



Curriculum Mapping


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Presented by: Network of Schools and Programs of Population and Public Health

CPHA Public Health 2018 Workshop, Montreal, May 29, 2018



We respectfully and gratefully acknowledge
that we are on the traditional lands of the
Mohawk, and Algonquin First Nations.

Welcome!

This *Curriculum Mapping* workshop will be an opportunity to explore frameworks and practices to support the alignments between educational goals, competencies, instructional activities and assessments of learning in contexts responsible for the preparation and ongoing development of students, researchers and practitioners in public and population health.

Workshop Outcomes

By working together we hope to:

1. describe an educational planning framework and how curriculum mapping can support teaching and learning excellence
2. map the connections between the assessment of learning and the intentions of learning
3. identify ways to use curriculum mapping to enhance your own public health programs and training activities.

Our Assumptions

1. Many leaders in Canadian MPH and other programs are looking to program assessment to answer: *“How well are our students prepared for integrative learning, professional practice and lifelong/lifewide learning?”*
2. Curriculum mapping is an approach used in curricular renewal and most of us have had some experience “mapping” in our various planning contexts.
3. Curriculum mapping is situated, dynamic, creative, complex work.

Our Proposed Agenda

4:00 - Introductions

4:10 - Experiences curriculum mapping

4:30 - Frameworks and approaches

4:45 - Mapping at the program level

5:10 - Discussion and Next Steps

5:25 - Evaluation

Adjourn

Who are we?



Exploring our Experiences

Open the envelop on your table and expose the cards:

Step 1: Describing

1. Pick one card that best represents your experience with curriculum mapping.
2. Pick a second card that represents an inspirational future experience curriculum mapping.
3. Share your cards and stories. Identify what you require to close the gap between your current and future states.
4. Create a collage of your images and annotate the key requirements for inspirational mapping.

