

Maximize Your Program through Learning Management Systems and Curriculum Mapping

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Handout

References

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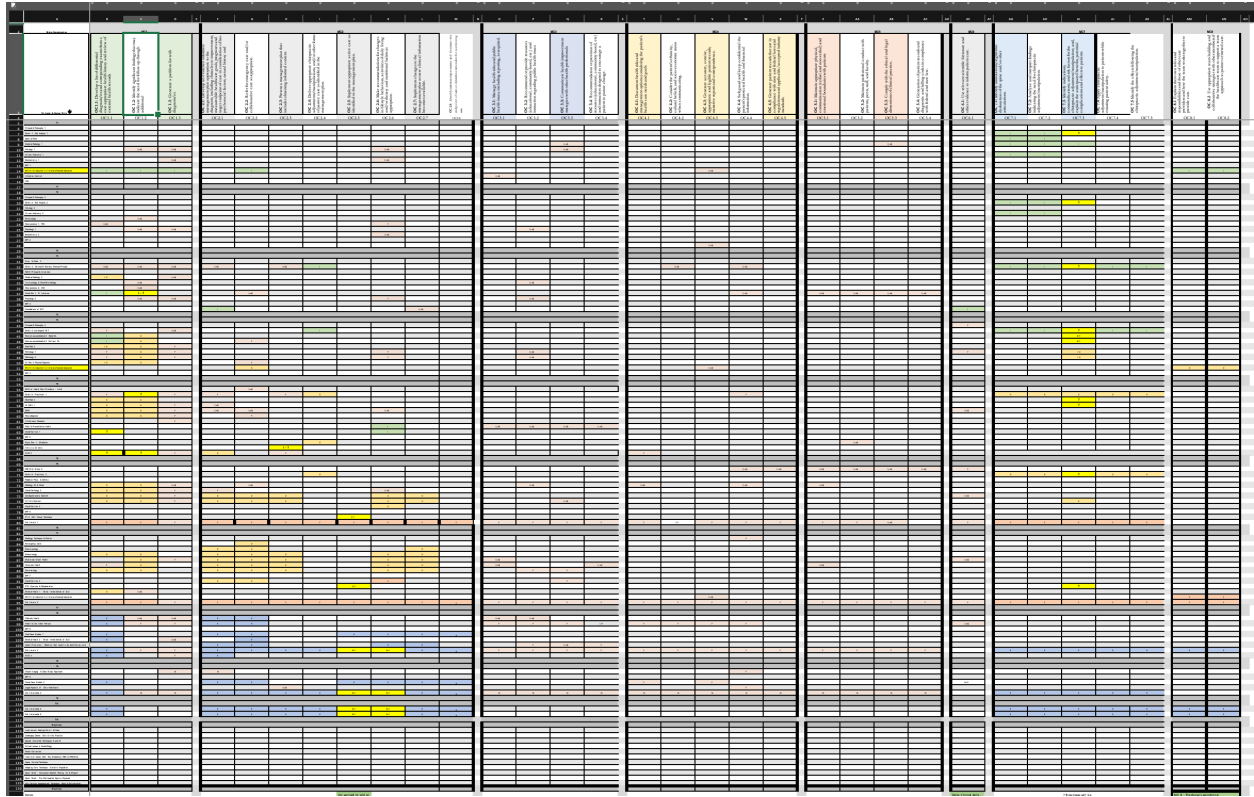
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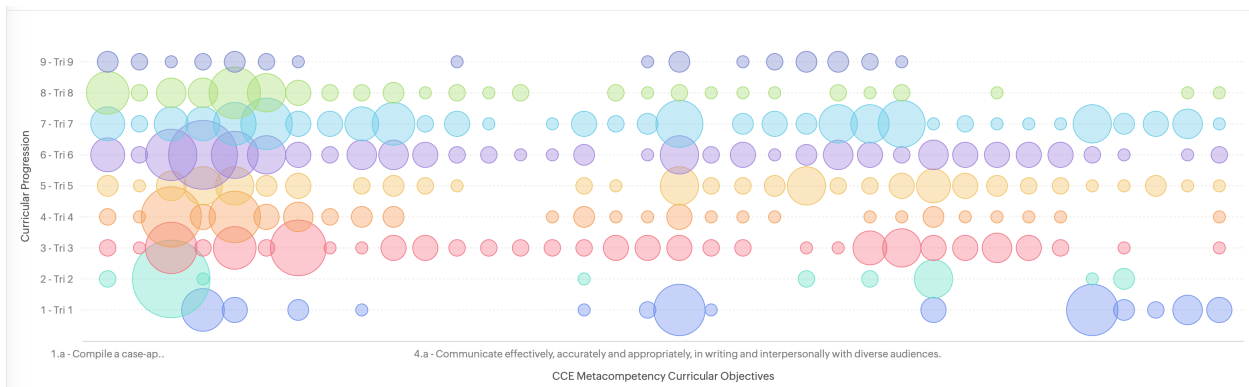
Examples

