



Overview of Curriculum Mapping

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Curriculum Mapping

- Curriculum mapping is a tool used to help you align the teaching, learning, and assessment processes to assure that students have the resources to successfully achieve. Simply put...A visual diagram of what goes on in your course

Purpose:

- to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study
- Shows alignment with:
 - Course outcomes- what student should be able to do
 - Course objectives- what you will teach and students must learn
 - Learning activities- in class practice & out of class assignments for formative practice or mastery graded
 - Assessment measure(s)- summative evaluation activities and the tools to measure student performance.

COURSE CURRICULUM MAP Activity

Course Title	JAS 101	Survey of Pride and Prejudice	Department: English		
Course Description:	This course is designed to provide an overview of the literary prowess of Jane Austen's 'Pride and Prejudice'. Analysis of significant characters in the novel with specific attention given to the romantic qualities of Mr. Fitzwilliam Darcy. Course may be repeated up to 5 times if student does not exhibit infatuation with particular characters.				
Instructions:	<ol style="list-style-type: none"> Review & modify course outcomes as needed in the purple column. Align each course outcome with one or more appropriate program outcomes Review the course objective in the syllabus for key knowledge concepts and key skills/performance tasks Review the syllabus for learning activities that allow the students to combine the knowledge and skills together and form "ability". NOTE: A learning activity should directly support the action verb indicated in the course outcome. If there are no indicated activities, choose an appropriate CAT to match the outcome. Identify an appropriate assessment measure(s) to demonstrate achievement of course outcome. Check the syllabus to determine whether it should be an embedded assessment or another form of assessment measure. 				
Course Outcomes	Program Outcome(s)	Course objectives- what the student will be taught		Learning Activities	Assessment measure(s)
		Key Knowledge Concepts	Key Skills/Performance Tasks		
Quote significant character conversations for context and implications	1	Character development Plot development	Analysis of traits Use of APA formatting	4 paragraph activity- Draft and final essay	AAC&U Value Rubric Written Communication
Recognize given literary passages according to world historical events.	2, 3, 4	1840 World events Landed gentry system Social hierarchy of 19 th century England	Content analysis of literary passages	4 paragraph activity- Draft and final essay	AAC&U Value Rubric Written Communication
Discern the characters of Elizabeth Bennett, Fitzwilliam Darcy, Caroline Bingley and Mr. Collins and relate them to modern day characters.	2,3	Character development Plot development	Critical Analysis of Literary Works Setting Style and form Contextual influences	Peer Paragraph critiques	Peer Assessment Rubric
Study the romantic attributes of Fitzwilliam Darcy	2,3				
Deliver a modern recitation of conversational prose based on the relationship of Elizabeth Bennett and Fitzwilliam Darcy	1,2,3				

What is an Aligned Coherent Curriculum?

- The methodology of how you teach to facilitate learning.
 - The purpose of engaging in curriculum mapping is to ensure that what students are actually taught matches the academic expectations in a particular subject.
 - Curricula is most effective when :
 - (1) well organized and purposefully designed to facilitate learning,
 - (2) free of academic gaps and needless repetitions, and
 - (3) there is alignment across lessons, activities, assignments, courses, and programs

Authentic Alignment

- Assures that an appropriate assessment measure is selected to accurately assess the action verb and the learning concepts in the course outcome.
 - If an outcome states that a student must demonstrate a certain ability; then instruction provide the students with the key concepts they must know.
 - Learning activities should allow students time to practice required skills or tasks
 - Assessment measures selected should require the student to perform the action verb in the outcome.



Curriculum Map- Documentation of Teaching & Learning


Course Title	JAS 101	Survey of Pride and Prejudice	Department: English		
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Instructions:	<ol style="list-style-type: none"> 1. Review & modify course outcomes as needed in the purple column. 2. Align each course outcome with one or more appropriate program outcomes 3. Review the course objective in the syllabus for key knowledge concepts and key skills/performance tasks 4. Review the syllabus for learning activities that allow the students to combine the knowledge and skills together and form "ability". NOTE- A learning activity should directly support the action verb indicated in the course outcome. If there are no indicated activities, choose an appropriate CAT to match the outcome. 5. Identify an appropriate assessment measure(s) to demonstrate achievement of course outcome. Check the syllabus to determine whether it should be an embedded assessment or another form of assessment measure. 				
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Vertical Columns- Curriculum Progression

When a curriculum is *vertically aligned* or *vertically coherent*, what students learn in one lesson prepares them for the next lesson, and what students learn in one course prepares them for the next course.

Curriculum mapping aims to ensure that teaching is purposefully structured and logically sequenced across semesters so that students are building on what they have previously learned and learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work

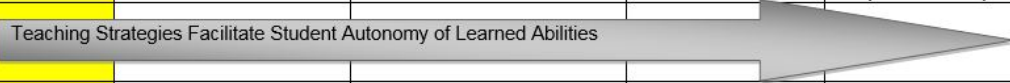
Your outcome verbs should progressively require greater critical thinking ability with your last outcome indicating ability that the student can demonstrate by themselves (autonomously) without instructor input.