Making Sense of Our Experiences

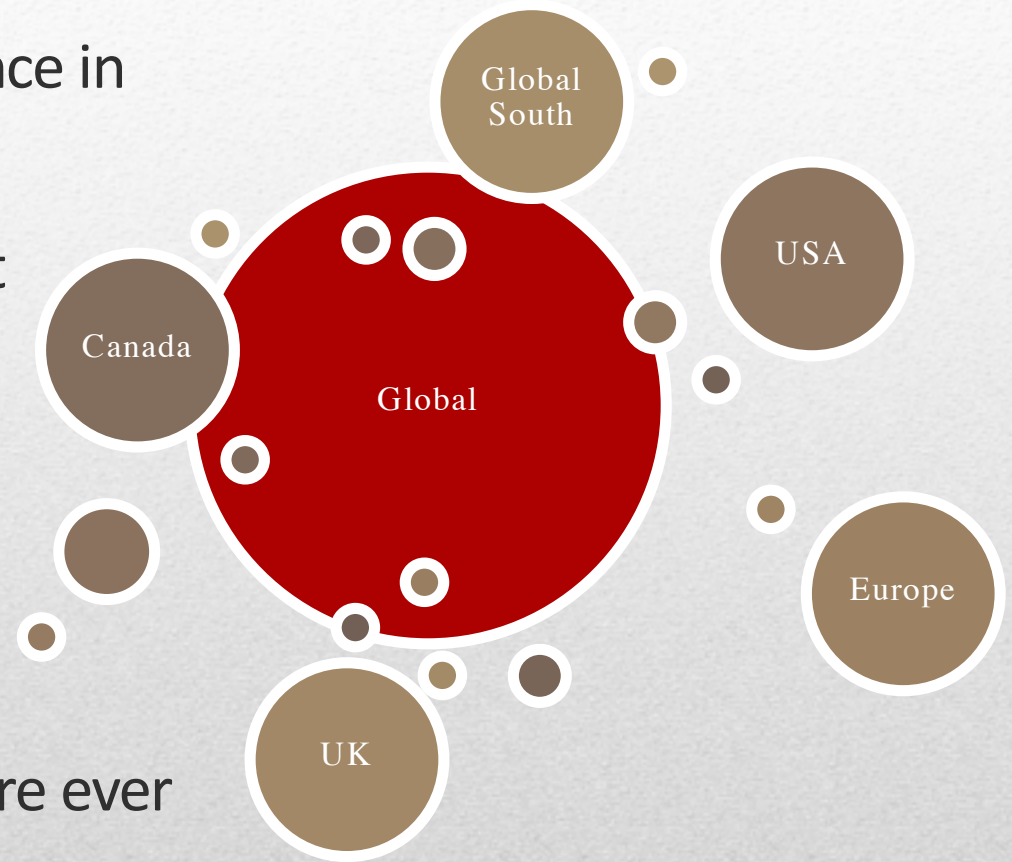
Step 2: Synthesizing

1. What stands out?
2. What are the common threads?
3. What can we learn from our experiences curriculum mapping?

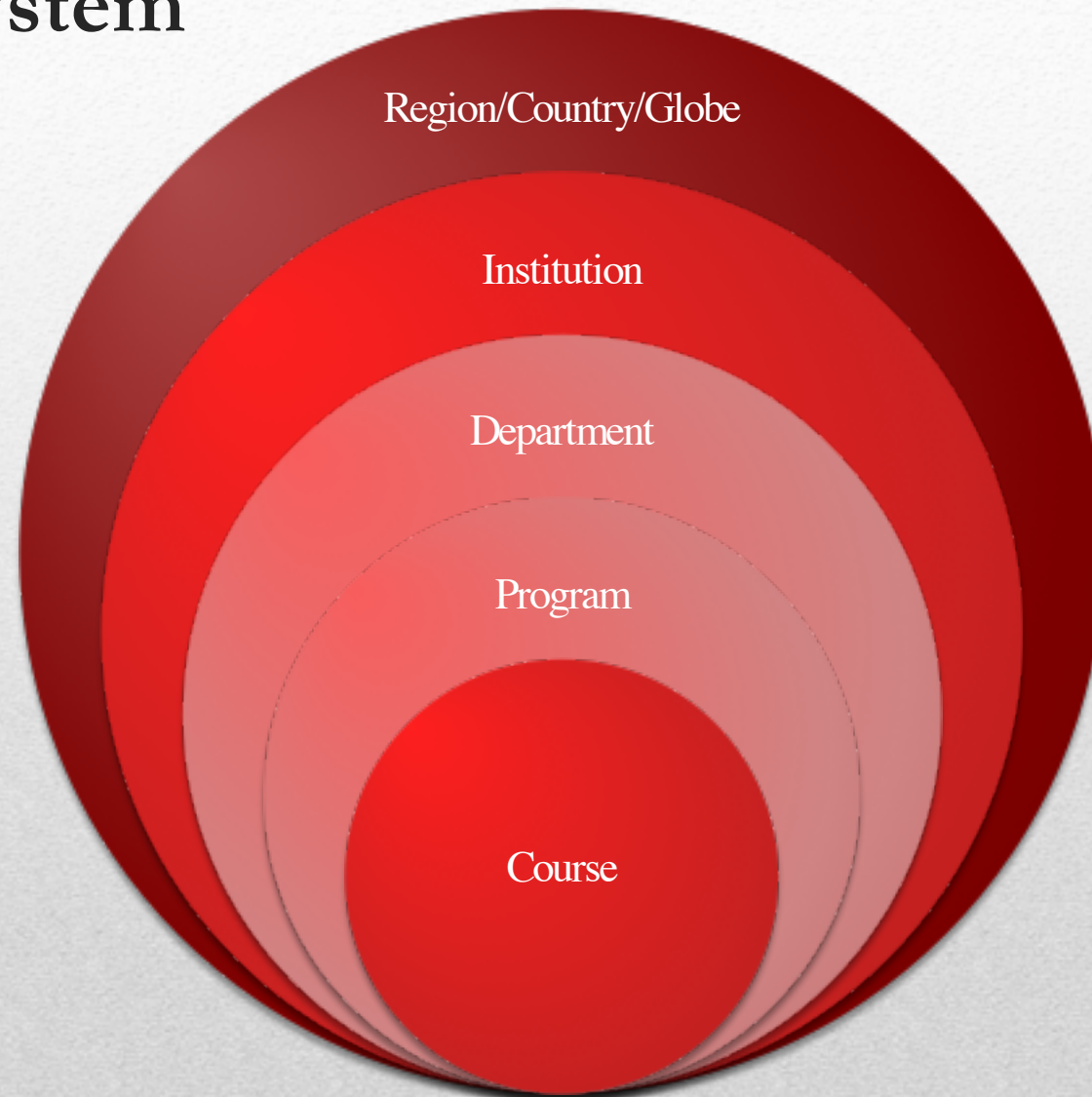
Step 3: Acting

Situating Curriculum Mapping in Educational Planning

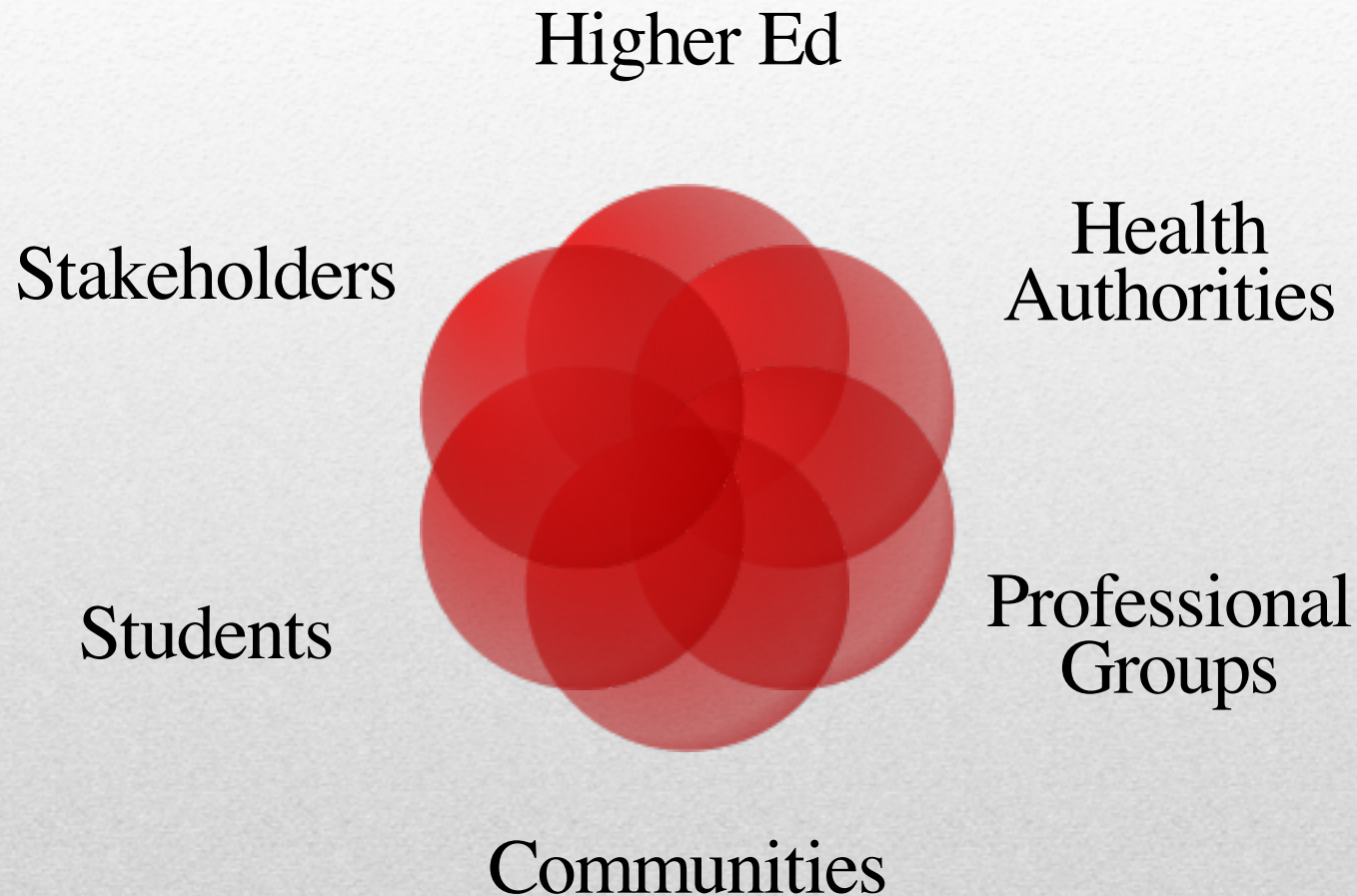
- Standards and Quality Assurance in Higher Ed
- Student – centred design
- Learning outcomes movement
- Competency-based education
- Pressure to be “job-ready”
- Flexible learning
- Active pedagogies
- Authentic assessment
- Lifelong and lifewide learning
- Requirements from the field are ever changing



Educational Planning and Curriculum is a Nested System



Educational Planning and Curriculum are Relational, Spatial and Temporal Practices



Curriculum can be defined as...

