EXAMINING THE SPACE BETWEEN THE INTENDED, AND THE ENACTED CURRICULUM DURING REFORM: IMPLICATIONS FOR FACULTY DEVELOPMENT

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Theory-based curricula
Curricula grounded in research-based principles of effective instruction
• (McLaughlin & Mitra, 2001).

Producing deep and lasting instructional reform or change at scale is challenging (Coburn, 2003; Elmore, 2004; Lewis, 2015). Hawick et al 2017)
Evaluative thinking principles (Archibald et al 2017).

- Understand process not just outcomes
- Identify and challenge assumptions
- Explore divergence between what is planned and what is realized
- Understand tensions

USING EVALUATIVE THINKING TO STUDY REFORM
**Theory-based curricula** = **Prescribed (formal) curricula** = **Intended curricula** = **Enacted curricula**

Curricula grounded in research-based principles of effective instruction (McLaughlin & Mitra, 2001).

Official curriculum as outlined in school policies (Gehrke et al. 1992; Remillard, 2005).

What teachers plan to deliver (Gehrke et al. 1992; Remillard, 2005).

What is experienced by learners (Gehrke et al. 1992; Remillard, 2005).
Curricular Reform: Key Concepts & Assumptions

Theory-based curricula = Prescribed (formal) curricula ≠ Intended curricula = Enacted curricula

“failure of reformers to anticipate the power of teachers to misinterpret, subvert, and even ignore unfamiliar curricula is often cited as the primary explanation for their demise”

(Remillard, 2005; Sarason, 1982; Stake & Easley, 1978)
Theory-based curricula = Prescribed (formal) curricula ≠ Intended curricula = Enacted curricula

Assumptions:
↑ understanding of theory-based curriculum
↓ gap b/w prescribed & intended curriculum

Faculty Development (FD)
CURRICULAR REFORM: KEY CONCEPTS & ASSUMPTIONS

Theory-based curricula = Prescribed (formal) curricula ≠ Intended curricula ≠ Enacted curricula

Adaptation: Modification of prescribed and intended curricula (Burkhauser et al. 2017)

Resistance: negative rxn and disengagement (Tharayil et al 2018)
Curricula grounded in research-based principles of effective instruction (McLaughlin & Mitra, 2001).

Official curriculum as outlined in school policies (Gehrke et al. 1992; Remillard, 2005)

What teachers plan to deliver (Gehrke et al. 1992; Remillard, 2005)

What is experienced by learners (Gehrke et al. 1992; Remillard, 2005)

Does faculty development influence tutors’ understanding of theory-based curriculum?

Resistance and adaptation: Does student resistance manifest (how)? How do trained faculty adapt?
**STUDY CONTEXT**

**Curricula Reform:** Transition from problem-based learning (PBL) to Case-based Learning (CBL) at a Canadian University

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**PBL – Traditional Curriculum**

- **Faculty-led sessions**
  - More facilitative

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**CBL – Prescribed (Formal) Curriculum**

- **Student-led sessions**
  - More structured and supported

- **Faculty-led session**
  - More directive
  - Theory informed strategies on adaptive expertise *(Myolopoulos et al 2018)*
EVIDENCE-BASED PRINCIPLES OF EFFECTIVE INSTRUCTION

Develop Adaptive Expertise

Teach to facilitate learner ability to adapt to uncertain complex or novel situations while maintaining effectiveness and efficiency in routine situations

Cognitive integration

Make explicit linkages of clinical, basic science, and other social science knowledge during individual teaching sessions in order to develop deep conceptual understanding

Contextual Variation

Providing varying ways in which specific conditions present – including tasking learners with understanding the implications of these variations

Productive struggle

Allow students to struggle with complex problems that may not generate a solution in the short-term but will build deeper conceptual understanding in the long-term

Myolopoulos et al. 2018. *Twelve tips for designing curricula that support the development of adaptive expertise*. Medical Teacher
A Primer for Case-Based Learning

For a comprehensive online learning resource on CBL, its role and the role of the CBL tutor, see the CBL emodules.med.utoronto.ca/DCemodules/CBL

What is CBL?
Case-based learning (CBL) in health professional education, involves activities commonly on patient cases. Basic, social, and clinical in relation to the case, are integrated with clinical presentations and student learning is, therefore, associated with real-life situations.

