

# **Redesigning, Implementing and Evaluating Learning-centred Undergraduate Degree Programmes: Balancing Learning Outcomes in Provincial, Institutional, Programmatic, Course Design and Classroom Contexts**

## **ABSTRACT**

*While the scholarship of teaching and learning in higher education has gained considerable recognition and momentum in recent years, much less attention has been afforded to scholarly approaches to and the scholarship of curriculum practice. Undergraduate program reform on a global scale, however, with mandates and requirements to implement explicit learning outcomes and assessment policies for all undergraduate curricula, presents significant pedagogical, as well as implementation challenges for administrators, curriculum leaders and individual faculty members (Barr & Tag, 1995; Bergen Communique, 2005; CRAC, 2003; Bresciani, 2006; Hubball & Burt, 2004, in press; US Council of Regional Accrediting Commissions, 2003). In Ontario, Canada's most populated province, for example, program-level learning outcomes have been developed for all undergraduate degree programs in all twenty universities. Implementing learning-centred curricula is a complex, multifaceted and iterative process. It is shaped by many factors (social, political, economic, organizational, cultural and individual) and involves people at various institutional levels (administrators, curriculum development committee personnel, instructors and learners) in complex settings (Cox, 2004; Hubball & Gold, in press; Schneider & Shoenberg, 1999). This presentation focuses on scholarly approaches to and the scholarship of curriculum practice in Provincial, institutional and undergraduate degree program contexts. Data suggest that a flexible, integrated and stage-specific framework was successful for the development, implementation and evaluation of learning-centred curricula in various settings. Developing and implementing learning-centred curricula is an individual and social contextual process. Guiding principles and comprehensive strategies are provided from critical lessons learned in various undergraduate degree program contexts.*

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