UNESCO defines curricula this way:

“Curriculum is a **systematic** and **intended** packaging of competencies (i.e. knowledge, skills and attitudes that are underpinned by values) that **learners** should **acquire** through **organised** learning experiences both in formal and non-formal settings”

<http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/core-resources/curriculum/>

Q. What about the “unorganized”, “spontaneous”, “hidden” curricula?

Curriculum can be defined as...

For our purposes today, we will work with Harden's (2009) concept of curriculum:

“a sophisticated blend of educational strategies, course content, learning outcomes, educational experiences, assessment, the educational environment and the individual students' learning style, personal timetable and programme of work” Harden (2009)

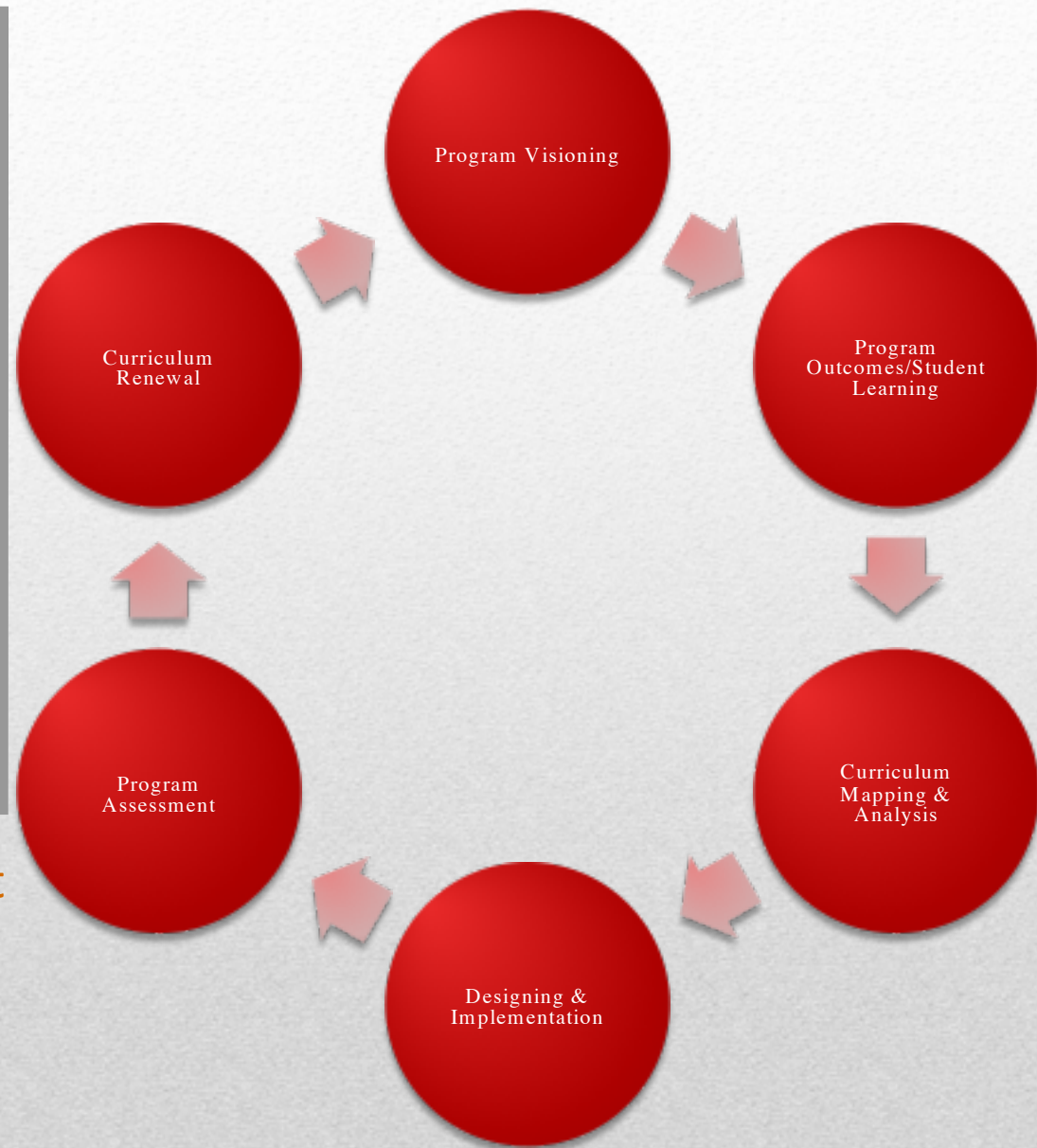
<https://www.ncbi.nlm.nih.gov/pubmed/11371288>

