Curriculum and Instructional Design

Curriculum Project Proposal:
Bridging Practices

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Philosophies /Scholars

John Dewey:

1) Problem solving
2) Learning by doing
3) Lifelong learning + social skills

Reggio Emilia:

1) Learning through real life experiences
2) Exploration and discovery
3) Developing their own personalities

Rabindranath Tagore:

1) Cultivation of the mind
2) Developing a state of global consciousness
3) Education not just for success but illumination

Core Objectives

Inculcating the idea that knowledge is fluid and interconnected.

Developing the use of thinking tools in order to bridge gaps between academia and industry.

Cultivating the ability to turn knowledge and conceptual ideas into subsequent real-life application.

Long-Term Goals

Experience Goals

- Application and improvisation of design system
- Conducting research and analysis (of target audiences) in the context of design principles
- Synthesis and imparting of knowledge and information
- Encouraging critical and objective thinking

Knowledge Goals

- Design and design systems
- Understanding and identifying target groups
- Learning and using ideation tools and techniques

Behaviour Goals

- Interactive discussions/team work
- Questioning WHY?
- Instilling confidence skill through presentations
- Assessing themselves and their peers
- Exploring and developing personal repertoire

Rationale?

WHY is the curriculum needed?

To give Art and Design learners a head-start and provide them with thinking tools to bridge gap between academia and industry, and to modify design.

WHO is this curriculum for?

Art and Design learners in their 4th semester.

WHY semester 4?

To cultivate the ability to generate links between real design systems and knowledge being taught, as soon as they enter their respective departments.

WHAT kind of course is this?

A 1.5 credit hour course. It would be offered as an elective course (of a supporting nature) where learners are given space to connect present knowledge + theories + skills.

How many classes?

8 classes

How long is each class?

3 hours

to optimize information retention

Methods of Instruction

Combination of:

- Facilitator Lectures
- Inquiry based learners discussions
- Class tasks/activities
- Learner presentations

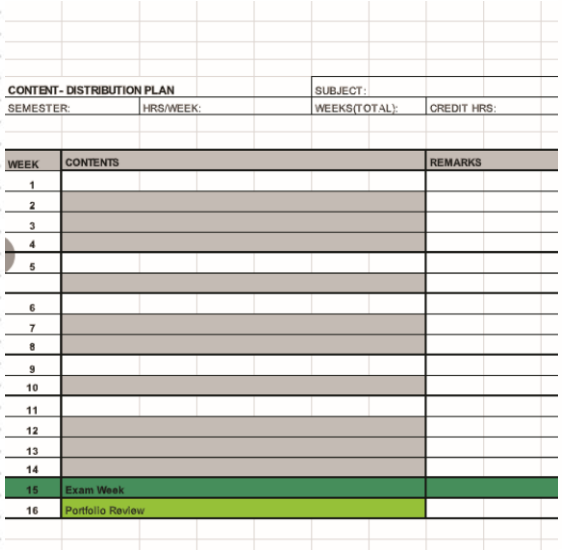
Learners will engage in tasks and discussions based on key questions, within and outside the classroom.

Facilitator lectures will introduce concepts along with real-life examples, allowing learners to build upon previously done tasks, and encouraging independent connection-making and application.

Discussions, task outcomes, and presentations will be shaped by learner exploration of themselves, their understanding of concepts, and their developing knowledge and skill from other courses they are enrolled in.

Information Format

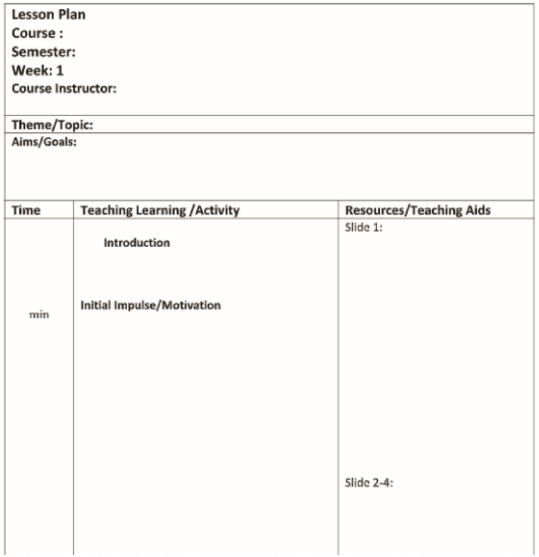
For facilitator (content distribution)



