**The DeCoRe plus Curriculum Design & Reconstruction Methodology**

**The methodology steps**

**INSTRUCTIONS:**

Work in groups of 2-3.

Select one of your courses.

Apply the deconstruction process steps (11:00 – 12:00)

When done, exchange your work with the group next to yours for peer reviewing. (12:00 – 12:20)

Dedicate the last 10 minutes to provide feedback to each other, 5’ minutes per group. (12:20 – 12:30)

**DECONSTRUCTION PROCESS**

**1. COURSE CONTENT**

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| **1. COURSE CONTENT** | **DECONSTRUCTION PROCESS** |
| **Title of the course:**  **Faculty:**  **Institution:**  **Name of Instructor:**  **Type of course (e.g. core or general):**  **Expected number of students in the 2019-20 academic year:**  **Names of staff involved in the course deconstruction process:** | |
| 1.2 What is the main idea? |  |
| 1.3 What are the aims and specific objectives of the course? Are the objectives clear? |  |
| 1.4 Is the content of the course suitable to goals and objectives, with clear and understandable concepts, principles and ideas? |  |
| 1.5 Does the course include dynamic activation elements that stimulate student interest? |  |
| 1.6 Does the course include learning activities that create conditions for both the revocation of prior learning and build new knowledge? |  |
| 1.7 Are the learning activities connected with learning objectives? |  |
| 1.8 Are the learning activities connected with knowledge from other subjects/courses? If YES, specify what and how. | **Yes / No** |
| 1.9 Are the course topics and learning activities related to real life and the four dimensions of sustainability justice (environmental justice, social justice, economic justice & cultural justice)? | **…**  For the four pillars of sustainable justice:   1. **Environmental justice** - … 2. **Social Justice** - … 3. **Economy justice** - … 4. **Cultural justice** - … |
| 1.10 Does the content of the course and especially the learning activities connected to the six learning pillars for sustainable development (learning to know, learning to be, learning to live together, learning to do, learning to transform oneself and society & learning to give and share), | **For the six pillars for sustainable development:**  **1. Learning to know**….  **2. Learning to be** …    **3. Learning to do** …  **4. Learning to live together sustainably** …  **5. Learning to transform oneself and society** …  **6. Learning to give and share** … |
| 1.11 Does the content of the course and especially the learning activities connected to the 10Cs? | **Yes / No**  **For 10C’s:**  **Collaboration** …  **Communication** …  **Critical thinking** …  **Creativity** …  **Cross-cultural understanding** …  **Connectivity .**..  **Critical reflection** …  **Critical consciousness** …  **Constructing knowledge** … |
| 1.12 Are the learning activities integrated with problem-based learning (PBL) strategies? (Read the paper on PBL) | **Yes / No** |
| 1.13 Does the course reproduce the dominant ideology and the economic model of non-sustainable economic growth? | **Yes / No** |
| 1.14 What kind of knowledge interest is promoted in this teaching/learning unit/module?   1. technical/instrumental knowledge (transmit information-knowledge); 2. practical knowledge (focus on deep understanding of the subject); and 3. emancipatory knowledge (creating conditions for empowerment and change towards a sustainable society). |  |
| 1.15 Is there a hidden curriculum designed? (That is, if learners are given the opportunity to learn concepts, principles, ideas and values that are not registered with the course syllabus). If YES, record and explain. |  |
| **2. METHOD OF ASSESSMENT** |  |
| 2.1 How are students assessed? |  |
| 2.2 Do you think that the assessment methods reduce or limit the interest of students to actively engage in the learning process? | **Yes / No** |
| 2.3 Are the key concepts included in the course assessed through the learning activities and/or other forms of assessment? | **Yes / No** |
| 2.4 Are there concepts and/or values in the course that are taught, but not explicitly assessed? | **Yes / No** |
| 2.5 Is the assessment authentic? Does it include, for example, multiple modes of evaluation, quantitative and qualitative criteria? Are the assessment methods related with real life situations? | **Yes / No** |
| **3. GAPS, PURPOSEFUL OMISSIONS AND UNDERLYING ASSUMPTIONS** |  |
| 3.1 What do you think is missed or silenced from the course content? Why is it so? Give sound explanations and reasons. |  |
| 3.2 Which persons and things are purposefully omitted? Why? |  |
| 3.3 What questions are not raised? Why? State the questions that should be taken into consideration. |  |
| 3.4 What are the underlying assumptions of the course? |  |
| **4. POWER AND INTERESTS** |  |
| 4.1 What interests/views are raised in this course? Why; |  |
| 4.2 What interests/views are hidden or silenced in this teaching/learning unit/module? Why? |  |
| 4.3 Are the alleged views in the course objective and just? | **Yes / No** |
| **5. PROJECTED IMAGE AND REALITY** |  |
| 5.1 What is the image of the world that passes through the course? |  |
| 5.2 Which side of social reality is depicted through the course? |  |
| 5.3 What is real and what is imaginary in the course? |  |
| **6. COURSE DEVELOPERS/ AUTHOR'S IMAGE** |  |
| 6.1 What image does the reader form of the developers of the course content? |  |
| 6.2 What values/ideas are espoused by the developers of the course content? |  |