A Curriculum Planning Framework

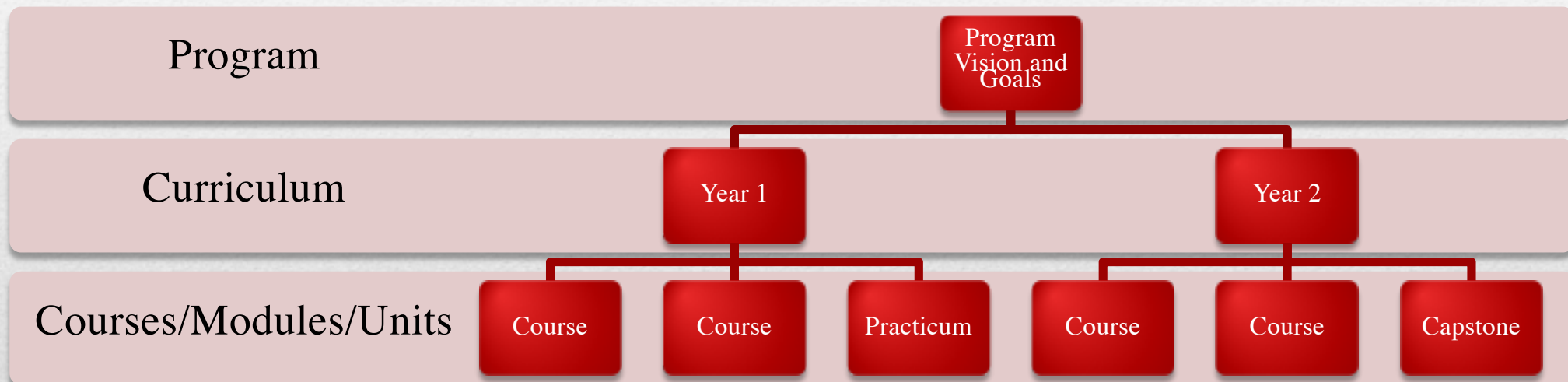
Assumptions:

