SPACE
Supporting Professionals and Academics for Community Engagement

Curriculum (Re)Design for Community Engagement:

A Support Kit



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HOW TO USE THIS KIT

Purpose of the support kit

Curriculum (Re)Design for Community Engagement, developed through the Erasmus+ SPACE project, is a practical support kit for (re)designing higher education curricula that integrate community-engaged teaching and learning (CETL). CETL connects academic learning with real-world challenges through collaboration between students, teaching staff and community partners. Through this process, students engage with locally grounded yet globally relevant issues as part of their study programme, while community partners benefit from collaboration that supports their own needs.

Who the support kit is for

This support kit is intended for those involved in processes of curriculum development in higher education. Primary users include:

- **academics** engaged in the design or redesign of courses
- **programme coordinators** leading programme-level renewal
- **educational developers** and **quality advisors** facilitating curriculum enhancement processes
- **institutional leaders** responsible for shaping strategic partnerships and support initiatives.

The support kit may also be of value to **students, community partners, policy-makers**, and others interested in understanding the principles, practices and implications of CETL.

How the support kit is structured

The support kit is organised into five complementary parts:

Part I – Foundations
Introduces key concepts and the overall curriculum (re)design model.

Part II – Curriculum (Re)Design Actors & Pathways
Explores who to involve in the curriculum (re)design process and how to involve them.

Part III – Curriculum (Re)Design Cases
Provides examples of (re)designed curricula and their outcomes.

Part IV – Curriculum (Re)Design Support
Describes how to support teams undertaking collaborative curriculum (re)design

Part V – Curriculum (Re)Design Tools
Offers practical instruments to support collaborative curriculum (re)design processes.

Each part of the support kit follows a consistent structure to help readers navigate the presented materials with ease. They begin with a short introduction outlining what the section covers and who it is most relevant for. The main body then explores foundational concepts, supportive models, and practical examples. Each part of the publication closes with reflection prompts and suggestions for implementation, followed by key concepts and further reading that provide working definitions for concepts that are central in the support kit and offer a curated selection of relevant resources for deeper exploration.

Choosing your entry point

The support kit is designed so you can enter at different points depending on your role and what you want to achieve.

If you are a **course coordinator** working on the (re)design of a single course, you may want to begin with Part I for the conceptual foundations, then explore Part II (see Pathway 1 on course-level redesign), followed by the (re)design case narratives in Part III, and the relevant tools in Part V.

If you are a **programme coordinator** leading a programme-level (re)design, start with Part I for conceptual alignment, then move to Part II (see Pathway 2 on programme-level redesign). You can then consult the implementation guidelines and support pilot narratives in Part IV and use the relevant tools in Part V to support your process.

If you are a **support professional** facilitating a curriculum (re)design initiative, we recommend starting with Part I, then the facilitators' guidelines in Part II, followed by the implementation guidelines and pilot examples in Part IV, and finally the relevant tools in Part V.

Who developed the support kit

The support kit was developed and piloted as part of a three-year European project funded through the Erasmus+ programme. The **SPACE project** (*Supporting Professionals and Academics for Community Engagement in Higher Education*) involved a consortium of universities, community partners and experts from four countries to build capacities of universities to integrate community engagement into their curricula and organisational practices. More information on the project is available on www.community-engagement.eu.

As part of the SPACE project, four universities (University College Cork, Ireland; University of Girona, Spain; University of Rijeka, Croatia; and Vrije Universiteit Brussel, Belgium) co-created the curriculum (re)design methods presented in this support kit and applied them at their institutions in collaboration with faculty members, support professionals, community partners and students.

How to get the most value

To use this support kit effectively:

- Work in dialogue with others (students, colleagues, partners)
- Treat tensions and dilemmas as learning opportunities
- Adapt tools to your local context
- Build in moments for reflection and iteration

Curriculum (re)design for community engagement is not a technical exercise. It is a **relational practice** grounded in dialogue among diverse actors, requiring the careful balancing of stakeholder perspectives and ensuring that all participants have an authentic role in shaping outcomes. It is also a **strategic endeavour**, aimed at aligning actions with longer-term goals and intended impacts, as well as a **reflexive process** that calls for ongoing learning, adaptation, and critical reflection. This support kit is designed to help you navigate this complexity with confidence and coherence.

PART I:

FOUNDATIONS

INTRODUCTION

What you will find in Part I

Part I (Foundations) introduces the purpose, foundations, and conceptual background of the *Curriculum (Re)Design for Community Engagement: A Support Kit*. It clarifies what community-engaged teaching and learning (CETL) entails, how collaborative curriculum (re)design differs from traditional curriculum development strategies, and how one can promote curriculum (re)design as a process in which different participants contribute step by step, while also learning from each other and from the process itself.

How you can use it

Part I aims to support the development of a shared understanding before moving into the action of collaborative curriculum (re)design for community engagement.

As an individual, it can help you:

- build your understanding of key concepts and terminology;
- reflect on how curriculum (re)design connects to broader societal and educational developments;
- prepare to introduce or discuss CETL with colleagues, leadership, or external partners.

As a team, it can help you:

- develop a common language and shared starting point;
- create alignment around the purpose and context of curriculum (re)design;
- support dialogue and collaboration across teams, departments, institutions, or partners.

Why start here

Start here if you want conceptual clarity and a solid foundation for the work ahead.

What you will find in the other parts

Part II – Curriculum (Re)Design Actors & Pathways
Explores who to involve in the curriculum (re)design process and how to involve them.

Part III – Curriculum (Re)Design Cases
Provides examples of (re)designed curricula and their outcomes.

Part IV – Curriculum (Re)Design Support
Describes how to support teams undertaking collaborative curriculum (re)design

Part V – Curriculum (Re)Design Tools
Offers practical instruments to support collaborative curriculum (re)design processes.

GROUNDING

Why develop a community-engaged curriculum?

Community engagement in higher education

Community engagement in higher education refers to the ways universities collaborate with external partners to address societal needs while advancing teaching and research (Farnell et al., 2020). Across Europe and beyond, it is increasingly recognised as a core mission of higher education alongside teaching and research. Universities are therefore expected not only to generate knowledge but also to mobilise it in ways that contribute to addressing complex social, cultural, economic, and environmental challenges through meaningful partnerships with communities (which can include local authorities, public institutions, business, schools and citizen groups).

One important avenue through which universities fulfil this mission is community-engaged teaching and learning (CETL). CETL involves students partnering with communities on mutually beneficial, curriculum-integrated projects, supervised by faculty and co-designed for both student learning and community advancement (Bates et al., 2022). Rather than replacing traditional academic approaches, CETL complements them by linking theoretical knowledge with practice and by creating opportunities for experiential, collaborative, and reflective learning. Community partners are not treated as recipients of support, but as co-designers of learning activities and contributors of knowledge and experience. Through these processes, students apply disciplinary knowledge to real-world problems, while community partners can benefit from structured collaboration that supports their own priorities and needs.

The value of community engagement in general, and CETL specifically, lies in the capacity of these approaches to connect academic education with the pressing challenges articulated in global frameworks such as the United Nations Sustainable Development Goals (SDGs). The SDGs highlight the need for interdisciplinary collaboration, civic responsibility, and practical problem-solving to address issues such as climate change, inequality, public health, and sustainable economic development. CETL offers a pedagogical approach through which universities can support these ambitions by enabling students to work with communities on locally grounded yet globally relevant challenges. In doing so, higher education institutions contribute not only to knowledge production but also to societal transformation.

Enriching learning through real-world engagement

CETL can be understood through three interconnected characteristics that shape its pedagogical design and set it apart from more traditional educational approaches.

First, CETL is fundamentally **authentic** in nature. Rather than simulating practice or remaining primarily within disciplinary abstraction, it situates learning in real-world contexts where knowledge is experienced as meaningful beyond the classroom.

Second, CETL is **co-creative**. Learning is not predefined or delivered unilaterally, but actively shaped through collaboration between students, educators, and community partners. Responsibility for defining learning goals, shaping processes, and developing outcomes is shared, enabling learning trajectories to emerge through ongoing negotiation and joint inquiry.

Third, CETL is **transformative**. By engaging with pressing societal challenges and diverse perspectives, students are supported in developing more nuanced understandings of complex issues. This process can also prompt shifts in how they perceive themselves, their relationships with others, and their roles and responsibilities within society.

Strengthening civic competences

CETL has been shown to support the development of student civic competences (see Allmang et al., 2025) — a combination of knowledge, skills, attitudes, and values that enable individuals to address complex societal challenges and contribute to positive social change. These competences include stakeholder collaboration, systems thinking, action-orientation, resilience, and the ability to reconcile competing perspectives. Experiential learning settings such as community-engaged projects are particularly well suited to developing these capabilities because they require students to navigate real-world complexity, work with diverse stakeholders, and reflect on the social impact of their actions.

> **Students no longer learn theory only, they apply knowledge in practice and witness firsthand how they can shape and improve community habits and conditions.**
>
> **– Participant, SPACE curriculum (re)design programme**

Challenges to mainstream CETL integration

Despite its recognised value, the systematic integration of community engagement into higher education curricula remains challenging. Many initiatives still depend on the motivation of individual educators or isolated pilot projects and often lack the institutional structures, pedagogical frameworks, and resources necessary for long-term sustainability. As a result, CETL frequently remains peripheral to mainstream curriculum design rather than becoming an integral component of academic study programmes.

Different levels of curriculum integration

At the same time, community engagement can be integrated into the curriculum in diverse ways. The question is not simply whether to include community engagement, but where and how strongly it is embedded. There are three broad levels of integration:

- **Peripheral integration**: community engagement sits alongside the formal curriculum, for example through optional activities, extracurricular initiatives or stand-alone elective modules.
- **Partial integration**: community engagement is included in specific courses, modules or assignments, but does not shape the overall structure of the study programme.
- **Central integration**: community engagement is built into the core curriculum. It informs learning goals, teaching methods, assessment and the overall organisation of the course or programme. This may include compulsory modules, early exploratory engagement activities or final capstone experiences linked to real-world challenges.

These orientations should not be understood as a fixed hierarchy or linear pathway. Rather, they represent different possible entry points into curriculum (re)design. Peripheral or partial integration may be appropriate in some contexts, especially when institutions, staff or partners are beginning to experiment with CETL. Programmes and educators may move between them over time, deepening or reconfiguring integration as partnerships evolve, institutional conditions shift, and new insights emerge.

What matters is that the level of integration is carefully aligned with the needs and capacities of students, teaching staff and community partners. Poorly coordinated integration can create overload, unclear expectations or fragmented learning experiences. Curriculum integration should therefore be treated as an ongoing process of reflection, dialogue and adaptation, rather than a one-off design decision.

How to develop a community-engaged curriculum?

The SPACE project: Adopting a novel approach to supporting academics in curriculum (re)design

The SPACE project developed tools, methods and guidelines to support academics, professional staff, students and community partners in designing community-engaged curricula. Rather than treating CETL as a quick add-on to existing courses, SPACE approached curriculum (re)design as a longer-term, context-sensitive and collaborative process. Part IV explains how this process can be supported through cohort-based capacity-building programmes. In this section, we introduce the core curriculum (re)design framework that emerged from the project: the EXPAND model.

> **The programme strengthened my conceptual understanding of community-engaged learning and provided a framework for more deliberate planning of future courses and partnerships.**
>
> **– Participant, SPACE curriculum (re)design programme**

Curriculum (re)design as connected choices

Before introducing the EXPAND model, it is important to underline that curriculum (re)design is rarely about changing one element in isolation. As visualised in Van den Akker's (2003) "curricular spiderweb", a curriculum is a combination of intricately woven and interconnected components such as goals, content, learning activities, teacher roles, materials, grouping, location, timing and assessment. A change in one component often has implications for several others.

This is particularly important for CETL. Adding a community-engaged activity to a course may also require changes to learning outcomes, student preparation, partner roles, assessment methods, timing and support structures. The spiderweb therefore helps users see curriculum (re)design as a set of connected decisions, rather than as the simple addition of an engagement activity. To make this more practical, the table below illustrates how CETL expands traditional curriculum design questions. It does not replace core academic design concerns, but reorients them through an outward-facing lens that foregrounds societal relevance, reciprocity, co-creation and community knowledge.

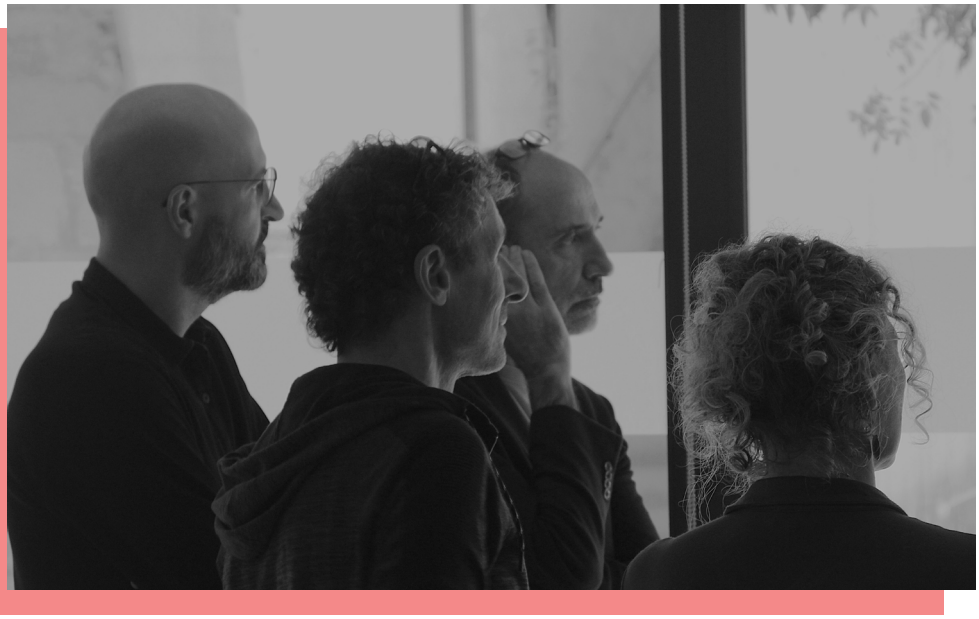


Table 1: Traditional vs CETL curriculum (re)design questions

Curriculum (re)design dimension	Traditional (re)design question	CETL (re)design question
Goals	What disciplinary knowledge, skills or professional competences should students acquire?	How do the goals combine academic learning with societal relevance, reciprocity, civic learning, ethical awareness and collaborative competences?
Content	What predefined disciplinary knowledge, theories, concepts and methods should be covered?	How is content co-defined with students and community partners, and how does it emerge from real-world issues, needs or challenges?
Teacher role	How does the teacher organise, explain and guide students through the planned learning process?	How does the teacher act as facilitator, broker and relationship steward between students, academic knowledge and community partners?
Materials	Which academic texts, teaching materials and institutional resources support learning?	How are community knowledge, lived experience and partner resources included alongside academic texts and teaching materials?
Grouping	How are students organised within the course or classroom setting?	How are students, educators and community actors brought together in meaningful constellations for collaboration and co-creation?
Location	Where does learning take place within the institution or formal learning environment?	How does learning extend beyond the classroom or campus into community, professional or real-world settings?
Timing	How is learning organised according to the academic calendar, course schedule or predefined sequence of tasks?	How can timing remain flexible and iterative, taking into account the rhythms of partnership development, community needs and emerging learning opportunities?
Assessment	How is student learning assessed against predefined learning outcomes?	How are academic learning, reflective processes, collaborative outputs, ethical engagement and community feedback included in assessment?

Source: Authors, based on categories by Van den Akker (2003)

The table shows that CETL does not usually involve changing only one curriculum element. Even a small community-engaged activity may raise questions about goals, roles, timing, assessment and the use of community knowledge. This is why CETL curriculum (re)design benefits from a structured but flexible model such as EXPAND.

EXPAND: a multiple-entry curriculum (re)design model

The EXPAND model is a multiple-entry model supporting the design and implementation of Community-Engaged Teaching and Learning in higher education curricula. EXPAND structures curriculum (re)design through four interrelated phases.

Table 2: Phases of the EXPAND model

EXPLORE	Focuses on **understanding the existing curriculum and its context**. This includes analysing current teaching practices, identifying strengths and gaps, surfacing relevant community issues, and clarifying educational and societal purposes. The emphasis is on developing shared understandings of why engagement is pursued and what it seeks to achieve.
PREPARE	Centres on **intentional design and alignment**. Participants develop engagement plans, clarify roles and expectations, align pedagogical aims with community priorities and institutional requirements, and ensure that the necessary capacities, resources, and support structures are in place. Preparation also includes supporting those involved (educators, students, and partners) to engage meaningfully and ethically in the process.
ENGAGE	Refers to the **enactment of community-engaged learning activities**. Students and community partners collaborate around shared challenges, while educators facilitate learning, create spaces for dialogue, and document emerging insights. Structured reflection is integral to this phase, enabling participants to examine assumptions, relationships, and learning processes as they unfold.
DEMONSTRATE	Focuses on **making learning and impact visible**. This includes assessing the quality and relevance of learning outcomes and community contributions, sharing results with wider audiences, and reflecting on what has been learned at individual, collective, and institutional levels. Demonstration supports both accountability and learning, feeding insights back into future cycles of (re)design.

Figure 1 below shows how the phases of the EXPAND model are interrelated and connected by the overarching process of "connecting and reflecting", which provides space to work through "disorienting dilemmas".

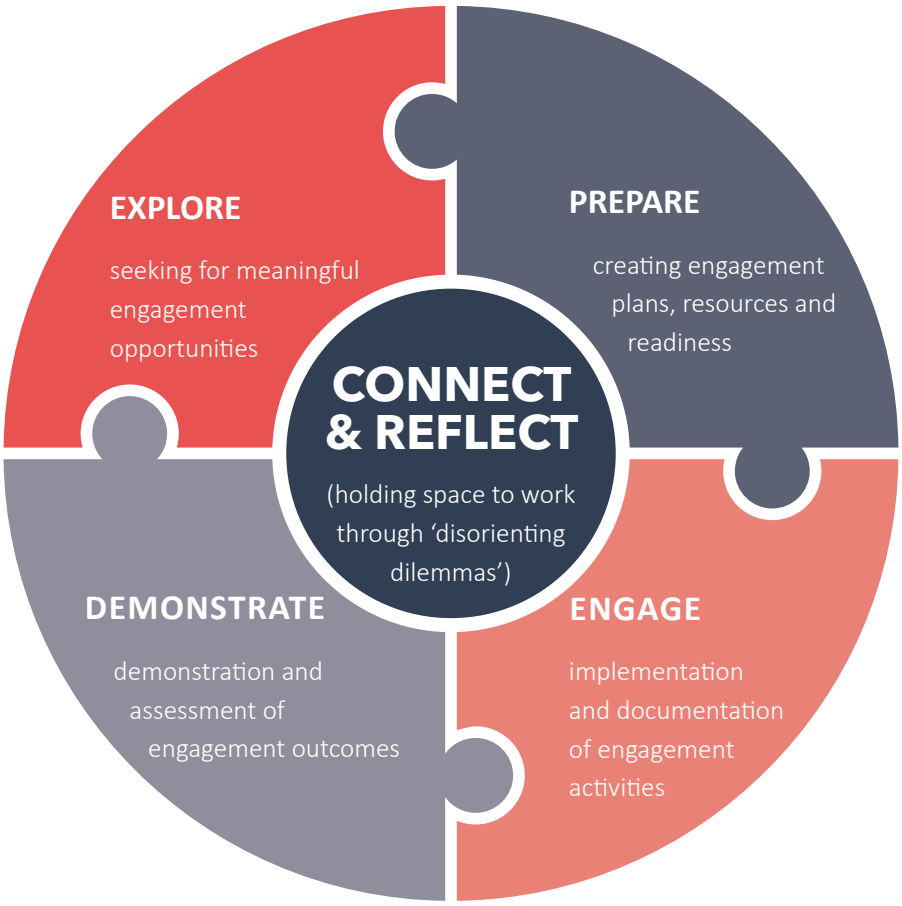


Figure 1: The EXPAND model fostering purposeful curriculum integration of community engagement

EXPAND is framed as a **multiple-entry model** because users can enter the process from different starting points, depending on their needs and context. Some users may begin by exploring possibilities for a new community-engaged activity. Others may use the model to improve an existing course, redesign a study programme, strengthen collaboration with community partners, or consider how community engagement can be embedded more strategically at institutional level.

The model can also be applied at different levels: the **course level**, the **study programme or department level**, and the **institutional level**. In this way, EXPAND helps users consider how individual teaching practices connect with wider curricular, organisational and societal goals.

Finally, the four phases should not be understood as fixed steps that are completed only once. Rather, they form a cycle that users can revisit as their understanding deepens, partnerships develop and institutional contexts change. Across all phases, EXPAND encourages users to reflect on four guiding questions:

- **Why?** What are the purposes, motivations and values behind the engagement?
- **Who?** Which actors are involved, and what roles, needs and perspectives do they bring?
- **What?** What curriculum focus, activities, outputs and outcomes are being developed?
- **How?** Which processes, tools, resources and support structures are needed?

Table 3 below provides a compact overview of how curriculum (re)design for CETL can be considered across three levels: the classroom or course level, the study programme or disciplinary level, and the institutional or societal level. A fuller version with detailed guiding questions is provided in Part V.

Table 3: Multi-level reflective lens for CETL (re)design aligned with the EXPAND model

EXPAND phase	MICRO: Classroom or Course Level	MESO: Study programme or disciplinary level	MACRO: Institutional or societal level
EXPLORE (seeking meaningful engagement opportunities)	Identify course strengths, learning outcomes, civic competences and links to real-world contexts.	Identify programme-level gaps, shared goals, disciplinary opportunities and ways to strengthen programme distinctiveness.	Identify societal needs, policy priorities, community challenges and links to institutional mission and strategy.
PREPARE (planning engagement and readiness)	Clarify student needs, potential community partners, suitable CETL formats, roles and expectations.	Coordinate staff, courses, partners and approval processes needed for programme-level CETL integration.	Mobilise institutional actors, support structures, resources, partnerships and strategic alignment.
ENGAGE (implementation of engagement activities)	Facilitate student–partner collaboration, inclusive participation, meaningful learning activities and structured reflection.	Coordinate engagement across courses and support progressive student learning experiences.	Use institutional networks, partnerships and infrastructure to support larger-scale CETL activity.
DEMONSTRATE (assessment and documentation of outcomes)	Assess student learning, civic competences, engagement outcomes and partner feedback.	Evaluate outcomes across courses and use evidence to inform future curriculum development.	Demonstrate institutional impact, accountability, reputation effects and contribution to policy or societal agendas.
CONNECT & REFLECT (continuous reflection and improvement)	Reflect on what worked, how students and partners experienced the collaboration, and what should change.	Share lessons across courses, teams, departments or study programmes to improve CETL integration.	Use institutional learning to inform policy, strategy, scaling and wider sharing of successful practices.

EXPAND: Underlying theory, principles and processes

The EXPAND model is grounded in expansive learning theory (Engeström, 2010; 2015), which views learning not simply as the acquisition of new knowledge or skills, but as a collective process of questioning, rethinking, and transforming established practices. Expansive learning occurs when participants encounter tensions or contradictions in their work, collaboratively examine their underlying causes, and develop new ways of organising activity that better address shared goals. In the context of community-engaged curriculum (re)design, this means creating opportunities for diverse stakeholders to work together in redefining what counts as valuable learning, how learning is organised, and how relationships between universities and communities are enacted. The EXPAND model operationalises this perspective through three interrelated principles:

- **Distributed curriculum agency**. Curriculum (re)design is understood as a shared responsibility involving educators, students, professional staff, and community partners. Rather than concentrating decision-making authority in a single role or level, the model supports collaborative sense-making and co-construction of curricular goals, content, and practices.
- **Critical and collaborative reflection**. Expansive learning is often triggered by contradictions and disorienting dilemmas. The model therefore creates structured opportunities for participants to surface and interrogate tensions arising from community-engaged work—such as those between academic standards and community priorities, or between institutional efficiency and pedagogical experimentation. Rather than treating these tensions as problems to be resolved quickly, EXPAND positions them as productive resources for learning, innovation, and transformation.
- **Contextual responsiveness**. The model does not prescribe fixed formats or outcomes. Instead, it supports participants in making informed, context-sensitive design choices that align community priorities, educational aims, and institutional conditions.
- Overall, the EXPAND model treats curriculum (re)design not as a technical optimisation exercise, but as a collective learning process that unfolds through **cycles of inquiry, experimentation, reflection, and reorientation**.

EXPAND also openly acknowledges that community-engaged curricula are often developed under conditions of **uncertainty, value tensions, and competing demands**, and it explicitly positions these tensions as productive entry points for learning and change (see Part II). Rather than resolving tensions prematurely, the model encourages participants to examine how personal values, relationships and broader organisational conditions shape curricular possibilities. As elaborated in Part IV, this can be structured through a wide range of activities.



Taken as a whole, EXPAND is more than a curriculum (re)design model: it is a framework for cultivating the attitudes, relationships, and structures needed to sustain meaningful community-engaged education. By combining expansive learning, distributed agency, and reflective design, the model supports educational transformation that is pedagogically robust, socially responsive, and institutionally grounded.

EXAMPLES

The example below is fictional but draws on experiences from the SPACE project. It is intended to help readers reflect on how the EXPAND model may apply in real-world contexts.

Context

A bachelor's programme in Engineering aims to strengthen the societal relevance of its "Sustainable Energy Systems" course. Although technically strong, the course relies heavily on simulations and textbook case studies. Local municipalities, meanwhile, are struggling with the practical implementation of small-scale renewable energy projects.

Applying the EXPAND model

EXPLORE	Faculty meets with municipal officers and cooperatives to grasp local needs and challenges. They understand that technical feasibility is not the main barrier; regulatory constraints and costs communication are. This is an entry point for student-led research work that can be embedded in the Sustainable Energy Systems course.
PREPARE	The course coordinator revises intended learning outcomes to include socio-technical problem analysis and communication skills. Municipal partners are invited to co-develop assignment briefs. Roles are clarified: community partners present real-world challenges and provide interim coaching and feedback; faculty ensure academic depth and assessment quality.
ENGAGE	Student teams work on authentic energy-transition cases, combining technical system modelling with feasibility assessments and real-world impact considerations. Midway through the semester, partners join review sessions to provide input on preliminary insights.
DEMONSTRATE	At the end of the course, students present their recommendations to municipal representatives. Several elements are incorporated into local policy plans. The teaching team gathers structured feedback and adjusts the format for the following year.

What this illustrates

Using EXPAND enables the study programme to move beyond adding a "community project" as an extra component. Instead, the approach makes it possible to identify authentic societal challenges, align academic and community expectations, structure meaningful collaboration and systematically embed reflection and iteration. In this way, the described redesign allows to strengthen student learning and local engagement without compromising academic rigour.

APPLICATION

Reflection prompts

- How do you currently understand community-engaged teaching and learning, and what experiences, influences, or perspectives have shaped this understanding?
- To what extent does your current curriculum design incorporate shared ownership, collaboration, and co-creation?
- Which societal needs, challenges, or opportunities are most relevant to your educational context, and why?
- Where do you see tensions between existing institutional structures and the principles of co-design, partnership, and engagement?
- What assumptions about teaching, expertise, and collaboration might you need to examine or challenge before moving forward?

Individual exercise: personal positioning reflection

Purpose: Critically reflect on your own understanding of community-engaged curriculum (re)design.

When to use it: After reading the conceptual foundations presented in this part of the publication.

Time needed: 30 minutes

Outcome: Formulate one concrete intention for redesign.

Exercise:

Write down 5–7 words you associate with each of the following concepts:

- Community engagement
- Authentic learning
- Co-creative education
- Curriculum (re)design
- Transformative learning

Reflect on the following questions:

- Who do I consider the "expert" in curriculum development?
- What role do students and community partners currently play?
- Identify one aspect of your current teaching practice aligned with the EXPAND principles, one aspect that contradicts them.
- Formulate one concrete intention for redesign.

Next steps: Use Tool 1: Reflective lens for CETL (re)design (see Part V)

Collaborative exercise: shared understanding dialogue

Purpose: To build a shared language and conceptual alignment within a team.

When to use it: At the start of a redesign trajectory.

Time needed: 60 minutes

Outcome: A one-page "Shared principles for community-engaged (re)design".

Exercise:

- Each participant writes their definition of community-engaged curriculum.
- Identify common elements. Highlight differences.
- As a group, formulate 3–5 shared principles. Identify open questions or tensions.
- Each participant shares one commitment to further explore opportunities for offering curricular-embedded CETL opportunities.

Next steps: Use Tool 2: Driver statement for curriculum (re)design (see Part V)



KEY CONCEPTS & FURTHER READING

The short explanations below introduce key concepts used in this part of the publication. They are intended as working descriptions for the purposes of this support kit, rather than exhaustive definitions. Suggested further reading is provided for readers who wish to explore these concepts in more depth.

1. Community-engaged teaching and learning (CETL): CETL refers to pedagogical approaches that embed academic learning in real-world contexts, building on meaningful collaborations with community partners. CETL emphasises experiential learning, reciprocal partnerships, and the co-creation of knowledge addressing societal challenges.

Suggested reading:

- Bates, C., McCann, S., & McGowan, C. (2022). *Guide for facilitators: Online continuing professional development module on embedding community engaged research and learning in higher education curricula*. CIRCLET Erasmus+ Project.
- Donahue, D. M., & Plaxton-Moore, S. (2018). *The student companion to community-engaged learning: What you need to know for transformative learning and real social change*. Routledge.
- McIlrath, L., Lyons, A., & Munck, R. (2012). *Higher education and civic engagement: Comparative perspectives*. Palgrave Macmillan.

2. Collaborative curriculum (re)design: Collaborative curriculum (re)design conceptualises curriculum development as a collective, reflective, and iterative process in which participants jointly design, evaluate, and refine educational practices. It recognises teaching innovation as a shared responsibility.

Suggested reading:

- Bovill, C. (2020a). *Co-creating learning and teaching: Towards relational pedagogy in higher education*. Routledge
- Wenger, E., McDermott, R., & Snyder, W. M. (2002). *Cultivating communities of practice*. Harvard Business School Press.

3. Distributed curriculum agency: Distributed curriculum agency recognises that curriculum development and educational change emerge from the interactions of multiple actors. Agency is understood as relational and ecological, shaped by institutional structures, professional relationships, and available resources.

Suggested reading:

- Cook-Sather, A., Bovill, C., & Felten, P. (2014). *Engaging students as partners in learning and teaching*. Jossey-Bass.
- Priestley, M., Biesta, G., & Robinson, S. (2015). *Teacher agency: An ecological approach*. Bloomsbury.

4. Contextual tensions: The inevitable differences in perspectives, priorities, power, and constraints that arise in multi-actor collaboration. When acknowledged and facilitated, these tensions – sometimes referred to as "disorienting dilemmas" – become generative forces for learning and innovation.

Suggested reading:

- Schön, D.A. (1992). The Reflective Practitioner: How Professionals Think in Action (1st ed.). Routledge
- Schuiling, G., & Vermaak, H. (2017). Four contexts of action research. *International Journal of Action Research*.

5. Expansive learning: Expansive learning theory conceptualises learning as a collective process of transformation occurring when individuals and organisations confront contradictions within their activity systems and collaboratively develop new practices.

Suggested reading:

- Engeström, Y. (2015). *Learning by expanding: An activity-theoretical approach to developmental research* (2nd ed.). Cambridge University Press.
- Engeström, Y., & Sannino, A. (2010). Studies of expansive learning: Foundations, findings and future challenges. *Educational Research Review, 5*(1), 1–24.

6. Transformative learning: Transformative learning theory explains how individuals revise deeply held assumptions through critical reflection and dialogue. Learning occurs when learners confront experiences that challenge their existing frames of reference and lead to new perspectives.

Suggested reading:

- Mezirow, J. (2003). Transformative learning as discourse. *Journal of Transformative Education, 1*(1), 58–63.
- Cranton, P. (2016). *Understanding and promoting transformative learning* (3rd ed.). Stylus.

