



Students' active participation in curriculum design: A case study of a graduate education course.

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Abstract:

This case study explored the meanings graduate students assign to their participation in designing the course curriculum. This study's findings reveal that involving graduate students in designing the course curriculum based on their goals motivated these students to learn, enhanced their sense of ownership of learning, and gave them a sense of empowerment. However, some participants expressed that their previous experiences of being dependent on teachers to make decisions for them hindered their full involvement in the process. Results have implications for teaching graduate students.

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