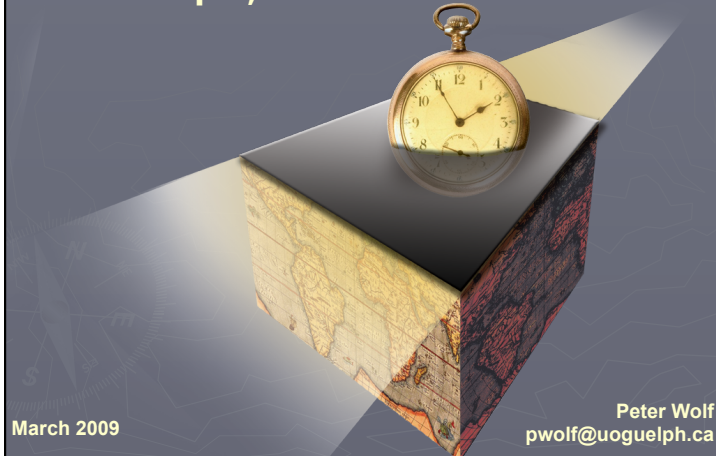


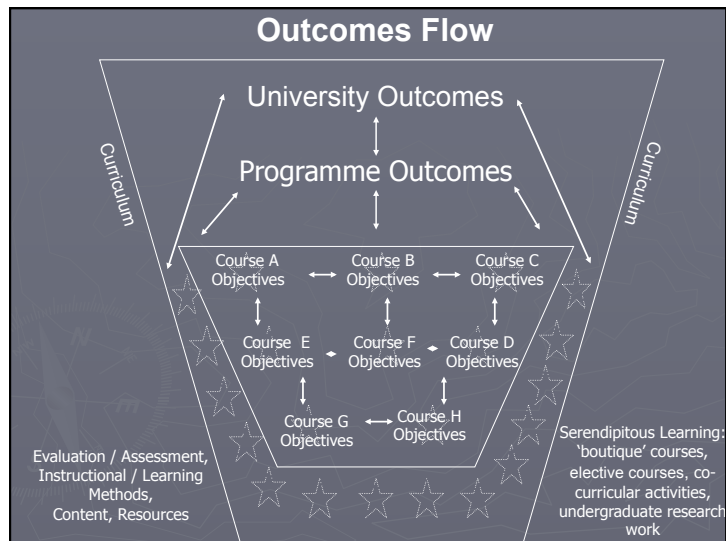
3 Dimensions of Curriculum Mapping: Depth, Breadth and...Time



Premises and Assumptions

- ▶ Curriculum development is important work
- ▶ Curriculum development is a continuous improvement process
- ▶ Content and transferable learning combine for effective disciplinary learning
- ▶ Data founds meaningful discussion and action
- ▶ Start with the end in mind

Outcomes Flow




What are the attributes of our
Ideal Graduate?

OR

What are the **knowledge, skills and values** that we want to foster in our graduates?

Attributes of the 'Ideal Undergraduate Graduate'

- 
- ▶ OCAV Degree Level Expectations
 - ▶ University learning outcomes
 - ▶ Existing programme outcomes
 - ▶ Professional organizations/Accreditation
 - ▶ Similar programmes
 - ▶ Research interests/areas of focus
 - ▶ Specific programme characteristics

Adult Development and Aging

Community engagement skills focus, for example

- ▶ Application of knowledge of social policies
- ▶ Social advocacy
- ▶ Research-service synthesis: evidence-based practice
- ▶ Knowledge mobilization strategies