7. Reflective practice: Reflective practice refers to the exploration of experiences, actions, and decisions to evaluate what went well, what could be improved, and how to apply those insights to future situations for continuous learning, professional development, and educational improvement.

Suggested reading:

- Brookfield, S. (2017). *Becoming a critically reflective teacher*. Jossey-Bass.
- Moon, J.A. (2004). A Handbook of Reflective and Experiential Learning: Theory and Practice (1st ed.). Routledge.

PART II:

CURRICULUM (RE)DESIGN ACTORS & PATHWAYS

INTRODUCTION

What you will find in Part II

Part II (Curriculum (Re)Design Actors & Pathways) focuses on who could or should be involved in processes of collaborative curriculum (re)design and the different pathways through which curriculum development and change can unfold. It outlines benefits and guiding principles for multi-actor involvement and presents illustrative pathways reflecting diverse roles, levels of responsibility, and contexts.

How you can use it

Part II aims to help you position yourself within the (re)design process and better understand the dynamics involved.

As an individual, this can help you:

- clarify your role, responsibilities, and sphere of influence;
- identify relevant actors to be involved and understand their perspectives;
- anticipate possible tensions, challenges, and opportunities within the process;
- plan the different steps and actions of your (re)design trajectory.

As a team, this can help you:

- map the actors and partnerships needed for collaborative curriculum (re)design;
- build a shared understanding of contextual specificities and differences;
- discuss expectations, roles, and ways of working together;
- create the conditions for an effective and inclusive (re)design process.

Why start here

Consult this section when you are ready to move from intention to structured action.

What you will find in the other parts

Part I – Foundations
Introduces key concepts and the overall curriculum (re)design model.

Part III – Curriculum (Re)Design Cases
Provides examples of (re)designed curricula and their outcomes.

Part IV – Curriculum (Re)Design Support
Describes how to support teams undertaking collaborative curriculum (re)design

Part V – Curriculum (Re)Design Tools
Offers practical instruments to support collaborative curriculum (re)design processes.

GROUNDING

Curricula as spaces of dialogue

Curriculum (re)design in higher education is increasingly understood as a **complex, relational, and context-sensitive process** that can (and often should) involve multiple actors beyond teaching staff.

While traditional models have positioned academic staff as the primary decision-makers regarding curricula, there is a growing shift toward more collaborative approaches that engage a wider constellation of stakeholders, such as students, professional staff, community partners, employers, and broader societal actors. Seen through this lens, curricula become spaces of dialogue: sites where different values, interests and types of knowledge meet, interact, and are reshaped.

The EXPAND curriculum (re)design model that serves as an anchor for this support kit (see Part I) offers a concrete framework for operationalising this shift.

Why multi-actor involvement matters

When curriculum (re)design is shaped by a narrow set of perspectives, important blind spots are likely to emerge, particularly in relation to relevance, inclusivity, feasibility, sustainability, and long-term impact. Multi-actor involvement helps to surface assumptions early, balance competing priorities, and strengthen the overall quality of the curriculum.

Each group involved in curriculum (re)design can contribute complementary forms of expertise:

- **Academics**: disciplinary knowledge, academic standards, and pedagogical vision,
- **Professional staff**: educational design, technological expertise, and institutional expertise,
- **Students**: lived experience of learning, assessment, inclusion, and belonging,
- **Community and professional partners**: practice-based knowledge, sectoral insights, and awareness of societal needs.

Multi-actor approaches allow curriculum (re)design to better reflect diverse lived realities, disciplinary insights, institutional priorities, and societal needs. In doing so, they support the development of curricula that are not only academically robust, but also socially relevant, ethically grounded, and responsive to the complexities of contemporary higher education. Multi-actor curriculum (re)design also challenges entrenched power dynamics and enables more inclusive forms of decision-making. This not only enriches the curriculum itself but also models the participatory practices that students are encouraged to carry into their professional and civic lives.

> **This experience significantly deepened my strategic and educational competences and confirmed my ambition to further embed educational innovation and leadership in my academic practice.**
>
> **– Participant, SPACE curriculum (re)design programme**

Deciding who to include in curriculum (re)design

If curriculum (re)design involves collaboration of multiple actors, it is essential to reflect explicitly on who is involved at each stage of the (re)design process and how they contribute.

Two guiding criteria can support decisions about who to involve:

- **Holistic knowledge:** The group should collectively bring together the breadth of knowledge needed to understand and shape the curriculum, including disciplinary, pedagogical, institutional, community-based, and practice-based perspectives. This ensures that curriculum decisions are informed by multiple forms of expertise and a comprehensive understanding of the context.
- **Hologram structure:** The group should function as a "hologram" of the wider system it seeks to influence, bringing together a diverse mix of stakeholders whose perspectives, experiences, roles, and interests reflect those of the broader community. This includes ensuring meaningful representation of lived experience, professional practice, and other forms of expertise so that decisions are informed by the voices of those affected by the outcomes.

The table below presents the complementary contributions of staff, students, and external partners across each phase of the EXPAND model. At each stage, different forms of knowledge—disciplinary, experiential, and practice-based—intersect, creating opportunities for meaningful engagement. The last column of the table lists possible tensions that may arise in the process. Rather than being treated as barriers, these should be treated as productive spaces for negotiation, learning and innovation in curriculum development for CETL. (See further discussion on tensions below).

Table 4: Multi-actor lens for CETL (re)design aligned with the EXPAND model

EXPAND Phase	STAFF contributions	STUDENT contributions	PARTNER contributions	CONTEXTUAL TENSIONS
EXPLORE (seeking meaningful engagement opportunities)	• Identify disciplinary priorities • Review curriculum gaps • Articulate pedagogical goals	• Share interests, goals, motivations • Contribute prior experiences • Signal preferred learning pathways	• Identify real-world problems • Voice community perspectives/ needs • Suggest authentic learning opportunities	• Diverging/ misaligned priorities • Language/ expectation gaps • Unequal voice in agenda-setting
PREPARE (planning engagement and readiness)	• Formulate learning outcomes • Align assessments & pedagogy • Prepare syllabus & learning space	• Set expectations and goals • Build readiness (skills, mindset) • Co-design teaching and learning	• Define partnership roles and scope • Alignment with professional standards • Provide resources and information	• Power dynamics in decision-making • Differing timelines & capacities • Language/expectation gaps
ENGAGE (implementation of engagement activities)	• Guide and support learning • Promote student participation • Manage partnerships	• Actively participate • Apply knowledge in context • Coordinate with peers and partners	• Provide practice-based input • Mentor/support students • Participate in teaching/ learning activities	• Time/ capacity constraints • Coordination challenges • Uneven participation or access
DEMONSTRATE (assessment and documentation of outcomes)	• Assess student learning • Evaluate curriculum effectiveness • Reflect on teaching practice	• Demonstrate learning • Reflect on growth • Articulate skills and identity	• Assess student contributions • Provide feedback on relevance • Reflect on partnership value	• Different definitions of "success" • Assessment misalignment • Unequal power over evaluation
CONNECT & REFLECT (continuous reflection and improvement)	• Facilitate reflection processes • Integrate feedback into redesign	• Engage in self and group reflection • Provide feedback on experience	• Share insights and feedback • Reflect on collaboration outcomes	• Sustaining engagement over time • Balancing critical reflection & pragmatism

Ensuring equitable participation of multiple actors

Bringing together multiple actors also means engaging with differences in power, expertise, and institutional authority. Academics may hold formal decision-making power, students may feel hesitant to voice critique, and external partners may be less familiar with institutional structures. These asymmetries influence how participants engage and whose voices are ultimately heard.

Structured facilitation plays a key role in creating conditions for equitable participation. This involves designing processes that: structure dialogue to avoid dominance by any single group; clarify roles, expectations, and decision-making boundaries; make assumptions visible and discussable; use structured methods for feedback and co-design; and carefully consider both the *site* (where engagement takes place) and the *setting* (how it is organised). The choice of environment can be particularly impactful. Neutral or unfamiliar settings can encourage openness and help participants move beyond established roles. Well-designed collaborative environments can function as a "third space," where academic and practice-based perspectives intersect and new, shared understandings can emerge.

The inevitability (and value) of tensions

As previously mentioned, where multiple actors and perspectives come together, tensions are inevitable. Differences in priorities, expectations, language, timelines, and constraints will surface. Academic standards may conflict with practical feasibility; student needs may challenge institutional requirements; ambitions for change and innovation can be constrained by existing policy frameworks. At times, such tensions may be experienced not only as ongoing frictions, but as more acute moments of disruption—what are sometimes described as "disorienting dilemmas" (see Part I). These moments can unsettle taken-for-granted assumptions and habitual ways of working.

The goal of multi-actor curriculum (re)design is not to eliminate tension, but to create conditions in which it can be explored openly and productively. Both persistent tensions and more disruptive dilemmas have the potential to make underlying assumptions visible, prompt critical reflection, and open up space for learning and change, provided that they are acknowledged and engaged with rather than avoided. When engaged with constructively, disorienting dilemmas can act as powerful triggers for deeper reflection, enabling participants to reconsider perspectives, roles, and practices.

Engaging constructively with tension therefore involves asking key questions: What values are at stake? What needs to be preserved or adapted? Whose perspectives are being prioritised? What trade-offs are acceptable? Such questions help move from reactive responses toward more deliberate and reflective forms of engagement.

Types of curriculum (re)design facilitation

To ensure that the process is inclusive, and that emerging tensions are turned into opportunities for meaningful progress, purposeful facilitation needs to be established from the outset. Facilitation in the EXPAND model is not about directing outcomes or imposing solutions. It is about enabling professionals to learn individually and collectively by creating the conditions for thoughtful dialogue, shared experimentation, and joint knowledge creation. Without such coordination, collective inquiry risks fragmenting into parallel conversations, losing focus or disengaging participants.

> **I have come to understand that community engagement is a slow process that requires implementation efforts everywhere.**
>
> **– Participant, SPACE curriculum (re)design programme**

Facilitation of curriculum (re)design can be organised in different ways, depending on the institutional context, available resources and the scale of the change process. The scenarios below illustrate three common arrangements. They are not mutually exclusive; in many cases, the strongest approach combines academic ownership, professional facilitation and project coordination.



Table 5: Types of curriculum (re)design facilitation: strengths, risks and limitations

Facilitation scenario	Main strengths	Main risks or limitations	What can help
Led by a course leader or academic coordinator	Strong understanding of the course, discipline, students and existing relationships with partners. High ownership of the process.	Limited time, resources and facilitation experience. Risk that teaching, coordination, partnership work and (re)design responsibilities lead to overload.	Provide templates, peer support, administrative help and access to an experienced facilitator or educational developer.
Led by a brokerage unit or educational support staff	Strong facilitation expertise and experience in managing multi-actor processes. Can help bridge teaching staff, students, partners and institutional structures.	May lack authority if the support role is not clearly recognised by departments or academic leadership.	Ensure close collaboration with the course leader, a clear institutional mandate and sufficient time and resources for the support role.
Led by a project coordinator	Strong process coordination, planning, communication and documentation. Useful for keeping people engaged and ensuring activities stay on track.	Often linked to a time-limited project or external funding. Risk that knowledge, relationships and momentum disappear once the project ends.	Plan from the start how responsibilities, resources and outputs will be embedded after the project ends. Connect the coordinator's work to existing institutional structures.

These scenarios highlight that facilitation is both a role and a function. It may be carried by individuals, support units or project structures, but it needs sufficient time, recognition and institutional anchoring to avoid becoming dependent on personal commitment alone.

Facilitation activities

Facilitation in CETL curriculum (re)design can take many forms, depending on the depth of engagement required and the format in which participants work together. Some facilitation activities are light-touch, aimed at opening conversations, connecting actors and creating accessible entry points into collaboration. Others involve deeper engagement, where facilitators actively support co-design, help navigate tensions, structure reflection and sustain collaboration over time. Facilitation can also take place in person, online, or through a combination of both. The table below illustrates different facilitation activities across these modalities.

Table 6: CETL (re)design facilitation modalities

	Light engagement	Deep engagement
In-person	• Organising introductory workshops, networking events, or site visits • Creating spaces for informal interaction and relationship-building • Sharing resources and framing initial conversations • Encouraging participation through low-stakes activities	• Facilitating intensive co-design workshops and collaborative curriculum development sessions • Mediating dialogue between staff, students, and external partners to negotiate shared goals and priorities • Supporting sustained communities of practice and iterative reflection processes
Online	• Setting up digital platforms for communication and resource sharing • Hosting webinars or asynchronous discussions • Curating and disseminating relevant content • Enabling flexible, accessible entry points for participation	• Facilitating sustained online collaboration through co-authoring, peer feedback, and virtual design studios • Using digital tools to support iterative curriculum prototyping, reflection, and evaluation • Ensuring continuity between synchronous and asynchronous engagement to sustain momentum over time

Guiding principles for facilitators

Collaborative inquiry takes time to develop. Trust must be built before assumptions can be safely challenged. Ideas must be tested in practice before they can be owned. The facilitator's deepest skill lies in reading the group's readiness, and in recognising that the most significant facilitation moves are often the ones that resist the impulse to intervene.

The following principles operationalise the domains and activities above, providing practical guidance for facilitators:

- **Foster curiosity:** Encourage participants to question assumptions, explore alternatives, and seek feedback. Model intellectual humility by acknowledging uncertainty and learning from others.
- **Create a safe but challenging environment:** Establish clear expectations, shared norms, and mutual respect. A psychologically safe environment enables experimentation, disagreement, and reflective practice.
- **Encourage meaningful collaboration:** Design activities requiring interaction and interdependence. Use structured dialogue, collective evidence analysis, and shared problem-solving.
- **Celebrate and leverage diversity:** Integrate diverse experiences, roles, and perspectives into decision-making. Ensure diversity shapes outcomes, not just presence.
- **Embed reflective practice:** Build in pauses for reflection. Encourage participants to consider their learning, shifts in thinking, and application to practice.
- **Inspire action:** Connect discussions to real-world challenges. Support iterative testing, evidence collection, and refinement of strategies.

- **Lean into participant ownership:** Co-create goals and remain responsive as the process evolves. Enable participants to lead discussions, set agendas, and initiate projects.
- **Invest in boundary-spanning connections:** Engage external experts, cross-institutional networks, or practice communities to broaden perspectives and situate (re)design in a wider ecosystem.

EXAMPLES

Three distinct pathways

Curriculum (re)design unfolds differently depending on scale, authority, ambition, and context. Sometimes change begins within a single course. Sometimes it requires programme-wide coordination. In other cases, it emerges from strategic partnership or territorial developments. The three pathways below illustrate distinct but complementary patterns of multi-actor curriculum (re)design. They are not prescriptive sequences. Rather, they function as design narratives: structured examples that help you decide who to involve, when, and for what purpose. Across all pathways, leadership shifts across phases, actor involvement varies in intensity, tensions are expected and can be generative, and reflection between phases is essential. The EXPAND cycle (Explore–Prepare–Engage–Demonstrate) can help structure design work. Before exploring the pathways, use the diagnostic below to identify your likely starting point.

Pathway selection diagnostic

Use the questions below to identify which pathway best matches your current situation.

You are likely most interested in Pathway 1 if:

- The trigger is course-specific (e.g., student feedback, content drift, low engagement).
- You have decision-making authority over one course.
- Partner engagement is emerging or exploratory.
- The goal is improving coherence, relevance, or authenticity within a single unit.

You are likely most interested in Pathway 2 if:

- Multiple courses need alignment or rebalancing.
- There are concerns about progression, assessment load, or programme coherence.
- Accreditation, strategic repositioning, or demographic shifts are drivers.
- Several course leaders must coordinate change.

You are likely most interested in Pathway 3 if:

- Territorial, workforce, or civic developments are prompting change.
- Strategic partnerships are central.
- Institutional leaders are involved.
- The ambition is structural embedding of community engagement.

The examples that follow are fictional but draw on experiences from the SPACE project. They are intended to help readers reflect on how the EXPAND model may apply in real-world contexts.

Pathway 1: Academic-led course (re)design

Typical trigger:

Student feedback, curriculum drift, disciplinary developments

Context

An academic responsible for a course notices recurring concerns: students report unclear expectations, uneven workload, and limited connection to real-world practice. At the same time, developments in the discipline suggest the course may need updating. This creates an opportunity to rethink the course.

Applying the EXPAND model

Explore	The academic reviews evaluations, student work, and progression data, complemented by informal discussions with students and teaching assistants. These insights highlight a tension between maintaining conceptual depth and increasing practical relevance. While students express interest in more applied learning, their feedback may reflect short-term frustrations rather than long-term learning needs. In addition, time constraints and power dynamics can limit how openly and extensively different voices are included.
Prepare	The course's learning outcomes are reviewed in alignment with authentic learning tasks, including input from external partners. This broadens perspectives and strengthens relevance, but also introduces complexity. The redesign must balance flexibility with academic standards, avoid overloading the course, and ensure fairness when offering choice. Engaging partners raises further challenges around coordination, expectations, and sustainability.
Engage	In delivery, students engage with more open-ended and practice-focused tasks, sometimes interacting with external stakeholders. This enhances motivation and real-world insight for many, yet others struggle with ambiguity and self-direction. For the teaching team, managing partner contributions and maintaining consistency across groups increases workload and coordination demands.
Demonstrate	Post-course reflection shows improved engagement and perceived relevance, but also highlights difficulties in attributing impact and sustaining partner involvement.

What this illustrates

Multi-actor involvement can significantly enrich course designs by connecting academic content to practice and broadening perspectives. At the same time, it introduces tensions around quality, equity, workload, and sustainability—requiring careful facilitation and iterative refinement.

Pathway 2: Team-based programme (re)design

Typical trigger

Programme overload, shift in student demographics or territorial priorities

Context

An educational team faces pressure to remodel its study programme: students report curriculum overload and lack of coherence, while shifts in student demographics and regional priorities call for new skills and capabilities. External partners also signal that graduates are not fully prepared for emerging societal and workforce needs. How can the programme be redesigned in a strategic, coordinated way?

Applying the EXPAND model

Explore	The programme lead initiates a review of student outcomes, progression data, and graduate destinations. This reveals misalignment in the phasing of courses, uneven assessment loads, and gaps between programme intentions and real-world expectations. While data provides important signals, tensions emerge between quantitative evidence and lived experience. Questions also arise around balancing disciplinary autonomy with the need for greater coherence, and aligning academic priorities with institutional and societal goals.
Prepare	A series of design sprints are organised to realign study programme and course-level objectives, streamline assessment, and define shared principles for authentic and partner-engaged learning. Educational designers and quality advisors support curriculum mapping and ensure compliance, while students and partners provide input on relevance and progression. This multi-actor approach strengthens alignment and clarity, but also surfaces challenges: differing priorities across courses, concerns about workload, and limits in resources and partner availability. Balancing innovation with consistency and equity across the programme becomes a central concern.
Engage	Implementation requires coordinated action with a constant focus on ensuring long-term embedding and sustained engagement from the various concerned actors. Some course coordinators succeed in integrating input from partners and creating more coherent learning pathways. However, variations in staff willingness, implementation fatigue and uneven partner engagement result in inconsistencies. Maintaining momentum and continuously adapting to changing contexts proves to be quite a challenge.
Demonstrate	The (re)design team gathers evidence for review, combining student outcomes, partner feedback, and qualitative insights. While improvements in coherence and relevance are visible, challenges remain in demonstrating long-term impact and sustaining engagement.

What this illustrates

Programme-level redesign enables deep, systemic change by aligning multiple actors around shared goals. At the same time, it introduces complexity in coordination, resourcing, and balancing competing priorities—requiring sustained facilitation and iterative adjustment.

Pathway 3: Institutional positioning & anchoring

Typical trigger

Territorial developments or shifts in strategic partnership orientations.

Context

A university seeks to strengthen its role in regional development as new economic priorities, workforce demands, and civic challenges emerge. Existing partnerships are fragmented, and while some courses engage externally, there is no coherent approach to embedding these relationships across study programmes. How can partnerships be more strategically developed and integrated into the curricular portfolio?

Applying the EXPAND model

Explore	A facilitated process brings together programme leaders, students, community partners, and regional stakeholders to reflect on current partnership experiences. This reveals both strong collaborations and systemic barriers, including misaligned expectations, limited continuity, and uneven student access. Mapping curriculum goals against territorial needs highlights opportunities for deeper engagement, alongside tensions between regional priorities and academic identity, and between long-term civic ambitions and immediate programme pressures.
Prepare	Stakeholders co-design targeted, scalable interventions such as shared partnership principles, pilot initiatives, and clearer role definitions. This strengthens relevance and shared ownership, but also introduces challenges: aligning innovation with accreditation requirements, avoiding curriculum overload, and ensuring sustainable partner involvement. Responsibility, resourcing, and operational readiness require careful negotiation.
Engage	Pilots are implemented across selected programmes, supported by ongoing facilitation. Students, staff, and partners collaborate in new ways, generating valuable learning. At the same time, tensions emerge between flexibility and institutional requirements, and between experimentation and reputational risk. Uneven partner capacity can affect consistency.
Demonstrate	Evaluation combines student outcomes, partner feedback, and narratives of regional impact. Successful approaches begin to inform programme structures and institutional strategy, with some partnerships becoming formalised.

What this illustrates

At a macro level, facilitation helps shift from isolated initiatives to embedded partnerships, enhancing both societal impact and learning—while requiring sustained coordination, trust-building, and alignment with institutional systems.

APPLICATION

Reflection prompts

- What role do you play in curriculum (re)design, and what sphere of influence can you realistically exercise within your context?
- Who should be involved to enable community-engaged curriculum redesign, and how can their contributions be integrated into the process?
- Which approach is best suited to your current context: an individual initiative, a team-based redesign effort, or an institution-wide strategy?
- What conditions, resources, and forms of support (e.g., time, recognition, capacity building) are needed to ensure the success of this process?
- How can you move beyond individual efforts to foster shared responsibility, collaboration, and collective ownership of curriculum redesign?
- What is one practical action you could take to strengthen community-engaged learning opportunities within your students' educational experience?

Individual exercise: role & influence mapping

Purpose: To clarify your role and sphere of influence in curriculum redesign.

When to use it: When identifying your pathway.

Time needed: 30 minutes

Outcome: A visual influence map and one concrete next step.

Exercise:

Draw three concentric circles:

- Inner circle: What I can directly change
- Middle circle: What I can influence
- Outer circle: What concerns me but is beyond my control.

List stakeholders relevant to your redesign (students, colleagues, leadership, partners).

Identify one realistic entry action within your inner circle.

Next steps: Use Tool 3: Circles of concern, influence and control (see Part V)

Collaborative exercise: actor mapping & tension scan

Purpose: Map actors relevant to the (re)design process and the diversity of perspectives they bring.

When to use it: Before or during the (re)design.

Time needed: 90 minutes

Outcome: A stakeholder and tensions map.

Exercise:

Brainstorm (15 min): List all possible stakeholders.

Categorise (20 min):

- Group them into: core co-design partners, occasional contributors, strategic supporters.
- Reflect: Does this group meet the "holistic knowledge" criterion?
  Does it reflect the "hologram structure" (are all impacted stakeholders represented)?

Tension Scan (30 min):

- For each core stakeholder: What value do they bring? What value do they gain?
- Discuss or reflect: Where might power asymmetries appear? What assumptions might different actors bring? Which tensions might be generative?
- End with: One deliberate action we will take to design for equitable participation is…

Next steps: Use **TOOL 4: Participation wheel for CETL (re)design** (see Part V)



KEY CONCEPTS & FURTHER READING

The short explanations below introduce key concepts used in this part of the publication. They are intended as working descriptions for the purposes of this support kit, rather than exhaustive definitions. Suggested further reading is provided for readers who wish to explore these concepts in more depth.

1. Multi-actor curriculum (re)design: A form of collaborative curriculum (re)design that deliberately brings together participants from different stakeholder groups—such as educators, students, community partners, employers, or policy-makers—to jointly shape curricula and learning environments.

Suggested reading:

- Bovill, C. (2020b). Co-creation in learning and teaching: The case for a whole-class approach in higher education. *Higher Education, 79*, 1023–1037.
- Healey, M., Flint, A., & Harrington, K. (2014). *Engagement through partnership: Students as partners in learning and teaching in higher education*. Higher Education Academy.
- Matthews, K. E. (2016). Students as partners as the future of student engagement. *Student Engagement in Higher Education Journal, 1*(1), 1–5.

2. Boundary crossing: Processes and tools that enable collaboration across different social, professional, or epistemic boundaries. Boundary objects (e.g., frameworks, prototypes, curricula) help actors with different perspectives work together without requiring full consensus.

Suggested reading:

- Akkerman, S. F., & Bakker, A. (2011). Boundary crossing and boundary objects. *Review of Educational Research, 81*(2), 132–169.
- Akkerman, S. F., & Bruining, T. (2016). Multilevel boundary crossing in a professional development school partnership. *Journal of the Learning Sciences, 25*(2), 240–284.
- Engeström, Y. (2001). Expansive Learning at Work: Toward an activity theoretical reconceptualisation. *Journal of Education and Work*, *14*(1), 133–156.

3. Contextual tensions: The inevitable differences in perspectives, priorities, power, and constraints that arise in multi-actor collaboration. When acknowledged and facilitated, these tensions – sometimes referred to as "disorienting dilemmas" – become generative forces for learning and innovation.

Suggested reading:

- Barnett, R. (2007). *A will to learn: Being a student in an age of uncertainty*. Open University Press.
- Mouffe, C. (2000). *The democratic paradox*. Verso.

4. Campus–community partnerships: Collaborative relationships between higher education institutions and external communities aimed at mutual benefit, knowledge exchange, and addressing societal challenges through teaching, learning, and research.

Suggested reading:

- Bringle, R. G., & Hatcher, J. A. (2002). Campus–community partnerships: The terms of engagement. *Journal of Social Issues, 58*(3), 503–516.
- Saltmarsh, J., Hartley, M., & Clayton, P. H. (2009). Democratic engagement white paper. *New England Resource Center for Higher Education*, 45.
- Strand, K. J., Marullo, S., Cutforth, N., Stoecker, R., & Donohue, P. (2003). *Community-based research and higher education: Principles and practices*. Jossey-Bass.

5. Brokerage units: Organisational structures or roles within institutions that facilitate connections between internal and external actors, supporting partnership development, coordination, and translation across boundaries.

Suggested reading:

- Hart, A., Northmore, S., & Gerhardt, C. (2009). *Briefing paper: Developing access between universities and local community groups*. Community–University Partnership Programme.
- Phipps, D., & Morton, S. (2013). Qualities of knowledge brokers: reflections from practice. *Evidence & Policy*, *9*(2), 255-265.
- Ward, V., House, A., & Hamer, S. (2009). Knowledge brokering: the missing link in the evidence to action chain? *Evidence & Policy*, *5*(3), 267-279.

PART III:

CURRICULUM (RE)DESIGN CASES

INTRODUCTION

What you will find in Part III

Part III (Curriculum (Re)Design Cases) presents inspiring examples of community-engaged curriculum (re)design across disciplines and institutional settings. Each case highlights design choices, implementation strategies, and reflections on challenges and outcomes. Cross-case observations identify recurring design interventions, hurdles, levers of change and shared insights. Rather than offering prescriptive "best practices," this section provides grounded examples for critical reflection.

How you can use it

This chapter aims to inform and inspire your own curriculum (re)design process.

As an individual it can help you:

- explore concrete CETL examples and (re)design approaches;
- reflect on similarities and differences with your own context;
- identify ideas, methods, or design elements that can be adapted to your practice;
- anticipate possible challenges and opportunities in the redesign process.

As a team, it can help you:

- stimulate discussion and shared reflection around curriculum (re)design;
- compare different approaches and identify relevant practices for your context;
- support collaborative learning and exchange of experiences;
- inspire collective decision-making and future (re)design directions.

Why start here

Consult this section when you are seeking concrete illustrations to guide your decision-making.

What you will find in the other parts

Part I – Foundations
Introduces key concepts and the overall curriculum (re)design model.

Part II – Curriculum (Re)Design Actors & Pathways
Explores who to involve in the curriculum (re)design process and how to involve them.

Part IV – Curriculum (Re)Design Support
Describes how to support teams undertaking collaborative curriculum (re)design

Part V – Curriculum (Re)Design Tools
Offers practical instruments to support collaborative curriculum (re)design processes.

GROUNDING

Curriculum (re)design in practice

The previous sections introduced community-engaged teaching and learning (CETL), the EXPAND model and the main actors involved in curriculum (re)design. This section now turns to practice. The cases below show how community engagement was translated into concrete changes in courses, programmes, learning activities, partnerships and assessment.

The cases draw on curriculum (re)design work carried out through the SPACE project at four universities: University College Cork, University of Girona, University of Rijeka and Vrije Universiteit Brussel. Across these institutions, faculty members, support professionals, students and community partners worked to embed CETL in different disciplinary and institutional contexts.

In total, 13 case reports informed this section. They include single-course initiatives as well as broader multi-course or programme-level redesigns. The cases cover both Bachelor's and Master's level education and span fields such as Engineering, Nursing, Social Work, Business, Physiotherapy, Education and Art History. Community partners included companies, NGOs, schools, hospitals, museums, kindergartens and other non-profit organisations.

Practice	Case title	University	Academic discipline / area
1	Strengthening University–Business Connections through Strategic Management Education	University of Girona	Industrial Engineering / Strategic Management
2	Sharing Health Knowledge through Service Learning in Nursing Education	University of Girona	Nursing / Community Health
3	Reorienting Thesis Work toward Social Engagement and Community Relevance	University of Girona	Cross-disciplinary bachelor's and master's thesis work
4	Embedding Ethics and Social Responsibility in Engineering Education	University of Girona	Business Administration and Management / Ethics and Social Responsibility
5	Reframing Social Services Education through Community-Engaged Teaching and Learning	University of Girona	Social Work / Social Services
6	Engineering Change: Redesigning Curricula for Connection, Well-Being and Sustainability	Vrije Universiteit Brussel	Engineering: Industrial Engineering, Engineering Sciences and Architectural Engineering
7	Cultural Humility and Care: Embedding Intercultural Competence Across Health Care Education	Vrije Universiteit Brussel	Rehabilitation Sciences and Physiotherapy
8	Embodied Learning: Responsible Movement, Sports and Physical Education Sciences	Vrije Universiteit Brussel	Movement and Sports Sciences / Physical Education and Movement Sciences
9	Reframing Art and Archaeology: Curriculum Redesign for Engagement and Connectedness	Vrije Universiteit Brussel	Art History and Archaeology

Practice	Case title	University	Academic discipline / area
10	Building an Ecosystem for Engaged Research Support and Facilitation: the ENGAGE Knowledge Commons	University College Cork	Doctoral research supervision / Regenerative Architecture / Community-engaged research
11	Connecting Marketing Education with Social Impact through Project-Based Learning	University of Rijeka	Business / Marketing
12	Laying the Groundwork for Community-Engaged Civic Education	University of Rijeka	Pedagogy / Civic Education
13	Reconnecting Research Methods with Practice: Service Learning in Early Childhood Education	University of Rijeka	Early and Preschool Care and Education / Quantitative Research Methodology

How to read the curriculum (re)design cases

The cases are not presented as models to copy. They are situated examples that show how CETL principles can be translated into concrete curriculum design choices. Readers are invited to consider what was changed, why it was changed, who was involved, what tensions emerged and what might be meaningful or adaptable in their own context.

After the individual cases, the section draws together cross-case observations on recurring design choices, challenges and enabling conditions. These observations are intended to help readers compare the examples and identify lessons that may be relevant to their own context.

EXAMPLES

1. Strengthening University–Business Connections through Strategic Management Education

Overview

At the University of Girona, the Master's-level course UBCoop, embedded within the Master's in Industrial Engineering, is being partially redesigned to strengthen coherence and collaboration with local business. The course is implemented within the mandatory subject Strategic Management and involves approximately 20 master's students and is delivered as a 6 ECTS module. By integrating company-based cases and direct interaction with local businesses, the redesign aims to enhance motivation, participation, and satisfaction among students, while simultaneously reinforcing collaboration between the university and its regional economic environment.

