

1. Record Nr.	UNINA9910823219703321
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Titolo	Re-imagining curriculum : spaces for disruption // Lynn Quinn
Pubbl/distr/stampa	[Place of publication not identified] : , : Sun Press, , 2019
ISBN	9781928480396 (electronic books) 1-928480-39-X
Descrizione fisica	1 online resource (432 pages)
Disciplina	378.68
Soggetti	Education, Higher - South Africa Universities and colleges - Curricula - South Africa Curriculum change
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	MRU author.
Nota di contenuto	1. Why the focus on "curriculum"? Why now? -- 2. Decolonising the curriculum: Recontextualisation, identity and self-critique in a post-apartheid university -- 3. Decolonising university curricula: Reflections on an institutional curriculum review process -- 4. Disrupting single stories through participatory learning and action -- 5. Reimagining knowledge in the curriculum: Creating critical spaces for alternative possibilities in curriculum design -- 6. Transforming curriculum development through co-creation with students -- 7. Integrating academic literacies into the curriculum in Occupational Therapy: Currents of disruption and congruence in a collaborative process -- 8. Uncovering the complicit: The disrupting interview as a decolonising practice -- 9. Reconfiguring academic development through feminist new materialist and posthuman philosophies -- 10. Academic developers as disruptors: Reshaping the instructional design process -- 11. "I've got a deep, complicated relationship with technology": Towards an understanding of the interplay of barriers and agency in academics' educational technology practices -- 12. Reimagining curriculum development and the role of academic developers in a university of technology in the postcolonial setting -- 13. Constructing curriculum in a time of transformation: A department's experience in South Africa -- 14. Defending the diploma: Academic developers as

curriculum collaborators in technical contexts -- 15. Disrupting academic reading: Unrolling the scroll for academic staff -- 16. Advancing democratic values in higher education through open curriculum cocreation: Towards an epistemology of uncertainty -- 17. "I just felt like I was trying to swim through molasses": Curriculum renewal at a research-intensive university -- 18. Academic development insights into decolonising the Engineering curriculum -- 19. Creating spaces for the emergence of new realities in science curriculum thinking -- 20. Cognitive justice and the higher education curriculum.

Sommario/riassunto

The book argues that academics, academic developers and academic leaders need to undertake curriculum work in their institutions that has the potential to disrupt common sense notions about curriculum and create spaces for engagement with scholarly concepts and theories, to reimagine curricula for the changing times. Now, more than ever in the history of higher education, curriculum practices and processes need to be shared; the findings of research undertaken on curriculum need to be disseminated to inform curriculum work. We hope the book will enable readers to look beyond their contextual difficulties and constraints, to find spaces where they can dream, and begin to implement, innovative and creative solutions to what may seem like intractable challenges or difficulties.