Bachelors of Arts & Science

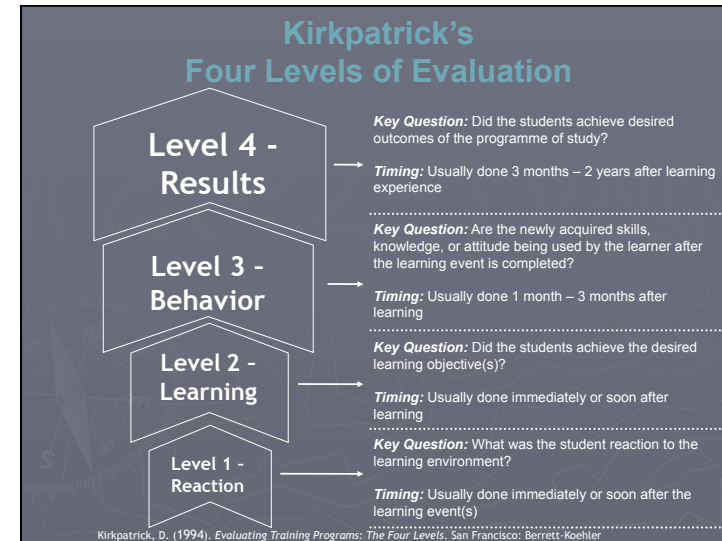
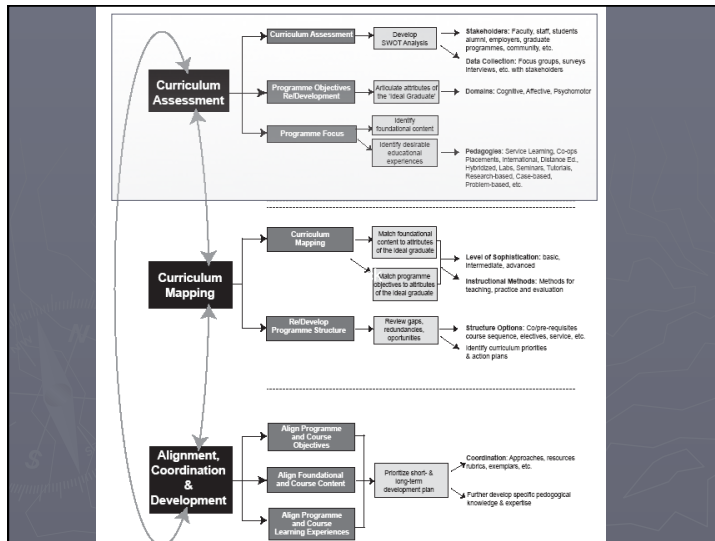
Programme Outcomes, for example

- ▶ To pose and solve problems by drawing on and integrating the protocols and methods of humanities/social sciences and sciences
- ▶ To communicate in both oral and written forms, for both academic and general audiences
- ▶ To conduct research, using both traditional and electronic sources, in both humanities/social sciences and scientific contexts
- ▶ To be creative and analytical thinkers and practitioners
- ▶ To integrate academic work and broader issues of citizenship, through experiential learning

College of Biological Sciences

Values, for example -

- ▶ Appreciate that humans both affect and are affected by variation in the biosphere
- ▶ Incorporate both ethical and aesthetic values into decision making on both personal and public issues
- ▶ Exhibit a strong commitment to the pursuit of knowledge and truth, and to the integrity of science
- ▶ Be tolerant of views which are different from their own



Department of Food Science Curriculum Assessment Plan

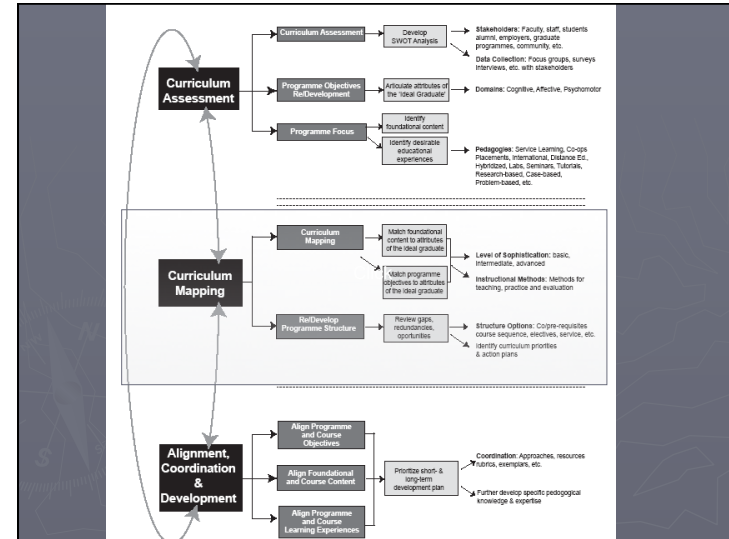
Method	Participants	Frequency	Kirkpatrick Level	Questions /Issues Explored
Exit focus group lunch	Graduating students	Annual	Levels 1/2	<ul style="list-style-type: none"> - Describe your most enjoyable learning experiences at Guelph? - Comments on other aspects of your Guelph experience Clubs? Academic Support? - Describe your most important learning experiences at Guelph? - What would you drop from the food science curriculum? Why? - What would you add to the food science curriculum? Why?
Web survey	Recent graduates (2-3 years)	Tri-annual	Levels 3/4	<ul style="list-style-type: none"> - Describe three of your most significant undergraduate learning experiences. - What three aspects of your undergraduate learning experience are of the most benefit to you in the work place or more generally in life? Explain. - Please suggest changes to help us improve the program. What would you add to or drop from the curriculum? Other changes? - What advice would you give to a first-year food science student at Guelph? - Describe one or more ways in which your Food Science education has helped (is helping) your organization fulfill its mission or meet its objectives.