Course Number:	Course Title:	Department:				
Course Description:						
Instructions:	<ol style="list-style-type: none"> List each course outcome in the purple column. Review the course objectives (if you use them) and identify two things: the key knowledge concepts and key skills that the student must learn to achieve the course outcome. Review the syllabus for learning activities (e.g., anything you assign, learning activities, discussion, or practice time, visits to student services) NOTE- a learning activity can be graded or non-graded. Identify an appropriate assessment measurement instrument to determine student achievement of the course outcome. NOTE- the assessment measure should ask the student to do what the action verb indicates in the course outcome. For each course outcome, identify one or more program outcome(s) by number that it supports. (Note: a course must have at least one outcome that supports at least one program outcome; but not all course outcomes must directly support program outcomes) 					
Course Outcomes (All approved by the FS Curriculum Committee can be found in CurricUNET) – Indicates what the student should be able to do/perform by the end of the course.	Program Outcome(s)- List by #	Course Objectives- objectives identify the learning concepts the teacher will teach and the student must learn (some disciplines do not identify objectives separate from outcomes. If so, focus on the learning concepts of the outcome)	Learning Activities- in class and out of class activities/assignments that allow the students to combine the knowledge and skills together and practice their "ability".	Assessment measure(s)- describe the instrument and how it measures achievement of the outcome ability.		
		Key Knowledge- Identify the learning concepts you will teach them.	Key Skills- identify what the student needs to perform. Must address the action verb in the outcome.			
Knowledge & Comprehension of Terminology	Increasing Abilities 					
Knowledge & Comprehension of Processes & Skills						
Application of Processes & Skills						
Analysis or Evaluation of Processes & Skills						
Copy and paste to add more rows						

Horizontal Rows- Teaching Strategies

When a curriculum is *horizontally aligned* or *horizontally coherent*, the teaching strategies facilitate adequate and appropriate practice of the knowledge and skills, to facilitate student autonomy.

Curriculum mapping aims to ensure that the assessments, tests, and other methods used to evaluate learning achievement and progress are based on what has actually been taught to students and on the learning standards that the students are expected to meet in a particular course or subject area.

Course Number:	Course Title:	Department:			
Course Description:					
Instructions:	<ol style="list-style-type: none"> 1. List each course <u>outcome</u> in the purple column. 2. Review the course <u>objectives</u> (if you use them) and identify two things: the key knowledge concepts and key skills that the student must learn to achieve the course outcome. 3. Review the syllabus for learning activities (e.g., anything you assign, learning activities, <u>discussion</u>, or practice time, visits to student services) NOTE- a learning activity can be graded or non-graded. 4. Identify an appropriate assessment measurement instrument to determine student achievement of the course outcome. NOTE- the assessment measure should ask the student to do what the action verb indicates in the course outcome. 5. For each course outcome, identify one or more program outcome(s) by number that it supports. (Note: a course must have at least one outcome that supports at least one program outcome; but not all course outcomes must directly support program outcomes) 				
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Knowledge & Comprehension of Terminology		What students need to know and comprehend in order to achieve the outcome	Key knowledge students need to do or demonstrate in order to achieve the outcome	Practice of ability (key knowledge and key skills)	Activity and measure where students will demonstrate their ability autonomously
Knowledge & Comprehension of Processes & Skills	Teaching Strategies Facilitate Student Autonomy of Learned Abilities 				
Application of Processes & Skills					
Analysis or Evaluation of Processes & Skills					
Copy and paste to add more rows					

Curriculum Mapping and Change

- Curriculum Mapping necessitates that instructors play an active role in making curricular decisions.
- Allows the instructors to have control or impact on how subjects are being taught.



Assessment Methodology- Types

- Student learning can be assessed in many different ways
 - types of assessment (formative and summative)
 - structure of assessment (quantitative and qualitative)
 - judgment of assessment (objective and subjective)
 - origin of assessment (standardized or locally designed)
 - evidence of learning (indirect and direct)



- In general, learning should be assessed using multiple measures to get a well-rounded perspective of student learning

How to use curriculum mapping for improvement...

- Identify two to three measures of student performance that measure each student learning outcome. At least one must be a direct measure, and the others may be direct or indirect.
- It should not be necessary to create additional assessments. Identify tests and other measures of student performance that you already use as part of your existing instruction and testing activities.
- Try to avoid using total test scores or course grades as your assessment measures. These are performance benchmarks rather than indicators of ability because usually they include additional criteria other than the ability that you are wanting to specifically observe or have demonstrated.
- If you have difficulty identifying appropriate measures for your curriculum map, you may want to consider whether students are being adequately evaluated on the outcome ability – or whether the outcome is appropriate for the ability you are asking the student to demonstrate.

Now it's your turn!



- **Organize and list the course outcomes by learning progression in the 1st vertical column. Outcomes should be 4-6 broad comprehensive abilities that can be demonstrated autonomously.**
- **Identify the course objectives in the syllabus. Objectives are 4-5 learning concepts you teach and students must learn at each learning session, OR learning concepts grouped into common areas (modules).**
- **From your courses objectives, determine which learning concepts are knowledge (things they must learn) and which are skills they must demonstrate (things they must show). Skills must address the active verb in the course outcome.**
- **List the various learning activities (opportunity to practice their knowledge and skills) graded or non graded course requirements.**
- **Which one (or two) of those activities would provide the best demonstration of autonomous student ability (no help from the instructor)? This is the “key signature assessment”.**
- **Describe the assessment instrument and indicate the performance level(s) for successful achievement. Example: Achieve an 85% or higher, demonstrate to the level of competence (80%).**

Review and Improvement

Things to look for

- Are outcomes organized by learning progression? (Vertical Alignment)
- Do students get enough practice with a skill before they are expected to demonstrate competence/mastery? (Horizontal Alignment)
- Do some outcomes get covered more than others?
- Do some outcomes have gaps in teaching strategies?



Review and Improvement

- Do the SLOs need to be revised?
- Do all course SLOs contribute to at least one program SLO?
- Are there logical places to incorporate a variety of assessments?



Contact me for any assistance

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