

Paper 3

INNOVATIONS AND BEST PRACTICES IN DESIGNING QUALITY CURRICULAR ASPECTS FOR HIGHER EDUCATION

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Abstract:

Curriculum is an essential ingredient of any higher education system regardless of what the education level is. All other aspects whether teaching, learning and evaluation or research and development, infrastructure and learning resources, student activities and support system revolve around it. Therefore, curricular aspects and the best practices connected to curriculum design and development play a very significant dimension of the quality of higher education since the curriculum has a decisive role in steering the other elements of quality. Reviewing and updating of the curriculum is the essential ingredient of any vibrant academic system. There ought to be a dynamic curriculum with necessary additions and changes introduced in it from time to time by the respective university with a prime objective to maintain updated curriculum and also providing their inputs to take care of fast paced development in the knowledge of the subject concerned. Designing of the curriculum to suit the clientele is important. Revising the curriculum should be a continuous process to provide an updated education to the students at large. Leaving a few, there have been many universities where this exercise has not been done for years together and it is not uncommon to find universities maintaining, practicing and teaching still on the curriculum as old as few years or even more than a decade. In order to overcome these lacunae NAAC has made efforts to compile the best practices in each of the criterion of quality and disseminate the same through publications, seminars, workshops and conferences across the country. This paper is an attempt to identify some of the best practices in curriculum design and enhance the quality of higher education in India

Key Words: Curriculum design, higher education. Innovation, Best practices, Quality Education

Quality In Liberal Learning Curricular Innovations In Higher Education

**Robert J. Howlett, Bogdan
Gabrys, Katarzyna Musial-Gabrys, Jim
Roach**

Quality In Liberal Learning Curricular Innovations In Higher Education:

Quality in Liberal Learning--curricular Innovations in Higher Education Katharine S. Guroff,1981 *Resources in Education* ,2001-04 **The Role of Higher Education in a "high Tech" Society** ,1989 Proceedings of the 2024 5th International Conference on Mental Health, Education and Human Development (MHEHD 2024) Dana Rad,Fong Peng Chew,Fonny Dameaty Hutagalung,Cüneyt Birkök,2024-07-27 This is an open access book 2024 5th International Conference on Mental Health Education and Human Development was held on May 17 19 2024 in Kaifeng China MHEHD2024 is to bring together innovative academics and industrial experts in the field of Mental Health Education and Human Development to a common forum The primary goal of the conference is to promote research and developmental activities in Mental Health Education and Human Development and another goal is to promote scientific information interchange between researchers developers engineers students and practitioners working all around the world The conference will be held every year to make it an ideal platform for people to share views and experiences in Mental Health Education and Human Development and related areas We warmly invite you to participate in MHEHD2024 and look forward to seeing you in Kaifeng China

Advancing Self-Directed Learning in Higher Education Mncube, Dumsani Wilfred,Maphalala, Mncedisi Christian,2023-05-01 Self directed learning SDL is considered a core concept in problem based learning PBL and student centered learning More importantly the current face to face model of curriculum implementation faces many challenges that seem to question its dominance over other models The violent nature of the COVID 19 pandemic has again vindicated SDL practitioners and research enthusiasts to continue seeking solutions that will enhance skills to cope in a rapidly changing technological globalized world However the higher education sector is challenged when promoting SDL due to a slow pace of digital integration since the education system is not fully transformed This has necessitated an urgent need for global discourse on how universities globally are implementing SDL strategies to enhance the quality of curriculum delivery Advancing Self Directed Learning in Higher Education provides insight into various strategic approaches that could be adopted for the successful implementation of SDL in higher education It is written for professionals who want to improve their understanding of how to improve student teaching and learning and the quality of curriculum implementation in higher education In this realm this book provides ideas to its readers about the approaches pertaining to strategy and innovative measures practical implementations and tools in the field of curriculum and SDL Covering topics such as educational technology intentional education practice theory and student experience this premier reference source is an essential resource for teachers policymakers lecturers research scholars students of higher education administrators librarians academicians and researchers **Shaping the College Curriculum** Lisa R. Lattuca,Joan S. Stark,2011-01-11 Shaping the College Curriculum focuses on curriculum development as an important decision making process in colleges and universities The authors define curriculum as an academic plan developed in a historical social and political context They identify eight

