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# Crynoldebau / abstracts

Revisiting ‘Good’ Education: Towards a Connected Curriculum

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As we develop our educational provision, how do we know that we’re improving it and not just changing it? How are we, explicitly or tacitly, characterising ‘good’ education, both in the disciplines and across the institution? And how can we build on the synergies between our research and teaching, within and beyond our departments, to enhance students’ learning and even enrich our research?

In this session we will draw on the field of philosophical hermeneutics (Gadamer 2004; Fairfield ed. 2012) to explore these questions, and consider the relationship between education, research, scholarship and values: what is at the heart of the academic mission? Is the purpose of higher education to provide individuals with what they need to succeed in a competitive world, or is it advancing ‘the global common good’ (UNESCO 2015)?

Considering issues of academic freedom for both academics and students (Macfarlane 2012), we will then look at new possibilities for values-based curriculum design, using UCL’s Connected Curriculum initiative as a case study. Connected Curriculum (Fung 2015, Fung forthcoming) takes a distinctive approach to research-based education. Exploring its benefits and some examples of its application at UCL and beyond, we will also consider barriers to educational change, including the need to reward and promote staff who commit time and expertise to education and education leadership (Fung and Gordon 2016).

We will finish with time for questions and comments: how relevant are these issues and approaches for staff and students at the University of Aberystwyth?

References

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