- Student-centred
- “entry points” planning are context specific
- Not linear

<http://teaching.utoronto.ca/teaching-support/curriculum-renewal/overview/>

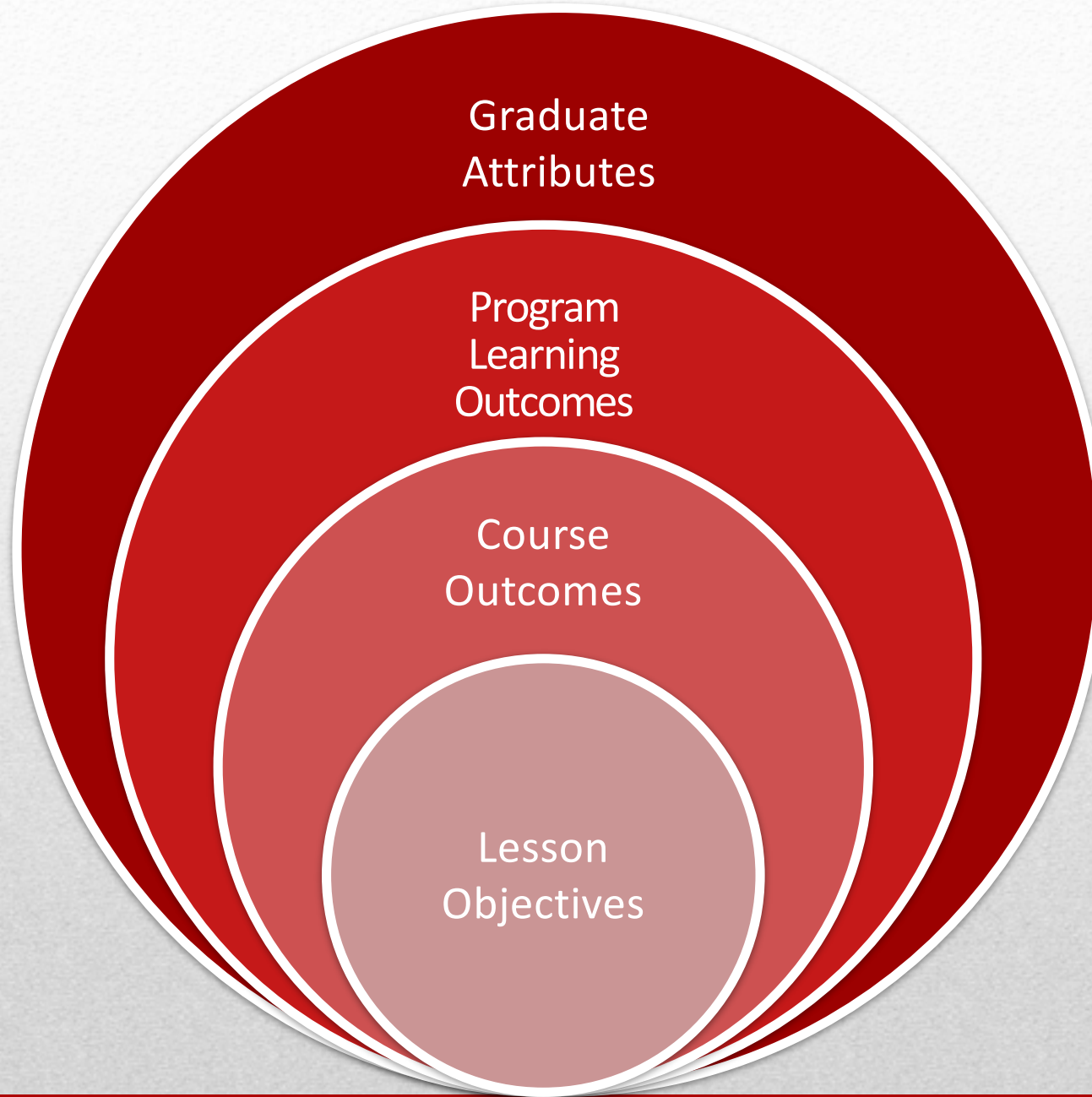


Example of a Program Structure



Program and Curriculum Patterns

1. Very quickly, “on the back of a napkin” sketch out the pattern or structure of your program.
2. What does your sketch tell you about;
 - a. your OVERALL curriculum?
 - b. expectations for student learning?
 - c. requirements for assessment?
3. Are students demonstrating what you wish to see? How do you know?



Terminology

Graduate attributes

- “**qualities, skills and understandings** a university community agrees its students should develop during their time with the institution and consequently shape the contribution they are able to make to their profession and society”.
- (Bowden et al., “Generic Capabilities of Australian Technology Network University Graduates” <http://www.clt.uts.edu.au/ATN.grad.cap.project.index.html>, 2000)

Program level learning outcome

- “an intended effect of the educational experience that has been stated in terms of specific, observable, and measurable student performance” (Veltri, Webb, Matveev & Zapatero, 2011). Program-level learning outcomes state **the intended knowledge, skills, and abilities** that students are expected to meet in an academic course of study

Terminology (cont)

