



## GeoCapabilities Workshop

<http://geocapabilities.org>

### Module 2

#### Exploring the function of a well chosen curriculum artefact

[For 10-30+ teachers from a single subject specialism]

### Activity

**Goal:** To explore the function of a well-chosen 'curriculum artefact' and the main elements of 'curriculum making'.

**Assumption:** the teacher participating in this workshop have already been *introduced to* the main ideas of Module 1: the capabilities approach; powerful disciplinary knowledge; Future 3.

#### **Guiding Questions:**

1. What is the difference between curriculum planning and curriculum making?
2. How do individual teachers enact their school/department's geography curriculum?
3. What is a 'curriculum artefact'? What is its role in the curriculum making process?
4. What kind of curriculum is a 'Future 3' curriculum, and is it achievable?

**0 - 5 minutes:** Overview of Module 2: Aims, Content, and Activities

- *Brief orientation to the GeoCapabilities website, highlighting the organization of Module 2*

**5 - 25 minutes:** Small group activity

- *In groups of 3-4, teachers will be given a copy of Figure 1 (on the Module 2 page 'Getting started'). They discuss the following questions:*
  - *In what ways does this pictorial summarise a 'capabilities approach' to teaching?*
  - *How does the idea of powerful disciplinary knowledge (PDK) pervade this pictorial of teaching?*
  - *Who 'owns' powerful disciplinary knowledge (PDK)?*

**25 - 35 minutes:** Group reporting

- *Each group gets a turn sharing what they discussed.*

**35 - 55 minutes:** Whole group activity

- Teachers undertake the main activity in the case study of international migration: "Kilkelly"  
This requires a blank piece of A4 paper or an outline map of the North Atlantic Ocean and the facility to listen to the song "Kilkelly". See the Powerpoint slides 5 – 7 (on the Module 2 page 'Into Practice')

Organized a whole group debate on what can be learned from this song (which tells a story)

- *How can the analysis of the Kilkelly story enable us to discuss and build complexity onto a simple 'push-pull' model of migration?*
- *Can we see how this learning material (the song) is made into rich 'curriculum artefact'?*

**55 - 60 minutes:** Plenary summary: examples can be cited from the website, especially the video case studies in Module 3, which show teachers talking about their 'curriculum making' work.