curricular elements that are addressed intentionally or unintentionally in developing all college courses and programs By exploring the interaction of these elements in context they use the academic plan model to clarify the processes of course and program planning enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning This revised edition continues to stress research based educational practices The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions All chapters have been updated with recent research findings relevant to curriculum leadership accreditation assessment and the influence of academic fields while two new chapters focus directly on learning research and its implications for instructional practice A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements Streamlined yet still comprehensive and detailed this revised volume will continue to serve as an invaluable resource for individuals and groups whose work includes planning designing delivering evaluating and studying curricula in higher education This is an extraordinary book that offers not a particular curriculum or structure but a comprehensive approach for thinking about the curriculum ensuring that important considerations are not overlooked in its revision or development and increasing the likelihood that students will learn and develop in ways institutions hope they will The book brings coherence and intention to what is typically an unstructured haphazard and only partially rational process guided more by beliefs than by empirically grounded substantive information Lattuca and Stark present their material in ways that are accessible and applicable across planning levels course program department and institution local settings and academic disciplines It s an admirable and informative marriage of scholarship and practice and an insightful guide to both Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book Patrick T Terenzini distinguished professor and senior scientist Center for the Study of Higher Education The Pennsylvania State University

Innovation through Knowledge Transfer 2012 Robert J. Howlett,Bogdan Gabrys,Katarzyna Musial-Gabrys,Jim Roach,2012-12-04 Across the world there is growing awareness of the importance of innovation and knowledge transfer Innovation in the sense of generating new knowledge and making better use of existing knowledge coupled with knowledge transfer and sharing paradigms have never been more relevant to the universities industry commerce and the third sector This volume represents the proceedings of the Innovation through Knowledge Transfer 2012 Conference which formed an excellent opportunity to disseminate share and discuss the impact of innovation knowledge sharing enterprise and entrepreneurship The volume contains papers presented at a Workshop on The Meta Transfer of Knowledge Challenges in the Transfer of Knowledge in Industry others from thematic sessions on Next Practice in University Based Open Innovation Social Innovation and Related Paradigms Engagement with Industry and Commerce and Knowledge Exchange All papers were thoroughly reviewed by referees knowledgeable in practical and theoretical aspects of the subject

Innovation of Higher Education: Change-Makers at Incheon National

University 1 Cho Dong-sung et al.,2020-07-31 Incheon National University INU blazes the trail of innovation INU spearheads change in academia in Korea and abroad This book outlines case studies of innovation at INU which developed a new paradigm of innovation driven by field staff The text itself is the product of hands on fieldwork carried out by 275 members of the INU staff These staff members demonstrate how the driving force for innovation rises from the change makers themselves The book shares INU s tried and tested lessons on problem solving implementing innovation surveying public opinion and gathering feedback from the field all of which allow other change seeking universities and institutions to benchmark their innovative programs

The Innovative University Clayton M. Christensen, Henry J. Eyring, 2011-06-24 The Innovative University illustrates how higher education can respond to the forces of disruptive innovation and offers a nuanced and hopeful analysis of where the traditional university and its traditions have come from and how it needs to change for the future Through an examination of Harvard and BYU Idaho as well as other stories of innovation in higher education Clayton Christensen and Henry Eyring decipher how universities can find innovative less costly ways of performing their uniquely valuable functions Offers new ways forward to deal with curriculum faculty issues enrollment retention graduation rates campus facility usage and a host of other urgent issues in higher education Discusses a strategic model to ensure economic vitality at the traditional university Contains novel insights into the kind of change that is necessary to move institutions of higher education forward in innovative ways This book uncovers how the traditional university survives by breaking with tradition but thrives by building on what it s done best

Competencies, Higher Education and Career in Japan and the Netherlands Jim Allen, Yuki Inenaga, Rolf van der Velden, Keiichi Yoshimoto, 2007-09-20 This book investigates how social and cultural factors affect the education training and career development of graduates of higher education in Japan and the Netherlands The aim of this book is to explore how Dutch and Japanese graduates choose and develop their careers in reference to the above mentioned challenges It is based on a unique data set consisting of surveys held among graduates three and eight years after leaving higher education

