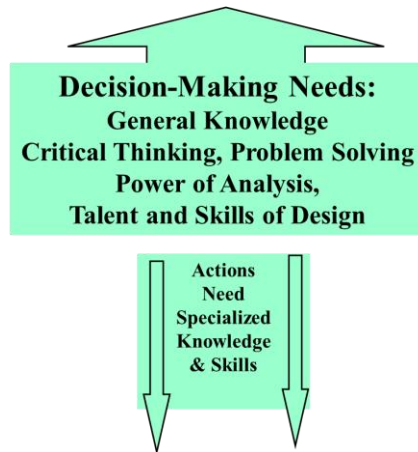


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Chapter 8.

Curriculum Analysis-II

Perspectives on Content, Quality, and Strategy

- Imagining a Wholesome Curriculum
- Integration of High School and Undergraduate Education
- MCCE: A Mega Match Maker
- Project-Based versus Traditional Education
- Capitalizing on Job Prospects to Enhance Motivation and Pedagogy

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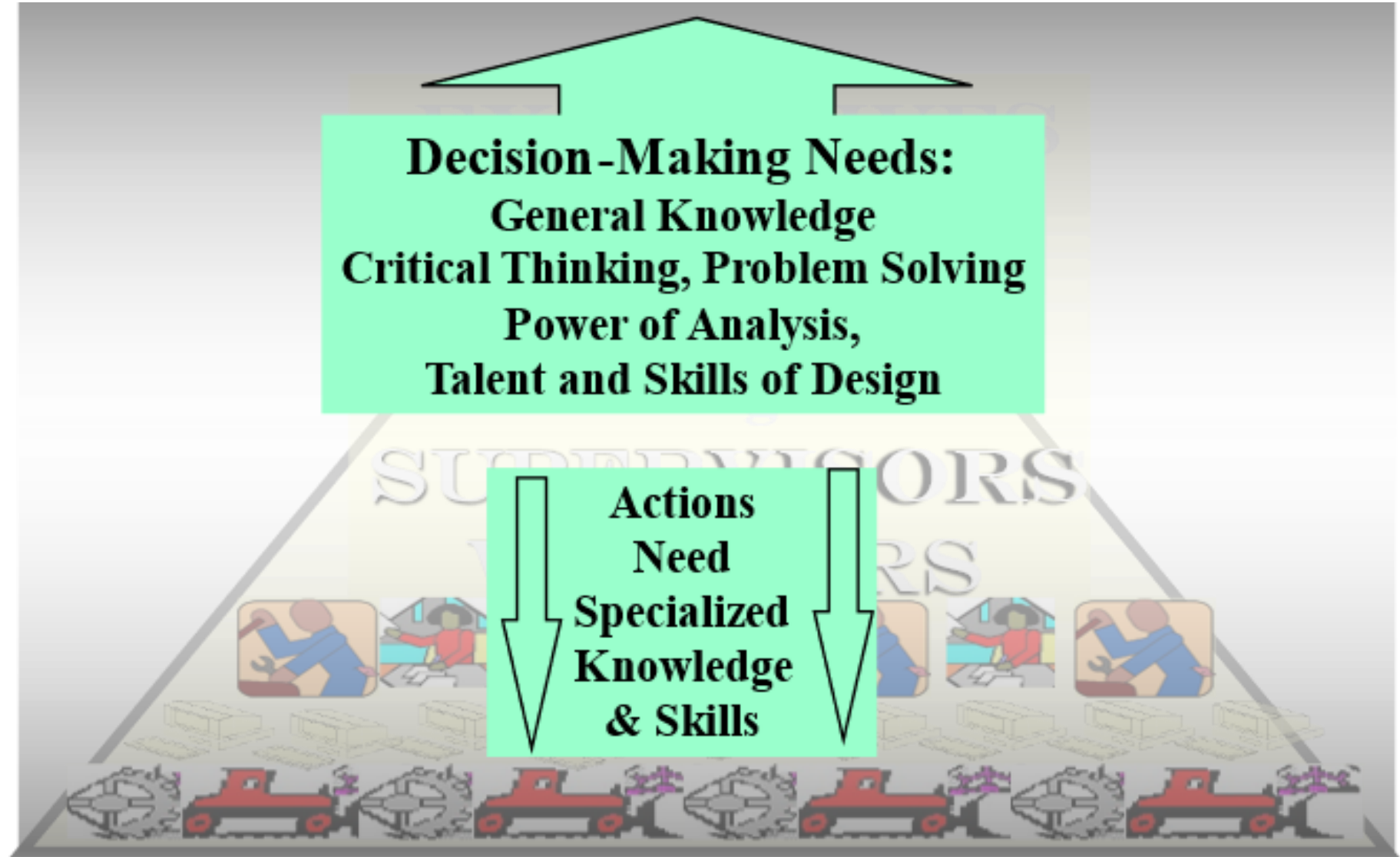
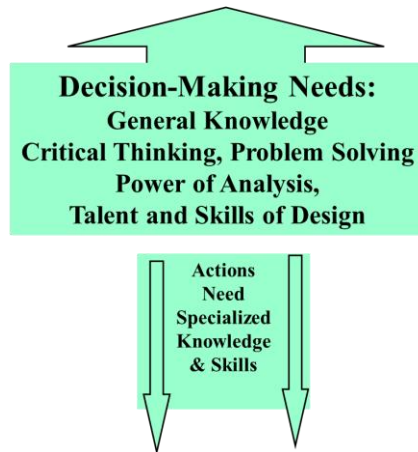


