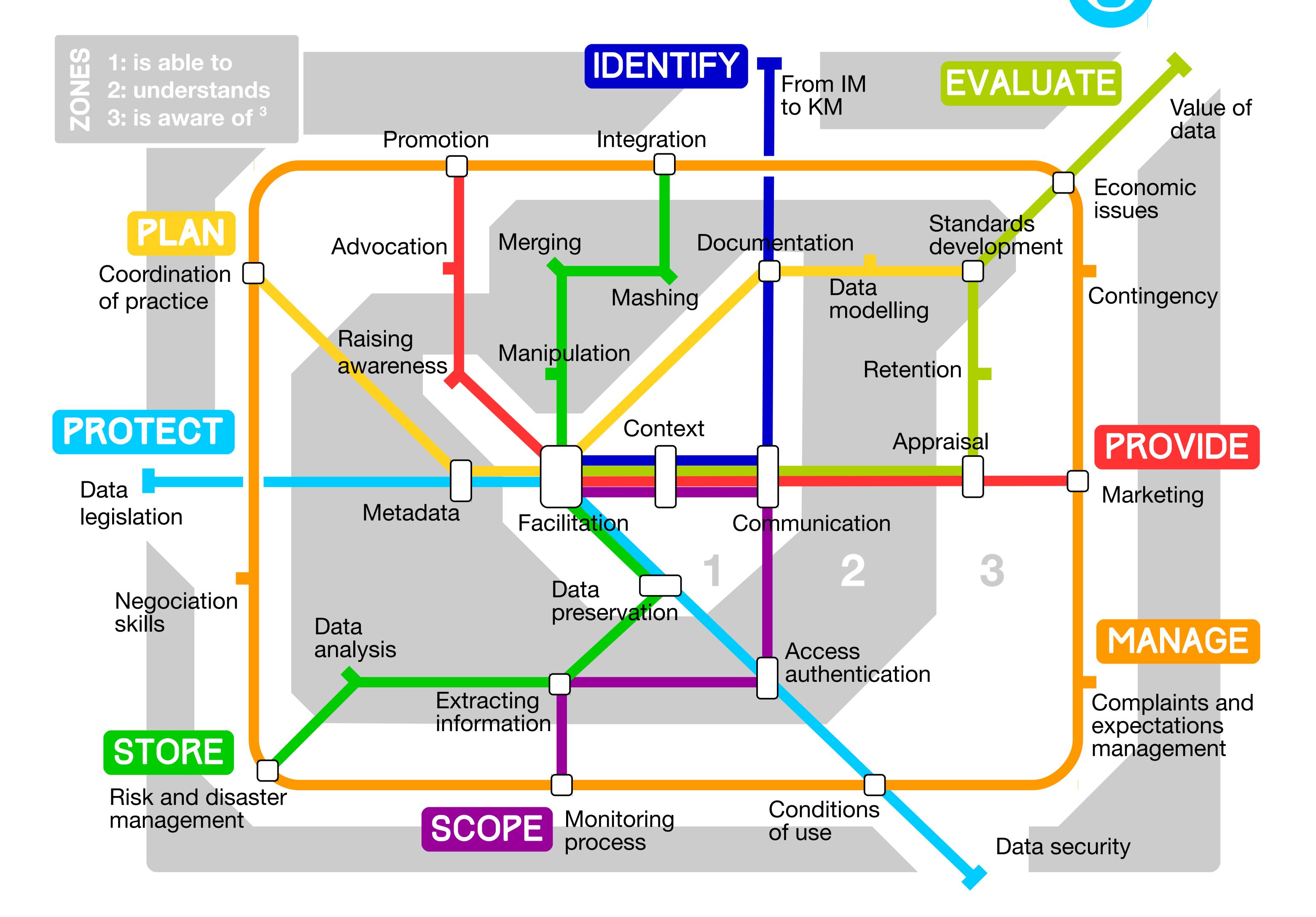
## THE METRO MAP METHOD

A PROCEDURE FOR DESIGNING A CURRICULUM ON THE EXAMPLE OF RESEARCH DATA MANAGEMENT

This collaborative method¹ aims at designing a visual map for the contents to be taught. It focusses on the priorisation and the categorisation of the contents for a course in the wider contexte of a curriculum. It was developed for the project "Train 2 Dacar"¹ at HEG Genève.

## INTERCHANGE STOPS **METRO** Some skills belong to more than STOPS one core competence. Mark Define yourself every skill with all possible the learning ZONES belongings, for example with a contents or take specific color for each Tag every skill with a inspiration from competence. priority range, for example existing from 1 to 3. The higher curricula<sup>2</sup>. ARRANGEpriority goes to skills that Assign each content or everyone must have. **MENT** skill to a core competence. Skills of lower priority are Try to have between 6-8 Organise the meant for specialists. skills per competence. The stops and lines in card sorting is a good space to form a method for this step. metro map. High priority skills should be place in the center.



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[online]. 2017. <a href="http://www.researchdatamana">http://www.researchdatamana</a> gement.ch/modul-9-2/ (accessed 11.07.17)

3. Skills in digital curation curriculum framework. [online]. 2013. <a href="http://www.digcurv.gla.ac.uk/skills.html">http://www.digcurv.gla.ac.uk/skills.html</a> (accessed 11.07.17)