University
University of Girona

Coordinator
Andrea Bikfalvi (Research & teaching staff)

Programme
MA – Industrial Engineering

Course
UBCoop – 6 ECTS

Students
20+

Partners
Local companies

Real-world & company-based case studies

- **Company-based case learning**
  Students work with real strategic cases drawn from local companies, allowing them to connect theoretical concepts from strategic management to authentic business situations.
- **Direct engagement with industry**
  Learning activities include company selection, company visits, and reporting, enabling students to understand organisational strategy in real operational contexts.
- **Strong curricular alignment**
  Company cases are explicitly connected to course content and to the key deliverables of the subject, ensuring coherence between experiential learning and academic objectives.

(Re)design interventions & learnings

Key interventions:

- Integration of local company cases into a mandatory master's course in Strategic Management.
- Improved coherence and unity between course content, learning activities, and final deliverables.
- Structured linking of company visits and reports to strategic management concepts and assessment criteria.

Key learnings:

- Real-world company engagement significantly enhances student motivation, participation, and satisfaction.
- Effective collaboration with businesses requires careful selection of cases and clear expectations regarding information sharing.
- Practice-based learning can be successfully embedded within core disciplinary courses without compromising academic depth.

Value added for students, staff, partners and institutions

The redesign generates added value across multiple levels:

- **For students:** Increased motivation, active participation, higher satisfaction, and a clearer understanding of strategic management in real business contexts.
- **For community partners:** Stronger collaboration with the university, access to potential future graduates, and increased visibility among engineering students.
- **For teaching staff:** Enhanced teaching satisfaction through more engaged students and improved course coherence.
- **For the institution:** Strengthened university–industry links and a replicable model for embedding external collaboration in master's-level courses.

Hidden dilemmas & complexities of curriculum work

The redesign also surfaced key challenges:

- **Access vs. confidentiality:** Companies may be reluctant to share detailed strategic information, as business strategy is often sensitive or confidential.
- **Feasibility of company engagement:** Identifying companies willing to host visits and provide suitable cases requires time and negotiation.
- **Scaling collaboration:** Expanding the model depends on increasing the number of companies willing to participate.

Key levers for progress and change

Several strategies support further development of the course:

- **Careful case selection:** Choosing companies and cases that balance educational value with realistic disclosure constraints.
- **Strong curricular anchoring:** Explicitly linking company cases to course objectives and assessment ensures academic coherence.
- **Incremental expansion:** Gradually increasing the number of participating companies to strengthen sustainability and choice.
- **Learning from peer exchange:** Insights gained through local and international learning circles inform continuous refinement of the course design.

Engaged educator profile

Andrea Bikfalvi, PhD, University of Girona



Andrea brings together academic expertise in strategic management, innovation and entrepreneurship with long-standing engagement with companies and regional business actors. As a professor in the Department of Business Administration and Product Design at the University of Girona, and deputy director of the Chamber of Commerce Chair of Family Business, her work sits at the intersection of research, teaching and knowledge transfer.

This positioning is central to the UBCoop course redesign, which connects master's students in Industrial Engineering with local companies through company-based cases, company visits and strategic management reports. These partnerships allow students to apply strategic management concepts to authentic business situations, while companies strengthen their links with the university, gain visibility among future graduates and contribute to practice-based learning.

2. Sharing Health Knowledge through Service Learning in Nursing Education

Overview

The case Sharing Health Knowledge concerns the complete redesign of a bachelor's-level course within the Nursing Degree offered at the University of Girona. The annual course (9 ECTS) engages a large cohort of students—over 200 enrolled, with approximately 60 students actively participating in service-learning activities—and aims to strengthen the connection between nursing education, community health needs, and student responsibility. The redesign responds to the need for more meaningful student engagement and for stronger alignment between academic learning and real-world health contexts. It positions students not only as learners, but also as active contributors to community health education.

University
University of Girona

Coordinator
Marta Roqueta (Lecturer)

Programme
BA–Nursing

Course
Sharing Health Knowledge – 9 ECTS

Students
210 enrolled (60 active participants)

Partners
Health community centres & high schools

From classroom knowledge to community health engagement

The redesigned course adopts a service-learning approach in which nursing students collaborate with health community centres and high schools in Girona to share health-related knowledge with diverse audiences. Students work in teams to design and deliver health education activities tailored to community needs. These activities are embedded within the course structure and connected to learning objectives related to communication, professional responsibility, and applied health knowledge. By working in authentic community settings, students move beyond theoretical understanding and develop a deeper awareness of the social dimensions of health care and nursing practice.

Curriculum interventions and pedagogical insights

Key interventions:

- Full integration of service learning as the core pedagogical approach of the course.
- Structured collaboration with community health centres and secondary schools.
- Alignment of community-based activities with course learning outcomes and assessment.
- Redesign of teaching formats to support teamwork, preparation, implementation, and reflection.

Key learnings:

- Student participation and engagement increase significantly when learning activities have visible social impact.
- Service learning supports the development of communication skills, responsibility, and professional identity in nursing education.
- Large-enrolment courses can still support meaningful community engagement when participation is well structured.

Value for students, staff, partners and institutions

The redesign creates value across several levels:

- **For students:** High levels of participation, deeper learning through real-world application, increased motivation, and stronger awareness of societal responsibility in health care.
- **For community partners:** Access to tailored health education activities and strengthened collaboration with the university.
- **For teaching staff:** Enhanced teaching satisfaction and professional growth through innovative pedagogy and community engagement.
- **For the institution:** A strong example of large-scale service learning embedded in a bachelor's programme, aligned with the university's social mission.

Underlying tensions and design challenges

The redesign also surfaced important challenges:

- **Scale and participation:** Managing a very large cohort while ensuring meaningful engagement for participating students.
- **Equity of experience:** Balancing learning opportunities between students who actively participate in service learning and those who do not.
- **Coordination demands:** Sustaining partnerships with multiple community organisations requires significant organisation and time investment.

Key levers for progress and change

Several factors support the continued development of the course:

- **Strong institutional and community partnerships**, enabling continuity and relevance.
- **Clear structuring of service-learning activities**, supporting student participation at scale.
- **Iterative refinement**, informed by experience and feedback from students and partners.
- **Peer and international learning**, supported by insights gained through the SPACE capacity-building pilot.

Engaged educator profile

Marta Roqueta Vall Llosera, PhD, University of Girona



Marta brings together experience in nursing, midwifery, health promotion and higher education. As a lecturer and researcher in the Department of Nursing at the University of Girona, her work connects clinical practice with teaching and research on sexual and reproductive health care, gender perspectives, health promotion and educational innovation.

This background is central to the redesign of *Sharing Health* Knowledge, which connects nursing students with community health centres and high schools through service-learning activities. Students work in teams to prepare and deliver health education activities tailored to community needs. The partnerships allow students to practise communication, responsibility and applied health knowledge in real community settings, while community partners benefit from health education activities developed with future nursing professionals.

3. Reorienting Thesis Work toward Social Engagement and Community Relevance

Overview

This case concerns the ongoing redesign of the bachelor's and master's thesis across study programmes at the University of Girona. The initiative explores how final thesis work—traditionally an individual and academically oriented endeavour—can be more strongly connected to societal needs and community engagement, particularly through collaboration with non-profit organisations. The redesign is currently in process and applies across all study levels, involving a small number of students at this stage. The intention is not to replace the academic nature of thesis work, but to broaden its relevance by allowing students to address real-world challenges identified by external partners.

University
University of Girona

Coordinators
Laura Vall-llosera Casanovas (Associate professor and Vice-Dean of the Faculty of Economics and Business at the University of Girona).

Programme
Bachelor's & Master's – multiple programmes

Courses
Bachelor & Master thesis – 6 ECTS

Students
30+

Partners
Fundació Privada Astres, Oncolliga (Girona).

Individual academic projects to community-connected theses

The envisaged redesign introduces the possibility for students to develop their bachelor's or master's thesis in collaboration with external non-profit organisations. Community partners are invited to share real needs or challenges that can be addressed through student research projects. Students who choose this pathway engage with societal contexts while maintaining academic standards, methodological rigour, and individual responsibility for their thesis. At this stage, participation remains limited and exploratory, allowing the programme team to test feasibility and identify appropriate forms of supervision, coordination, and assessment.

Curriculum interventions and pedagogical insights

Key (re)design intentions:

- Opening bachelor's and master's thesis topics to collaboration with non-profit organisations.
- Creating opportunities for socially relevant research within existing thesis structures.
- Exploring ways to align community-based topics with academic supervision and assessment requirements.

Emerging insights:

- Thesis work offers strong potential for deep, authentic societal engagement, given its duration and depth.
- Community-connected theses require careful alignment between student interests, partner needs, and academic expectations.
- Early experimentation is essential before formalising structural changes at the programme level.
- This case highlights thesis work as a promising but complex space for educational innovation.

Value for students, staff, partners and institutions

Although still in an early phase, several expected benefits are identified:

- **For students:** Increased motivation and meaningfulness through research projects connected to real societal challenges.
- **For community partners:** Access to in-depth research that can support the missions and activities of non-profit organisations.
- **For teaching staff:** Opportunities to supervise socially relevant research and strengthen links between academia and society (impact still to be assessed).
- **For the institution:** A potential model for embedding societal engagement within final-degree work while preserving academic quality.

Key challenges and design tensions

The redesign process has revealed important difficulties:

- **Partner involvement:** Engaging external organisations in long-term thesis projects requires sustained commitment and clear communication.
- **Supervision and assessment:** Community-based theses raise questions about supervision capacity, role clarity, and evaluation criteria.
- **Scalability:** Expanding this model beyond a small number of students remains an open question.
- **Uncertainty of design:** At present, concrete redesign decisions are still under development.
- These challenges underline the sensitivity of innovating within high-stakes curriculum components such as these.

Levers for future development

Several factors can support further progress:

- **Incremental experimentation**, starting with a small number of students and partners.
- **Clear frameworks for collaboration**, defining roles and expectations for students, supervisors, and organisations.
- **Internal dialogue among staff** to align academic standards with societal engagement goals.
- **Learning from peer experiences**, supported by exchange within the SPACE capacity-building pilot.

Engaged educator profile

Laura Vall-llosera Casanovas, PhD, University of Girona



Laura brings expertise in quantitative methods, economics, public health and social inequalities to her work at the University of Girona. Her research focuses on how demographic, socioeconomic and territorial factors shape access to services and health outcomes, giving her a strong foundation for connecting academic inquiry with social relevance.

This perspective is central to the redesign of bachelor's and master's thesis work, which explores how students can develop academically rigorous research projects in collaboration with non-profit organisations such as Fundació Privada Astres and Oncolliga Girona. These partnerships can help students connect thesis topics to real societal needs, while community organisations gain access to in-depth student research that may support their missions and activities.

4. Ethics and Social Responsibility

Overview

This case focuses on the redesign of the bachelor's-level course Ethics and Social Responsibility, embedded within an existing study programme at the University of Girona. The course addresses the ethical, social, and civic dimensions of professional practice and aims to encourage students to reflect on their role as responsible agents within society. The redesign is situated within a broader ambition to connect academic learning with societal values and to foster ethical awareness among future professionals. Rather than introducing radical structural change, the initiative concentrates on strengthening the educational meaning, relevance, and accessibility of ethics-related learning activities.

University
University of Girona

Coordinator
Maria Helena Benito Mundet (Associate professor)

Programmes
Bachelor's – Business Administration & Management

Course
Ethics & social responsibility – 6 ECTS

Students
30-40

Partners
Amongst others: *Valentes i Acompanyades*; *Fundació Esclerosi Múltiple, and Cáritas*,

Designing ethical engagement beyond a single course

The redesign seeks to position ethics and social responsibility not only as course content, but as a shared educational resource that can extend beyond one classroom context.

Educational activities are being developed collaboratively with other lecturers, with the intention that they can be reused or adapted across different courses. Certain proposed activities are carried out beyond the classroom in order to engage other students and faculty members as active social agents. This approach supports wider curricular coherence and promotes ethical reflection as a transversal concern rather than an isolated subject.

The course also collaborates with external organisations in order to incorporate diverse perspectives, draw on real-world experience, and expose students to a range of social realities. Among others, work is being done with *Valentes i Acompanyades*, which is dedicated to combating forced marriage; *Fundació Esclerosi Múltiple*, which aims to mitigate the impact of multiple sclerosis and improve the quality of life of those affected by this incurable illness; and *Cáritas*, which provides social assistance to vulnerable populations.

The initiative is still in progress, and implementation is being carefully paced to allow alignment with institutional requirements and teaching capacities.

Curriculum interventions and pedagogical insights

Key curriculum actions:

- Development of educational activities focused on ethics and social responsibility.
- Collaboration with other teaching staff to ensure transferability and reuse of materials.
- Working with external organisations to broaden perspectives and learn from real-life experiences
- Open design of activities so they can support learning across multiple contexts.

Pedagogical insights:

- Ethics education benefits from being integrated and shared, rather than confined to a single course.
- Designing reusable activities strengthens curricular coherence and teaching collaboration.
- Ethical reflection is most meaningful when students are encouraged to see themselves as active social agents, and when such reflection is grounded in real-world experience.

Value for students, staff, partners and institutions

The redesign is expected to generate value at several levels:

- **For students:** Increased motivation to engage with ethical and social questions, and stronger awareness of professional responsibility.
- **For teaching staff:** Satisfaction derived from contributing to shared educational resources and cross-course collaboration.
- **For the institution:** Progress toward embedding ethics and social responsibility as a transversal dimension of education rather than a standalone topic.

Key Challenges and Design Tensions

The redesign process also revealed important limitations:

- **Institutional constraints:** Ethical activities must comply with requirements set by ethics committees, which can limit flexibility.
- **Coordination demands:** Collaboration across courses requires time and alignment among staff.
- **Gradual implementation:** The open and reusable design approach necessitates incremental development and testing.

These challenges underline the need for patience and institutional support when addressing value-based curriculum innovation.

Levers for future development

Several factors support future progress:

- **Open and reusable learning design**, allowing ethical content to circulate beyond a single course.
- **Staff collaboration**, strengthening shared ownership of ethical education.
- **Incremental refinement**, enabling alignment with institutional and ethical governance structures.
- **Focus on societal relevance**, anchoring ethics education in real-world responsibility.

Engaged educator profile

Professor Maria Helena Benito Mundet, PhD, University of Girona



Maria Helena brings expertise in business, accounting, social responsibility and teaching innovation to her work at the University of Girona. As a member of the Chair of Social Responsibility and Sustainability, director of the Department of Business and coordinator of the PBL Teaching Innovation Network, her work connects disciplinary teaching with broader questions of ethics, responsibility and social impact.

This perspective is central to the redesign of Ethics and Social Responsibility, which aims to make ethical reflection more accessible, transferable and connected to real-world experience. The course works with organisations such as Valentes i Acompanyades, Fundació Esclerosi Múltiple and Cáritas, allowing students to engage with issues including forced marriage, chronic illness and social vulnerability. These collaborations help students understand ethics not only as a theoretical subject, but as a way of reflecting on professional responsibility in relation to concrete social realities.

5. Reframing Social Services Education through Community-Engaged Teaching and Learning

Overview

This case focuses on the partial redesign of a 6-ECTS bachelor's-level course within the Social Work degree programme offered at the University of Girona. The Social Services course involves approximately 50 students and is currently being redesigned for implementation in the upcoming academic period. The redesign is situated within a disciplinary context that is inherently societal. Its core ambition is to strengthen the connection between academic learning, professional social work practice, and community realities, ensuring that students engage meaningfully with the complexity of social services while developing professional competences.

University
University of Girona

Coordinator
Eduard Carrera Fossas (Lecturer)

Programmes
BA- Social Work

Course
Social services – 6 ECTS

Students
50+

Partners
4 social service organisations

From theoretical understanding to situated social work practice

The redesigned course strengthens engagement with external community partners (four organisations are involved) to help students connect theoretical perspectives on social services with real-world professional contexts.

Learning activities are designed to expose students to concrete social challenges, professional roles, and institutional constraints encountered in social services. Through this approach, the course aims to move beyond abstract knowledge acquisition and support students in developing a situated understanding of social work practice.

The redesign remains embedded within the existing programme structure, allowing innovation without disrupting curricular coherence.

(Re)design interventions & learnings

Key curriculum interventions:

- Introduction of community-engaged learning activities within the social services course.
- Stronger alignment between course content, professional practice, and societal challenges.
- Collaboration with external social service organisations to ground learning in authentic contexts.
- Refinement of teaching formats to better support applied learning and student reflection.

Pedagogical insights:

- Social work education benefits significantly from direct exposure to professional practice environments.
- Community engagement enhances students' ability to link theory with the realities of social services.
- Meaningful redesign can be achieved within existing course structures when learning goals are clearly articulated.
- This case demonstrates how disciplinary courses can deepen professional relevance through targeted, practice-focused redesign.

Value added for students, staff, partners and institutions

The redesign is expected to generate value at multiple levels:

- **For students:** Enhanced understanding of social services, stronger professional orientation, increased engagement, and clearer insight into real societal challenges they will face as future social workers.
- **For community partners:** Opportunities to contribute to the education of future professionals and to make their work and challenges visible within the university context.
- **For teaching staff:** Professional satisfaction from teaching that is more closely connected to social realities, alongside pedagogical renewal informed by community engagement.
- **For the institution:** Reinforced societal mission and a strengthened link between social work education and the regional social services ecosystem.

Underlying tensions and design challenges

The redesign process also revealed several important challenges:

- **Coordination with external partners:** Community-engaged learning requires sustained communication and alignment with social service organisations.
- **Balancing academic and practical demands:** Ensuring that community engagement supports, rather than dilutes, academic learning objectives.
- **Implementation constraints:** As the redesign is only partially implemented, further testing and refinement will be required to assess feasibility at scale.

These tensions highlight the organisational and pedagogical complexity of embedding community engagement in professional education.

Key levers for progress and change

Several factors support future progress:

- **Strong disciplinary relevance**, as social services naturally lend themselves to community-engaged learning.
- **Incremental redesign**, allowing reflection and adjustment before full implementation.
- **Learning from peer exchange**, supported by participation in the SPACE capacity-building pilot.
- **Planned further actions**, including refinement of activities and consolidation of partnerships in later phases.

Engaged educator profile

Professor Eduard Carrera Fossas, PhD, University of Girona



Eduard brings together academic expertise in social work, social services, community participation and conflict mediation with long-standing professional experience in community work. His teaching is strongly connected to the territory, including previous work with social services, community-based projects and learning activities involving professionals, students and social service users.

This experience is central to the redesign of the Social Services course, which works with four social service organisations to connect students with real professional contexts and community realities. These partnerships help students move beyond abstract understanding of social services and engage with the challenges, roles and constraints they may encounter as future social workers. They also allow community organisations to contribute to the education of future professionals and make their work more visible within the university.

6. Engineering Change: Redesigning Curricula for Connection, Well-Being, and Sustainability

Overview

At Vrije Universiteit Brussel (VUB) a one-year curriculum redesign process took place across three engineering programmes—Industrial Engineering, Engineering Sciences, and Architectural Engineering. The ambition was to create structural support for and embedding of societally responsive and co-creative education. An interdisciplinary team prepared and implemented pilot projects involving blended, project-based learning and co-creative educational formats, embedded in real-world contexts. The process resulted in optimised scheduling, faculty-wide implementation of a project course Technology & Sustainability, piloting of a co-creative course, preparation of an elective on student Leadership, Coaching, and Tutoring, among other things. With more than 500 students involved across BA and MA programmes, this redesign demonstrates both the potential and complexity of scaling meaningful educational innovation.

University
Vrije Universiteit Brussel

Coordinators
Prof. Dr. Stephanie Van de Voorde

Prof. Dr. Tine Tysmans

Programmes
bachelors and masters in Industrial Engineering, Engineering Sciences & Architectural Engineering

Courses
Project Technology & Sustainability (BA1- 3ECTS)
- Leadership, Coaching & Teamwork (MA1 – 3ECTS)-
Architectural and Construction History (BA3 – 3ECTS)

Students
500+

Partners
Industry, construction and renovation, local sustainability stakeholders

Piloting a diversity of engaged teaching & learning formats

The trajectory resulted in a set of **engaging, student-centred, and societally relevant educational formats**, including:

- **A faculty-wide Project Technology & Sustainability Week**
  Multidisciplinary teams of ~270 Bachelor students worked on real-world sustainability challenges (mobility, circular construction, energy, etc.), supported by self-study, online assessment and coaching by master's students.
- **A faculty-wide version of a Course on Leadership, Coaching & Teamwork**
  A renewed elective course was prepared in which Master students take on roles such as tutor, ambassador, organiser or community-builder, broadening student engagement beyond near-peer tutoring.
- **A co-creative teaching experiment in Architectural & Construction History**
  A mandatory bachelor's course was used as the setting for a co-creative teaching experiment in which students redesigned parts of the course by selecting teaching formats, content, and assessment methods.

(Re)design interventions & learnings

Key interventions:

- Faculty-wide implementation of the **Project 'Technology & Sustainability' week**, combining multidisciplinary teamwork, real-world sustainability challenges, blended learning, and peer coaching.
- Development of a faculty-wide version of Leadership, Coaching & Teamwork (LCT), expanding the course **towards broader forms of student engagement**, peer learning, and leadership.
- A co-creative teaching experiment in which BA3 students redesigned parts of an existing course.
- **Pilot redesign of the semester timetables** for the three Bachelor years in Architectural Engineering, aimed at reducing timetable gaps, creating room for blended components, and improving studyability for students and staff.

Key learnings:

- Curriculum redesign is as much about **change management and negotiation** as it is about pedagogy.
- Timetabling, calendars, and workload are **not just logistical concerns, but fundamental conditions** for meaningful educational innovation.
- Co-creative and activating teaching formats can **strengthen student ownership, reflection, and engagement** when they are embedded with sufficient structure and support.
- Large-scale project-based learning requires **careful preparation, communication, and alignment** to succeed.
- Interdisciplinary collaboration works well when **roles, expectations, and responsibilities** are clearly defined.

Value added for students, staff, partners and institutions

This case highlights several forms of added value:

- **For students:** greater engagement, a stronger sense of ownership, and more meaningful opportunities to develop teamwork, reflection, and societal awareness.
- **For teaching staff:** strengthened experience in interdisciplinary collaboration and in designing active, blended, and co-creative learning formats across programmes.
- **For external and societal partners:** closer connections between engineering education and contemporary sustainability challenges, creating more authentic learning contexts.
- **For the institution:** a stronger basis for curriculum innovation through concrete pilots, shared reflection, and greater awareness of the structural conditions needed for sustainable change.

Hidden dilemmas & complexities of curriculum work

The redesign surfaced several persistent tensions:

- **Innovation vs. institutional constraints:** key enabling conditions such as timetabling, calendars, and room allocation were only partially within the redesign team's sphere of influence.
- **Pedagogical ambition vs. workload feasibility:** Co-creative and challenge-based formats are valuable, but difficult to sustain in already overloaded programmes.
- **Pilot success vs. structural embedding:** small-scale innovation can generate momentum, but long-term impact depends on broader programme-level alignment and administrative follow-up.

Key levers for progress and change

Several strategies proved particularly important in moving the process forward:

- **Combining bottom-up input with top-down coordination**, linking staff and student feedback to programme-level and faculty-level decision making.
- **Using pilot projects to build momentum,** test formats, and make innovation tangible before broader implementation.
- **A collaborative approach to administrative services,** shifting the question from what support was needed to how the redesign process could also help those responsible for implementation, such as timetablers.
- **Sustaining communication and shared ownership across stakeholders**, including programme committees, faculty leadership, lecturers, students, and support staff.

Engaged educator profile

Professor Stephanie Van de Voorde, PhD, Vrije Universiteit Brussel



Stephanie brings expertise in architectural engineering, construction history, heritage and circularity in the built environment to her teaching and curriculum work at Vrije Universiteit Brussel. Alongside her research on building culture, reuse, deconstruction and modern heritage, she is closely involved in educational innovation within the Faculty of Engineering, including project-based learning, student engagement and co-creative teaching formats.

In this redesign process, Stephanie contributed to a faculty-wide effort to connect engineering education more strongly with societal and sustainability challenges. Through initiatives such as the Technology & Sustainability project week and co-creative teaching experiments, students engaged with real-world issues including mobility, circular construction and energy. Collaboration with industry, construction and renovation actors, and local sustainability stakeholders helped create more authentic learning contexts while also showing the complexity of embedding such innovation across large engineering programmes.

7. Cultural Humility and Care: Embedding Intercultural Competence Across Health Care Education

Overview

This case focuses on a curriculum redesign aiming to embed cultural humility and care in a spiral curriculum across bachelor's and master's programmes in Rehabilitation Sciences and Physiotherapy offered at Vrije Universiteit Brussel (VUB). Rather than introducing intercultural competences as a standalone course, the redesign integrates these progressively across multiple curriculum stages and courses, aligning learning outcomes with students' academic learning and development. The initiative responds to the growing diversity of health care contexts and aims to prepare future professionals to work ethically, reflexively, and effectively with diverse patient communities. The redesign emphasises continuity, shared responsibility, and alignment between education, clinical practice, and societal needs.

University
Vrije Universiteit Brussel

Coordinator
Prof. Dr. Nele Adriaenssens

Programmes
bachelors and masters in Rehabilitation Sciences & Physiotherapy

Courses
Intercultural competences learning line spanning diverse courses (1 ECTS)

Students
250+

Partners
Physiotherapists, hospitals, private practices, patients

Moving from isolated content to a spiral learning line

The redesigned curriculum introduces a spiral integration of intercultural competence, in which learning objectives, teaching formats, and assessment methods gradually deepen over time. Students engage with intercultural themes through case-based learning, traineeships, intercultural encounters, tutoring and reflection, developing cultural awareness, knowledge, skills, and attitudes. Learning activities are aligned with clinical and community contexts, ensuring relevance to real health care practice. By embedding intercultural competence across multiple courses and years, the redesign avoids fragmentation and supports cumulative learning, enabling students to progressively integrate knowledge, skills, and values with a gradual increase in complexity and autonomy.

Curriculum interventions and pedagogical insights

Key interventions:

- Development of a spiral curriculum learning line for intercultural competence across bachelor's and master's levels.
- First steps towards better aligned learning outcomes, teaching formats and assessment across courses and programme stages.
- Integration of reflective, case-based, and practice-focused learning activities connected to health care contexts.
- Collaboration with clinical partners and patients to ensure professional relevance.

Key pedagogical insights:

- Intercultural competence develops most effectively when learning is longitudinal, cumulative, and contextually grounded.
- Embedding responsibility across teaching teams strengthens coherence but requires shared ownership and coordination.

- Reflection and practice-based learning are essential for translating intercultural skills into professional behaviour.

Value added for students, staff, partners and institutions

This curriculum redesign generated clear added value across multiple levels:

- **For students:** Expected development of intercultural awareness, reflective capacity, and professional competence, better preparing them for diverse health care environments.
- **For clinical and community partners:** Graduates who are more attuned to cultural diversity, ethical practice, and inclusive patient care- proof of concept for intercultural learning path.
- **For teaching staff:** Strengthened collaboration, clearer shared objectives, and a collective approach to competence development.
- **For the institution:** A coherent, scalable model for embedding transversal competences across programmes in line with societal and professional demands.

Underlying tensions and design challenges

The redesign also surfaced important challenges:

- **Shared ownership versus coordination complexity:** Embedding a learning line across multiple courses requires sustained alignment and communication among staff.
- **Constructive alignment:** Ensuring consistency and progression in learning objectives, teaching methods and assessment across programme stages demands careful coordination.
- **Balancing ambition and feasibility:** Curriculum-wide change requires time, commitment, and institutional support to remain sustainable.

Levers supporting sustainable curriculum change

Several factors support continued implementation and refinement:

- Building curriculum redesign ambitions on an evidence-informed competences framework.
- Spiral curriculum design, enabling progressive competence development.
- Strong alignment of outcomes, teaching, and assessment, supporting coherence and transparency.
- Iterative redesign and monitoring, allowing adjustments based on experience and feedback.
- Embedding intercultural competence as a shared responsibility, rather than an isolated teaching task.

Engaged educator profile

Professor Nele Adriaenssens, PhD, Vrije Universiteit Brussel



Nele brings together academic expertise in rehabilitation sciences and physiotherapy with sustained clinical engagement in cancer rehabilitation and survivorship. Alongside her work at Vrije Universiteit Brussel, she continues to practise as a physiotherapist at UZ Brussel (university hospital), where she coordinates cancer rehabilitation and survivorship within the Department of Medical Oncology.

Her clinical and academic roles give particular relevance to the redesign of the intercultural competences learning line in Rehabilitation Sciences and Physiotherapy study programmes. By working with physiotherapists, hospitals, private practices and patients, the curriculum redesign connects students' learning to the realities of diverse health care settings. These collaborations help ensure that cultural humility is not treated as abstract content, but as a professional competence linked to ethical practice, inclusive patient care and reflective engagement with real clinical contexts.

8. Embodied Learning: Responsible Movement, Sports and Physical Education Sciences

Overview

This case concerns the redesign of multiple courses across bachelor's and master's levels of the programmes in Movement & Sports Sciences offered at Vrije Universiteit Brussel. The initiative responds to evolving societal demands, labour market needs, and student expectations, while strengthening coherence across practical and theoretical modules and courses. Competences are more systematically defined, through a cross-course, cross-year rubric. Finally, sustainability is introduced as a core curricular theme, both by reducing the ecological footprint of the programme and by preparing students to address environmental challenges in sport and physical activity contexts. Expected impacts include stronger programme coherence, enhanced readiness for professional practice, and graduation of responsible sport and physical activity professionals.

University
Vrije Universiteit Brussel

Coordinators
Prof. Dr. Dirk Aerenhouts &
Prof. Dr. Kristine De Martelaer

Programmes
Bachelors and Masters in Movement & Sports Sciences, Physical Education & Movement Sciences

Courses
Multiple courses spanning bachelors and masters programmes

Students
100+

Partners
Sports associations, nature & discovery organisations, governmental bodies, international colleagues

From instructor-led formats to co-owned learning experiences

The redesigned courses introduce student-centred and participatory learning formats that foreground embodiment, interaction, and shared responsibility. Students are actively involved in shaping learning activities, which strengthens their sense of ownership and engagement. Practical movement-based experiences are systematically connected to theoretical frameworks, ensuring that embodied learning is not isolated but meaningfully integrated into academic reflection. An international study visit to the University of Hamburg has informed this redesign by offering external perspectives on embodied pedagogy and alternative teaching formats. These insights have supported critical reflection on existing practices and inspired the development of new approaches within the programme.

Curriculum redesign interventions and pedagogical insights

Key interventions:

- Introduction of new teaching formats that emphasise movement, participation, and student co-ownership.
- Stronger integration of experiential practice and theoretical reflection across courses.
- Use of international benchmarking through a study visit as a source of pedagogical inspiration.

Key learnings:

- Student engagement deepens when learners are trusted with agency and responsibility in shaping learning processes.
- Embodied learning becomes educationally powerful when it is explicitly connected to theory and reflection.
- Pedagogical innovation benefits from external perspectives, which help challenge routine practices and renew teaching approaches.

Value added for students, staff, partners and institutions

This curriculum redesign generated clear added value across multiple levels:

- **For students:** Stronger engagement, deeper connection with peers and course content, and enhanced opportunities for personal and professional reflection through embodied learning.
- **For teaching staff:** Renewed pedagogical inspiration and improved alignment between practical and theoretical course components.
- **For the programme:** Greater coherence across courses and a clearer educational rationale linking movement, reflection, and professional formation.
- **For the institution:** A transferable example of student-centred and embodied pedagogy that can inform broader curriculum development.

Hidden dilemmas & complexities of curriculum work

The redesign surfaced key dilemmas:

- **Co-ownership versus structure:** Increasing student autonomy requires careful scaffolding to maintain clarity, coherence, and learning quality.



- **Innovation within existing curricula:** Embedding new formats across multiple courses demands coordination and shared understanding among teaching staff.
- **Sustainability:** Long-term impact depends on organisational support beyond individual enthusiasm and experimentation.

