ASCILITE 2026

The Future is Connection:

Collaboration, Creativity and Compassion in a Digital Society

Dashboards and design sprints: Humanising curriculum architecture at scale through holistic learning design

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Managing curriculum transformation at scale to improve the student experience is a complex, systemic challenge. Traditional change efforts typically oscillate between broad institutional mandates and isolated course-level redesigns – leaving academics siloed and learners with fragmented learning pathways (Kumar & Rewari, 2022; McPhail, 2020). Without shared, iterative mechanisms to bridge macro programmatic intent and micro course delivery, universities struggle to deliver cohesive, industry-relevant graduate outcomes (Matthews & Mercer-Mapstone, 2018).

This Pecha Kucha presentation demonstrates how a college-based Learning Design team shifted curriculum renewal from siloed, isolated innovation to systemic impact across 32 programs and 158 course redesigns, impacting over 2,000 students. Grounded in the Holistic Learning Design (HLD) framework, the initiative established a human-centered roadmap for scalable institutional practice built on three conditions:

- **Illuminate the landscape:** Creating shared visibility of the curriculum by deploying dynamic Power BI dashboards for whole-of-program transparency – enabling program teams to optimise curriculum efficiency, eliminate assessment redundancies, and structurally map graduate capabilities (Barker et al., 2024).

- **Humanise the co-design:** Facilitating opportunities for academics to make sense of the curriculum together through structured co-design and Kaospilot Learning Arches (a narrative-based mapping method). This gives academics dedicated time to unpack the visual narratives of each other's courses within a transparent, psychologically safe peer environment (Laurillard, 2012; Wenger & Snyder, 2002).

- **Embed the community:** Establishing sustainable ownership beyond the redesign process by embedding cross-disciplinary Communities of Practice (CoPs) that bridge institutional strategy with classroom practice, sustaining a culture of shared ownership and an active pipeline of authentic, tech-forward learning innovation (de Carvalho-Filho et al., 2020).

Over three years, this framework grew into an enduring institutional practice. We found that structured collaboration is essential for program coherence – allowing academic teams to scaffold better student journeys, identify content gaps, share best practices, and drive purposeful technology adoption. Reframing curriculum renewal as an iterative journey rather than a fixed audit created a safe space for innovation and cross-disciplinary CoPs (Daniels et al., 2021; de Carvalho-Filho et al., 2020).

The session offers a practical model for moving from episodic course redesign to sustained, program-level curriculum transformation. Participants will gain an actionable roadmap and quick wins for using visual analytics, agile facilitation and collaborative CoPs to humanise and scale curriculum architecture within their own institutions (Barker et al., 2024; Rata, 2021).

Keywords: Human-centered learning design, programmatic skill scaling, Kaospilot, Learning Arches, culture shift, curriculum dashboards, Communities of Practice, holistic learning design

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Norris, L., Lambert, J., Lekakis, N., Ciantar, B., Chawla, K., Brown, M., Cilia, B., Nguyen, T., Bowne, J., Fernandes, P., Chew, L. (2026, Nov 29 – Dec 2). Dashboards and design Sprints: Humanising curriculum architecture at scale through holistic learning design [Pecha Kucha Presentation]. In Cochrane, T., Narayan, V., Poole, T., Lai, P., Lake, P., Moore, O., & Li, L. (Eds.), *The Future is Connection: Collaboration, Creativity and Compassion in a Digital Society*. Proceedings ASCILITE 2026. Brisbane (pp. 134–135). https://doi.org/10.65106/apubs.2026.3345

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