational institutions	Short Presentations 1 and 2 Group work exchange of experiences Plenary summaries	1 1,5 0,5	3
5	Management skills to coordinate cross-cultural activities with an added value for civic participation and community bonding.	Presentation of good practise regarding the added values Thematic Workshops	1 1,5	2,5
6	Communication and marketing skills to reach different audience groups and use a variety of dissemination channels in local communities.	Presentation of good practise Thematic Workshops	1 1,5	2,5
7	Financial skills to manage culture projects including efficient fund-raising.	Lecture about fund-raising in the field Workshops about how to fund-raise and how to manage funded projects	1 1,5	2,5
8	Plan how to transfer the learning into own future tasks as culture volunteers.	Plenary introduction Group work	0,5 1	1,5
9	Assess own competence development as well as the transferability of the learned. Evaluate the course	Peer-to-peer assessments Individual course evaluation	1 0,5	1,5
Total				20

## 10. Learning environment

The course venue and ICT-facilities must meet the needs of up to 24 adult learners with

- at least one plenary room and four group rooms;
- that are technically well-equipped with white boards, flip-overs, computers for presentations, projectors, CD-players, wifi access, etc.);
- extra area for coffee breaks and lunch buffet

## 11. Course materials

Trainer's handouts as well as web-based materials (provided by trainers).

## **12. Course Certificate**

Course participants will be issued a Course Graduation Certificate, if the participants have taken part in at least 75% of the course and they provide a short written peer assessment, in which the trainees provide feedback on each other's learning by filling-in a premade assessment template.

In case the participants don't manage to provide a written peer assessment, but have participated in at least 75 pct of the course, they will be issued an attendance certificate.

## **13. Competence profile of trainers**

The involved speakers and trainers will represent the state of the art regarding knowledge or experiences in the subject of the course, but they don't need to have specific formal qualifications as for example university degrees or the like.

## II. Outline of course programme for internal planning

### 1. The Frame

#### *Title*

Key competences of culture volunteers in sparsely populated areas

#### *Type of course*

A non-residential 20 hours training course.

#### *Time and place*

September 2017 in Guldborgsund municipality including

- 8 hours: One Saturday, 10 – 16 (including lunch)
- 8 hours: Two weekdays, 17:30 – 22 (including buffet at arrival)
- 4 hours: Home work before, during and after.

### 2. Providers

#### *Course provider organisation*

Interfolk and the National Association of Cultural Councils in Denmark in cooperation with the Cultural Councils in the Municipalities of Guldborgsund, Vordingborg and Lolland.

#### *Course leaders and trainers*

Bente von Schindel, Secretary General

Hans Jørgen Vodsgaard, Head of Institute

#### *External speakers*

Hans Stavnsager, Senior Consultant and Advisor, Danish Institute for Voluntary Effort (DIVE)

Niller Wischmann, Founder and Director of Wischmann Innovation

#### *Funding and no fee*

The course is free due to support from the 2-year Nordplus Adult development project, entitled “Curricula and training for culture volunteers in sparsely populated areas (SPARK)” – see the project website: <http://nordplus-spark.one>

### 3. Target audiences

#### *Target groups*

The course is aimed at culture volunteers in the municipalities of Guldborgsund and Køge that wish to strengthen their competences to provide available and involving arts and culture opportunities for the local communities with an added value for civic participation, community bonding and local identity.

#### *Participants with special needs*

The course venue will have access for wheelchair. No further provision for special needs is planned.

### 4. Aim

The aim is to strengthen the competences of culture volunteers in sparsely populated areas to provide available and involving arts and culture opportunities for the local communities with an added value for civic participation, community bonding and local identity.

## 5. Key content

1. Validate own lifelong learning developed competence profile and articulate its relevance for working as culture volunteer.
2. Knowledge about the potential of arts and culture to help to revive villages and remote areas.
3. Knowledge of the importance of the cultural and historical background and the historical continuity of the area
4. Competences to engage local stakeholders, especially cooperation with local culture and educational institutions
5. Management skills to coordinate cross-cultural activities with an added value for civic participation and community bonding.
6. Communication and marketing skills to reach different audience groups and use a variety of dissemination channels in local communities.
7. Financial skills to manage culture projects including efficient fund-raising.
8. Plan how to transfer the learning into own future tasks as culture volunteers
9. Assess own competence development and the transferability of the learned as well as filling-in evaluation questionnaire of the course

## 6. Teaching methods

The teaching will be based on participatory and activity-based methods, integrating theory and shared experience as well as the transferability of the learning into the specific tasks in the specific organization.

Validation procedures are embedded in the content of the course, so the learners must at the end of the course validate their own competence development as well as the transferability of the learned.

## 7. Course materials and facilities

Trainer's handouts as well as web-based materials (provided by trainers).

## 8. Preparation, assessment and follow-up

The participants will be invited to prepare short presentations of own experiences with specific topics and will get help to assess their own learning outcome and to reflect and plan the transferability of the learning into own future tasks as culture volunteers.

The participants will complete an evaluation questionnaire at the end of the course about the hopes realized, the setting for the course, the programme of the course, the contents transferred etc.

After the course the participants will receive the presentations and other course materials.

## 9. Course certificate

Course participants will be issued a Course Graduation Certificate, if they have taken part in at least 75% of the course and they provide a short written peer assessment, in which the trainees provide feedback on each other's learning by filling-in a premade assessment template.

## **10. Course programme, day by day**

### ***Saturday, September 2017, 10 – 16:30***

10.00 - 10.15 Welcome, practical information and presentations of programme and participants

By Bente von Schindel

10.15 – 12:30 Work

By NN

12.30 - 13.15 Lunch

13.15 - 14:45 Work

14:45 - 15:00 Coffee break

15:00 – 16:30 Work and farewell

### ***Tuesday, September 2017, 17:30 – 22***

17:30 – 18:00 Welcome Buffet

18:00 – 20:00 Work A

By NN

20.00 – 20:15 Coffee break

20:15 – 22:00 Work B

### ***Thursday, September 2017, 17:30 - 22***

17:30 – 18:00 Welcome Buffet

18:00 – 20:00 Work A

By NN

20.00 – 20:15 Coffee break

20:15 – 22:00 Work B

## 11. Practical information

### ***No course fee***

The course is free due to support from the 2-year Nordplus Adult development project, entitled “Curricula and training for culture volunteers in sparsely populated areas (SPARK)” – see the project website: <http://nordplus-spark.one>

Your participation in an activity includes teaching, catering, course materials and a possible course certificate. You must pay all expenses for transport.

### ***Enrolment procedure***

When you sign up for a course activity, we must have information about:

- Which association or project you are a part of.
- Which function you have and what tasks you perform.
- How you expect the course can help to strengthen the knowledge, skills and competences you need in your future activity as culture volunteer.

It is important that you are careful with the information and provide enough knowledge, so we can assess, whether you are in the target group for the specific course and whether you meet the criteria we have for allocating a seat on a course.

If we don't get enough information, we can reject your application and leave the course open to another applicant.

### ***Contact / more information***

Feel free to contact us if you have questions or suggestions for new courses and activities that can strengthen you and your organization. Write or call ....