Key levers for progress and change

Several strategies proved crucial in advancing the curriculum redesign:

- Student co-ownership as a guiding principle, fostering motivation and meaningful engagement.
- Explicit links between practice and theory, safeguarding academic depth.
- Learning through international exchange, using external examples to stimulate local innovation.
- Ongoing preparation and coordination, identified as essential next steps for embedding the redesign sustainably.

Engaged educator profile

Professor Dirk Aerenhouts, PhD, Vrije Universiteit Brussel



Dirk brings expertise in movement and sport sciences, physical fitness, sport training and coaching, and professional internships to his teaching at Vrije Universiteit Brussel. His work connects scientific knowledge about performance, health, recovery and physical activity with the preparation of students for professional roles in sport, coaching, fitness and physical activity contexts.

In the curriculum redesign, Dirk's role connects closely with the programme's ambition to strengthen coherence across practical and theoretical learning. By introducing clearer competence frameworks, participatory teaching formats and stronger links to professional practice, the redesign helps students see movement and sport sciences not only as disciplinary knowledge, but as preparation for responsible professional action. Collaboration with sports associations, governmental bodies, nature and discovery organisations and international colleagues broadens the learning context and supports students' readiness to work across diverse sport and physical activity settings.

Engaged educator profile

Professor Kristine De Martelaer, PhD, Vrije Universiteit Brussel



Kristine brings long-standing expertise in physical education, didactics, teacher training, ethics in sport and movement-based learning to her work at Vrije Universiteit Brussel. Her research and teaching focus on how people learn through movement, including water competence, motivation, assessment and integrity in sport and physical education.

Her contribution to this redesign is linked to the case's emphasis on embodied, student-centred and co-owned learning experiences. The redesign encourages students to connect practical movement experiences with reflection, theory and professional responsibility. International exchange, including learning from colleagues at the University of Hamburg, helped challenge existing routines and open up new possibilities for participatory and embodied pedagogy. In this way, the case shows how movement and sport education can become a space for professional formation, ethical awareness and more sustainable ways of learning and teaching.

9. Reframing Art and Archaeology: Curriculum Redesign for Engagement and Connectedness

Overview

At Vrije Universiteit Brussel (VUB), a comprehensive curriculum redesign was undertaken within the Art History and Archaeology programmes. Supported by a curriculum renewal mandate, the redesign aimed to strengthen disciplinary coherence while responding to societal, professional, and international developments in the fields of arts, heritage, and archaeology. The process led to the restructuring of the programme into three complementary profiles: Art History and Archaeology, Archaeological Sciences, and Art and Museums, integrated across both bachelor's and master's levels. Interdisciplinarity, societal engagement, and internationalisation were embedded through redesigned courses, strengthened partnerships with cultural institutions, and expanded collaboration with international partners.

University
Vrije Universiteit Brussel

Coordinators
Prof. Dr. Katarzyna Ruchel-Stockmans, Prof. Dr. Ralf Vandam & Prof. Dr. Pieter Martens

Programmes
Bachelors and masters in Art History & Archaeology

Courses
Diverse, including: Modern & Contemporary Art / Operative Images / Art & Participation

Students
200+

Partners
Diverse, including: Museums (KMSKA, KMSKB, KMKG, Kanal), Pilar, Castle of Gaasbeek, partner universities

Piloting a diversity of engaged teaching & learning formats

This curriculum redesign case introduced a range of **engaged, student-centred, and practice-focused learning formats** across bachelor's and master's programmes.

Interdisciplinary and urban-embedded learning
Courses such as *Art and Participation* and *Museums and Collections in Question* were redesigned in collaboration with local museums and cultural institutions, enabling students to contribute to exhibition practices, collection mediation, and public engagement through real-world projects. Interdisciplinarity was strengthened through collaboration with other programmes and faculties, guest lecture series, and joint excursions.

Research-led and internationally connected education
Stronger alignment between education and research, combined with international collaborations shaped by VUB's European University Alliance, EUTOPIA, supports globally oriented learning experiences and prepares students for both civic responsibility and their future academic and professional practice.

(Re)design interventions & learnings

Key interventions:

- Restructuring the programme into three coherent profiles across bachelor's and master's levels, aimed at enhancing clarity, attractiveness and relevance of offered study pathways.

- Embedding practice-focused courses in collaboration with a diverse range of cultural institutions, aimed at connecting academic learning to real-world contexts, strengthen interdisciplinarity, internationalisation, and research integration.
- Improving curriculum coherence and workload alignment through programme-wide assessment mapping.

Key learnings:

- Case coordinators gained:
- Expertise in curriculum leadership, change management, and interdisciplinary collaboration.
- Hands-on experience in designing co-creative and community-engaged educational formats.
- Greater awareness about the importance of structural alignment and long-term partnerships for sustainable educational innovation.

Value added for students, staff, partners and institutions

This curriculum redesign generated added value across levels:

- **For students:** Increased engagement through practice-focused and co-creative learning, stronger links between theory, research, and professional practice, and enhanced awareness of societal and cultural responsibilities.
- **For teaching staff:** Strengthened collaboration, improved alignment between courses, and increased capacity for curriculum leadership and pedagogic innovation.
- **For community partners:** Meaningful collaboration with students and academics contributing to professional practice and contexts.
- **For the institution:** A more coherent and future-oriented programme structure, stronger integration of education, research, and societal engagement.

Hidden dilemmas & complexities of curriculum work

The redesign surfaced key dilemmas:

- **Innovation vs. institutional constraints:** While ambitious curriculum reforms were implemented, key decision levers (e.g. programme integration scenarios, approval processes, resource allocation) lay partly outside the direct control of the redesign team.
- **Pedagogical ambition vs. workload feasibility:** Co-creative and practice-focused education enhances learning quality but requires careful workload planning and long-term structural support.
- **Local initiatives vs. systemic change:** Curriculum innovation progressed alongside broader institutional discussions about programme rationalisation, creating a need to safeguard the added value of reforms across future scenarios.

Key levers for progress and change

Several strategies proved crucial in advancing the curriculum redesign:

- **Strategic leadership with shared ownership:** Clear coordination combined with regular consultation among programme teams, faculty committees, educational support, and external partners.
- **Pilot-based innovation:** New courses, collaborations, and learning formats were tested through pilot initiatives before being structurally embedded in the programme.
- **Collaborative alignment:** Close cooperation with educational support services and faculty structures ensured coherence, feasibility, and institutional alignment.
- **Evidence-informed decision-making:** Student feedback, assessment mapping, and workload monitoring tools supported transparent choices and sustainable implementation.

Engaged educator profile

Professor Katarzyna Ruchel-Stockmans, PhD, Vrije Universiteit Brussel



Katarzyna brings expertise in photography, contemporary art, visual culture and participatory artistic practice to her teaching and curriculum work at Vrije Universiteit Brussel. Her academic and cultural engagement spans teaching, research, editorial work, the Brussels Arts Platform, VUB's Art Advisory Committee and collaboration with the Brussels-based artist collective Messidor.

Within the Art History and Archaeology curriculum redesign, Katarzyna's profile connects strongly with the ambition to make arts education more practice-focused, urban-embedded and internationally connected. Courses such as *Art and Participation* and *Museums and Collections in Question* involve collaboration with museums and cultural institutions, allowing students to engage with exhibition practices, collection mediation and public engagement. Partnerships with museums and cultural institutions — for example KMSKA, the Royal Museum of Fine Arts Antwerp, and KANAL Centre Pompidou in Brussels — help students connect academic learning with cultural practice, while EUTOPIA-linked collaborations strengthen the international dimension of the programme.

Engaged educator profile

Professor Ralf Vandam, PhD, Vrije Universiteit Brussel



Ralf brings expertise in landscape archaeology, human–environment interactions and archaeological fieldwork to his teaching and programme leadership at Vrije Universiteit Brussel. His work combines international research experience with student supervision, curriculum development and the coordination of archaeological teaching across bachelor's and master's levels.

In this featured case, Ralf's contribution is especially relevant to the redesign's emphasis on research-led, interdisciplinary and professionally connected education. By integrating archaeological research, fieldwork and collaboration with partner institutions into student learning, the programme helps students understand archaeology not only as an academic discipline, but as a field connected to heritage, environment, society and public interpretation. This supports a more coherent curriculum in which disciplinary knowledge, professional practice and societal engagement reinforce one another.

10. Building an Ecosystem for Engaged Research Support & Facilitation: the ENGAGE Knowledge Commons

Overview

At University College Cork (UCC), the redesign initiative ENGAGE: A Living Knowledge Commons for Community-Engaged Research Supervision responds to a convergence of structural pressures in doctoral education. Rather than creating a traditional training module, the redesign introduces connective infrastructure that aggregates, integrates, and synthesises existing resources, enabling supervisors, doctoral researchers, and community partners to find one another, share from their own experience, and build from where they already are.

University
University College Cork

Coordinator
Maroun C. Tabbal (PhD Researcher)

Programmes
PhD research in Regenerative Architecture

Course
ENGAGE: A Living Knowledge Commons for Community-Engaged Research Supervision (~1.5 to 2.6 ECTS)

Students
Unlimited

Partners
Four higher education institutions and their community partners

From training modules to knowledge ecosystem

The ENGAGE redesign did not begin with a solution. It began with a convergence of pressures: the growing demand among doctoral students for community-engaged research pathways; supervisors who were willing but structurally unsupported; resources that existed but remained scattered and siloed; and the stubborn reality of limited time, absorptive capacity, and institutional reach. These conditions did not call for another training module. They called for infrastructure: a third space. The ENGAGE Living Knowledge Commons for Community-Engaged Research Supervision (https://engage.curricula.dev/researchmethods) is built on the logic of matchmaking, facilitation, aggregation, integration, and synthesis. Rather than producing new content, it creates conditions for people already doing meaningful work to find one another, share from their own experience, and build from where they are. The platform is designed around a progression from the personal to the collective: from the individual challenge each participant brings, through what participants hold in common, to what they want to see in the world. In practice, this arc moves from Stories, to Projects, to Practice as a Community of Practice, across disciplines, vocabularies, and perspectives. The initiative draws on principles of connective infrastructure rather than content delivery, community of practice over static toolkit, and peer-based mutual learning over prescribed professional development. Success is not measured in course completion rates, but in the new research collaborations and partnership conversations that the platform makes possible.

(Re)design interventions and learnings

Key interventions:

- **ENGAGE knowledge platform:** Development of an online platform that aggregates and connects existing engaged research resources and practice stories within a single accessible ecosystem, rather than duplicating them. The platform maps resources from authoritative sources including Campus Engage and Irish Universities Association guides, and provides dedicated entry points for community partners as well as academic users.
- **Peer-based mutual learning:** Shift from individual supervisor training to mutual learning sessions embedded within the existing Principal Investigator Forum, increasing sustainability and reducing additional burden on already stretched supervisors.
- **Community partner co-design:** Substantive collaboration with The Wheel Ireland, whose feedback was transformative: it redirected the project away from institutional silos toward genuinely connective infrastructure.
- **Reframed impact measures:** Moving from tracking course completion to tracking the initiation of new research collaborations and partnership conversations, foregrounding relational outcomes over transactional ones.

Key Learnings:

- **Ecosystem over training:** Community-engaged research supervision requires structural ecosystem support, not only individual training opportunities for supervisors.
- **Iteration is essential:** The redesign evolved through multiple conceptual stages before arriving at its current form. Participatory, iterative design is not a luxury; it is constitutive of the result.
- **Community partners as co-designers:** Partners do not simply benefit from curriculum innovation; they can be its most formative voice.
- **Institutional reach beyond the programme:** Curriculum redesign of this kind naturally expands beyond programme boundaries, becoming a catalyst for broader institutional transformation.

Value for students, staff, partners and institutions

- **For students:** Improved access to supervisors experienced in engaged research, clearer methodological guidance, and opportunities to develop ethical and reciprocal community partnerships within doctoral projects.
- **For community partners:** A dedicated entry point into university research collaborations, resources explaining how research partnerships work, and the opportunity to contribute their own experiences to the shared commons.
- **For teaching staff and supervisors:** A sustainable professional learning environment where experiences can be exchanged, confidence built, and peer learning deepened across disciplines.
- **For the institution:** Stronger integration of community engagement (CE) into doctoral research practices, enhanced alignment with societal impact agendas, and a transferable model for supporting engaged research supervision across faculties.

Hidden dilemmas and complexities

- **Innovation versus institutional expectations:** The project moved beyond a traditional training module towards a broader support ecosystem, creating definitional uncertainty and pressure to deliver something recognisably course-shaped.
- **Ambition versus feasibility:** Developing new infrastructure required balancing visionary intent with practical project timelines and constrained resources.
- **Visibility versus overload:** The initiative needed to be genuinely useful without adding to supervisors' already significant professional development demands.
- **Collaboration versus time constraints:** Working with interdisciplinary teams and community partners required flexible, iterative coordination under tight conditions.

Key levers for progress

- **Iterative prototyping:** The ENGAGE platform was developed as a proof-of-concept to gather stakeholder feedback before scaling.
- **Early community partner involvement:** Collaboration with The Wheel Ireland from the outset ensured relevance and avoided duplication of existing resources.
- **Use of existing structures:** Embedding sessions within the Principal Investigator Forum increased feasibility and sustainability.
- **Scaling potential:** Future plans include expanding the supervisor network and exploring adoption across partner institutions and European University Alliance contexts.

Engaged educator profile

Maroun C. Tabbal, PhD, University College Cork



Maroun brings expertise in architecture, regenerative design, adaptive reuse and community-engaged research to his teaching and facilitation work at University College Cork. His current doctoral research focuses on communities of practice and regenerative design in higher education, while his work in the SPACE project connects curriculum redesign, institutionalisation and support for community-engaged research.

In the ENGAGE case, Maroun's role is less about creating a conventional course and more about building connective infrastructure for engaged doctoral research supervision. The initiative brings together supervisors, doctoral researchers, higher education institutions and community partners through a living knowledge commons designed to share resources, stories and practice-based knowledge. Collaboration with partners such as The Wheel Ireland helped redirect the project away from institutional silos and towards a more open ecosystem where community partners can also shape how research collaboration is supported.

11. Connecting Marketing Education with Social Impact through Project-Based Learning

Overview

This case concerns the redesign of the master's-level course Marketing Project, delivered within an existing study programme at the University of Rijeka. The course redesign aims to move beyond traditional promotional assignments by embedding societal relevance and social problem awareness into marketing education. The initiative reorients student projects toward organisations and initiatives addressing social challenges, encouraging students to reflect not only on marketing effectiveness but also on social impact and responsibility. In doing so, the course strengthens the link between disciplinary knowledge, societal engagement, and student motivation.

University
University of Rijeka

Coordinator
Ivana First Komen (Professor)

Programme
MA – Business (Marketing)

Course
Marketing project – 6 ECTS

Students
15

Partners
Companies & institutions (social awareness campaigns)

From Promotional Assignments to Socially Oriented Marketing Projects

The redesigned course adopts a project-based learning format in which students work on marketing projects with a clear societal dimension. Previously, students focused primarily on promoting organisations or products. Through the redesign, marketing projects are now framed to address social issues, prompting students to consider the broader consequences and responsibilities of marketing strategies. This shift supports deeper engagement and helps students understand marketing as a tool that can influence social change. The redesign is supported by a revised introductory presentation that clarifies expectations, objectives, and the societal orientation of the course.

(Re)design interventions & learnings

Key interventions:

- Redesign of marketing projects to focus on social problems and societal impact, rather than purely commercial promotion.
- Strengthening the project-based learning approach by introducing the design thinking method
- Placing students in a more active, responsible role by allowing them to define the social problem they will address by collaborating with an organisation proposed by the teaching staff.
- Clear communication of the redesigned course logic through updated introductory materials.

Key learnings:

- Project-based learning is particularly effective when it encourages students to focus on issues that interest them.
- For service learning to be successful, students need to feel support from course mentors and partner organisation and to feel that both parties' sets of expectations are aligned.
- Even relatively small curricular shifts can meaningfully reframe how students understand the purpose of their field.

Value Added for Students, Staff, Partners and Institutions

This redesign generates added value at multiple levels:

- **For students:** Decreased perception of helping a (for-profit) organisation for free and deeper understanding of marketing as a socially impactful practice.
- **For community and society:** Greater student awareness of social problems and of how marketing tools can contribute to addressing them.
- **For teaching staff:** Positioning marketing as a socially oriented course among students and colleagues.
- **For the institution:** A practical example of how societal engagement can be embedded into master's-level disciplinary education.

Underlying Tensions and Design Challenges

While the redesign has been positively received, some open questions remain:

- **Depth versus scope:** Balancing meaningful engagement with social issues while maintaining focus on core marketing competences.
- **Sustainability of innovation:** Further refinement depends on reflection after full implementation and continued student response.
- **Expectations alignment:** Course teacher's and organisation manager's expectations in terms of project outcomes and everyone's level of engagement and responsibility should be aligned.

Key Levers for Progress and Change

Several strategies emerged as crucial for advancing and sustaining the redesign:

- **Clear societal framing of projects**, which motivates students and adds meaning to disciplinary learning.
- **Iterative redesign**, allowing the course to evolve based on experience and outcomes.
- **Reflective timing**, with decisions about further redesign planned after observing effects.

Engaged educator profile

Professor Ivana First Komen, PhD, University of Rijeka



Ivana brings expertise in marketing, brand management and strategic communication to her teaching at the Faculty of Economics and Business, University of Rijeka. Her teaching practice includes community-based learning, software simulations, flipped classrooms, case competitions and Collaborative Online International Learning, reflecting a strong interest in active and innovative learning formats.

In the *Marketing Project* course, Ivana reorients project-based learning towards organisations and initiatives addressing social challenges. Instead of treating marketing only as a promotional tool, students are encouraged to define a social problem and collaborate with an organisation on a socially oriented campaign. This gives students a clearer sense of marketing's potential social impact, while partner organisations benefit from student ideas, visibility and communication support for issues of public relevance.

12. Laying the Groundwork for Community-Engaged Civic Education

Overview

This case concerns the early-stage redesign of the mandatory bachelor's course Education for Civil Society, part of the Bachelor's degree programme in Pedagogy at the University of Rijeka. The course focuses on civic education and draws primarily on pedagogical perspectives, while incorporating insights from related social sciences such as sociology and political science. The redesign is currently at an exploratory phase and is shaped by the intention to strengthen students' engagement with civil society through more structured collaboration with local non-governmental organisations (NGOs). Rather than proposing a complete structural overhaul, the initiative aims to clarify the pedagogical foundations of community engagement within the existing course framework.

University
University of Rijeka

Coordinator
Nadja Čekolj (Post-Doctoral Researcher)

Programme
BA- Pedagogy

Course
Education for civil society – 5 ECTS

Students
15

Partners
Local NGOs

From ad hoc engagement to structured collaboration with civil society

The envisaged redesign seeks to move from loosely defined forms of community interaction toward more intentional and structured collaboration with local NGOs. Civil society organisations are expected to contribute to the design and delivery of course activities by sharing insights into community contexts and user needs. Students would engage with real societal issues through guided tasks, supported by reflection activities that connect practice with course content. At this stage, no final redesign plan has been adopted, as further development depends on institutional guidelines for course redesign. However, the case clearly articulates the direction toward stronger alignment between civic education theory, community practice, and reflective learning.

Planned interventions and emerging pedagogical insights

Key interventions:

- Strengthening collaboration with local NGOs through clearer and more structured forms of cooperation.
- Clarifying roles, expectations, and boundaries for students, community partners, and teaching staff.
- Introducing guided reflection activities as a core pedagogical element.
- Integrating community collaboration more explicitly with course content while maintaining the overall course structure.

Emerging pedagogical insights:

- Community-engaged learning benefits from **conceptual clarity** as much as from practical activity.
- Reflection plays a crucial role in transforming engagement into meaningful learning.
- Early-stage redesign processes require space for **deliberation and alignment**, rather than premature implementation.

Value added for students, staff, partners and institutions

Although the redesign has not yet been implemented, several expected benefits are identified:

- **For students:** Deeper and more transformative learning through connections between theoretical content and real-world civic contexts, alongside stronger engagement with societal issues.
- **For community partners:** Opportunities for sustained collaboration with the university and increased student awareness of civil society work and community needs.
- **For teaching staff:** A clearer conceptual framework for community engagement, increased confidence in structuring collaboration and reflection, and opportunities for professional learning through exchange with colleagues and partners.
- **For the institution:** A carefully prepared model for integrating civic engagement into bachelor-level education in a reflective and sustainable way.

Uncertainties and structural challenges

The case also makes visible several important dilemmas:

- **Institutional uncertainty:** The lack of finalised guidelines for course redesign limits concrete decision-making.
- **Time and workload constraints:** Redesign efforts must be balanced with existing teaching responsibilities.
- **Assessment challenges:** Evaluating student work in the context of community collaboration raises questions about fairness, scope, and criteria.
- **Curricular alignment:** Decisions about course duration, sequencing, and possible links with other courses remain open.

Levers for thoughtful and sustainable development

Several factors support continued progress:

- **Strong emphasis on reflection**, identified as both a learning mechanism and a pedagogical anchor.
- **Incremental redesign**, allowing ideas to mature before implementation.
- **Consultation and alignment** with departmental colleagues to ensure curricular coherence.
- **Intentional partnership building** with civil society organisations as co-educators rather than ad hoc contributors.

Engaged educator profile

Dr. Nadja Čekolj, University of Rijeka



Nadja brings expertise in pedagogy, sociology, civic participation, school volunteering and sustainability citizenship to her teaching and research at the University of Rijeka. Her work focuses on democratic culture, social responsibility, equality, gender and social justice, giving her a strong foundation for connecting civic education with contemporary social challenges.

The Education for Civil Society redesign builds on this background by exploring how students can engage more intentionally with local non-governmental organisations as part of their learning. The planned collaboration would allow civil society organisations to share insights into community needs and civic practice, while students connect theoretical perspectives on civil society with guided reflection and real-world engagement. For this case, the value lies not in a fully implemented model, but in carefully laying the pedagogical groundwork for more structured, reflective and sustainable community-engaged civic education.

13. Reconnecting Research Methods with Practice: Service Learning in Early Childhood Education

Overview

At the University of Rijeka, a Master's-level course in Quantitative Research Methodology is being redesigned to reconnect academic research training with real-world practices. The redesign responds to a key gap that emerged over time: while the course strongly develops methodological knowledge and skills, students' opportunities to conduct research in authentic contexts had gradually disappeared. The proposed redesign introduces a service-learning pathway, enabling students to carry out small-scale, practice-focused research projects in collaboration with local kindergartens. This case illustrates how community-engaged education can strengthen research competences, societal relevance, and faculty–community collaboration, while also highlighting the institutional and organisational conditions required to sustain such partnerships.

University
University of Rijeka

Coordinator
Sanja Tatalović Vorkapić (professor)

Programme
MA – Early & Preschool Care and Education

Course
Methodology of quantitative research – 7 ECTS

Students
22

Partners
Kindergarten Rijeka

Piloting flexible learning pathways & practice-based student research

The course redesign pilots a **service-learning pathway** within a master's-level methodology course, aiming to reintroduce authentic research practice into student learning.

- **Optional service-learning pathway:** Students choose between a traditional faculty-based learning route and a service-learning option involving a research project in collaboration with a kindergarten. Both pathways carry the same credits and assessment value.
- **Practice-driven research collaboration:** In partnership with Kindergarten Rijeka, students co-develop research questions based on concrete practice needs, design instruments, collect and analyse data, and present findings directly to practitioners.
- **Structured and supervised research process:** The service-learning trajectory is organised in clearly defined phases, ensuring methodological rigour while allowing students to experience the full quantitative research cycle.

(Re)design interventions & learnings

Key interventions:

- **Reintroduction of service learning** into a master's-level methodology course, enabling students to conduct real quantitative research in collaboration with kindergartens.
- **Dual learning pathways** allowing students to choose between faculty-based coursework and a service-learning research project, with equal credits and assessment weight to ensure fairness.
- **Co-design of research with community partners**, where kindergartens define practice-based research needs and students respond through evidence-based inquiry.
- **Structured research scaffolding**, guiding students through all phases of the research process from preparation to data collection and presentation of results.

Key learnings:

- **Service learning requires institutional alignment**, sustained partnerships, and managerial support beyond individual course initiatives.
- **Student choice and feasibility are critical**, as participation depends on student employment status and motivation.
- **Authentic research enhances learning**, supporting higher-order outcomes such as critical thinking, creativity, and evidence-based professional insight.
- **Change management at course level** demands careful negotiation with faculty leadership and external partners under conditions of uncertainty.

Value added for students, staff, partners and institutions

This redesign generates added value at multiple levels:

- **For students:** Deeper learning through hands-on research experience, stronger methodological competence, enhanced critical and creative thinking, and greater awareness of real needs in early childhood education practice.
- **For community partners:** Direct benefits from practice-focused research results that address concrete challenges in kindergarten settings, strengthening evidence-based practice.
- **For teaching staff:** Enhanced collaboration with kindergartens, stronger integration of academic and professional knowledge, and increased capacity to implement service learning in research-oriented courses.
- **For the institution:** Reinforced links between the university and local educational communities, a stronger societal mission, and a transferable model for embedding service learning within research methodology courses.

Hidden dilemmas & complexities of curriculum work

The redesign process revealed several important tensions:

- **Innovation vs. institutional constraints:** While the service-learning model is pedagogically strong, its implementation depends on faculty leadership support, administrative approval, and stable cooperation with external partners, all of which lie partly outside the course holder's direct control.
- **Pedagogical ambition vs. feasibility:** High-quality service learning requires intensive supervision, coordination with kindergartens, and student commitment, raising concerns about workload, sustainability, and the risk of low student uptake.
- **Local initiative vs. systemic embedding:** Although the redesign offers clear benefits at course level, its long-term impact depends on broader institutional recognition, incentive structures, and formal support for service learning.

Key levers for progress and change

Several strategies emerged as crucial for advancing and sustaining the redesign:

- **Pilot-based implementation:** Introducing service learning as an optional pathway allows testing, reflection, and refinement before broader institutional embedding.
- **Early and continuous stakeholder engagement:** Ongoing dialogue with kindergarten leadership, students, faculty management, and teaching staff supports feasibility and shared ownership.
- **Motivating students to engage in service learning: Use showcase presentations by students with service-learning experience to motivate others to engage in service learning in this course.**
- **Clear structuring and transparency:** Defined research phases, equal assessment criteria, and explicit expectations help balance academic quality with practical engagement.
- **Institutional advocacy:** Actively presenting positive service-learning experiences to faculty leadership can help build recognition, support, and longer-term structural backing.

Engaged educator profile

Professor Sanja Tatalović Vorkapić, PhD, University of Rijeka, Croatia



Sanja brings expertise in psychology, research methodology, children's and teachers' well-being, mental health and early childhood education to her teaching at the University of Rijeka. Her work has long been grounded in the connection between educational practice and research, including previous professional experience as a clinical psychologist and school psychologist in kindergartens and schools.

The redesign of the *Quantitative Research Methodology* course builds directly on this commitment to linking science and practice. Through collaboration with Kindergarten Rijeka, students can work on small-scale research projects based on real questions emerging from early childhood education settings. This gives students the opportunity to apply the full quantitative research cycle in an authentic context, while kindergarten practitioners benefit from evidence that can inform reflection, decision-making and practice development.

Cross-case observations and transferable lessons

The (re)design cases presented in this section reveal emerging patterns in how higher education institutions navigate the complexities of community-engaged, socially embedded and partnership-oriented education. Rather than presenting a best-practice (re)design model, the cases show a field in transition: from isolated course-based initiatives toward more integrated, relational, and competence-focused curriculum development. Below, we synthesise cross-case patterns that may inform future curriculum work.

Synthesis 1: Curriculum (re)design interventions

Case contexts	
Disciplinary fields	The (re)design cases span diverse disciplinary fields, including: Movement & Sports Sciences, Rehabilitation Sciences & Physiotherapy, Nursing & Health Sciences, Social Work, Pedagogy, Marketing & Business, Art History & Archaeology, Industrial Sciences, Engineering Sciences, Engineering-Architecture.
(Re)design level & scale	The (re)design cases span Bachelor and Master programmes. They involve both single-course (re)designs — mandatory and elective courses — and programme-wide restructuring. Student groups range from small groups (3–20) to large cohorts, up to 300+.
Partnerships	The (re)design cases involve a diversity of community partners: museums, cultural heritage institutions, hospitals, rehabilitation centres, physiotherapists, construction and renovation companies, sports and physical activity organisations, local companies through industry collaboration, care centres and high schools, non-profit organisations and community associations, social services departments.
Thematics	Topics covered by the (re)design cases include: ecological responsibility and climate adaptation, health equity and inclusive care, cultural participation and heritage disclosure, student well-being and lifelong learning, health promotion and community well-being, social inclusion, participation and relational practice.
(Re)design interventions	
At curricular level	• Programme restructuring: actualisation of learning outcomes, programme profiles, learning lines, courses/content pacing. • Integration of civic competencies and soft skills. • Alignment of theory and practice across courses and years. • Integration of community-engaged learning activities.
At pedagogical level	• Adoption of engaged teaching and learning models: project/challenge-based education, co-design with multiple stakeholders, peer learning and practice-based knowledge exchange, blended learning modalities, portfolio-based assessment and self-reflection
At organisational level	• Improved coordination, collaboration and governance. • Pilot projects used as testing grounds for more large-scale and sustainable curriculum changes. • Coordination across institutions, development of strategic partnerships and shared online platforms/tools. • Alignment with institutional strategy and policies.

Synthesis 2: Levers and obstacles for curricular (re)design

Levers for change	
Motivation, alignment & engagement	• Strong participant motivation and commitment are foundational. • Alignment with participants' professional roles increases buy-in. • Student involvement strengthens relevance and ownership.
Collaboration & co-creation	• Continuous dialogue among students, colleagues, management and partners. • Peer learning and exchange support shared capacity-building. • Flexible participation enables broader inclusion. • Working toward tangible outputs sustains collaboration and focus.
Real-world relevance	• Use of real cases and needs grounds curriculum in practice. • Partnerships integrate external perspectives into design.
Design process & approach	• Iterative and adaptive redesign is essential, with ongoing refinement over time. • Phased implementation supports gradual, manageable change. • Balancing ideal redesign ambitions with institutional realities is critical.
Institutional support & structures	• Dedicated curriculum renewal mandates and support capacity enable progress. • Organisational backing legitimises and sustains redesign efforts.
Workload & feasibility	• Workload realism is key to maintaining participation. • Constraints on senior participants must be acknowledged and managed. • Flexible structures help mitigate time and capacity limitations.
Obstacles & challenges	
Pedagogical	• Managing large student groups. • Ensuring meaningful engagement for all students. • Balancing student autonomy with academic standards. • Monitoring complex learning processes.
Relational	• Building trust with external partners. • Diverging expectations across stakeholders. • Achieving shared ownership across teams/departments. • Divergence in perspectives: supervisor vs student vs community focus. • Navigating complexity of multi-actor collaboration.
Institutional	• Workload pressure, limited resources and incentives. • Rigid academic calendars and scheduling constraints. • Fragmented responsibilities across departments and services. • Role ambiguity or limited authority/responsibilities. • Dependence on future governance and IT integration. • Administrative barriers and ethical constraints in partnerships.

Synthesis 3: Curriculum (re)design expected impacts

Expected impacts	
For students	• Higher motivation and engagement through more attractive, coherent and community-linked learning experiences. • Stronger integration of theory and practice through opportunities to apply academic knowledge in authentic contexts. • Development of professional identity, autonomy and agency through practice-based and self-directed learning. • Strengthened reflective, ethical, relational, professional and intercultural competences. • Greater awareness of societal challenges, community needs and professional responsibility.
For communities	• Improved access to university knowledge, student engagement and academic expertise. • Stronger collaboration and co-creation between community partners, students and academic staff. • Greater recognition of community partners as active contributors and co-designers. • Better alignment between academic work and community priorities, assets and challenges. • Increased visibility and recognition of community partners within and beyond the university. • Practical outputs such as reports, applied projects, prototypes, interventions or recommendations. • Stronger long-term partnerships supporting continued collaboration over time.