Engaged Learning and Innovative Teaching in Higher Education Will W. K. Ma, 2024-04-27 This book presents research studies investigating innovative curriculum design effective teaching pedagogies skilling and assessment of relevant competencies and innovative and learning associated technology The book is categorized into three sections I Innovative and digital learning environments II Assessment and development of future professional competencies and III Innovative curriculum design and teaching pedagogies It serves as a useful resource for academic instruction in higher education Employers administrators practitioners postgraduate students and postsecondary students in general will also find it informative

Journal of College Placement , 1983

Key Practices for Fostering Engaged Learning Jessie L. Moore, 2023-07-03 This book emerges from the author s ongoing work as director of Elon University s Center for Engaged Learning where for the past decade more than 200 scholars from over 120 post secondary institutions across more than a dozen countries have participated in multi

institutional scholarship of teaching and learning SoTL This book focuses on six key practices Acknowledging and building on students prior knowledge and experiences Facilitating relationships Offering feedback Framing connections to broader contexts Fostering reflection and metacognition Promoting integration and transfer of knowledge and skills Following the introduction the author devotes individual chapters to each of the six practices and the concluding chapter focuses on implementing the six practices as an integrated approach A Series on Engaged Learning and Teaching Book Visit the books companion website hosted by the Center for Engaged Learning for book resources Designing and Implementing Multimodal Curricula and Programs J. C. Lee,Santosh Khadka,2018-01-19 This volume presents a comprehensive overview of multimodal approaches to curriculum and programmatic implementation across a diverse range of teaching environments and across geographic and cultural boundaries Featuring contributions from scholars within and across both disciplines the book examines the ways in which new technologies link to expanding definitions of literacy and building on this how multimodal approaches might most effectively address the unique opportunities and challenges instructors face in contemporary classrooms and professional development programs Chapters draw on case studies from both existing scholarship and findings from the authors own experiences in practice including examples from writing rhetoric and composition courses open online learning courses and interdisciplinary faculty training programs The final section of the book showcases how the conversation might be further extended to address increasingly multilingual classrooms by exploring how multimodality has been implemented in transnational settings Engaging with key questions at the intersection of programmatic and curricular development and multimodal studies this book is a fundamental resource for graduate students and scholars in multimodality rhetoric studies language education applied linguistics and communication studies

Trends in Global Higher Education Philip G. Altbach,Liz Reisberg,Laura E. Rumbley,2019-04-09 Today s academic revolution is unprecedented Mass higher education has become a worldwide phenomenon with enrollments growing from 100 million to 150 million in just a decade The implications of massification are immense greatly increased participation for a more diverse population including women and many traditionally underrepresented socio economic groups the rise of private higher education diversification of academic institutions and systems and an overall weakening of academic standards at non elite institutions in many countries At the same time higher education is recognized as a key driver of the new knowledge economy Because of this research universities at the top of academic systems have become central institutions in contemporary society Trends in Global Higher Education analyses these and other key forces shaping higher education today Using up to date UNESCO statistics trends defining higher education are placed in a comparative and international framework Patterns of globalization the flow of students and scholars across borders the impact of information technology and other key forces are critically assessed This book is a key resource for understanding the present and future of global higher education Handbook of Quality Assurance for University Teaching Roger Ellis,Elaine Hogard,2018-07-03 This

practical and authoritative handbook provides a comprehensive overview of the issues and approaches to assuring quality in university teaching. Including contributions from major international figures, the book contains a wealth of ideas and practical advice to help universities commit to quality in teaching and offers insights into how the topics raised can be directly applied. The book initially identifies some of the key issues surrounding the topic, such as the evidence-based identification of teaching quality, the training of university lecturers and faculty, external and internal quality assurance, the tension between professional autonomy and governmental regulation, and the involvement of students in developing quality. It then moves on to present ideas and initiatives to address these problems, tackling the subject through four sections: Assuring Quality (questioning what quality assurance means and how it might be practised), Identifying Quality (examining what knowledge exists at present and how it might be further researched), Developing Quality (investigating the development of staff through teacher training and appraisal), and Case Studies of Quality Assurance (reviewing six case studies of quality assurance in a range of contrasting subjects, including the professional subjects of Medicine, Nursing, and Teacher Training, which are also addressed systemically in the first section). Full of practical advice, *Handbook of Quality Assurance for University Teaching* is an invaluable and unique resource for Faculty, Subject Leaders, University Administrators, and Quality Assessors. **Learning**