Curriculum and Assessment Maps

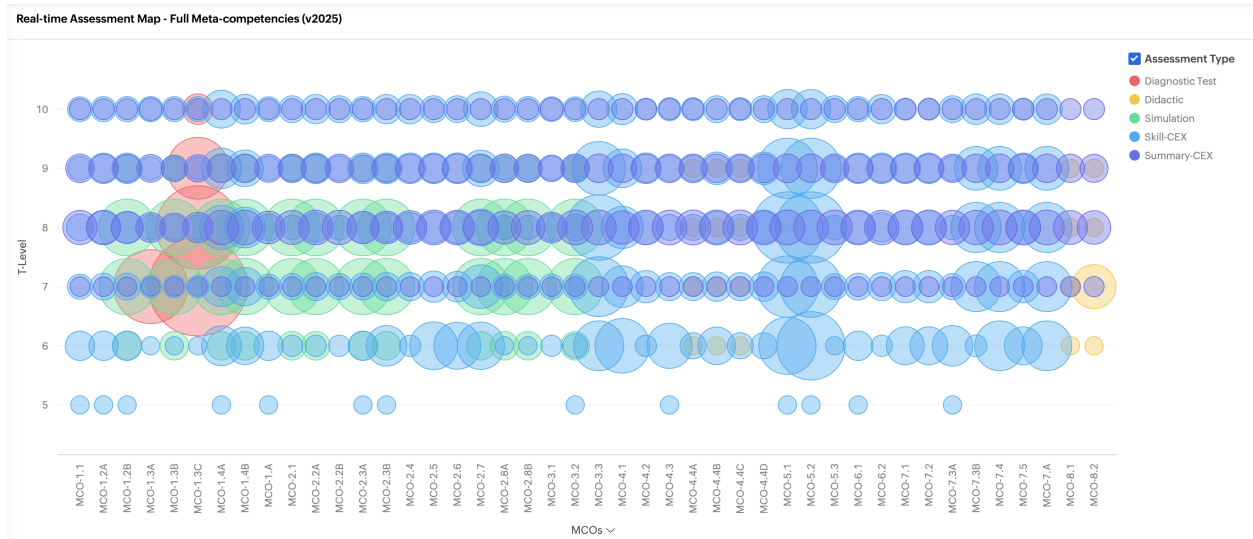
“The big Excel sheet” version of a curricular map