**CONSTRUCTION PROCESS**

The construction process consists of two key parts. In the first, you are asked to assess the implications that the deconstruction outcomes entail to the reconstruction of the curriculum unit/module. In the second, you need to select and define appropriate materials, methods, strategies, media and any tools you consider useful, that can reflect the deconstruction outcomes. At this step, particular emphasis is given to what is needed for the reconstruction of the curriculum unit/module and ensure the integration of sustainability justice in the reconstructed curriculum.

**INSTRUCTIONS:**

Based on the detailed and critical answers to the deconstruction process, start the construction process by recording the main points that need changes and describing your proposals which will be used in the reconstruction process

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| CONSTRUCTION PROCESS | |
| 7.1 Content |  |
| 7.2 Evaluation Methodology |  |
| 7.3 Gaps, purposeful omissions & underlying assumptions |  |
| 7.4 Power and interests |  |
| 7.5 Alleged perspective/reality |  |
|  |  |
| CRITICAL REFLECTION Reflect on what is needed to support the following four domains | |
| Interactive Teaching/Learning [Give a short description of the ICT tools, multimodal texts, learning styles, repositories of learning material and tools, classroom organization] | Learning pillars and 10Cs [Give a short description of how you will integrate the six learning pillars and 10Cs following an interactive teaching/learning process dealing with authentic problems] |
|  |  |
| Teaching/learning approaches [Give a short description for the integration of interdisciplinary and problembased learning approaches, giving due emphasis on student-centered learning, cooperative learning and transformative learning, etc.] | Authenticity [Give a short description of how the key concepts and new learning activities are related to real life, experiential and social learning, active citizenship] |
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**RECONSTRUCTION PROCESS**

**INSTRUCTIONS:**

To follow up on all the previous steps and especially in constructing the revised course (Step 4), in the reconstruction process (Step 5), you need to elaborate on all you have done in a more structured way using the following: 1)[**the course syllabus template**](https://www.rcecrete.gr/sdgstools/wp-content/uploads/Course-Syllabus-Template.docx) and 2) [**the extended course syllabus template**](https://www.rcecrete.gr/sdgstools/wp-content/uploads/Extended-Course-Syllabus.docx). To facilitate this process, you will find at the end another general example of teaching a course on SDGs

As pointed out in the deconstruction process, you start with your initial course syllabus for the selected course. It is time to complete the reconstructed syllabus based on the course construction results. Using the results of the deconstruction and construction processes through the lens of the critical reflection results in Step 1, you start developing the course syllabus and then proceed to the extended course syllabus, which turns the weekly schedules of the course syllabus into a cohesive structure of modules.

To gain a deeper understanding of their importance, look at these two templates and the example in a general course entitled “[**Sustainable Development Goals and Global Challenges.**](https://www.rcecrete.gr/sdgstools/wp-content/uploads/Sustainable-Development-Goals-and-Global-Challenges.docx)”