Assessment and Accountability for Higher Education in China Huanhuan Xia, 2025-06-17. The book explores how to use student learning outcomes assessment data to improve teaching and learning in Chinese higher education. The author comprehensively examines the assessment of learning outcomes within the context of both internal and external quality assurance schemes in China. She argues that such assessment must be applied within a defined policy framework, organizational structure, and operational procedures. The author highlights the importance of student learning outcomes assessment in Chinese higher education, its current state, and ways to use assessment data for accountability and the improvement of students' learning quality. The book makes an original contribution to higher education by exploring whether and how such assessments influence the challenging, resource-intensive and complex task of improving and sustaining education quality. The book will appeal to scholars and postgraduate students of higher education, education assessment and evaluation, and critical thinking. **Strengthening Teaching and Learning in Research Universities** Bjørn Stensaker, Graeme T. Bilbow, Lori Breslow, Rob van der Vaart, 2017-07-13. This book offers a range of approaches and specific examples of how a sample of internationally leading research-intensive universities from a variety of regions around the world work to improve teaching and learning. It describes and analyzes broad university initiatives and approaches that have the potential of driving institution-wide change processes in teaching and learning, thus providing a link between strategic ambitions and cultural transformation in the universities. Globally, research-intensive universities are increasingly pressured to increase their performance in both research and education. However, while much focus internationally has been devoted to how universities are working to boost their research performance, less is known about how internationally leading universities are working to

improve teaching and learning Through comparative cases drawn from universities in Europe Asia and the US key practices and lessons are identified and showcased providing a unique insight into the ways internationally leading research universities work to support and enhance staff engagement in teaching and learning It will be essential reading for researchers and advanced students working in Higher Education and Sociology particularly those with an interest in comparative studies

Integrative Learning Daniel Blackshields,James Cronin,Bettie Higgs,Shane Kilcommins,Marian McCarthy,Anthony Ryan,2014-11-13 Current teaching learning and assessment practices can lead students to believe that courses within a programme are self sufficient and separate Integrative Learning explores this issue and considers how intentional learning helps students become integrative thinkers who can see connections in seemingly disparate information and draw on a wide range of knowledge to make decisions Written by international contributors who engaged reflectively with their teaching and their students learning the book seeks to develop a shared language of integrative learning encouraging students to adapt skills learned in one situation to problems encountered in another and make autonomous connections across courses between experiences and throughout their lives More informed teachers can help students develop the necessary attributes for intentional learning which include having a sense of purpose fitting fragmentary information into a learning framework understanding something of their own learning processes asking probing questions reflecting on their own choices and knowing when to ask for help Integrative Learning draws on international research and vast studies to provide the reader with the resources to ensure access to a unified learning experience The book discusses conceptual and technical tools necessary for facilitating integrative learning across a range of disciplines as well as providing learning pedagogies and considers integrative learning in the context of the relevance of higher education in the complexity and uncertainty of the 21st century It will appeal to academics and researchers in the field of higher education as well as those generating higher education curriculums

Sustainable Development Goals and Institutions of Higher Education Godwell Nhamo,Vuyo Mjimba,2019-09-14 This volume brings together both theoretical and case study based contributions to the implementation of the Sustainable Development Goals SDGs in Institutions of Higher Education IHE presenting an impactful combination of authors from both developing and developed countries While most current publications addressing the SDGs and education focus on sustainable development in general and specific topics such as climate change or energy this book attempts to accelerate the localisation of the SDGs by presenting opportunities and innovations offered in various universities and campuses regarding SDGs localisation The book seeks to provide an important contribution to the global dialogue on IHE and the SDGs and will be of interest to academics and researchers engaged in the SDGs and education as well as government agencies and other interested stakeholders The book focuses on curriculum and learning matters research and development as well as community engagement Case studies detail the integration of SDGs in academic and professional development new approaches to implementing sustainability science instruction improvements in

teaching practices to enhance teacher competence and responsible management education. Additional focus is placed on the alignment of the SDGs in higher education with the other goals, emphasizing technological innovation for improved human health and environmental management and climate change policies and action plans. Interdisciplinary solutions for pressing environmental problems are also provided, making sure that no one is left behind in realising these global development goals.

Decoding **Quality In Liberal Learning Curricular Innovations In Higher Education**: Revealing the Captivating Potential of Verbal Expression

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