Autonomy and consensus-seeking in course planning and approval in higher education [abstract only]

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Brief Abstract

This doctoral study examines knowledge practices in course planning in higher education including the institutional processes by which courses are granted licence to operate. Drawing on the pedagogic device and the autonomy dimension of Legitimation Code Theory, it examines teachers' experiences and how the curriculum emerges and changes. The analysis illuminates the knowledge structures and coding orientations of curriculum development knowledge and what constitutes legitimate 'know-how' as well as 'know-what' in curriculum design in these contexts. It finds curricular texts to poorly represent teachers' pedagogic intentions. An alternative coherence model of curriculum development, based on a consensual principle, is proposed.

Bio-note

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