Figure 7.6, Required Knowledge/Skill-Base In the 21st Century

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— Imagining a Wholesome Curriculum

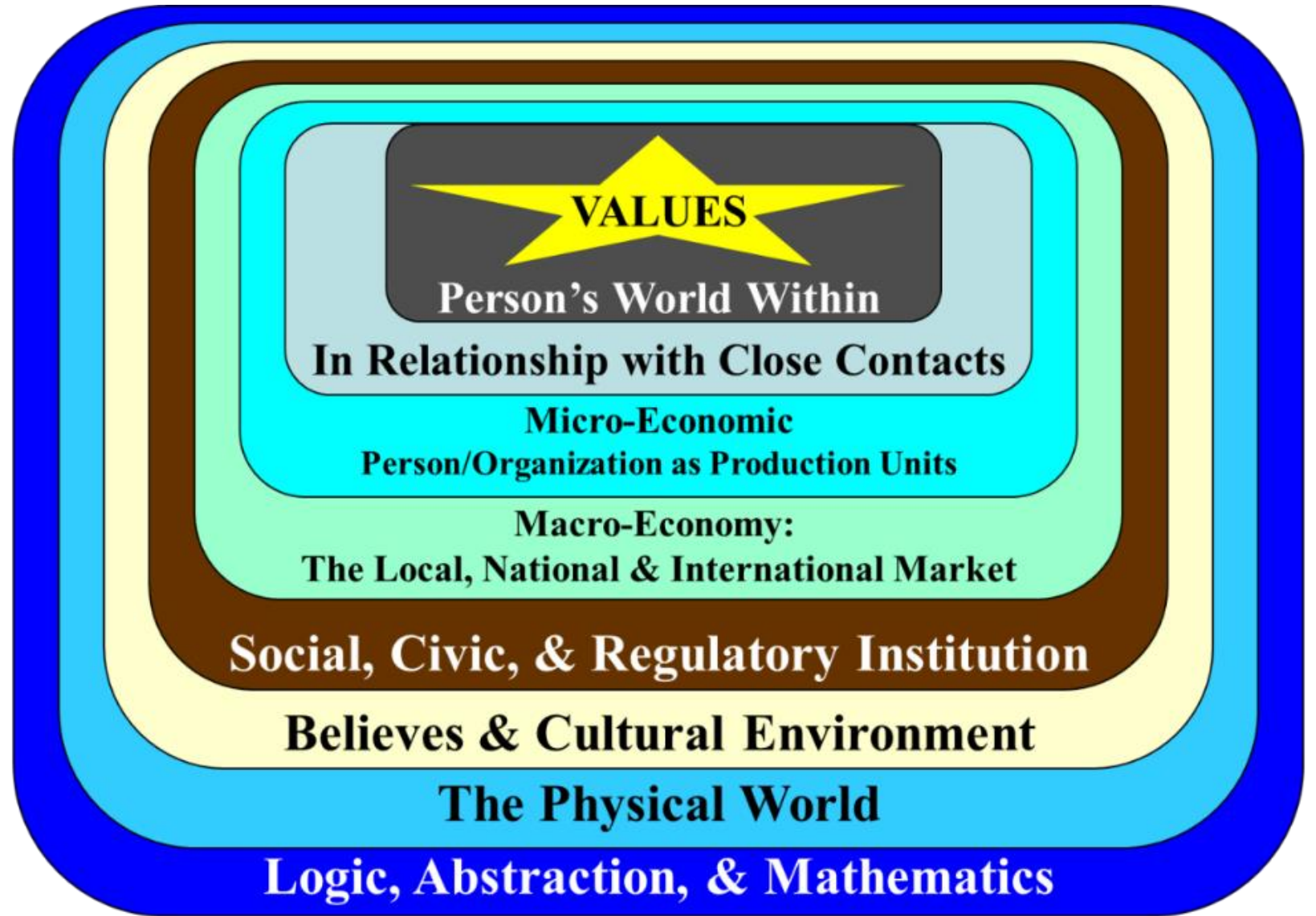


Figure 8.1, The Universe of the “Whole-Person”

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Figure 8.1, The Universe of the "Whole-Person"

Cohesion: Conceptual Frameworks to Organize and Retain Knowledge

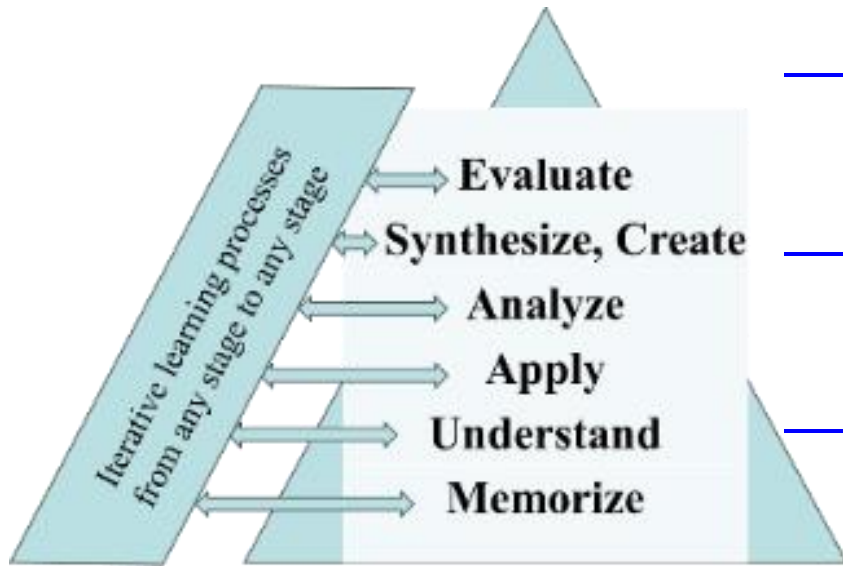
- *Cohesion as a system concept*, meaning elements and actions must have togetherness to achieve the highest achievable system performance (chapter 1).
- *Cohesion as a professional necessity* and a must in formal education. Hobbyists can be casual (chapter 1).
- *Program cohesiveness in relation to prerequisites* (chapters 1 and 3).
- *Cohesion in relation to whole-person education* (chapter 7).
- *Cohesion among courses in a program* (chapter 7).
- **Cohesion through High School- College Combination.**

Is it feasible? Is it desirable?

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Recalling FIGURE 1. Bloom's Taxonomy with Slight Modification

