Curriculum Development Canvas

Competence

- Theoretical definition:
Why do we want to achieve this? (Reason)
- Operational definition:
What do we want to achieve? (Purpose)
Which are the indicators?
- Is our learning approach result-oriented, process-oriented, or both?

Target group - Who?

- Who will benefit from the outcomes of the module?
- Who are the direct beneficiaries? And the indirect ones?
- How are they involved in the design?

Needs - Which issue?

- What is our current position?
- What are the challenges faced by the target group?
- What are their priorities, their main needs?

Objectives - Which goal?

- Where do we want to get?
- Do the objectives reflect our needs?
- What would be possible outcomes of the module?
- What is innovative about our idea?
- Are our objectives SMART? (Specific, Measurable, Achievable, Realistic, Timed)

Contents - What?

- What should people learn during the module?
- Which contents are specific and which are standard?
- Which of them are transferable to other realities?
- What prior knowledge is required to learn the contents?
- How are we going to pre-test the prior knowledge?
- Do contents meet our objectives? How are checkpoints incorporated within our contents?

Methodology - How?

- How are we going to get there?
- What's our approach?
- What necessary steps do we have to take in order to achieve the objectives?

Activities

- When are we going to do what? How are activities organised in our module?
- What will be done for preparation, implementation and evaluation?
- How are the project materials (case studies, teaching notes, etc.) included in the activities?
- How are the learners involved in the activities? How meaningful are the activities to their realities?
- Which activities will be experiential and which instructional?
- How feasible are the activities in terms of available resources (human, physical and financial)?
- Are all our objectives covered by the activities?

Evaluation - What works?

- Which are the expected outcomes?
- How do we know we have accomplished them?
- Formative evaluation?
- Summative evaluation?
- How do we measure the outcomes?
- Are we going to use performance-based assessment, objective-referenced tests, or both?

Linked Competences

- List specific topics and sub-topics, or connections from other competence areas.
- List those competences that can be also included in this module as horizontal or cross-curricular.
- Could they be combined or integrated in the above competence? How does the learning approach contemplate that possibility?

Learning Flow

- How coherent is it?
- Is there a cumulative sequence of activities?
- Is it content-specific?
- How is it related to the needs of the target group?
- How meaningful is the learning process to the learners?
- How can they add meaning and relate it to their experiences?

Resources

- List the necessary resources - physical, financial and human- to implement our module
- How can we benefit from our current resources?

Outcomes

- How do the learning outcomes meet the competence definition?
- In what way do we test the objectives throughout the module and adjust them, if necessary?
- What methods are we going to use to record and validate learning outcomes?
- How are they integrated in the learning flow?
- What will be the impact of the learning outcomes for the practitioners and indirect beneficiaries?