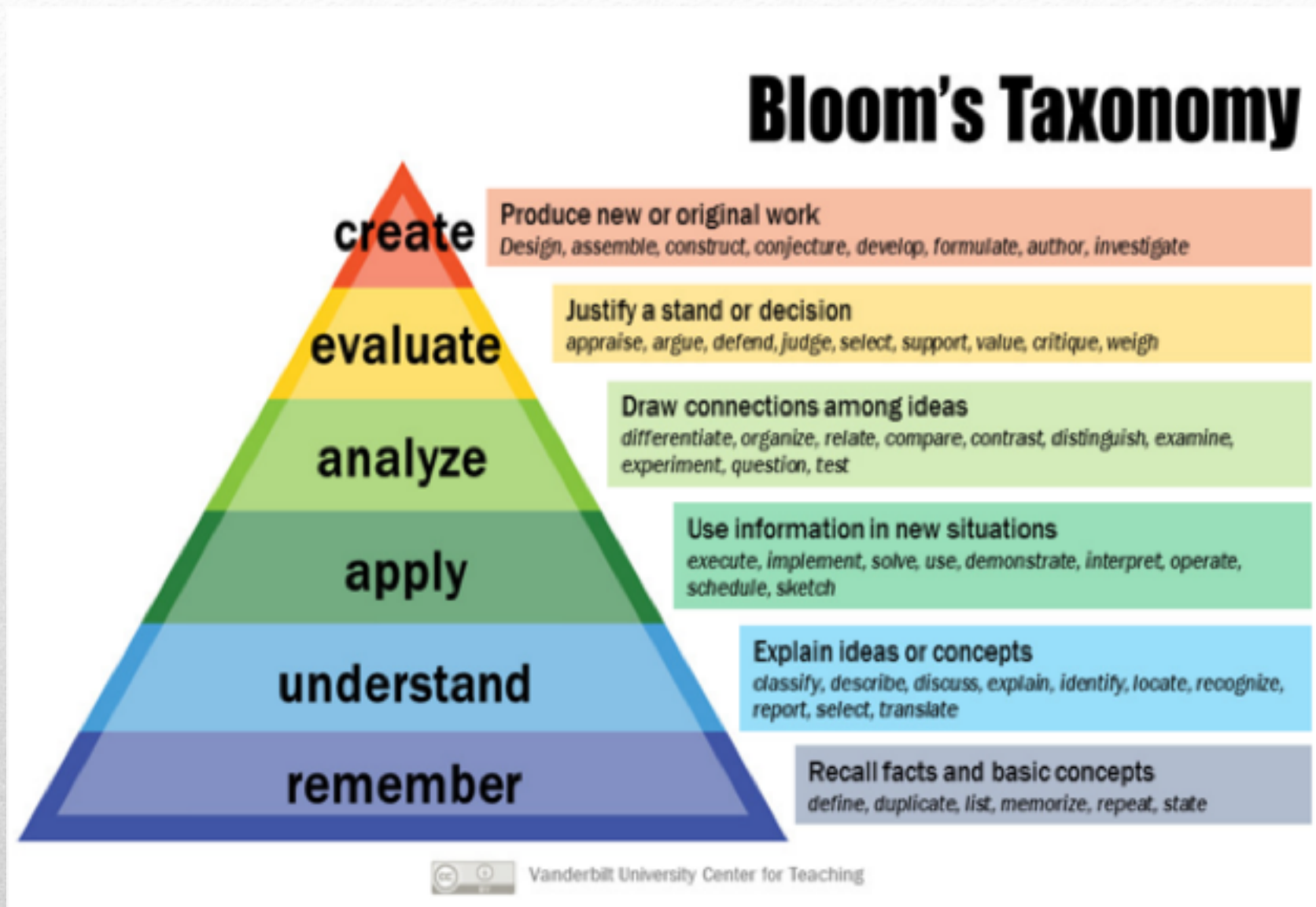
Course Level Outcome

- **knowledge, skills and attitudes** that students should be able to attain by the end of a course

Lesson outcome

- **knowledge, skills and attitudes** that students demonstrate upon completion of a lesson or module of study.

Determining Levels of Performance



Example of the Hierarchy of Outcomes

Graduate Attribute

Research in Public Health

Program level learning outcome - students will be prepared to use research within the field to make evidence-based decisions within different contexts and settings to solve public health problems

Course level learning outcome –students will be prepared to critique the findings of a peer-reviewed academic article.

Lesson objective – students will be prepared to state what information can be found within the sections of a peer-reviewed academic article

Curriculum Mapping...