A bubble chart version of a curricular map



A bubble chart version of an assessment map



Creating a bubble chart in Microsoft Excel

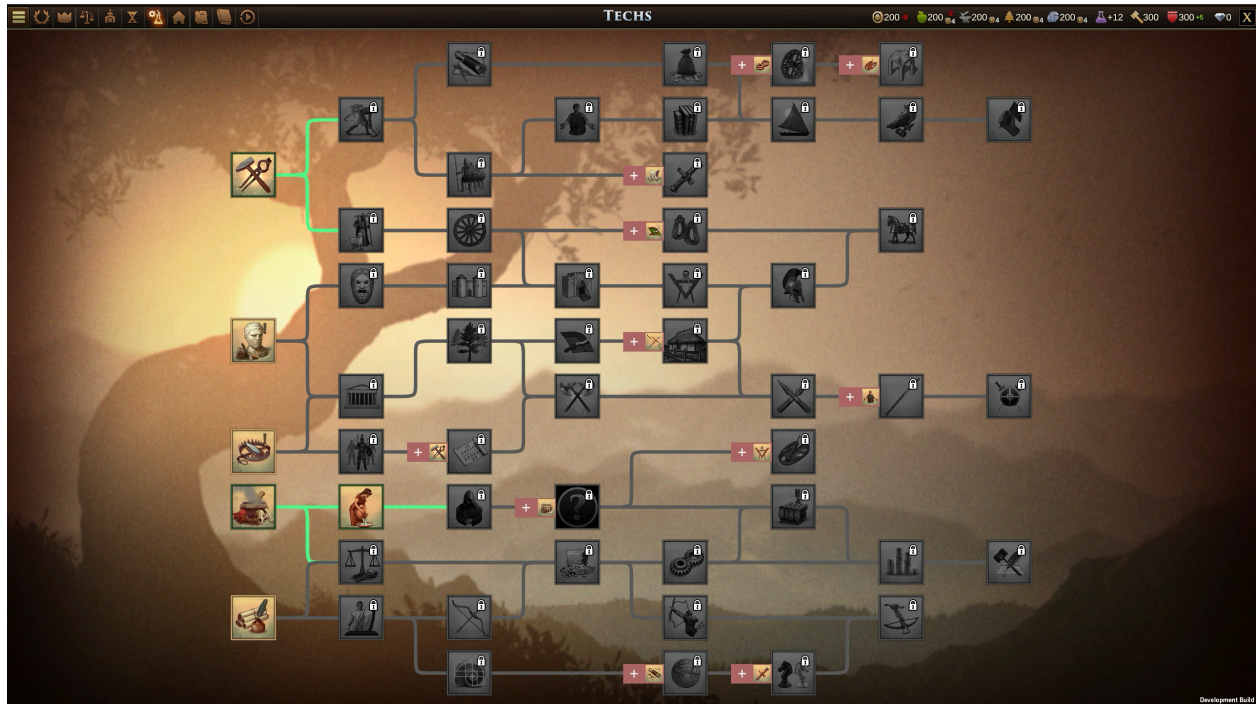
<https://support.microsoft.com/en-us/excel/present-your-data-in-a-bubble-chart>

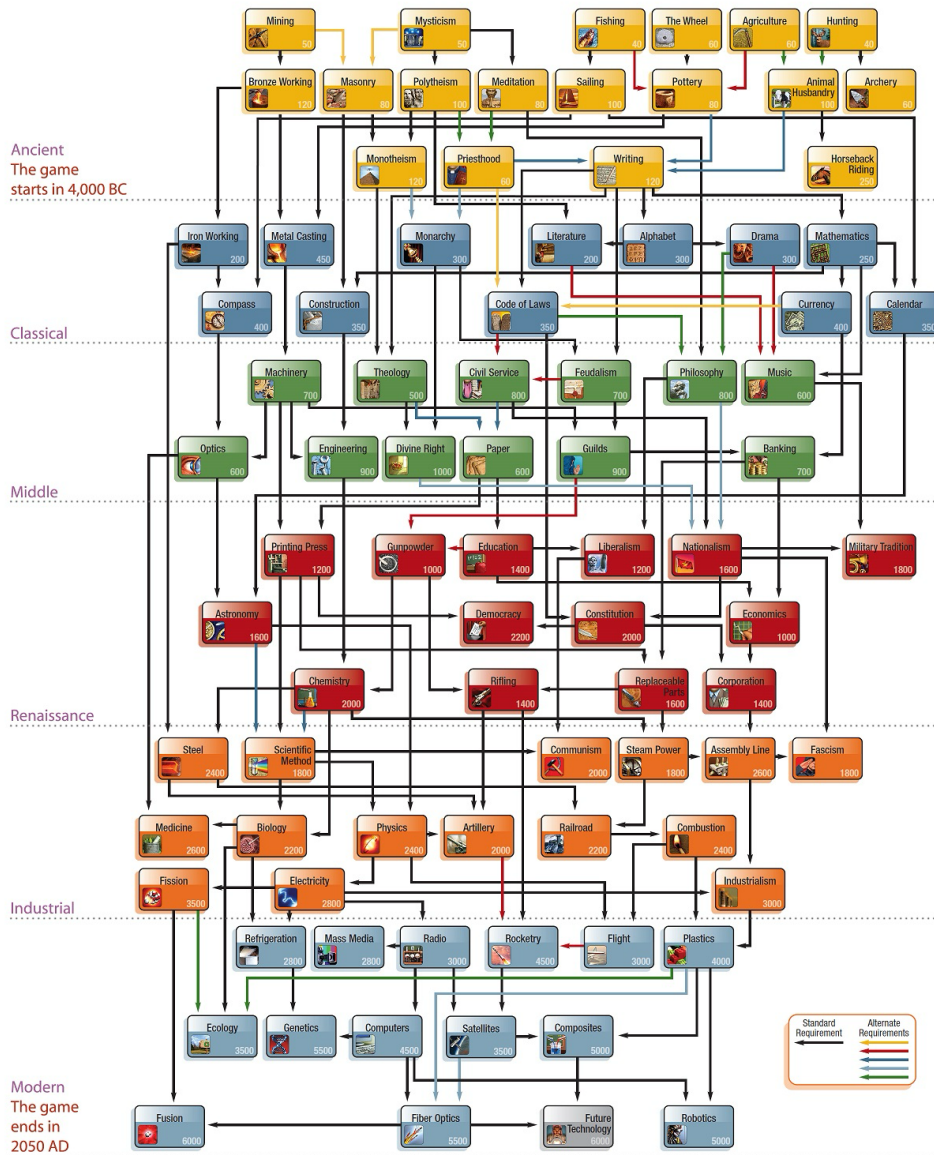
Creating a bubble chart in Google Sheets