CONTENT- DISTRIBUTION PLAN		SUBJECT:	
SEMESTER:	HRS/WEEK:	WEEKS(TOTAL):	CREDIT HRS:

WEEK	CONTENTS	REMARKS
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15	Exam Week	
16	Portfolio Review	

For facilitator (lesson plan)

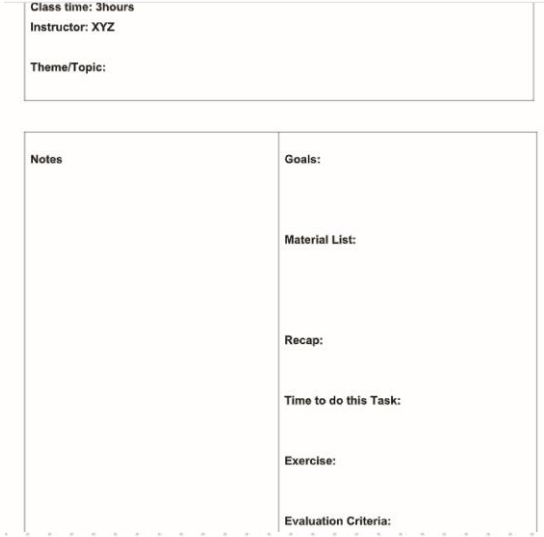


Lesson Plan
Course :
Semester:
Week: 1
Course Instructor:

Theme/Topic:
Aims/Goals:

Time	Teaching Learning /Activity	Resources/Teaching Aids
min	Introduction Initial Impulse/Motivation	Slide 1: Slide 2-4:

For learner (assignment notes)



Class time: 3hours
Instructor: XYZ

Theme/Topic:

Notes	Goals: Material List: Recap: Time to do this Task: Exercise: Evaluation Criteria:

Course Content

Week	Lesson Plan	Learning Objectives	Class Task/Activity
Week 1	Introductions Class discussion: Guiding questions - **Why** does one like something? **How** does one make choices?	• Critical deconstruction of personal interests • Identifying connections between individual choices • Exploration of diversity and individuality (yourself and your peers)	Class task: Choose 5 images from your phone that you like. Get them printed. Talk about why you chose these images.
Week 2	Class discussion: Guiding question - **Why** does someone dislike something?	• Critical deconstruction of disapproval • Ability to identify core problems • Observing connecting qualities of likes and dislikes (of yourself and your peers)	Class task: Class discussion on one thing/situation each learner dislikes and why. Applying likable **whys** to dislikes attempting to convert them into likes.

Course Content

Week	Lesson Plan	Learning Objectives	Class Task/Activity
Week 3	Lecture: Understanding Target groups and their demands	● What is a target group/audience? ● Identifying and categorizing them ● How do demands vary for different groups based on their characteristics?	Class task: Analyze given object. Using observation and gathered information, select one peer that fits as a perfect target individual. Explain **why.**
Week 4	Lecture: SCAMPER	● Exploring and understanding redundancy and revival based on time, technology and personal interest. ● What is ideation and iteration. ● What is SCAMPER and how to apply it.	Class Task: Learner asked to bring something from home they they do not use. Explain **why.** Use observation, gathered information, and SCAMPER to generate a new iteration of your object. Prepare presentation.

Course Content

Week	Lesson Plan	Learning Objectives	Class Task/Activity
Week 5	Learner presentation: Iteration/s through scamper	● Articulate thoughts through rationale ● Ability to connect and apply previous learnings ● Critical analysis of own and peer work	Presentation and Class discussion
Week 6	Lecture: Design and Design systems	● Understand the whats and whys of design and design systems in terms of function, form, ecology and aesthetics. ● Deeper understanding of problem-solving ● Ability to connect and apply previous learnings (in-class and other courses)	Class discussion Beginning of final project: develope a product/service prototype using all the learnings from this and other courses that solves a problem.

Course Content

Week	Lesson Plan	Learning Objectives	Class Task/Activity
Week 7	Progress of final project	● Identifying a real life problem ● Actively generating research paths through questioning and inquiry ● Actively applying knowledge and skill gathered from this and all other courses	Individual/class discussion
Week 8	Final project presentation	● Identifying a real life problem ● Identifying a real life solution ● Actively applying knowledge and skill gathered from this and all other courses ● Ability to identify shortcomings ● Recognize nature of purpose, functionality, aesthetics and find connections and contrasts between them	Class discussion and critique. Different individuals belonging to a variety of target groups/demographic attend presentations and pose questions.