

Student-centred curriculum development



For the past seven years the **Erasmus Mundus International Master in Adult Education for Social Change** (IMAESC) featured a study-unit entitled 'Curriculum Development for Social Change'. Led by [Professor Carmel Borg](#), a curriculum specialist, the course programme is informed by a co-design approach to curriculum development.

Three months prior to the commencement of the study-unit, a detailed course programme is sent to the students for consultation and feedback, to avoid repetition and to promote relevance in the context of the overarching values and objectives of the degree. The students, who hail from all corners of the world, are also asked to contribute to the reference section of the study-unit. The call for access to more international literature is eventually mirrored in the students' dissertation.

Once in Malta for their second semester, students discuss the pedagogical approach to be adopted during the study-unit in question. This discussion is of strategic importance in curriculum development given that students are coming from different pedagogical traditions, ranging from the most traditional and transmissive to the more liberal and interactive.

Within the parameters set by UM, students are encouraged to negotiate aspects of the assessment procedures. Such negotiation allows for multiple ways of accessing and producing knowledge, and for adjustments that need to be made in response to learning difficulties and other inclusion issues.

Collectivity, a basic tenet of social change, is promoted throughout the study-unit, not only through cooperative-learning approaches but also through a collective deliverable – the IMAESC manifesto – which constitutes 30% of the global mark.

At the end of each three-hour session, students provide face-to-face feedback on the content produced and the pedagogies employed during the session. Ongoing reflection is meant to avoid misgivings at the end of the course programme and to promote immediate action as per students' feedback. This aligns with UM's commitment to ***maintain the relevance of teaching programmes*** under the [Learning and Teaching](#) pillar of the [Strategic Plan 2020-2025](#).

*Do you have an example of good QA practice at your unit which you would like us to share?
Get in touch with us at gac@um.edu.mt*