<https://support.google.com/docs/answer/9143294>

Learning Tree

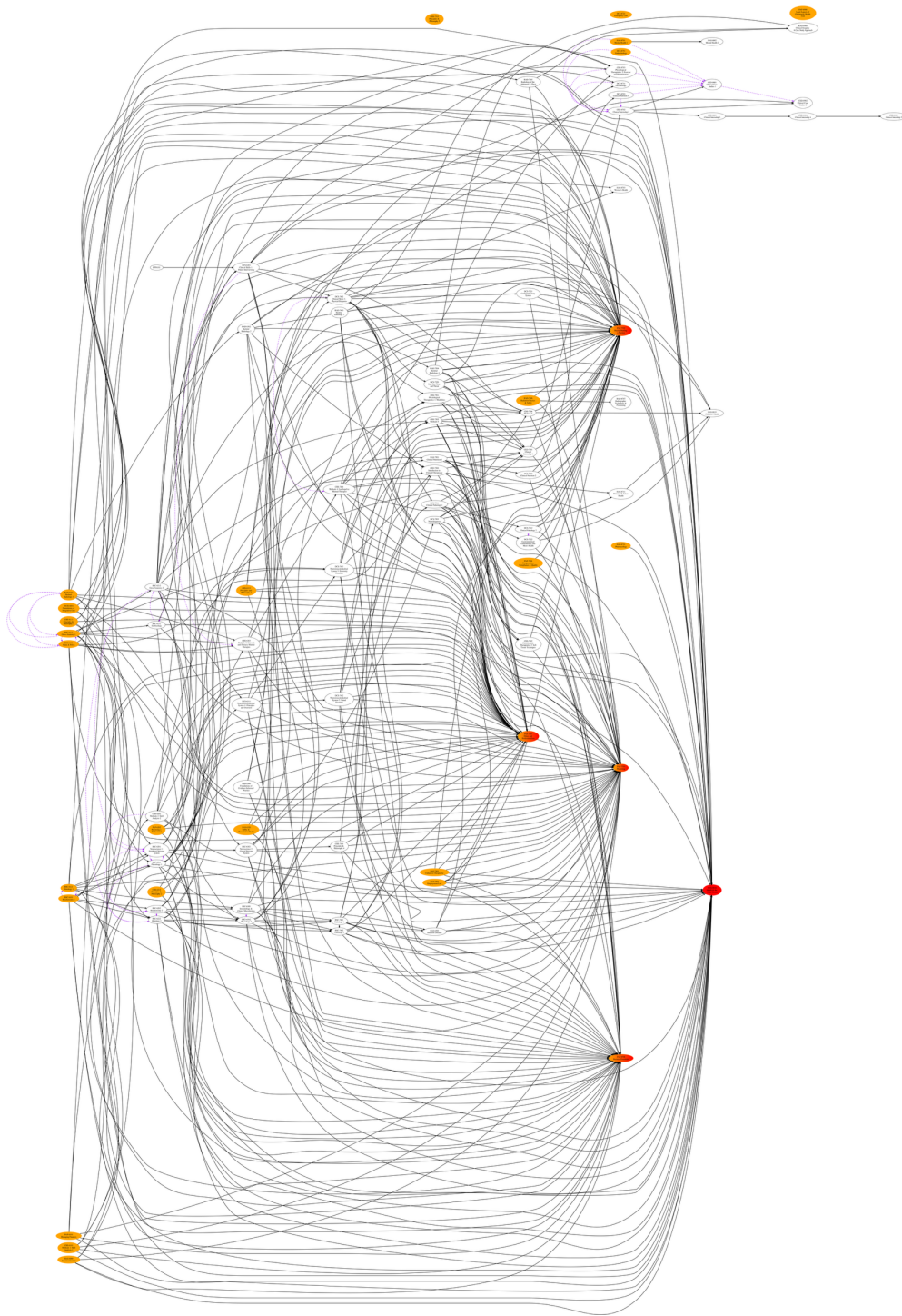
Technology trees from world-building strategy games that illustrate the flow of connections between different components



