

Getting Started with

Curriculum Mapping

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Workshop Objectives

- Understand the concept and benefits of course and curriculum alignment
- Understand how a curriculum map shows the relationship of courses to the curriculum
- Discuss issues of design and use



Your Experiences

Have you worked with Curriculum Mapping?



What are the Benefits?

- Helps “see” the whole curriculum at a glance.
- Helps understand why outcomes are or are not being achieved.
- Facilitates faculty discussion and understanding of the curriculum.
- A guide to help “align” the curriculum.



Alignment Matters

- The Four Curricula
 - Written
 - Taught
 - Received
 - Assessed



Outcome: A Driver's License

- Written (the brochure):
 - You will learn everything you need to pass your driving test;
- Taught (what happens in class):
 - Gory films of accidents; instructor stories about bad drivers; DMV driver's manual
- Received (what students learn):
 - It's scary out there; traffic signs; speed limits
- Assessed (what is evaluated):
 - Merging on to the Interstate; parallel parking; insurance requirements; right of way



Our Curriculum Alignment

- Written:
 - Course catalog; syllabus; program Web site
- Taught:
 - Class activities; assignments
- Received:
 - What I understand; motivated to learn; can fit with my prior learning; believe counts in grading
- Assessed:
 - What is tested; how assignments are graded; what students are expected to know in class



What is a Curriculum Map?

A graphical portrayal of the relationships among the program curriculum (courses) and intended program outcomes.



PROGRAM LEARNING OUTCOMES

REQUIRED COURSES	How Outcomes are Addressed and Assessed	Outcome #1 Understand major theories in developmental psychology	Outcome #2 Understand major theories in behavior psychology	Outcome #3 Understand major theories in social psychology	Outcome #4 Write well reasoned and data supported papers using proper APA format.	Outcome #5 Understand basic research designs and statistics in developmental, behavioral and social psychology.
Psych 101: Introduction to Psychology	Level:	Introduced	Introduced	Introduced	Introduced	Not Addressed
	Emphasis	Moderate	Moderate	Moderate	Moderate	
	Assessed:	Exams	Exams	Exams	Not Assessed	
Psych 102: Foundations of Modern Psychology	Level:	Introduced	Introduced	Introduced	Introduced	Introduced
	Emphasis	Moderate	Moderate	Moderate	Moderate	Little/None
	Assessed:	Exams	Exams	Exams	Paper	Not Assessed
Psych 201: History of Psychology	Level:	Introduced	Introduced	Introduced	Reinforced	Not Addressed
	Emphasis	Moderate	Moderate	Moderate	Moderate	
	Assessed:	Exams	Exams	Exams	Paper	
Psych 202: Comparative Psychology	Level:	Introduced	Introduced	Introduced	Reinforced	Introduced
	Emphasis	Moderate	Moderate	Moderate	Moderate	Little/None
	Assessed:	Exams	Exams	Exams	Paper	Not Assessed
Psych 301: Introduction to Behavioral Psychology	Level:	Not Addressed	Reinforced	Not Addressed	Reinforced	Reinforced
	Emphasis		Extensive		Moderate	Moderate
	Assessed:		Exams, Paper		Project	Not Assessed

What The Map Shows

- The map enables a course-by-course analysis of the relationships between **course-level objectives** and **program-level outcomes**:
 - Where they coincide;
 - How they relate;
 - If and how they are assessed.



Map the Curriculum Course by Course

Program: **Alternative Arts and Sciences - BS**

Level / Emphasis / Assessment

Outcomes → Courses ↓	Students can tell the future	Students can read minds
Palm Reading 102	Introduce concepts Moderate Not Assessed	Introduce skills/concepts Moderate <i>What's My Sign Test</i>
Crystal Ball Analysis 480	Advanced Extensive <i>The Madam Celeste Simulation</i>	Reinforce concepts Moderate <i>Student Clairvoyance Assessment Method (SCAM)</i>



Curriculum Mapping of the research sequence in the School of Social Work

A case example showing the
flexibility of the curriculum
mapping method



Social Work Curriculum

Foundation Year:

- Senior year , BSW students
- First year, two-year MSW students

Concentration Year:

- 1-year MSW program for BSW grads
- Second year for two-year MSW students

Accreditation: Council on Social Work
Education (CSWE)



Social Work Curriculum (cont.)

- 10 Student Learning Objectives, 3 major areas:
 - Practice
 - Policy
 - Research
- Some SLOs cross all areas, e.g., Identify as a professional social workers and conduct oneself accordingly.



Goals for SW Program CM

- 1) Prepare for re-accreditation
- 2) Coordinate within each content area (policy, practice, research)
- 3) Reinforce learning throughout the curriculum



Research SLO

SLO for research:

Engage in research-informed practice and practice-informed research

CSWE operationalizes this competency as

- 1) Use practice experience to inform scientific inquiry and
- 2) Use research evidence to inform practice



CSWE guidelines for CM

- “Map the existing curriculum to the practice behaviors to determine gaps and redundancies.”
- We needed more specific practice behaviors to guide coordination of the research courses as students move from the foundation to the concentration level.



Research Curriculum

Foundation Year:

Introduction to SW Research Methods
Statistics (only for BSW students)

Concentration Year:

Advanced Research: Conceptualization &
Design

Advanced Research: Evaluation



Overview of Process

1. Research instructors listed critical skills for social work students. There were 10.
2. Each instructor (3) discussed lectures, activities, assignments, and expectations of students for each research skill.
3. Skills were combined and changed as process proceeded. Final total: 5.
4. Skills were presented to full faculty for feedback.

Literature Review

Literature Review

	SW 440/640	SW 740	SW 741
Accessing & critiquing literature	Library Training Use of critiquing template	Library Training, Review & additional Web sites, EBP Use of critiquing template	Culminating paper requires broad literature review Use of critiquing template
a. Identify scope			
b. Taking notes; managing information			

Literature Review

Literature Review

	SW 440/640	SW 740	SW 741
Accessing & critiquing literature			
c. Critiquing			
Integrating literature	Require annotated bibliography Multiple drafts with feedback	Multiple drafts with feedback	Multiple drafts with feedback
Writing a literature review	library presentation: writing a review “Inverted triangle” “state of the art” assignment	“inverted triangle” “state of the art” assignment	Emphasis on succinct review of literature, used to inform a program evaluation

Benefits

- Share ideas and resources
- Coordinate texts
- Reinforce concepts through using similar language and metaphors
 - The question is “the driver of the bus”
 - The literature review as an “inverted triangle”
- Decide when to introduce concepts, activities, guests speakers



Prerequisites

- Someone to facilitate the process
- Program and course outcomes are established
- Faculty buy-in



Thank You!

Your questions and comments?

