SHARING GOOD EXAMPLES OF CURRICULUM AGILITY

TOPIC/PROBLEM/QUESTION

Curriculum Agility (CA) is defined as continuously responding to changes in societal, industrial, institutional, and students' characteristics and needs, by proactively adapting relevant organisational structures and relevant curriculum elements in a timely manner. The concept of Curriculum Agility and its principles for readiness were developed between 2018-2025, mainly by co-creation within the CDIO community, and self-mapping it was tested in several universities constituting an iterative process to its current form. The CA concept has been presented in international conferences, and concisely published in the European Journal of Engineering Education. At the moment, a more elaborate book is being written about the rationale, the principles, experiences, and self-mapping tool of Curriculum Agility. In Fig. 1 you see a summary of the domains and principles.

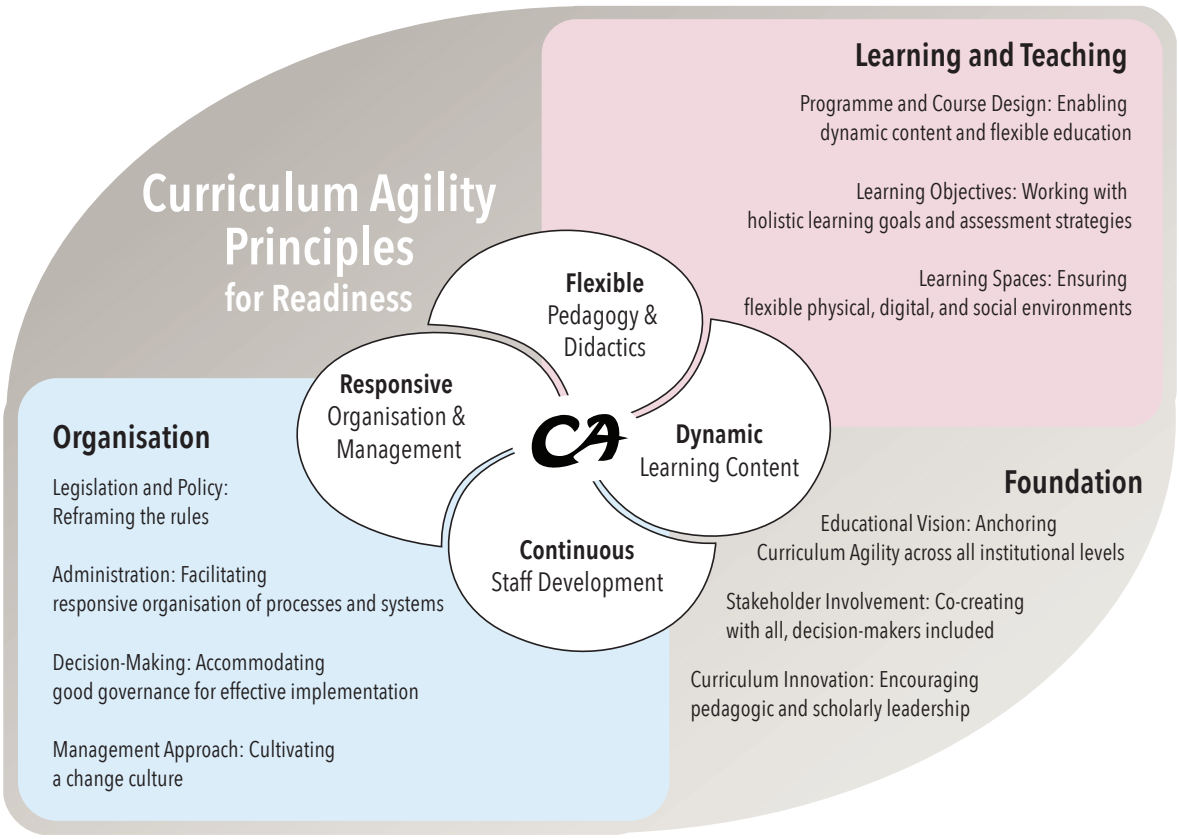

Fig. 1 The Concept of Curriculum Agility with its four domains and ten principles for readiness.

One part of the book covers good examples of Curriculum Agility in practice. Next to the examples from our, the authors', own institutions, we would like to invite all CDIO conference participants to share good practices with us. Which good things happens within one of the four domains of Curriculum Agility at your university? Have you been working with change processes that address one or several of the CA principles? What challenges and enablers did you encounter and how did you handle those?

The examples can be from any part of the university organization: (higher) management, institutions, programmes, courses, cross-disciplinary collaborations, internal and external networks etc. It can be about the big lines or the small details, part of a process or a whole process. And similar, they can be told from the perspective of any academic staff member, from professor to technician, from doctoral student to administrator, from director of school to interim lecturer etc.

We invite you to share your experiences in a form-free way, a story, report, pictures, videos, flow chart, cartoon…the sky is the limit, as long as we can digitalize it. We hope to inspire each other with our positive examples and discuss how to include them into the book.

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PRE-CONFERENCE WORK

The working group will start working together remotely two months prior to the conference by sharing relevant parts of the manuscript with the participants, as well as the journal article and conference papers (see under other relevant information for the link). In those two months, participants can get support from the working group leaders on the ideation of how to form their narrative in preparation for the working group day. Participants then prepare their presentation.

THINGS TO DO OR CAN BE DONE DURING THE PHYSICAL CONFERENCE

Present, listen, discuss, and plan. Inspire and be inspired. If need be, the presentations can be tweaked and adjusted for both the book and the report during the remainder of the conference.

HOW WILL THE FINALIZATION OF THE STATE OF THE ART PAPER BE ORGANIZED?

Shortly after the working group has met during the conference, we will summarize what came out of the working group day for potential inclusion in the proceedings. This will not be a full paper, but a report. The book is planned to publish shortly after the summer.

OTHER RELEVANT INFORMATION

Brink et al. (2024). Curriculum Agility Principles for Transformative Innovation in Engineering Education. *European Journal of Engineering Education*.
DOI 10.1080/03043797.2024.2398165

Brink et al. (2025). Examples of Enablers for Curriculum Agility. *Proceedings of the 21st International CDIO Conference*, Monash University, Melbourne.

Suzanne Cecilia Brink, Carl Johan Carlsson, Mikael Enelund, Sonia M. Gomez-Puente, Elizabeth Keller, Charles McCartan, Reidar Lyng, Remon Rooij (to be published). *A Guide to Curriculum Agility* for Continuous Higher Engineering Education Curriculum Innovation. 4TU.CEE