Department of Food Science Curriculum Assessment Plan

Method	Participants	Frequency	Kirkpatrick Level	Questions /Issues Explored
Focus group lunch	Employers	Tri-annual	Levels 3/4	<ul style="list-style-type: none"> - Describe in what ways the content and objectives of the programme match or do not match your expectations of Food Science graduates? - What do you look for when hiring? - Based on your experience with graduates employed in your company, how well do our graduates meet your expectations? - Describe one or more ways in which the food science programme at Guelph has helped graduates help your organization fulfill its mission or meet its objectives. - Please suggest one or more changes to help us improve the program. What can we do to better prepare our graduates for employment in the food industry? - What advice would you give to a recent or soon-to-be graduate of Food Science?
Review of previous reports	Professional association	Tri-annual	Levels 2/3/4	<ul style="list-style-type: none"> - Data was used to extract goals and competencies as well as the vision for the ideal graduate.

Department of Food Science Curriculum Assessment Plan

Method	Participants	Frequency	Kirkpatrick Level	Questions /Issues Explored
Half-day retreat	Faculty and graduate students	Annual	Levels 2/3	- Regarding the undergraduate Food Science programme, what are its: <ul style="list-style-type: none"> ▫Strengths? ▫Weaknesses? ▫Opportunities? ▫Threats?



Dimension: Time Course Progression Maps

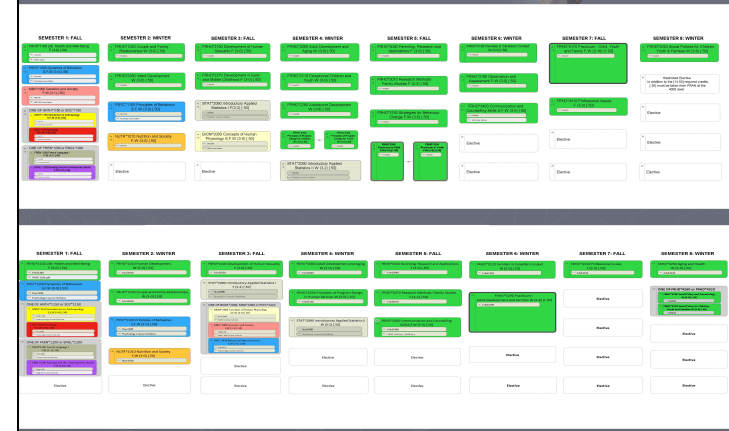
Goal: Create a visual representation of student progression through the curriculum

Data collected from:

- Calendars
- Course outlines
- Curriculum committees



Course Progression Map

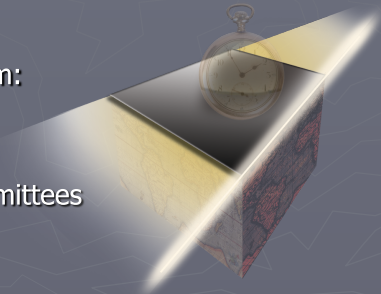


Dimension: Breadth Programme Outcomes Map

Goal: To match programme outcomes with individual courses that intentionally foster their development

Data collected from:

- ▶ Faculty
- ▶ Course outlines
- ▶ Curriculum committees



CurricKit
Curriculum Mapping at the University of Guelph

Administration Projects Course Surveys Logout Currently logged in as: pwo

University of Guelph Demo

Main Courses Knowledge, Skills and Values Instructional Methods Assessments Survey

