

Factors that enable and limit curriculum development

Enabling		Limiting
<ul style="list-style-type: none"> • Culture of engagement, agency • Common vision, guiding principles • Open to change • Prepared, groundwork laid • Positive belief in commitment of others • Accreditation or quality assurance requirements 	<p>Contexts and Cultures:</p> <p><i>What contextual factors enable/limit faculty participation?</i></p>	<ul style="list-style-type: none"> • Fear, mistrust • Perception expectations are unreasonable • Unproductive/destructive meeting behaviours • Top down leadership/direction
<ul style="list-style-type: none"> • Committees with defined goals • Clear leadership • Realistic deadlines • Steady pace, regular time is made for work • Guiding documents • Access to data • Authentic consultation 	<p>Structures and Resources:</p> <p><i>What organizational factors enable/limit progress?</i></p>	<ul style="list-style-type: none"> • Lack of clarity • On again, off again activity • Turnover of key contributors • Poor reporting, tracking • Work in isolation • Single worker or outsourcing • Short timelines during busy periods
<ul style="list-style-type: none"> • Student learning • Faculty engagement • Meaningful data • Stakeholder consultation • Leveraging existing strengths, learning from experience • Alternatives, options, ways to improve • Alignment in curriculum 	<p>Attention and Focus:</p> <p><i>What foci enable/limit decision making?</i></p>	<ul style="list-style-type: none"> • Teaching commitments • Premature concern with detail • Critique of methodology • Frustration with process • Preoccupation with replicating a peer program • Premature concern with detail • Unresolved, unexpressed concerns
<ul style="list-style-type: none"> • Non-threatening, neutral persona • Respect for context, concerns, individuals • Prompting questions • Anticipating needs • Timely responses to needs • Providing data analysis and interpretation 	<p>ED Contributions:</p> <p><i>How can educational developers enable/limit this work?</i></p>	<ul style="list-style-type: none"> • Introducing unnecessary complexity • Use of educational jargon • Lacking disciplinary credibility • Misplaced expectations on faculty • Failing to pick up on interpersonal nuance

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