Displays the key elements of curriculum and the relationships between them at a **program** level view. Maps are often visual representations of data that help us to explore questions:

- What are students actually learning across a program?
- What competencies are being taught? How?
- How are student being assessed?
- What locations and settings bring about the intended outcomes of learning?
- What student resources are most useful?
- How does the timetable, sequence, scheduling and management of the curriculum work?

Example: Competency Map

Program Level Outcomes	1xx	1xx	1xx	1xx	PRAC TICU M	2xx	2xx	2xx	2xx	CAPS TON
1	K		A					S	A	S
2		K	A	A			A	A		
3	K					K	A		S	
4		K		A	A			S		S
5	K									K
6		S			A	A		S		S

K= knowledge; A = Application; S = Synthesis

Example: Assessment Map

Program Level Outcomes	1xx	1xx	1xx	1xx	PRAC TICU M	2xx	2xx	2xx	2xx	CAPS TON
1	K		A					S	A	S
2		K	A	A	S		A	A		
3	K				A	K	A		S	
4		K		A	A			S		S
5	K									K
6		K			A	A		S	S	S

K= knowledge; A = Application; S = Synthesis

Example of a Course Map

Program Level Outcomes	1xx	Course Level Learning Outcomes	Instruction	Assessment
Demonstrate foundational knowledge of public health in relation to culture, history, science and technology.	K	What are students expected to be able to know, do?	What type of instruction is taking place to support the outcome?	How do students demonstrate achievement of the intended outcome?
Communicate public health issues with an emphasis on social justice and the core disciplines in ph.	A			

K= knowledge; A = Application; S = Synthesis

Competency: Leadership in Public Health

Design Challenge:

You are in charge of the design of a two year Masters Program and you are **introducing a new competency “Leadership in Public Health”** into a former set of competencies.

The program level goal: By the end of the program students will demonstrate leadership in:

1. Core transformational competencies

A. Visionary leadership. Identify and incorporate innovative concepts and methods into strategic decision making

2. Political competencies

A. Ethics and power. Identify, develop, and utilize power-based alliances with values-based and ethical perspectives

3. Transorganizational competencies

A. Understanding of organizational dynamics. Create and employ assessment models to assess organizational environment, needs, assets, resources, and opportunities with respect to mission and policy development and assurance functions

4. Team-building competencies

A. Develop team-oriented structures and systems. Assess organizational infrastructure and implement system changes to facilitate team development

Source: Wright, et al., 2000

Leadership in public health

Competency: Leadership in Public Health

Task:

1. Consider what the students need to know, do and appreciate by the time they leave their program.
2. Create/draw a competency map of this attribute. Where in the program will students be taught? At what level? (K, A, S)
3. Create/draw an assessment map at the program level that you believe will assist the students to demonstrate achievement of this competency.
4. Consider the instructional approaches that would best support the students' learning.

Gallery Walk and Discussion

1. What do these maps tell us?
2. What are the common threads?
3. What more do we need to learn to advance our work using curriculum mapping?

Resources

- Bloom's Taxonomy <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/blooms-taxonomy>
- Curriculum Renewal – U of T <http://teaching.utoronto.ca/teaching-support/curriculum-renewal/mapping-analysis/>
- Curriculum Mapping – Analyzing Data http://ucalgary.ca/taylorinstitute/teaching-community/sites/default/files/resources/Analvzing_Curriculum%20Mapping_Data_handout_2015_05_06.pdf
- (2014). Learning Outcomes Assessment: A Practitioner's Handbook. High Education Quality Council of Ontario, Toronto.
- O'Neill, G. (2015). *Curriculum Design in Higher Education: Theory to Practice*, Dublin: UCD Teaching & Learning. ISBN 9781905254989 <http://www.ucd.ie/t4cms/UCDTLP0068.pdf>. Also available from UCD Research repository at: <http://researchrepository.ucd.ie/handle/10197/7137>
- VisualSpeak <https://www.visualsspeak.com/>

Please take a moment to give us your feedback

1. Did we do what we said we would do?
2. What worked well in this workshop?
3. What could be improved?
4. What did you learn in this workshop?
5. How might you apply this information?
6. Further thoughts...

Thank you!