What are the major differences between CBL & PBL (Learning)?
In CBL, students are given resources ahead of time to familiarize them with terminology and content of the case. Tutors play a more directive role and assist in directing students to educational resources and provide more systematic tutorials.
PBL focuses on student-directed objective setting, with minimal tutor involvement. We see CBL as initially providing students with a more structured and directed approach to their future independent learning.

What is the role of CBL in the Foundations Curriculum?
CBL is a core teaching and learning strategy in the Foundations Curriculum. It involves realistic virtual patient cases (on line case) which have been uniquely designed for each week of the curriculum with the goal of helping students with a clinical goal to learn, apply and integrate medical knowledge.

BL TUTORS

http://ofd.med.utoronto.ca/resources
METHODS

Explanatory case study (Yin, 2019)

Data Source 1
Curriculum & Faculty development documents

Data Source 2
Interviews with 20 CBL tutors who have completed FD

Data Source 3
3 focus groups with 23 medical students (Y1)

Data analysis (1)
Directed summative content analysis
  ➢ Interview data – tutors’ understanding of instructional principles

Data analysis (2)
Matrix analysis
  ➢ Prescribed vs Enacted
  ➢ Student behaviour vs teacher adaptation
Do CBL tutors who have undergone faculty development understand the central principles embedded in reform?

| Old & new curriculum distinction | Clearly articulated | >90% |
Do CBL tutors who have undergone faculty development understand the central principles embedded in reform?

Directed summative content analysis

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<th>Understanding</th>
<th>Old &amp; new curriculum distinction (faculty role)</th>
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<td>Clearly articulated</td>
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I basically got more ideas from that faculty development, and then I just know how to run a session based on my own experiences. *(Tutor)*
Prescribed (theory-based) curriculum

Collaborative review and discussion of case material with a focus on learning for understanding vs maximizing short-term performance

Student resistance

“Some of the things we disclose can have consequences that we don’t want” Student

“We don’t meet . . . We jump on google doc share our questions” Student

“I only look at the two questions I got assigned and then don’t even read the case” Student
RESULTS: STUDENT RESISTANCE & ADAPTATION TO TUTOR EXPECTATIONS

Student resistance

“I don’t even read the case” Student

“Our tutor has no expectation that anyone is going to answer a question... so I never go on the document before CBL because I just need to know the two questions that I chose.” Student

Adaptation to tutor expectations

Certain tutors are under the impression that everyone has done those questions... they might ask a follow up question... but then say, can someone else answer though? Student

Dynamic & sustained resistance-adaptation

“If they [tutors] are going to pick at random, we’re going to read everything beforehand. If they allow us to do what we have been doing, we’re going to keep doing that” Student
RESULTS: TUTOR ADAPTATION TO STUDENT PRACTICES

What tutor experiences:
- Participation hesitancy
- Reluctant engagement

Variable awareness of student practices
- Variable adaptations
RESULTS: TUTOR ADAPTATION TO STUDENT PRACTICES

What tutor experiences:
- Participation hesitancy
- Reluctant engagement
- Variable awareness of student practices

“Obviously as rational people they divided and conquered . . . I said to them . . . I can’t really be aware of what it is you do so I’m going to look the other way . . .” Tutor

Adaptation: Reinforce student practices
Adaptation: Exert more control

What tutor experiences:

Participation hesitancy
Reluctant engagement
**Variable awareness of student practices

“I usually actually end up booking them a room . . . implicit in that is the expectation that you meet and come up with things together . . . sometimes I go and I check on them.” Tutor
**RESULTS : TUTOR ADAPTATION TO STUDENT PRACTICES**

What tutor experiences:

- Participation hesitancy
- Reluctant engagement
- Variable awareness of student practices

*If there’s silence I’ll just wait until someone talks* Tutor

Limited adaptation to observed behaviour
Findings show sustained and dynamic resistance from learners & variable forms of adaptation from trained teachers.

More work needed to understand whether adaptation to student resistance enhances or subverts theory-based curricula goals.
Evaluation practices

Recognize and move beyond superficial indicators of outcomes

Engage evaluation approaches that allow us to develop deep understanding of the unfolding processes of curricula reform implementation
Faculty development

Reform preparation needs to move beyond merely promoting understanding of evidence-based instructional strategies

FD can provide opportunities to both surface and address issues of adaptation and resistance in supportive and collaborative ways
THANK YOU!

QUESTIONS?

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