ADD

Course					Action
UNIV1100 Intro to University Learning					REMOVE ADD COMPONENT
COMPONENT TYPE	COMPONENT NAME	INSTRUCTOR	SURVEY TYPE	SEMESTER	
Lecture Section	01	Peter Wolf(pwolf)	Instructor		EDIT DELETE
UNIV2200 Problem-Posing					REMOVE ADD COMPONENT
COMPONENT TYPE	COMPONENT NAME	INSTRUCTOR	SURVEY TYPE	SEMESTER	
Seminar	01	Peter Wolf(pwolf)	Instructor	fall	EDIT DELETE
UNIV3300 Experiential Learning					REMOVE ADD COMPONENT
COMPONENT TYPE	COMPONENT NAME	INSTRUCTOR	SURVEY TYPE	SEMESTER	
Lab	01	Peter Wolf(pwolf)	Instructor		EDIT DELETE

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Curriculum Mapping at the University of Guelph

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University of Guelph Demo

Main Courses Knowledge, Skills and Values Instructional Methods Assessments Survey

ADD

Knowledge, Skills, and Values		Action
Civic Responsibility		REMOVE
Information Literacy		REMOVE
Numeracy		REMOVE
Oral and Graphic Communication		REMOVE
Professional Issues/Ethics		REMOVE
scientific and critical Thinking		REMOVE

6 associated Knowledge, Skills and Values

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Curriculum Mapping at the University of Guelph

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University of Guelph Demo

Main Courses Knowledge, Skills and Values Instructional Methods Assessments Survey Reports

ADD

Instructional Method		Action
Blackboard (WebCT)		REMOVE
Demonstration		REMOVE
Field Trip		REMOVE
Formal Group Work		REMOVE
In-class Writing		REMOVE
Laboratory/Tutorial		REMOVE
Media		REMOVE
Practicum		REMOVE
Problem-based Learning Modules		REMOVE
Reading		REMOVE
Research		REMOVE
Self-reflection/Journal		REMOVE
Seminar		REMOVE
Student Presentation		REMOVE

CurricKit
Curriculum Mapping at the University of Guelph

Administration Projects Course Surveys Logout
Currently logged in as: pswolf

University of Guelph Demo

Main Courses Knowledge, Skills and Values Instructional Methods **Assessments** Survey Reports

ADD

Assessment	Action
Case Analysis	REMOVE
Externship/Field Placement/Co-op	REMOVE
Graphics (Maps, Plans, Schematics, Blueprints)	REMOVE
Oral Presentation (Individual)	REMOVE
Participation (In-class)	REMOVE
Participation (On-line Discussions)	REMOVE
Portfolio/Journal/Reflective Writing	REMOVE
Poster	REMOVE
Project (Group)	REMOVE
Self/Peer Evaluation	REMOVE
Test/Quiz/Exam (> 25% of Final Grade)	REMOVE
Written Assignment (≤ 5 pages)	REMOVE

12 associated Assessments

CurricKit
Curriculum Mapping at the University of Guelph

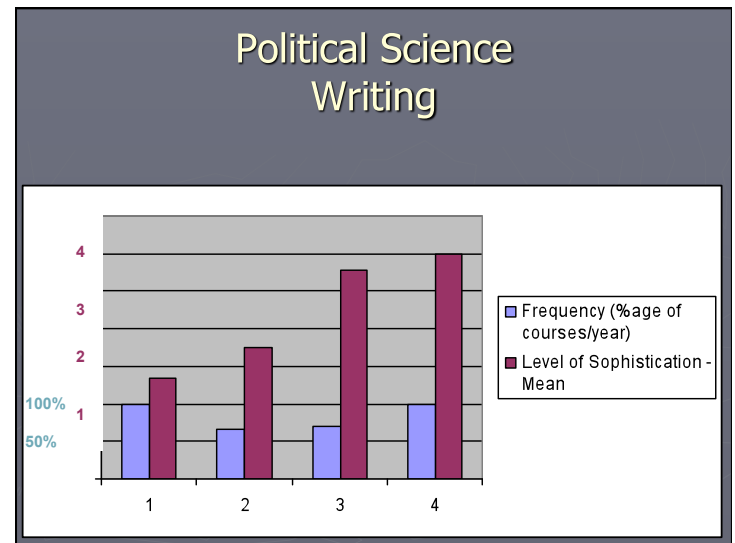
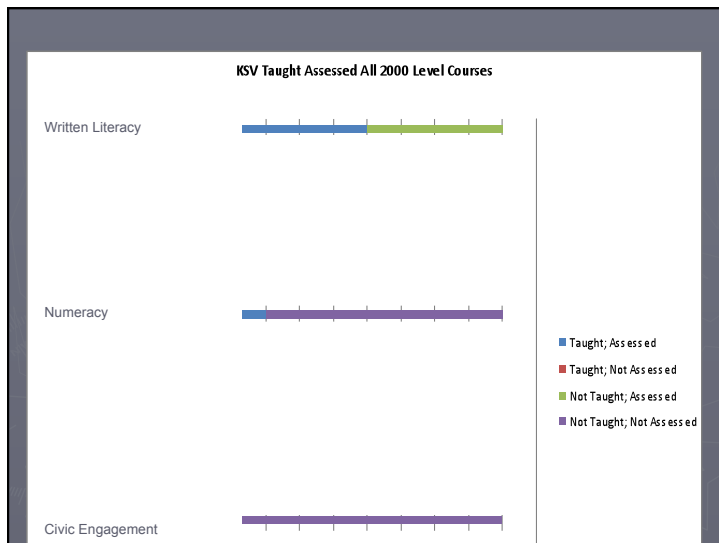
Administration Projects Course Surveys Logout
Currently logged in as: pswolf

