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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>JAS 111</th>
<th>Survey of Pride and Prejudice</th>
<th>Department</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description:</td>
<td>This course is designed to provide an overview of the literary presents of Jane Austen's &quot;Pride and Prejudice.&quot; Analysis of significant characters in the novel with special emphasis given to the romantic qualities of Mr. Fitzwilliam Darcy.</td>
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<td>to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study</td>
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<tr>
<td>Shows alignment with:</td>
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<tr>
<td>Course Outcomes</td>
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<tr>
<td>Program Outcomes</td>
<td></td>
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<tr>
<td>Key Knowledge Concepts</td>
<td>Key Skills/Performance Tasks</td>
<td>Learning Activities</td>
<td>Assessment Measure(s)</td>
<td></td>
</tr>
<tr>
<td>Quote significant character conversations for context and implications</td>
<td>Character development</td>
<td>Plot development</td>
<td>1 paragraph activity Draft and final essay</td>
<td>ANCE 2 Value Rubric Written Communication</td>
</tr>
<tr>
<td>Recognize key theory passages according to world historical events</td>
<td>Plot development</td>
<td>Analysis of flaws Use of APA formatting</td>
<td>1 paragraph activity Draft and final essay</td>
<td>ANCE 2 Value Rubric Written Communication</td>
</tr>
<tr>
<td>Discuss the characters of Elizabeth Bennet, Mr. Darcy, Mary Bennett, and Charity Lucas and relate them to modern day characters</td>
<td>Historical setting</td>
<td>Literary devices</td>
<td>Peer Paragraph critique Final Presentation Rubric</td>
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<td>Study the romantic attitudes of Fitzwilliam Darcy</td>
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<tr>
<td>Deliver a modern recitation of conversational jargon based on the relationship of Elizabeth Bennett and Mr. Darcy</td>
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</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>JAS 101</th>
<th>Survey of Pride and Prejudice</th>
<th>Department: English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description:</strong></td>
<td>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 interaction with particular characters.</td>
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</tbody>
</table>
| **Instructions:** | 1. Review and 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. |
<table>
<thead>
<tr>
<th><strong>Course Outcomes</strong></th>
<th>Program Outcome(s)</th>
<th>Course objectives - what the student will be taught</th>
<th>Learning Activities</th>
<th>Assessment measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quote significant character conversations for context and implications</strong></td>
<td>1</td>
<td>Character development, Plot development</td>
<td>Analysis of traits, Use of APA formatting</td>
<td>4 paragraph activity, Draft and final essay</td>
</tr>
<tr>
<td><strong>Recognize given literary passages according to world historical events.</strong></td>
<td>2, 3, 4</td>
<td>1840 World events, Landed gentry system, Social hierarchy of 18th-century England</td>
<td>Content analysis of literary passages</td>
<td>4 paragraph activity, Draft and final essay</td>
</tr>
<tr>
<td><strong>Discern the characters of Elizabeth Bennet, Fitzwilliam Darcy, Caroline Bingley, and Mr. Collins and relate them to modern day characters.</strong></td>
<td>2, 3</td>
<td>Character development, Plot development</td>
<td>Critical Analysis of Literary Works, Setting, Style and form, Contextual influences</td>
<td>Poor Paragraph critiques, Peer Assessment Rubric</td>
</tr>
<tr>
<td><strong>Study the romantic attributes of Fitzwilliam Darcy</strong></td>
<td>2, 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Deliver a modern recitation of conversational prose based on the relationship of Elizabeth Bennet and Fitzwilliam Darcy</strong></td>
<td>1, 2, 3</td>
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</tbody>
</table>
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 them selves (autonomously) without instructor input.
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.
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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