8.4 Problem-Based/Project-Based Approach versus Traditional Education

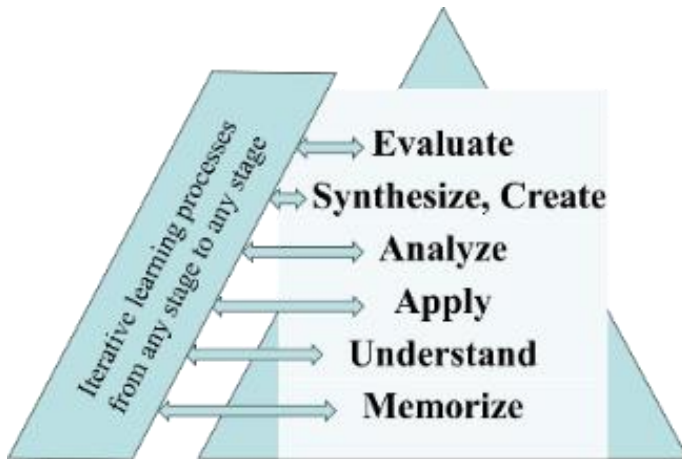
- Education for the Uncertain Tomorrow
- The Paradigm Shift from Traditional Education to Project-Based
- An Example of How Project-Based Learning May Work in MCCE Curriculum Structure
- Why is Problem/Project-Based Learning not Spreading?
- The MCCE Curriculum Strategy: From Exposure-Based Learning to Project-Based Learning
- Day-One Competency

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Recalling FIGURE 1. Bloom's Taxonomy with Slight Modification

8.4 Problem-Based/Project-Based Approach versus Traditional Education

| | Project-Based Top-Down Learning Approach |
|--|--|
| Phase 3: Building Application Cases | Phase 1: Building the Vision of Applications (e.g. Toy, Mockup or Working Model Applications) |
| Phase 2: Building Subject Knowledge and Skills | Phase 2: Understanding the Necessities of Prerequisites |
| Phase 1: Building Fundamentals (e.g. Mathematics) | Phase 3: Building the Prerequisites |
| Traditional Bottom-Up Learning Approach | Phase 4: Building Subject Knowledge and Skills |
| | Phase 5: Cases in Building Serious Application |

