

ABSTRACT

Integration of the graduate profiles and academic literacy capabilities into the academic curricula: A case study

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Achieving constructive alignment in curriculum and assessment design is one of the key challenges for faculty teaching staff and course coordinators. A primary driver for this alignment is the attainment of specific capabilities defined through graduate profiles, employability-driven needs, disciplinary knowledge and practice. This presentation will engage participants in the process of transforming academic curricula to accommodate students learning needs and develop transferable capabilities as defined in the newly released Graduate Profile. Based on the undergraduate year 1 case-study at the University of Auckland, we will focus on the application of learning analytics to identify gaps, curriculum analysis and re-design process, pedagogy, theoretical frameworks and evidence of impact. This session will open the discussion on practical as well as challenging experiences in integrating academic literacy capabilities into curriculum and its outcomes.