

CREATIVE CURRICULUM A MODEL

| Traditional Curricula* | Emerging Curricula* | Creative Curricula | Implications for assessment | Graduate identity |
|--------------------------|----------------------|-------------------------------------|---|--|
| Knowing that | Knowing how | Knowing how & why | Assessment as <i>map</i> | The guide: whose adaption to innovations will be grounded in a sound knowledge of appropriate professional or disciplinary histories, forms, practices, technologies and techniques. |
| Written communication | Oral communication | Multimodal communication | Assessment as <i>demonstration</i> | The presenter: adept at engaging with variety of audiences through entertaining, creative and informative communications presented in a broad range of personal and mediated forms. |
| Personal | Interpersonal | Cultural | Assessment as <i>initiation</i> | The citizen: adept at assessing and negotiating personal, professional, disciplinary and organisational ethical frameworks resulting in responsible professional practice. |
| Disciplinary skills | Transferable skills | Flexible interdisciplinary skills | Assessment as <i>curating and linking</i> | The curator: who links to and respects the work of others |
| Intellectual orientation | Action orientation | Reflection in action | Assessment as <i>reflection</i> | Reflective thinker: who develops and evaluate ideas, concepts, sources and processes by thinking creatively, critically and reflectively.** |
| Problem-making | Problem-solving | Problem-engagement | Assessment as <i>experiment</i> | Resilient professional: who will meet problems as opportunities for growth by harnessing personal and collective resources for change*** |
| Knowledge as process | Knowledge as product | Knowledge as construction | Assessment as <i>authentic task</i> | The producer: able to work independently and collaboratively in a range of differently resourced autonomous and organisational environments. |
| Concept based | Issue based | Meaning based | Assessment as <i>encounter</i> | The story teller: whose communications will be underpinned by an understanding of and designed to facilitate the participatory cycles of contemporary communications. |
| Knowledge based | Task based | Knowledge artefact based | Assessment as <i>artefact</i> | The creator who learns through making and doing and by engaging with the making and doing of others |
| Face to face | Web enhanced | Blended and Technologically engaged | Assessment as <i>discerned choice</i> | The innovator: who understands fundamental technological and processes and functions which will enable them to quickly adapt to continual technological innovation in their discipline/profession and critically investigate and analyse the affordances of new technologies |

*Adapted from: Barnett, Ronald, Gareth Parry & Kelly Coate, 2001, "Conceptualising Curriculum Change" *Teaching in Higher Education*, Vol. 6, No. 4 p.437

**adapted from *Creative & Performing Arts Learning and Teaching Academic Standards Statement* Jonathan Holmes, Wendy Fountain Australian Learning and Teaching Council 2010

*** adapted from Tempiski, P., Martins, M. A., & Paro, H. 2012. "Teaching and learning resilience: a new agenda in medical education". *Medical Education* 46 p