Synthesis 4: Lessons learnt for future curriculum (re)design

Cross-case observation	Implication for future curriculum (re)design
1. Societal relevance becomes part of the curriculum	CETL works best when societal relevance is built into the purpose, content and activities of the course or programme, rather than added as a separate extra.
2. Students take more active roles	Curriculum redesign should reposition students as active contributors to the learning process, while also providing enough structure, guidance and feedback to support quality learning.
3. External partners become part of the learning design	Partnerships need to be designed intentionally, with clear roles, expectations, communication structures and attention to mutual benefit.
4. Innovation is both pedagogical and organisational	Curriculum innovation cannot rely only on new teaching methods (e.g. hybrid models, experiential labs and challenge-based learning). It also needs organisational conditions that make the new formats feasible and sustainable (e.g. timetabling, workload, coordination and staff well-being).
5. Assessment becomes more competence-focused	Assessment should be aligned with the broader aims of CETL, capturing outcomes such as reflection, collaboration, ethical awareness and the quality or relevance of outputs. This can include the use of portfolios, peer feedback, partner feedback, clearer criteria or process-oriented assessment.
6. Sustainable change depends on support structures	Community-engaged curriculum redesign requires institutional support, facilitation, clear mandates and alignment with programme or faculty-level governance.
7. Change often works best when it is incremental	Pilot-based approaches (including experimentation, trust-building and gradual embedding) can reduce risk, support adaptation and help build ownership among colleagues and partners.
8. Participation and equity need deliberate design	CETL should include flexible pathways, clear incentives and diversified roles so that students, staff and partners can participate meaningfully.

Overall, the cases point to a common lesson: community-engaged curriculum (re)design is not only a pedagogical task, but also organisational and cultural work. It involves designing learning activities, but also building relationships, clarifying roles, coordinating resources and creating conditions for sustained collaboration.

The cases are therefore most useful when read as **mirrors rather than blueprints**. Readers are encouraged to ask what changed in each case, why these choices made sense in that context, what tensions emerged and which ideas might be meaningfully adapted elsewhere. Their value lies less in direct replication and more in supporting reflection, dialogue and informed judgement among curriculum teams.

PODCAST SERIES

The Podcast Series 'Stories of Change' brings together 13 examples of transformation from course and programme coordinators involved in the Erasmus+ project SPACE. Through personal reflections and practical insights, the series explores how courses and programmes were reimagined to meaningfully embed community-engaged teaching and learning (CETL) across a broad range of disciplines.

Each episode offers a unique perspective on the possibilities and challenges of transformation in practice. Collectively, the stories highlight how CETL can take shape across diverse institutional contexts and study programmes, and through collaboration with a wide range of societal partners — creating learning experiences that are both academically enriching and socially connected.

Listen to the Podcast Episodes

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APPLICATION

Reflection prompts

- Which aspects of the presented cases resonate most strongly with you, and why?
- Which design choices, strategies, or practices from these examples could be meaningfully adapted to your own context?
- What contextual factors in your setting might require you to take a different approach?
- What potential risks, tensions, or trade-offs do you anticipate when implementing similar practices?
- How can you draw inspiration from these cases while ensuring your approach remains responsive to the unique needs of your context?
- What is one practical intervention you could implement to enrich your students' learning experience through community-engaged learning opportunities?

Individual exercise: case adaptation sketch

Purpose: To translate inspiration from the cases into a feasible, context-sensitive first step.

When to use it: When exploring concrete options for curriculum (re)design.

Time needed: 30 minutes

Outcome: A short adaptation plan and one actionable pilot idea.

Exercise:

1. Select one (re)design case from this part of the publication that feels relevant to your context.
2. Identify three elements you would most like to adopt (e.g., teaching format, partnership model, assessment approach).
3. For each element, note:
   - Why does this element appeal to you?
   - What conditions would enable it in your context?
   - What barriers, tensions, or risks might arise?
4. Define one small, realistic experiment you could try within the next academic cycle.
5. Note what support or collaboration would be needed.

Next steps: Use Tool 5: (Re)design case analysis template (see Part V)

Collaborative exercise: cross-case insight dialogue

Purpose: To build shared understanding and identify collective priorities for community-engaged curriculum development.

When to use it: During programme meetings, curriculum reviews, or redesign workshops.

Time needed: 90 minutes

Outcome: A shared priority area and an agreed initial action.

Exercise:

1. Individual preparation (10 min): Each participant selects one case and notes key takeaways.

2. Small-group sharing (20 min): Discuss:

- What innovations appear most relevant to our programme?
- What challenges mirror our own situation?

3. Synthesis (30 min): Identify:

- Common opportunities across cases
- Shared constraints
- Existing strengths within your programme

4. Prioritisation (20 min): Agree on one potential redesign direction worth exploring collectively.

5. Action commitment (10 min): Define a next step (e.g., pilot, consultation, further analysis).

Next steps: use Tool 6: CETL curriculum (re)design template (see Part V)

KEY CONCEPTS & FURTHER READING

The short explanations below introduce key concepts used in this part of the publication. They are intended as working descriptions for the purposes of this support kit, rather than exhaustive definitions. Suggested further reading is provided for readers who wish to explore these concepts in more depth.

1. Community-engaged teaching and learning (CETL): CETL refers to pedagogical approaches that embed academic learning in real-world contexts, building on meaningful collaborations with community partners. CETL emphasises experiential learning, reciprocal partnerships, and the co-creation of knowledge addressing societal challenges.

Suggested reading:

- Saltmarsh, J., Hartley, M., & Clayton, P. H. (2009). Democratic engagement white paper. *New England Resource Center for Higher Education*, 45.

2. Partnership in education: A reciprocal and collaborative relationship between students, educators, and community partners, grounded in mutual respect, shared responsibility, and joint decision-making in teaching and learning processes.

Suggested reading:

- Healey, M., Flint, A., & Harrington, K. (2014). *Engagement through partnership: Students as partners in learning and teaching in higher education*. Higher Education Academy.
- Cook-Sather, A., Bovill, C., & Felten, P. (2014). *Engaging students as partners in learning and teaching*. Jossey-Bass.

3. Co-creation in teaching and learning: A collaborative process in which participants jointly design learning experiences, produce knowledge, and shape educational outcomes through shared inquiry and active participation.

Suggested reading:

- Bovill, C. (2020b). Co-creation in learning and teaching: The case for a whole-class approach in higher education. *Higher Education, 79*, 1023–1037.
- Dollinger, M., Lodge, J., & Coates, H. (2018). Co-creation in higher education. *Journal of Higher Education Policy and Management, 40*(2), 210–223.

4. Reciprocity in community-engaged practice: A relational and ethical approach to collaboration in which universities, students, and community partners contribute to and benefit from shared processes of learning, knowledge production, and social action through mutual respect, shared responsibility, and exchange of expertise.

Suggested reading:

- Jacoby, B. (2015). *Service-learning essentials: Questions, answers, and lessons learned*. Jossey-Bass.
- Stringer, E. T. (2014). *Action research* (4th ed.). Sage.

5. Authentic learning: A pedagogical principle that situates learning in real-world contexts and challenges, enabling students to engage with complex, meaningful problems beyond the classroom.

Suggested reading:

- Herrington, J., Oliver, R. An instructional design framework for authentic learning environments. *Educational Technology Research and Development,* 48, 23–48 (2000).
- Rule, A. C. (2006). The components of authentic learning. *Journal of Authentic Learning, 3*(1), 1–10.

6. Curriculum as relational process: A perspective on curriculum development that views design as a continuous, adaptive, and collaborative process shaped by relationships, context, and ongoing reflection rather than linear planning models.

Suggested reading:

- Akker, J. V. D. (2003). Curriculum perspectives: An introduction. In J. van den Akker, W. Kuiper, & U. Hameyer (Eds.), *Curriculum landscapes and trends* (pp. 1–10). Kluwer Academic Publishers.
- Priestley, M., Biesta, G., & Robinson, S. (2015). *Teacher agency: An ecological approach*. Bloomsbury.

7. Transformative learning: Transformative learning theory explains how individuals revise deeply held assumptions through critical reflection and dialogue. Learning occurs when learners confront experiences that challenge their existing frames of reference and lead to new perspectives.

Suggested reading:

- Mezirow, J. (2000). *Learning as transformation*. Jossey-Bass.
- Cranton, P. (2016). *Understanding and promoting transformative learning* (3rd ed.). Stylus.

PART IV:

CURRICULUM (RE)DESIGN SUPPORT

INTRODUCTION

What you will find in Part IV

Part IV (Curriculum (Re)Design Support) presents the collaborative capacity-building framework for community-engaged curricula, piloted under the Erasmus+ project SPACE. The framework shows how the EXPAND model introduced in Part I can be applied through structured, cohort-based support initiatives. The aim is not only to optimise academic courses and curricula, but also to strengthen the capacities of individuals, teams and institutions to design, implement and sustain CETL opportunities. This part of the support kit includes examples of capacity-building pilots applied at four European universities, followed by practical considerations for designing similar support initiatives.

How you can use it

Part IV aims to support the design and implementation of capacity-building initiatives aimed at strengthening the community engagement opportunities and capacities within your context.

As an individual, it can help you:

- identify suitable support formats for your own professional learning and curriculum (re)design work;
- explore tested activities and approaches that can be adapted to your setting;

As a team, it can help you:

- select and organise collaborative support activities for curriculum (re)design;
- design longer-term capacity-building trajectories;
- support shared learning, collaboration, and sustainable embedding of (re)design practices.

Why start with this section

Turn to this section when you want to design and organise a purposefully facilitated and team-based curriculum (re)design process.

What you will find in the other sections

Part I – Foundations
Introduces key concepts and the overall curriculum (re)design model.

Part II – Curriculum (Re)Design Actors & Pathways
Explores who to involve in the curriculum (re)design process and how to involve them.

Part III – Curriculum (Re)Design Cases
Provides examples of (re)designed curricula and their outcomes.

Part V – Curriculum (Re)Design Tools
Offers practical instruments to support collaborative curriculum (re)design processes.

GROUNDING

From curriculum change to capacity-building for CETL

What do we mean by capacity-building?

Capacity-building is often used to describe support provided to organisations or institutions so that they can perform specific tasks more effectively. In some contexts, the term is understood quite narrowly, referring mainly to technical assistance, resources, training or infrastructure.

In the context of community-engaged teaching and learning (CETL), and within the SPACE project, we understand capacity-building more holistically. It is not only about giving individuals the knowledge or tools to redesign a course. It is also about strengthening the relationships, support structures and institutional conditions that make community-engaged curricula possible and sustainable.

Capacity-building for CETL therefore operates at three interconnected levels:

- **Individual capacity** refers to the knowledge, skills, attitudes and confidence that academic staff, educational support staff, students and community partners need in order to design, implement and reflect on CETL. This includes understanding the principles of community engagement, designing meaningful learning activities, working with partners, and navigating the ethical and practical challenges of engaged teaching.
- **Collective capacity** refers to the ability of teams, peer groups and communities of practice to learn together and support one another in curriculum (re)design. CETL is rarely developed in isolation. It depends on shared language, trust, collaboration, peer exchange and support networks across roles, disciplines and institutional units.
- **Institutional capacity** refers to the broader conditions that enable CETL to become embedded and sustained over time. This includes formal policies, leadership support, recognition mechanisms, resources and support structures, but also less formal dimensions such as institutional culture, everyday practices, relationships and shared expectations. In this sense, institutional capacity is shaped not only by management decisions, but also by the aforementioned collective capacity that develops among staff, students and partners.

Seen in this way, the redesign of a course or study programme is not only a technical task. Carried out in a purposeful way, within a structured and cohort-based setting, it can become a learning process through which individuals, teams and institutions strengthen their ability to develop and sustain community-engaged curricula.

Rethinking approaches to capacity-building

In recent years, capacity-building in higher education has started to shift away from short, one-off training sessions toward more sustained ways of supporting academic staff in their everyday work. This shift reflects the growing recognition that university roles are increasingly hybrid: teaching and research are now closely intertwined with collaboration beyond the university, including work with communities and societal partners. Within this broader transformation, CETL has become an important area of focus, as it connects academic learning with real-world challenges and strengthens the public role of universities. However, in many institutions, support for CETL is still fragmented. Professional development often remains too episodic and disconnected from day-to-day practice, making it difficult to respond to the relational, evolving, and context-dependent nature of this kind of teaching and learning.

In response to this gap, the SPACE project developed a framework proposing an alternative capacity-building approach for curriculum (re)design in the context of CETL. Instead of treating professional development as a stand-alone activity, the SPACE framework provides a flexible approach focused on collaboration, experimentation, and reflection, as a shared learning process in which participants co-shape both the practice and understanding of CETL over time.

A collaborative capacity-building framework for community-engaged curricula

The SPACE framework: applying the EXPAND model in a cohort-based environment

The starting point of the SPACE collaborative capacity-building framework for community-engaged curricula is that curriculum (re)design for CETL can have greater benefit and impact when it is supported through a facilitated cohort-based process, rather than left to individual academics working in isolation. This does not replace the multi-actor logic of the EXPAND model presented in Part I of this publication. Rather, it adds a second layer of support. While EXPAND guides academics to mobilise students, community partners and colleagues around the redesign of a specific course or study programme, the SPACE framework brings several academics or curriculum teams together so that they can learn from one another, compare challenges, receive structured support and strengthen their capacity to apply EXPAND in their own contexts.

The SPACE capacity-building approach is guided by three interrelated principles:

1. Peer-supported and team-oriented: Learning becomes more powerful when it is shared. The SPACE framework encourages a cohort-based process that can take place in different settings: within a department or study programme, across an entire institution, or as part of a local, national or international project. Peers exchange experiences, test ideas and gradually build trust, forming communities of practice capable of sustaining change over time.

2. Longer-term, phased and adaptive: Sustainable change requires time. Short and disconnected initiatives rarely lead to lasting transformation in practice. The SPACE framework therefore unfolds as a longer-term, adaptive process in which participants can test, reflect on and refine their approaches over time. This flexibility helps align individual ambitions with institutional priorities, while remaining responsive to disciplinary contexts and societal needs.

3. Comprehensive and inclusive: Academic practice is inherently multifaceted, integrating education, research, and societal engagement. The SPACE framework embraces this complexity by adopting a holistic view of professional learning. It acknowledges that curriculum development involves intellectual engagement, professional judgement, and collaboration with others, connects theory with practice, and recognises diverse forms of expertise as valuable contributions to meaningful educational development.

> **The project fundamentally reframed my understanding of curriculum design as an ecosystem challenge rather than a content delivery problem.**
>
> **– Participant, SPACE curriculum (re) design programme**

Core design elements of the SPACE capacity-building framework

The SPACE framework can be adapted to different institutional and project contexts. However, when designing a SPACE-inspired support initiative, seven core design elements should be considered.

Table 7: Design elements of the SPACE framework

Design element	Key question
1. Participating cohort	Who will take part in the support initiative? What will each of them contribute, gain and expect?
2. Structured facilitation	Who will guide the process, and how will participation and co-creation be supported?
3. EXPAND model logic	How will the support initiative help participants move through the EXPAND stages of curriculum (re)design?
4. Duration and rhythm	How long will the support initiative last, and how often will participants meet?
5. Thematic domains	What topics and stages of CETL curriculum (re)design will the support initiative address?
6. Core support activities	What regular group-based activities will structure the process?
7. Additional support activities	What optional forms of one-on-one or cross-cohort support can strengthen the process?

The first design element is **defining the participating cohort**. Depending on the institutional context and purpose of the initiative, a cohort may consist of academics and curriculum teams from a single department, a specific study programme, a thematic area, or an entire higher education institution. It can also be organised across institutions, for example as part of a local, national or international project. In the SPACE pilot process, cohorts were organised at four European universities and brought together academics and support staff from different departments, disciplines and institutional settings.

The second design element is **structured facilitation**. As discussed in Part II of the support kit, leading multiple actors through a curriculum (re)design process requires careful facilitation – and this applies equally when working with a cohort of academics. Facilitators need to create conditions for equitable participation, encourage active contribution, support reflection and dialogue, and avoid reducing the process to conventional training or the delivery of expert solutions. In the SPACE framework, facilitation is therefore understood as a key condition for meaningful co-learning and co-design.

The third design element is **structuring the support initiative around the EXPAND model.** The SPACE framework uses the EXPAND model introduced in Part I of the support kit as the core curriculum (re)design logic. This means that the support initiative should help participants move through four interconnected stages: exploring the existing curriculum and context; preparing a community-engaged curriculum design; engaging students, staff and community partners in implementation; and demonstrating, reflecting on and sharing what has been learned. These stages provide the support initiative with a clear developmental structure, while still allowing facilitators to adapt the sequence, emphasis and activities to the needs of each cohort.

The fourth design element is **defining the duration and rhythm of the support initiative.** The duration of a SPACE-inspired support initiative is flexible and should be adapted to the institutional context, the level of ambition and the stage of curriculum (re)design being supported. In the SPACE partner institutions, support initiatives typically lasted between 12 and 18 months, which allowed participants to move gradually through the EXPAND stages and to test, reflect on and further adapt their ideas in practice. Shorter formats may be suitable for introductory or exploratory work, while longer formats are more appropriate when the aim is to support implementation, partnership development and institutional embedding.

The fifth design element is **structuring the support initiative around thematic domains**. These domains support participants in working through the key stages and questions involved in curriculum (re)design for CETL. The thematic domains, presented in further detail below, give the

support initiative a clear structure, while still allowing facilitators to adapt the emphasis and sequence to the needs of each cohort.

The sixth design element is **selecting the core support activities**. Because both capacity-building and curriculum (re)design are context-sensitive, the SPACE framework does not prescribe one fixed set of activities. However, the centrepiece of the framework is the local "learning circle". This is a facilitated group setting in which participants meet regularly to exchange experiences, discuss challenges, receive input, work on their own curriculum (re)design ideas and learn from one another. Learning circles can be organised face to face, online or in a blended format. They may take the form of workshops, peer-learning sessions, co-design meetings or reflective discussions, depending on the goals and stage of the process.

The seventh design element is **identifying additional support activities** that can complement the local learning circles. These activities depend on the resources and capacity of the facilitation team, as well as on whether the initiative takes place within one institution or across several settings. Additional activities may include one-to-one consultations for individual academics or curriculum teams, short online training sessions on specific topics, feedback on emerging curriculum designs, and opportunities for cross-cohort learning. In networked or international settings, cross-cohort learning can bring together participants from different institutions implementing the framework, allowing them to compare approaches, share challenges and gain insight into how CETL is developed in different contexts.

Thematic domains and learning outcomes

While the support activities are to be defined in local contexts, the SPACE framework proposes that the support initiative follow a core structure consisting of five thematic domains that are essential to covering CETL in a holistic way. Below is a list of the domains, together with the expected learning outcomes for cohort participants involved in the support initiative.

Domain 1: Understanding CETL principles and practices

Learning outcome: Participants develop foundational knowledge of CETL, including its principles, formats, and disciplinary applications.

Domain 2: Designing CETL experiences

Learning outcome: Participants build practical competences to design coherent, meaningful, and context-sensitive CE learning pathways.

Domain 3: Building partnerships and networks

Learning outcome: Participants strengthen their ability to initiate, sustain, and develop collaborative relationships with community actors and within the institution.

Domain 4: Developing knowledge and advocacy for CETL

Learning outcome: Participants contribute to knowledge development, advocacy, and resource mobilisation for CETL within and beyond their institution.

Domain 5: Curriculum (re)design and leadership for CETL

Learning outcome: Participants develop strategic capacities to embed CETL within curricula, support implementation, and lead reflective, iterative development processes.

The proposed learning outcomes are not intended to be predefined in a rigid way but should be adapted to participants' experience, needs, and institutional contexts. These domains can also be translated into a flexible monitoring framework, allowing facilitator teams to map progress across phases, identify gaps, and adapt activities accordingly.

Illustration of possible support activities

The following diagram presents a selection of (re)design activities linked to each phase of the EXPAND model, introduced in more detail in Part I. It offers practical examples of how these activities can be implemented, providing guidance and inspiration for adapting the model to different institutional and disciplinary contexts.

> **It was very enriching to learn more about the theoretical models, teaching modalities, how to start and implement community engagement.**
>
> **– Participant, SPACE curriculum (re) design programme**

Figure 2: Activities supporting collaborative curriculum (re)design for community engagement



Outcomes and impacts of SPACE framework: building individual, collective and institutional capacities

In practice: piloting the SPACE framework

The SPACE collaborative capacity-building framework for community-engaged curricula was piloted at four European universities as part of the SPACE project: Vrije Universiteit Brussel in Belgium, University College Cork in Ireland, the University of Girona in Spain, and the University of Rijeka in Croatia.

Each university established a local cohort of approximately five to seven participants, bringing together 24 co-learning participants in total. The cohorts were multidisciplinary, with participants coming from fields such as architecture, archaeology, business, chemistry, law, pedagogy, education, history, nursing, philosophy, psychology, physics, sport sciences, rehabilitation and the social sciences. This disciplinary diversity allowed participants to explore how CETL can be interpreted and applied across different academic traditions, professional contexts and curriculum structures.

> **The exchange of expertise and the joint pursuit of a more coherent study programme have reinforced my conviction that high-quality education is the result of continuous dialogue, reflection and a willingness to make adjustments.**
>
> **– Participant, SPACE curriculum (re)design programme**

The core of the pilot process was **local cohort-based co-learning and curriculum (re)design**. At each university, participants took part in a series of at least three local workshops, each lasting approximately two hours. These workshops created a facilitated space for participants to work on concrete curriculum (re)design challenges, reflect on their institutional context, and consider how CETL could be embedded in their own courses, study programmes or support structures. The local trajectories varied in format and focus: in some cases they were closely aligned with institutional reforms and supported programme-level change; in others, they created participatory spaces for educators to reflect on practice or co-design new forms of support.

This local process was complemented by two additional forms of support. First, **open online learning activities** provided an accessible entry point for a wider audience. Two international short training sessions introduced key concepts, tools and real-life examples of community engagement in teaching and learning. These sessions reached over 200 participants from more than 25 countries, including universities, NGOs and research organisations. Participants particularly valued the combination of practical case studies and structured frameworks, which helped them connect abstract concepts to their own teaching practice.

Second, **international peer-learning activities** connected participants across the four local cohorts. Three international learning circle sessions, each lasting approximately two hours, created space for structured peer exchange, reflection and feedback. These sessions enabled participants to compare experiences across institutional and disciplinary contexts, discuss shared challenges and learn from how CETL was being developed in different settings. For many participants, this cross-cohort exchange helped broaden their understanding of what curriculum (re)design for CETL can look like in practice.

The evaluation of the SPACE pilots showed that the framework contributed to capacity-building at several levels. At the **individual level**, participants strengthened their understanding of CETL, gained practical tools for curriculum (re)design, and developed greater confidence in applying community-engaged approaches in their own teaching contexts. In several cases, this also involved a shift in professional identity, with participants beginning to see themselves not only as course designers, but also as curriculum leaders, facilitators, co-designers or advocates for community engagement.

At the **collective level**, the pilots created shared spaces for academics, educational support staff and, in some cases, community partners to learn with and from one another. Local learning circles and peer exchanges helped participants develop a shared language, compare challenges, test ideas and build support networks. This was visible in the emergence of peer communities of curriculum leaders, groups of community engagement ambassadors and multidisciplinary co-design teams. In this sense, the cohort itself became a resource for motivation, problem-solving and shared action.

At the **institutional level**, the pilots showed that cohort-based support can help connect individual initiatives to broader institutional change. This happened in different ways across the universities: through formal curriculum redesign mandates, increased visibility of engaged teaching practices, new networks of educators, links to institutional strategies, and the development of support infrastructure such as platforms, tools or facilitation models. The institutional effects were gradual and context-dependent, but the pilots showed how structured cohort work can create momentum that reaches beyond individual courses.

Key observations and transferable lessons

Across the different pilot experiences, several consistent patterns emerge.

First, capacity-building can start from different entry points. It may begin as an informal learning space for motivated educators, as a structured institutional initiative, or as a co-design process addressing a specific challenge. There is no single "correct" starting point. What matters more is how these efforts are sustained and connected over time.

Second, effective capacity-building shares a set of common characteristics:

- **Continuity** rather than one-off activities
- **Peer learning and exchange** as a central mechanism
- **Reflection grounded in real practice**

Together, these elements create the conditions for meaningful and lasting change.

Third, three complementary pathways to impact can be identified:

- **Practice-focused transformation**, focusing on teaching methods and educator reflection
- **Structured change processes**, embedding new approaches through roles, coordination, and institutional support
- **System-level enablement**, developing networks, infrastructures, and shared resources

Support initiatives that combine these pathways are more likely to achieve both depth (real change in practice) and sustainability (long-term embedding).

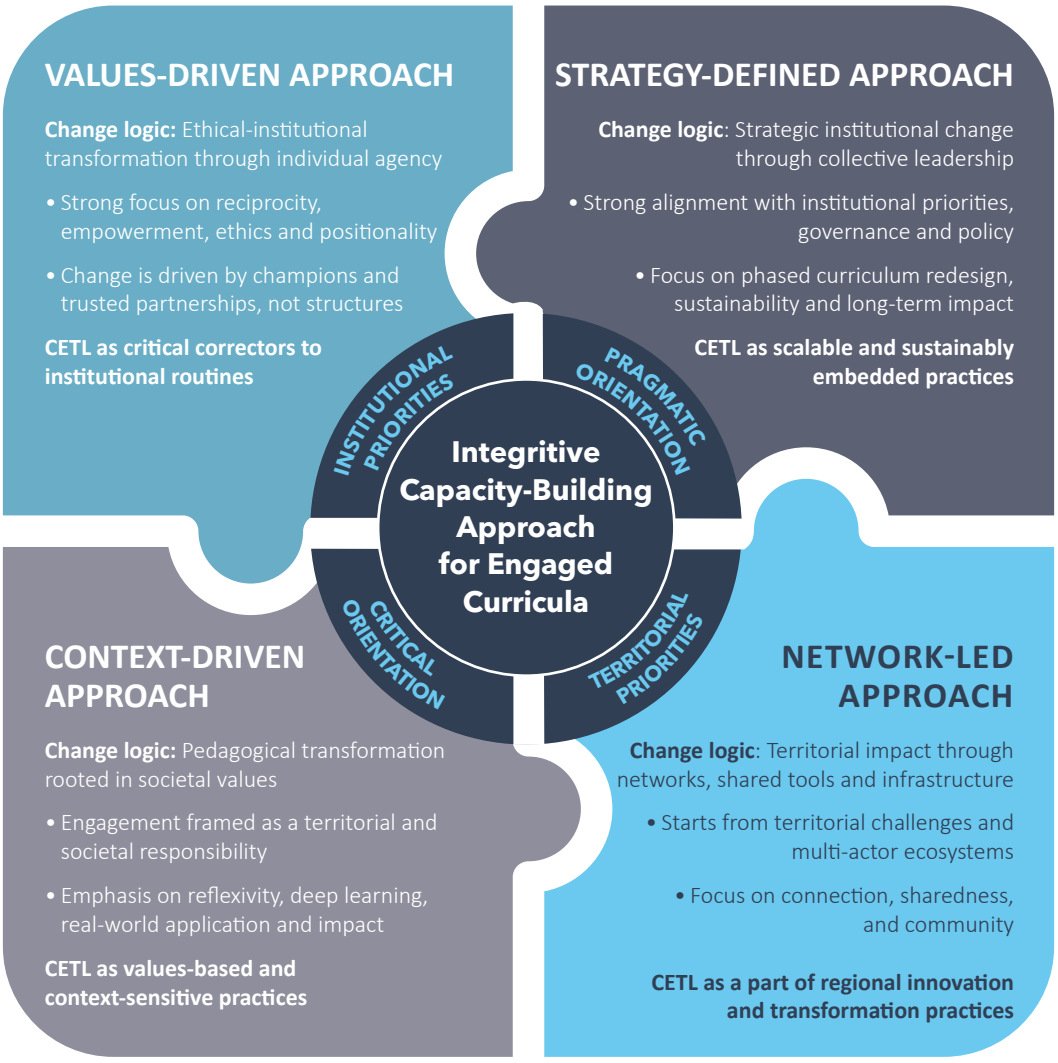
More details on how the SPACE framework was implemented at the four universities in distinct support initiatives can be found in the Examples section below.

Guidance for planning a cohort-based support initiative

One of the main insights from the SPACE pilots is that cohort-based support initiatives for CETL curriculum (re)design cannot be planned by simply copying an existing model. They need to be designed in relation to the institutional context, the needs of participants, existing community partnerships and the level of strategic support available. Four complementary approaches to capacity-building can be distinguished:

- A **values-driven approach**, often initiated by committed individuals or small groups, which builds strong ethical foundations and trust-based partnerships
- A **context-sensitive approach**, grounded in local realities and focused on relevance and authenticity
- A **strategy-defined approach**, aligned with institutional policies and enabling scaling and sustainability
- A **network-led approach**, which connects actors across institutions and sectors to foster shared learning and collaboration

Figure 3: An integrative capacity-building approach to community engagement in higher education



Each of these approaches has strengths and limitations. A values-driven approach can create strong commitment, but may remain dependent on individuals. A context-sensitive approach can ensure relevance, but may remain localised. A strategy-defined approach can create legitimacy and resources, but may become too top-down if disconnected from practice. A network-led approach can broaden learning, but may lack institutional anchoring if not connected to local structures.

Applying these insights is not about choosing one approach over another, but about combining them intentionally. Effective capacity-building for community-engaged teaching and learning may integrate elements from all four.

Before designing a cohort-based support initiative, facilitators and institutions should first clarify their starting point.

Step 1: Diagnose your starting point
Reflect on your current situation:

- Are CETL initiatives primarily individual or institutionally supported and planned?
- How strong are your connections with local communities?
- Do you mainly operate within your institution or across networks?

This helps identify which approaches are dominant and which need strengthening.

Step 2: Clarify your priorities
Position your work along two key dimensions:

- institutional ↔ territorial priorities
- critical ↔ pragmatic orientation

For example, early-stage initiatives may lean toward values-driven and context-sensitive approaches, while more mature efforts often require stronger strategic alignment and network development.

Step 3: Combine approaches intentionally
Rather than shifting between approaches, layer them:

- draw on **values-driven motivation** to initiate action,
- ensure relevance through **context-sensitive practices**,
- support sustainability with **strategy-defined structures**,
- and extend impact through **network-led collaboration**.

Step 4: Build enabling conditions
Operationalising this approach requires:

- supporting individuals (e.g. training, recognition, time),
- adapting institutional frameworks (policies, incentives, brokerage units),
- investing in long-term, reciprocal partnerships (local and/or international),
- and facilitating coordination (platforms, tools, communication channels).

Step 5: Monitor and adapt
This is not a fixed model. Regularly assess:

- what is working and what is not,
- whose perspectives may be missing,
- and whether initiatives are scalable and sustainable.

A cohort-based support initiative should remain flexible. Regularly assess what is working, what is missing, whose perspectives are not yet included, and whether the initiative is becoming more sustainable over time. As the context evolves, the balance between values, context, strategy and networks may also need to change.

The key takeaway is that the SPACE framework is not about selecting a single pathway to be replicated. It is a way of organising several complementary logics of change. Effective implementation depends on remaining grounded in values and context, aligning with institutional strategy and collaborating across networks.

This support kit has shown how individual academics and curriculum teams can use the EXPAND model to redesign community-engaged curricula together with students, community partners, colleagues and institutional actors. The broader promise of the SPACE framework is that this work does not need to remain isolated. When curriculum (re)design is supported through cohort-based learning, individual efforts can become shared practice, shared practice can become collective capacity, and collective capacity can contribute to cultural change in higher education. In this way, community-engaged teaching and learning can move from the margins towards becoming a recognised and supported part of higher education.

EXAMPLES

The following examples show how the SPACE collaborative capacity-building framework for community-engaged curricula was adapted and implemented in four institutional contexts: Vrije Universiteit Brussel, University of Girona, University College Cork and University of Rijeka.