University of Guelph Demo

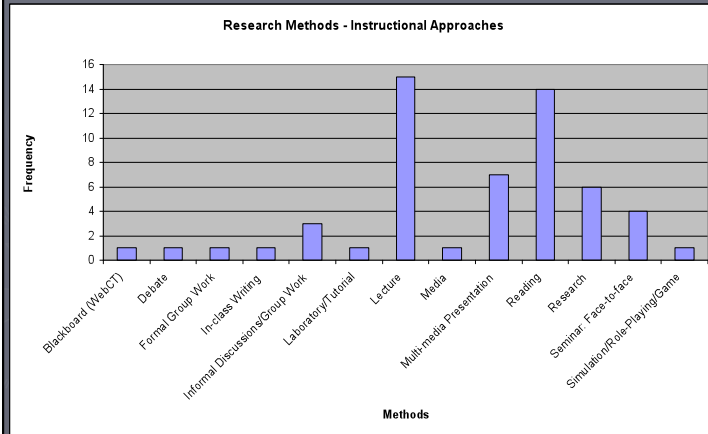
Main Courses Knowledge, Skills and Values Instructional Methods Assessments **Survey** Reports

Survey Questions :

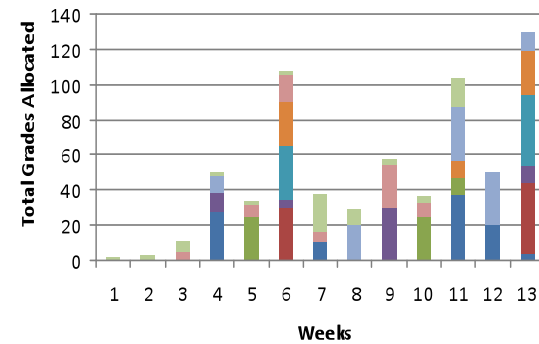
- Which instructional methods do you use in this course?
- Which assessment approaches do students engage in for this course?
- For each listed Knowledge, Skill and Value Outcome, please indicate which, if any, you intentionally foster in this course? At what level of sophistication?
- For those indicated, please specify how /whether each KSV is taught and/or assessed in this course?
- How are the total marks available to students distributed over the course of the semester?
- Comments?



KSV: Research Methods – Instructional Approaches Across 4 Years



Grades Allocated by Week – 3000 Level Required Courses

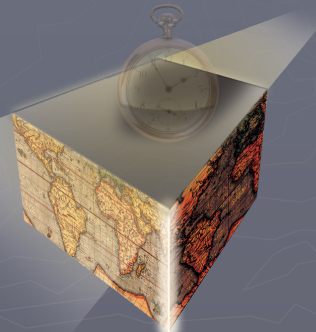


Dimension: Depth KSV Development Map

Goal: To view evidence of student development of programme outcomes

Data collected from:

- ▶ Faculty
- ▶ Students



Student Skills Development Map

UNIVERSITY OF GUELPH

Guelph Engineering Portfolio System

VIEW PUBLIC PORTFOLIOS | VIEW PRIVATE PORTFOLIOS | CONTACT

DUMMY STUDENT

- my account
- my courses
- edit portfolio
- view portfolio
- log out

ENGINEERING PORTFOLIO LINKS

- about the system
- credits

FEATURED PORTFOLIOS

Student Portfolio System

At the University of Guelph we are committed to giving our students creative new ways to showcase their work - and they have a lot to be proud of. Through the use of this online portfolio system, students are able to upload projects, labs, programs, pictures, graphs - and virtually anything else into their own personalized space on the web. This is a powerful resources not only for students, but for professors and employers as well. Take a moment to take a look around, and see one of our sample portfolios.

