General Discussion

Simon HEATH, ICA, GCHERA
Maria Navarro, UGA
General Discussion:
Delivering the agricultural professional with the knowledge, competences and skills required by for a career in the 21st century

• Session III: Addressing the needs and challenges for innovation in agricultural curricula
CURRICULUM - DESIRED IMPACTS AND OUTCOMES

1. To address the challenges of the 21st century in the bioeconomy, graduates of agricultural higher education should be holistic thinkers and effective problem solvers. Are our current curricula fit for this purpose, or what has to change?

2. How do we balance between the need for breadth and depth of knowledge within disciplines, and the need to develop students’ high level cognition (analysis, evaluation, and synthesis)
Your task for the General Discussion

Simon HEATH, ICA, GCHERA
Maria Navarro, UGA
Under the assumption that we want to change the emphasis in the curriculum from

\[ \text{Knowledge} \]

\[ \text{Understanding} \]
To more emphasis in higher order thinking skills (analysis, evaluation, and synthesis)
To more emphasis in higher order thinking skills (analysis, evaluation, and synthesis)
What are the hurdles in your faculty to change the **emphasis** from knowledge and understanding to higher order cognitive learning outcomes (analysis, evaluation, synthesis)
What are the hurdles in your faculty to change the **emphasis** from knowledge and understanding to higher order cognitive learning outcomes (analysis, evaluation, synthesis)

If you think that your curriculum is already there, please indicate how did you accomplish it.
If you disagree with the need to change the emphasis, please also indicate so, and indicate your situation.
CURRICULUM - DESIRED IMPACTS AND OUTCOMES

1. To address the challenges of the 21st century in the bioeconomy, graduates of agricultural higher education should be holistic thinkers and effective problem solvers. Are our current curricula fit for this purpose, or what has to change?

2. How do we balance between the need for breadth and depth of knowledge within disciplines, and the need to develop students’ high level cognition (analysis, evaluation, and synthesis)

CURRICULUM - EVALUATION INDICATORS

3. What are the indicators that agricultural universities can use to measure progress in curricular development to deliver graduates to address the challenges of 21st Century?
CURRICULUM - EVALUATION INDICATORS

3. What are the indicators that agricultural universities can use to measure progress in curricular development to deliver graduates to address the challenges of 21st Century?
• Generalist, specialist
• Knowledge transfer
• Transdisciplinarity
• Training for today, tomorrow
• Format (within courses, between courses)