Each example briefly presents the local support initiative, its key design features, enabling factors, outcomes and core learnings. Together, the examples illustrate different ways of organising cohort-based support for CETL curriculum (re)design in practice.

Supportive tools, including a design checklist and activity templates, are provided in Part V (Curriculum (Re)Design Tools) to further support replication and adaptation.

Vrije Universiteit Brussel

Summary of the capacity-building pilot

Participants	• Six academics/full professors awarded a one-year part-time curriculum redesign mandate • Four facilitators from the central education support department • 30+ additional faculty members, topical experts, partners and support professionals involved across the process
Duration and activities	• 18-month programme • 30+ contact hours • 80+ working hours • Local learning circles, case-based discussions, reflection activities, feedback and self-assessment • International peer-learning, consultancy, co-creation and validation sessions
Key results	• Redesign interventions affecting 12+ study programmes and 800+ students • Refined teaching materials • Improved information flows and workflows • Renewed partner maps and agreements



Background and overview

VUB's pilot support initiative was embedded within its broader Curriculum Redesign Mandates (CRM), which provide academic staff with temporary teaching relief to lead collaborative curriculum redesign processes. Within this framework, the pilot was conceived as a capacity-building initiative combining training, international peer exchange and tailored local support led by educational support staff.

A key feature of the pilot was its emphasis on iterative, reflective practice. Participants were guided to continuously refine their curriculum redesign goals in dialogue with stakeholders and to translate these ambitions into concrete, context-sensitive interventions.

Educational support staff played a central role as facilitators. They supported teams in clarifying ambitions, structuring actionable plans and sustaining momentum, while also encouraging reflection on leadership, roles, and professional growth.

Success-enabling factors

- Formal time allocation and mandate gave participants legitimacy and capacity to lead change.
- Educational support staff provided structured facilitation, guidance and institutional connection.
- Peer learning enabled cross-disciplinary exchange, mutual support and confidence-building.
- One-on-one coaching allowed tailored guidance at critical moments.
- Alignment with VUB institutional frameworks enhanced visibility and uptake.
- Stakeholder involvement enriched the curriculum redesign process.

> **I mostly valued feeling empowered for my work, noticing that colleagues experience similar challenges and value your ideas.**
>
> **– Participant, SPACE curriculum (re)design programme**

Gains and impacts

For participants

- Transition from course designers to curriculum leaders and change agents
- Increased confidence in navigating institutional complexity
- Stronger capacity to align curricula with societal needs and institutional goals
- Enhanced reflective and strategic thinking

For teaching and curricula

- Redesign of study programmes with participatory, community-engaged elements
- Development of tangible curriculum artefacts (course designs, learning materials, partnership models)
- Improved alignment between learning outcomes, teaching practices, and real-world contexts

For the institution

- Strengthened culture of collaborative curriculum development and innovation
- Increased visibility of pedagogical leadership roles
- Cross-faculty knowledge exchange and the emergence of a network of curriculum innovators and ambassadors

Areas for development

- Need for more continuous involvement of students, colleagues and community partners to support the redesign process
- Facilitator turnover weakened continuity and reduced opportunities for cumulative learning
- Role ambiguity and process misalignment created uncertainty around responsibilities, decision-making and follow-up

Lessons learnt

1. Provide formal roles and time for change: Curriculum innovation is strengthened when staff are explicitly mandated and resourced to lead it.

2. Combine multiple support formats: Blending short inputs, peer learning, and individual coaching creates both depth and flexibility.

3. Make peer learning central: Structured peer exchange (e.g. intervision) is a powerful driver of reflection, confidence, and problem-solving.

4. Link strategy to practice: Aligning redesign efforts with institutional priorities ensures relevance and facilitates implementation.

5. Support both individuals and systems: Effective support initiatives both develop individual capacity and influence institutional processes.

6. Embed stakeholder engagement early: Systematic involvement of students, partners, and staff strengthens ownership and coherence of redesign efforts.



University of Girona

Summary of the capacity-building pilot

Participants	• 6 professors and lecturers leading course-level curriculum (re)design initiatives; • 6 academic staff members facilitating sessions, supporting materials and guiding reflection processes; • 3 additional participants, including community partners, students and external actors involved through cases and discussions
Duration and activities	• 18-month, three-semester programme; • 30+ contact hours; • 80+ working hours; • Local learning circle sessions, case-based discussions, reflection activities, ongoing feedback and self-assessment; international short trainings, International Learning Circles and exchange across institutions
Key results	• Redesigned courses and syllabi integrating community engagement perspectives, affecting 6+ study programmes and 100+ students; • Shared digital repository of materials and inspiring practices; • Participatory, reflective and co-creative teaching formats tested or strengthened • Stronger shared understanding of community-engaged teaching and learning among participants

Background and overview

UdG's pilot was structured around a series of three-hour local learning circle sessions designed to enable in-depth discussion, participation and reflection. Each session combined several activities, guiding participants from individual experiences towards shared reflection and collective meaning-making.

The programme followed a clear structure, while remaining flexible in practice. Sessions usually combined warm-up activities, short inputs, co-creation moments and reflection. Facilitators adapted the process in response to participants' needs and time constraints, reflecting the flexible and responsive nature of the SPACE approach. To support continuity, a shared digital workspace provided access to session materials, presentations and co-created outputs.

The facilitation team supported participants in developing their cases, encouraged critical reflection and helped balance individual and group work. They also connected participants' practices with the wider institutional and territorial context.

Success-enabling factors

- Highly motivated participants with prior interest or experience in community engagement
- Skilled facilitation team balancing roles as coaches, moderators and brokers
- Carefully designed session methodologies enabling deep discussion and reflection
- Strong peer-learning culture based on trust, openness and mutual support
- Shared digital workspace supporting continuity, transparency and access to resources
- Clear conceptual framework for community-engaged teaching and learning
- Institutional support, helping to legitimise the initiative and connect it to wider university priorities.

Gains and impacts

For participants

- Strengthened ability to design and implement community-engaged courses
- Increased confidence, shared language and conceptual clarity
- Development of more reflective and adaptive teaching practices
- Greater awareness of ethics, inclusion and positionality in teaching

For teaching and curricula

- Concrete course redesigns integrating community engagement perspectives
- Development of revised syllabi, learning materials and participatory formats
- Greater use of reflective, co-creative and practice-based pedagogical approaches
- Cross-disciplinary transfer of ideas and methods
- Stronger alignment between teaching, community needs and real-world contexts

For the institution

- Increased visibility of community-engaged teaching practices
- Emergence of a group of academics who can act as ambassadors for community engagement
- Contribution to broader institutional reflection on educational models
- Strengthened connections between curriculum innovation and territorial engagement

Areas for development

- Need to strengthen direct collaboration with community partners and expand engagement beyond the immediate participant group
- Limited time and capacity for sustained follow-up and monitoring of redesigned practices beyond the programme
- Need for stronger institutional communication and wider engagement across the university

Lessons learnt

1. **Start from practice, not theory:** Grounding the process in participants' real teaching cases creates relevance, ownership and immediate applicability.
2. **Invest in group dynamics and trust-building:** Early activities that build connection, openness and confidence are essential for peer learning.
3. **Balance structure with flexibility:** A clear session design provides direction, while adaptability allows facilitators to respond to participants' evolving needs.
4. **Facilitation matters:** Effective facilitators create space for reflection rather than prescribing solutions.
5. **Use peer diversity as a strength:** Interdisciplinary groups enrich reflection and show how community-engaged approaches can be adapted across contexts.
6. **Connect the process to institutional and territorial contexts:** Curriculum redesign gains relevance when it is linked to wider university priorities and community relationships.
7. **Plan for sustainability early:** Long-term impact requires follow-up mechanisms, resources, recognition and stronger engagement of colleagues, students, partners and institutional leaders.

University College Cork

Summary of the capacity-building pilot

Participants	• 4 core-group participants, full professors with diverse disciplinary backgrounds; • 3 programme and co-design coordinators with academic and non-academic profiles; • 2 community sector representatives
Duration and activities	• Three-semester programme, running from November 2024 to early 2026; • Local co-design sessions with multiple iterations; peer-learning sessions; one-to-one consultancy and co-design support; international short trainings, International Learning Circles and an online Mutual Learning Exercise
Key results	• Living Knowledge Commons for community-engaged research supervision; • Mapped resource ecosystem; • Practice stories as a primary learning mechanism; • Dedicated entry pathway for community partners; • Prototype support model for PhD and Master's supervisors engaged in community-based participatory research

Background and overview

UCC's pilot addressed a long-standing institutional gap: the lack of structured support for PhD and Master's supervisors involved in community-based participatory research. Rather than developing a conventional training module, the facilitation team convened a small multidisciplinary co-design group bringing together expertise in community development, participatory research, deliberative democracy, environmental engagement and architectural co-design.



The pilot evolved over three semesters through local co-design sessions, peer-learning activities, one-to-one consultancy and international exchange. Iteration was central to the process. The initial idea developed from a module into a broader support ecosystem, eventually taking shape as a Living Knowledge Commons for community-engaged research supervision. This shift reflected the group's recognition that supervisors needed more than training: they needed access to stories, resources and peer exchange on ethical and community-informed practice.

Peer learning and co-creation were central features of the pilot. Core participants acted as contributors and co-designers rather than as recipients of training, bringing practice-based knowledge that shaped both the content and direction of the initiative. Community-sector representatives also informed the process, helping ensure that the emerging model reflected non-academic perspectives and the realities of community partnership.

The facilitation team played a key role in connecting the co-design process to UCC's broader community engagement strategy. Facilitators helped clarify design decisions, translate ideas into platform specifications and align the initiative with institutional priorities, including the UCC Strategic Plan, Campus Engage and the Irish Universities Association's engaged research principles.

Success-enabling factors

- Highly experienced, values-driven participants with strong backgrounds in community engagement
- Small, trust-based co-design group enabling deep dialogue and critical exchange
- Strong facilitation across complementary roles, including strategic leadership, co-design and process support
- Authentic community partner involvement, shaping both direction and decisions
- Access to international peer learning, supporting reflection and comparison across contexts
- Clear institutional alignment, providing legitimacy and a pathway towards long-term relevance

Gains and impacts

For participants

- Shift from individual expertise towards collective, system-oriented thinking
- Stronger articulation of the ethical, relational and institutional dimensions of community engagement
- Development of identities as change agents and co-designers of support infrastructure
- Enhanced facilitation, interdisciplinary collaboration and strategic design skills

> **It was highly enriching to engage with different perspectives, learn from peers, and build a shared understanding of community engagement across disciplines.**
>
> **– Participant, SPACE curriculum (re) design programme**

For practice and outputs

- Development of a Living Knowledge Commons / ENGAGE platform as a scalable support ecosystem
- Mapping and integration of existing resources, reducing duplication and fragmentation
- Use of practice stories as a primary mechanism for learning and reflection
- Reframing of success from course completion towards relationship-building, ethical practice and institutional learning

For the institution

- Increased visibility and strategic positioning of community-engaged research
- Concrete pathway towards embedding community engagement into doctoral supervision training
- Strengthened links between academic, professional and community sectors
- Recognition of the pilot as a model for systemic, platform-based innovation

Areas for development

- Core co-design group remained small, creating a need to expand participation in the pilot implementation phase
- Monitoring and documentation were not consistently completed, creating gaps in the evidence base for impact claims
- Transition from prototype to institutionally embedded infrastructure is not yet secured

Lessons learnt

1. **Treat design as an evolving process:** Allowing the process to change direction can lead to more impactful outcomes than rigid planning.
2. **Position participants as co-creators, not learners:** Engagement deepens when participants help shape the problem, not only the solution.
3. **Integrate community partners as equal contributors:** Authentic co-design requires shared authority, not only consultation.
4. **Build ecosystems, not standalone outputs:** Connecting existing resources can be more useful than creating another isolated training module.
5. **Anchor strategically from the start:** Linking the initiative to institutional priorities creates clearer pathways towards uptake and sustainability.
6. **Value small-scale depth before scaling:** High-trust, intensive collaboration can generate strong prototypes, but scaling requires deliberate planning.
7. **Plan the transition to sustainability early:** Moving from prototype to institutional infrastructure requires governance, funding, ownership and long-term coordination.

University of Rijeka

Summary of the capacity-building pilot

Participants	• 7 academics, including postdoctoral researchers, teaching assistants, assistant professors, associate professors and full professors; • 2 facilitators, including an academic and a support staff member; • Students and community partners involved through partnership discussions and authentic teaching contexts
Duration and activities	• 18-month, three-semester programme from November 2024 to December 2025; • One-to-one consultancy; local peer-learning sessions; reflective exchange and collaborative problem-solving; short online update meetings; International Learning Circles, short trainings and cross-institutional exchange on community-engaged teaching and learning practices
Key results	• Community-engaged redesigns implemented across 6 curriculum cases; • Curricular changes introduced in 3 mandatory and 2 elective courses; • Participatory, reflective and context-sensitive teaching practices strengthened; • Practice stories used as a learning mechanism; • Stronger links with students and community partners through authentic teaching contexts and partnership-oriented practices

Background and overview

UNIRI's pilot support was organised around peer-learning, consultancy and reflective exchange sessions aimed at supporting community-engaged teaching and learning across diverse disciplinary and institutional contexts. The support process combined structured guidance with collaborative reflection, allowing participants to explore curriculum redesign through authentic teaching cases and ongoing dialogue.

A defining feature of the pilot was its practice-driven and context-sensitive approach. Participants worked with their own curriculum redesign challenges and explored how community engagement could be embedded meaningfully into existing teaching practices. Rather than relying on prescriptive models, the initiative encouraged reflective inquiry, reciprocity and experimentation, helping participants adapt community-engaged teaching and learning principles to their specific course, programme and community contexts.

Facilitation focused on creating supportive conditions for peer learning and reflective dialogue. Facilitators acted as moderators, connectors and critical friends, encouraging collaborative inquiry while helping participants connect their teaching practices with broader institutional and disciplinary realities.

Success-enabling factors

- Motivated participants willing to experiment with community-engaged teaching and learning approaches
- Supportive facilitation encouraging trust, dialogue and reflective exchange
- Strong emphasis on peer learning, collaborative inquiry and interdisciplinary exchange
- Direct connection between redesign activities and participants' authentic curriculum challenges
- Flexible support structure responsive to participants' needs and institutional realities
- Institutional openness towards community-engaged curriculum innovation

Gains and impacts

For participants

- Strengthened confidence in designing community-engaged educational practices
- Development of more reflective, adaptive and context-sensitive teaching approaches
- Greater awareness of reciprocity, ethics and authentic engagement
- Enhanced collaboration and interdisciplinary exchange among participants

For teaching and curricula

- Integration of community-engaged teaching and learning principles into mandatory and elective courses
- More participatory, reflective and community-connected forms of teaching and learning
- Increased experimentation with authentic and socially responsive learning activities
- Use of practice stories and peer exchange as mechanisms for learning and redesign

For the institution

- Emerging visibility of community-engaged teaching and learning practices
- Contribution to broader reflection on curriculum redesign and community engagement
- Strengthened dialogue between educational innovation and institutional contexts
- Better understanding of the need for sustainable support structures, monitoring and broader participation

Areas for development

- Small participant group and limited scalability, creating a need for broader involvement across programmes and stakeholders
- Monitoring and evidence collection were not consistently embedded in the process
- Long-term institutional embedding is still developing, with sustainable organisational support structures not yet fully secured

Lessons learnt

1. **Start from authentic practice:** Working with participants' own redesign cases strengthens relevance, ownership and applicability.
2. **Make reflection and dialogue central:** Collaborative inquiry and peer exchange support deeper understanding and more meaningful redesign.
3. **Keep the process flexible:** Adaptive facilitation allows the support trajectory to respond to different disciplinary, institutional and community contexts.
4. **Treat community engagement as reciprocal practice:** Authentic partnerships require attention to trust, ethics, mutual benefit and shared responsibility.
5. **Use interdisciplinary exchange as a resource:** Diverse participant perspectives enrich reflection, experimentation and transferability across contexts.
6. **Plan for broader participation and sustainability:** Long-term impact depends on involving more programmes, students, community partners and institutional stakeholders.
7. **Strengthen monitoring and institutional embedding:** Documentation of impact, organisational support and recognition mechanisms are needed to sustain redesigned practices over time.

PODCAST SERIES

The Podcast Series 'Stories of Change' showcases the four capacity-building pilots developed within the Erasmus+ SPACE project, aiming to support targeted course and curriculum (re)design for the embedding of community-engaged teaching and learning (CETL).

Through reflections from facilitators and participants, the series explores how these pilots created opportunities for experimentation, collaboration, institutional learning and change. Each pilot responds to different organisational contexts, offering insights into the challenges and opportunities of integrating community engagement into teaching and curriculum development.

Together, the episodes highlight how capacity-building can support meaningful educational transformation by strengthening partnerships between universities and societal actors, fostering reflective practice, and creating learning experiences that are academically relevant, collaborative, and socially connected.

Listen to the Podcast Episodes

scan or

CLICK

APPLICATION

Reflection prompts

- What forms of structured support would most effectively strengthen your curriculum (re)design process?
- How could peer learning, collaboration, and facilitated reflection enhance the quality of your curriculum (re)design?
- How can you ensure that support activities contribute to lasting and sustainable change rather than isolated innovations?
- What processes or mechanisms could you put in place to support ongoing reflection, adaptation, and continuous improvement?
- What is one practical intervention you could implement to enhance your teaching practice and enrich your students' learning experience?

Individual exercise: support & capacity mapping

- **Purpose**: To identify and strengthen the support structures needed for effective curriculum (re)design.
- **When to use it**: At the start of or during a redesign process when encountering challenges.
- **Time needed**: 30 minutes
- **Outcome**: Overview of support needs and one actionable step to enhance the redesign process.

Exercise:

- Identify your current (re)design initiative or context.
- Map existing forms of support you currently rely on (e.g., colleagues, institutional services, external partners).
- Identify gaps: Where do you need more support? What type of support is missing (time, expertise, collaboration, institutional backing)?
- Reflect on past experiences: What kinds of support have been most effective? What has limited your progress?
- Define one concrete action to strengthen your support structure (e.g., initiate peer exchange, request facilitation, involve new stakeholders).

Next steps: use Tool 7: Support initiatives inventory & (re)design template (see Part V)

Collaborative exercise: support ecosystem & gap analysis

- **Purpose**: To collectively understand and strengthen the support ecosystem for curriculum (re)design.
- **When to use it**: During team meetings, study programme reviews, or (re)design workshops.
- **Time needed**: 90 minutes
- **Outcome**: A shared understanding of support structures and one agreed improvement action.

Exercise:

1. Mapping (20 min): As a group, list all existing support mechanisms available (institutional support, peer networks, leadership, external partners).

2. Categorisation (20 min): Group them into 'strong and functioning', 'present but underused', 'missing or insufficient'

3. Reflection (30 min): Where are the biggest gaps? Which challenges are individual vs systemic? What tensions exist between ambition and available support?

4. Prioritisation (10 min): Identify one priority area for improvement.

5. Action step (10 min): Define one concrete action your team will take to strengthen support.

Next steps: use Tool 8: Support initiative (self-)assessment rubric (see Part V)

KEY CONCEPTS & FURTHER READING

The short explanations below introduce key concepts used in this part of the publication. They are intended as working descriptions for the purposes of this support kit, rather than exhaustive definitions. Suggested further reading is provided for readers who wish to explore these concepts in more depth.

1. Community-engaged teaching and learning (CETL): CETL refers to pedagogical approaches that embed academic learning in real-world contexts, building on meaningful collaborations with community partners. CETL emphasises experiential learning, reciprocal partnerships, and the co-creation of knowledge addressing societal challenges.

Suggested reading:

- Boyer, E. L. (1996). The Scholarship of Engagement. *Bulletin of the American Academy of Arts and Sciences*, *49*(7), 18–33.
- Bringle, R. G., & Hatcher, J. A. (1995). A service-learning curriculum for faculty. *Michigan Journal of Community Service Learning, 2*, 112–122.
- Saltmarsh, J., Hartley, M., & Clayton, P. H. (2009). Democratic engagement white paper. *New England Resource Center for Higher Education*, 45.

2. Multi-actor curriculum (re)design: A form of collaborative curriculum (re)design that deliberately brings together participants from different stakeholder groups—such as educators, students, community partners, employers, or policy-makers—to jointly shape curricula and learning environments.

Suggested reading:

- Bovill, C., Cook-Sather, A., & Felten, P. (2011). Students as co-creators of teaching approaches, course design, and curricula: Implications for academic developers. *International Journal for Academic Development, 16*(2), 133–145.
- Healey, M., Flint, A., & Harrington, K. (2014). *Engagement through partnership: Students as partners in learning and teaching in higher education*. Higher Education Academy.
- Arnstein, S. R. (1969). A ladder of citizen participation. *Journal of the American Institute of Planners, 35*(4), 216–224.

3. Capacity-building in Higher Education: A sustained, practice-focused process of developing the skills, knowledge, relationships, and structures necessary for educators and institutions to implement and sustain innovation (such as CETL).

Suggested reading:

- Harris, A. (2011). System improvement through collective capacity building. *Journal of Educational Administration, 49*(6), 624–636.

- Steinert, Y., et al. (2006). A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: BEME Guide No. 8. *Medical Teacher*, *28*(6), 497–526.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.

4. Communities of practice: Groups of individuals who share a concern or passion and learn how to improve their practice through ongoing interaction, collaboration, and shared reflection.

Suggested reading:

- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.
- Wenger, E., McDermott, R., & Snyder, W. M. (2002). *Cultivating communities of practice*. Harvard Business School Press.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

5. Collective agency: The shared capacity of individuals within a group to act collaboratively to transform practices and systems, emerging through addressing tensions and engaging in cycles of expansive learning.

Suggested reading:

- Engeström, Y. (2015). *Learning by expanding: An activity-theoretical approach to developmental research* (2nd ed.). Cambridge University Press.
- Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science, 9*(3), 75–78.
- Edwards, A. (2005). Relational agency: Learning to be a resourceful practitioner. *International Journal of Educational Research, 43*, 168-182.



PART V:

CURRICULUM (RE)DESIGN TOOLS

INTRODUCTION

What you will find in Part V

Part V (Curriculum (Re)Design Tools) gathers the practical tools and templates that support curriculum (re)design at course, programme, and institutional levels. The tools are modular and adaptable, allowing you to select those most relevant to your pathway and context.

How you can use it

Part V is designed to support the practical implementation of collaborative curriculum (re)design activities aiming to promote embedding of high-quality community-engaged teaching and learning formats in higher education curricula.

As an individual, it can help you:

structure reflection and (re)design activities;

explore and apply practical tools within your own teaching context;

document, evaluate, and refine your (re)design process.

As a team, it can help you:

- facilitate collaborative curriculum discussions and decision-making;
- organise co-design processes with students, colleagues, and community partners;
- support programme-level alignment, institutional embedding, and evaluation efforts.

Why start here

Start here when you are ready to act, experiment, and iteratively refine your curriculum in collaboration with others.

What you will find in the other parts

Part I – Foundations
Introduces key concepts and the overall (re)design model.

Part II – Curriculum (Re)Design Actors & Pathways
Explores who to involve in the curriculum (re)design process and how to involve them.

Part III – Curriculum (Re)Design Cases
Provides examples of (re)designed curricula and their outcomes.

Part IV – Curriculum (Re)Design Support
Describes how to support teams undertaking collaborative curriculum (re)design.

OVERVIEW OF TOOLS

Tool	Title & Description
1	**Reflective lens for CETL (re)design**- Supports curriculum-makers in identifying opportunities and priorities for community-engaged teaching and learning across course, programme, and institutional levels.
2	**Driver statement for curriculum (re)design**- Helps articulate a clear rationale and strategic focus for a CETL-focused curriculum (re)design process.
3	**Circles of concern, influence and control**- Supports curriculum-makers in distinguishing between issues they care about, areas they can influence, and actions they can directly take to create meaningful change.
4	**Participation wheel for CETL (re)design -** Helps curriculum-makers plan and reflect on the roles, contributions, and levels of participation of staff, students, and community partners throughout the curriculum (re)design process.
5	**(Re)design case description & analysis template**- Provides curriculum-makers with a structured framework for documenting, analysing, and sharing curriculum (re)design experiences, outcomes, and lessons learned.
6	**CETL curriculum (re)design template**- Guides curriculum-makers with the systematic design or redesign of courses and programmes by integrating community engagement across key curriculum dimensions.
7	**Support initiatives inventory, assessment & (re)design template**- Helps curriculum-makers map, evaluate, and design support initiatives that enable CETL-focused curriculum (re)design.
8	**Support initiative (self-)assessment rubric**- Facilitates collaborative reflection on the quality, outcomes, and impact of support initiatives for CETL-focused curriculum (re)design.

Tool 1: Multi-level reflective lens for CETL (re)design

Introduction to tool

Purpose

The reflective lens for CETL (re)design is a practical reflection and planning tool that supports the development, implementation, evaluation, and continuous improvement of community-engaged teaching and learning initiatives. The tool supports users in:

- Identifying opportunities for community-engaged teaching and learning
- Planning CETL activities and implementation strategies
- Assessing learning, engagement, and societal outcomes
- Reflecting on experiences and identifying improvements

Rather than providing prescriptive answers, the tool offers reflective questions that stimulate discussion, decision-making, and action.

Who is this tool for?

This tool can be used by:

- Individual instructors redesigning a course or module
- Programme teams seeking to integrate community engagement across a curriculum
- Educational developers and centres for teaching and learning
- Department leaders and faculty management teams
- Institutional leaders responsible for engagement and societal impact
- Community partners collaborating with higher education institutions

The tool can be used individually or collaboratively during workshops, curriculum review processes, programme development initiatives, and strategic planning activities.

How to use the tool

1. Identify the level at which you are working (course, programme, or institution).
2. Determine which phase of CETL development you are currently addressing.
3. Use the corresponding reflective questions to guide discussion.
4. Record insights, decisions, and actions that emerge from the reflection.
5. Revisit the tool regularly as CETL initiatives evolve.

Users may work through the tool sequentially from Explore to Connect & Reflect, or focus on specific phases that are most relevant to their current needs.

Suggested applications

The tool can be used for:

- Course redesign workshops
- Programme review and curriculum development processes
- Faculty development activities
- Partnership planning meetings
- Institutional strategy discussions
- Evaluation and quality enhancement processes

By encouraging reflection across multiple levels and phases, the tool helps create more coherent, sustainable, and impactful approaches to community-engaged teaching and learning.

Tool: Reflective lens for CETL (re)design

EXPAND phase	MICRO *Classroom or course level*	MESO *Study programme or disciplinary level*	MACRO *Institutional or societal level*
EXPLORE (seeking meaningful engagement opportunities)	• What are the strengths and weaknesses of this course in relation to community engagement? • What learning outcomes, civic competencies, or societal issues could be addressed through CETL? • What opportunities exist to connect course content with real-world contexts?	• What study programme-level challenges or opportunities suggest the need for CETL integration? • How does this programme compare with similar programmes, and where could community engagement strengthen its distinctiveness? • What shared goals could guide CETL integration across courses?	• What societal needs, policy priorities, or community challenges could the institution respond to through CETL? • How does expanding CETL align with institutional mission, values, and strategic priorities?
PREPARE (planning engagement and readiness)	• Who are the students and what experiences, expectations, and skills do they bring? • Who are potential community partners and what knowledge or perspectives could they contribute? • What CETL formats (service-learning, co-creation, participatory research) fit this course?	• Who should be involved in study programme-level integration of CETL (faculty, students, community actors)? • How can we coordinate cross courses or modules to support progressive engagement experiences? • What structures or approvals are needed for implementing study programme changes?	• Which institutional actors (leadership, centres for teaching, external partners) should be involved in CETL development? • What partnerships or initiatives can the institution build on? • What support structures, policies, or resources are needed?
ENGAGE (implementation of engagement activities)	• How will engagement activities be implemented in the course? • How will collaboration with partners be facilitated to ensure mutual benefit? • What teaching strategies and materials support inclusive participation and critical reflection?	• How can study programme-level coordination support ongoing collaboration with community partners? • How can different courses complement each other to scaffold student engagement experiences?	• How can institutional networks and partnerships support large-scale engagement activities? • How are institutional resources, infrastructures, and partnerships mobilised to support CETL initiatives?
DEMONSTRATE (assessment and documentation of outcomes)	• How will student learning, civic competencies, and engagement outcomes be assessed? • How will students document and communicate what they learned through engagement? • How will feedback from community partners be integrated?	• How will CETL outcomes and achievements be evaluated across courses? • What evidence demonstrates the impact of engagement on student learning and community collaboration? • How can results inform future curriculum development?	• How will institutional impact be demonstrated to stakeholders, funders, and society? • How can CETL outcomes contribute to institutional reputation, accountability, or policy agendas?
CONNECT & REFLECT (continuous reflection and improvement)	• What worked well in this course engagement activity and what should be improved? How did students and partners experience the collaboration? How can insights inform future course redesign?	• How can collaborative reflection among staff, students, and partners improve programme-level CETL integration? What lessons can be shared across the programme or department?	• How can institutional learning from CETL initiatives inform policies, strategic planning, or broader societal engagement? How can successful practices be scaled or shared across the institution or sector?

Before using this tool, you may wish to revisit:

Part I – The EXPAND curriculum (re)design model and CETL principles.

After completing this tool, you may find it helpful to consult:

Part II – Guiding principles for multi-actor curriculum (re)design.

Part III – Examples of CETL (re)design cases.

Part IV – Guidance on facilitating multi-actor curriculum (re)design

Tool 2: Driver statement for curriculum (re)design

Introduction to tool

Purpose

The driver statement for curriculum (re)design tool supports curriculum-makers in articulating a clear and compelling rationale for curriculum (re)design initiatives related to community-engaged teaching and learning (CETL). Building on insights gathered through mapping, analysis, stakeholder consultation, and reflection, the tool helps users synthesise key findings into a concise driver statement that expresses the need for change, the intended response, and the strategic importance of taking action. The resulting statement serves as a guiding compass throughout the design, implementation, and evaluation of a community-engaged curriculum (re)design process.

Who is this tool for?

This tool can be used by:

- Curriculum design and development teams
- Educational developers and centres for teaching and learning
- Academic leaders and programme coordinators
- Faculty members leading CETL initiatives
- Institutional working groups focused on community engagement
- Cross-functional teams involving academic and professional staff

The tool is particularly valuable for teams seeking to establish a shared vision and direction before moving into process design and implementation.

How to use the tool

Before using this tool, participants should have completed an initial exploration and analysis phase, including activities such as reviewing institutional strategies, mapping existing initiatives, identifying strengths and gaps, and gathering stakeholder perspectives.

Using the guiding questions, reflect on:

1. **The gap or need that has been identified** – What challenges, opportunities, or areas for improvement have emerged from your analysis?
2. **How a curriculum (re)design process can address this need** – What forms of support, learning opportunities, structures, or partnerships could help bridge the gap?

3. **Why action is needed now** – How does this initiative align with institutional priorities, societal needs, or emerging opportunities?

Based on these reflections, draft a concise Driver Statement (maximum 300 words) that clearly communicates the challenge or opportunity being addressed, the intended response, and the strategic significance of the initiative The statement should be specific enough to guide decision-making while broad enough to inspire collaboration and innovation.

Suggested applications

The *driver statement for curriculum (re)design* tool can be used for:

- Initiating curriculum (re)design processes
- Building consensus among project team members
- Communicating the purpose of a new initiative
- Supporting funding applications or project proposals
- Creating a shared foundation for subsequent design activities

By translating analysis into a clear statement of purpose, the tool helps ensure that curriculum (re)design initiatives remain aligned with identified needs, institutional priorities, and long-term aspirations.

