

CURRICULUM AGILITY WORKING GROUP: THE SELF-MAPPING PILOT

Problem/Question

The work on Curriculum Agility is an ongoing project that was started at the CDIO conference in Kanazawa in 2018. Since then, several iterations and refinements have been carried out to formulate core principles for an agile curriculum in higher engineering and design education. The current stage in the project involves establishing an evaluation methodology, and based on the output of the Curriculum Agility working group activities at CDIO Reykjavik in 2022, a self-mapping process of Curriculum Agility has been set up for engineering education institutions.

The self-mapping is qualitative, dynamic, and co-creative in nature. It involves multiple stakeholders of a curriculum from micro to macro level, from upper management, teaching staff, supportive staff, to students. With this method, a multi-level insight can be obtained on how adaptable one's engineering curriculum is to changes in society, technology and student characteristics and needs in the current situation. It also facilitates co-creating a strategic plan of transformation on the principles of Curriculum Agility within the self-mapping process.

In this stage of the co-creative Curriculum Agility development process, the time has come to do a pilot of the self-mapping process. This pilot is aiming to refine the Curriculum Agility self-mapping process and make it available to engineering education within and beyond the CDIO network afterwards.

Leaders (the persons who will evaluate the applications):

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Things to be done before the physical conference

CDIO members who take part in the pilot will go through the 5 steps of the method between February and May 2023. A zoom meeting will be organised in May to discuss progress and any challenges arising under the process. For participants who do not take part in the pilot another zoom meeting will be planned in May in preparation for the working group day.

On the working group day at the CDIO Trondheim conference in June 2023, the participants will come together and the experiences with the self-mapping method will be shared and reviewed. Each pilot participant will present their outcomes and evaluate experiences with the method. This will serve two goals. Firstly, we will summarize what Curriculum Agility bottlenecks and strategies our institutions currently have and how different or similar these outcomes are. Secondly, the aim

is to sharpen the method of self-mapping, based on the experiences of the participants after having carried out the mapping process. In this latter step, all participants can be actively involved.

How will the finalization of the state-of-the-art paper be organized?

The first results of sharing the outcomes of the Curriculum Agility self-mapping by the participants of the working group will give insights in how the Curriculum Agility within the institution of the participants relate to each other. A summary will be communicated within CDIO via an oral presentation. For the second results, the sharpened method of self-mapping Curriculum Agility, the aim is to publish in a journal about this afterwards with those participants who are interested in actively co-authoring.

Other relevant information:

Taking part in the pilot will cost about 40 hours in preparation time plus 6 hours during the working group day in Trondheim. Taking part in the working group day only will take 8-12 hours. If any new participant is interested in doing the pilot before the working group day, they are welcome to contact the leaders of this working group to get more information and the self-mapping pilot materials.