8.4 Problem-Based/Project-
Based Approach
versus Traditional Education

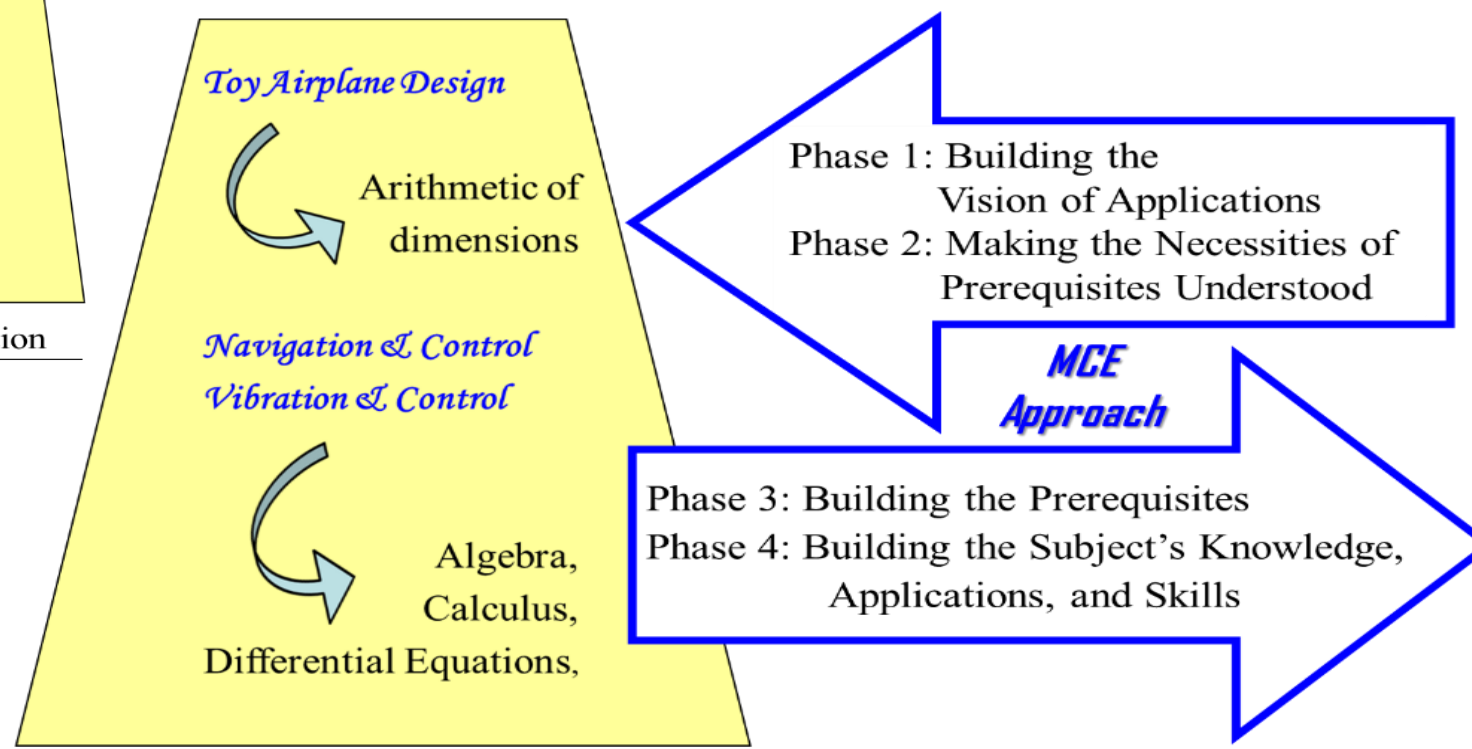
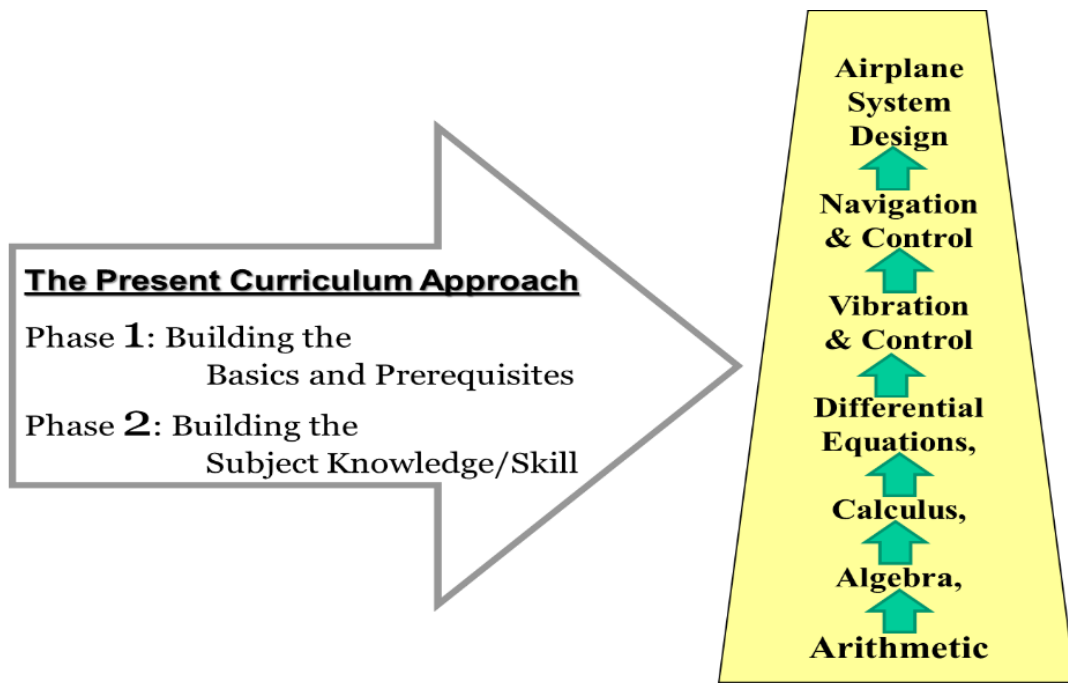


Figure 8.5-i, Traditional approach: From Abstracts to Application

| | Project-Based Top-Down Learning Approach |
|---|---|
| Phase 3: Building Application Cases | Phase 1: Building the Vision of Applications (e.g. Toy, Mockup or Working Model Applications) |
| Phase 2: Building Subject Knowledge and Skills | Phase 2: Understanding the Necessities of Prerequisites |
| Phase 1: Building Fundamentals (e.g. Mathematics) | Phase 3: Building the Prerequisites |
| Traditional Bottom-Up Learning Approach | Phase 4: Building Subject Knowledge and Skills |
| | Phase 5: Cases in Building Serious Application |

Figure 8.5-ii, Experienced Based Approach: From Application to Abstracts