This system is still in the development phase and is going to be implemented to function with the 2nd year design course this coming academic year.

Through the use of this online portfolio system, students are able to upload projects, labs, programs, pictures, graphs - and virtually anything else into their own personalized space on the web. This is a powerful resources not only for students, but for professors and employers as well. Take a moment to take a look around, and see one of our sample portfolios here.

Account Home | Account Info | Manage Portfolio | Manage Courses

Portfolio Settings | Organize Portfolio by Projects | Organize Portfolio by skills | Add Project | View Portfolio

SEARCH PORTFOLIO PROJECTS BY SKILLS

Communication Skills

Oral Written Posters Engineering Drawings

Computer Skills

Spreadsheet Mat.Lab Programming (C, C++, etc.) Database

Virtual Design Tools

Solid Modelling (NX4) Solid Mechanics (FEA) Computation Fluid Dynamics (CFD) Other

Professional Context

Ethical Issues Safety in Design Safety Technique Usage Usage of Codes, Standards, Laws and/or Regulations

Design Process

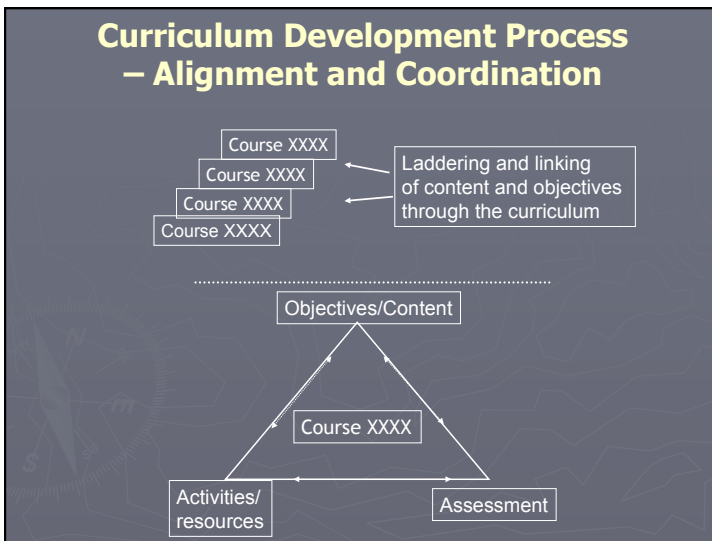
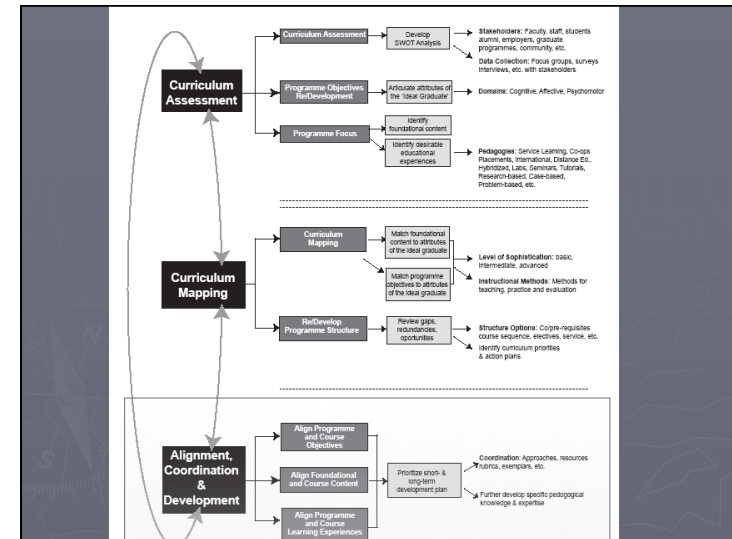
Social/Personal Skills

Teamwork Self Assessment Peer Assessments Leadership

Cognitive Skills

Project Management Grantt Chart Critical Path Analysis Cost Estimation

Other Skills



- ### Facilitating the Process
- ▶ 'Guest at the dinner table'
 - ▶ Process facilitation – no content or disciplinary bias
 - ▶ Ensure continuous movement and action
 - ▶ Access to research and examples – local and external
 - ▶ Network and connect people across campus

3 Dimensions of Curriculum Mapping: Depth, Breadth and...Time



March 2009

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