Tool: Driver statement for curriculum (re)design

STEP 1. IDENTIFY THE OPPORTUNITY FOR CHANGE
Consider questions such as: • What is currently missing, underdeveloped, or fragmented in relation to community engagement within the curriculum I/we offer? • What opportunities exist to strengthen connections between teaching, learning and community engagement? • What aspirations have emerged from discussions with staff, students, community partners, or institutional leaders? **Key opportunity for change:** **Evidence or observations supporting this:**

STEP 2. DEFINE YOUR CURRICULUM AMBITION

Consider how community engagement could strengthen the curriculum.

What would you like students to experience, learn, or achieve?

Examples:

- Apply disciplinary knowledge in real-world contexts.
- Collaborate effectively with community partners.
- Develop civic, ethical, or professional competencies.
- Contribute to addressing societal challenges.
- Engage in reciprocal knowledge exchange.

What kind of curriculum change do you want to enable?

Examples:

- Stronger integration of CE across courses.
- More authentic and community-based learning experiences.
- Increased collaboration with external partners.
- A progressive pathway for engagement throughout a programme.

Our curriculum ambition:

STEP 3. DESCRIBE THE STRATEGIC RELEVANCE

Why is this important now?

Consider:

- Institutional priorities and strategic goals.
- Societal needs and challenges.
- Student expectations and graduate profiles.
- Opportunities arising from existing partnerships or initiatives.
- Developments within the discipline or profession.

Why now?

STEP 4. DRAFT YOUR DRIVER STATEMENT

Using your reflections above, write a concise statement (maximum 300 words) that explains:

1. The opportunity or challenge that motivates curriculum change.
2. The desired role of community engagement within the curriculum.
3. Why this direction is important in your context.

Suggested structure

We have identified a need to:

Through curriculum (re)design, we aim to:

By strengthening community engagement, students will have opportunities to:

This is particularly important because:

REFLECTION CHECK

Before finalising your statement, consider:

- Does the statement clearly explain why curriculum change is needed?
- Does it articulate the intended role of community engagement in learning?
- Does it reflect the needs and perspectives of relevant stakeholders?
- Is it aligned with the programme, department, or institution's context and priorities?
- Will it help guide future curriculum design decisions?
- Could different stakeholders recognise themselves in this shared direction?

FINAL DRIVER STATEMENT

Use your completed Driver Statement as a reference point throughout the CETL-focused curriculum (re)design process. Revisit and refine it as new insights emerge and the design evolves.

Before using this tool, you may wish to revisit:

Part I – The Explore phase of the EXPAND model.

Part I – Foundations of community-engaged curriculum (re)design.

After completing this tool, you may find it helpful to consult:

Part II – Examples of multi-actor curriculum (re)design pathways.

Part III – Curriculum (re)design cases illustrating diverse redesign drivers.

Part IV – Guidance on building shared ownership around a redesign ambition.

Tool 3: Circles of concern, influence & control

Introduction to tool

Purpose

Community-engaged curriculum (re)design is often motivated by complex challenges and ambitious aspirations. However, not every issue or aspiration can be addressed directly through curriculum change. The *circles of concern, influence and control* tool helps users distinguish between:

- **What you care about** (concern)
- **What you can realistically influence** (influence)
- **What you can directly shape through curriculum decisions** (control)

By making these distinctions explicit, one can identify realistic priorities, focus efforts, and develop a curriculum (re)design strategy that balances ambition with effective action.

Who is this tool for?

This tool can be used by:

- Individual educators redesigning a course
- Programme teams undertaking curriculum review
- Educational developers facilitating curriculum (re)design processes
- Faculty and departmental working groups
- Multi-stakeholder curriculum (re)design teams

How to use the tool

Begin by identifying the issues, challenges, opportunities, or aspirations that are motivating your community-engaged curriculum (re)design process. These form your **areas of concern**—the things you care about and would like to see improved. Next, distinguish between what you can **influence** and what you can **directly control** through curriculum decisions and educational practices. Consider where your programme, department, or institution has the capacity to act, shape behaviours, build partnerships, or create learning opportunities. Finally, reflect on the longer-term **impact** you hope these actions will contribute to for students, community partners, the institution, and society.

Use the tool individually or collaboratively to map concerns, identify realistic areas for action, and prioritise curriculum changes that are both meaningful and achievable. The value of the exercise lies not only in identifying what matters, but also in recognising where your efforts are most likely to make a difference.

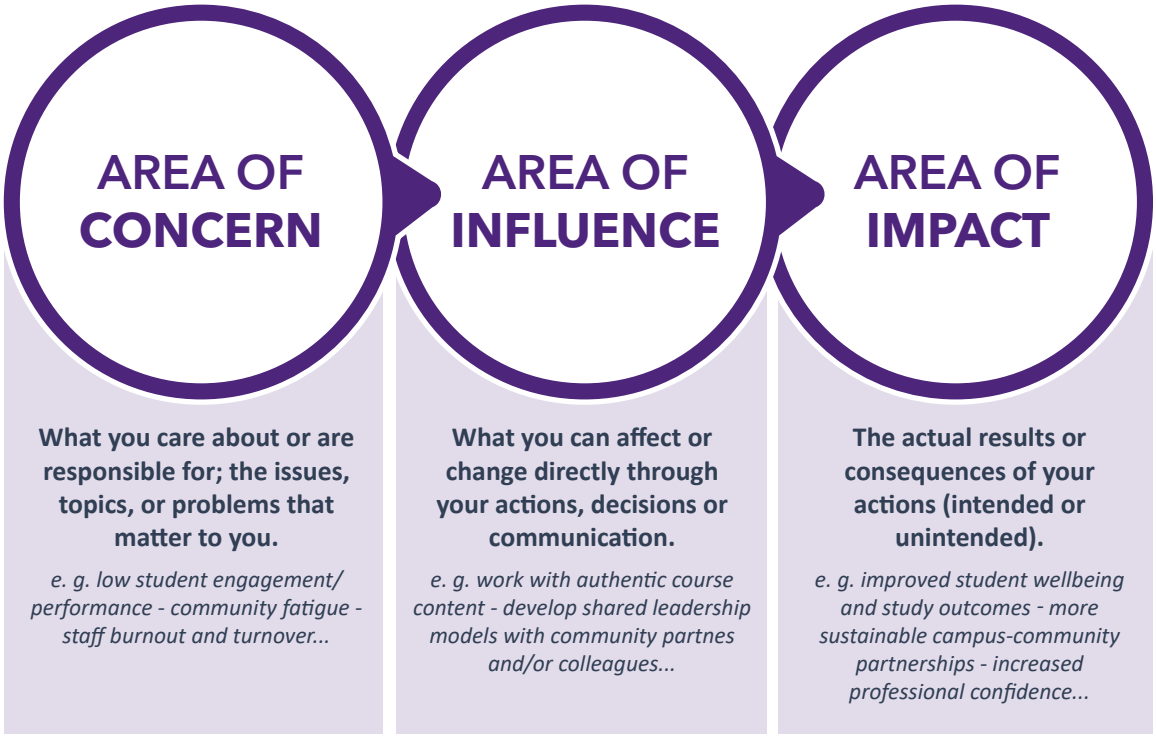
Suggested applications

This tool can be used to:

- Clarify the rationale and focus of a community-engaged curriculum (re)design process.
- Prioritise challenges and opportunities identified through stakeholder consultations, curriculum mapping, or institutional analysis.
- Distinguish between issues that can be addressed through curriculum change and those that require broader institutional or societal action.
- Identify areas where teams have the greatest leverage to create meaningful change.
- Facilitate strategic discussions about goals, expectations, and resource allocation.
- Build consensus among stakeholders regarding priorities and realistic outcomes.

By helping teams focus on what they can realistically influence and control, the tool promotes purposeful decision-making and enables community-engaged curriculum initiatives to move from aspiration to action.

Tool: Circles of concern, influence & control



STEP 1. IDENTIFY YOUR AREAS OF CONCERN

Think broadly about the societal issues, educational challenges, institutional priorities, or community needs that motivate the desired curriculum change.

Ask yourself:

- What challenges concern me/us most?
- What issues are students likely to encounter as future professionals and citizens?
- What societal needs or opportunities are driving this redesign process?

Examples: social inequality, climate change, community well-being, student disengagement, weak university-community connections, lack of civic competencies among graduates, ...

Main areas of concern:

STEP 2. IDENTIFY YOUR AREAS OF INFLUENCE

Consider which aspects of these concerns can realistically be influenced through collaboration, partnerships, advocacy, or educational practices.

Ask yourself:

- What can I/we influence through our teaching and learning practices?
- Which stakeholders can I/we engage?
- What relationships, partnerships, or conversations can I/we strengthen?

Examples: student awareness and attitudes, community partnerships, collaborative learning opportunities, staff engagement with community-based approaches, connections between research, teaching, and society, ...

Areas of influence:

STEP 3. IDENTIFY YOUR AREA OF CONTROL

Focus on what you / your curriculum team can directly decide, design, or implement.

Ask yourself:

- What decisions are within my/our authority?
- What can we change in my/our courses or programme?
- Which curriculum elements can I/we redesign?

Examples: learning outcomes, assessment approaches, teaching methods, reflection activities, partnership model, ...

Areas of control:

STEP 4. DEFINE DESIRED IMPACT

Now consider the longer-term outcomes you hope your curriculum changes will contribute to.

Ask yourself:

- What difference could this redesign make?
- What changes might students, partners, or communities experience?
- What impact are we ultimately working towards?

Examples: more engaged and socially responsible graduates, stronger university-community partnerships, increased student motivation and retention, greater societal relevance of the curriculum, positive contributions to community challenges, ...

Desired Impact:

PRIORITY ACTION STATEMENT

Based on this exercise, the most important curriculum change I/we should focus on is:

because this is an area / these are areas where I/we have sufficient control and influence to contribute to the impact I/we seek.

Before using this tool, you may wish to revisit:

Part I – Distributed curriculum agency and contextual responsiveness.

Part II – Curriculum (re)design pathways and facilitation scenarios.

After completing this tool, you may find it helpful to consult:

Part III – Cases illustrating how different actors initiated curriculum change.

Part IV – Support structures promoting collective action-planning.

Tool 4: Participation wheel for CETL (re)design

Introduction to tool

Purpose

Community-engaged curriculum (re)design benefits from the active involvement of multiple stakeholders. However, meaningful participation does not necessarily mean that everyone is involved in the same way, at the same time, or in the same decisions. This tool helps users plan, reflect on, and strengthen stakeholder participation throughout the curriculum (re)design process.

Using the Participation Wheel, you can explore:

- Who should be involved at different stages of the process.
- What contributions different stakeholders can make.
- How participation might evolve from informing to empowering.
- What tensions, barriers, or power dynamics may need attention.

The goal is not to maximise participation everywhere, but to ensure that participation is purposeful, inclusive, and aligned with the aims of the redesign process.

Who is this tool for?

This tool can be used by:

- Individual educators redesigning a course
- Programme and curriculum design teams
- Educational developers
- Faculty and departmental working groups
- Students involved in curriculum development
- Community partners collaborating in teaching and learning

How to use the tool

Begin by considering the phase of the CETL-focused curriculum (re)design process you are currently working on (Explore, Prepare, Engage, Demonstrate).

For each phase:

1. Identify which stakeholder groups should be involved
2. Discuss the unique knowledge, perspectives, or experiences each can contribute.

3. Determine the most appropriate level of participation for each group, ranging from informing and consulting to involving, collaborating, or empowering.
4. Reflect on potential tensions, barriers, or power dynamics that may affect participation and consider how these can be addressed.

The tool can be used as a planning instrument before redesign activities begin, as a reflection tool during implementation, or as an evaluation tool to review how participation was experienced by different stakeholders.

Suggested applications

This tool can be used to:

- Plan stakeholder involvement in CETL-focused curriculum (re)design processes.
- Clarify roles and expectations among staff, students, and community partners.
- Identify opportunities for deeper collaboration and shared decision-making.
- Surface and address participation gaps, power imbalances, or conflicting expectations.
- Support programme teams in creating more inclusive and reciprocal curriculum development processes.
- Reflect on how participation contributed to curriculum quality, relevance, and community engagement outcomes.

By making participation visible and intentional, the tool helps ensure that curriculum (re)design benefits from diverse forms of expertise and fosters meaningful collaboration among all those involved.

Tool: Participation wheel for CETL (re)design

Mapping participation across the curriculum (re)design process

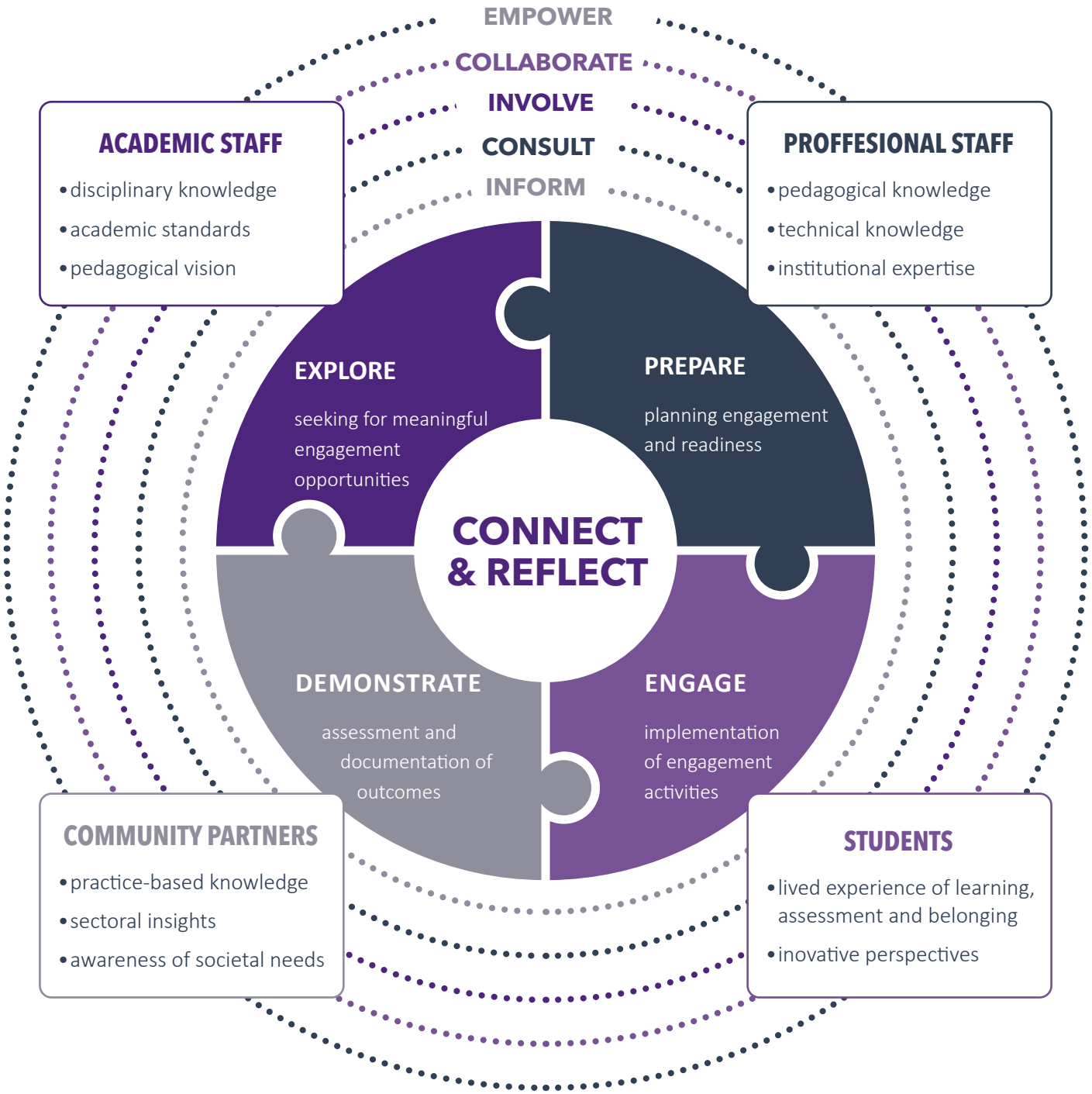
The Participation Wheel is a tool that supports you in planning and implementing your multi-actor curriculum (re)design process. It combines two complementary dimensions: who to involve (academic staff, professional staff, students, and community partners) and how to involve diverse actors, ranging from being informed or consulted to collaborating and being empowered in decision-making. The wheel also aligns participation with the different phases of the EXPAND model - from exploring needs and preparing the process to connecting stakeholders, engaging in implementation, and demonstrating and evaluating outcomes. By making participation explicit, the framework supports the intentional design of the curriculum development processes.

How to use the participation wheel

Use the Participation Wheel at the outset of a curriculum (re)design initiative to map who should be involved at each stage of the process and determine the appropriate level of participation. The wheel can also be revisited during and after the project to reflect on whether participation was sufficiently inclusive and meaningful, to identify gaps or imbalances in stakeholder engagement, and to inform future curriculum (re)design initiatives. Rather than prescribing a single approach, the wheel encourages deliberate choices about participation that are aligned with the aims, context, and resources of the (re)design process. The reflective worksheet that follows complements the Participation Wheel by supporting structured reflection on the roles and contributions of different stakeholders. It helps anticipate the diverse needs, aspirations, expertise, and potential tensions that may emerge throughout the (re)design process, enabling facilitators to proactively address these differences and foster meaningful collaboration.

For each phase, discuss:

1. Who should be involved?
2. What should their role be?
3. What level of participation is appropriate?
4. What challenges or tensions may arise?



EMPOWER

Handing over decision-making to communities with the purpose of shared goals, community capacity-development, aciotn, social and community benefits.

COLLABORATE

Partner with diverse stakeholders through shared decision-making and co-creating activities, acknowledging and amplifying different learning by doing perspectives.

INVOLVE

Ensure people are involved from the start, acknowledging and accommodating diverse perspectives.

CONSULT

Draw on expertise of others and knowledge from community members and partners and practitioners, policymakers and/or researchers.

INFORM

Find the information, data and tools for policy for and engaging practices in service-based community engagement.

Worksheet

EXPLORE *Seeking meaningful engagement opportunities*

Questions

- Whose perspectives are needed to identify priorities and opportunities?
- Who can help define relevant societal or community challenges?
- Are all relevant voices represented?

Stakeholder	Level of engagement				
	Inform	Consult	Involve	Collaborate	Empower
Academic Staff					
Professional Staff					
Students					
Community Partners					

Potential Tensions:

PREPARE *Planning engagement and readiness*

Questions

- Who should contribute to curriculum design decisions?
- Who should help shape learning outcomes and engagement activities?
- What preparation is needed for meaningful participation?

Stakeholder	Level of engagement				
	Inform	Consult	Involve	Collaborate	Empower
Academic Staff					
Professional Staff					
Students					
Community Partners					

Potential Tensions:

ENGAGE *Implementing engagement activities*

Questions

- How will stakeholders contribute during implementation?
- How can participation remain inclusive and mutually beneficial?
- What support is needed to sustain engagement?

Stakeholder	Level of engagement				
	Inform	Consult	Involve	Collaborate	Empower
Academic Staff					
Professional Staff					
Students					
Community Partners					

Potential Tensions:

DEMONSTRATE *Assessing and documenting outcomes*

Questions

- Who should contribute to evaluating outcomes?
- How will different perspectives on success be recognised?
- How will feedback be collected and used?

Stakeholder	Level of engagement				
	Inform	Consult	Involve	Collaborate	Empower
Academic Staff					
Professional Staff					
Students					
Community Partners					

Potential Tensions:

Final Reflection Questions

After completing the worksheet, discuss:

Balance

- Are some stakeholder groups overrepresented or underrepresented?
- Are there opportunities for more meaningful participation?

Power

- Who currently influences key decisions?
- Who is affected by decisions but has limited voice?
- Where could participation move from consultation to collaboration?

Feasibility

- Is the planned level of participation realistic?
- What support, resources, or facilitation will be needed?

Inclusion

- Whose perspectives may still be missing?
- How can barriers to participation be reduced?

Before using this tool, you may wish to revisit:

Part II – The multi-actor lens for CETL (re)design.

Part II – Contextual tensions and facilitation principles.

After completing this tool, you may find it helpful to consult:

Part III – Cases demonstrating different forms of stakeholder participation.

Part IV – Facilitation principles supporting collaborative curriculum (re)design

Tool 5: (Re)design case description & analysis template

Introduction to tool

Purpose

The *(re)design case description & analysis template* supports documentation, sharing and analysis of community-engaged teaching and learning (CETL) curriculum (re)design experiences. The tool helps educators and curriculum teams move beyond describing what was redesigned to examining why changes were made, how the redesign process unfolded, what challenges emerged, and what lessons can be learned from the redesign experience. By combining case description and case analysis, the template generates rich practice-based knowledge that can support reflection, professional learning, institutional development, dissemination and further development of effective CETL practices.

Who is this tool for?

This tool can be used by:

- Individual educators documenting a community-engaged course redesign.
- Programme teams reflecting on curriculum innovation processes.
- Educational developers supporting curriculum enhancement initiatives.
- Researchers interested in studying curriculum change and CETL practices.
- Communities of practice seeking to exchange experiences and lessons learned.
- Institutions wishing to collect evidence of curriculum innovation and impact.

The tool is particularly useful for educators who have completed, or are currently engaged in, a curriculum (re)design process and wish to capture insights that may benefit others.

How to use the tool

The tool consists of two complementary parts.

Part I – Case Description captures the essential characteristics of the redesign initiative, including the educational context, redesign interventions, stakeholder involvement, outcomes, and reflections on the redesign process. This section provides a detailed narrative of what was changed and why.

Part II – Case Analysis supports a deeper examination of the redesign process. Users identify key interventions, analyse challenges and dilemmas encountered during implementation, reflect on strategies used to address them, and articulate lessons learned and longer-term impacts.

The template can be completed individually by course coordinators or collaboratively with colleagues, students, and community partners who participated in the redesign process. While the template may be completed retrospectively after implementation, it can also be used throughout a redesign process as a reflective documentation tool.

Suggested applications

This tool can be used to:

- Document community-engaged curriculum (re)design initiatives.
- Capture lessons learned from curriculum (re)design processes.
- Support individual and collective reflection on redesign experiences.
- Analyse challenges, dilemmas, and decision-making processes.
- Generate evidence of educational, institutional, and community impact.
- Share practices within communities of educators and curriculum developers.

By documenting both successes and challenges, the tool helps transform individual redesign experiences into shared knowledge that can inform future community-engaged curriculum development efforts.

Tool 5.a: (Re)design case description template

1. (RE)DESIGN CASE COORDINATOR INFORMATION
Name and surname: **Job title:** **Institution:**
2. (RE)DESIGN CASE INFORMATION
1. Title of the (re)designed course/programme : **2. Type of course / programme (re)designed** • Course within an existing study programme • Stand-alone course • Multiple courses • Other curricular aspects (workflows, partnership agreements, coordination / quality assurance procedures...) • Other:

3. Study level of (re)designed course / programme

- Bachelor's
- Master's
- PhD
- Other:

4. Title of study programme that the course/programme is part of (if applicable):

5. Stage of development / implementation of (re)designed course / programme

- In process of being (re)designed
- Partially (re)designed and (to be) implemented this academic year
- Partially (re)designed and (to be) implemented next academic year
- Completely (re)designed and (to be) implemented this academic year
- Completely (re)designed and (to be) implemented next academic year
- Other:

6. Study load of (re)designed course/programme (in ECTS):

Please enter the number of ECTS of the (re)designed course/programme. If ECTS is not applicable (e.g. you developed a professional development programme), please insert the total learning hours of the programme.

ECTS:

7. Number of students involved:
If the course/programme has already been implemented, please note how many students took part. If the course/programme is yet to be implemented, please estimate the number of students you expect to take part:

8. External community partners involved
Briefly describe in what manner the (re)designed course/programme involves partnerships with external communities (organisations, informal groups and/or individuals):

3. (RE)DESIGN CONTEXT, INTERVENTIONS & OUTCOMES

1. Context: Describe the course/programme that was (re)designed (e.g. mandatory or elective course, course goals, societal themes addressed; discipline-specific or interdisciplinary; etc.)

2. (Re)design interventions: Describe your (re)design interventions (e.g. changes in learning outcomes / assessment / partnerships / teaching formats / reflection, etc.).

3. (Re)design outcomes – for students: Describe any observed effects of the (re)designed course/programme on students (e.g. learning outcomes, participation, societal responsibility). If it is not yet implemented, please describe the effects that you expect to emerge.

4. (Re)design outcomes – for the community: Describe how external communities/partners involved in the (re)designed course have benefitted (or will benefit in the future) from the course

5. (Re)design outcomes – for the educational team / teaching staff: Describe how educational staff will benefit from the course/programme (re)design (or will benefit from it in the future)

4. (RE)DESIGN PROCESS, OBSTACLES & FUTURE STEPS

1. (Re)design process: In what way were students, other university staff members, community partners involved in the (re)design process?

2. Obstacles to (re)design: What hurdles or dilemmas did you encounter during the (re)design process, and how did you deal with them?

3. Further (re)design: Are there any actions that you are planning to carry out in a later phase, either because you have not yet achieved them or you want to work on further redesign?

5. FURTHER INSIGHTS (OPTIONAL)

Any other comments: Is there anything specific to your context or experience that has not been captured above, but that is important to understanding your redesign process? Anything else you would like to share.

Materials to share: Please add web links to any materials you could share to illustrate your (re) design/learning-trajectory (web sites, publications, photographs, visuals etc.). If you do not have web links, please make a note of the materials you could share with us via email below.

Tool 5.b: (Re)design case analysis template

1. (RE)DESIGN CASE INFORMATION

Institution:

Case Features:

Study Level:

☐ BA

☐ MA

☐ Other:

Number of students involved:

☐ ≤ 20

☐ 21 ≤ N ≤ 50

☐ > 51

ECTS:

☐ ≤ 10

☐ 11 ≤ N ≤ 15

☐ > 15

2. (RE)DESIGN INTERVENTIONS & AMBITIONS

What (re)design interventions were carried out? List concrete (re)design actions mentioned in the case report (e.g. changes in learning goals, teaching methods, partnership modalities, assignments, course/programme coordination, grading, etc.)

What was expected from these (re)design interventions? List (re)design ambitions mentioned in the case report (e.g. improved student engagement, higher community relevance, shared responsibility for teaching and learning, etc.)

3. (RE)DESIGN DILEMMAS, CONTRADICTIONS & LEVERS FOR CHANGE

Dilemma narrative: Describe a core challenge faced during the (re)design process. Focus on a dilemma that holds relevance in the context of CETL. Frame it as a contradiction (not just a difficulty or failure).

Example: The course coordinator was unsure how to balance the aims of formative assessment in formative assessments. He values rigour and high student engagement, but he feels that often when one of these is high, the other is low. That means that when he strives to engage as many students as possible, he has the feeling that this results in low-level learning. If he tries to reach high level learning, less students actively participate.

Contradiction: Identify the two poles of the contradiction that resides in the described dilemma. These can be opposing rules, expectations, understandings, values ... Use the format: [Pole A] vs [Pole B].

Example: Teacher's rule: "Rigour is important" vs. Teacher's rule: "Engaging all students is important"

Dilemma level and domain: Classify the type of dilemma involved. Describe dilemma level and domain, examples: Micro- Conceptual – Conflicting values or educational principles, Meso - Practical – Clashes in methods, resources, or time, Meso- Relational – Tensions between roles or involved parties, Macro- Institutional – Structural or policy-related contradictions.

Level:

☐ Micro (individual level)

☐ Meso (team/partnership level)

☐ Macro (institutional/systemic level)

Domain:

☐ Conceptual – values, principles, goals

☐ Practical – methods, tools, resources, time

☐ Relational – roles, responsibilities, power dynamics

☐ Structural – regulations, policies, organisational constraints

Lever: Describe the strategy that was adopted to work through/with the dilemma (e.g., negotiation, prototyping, involving community partners, adapting rules, introducing reflective spaces, etc.)

4. (RE)DESIGN LEARNINGS & IMPACTS

Most significant learning(s): What learnings are mentioned in the case report? Why was this learning important, to whom, ...?

Longer-term Impact: What are the expected more long-term effects of these gained insights (for students, university staff/teams, community partners…)?

Relevance beyond this case: Why do the insights from this case matter beyond the specific course, programme or context? How might this case inform other CETL practices? Describe potential transferability, or lessons that could be applied in similar or different settings.

Before using this tool, you may wish to revisit:

Part I – Guiding principles for CETL.

Part II – Boundary crossing and partnership roles.

After completing this tool, you may find it helpful to consult:

Part III – Cases illustrating effective collaboration with community partners.

Part IV – Guidance on brokering and sustaining partnerships.

Tool 6: CETL curriculum (re)design template

Introduction to tool

Purpose

The CETL curriculum (re)design template supports educators and curriculum teams in translating their ambitions for community-engaged teaching and learning (CETL) into concrete curriculum design decisions. Drawing on insights generated through earlier stages of the redesign process, the tool provides a structured framework for examining how community engagement can be embedded across key curriculum dimensions, including goals, content, assessment, teaching roles, learning environments, student grouping, timing, and learning resources. The template encourages curriculum teams to move beyond isolated engagement activities and consider how CETL can be systematically integrated at course, programme, and institutional levels.

Who is this tool for?

This tool can be used by:

- Individual educators redesigning a course or module.
- Programme teams undertaking curriculum review or renewal.
- Educational developers supporting curriculum innovation.
- Interdisciplinary curriculum design teams.
- Faculty working groups focused on community engagement.

Staff, students, and community partners participating in curriculum co-design processes.

The tool is particularly useful once a curriculum team has identified its priorities, goals, and stakeholder involvement strategies and is ready to develop or refine curriculum designs.

How to use the tool

Begin by selecting the curriculum level that is the focus of your redesign effort:

- Micro level – a course, module, or learning activity.
- Meso level – a programme, curriculum pathway, or group of courses.
- Macro level – institutional frameworks, policies, or support structures.

For each curriculum dimension, discuss how community engagement is currently reflected and identify opportunities for strengthening CETL principles. Consider what changes could be made to curriculum goals, learning activities, assessment practices, partnerships, learning environments, and organisational structures. Use the guiding prompts to explore design possibilities, document redesign decisions, and identify areas where alignment may be needed across different curriculum dimensions. The template can be used iteratively throughout the redesign process and revisited as ideas are tested, refined, and implemented.

