



# An institutional research-based education strategy in practice:

The UCL Connected Curriculum and How to Change the World

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#### **Outline**

- Institutional strategy: Connected Curriculum
- Curricula in practice: How to Change the World



# The role of the university is changing

- "In an age of supercomplexity, a new epistemology for the university awaits, one that is open, bold, engaging, accessible, and conscious of its own insecurity. It is an epistemology for living amid uncertainty." (Barnett 2000b: 409)
- Employability, future ready students.
- Response to:
  - Fee increase
  - Student experience
  - Drive to offer better education



#### **Research-based education**

- Reconceptualise HE as 'communities of practice' (Brew 2012: 111)
- Learning as researchers, questioning what we know and engaging in the edge of knowledge
- Allowing staff and students to work together in new ways
- Inspiring flexible and coherent strategies.



### **UCL's response**

Connected Curriculum:
Distinct approach to research-based education.



#### **UCL Connected Curriculum**

- Changing how we think about education and its relationship to research
- Enhancing education through research and enquiry-based activities
- Linking with professional practice
- Creating connected learning opportunities
- · Relevance for careers.





# **Commitment across the university**

At University College London, our top strategic priority for the next 20 years is to close the divide between teaching and research. We want to integrate research into every stage of [education]."

(Michael Arthur, President and Provost, UCL, 30 April 2014)





## A core part of UCL 2034, the 20 year strategy



#### Principal themes:

- 1. Academic leadership grounded in intellectual excellence
- A global leader in the integration of research and education, underpinning an inspirational student experience
- 3. Addressing global challenges through our disciplinary excellence and distinctive cross-disciplinary approach

- 4. An accessible, publiclyengaged organisation that fosters a lifelong community
- 5. London's Global University: in London, of London and for London
- 6. Delivering global impact through a network of innovative international activities, collaborations and partnerships



## **Connected Curriculum: key points**

- •Educating through dialogue and active, critical enquiry
- Creating an inclusive research and learning community
- Making connections across modules, programmes and beyond
- Equipping students to address global challenges
- Creating assessments that mirror research public engagement
- •Engaging students as partners, as co-producers of knowledge
- •Improving the experiences of students and staff.



# **UCL**

A <u>flexible</u> framework for Curriculum design

- A core principle &6 dimensions
- Designed to inspire
- •Flexibility allowing subject-specific adaptation
- •No single model defining research.

06 **Students** connect with each other, across phases and with alumni Students learn to produce outputs assessments directed at an audience 05

Students connect with researchers and with the institution's research

01

Learning through research & enquiry

Fung 2015

Students connect academic learning with workplace learning

04

A throughline of research activity is built into each

programme

Students make connections across subjects and out to the world

03





03

# **Interdisciplinarity and Connections**

- Critical mind-set that can operate across disciplines, boundaries, and traditional roles
- •Designed into all dimensions

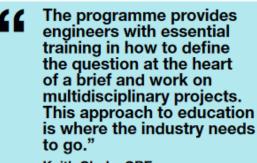
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# **How to Change the World**

- A credit bearing, intensive two-week programme
- Over 700 students in multi-disciplinary teams of 5 to 6
- 40 challenge partners, e.g. Arup, UKDECC, TfL and UN Habitat
- Students scope and devise solutions to open-ended global challenges



Keith Clarke CBE, Former CEO, Atkins





# **How to Change the World**

- Focuses on tangible outputs
- Encourages an understanding of how disciplines interact
- Develops the skills highly desired by employers
- "When I was at an assessment centre, I was asked for an example of when I was out of my depth. As soon as I could say I worked in multi-disciplinary teams of people I didn't know teamwork, communication, pitching ideas... You can see [the assessor] ticking all these things off their list one at a time."







#### **UCL Connected Curriculum**

#### www.ucl.ac.uk/connectedcurriculum

More information and downloads, including short animation

#### @UCLConnectedC

Engage in the Twitter dialogue

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