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| Autore                  | Fung Dilly  |
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| Descrizione fisica      | 1 online resource (167 pages)   |
| Collana                 | Spotlights (UCL Press)  |
| Disciplina              | 378   |
| Soggetti                | Education, Higher - Aims and objectives<br>Education, Higher - Curricula  |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Nota di bibliografia    | Includes bibliographical references and index.  |
| Nota di contenuto       | Introduction -- 1. Introducing the Connected Curriculum framework -- 2. Learning through research and enquiry -- 3. Enabling students to connect with researchers and research -- 4. Connected programme design -- 5. Connecting across disciplines and out to the world -- 6. Connecting academic learning with workplace learning -- 7. Outward-facing student assessments -- 8. Connecting students with one another and with alumni -- 9. A connected curriculum at UCL -- 10. Moving forward. -- References -- Index.  |
| Sommario/riassunto      | Is it possible to bring university research and student education into a more connected, more symbiotic relationship? If so, can we develop programmes of study that enable faculty, students and 'real world' communities to connect in new ways? In this accessible book, Dilly Fung argues that it is not only possible but also potentially transformational to develop new forms of research-based education. Presenting the Connected Curriculum framework already adopted by UCL, she opens windows onto new initiatives related to, for example, research-based education, internationalisation, the global classroom, interdisciplinarity and public engagement. A Connected Curriculum for Higher Education is, however, not just about developing engaging programmes of study. Drawing on the field of philosophical hermeneutics, Fung argues how the Connected Curriculum framework can help to create spaces for critical dialogue about educational values, both within and across existing research groups, teaching departments |

and learning communities. Drawing on vignettes of practice from around the world, she argues that developing the synergies between research and education can empower faculty members and students from all backgrounds to contribute to the global common good.

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