Suggested applications

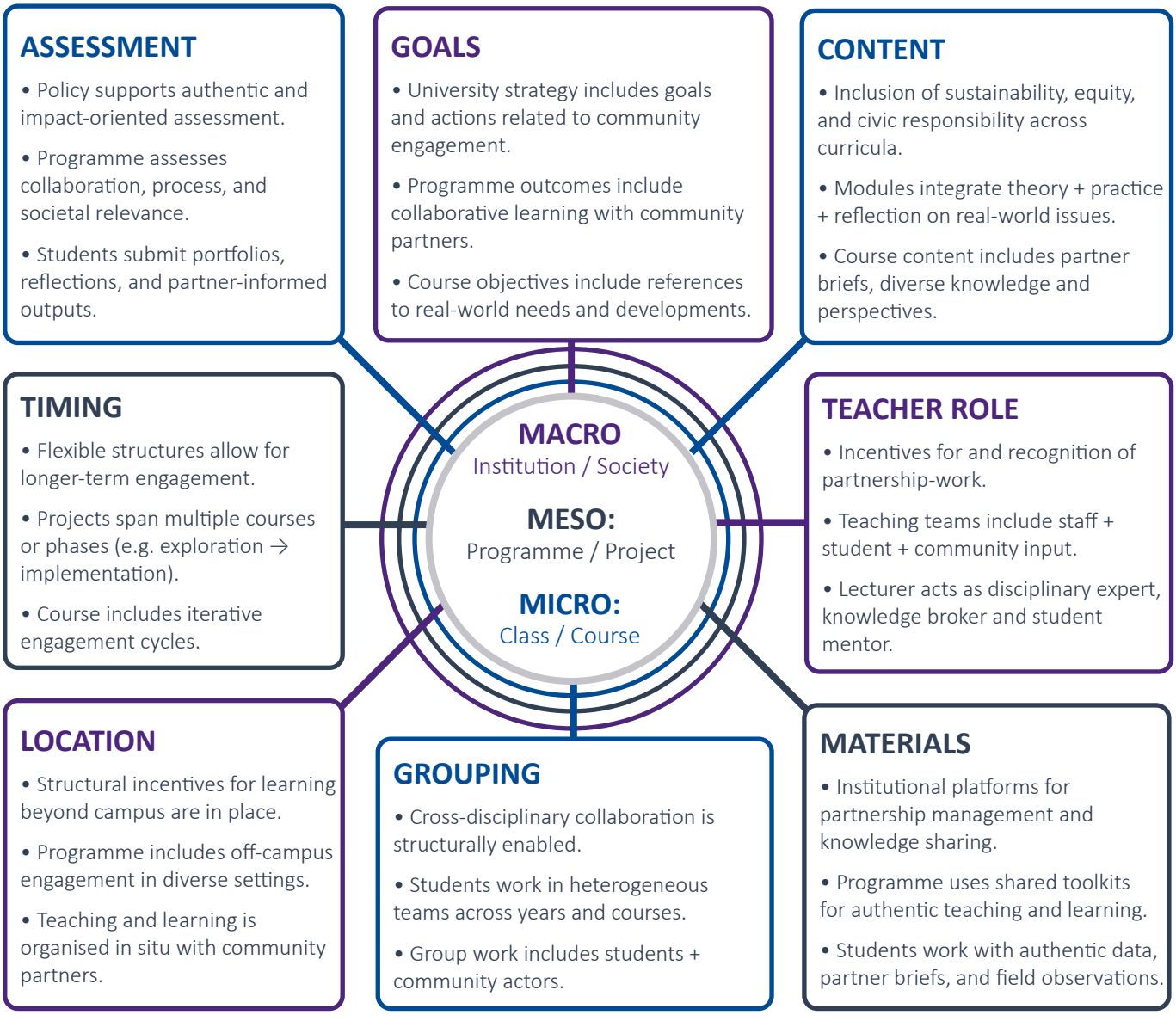
This tool can be used to:

- Design or redesign community-engaged courses and programmes.
- Review the alignment between curriculum ambitions and curriculum structures.
- Identify opportunities to strengthen authentic, community-based learning.
- Support programme-level discussions about CETL integration.
- Generate design ideas for assessment, partnerships, teaching strategies, and learning environments.

By encouraging a holistic examination of curriculum design, the tool helps ensure that community engagement is embedded coherently across multiple dimensions of teaching and learning rather than being treated as an isolated activity.

Visualisation of tool

The diagram below highlights the key dimensions that shape curriculum design—**goals, content, teacher role, materials, grouping, location, timing, and assessment**—and illustrates how each can be intentionally aligned to strengthen community engagement. It also emphasises that curriculum (re)design occurs across interconnected levels: the **micro** (course/class), **meso** (programme/project), and **macro** (institution/society). Meaningful and sustainable community engagement is most likely when these dimensions and levels reinforce one another.



Use this visual as a planning and reflection tool throughout the curriculum (re)design process. For each design dimension, consider how community engagement is currently embedded and identify opportunities to strengthen its alignment with the intended learning outcomes and partnerships. The examples provided at the micro, meso, and macro levels can serve as prompts for discussion. The worksheet that follows translates the visual into a practical planning tool, guiding users through each curriculum design dimension to support coherent and context-sensitive (re) design decisions.

Tool: CETL (Re)Design Template

KEY INFORMATION ON THE CURRICULUM/COURSE

Curriculum / Course Name

Level of Design

☐ Micro (Course/Module)
☐ Meso (Programme)
☐ Macro (Institutional)

Driver Statement

Summarise the rationale and ambition guiding this redesign.

1. GOALS

What should learners achieve through community engagement?

Consider:

- Learning outcomes
- Civic and professional competencies
- Community outcomes
- Programme or institutional ambitions

Current situation:

Redesign opportunities:

2. CONTENT

What knowledge, perspectives, and issues will be explored?

Consider:

- Community knowledge
- Real-world challenges
- Interdisciplinary perspectives
- Partner contributions

Current situation:

Redesign opportunities:

3. TEACHER ROLE

What role will educators play?

Consider:

- Instructor
- Facilitator
- Coach
- Knowledge broker
- Community connector

Current situation:

Redesign opportunities:

4. MATERIALS

What resources will support learning?

Consider:

- Community-generated resources
- Authentic datasets
- Partner briefs
- Multimedia resources
- Reflection tools

Current situation:

Redesign opportunities:

5. GROUPING

How will people work together?

Consider:

- Individual work
- Peer collaboration
- Interdisciplinary teams
- Student-community teams

Current situation:

Redesign opportunities:

6. LOCATION

Where will learning take place?

Consider:

- Campus
- Community settings
- Hybrid spaces
- Digital environments

Current situation:

Redesign opportunities:

7. TIMING

When and for how long will engagement occur?

Consider:

- One-off activities
- Project-based engagement
- Semester-long partnerships
- Multi-course pathways

Current situation:

Redesign opportunities:

8. ASSESSMENT

How will learning and engagement be assessed?

Consider:

- Authentic assessment
- Reflection
- Portfolios
- Community feedback
- Process and product evaluation

Current situation:

Redesign opportunities:

ALIGNMENT CHECK

Review your design decisions.

- Do the assessment methods support the intended goals?
- Does the content connect with community needs and contexts?
- Are stakeholders meaningfully involved?
- Are timing and resources realistic?
- Does the overall design support reciprocal community engagement?

Key strengths of our redesign:

Areas requiring further development:

Priority next steps:

Before using this tool, you may wish to revisit:

Part I – Guiding principles for CETL.

After completing this tool, you may find it helpful to consult:

Part III – Cases showcasing CETL activities in different disciplines.

Part IV – Practical support for curricular embedding of CETL.

Tool 7: Support initiative inventory, assessment & design

Introduction to tool

Purpose

This tool supports the systematic exploration, evaluation, and design of dedicated support initiatives that strengthen knowledge, skills, networks, and confidence for engaging in community-oriented educational practices. It helps users identify existing professional learning opportunities, assess their strengths and limitations, and develop new or adapted initiatives that respond to local needs and priorities. By combining inventory, assessment, and design activities, the tool encourages users to build on existing good practices while identifying opportunities for innovation and improvement.

Who is this tool for?

This tool can be used by:

- Educational developers and centres for teaching and learning.
- Academic developers and staff development units.
- Faculty and departmental leaders.
- Curriculum innovation teams.

The tool is particularly valuable for institutions seeking to strengthen support structures that enable community-engaged curriculum (re)design and implementation.

How to use the tool

The tool covers three interconnected phases.

Part I – Inventory Template- Supports identification and documentation of existing support initiatives. These may include workshops, coaching programmes, communities of practice, mentoring schemes, learning networks, online resources, curriculum design programmes, or other professional learning opportunities.

Part II – Assessment Template- Supports the review of a selected initiative, identification of effective elements worth preserving, areas requiring further development, emerging opportunities that should be explored, and practices that may no longer be useful.

Part III – Design Template- Drawing on insights from the inventory and assessment phases, this tool supports the development of a new support initiative or the redesign of an existing one. Use the design template to articulate goals, target audiences, facilitation approaches, learning activities, resources, recognition mechanisms, and implementation plans.

Suggested applications

This tool can be used to:

- Map existing support initiatives related to CETL and curriculum development.
- Benchmark support structures across departments, institutions, or networks.
- Identify strengths, gaps, and opportunities within existing support ecosystems.
- Evaluate the effectiveness and relevance of current initiatives.
- Inform the development of new CETL support programmes.
- Generate ideas for scaling, adapting, or transferring successful initiatives across contexts.
- Support strategic planning related to staff development, curriculum innovation, and community engagement.
- Create a shared repository of effective practices and resources.

By systematically examining what support already exists, what works well, and what remains needed, the tool helps institutions create more coherent and sustainable conditions for community-engaged curriculum innovation.

Tool 7.a: Mapping template for curriculum (re)design support initiatives

WHAT?	
Description	Short description of goals and design characteristics of the support initiative.
Format	Is it a short-term or long-term support initiative? Include approximate duration and methods used (e.g. *4-hour workshop; 1-hour P2P coaching a week over a 6-week period; a year-long programme combining expert sessions, site visits, design and reflection moments, self-paced learning, etc.)*
Focus	Does the initiative include a focus on community engagement? Or is this a broader activity related to enhancing te aching practices and/or curriculum (re) design?
WHO?	
Initiator - facilitator	Who is the provider, initiator and/or facilitator of the support initiative?
Target group - participants	Who is the target group? Who are the support initiative participants?
WHY?	
Overall goals	What are the main goals in terms of staff professionalisation (broadening knowledge, awareness, strengthening practice... of participating staff)?
Specific goals for curriculum development	Are there specific goals in terms of curriculum (re)design and changes at course and/or study programme level?

HOW?	
Tools	What are the most important tools (resources, instruments, platforms) used in the support initiative?
Content	What content is covered in the support initiative? What are the underlying beliefs, views, theories?
Participation and recognition criteria	Do participants receive any incentives/recognition for taking part? Who can take part and what is expected from them?
Roles	Which roles and responsibilities are taken up in the initiative, by whom?
Context	What contextual (regional, institutional, departmental) factors influence the initiative? *(E.g. 'early-career lecturers need permission to take part in training'; 'all PhD students are required to attend as part of a programme'; …)*
Other	What other design criteria are important?
REFLECTIONS AND ADDITIONAL INFORMATION	
Strengths	Describe 3-5 strengths of this support initiative.
Challenges	Describe 3-5 challenges of this support initiative.
More information	URL, documents, pictures…

Tool 7.b. Assessment template for curriculum (re)design support initiatives

KEEP

Which aspects are worth preserving and building on?

- What worked particularly well in this initiative?
- Which components were positively received by participants or stakeholders?
- Which approaches, tools, or partnerships proved effective and relevant?
- What contributed to the sustainability or replicability of this initiative?
- How does this align with institutional priorities and long-term goals?

IMPROVE

What aspects showed potential but require further development or adaptation?

- Were there elements that were promising but underdeveloped?
- Did the initiative face operational, pedagogical, or organisational challenges?
- Were there participant groups that were underserved or disengaged?
- Could communication, coordination, or resourcing be enhanced?
- Are there better tools, methods, or formats that could be applied next time?

START

What is missing or newly emerging that should be introduced?

- What needs, gaps, or opportunities emerged from the evaluation?
- Are there areas that are not yet addressed but are important for future impact?
- Could new formats, audiences, or partnerships be explored?
- Are there recent innovations or best practices from elsewhere that could be adopted?
- Should new competencies or themes be integrated (e.g. co-creation, equity, digitalisation)?

STOP

What should be discontinued or replaced?

- Which components were ineffective or caused confusion/frustration?
- Were there activities that consumed too many resources for limited impact?
- Are there outdated or redundant practices that no longer serve the initiative's goals?
- Did any elements reinforce unintended negative consequences (e.g. exclusivity, duplication, resistance)?
- Is there something that should be reimagined or let go entirely?

Tool 7.c.: Design template for curriculum (re)design

<table>
<tr><td colspan="5">WHAT?</td></tr>
<tr><td>Title</td><td colspan="4">Title of support initiative</td></tr>
<tr><td>Abstract
Keywords</td><td colspan="4">Short description of the activity. (150 words)
Summary in 3-5 keywords.</td></tr>
<tr><td colspan="5">WHO?</td></tr>
<tr><td>Initiator - facilitator</td><td colspan="4">Who is the provider and/or facilitator?</td></tr>
<tr><td>Target group - participants</td><td colspan="4">Who is the target group? Who are the participants?</td></tr>
<tr><td colspan="5">WHY?</td></tr>
<tr><td>Professional learning & curriculum (re)design goals</td><td colspan="4">What are the main goals in terms of staff professionalisation (broadening knowledge, awareness, strengthening practice... of participating staff)? Are there specific goals in terms of curriculum (re)design and changes at course and/or programme level?</td></tr>
<tr><td colspan="5">HOW?</td></tr>
<tr><td rowspan="5">Session Plan</td><td>Phase - Timing</td><td>Content - Activities</td><td>Materials</td><td>Roles</td></tr>
<tr><td colspan="4">PRE:
What do the participants need to do/look into before the session?</td></tr>
<tr><td colspan="4">DURING:</td></tr>
<tr><td>What are the most important phases in this activity? What timeframe is needed for each phase? How much time do we need for instruction, discussion, individual work, etc.? Where do we plan breaks?</td><td>What content is covered in each phase?

What methods are used (e.g. case study, site visit, expert session, co-design, reflection...)? How do we provide chances to practice / apply what is learned? What reflective exercises will we offer?</td><td>What supportive resources and tools will be used?</td><td>Who takes what role during the session? Who do we want to invite as co-facilitator, expert, learner?</td></tr>
<tr><td colspan="4">POST:
What do the participants need to do/look into after the session?</td></tr>
<tr><td>Format</td><td colspan="4">Onsite and/or Online – Synchronous and/or Asynchronous – On-Campus and/or Off-Campus</td></tr>
<tr><td>Participation and recognition</td><td colspan="4">Are there any pre-requisites or participation requirements?

Do participants receive any incentives/recognition for taking part?</td></tr>
<tr><td>Other</td><td colspan="4">What other design criteria are important?</td></tr>
</table>

Before using this tool, you may wish to revisit:

Part I – Guiding principles for CETL.

After completing this tool, you may find it helpful to consult:

Part II – Programme and course redesign pathways.

Part III – Cases showcasing CETL activities in different disciplines.

Part IV – Practical support for curricular embedding of CETL.

Tool 8: Support initiative (self-)assessment rubric

Introduction to tool

Purpose

This tool provides a structured framework for examining the design, implementation, outcomes, and impacts of CETL support initiatives. Rather than serving as a performance measurement tool, it is intended to stimulate dialogue, critical reflection, and collective learning among those involved in designing, facilitating, and participating in support programmes. The rubric helps users explore not only what has been achieved, but also how and why particular outcomes emerged, what contextual factors influenced success, and where opportunities for further development exist. By making assumptions, strengths, challenges, and impacts visible, the tool supports continuous improvement and evidence-informed development of CETL support initiatives.

Who is this tool for?

This tool can be used by:

- Educational developers and centres for teaching and learning.
- CETL project coordinators and programme facilitators.
- Academic development and staff development teams.
- Faculty and departmental leaders.
- Multi-stakeholder groups including educators, students, professional staff, and community partners.

How to use the tool

The rubric is designed as a collaborative reflection exercise and is best completed by a group of individuals who have participated in or facilitated the support initiative. Rather than focusing on assigning scores, users should use the performance descriptions to stimulate discussion around questions such as: What evidence supports our assessment? Why did certain strengths emerge? What contextual factors influenced the programme? Where do different stakeholders hold different perspectives? What improvements should be prioritised moving forward?

The rubric can be used at different moments throughout a support initiative. Users are encouraged to support discussions with evidence such as participant feedback, curriculum artefacts, facilitator reflections, institutional documents, partnership agreements, and examples of redesigned educational practices.

Suggested applications

This tool can be used to:

- Facilitate collective reflection on CETL support initiatives.
- Examine the relationship between professional learning activities and curriculum (re)design outcomes.
- Identify strengths, challenges, and opportunities for improvement.
- Generate evidence of learning, pedagogical change, and institutional impact.
- Document lessons learned for reporting, research, dissemination, and institutional learning purposes.

The rubric is particularly useful when used as a conversation tool rather than a scoring instrument, helping participants move beyond simple judgements of success or failure towards a deeper understanding of how meaningful educational change is created and sustained.

Tool 8.a: Reflection form for curriculum (re)design support initiatives

SECTION 1: GENERAL INFORMATION	
Institution	
Facilitators	*N=* *Names – Job Titles*
Core-Group Participants	*N=* *Names – Job Titles*
Other Participants	*N=* *Names – Job Titles*
Timespan & Components	**Timespan:** 1 semester 2 semesters 3 semesters 4 semesters **Components:** 1-on-1 consultancy short trainings local peer-learning sessions international peer-learning sessions Other:

Inputs, Outcomes & Outputs	Inputs (resources, expertise, …) Outcomes (learnings, changes in practice, …) Outputs (deliverables, products, …)

SECTION 2: ASSESSMENT OF DESIGN AND EXPERIENCE (SELF-ASSESSMENT RUBRIC SECTION A)

2.1 Support initiative design: Describe the key characteristics of your support initiative. To what extent did your approach align with the SPACE design principles (long-phased & adaptive, comprehensive, peer-supported & co-creative)? What key activities did it build upon? Who were the facilitators and core-participants?

2.2 Support initiative dynamics: Describe the dynamics of group engagement. How did participants interact and learn from each other? In what way did they contribute to the design and implementation of the support programme? Did they collaboratively work towards certain outputs?

2.3 Facilitators' roles and contributions: Reflect on your role as facilitators (e.g., coach, enabler, expert, broker). How did you support participants' (re)design ambitions and learning? What strategies did you use to sustain motivation and participation over time? How did you ensure alignment with institutional priorities, policies, procedures?

SECTION 3: ASSESSMENT OF OUTCOMES AND IMPACTS (SELF-ASSESSMENT RUBRIC SECTION B)

3.1 Individual-level learning and professional development: Have you observed any shift in knowledge, attitudes, skills, professional self-concept or ambitions of the participants in the support initiative?

3.2 Pedagogical and curricular transformation: How would you assess the quality and relevance of the curriculum (re)designs and curricular artefacts resulting from the support initiative, both in terms of their CETL characteristics, and their broader educational potential?

3.3 Structural and institutional effects: Are there any signs of systemic change linked to your support initiative (e.g. in terms of heightened awareness, visibility, and recognition of CETL, greater emphasis on reciprocity in campus-community partnerships, etc.)?

SECTION 4: REFLECTION ON STRENGTHS AND AREAS OF IMPROVEMENT

4.1 Top 3 areas of strength *(describe three elements that contributed to the success of your support initiative)*

4.2 Top 3 areas for improvement *(describe three elements of your support initiative that need to be revisited or improved)*

SECTION 5: LESSONS LEARNED AND STEPS FORWARD

5.1 Lessons learned: Summarise lessons learned from your experience (w*hat has been the most valuable / challenging aspect of facilitating the support initiative).*

5.2 Steps Forward: What adaptations would you make to future support *initiatives*?

Before using this tool, you may wish to revisit:

Part I – The EXPAND curriculum (re)design model.

Part II – Curriculum (re)design pathways and actor roles.

After completing this tool, you may find it helpful to consult:

Part III – Cases illustrating different implementation trajectories.

Part IV – Guidance on sustaining momentum, facilitation and long-term curriculum development.

Tool 8.b: (Self-)assessment rubric for curriculum (re)design initiative

SECTION A. DESIGN AND EXPERIENCE

DIMENSION A.1: TIMING & ADAPTABILITY			
Sub-dimensions	**Level 1**	**Level 3**	**Level 5**
A.1.1 Duration and continuity: Did the initiative promote sustained engagement, continuity in learning, and relationship-building?	The initiative was delivered as a brief or one-off event with little follow-up and no opportunity to build or sustain relationships amongst participants.	The initiative was delivered as a multi-session sequence and interim follow-up promoted some continuity and relationship-building.	The initiative spanned a long enough period, and involved a well-considered sequence of activities and follow-up, promoting relationship-building and iterative refinement of engaged practices.
A.1.2 Adaptiveness and responsiveness: How responsive was the initiative to participants' needs and ambitions, community and institutional contexts?	The initiative followed a predetermined structure with minimal adaptation to participants, community or institutional realities or feedback.	The initiative showed some responsiveness to participants, contextual or community needs, though adaptations remained subtle and sporadic.	The initiative showed flexibility, allowing it to respond to changing community needs, participant insights and institutional contexts.
A.1.3 Iterative learning and reflection: Did the initiative build on iterative cycles of planning, action and reflection?	Reflection occurred occasionally or at isolated points.	Reflection and adaptation occurred but were not consistently built into the initiative structure.	Participants regularly applied ideas in authentic contexts, reflected, and adjusted their practice in ongoing cycles.

DIMENSION A.2: LEARNING SCOPE & FORMATS			
Sub-dimensions	**Level 1**	**Level 3**	**Level 5**
A.2.1 Holistic scope of learning: Did the initiative address the multiple dimensions of community-engaged academic work?	The initiative focused mainly on teaching or technical upskilling. Primarily cognitive with little attention to reflective, relational, or emotional dimensions.	The initiative addressed multiple roles of academics, including teaching, research and engagement. It included reflective or relational learning occasionally but not consistently.	The initiative integrated intellectual, relational, and social dimensions of academic practice and addresses teaching, research and leadership roles in relation to community-engaged practices.
A.2.2 Theory–practice integration: Did the initiative bridge conceptual learning with practical application?	The initiative emphasised the acquisition of theory or skills without clear application.	Participants linked new ideas to their own contexts and tested small-scale applications.	Participants linked new ideas to their own contexts and tested larger-scale applications.
A.2.3 Inclusive learning formats: Did the initiative build on engaging learning formats, acknowledging diverse forms of expertise, learning styles and needs?	The initiative was mostly lecture-based or expert-led, with minimal active or dialogical learning, and no room for personalisation.	The initiative offered a variety of formats, including interactive and experiential components, with some room for personalisation.	The initiative used blended, dialogical, inquiry-based, and practice-embedded formats, offering space for personalised engagement and learning.

DIMENSION A.3: LEADERSHIP & PARTICIPATION MODALITIES			
Sub-dimensions	**Level 1**	**Level 3**	**Level 5**
A.3.1 Collaborative inquiry: Did the initiative prioritise peer-supported and team-based learning?	The initiative was primarily led by facilitators or experts; with limited space for peer exchange.	Some group work or peer-based inquiry occurred but these largely relied on facilitator direction.	Peer-led co-learning, dialogical inquiry, and reflective teamwork were central in the initiative.
A.3.2 Collective efficacy: Did the initiative encourage shared ownership and responsibility for community-engaged practices?	Participants engaged individually; stimuli to promote group-based learning or collective responsibility were limited.	Shared responsibility was encouraged but not consistently enacted.	Participants built a sense of collective efficacy and shared responsibility for ethical and impactful community partnerships. Group culture and collaborative learning/ work were strong.
A.3.3 Leadership: In how far did the initiative cultivate distributed leadership?	Leadership remained centralised. Facilitators designed and delivered the support activities; participants' influence on goals, content and formats was very limited.	Facilitators encouraged distributed roles and peer coordination, but the initiative remained largely facilitator-driven.	The initiative offered opportunities for participants to lead, co-design, and jointly steward its direction, outcomes and outputs — through leadership modes that mirror community-engaged values (reciprocity, partnership, equity).

SECTION B. OUTCOMES & IMPACTS

DIMENSION B.1: INDIVIDUAL LEARNING & PROFESSIONAL DEVELOPMENT			
Sub-dimensions	**Level 1**	**Level 3**	**Level 5**
B.1.1 Conceptual understanding: How did participants' understanding of CETL evolve?	Participants demonstrated basic understanding of CETL terminology and values, but it remained unconnected to educational practice.	Participants demonstrated coherent use of CETL concepts and applied them to own teaching and learning context.	Participants demonstrated deep, integrated conceptual understanding and used CETL frameworks to analyse, design, and justify teaching and learning decisions.
B.1.2 Professional self-concept and agency: How did participants see their role in fostering CETL experiences? Did they feel empowered to act?	Participants saw CETL as relevant but primarily the responsibility of others; they showed limited confidence in initiating change.	Participants adopted selected CETL practices and demonstrated reflective adaptation to course context.	Participants acted as proactive change agents, initiating and leading CETL initiatives independently and influencing others.
B.1.3 Critical reflexivity: Did participants reflect critically on power dynamics, ethics, and inclusivity? To what extent have reflective practices become embedded in ongoing work?	Participants identified ethical or inclusion issues superficially without analysis or follow-up. Reflection occurred occasionally, often in response to prompts.	Participants reflected critically on positionality and began to integrate ethical and inclusive perspectives into teaching. Participants engaged in regular structured reflection and peer feedback.	Participants demonstrated deep, ongoing reflexivity, actively redesigning practices to address inequities and power relations. Reflection was habitual, collective, and drove adaptive innovation and critical learning.

DIMENSION B.2: PEDAGOGICAL & CURRICULAR CHANGE			
Sub-dimensions	**Level 1**	**Level 3**	**Level 5**
B.2.1 Integration of CETL: How is CETL embedded in the curricular (re) designs?	CETL principles are reflected in (re)designed curriculum artefacts but not yet operationalised in learning outcomes or activities.	CETL principles are partially embedded through learning outcomes and activities in (re)designed courses/ modules.	CETL principles are systematically integrated across curriculum components with coherent alignment of intended learning outcomes, pedagogical practice, and assessment methods.
B.2.2 Co-creation and partnership: Were community partners involved in the design, implementation, assessment? Are there observable impacts for community stakeholders?	Partners consulted occasionally or informally; roles remained unclear or peripheral. Community engagement remained one-directional with limited reciprocal learning.	Partners involved in co-design or implementation of specific activities with shared decision-making in parts of the process. Co-learning and mutual benefits beginning to emerge in pilot activities.	Partnerships are long-term, reciprocal, and institutionalised with shared ownership. Community partnerships yield shared outcomes, co-generated knowledge, and lasting social impact.
B.2.3 Sustainability and adaptability: How sustainable or scalable are the curricular (re) designs? Are (re)designs adapted to institutional and societal contexts?	Sustainability of (re) designs is dependent on individual efforts; not yet embedded or replicable. (Re)designs show only limited or generic reflection of local or institutional context.	Sustainability measures under development; growing institutionalised awareness or support. (Re)designs demonstrated clear alignment with local needs or institutional strategies.	Institutionalised mechanisms ensure continuity, adaptability, and dissemination across initiatives. Fully contextualised (re)designs that strategically link curriculum goals to societal challenges and institutional priorities.

DIMENSION B.3: STRUCTURAL & INSTITUTIONAL EFFECTS			
Sub-dimensions	**Level 1**	**Level 3**	**Level 5**
B.3.1 Recognition and visibility: Has the initiative raised the visibility of and awareness of CETL within the institution?	CETL activities remain local, informal and known to a small circle of highly committed advocates.	Growing visibility of and recognition for CETL through internal communications or leadership interest.	CETL integrated into institutional discourse, policies, and communication strategies.
B.3.2 Integration into existing structures: Have any steps been taken (or planned) for embedding outcomes into existing structures?	Initiative outcomes are recognised informally; no structural mechanisms in place.	Initiative outcomes are connected to institutionally embedded processes; partial institutional alignment.	Initiative outcomes are fully embedded in institutional systems, ensuring sustainability and continuation.
B.3.3 Sustainability and scaling: What opportunities or constraints were identified for sustaining and scaling outcomes?	Enablers and barriers not systematically identified. No clear plans or structures for continuation.	Some contextual factors identified and partially addressed. Plans or commitments emerging; some replication or spin-off projects in progress.	Systemic enablers strengthened and barriers actively mitigated through policy and leadership action. Scaling strategies operationalised across initiatives or institutions with stable support structures.

LIST OF KEY CONCEPTS

The short explanations below introduce key concepts referred to throughout the publication. They are intended as working descriptions for the purposes of this support kit, rather than exhaustive definitions. Suggested further reading is provided in each part of the publication for readers who wish to explore these concepts in more depth.

Authentic learning: A pedagogical principle that situates learning in real-world contexts and challenges, enabling students to engage with complex, meaningful problems beyond the classroom.

Boundary crossing: Processes and tools that enable collaboration across different social, professional, or epistemic boundaries. Boundary objects (e.g., frameworks, prototypes, curricula) help actors with different perspectives work together without requiring full consensus.

Boundary work: Boundary work refers to the processes through which participants negotiate, traverse, challenge, and reconfigure the social, epistemic, institutional, and professional boundaries that shape community-engaged teaching and learning practices.

Brokerage units: Organisational structures or roles within institutions that facilitate connections between internal and external actors, supporting partnership development, coordination, and translation across boundaries.

Campus–community partnerships: Collaborative relationships between higher education institutions and external communities aimed at mutual benefit, knowledge exchange, and addressing societal challenges through teaching, learning, and research.

Capacity-building in higher education: A sustained, practice-focused process of developing the skills, knowledge, relationships, and structures necessary for educators and institutions to implement and sustain innovation (such as CETL).

Co-creation in teaching and learning: A collaborative process in which participants jointly design learning experiences, produce knowledge, and shape educational outcomes through shared inquiry and active participation.

Collaborative curriculum (re)design: Collaborative curriculum (re)design conceptualises curriculum development as a collective, reflective, and iterative process in which participants jointly design, evaluate, and refine educational practices. It recognises teaching innovation as a shared responsibility.

Collective agency: The shared capacity of individuals within a group to act collaboratively to transform practices and systems, emerging through addressing tensions and engaging in cycles of expansive learning.

Communities of practice: Groups of individuals who share a concern or passion and learn how to improve their practice through ongoing interaction, collaboration, and shared reflection.

Community partners: Community partners are individuals, groups, organisations, networks, or collectives who collaborate with higher education institutions in the preparation, enactment, and assessment of community-engaged teaching and learning activities.

Community: In the context of community-engaged teaching and learning, *community* refers to the people connected through a specific course, project, partnership, or initiative and brought together by a shared interest, concern, practice, or aspiration.

Community-engaged teaching and learning (CETL): CETL refers to pedagogical approaches that embed academic learning in real-world contexts, building on meaningful collaborations with community partners. CETL emphasises experiential learning, reciprocal partnerships, and the co-creation of knowledge addressing societal challenges.

Constructive alignment: An educational principle where learning activities and assessment tasks are directly linked to the intended learning outcomes.

Contextual tensions: The inevitable differences in perspectives, priorities, power, and constraints that arise in multi-actor collaboration. When acknowledged and facilitated, these tensions – sometimes referred to as "disorienting dilemmas" – become generative forces for learning and innovation.

Critical reflection: Critical reflection refers to the intentional and systematic process through which participants examine their assumptions, values, experiences, positionalities, and actions in relation to broader social, cultural, political, and institutional contexts.

Curriculum as relational process: A perspective on curriculum development that views design as a continuous, adaptive, and collaborative process shaped by relationships, context, and ongoing reflection rather than linear planning models.

Disorienting dilemmas: Challenges to one's existing beliefs that act as a catalyst for new ways of thinking.

Distributed curriculum agency: Distributed curriculum agency recognises that curriculum development and educational change emerge from the interactions of multiple actors. Agency is understood as relational and ecological, shaped by institutional structures, professional relationships, and available resources.

Engagement: In the context of community-engaged teaching and learning, *engagement* refers to collaborative processes through which university students, staff, and community partners participate in activities that both create meaningful learning opportunities and address real-world needs, challenges, or aspirations.

Expansive learning: Expansive learning theory conceptualises learning as a collective process of transformation occurring when individuals and organisations confront contradictions within their activity systems and collaboratively develop new practices.

Multi-actor curriculum (re)design: A form of collaborative curriculum (re)design that deliberately brings together participants from different stakeholder groups—such as educators, students, community partners, employers, or policy-makers—to jointly shape curricula and learning environments.

Partnership in education: A reciprocal and collaborative relationship between students, educators, and community partners, grounded in mutual respect, shared responsibility, and joint decision-making in teaching and learning processes.

Professional learning: Professional learning refers to an ongoing, collaborative, reflexive, and contextually situated process through which academics, community partners, and other participants involved in collaborative curriculum (re)design critically examine and transform their knowledge, practices, identities, and assumptions in relation to teaching, learning, and community engagement.

Reciprocity in community-engaged practice: A relational and ethical approach to collaboration in which universities, students, and community partners contribute to and benefit from shared processes of learning, knowledge production, and social action through mutual respect, shared responsibility, and exchange of expertise.

Reflective practice: Reflective practice refers to the exploration of experiences, actions, and decisions to evaluate what went well, what could be improved, and how to apply those insights to future situations for continuous learning, professional development, and educational improvement.

Transformative learning: Transformative learning theory explains how individuals revise deeply held assumptions through critical reflection and dialogue. Learning occurs when learners confront experiences that challenge their existing frames of reference and lead to new perspectives.

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