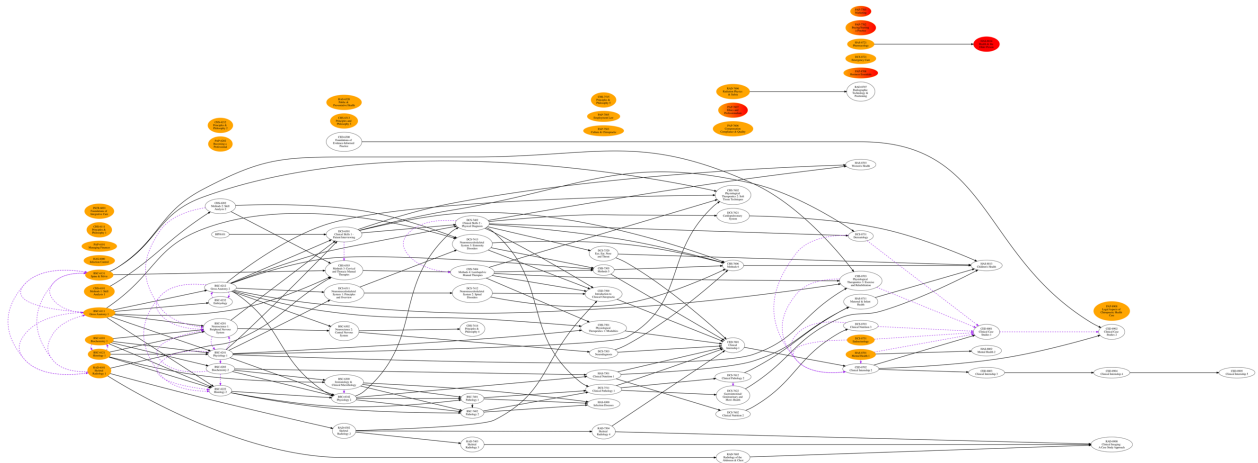


Civilization 4 Technology Tree

Un-simplified course pre/co-requisite tree demonstrating unnecessary complexity



Simplified pre/co-requisite tree demonstrating further need for refinement with dead-end and unlinked courses branches



MAXIMIZE YOUR PROGRAM THROUGH LEARNING MANAGEMENT SYSTEMS AND CURRICULUM MAPPING



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Dean of Institutional Effectiveness and Data Strategy
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CONFLICTS OF INTEREST

- None

2

PURPOSE

- Technology as a curriculum multiplier
- Learning management systems as a scaffold for courses
- Course and curricular alignment as the key to sustained learning
- Mapping as a means to visualize the curriculum

3

LEARNING OBJECTIVES

By the completion of this session, attendees will be able to...

1. Describe how learning management systems can support curriculum delivery and review.
2. Analyze how curriculum mapping can reveal gaps, overlap, and alignment problems.
3. Create curriculum map elements that link outcomes, content, and assessment.

4

AGENDA

- Introduction
- Presentation
- Activity
- Discussion
- Q & A

5

TECHNOLOGY AS A CURRICULUM MULTIPLIER

$$1,000,000 \times -1 = \\ -1,000,000$$

6

TECHNOLOGY AS A CURRICULUM MULTIPLIER

- Purposeful
- Easy
- Supplemental

7

LMS AS A SCAFFOLD FOR COURSES

- Template courses
- Organize content
- Stage learning
- Provide learning tools

8

COURSE AND CURRICULAR ALIGNMENT



Learning is messy...

courses and curriculum shouldn't be!

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COURSE AND CURRICULAR ALIGNMENT

- What needs to be learned (what)
 - Content
 - Knowledge, skills and attitudes (KSA)
- Sequencing learning (when)
 - Warehouse learning
 - Just in time learning
- Pedagogy/Andragogy (how)
 - Teaching/learning strategies
- Aligning assessment (how will you know)
 - To the outcomes' content/purpose
 - To the outcomes' verb



10

MAPPING AS A MEANS TO VISUALIZE THE CURRICULUM

- Curricula are huge and complicated...a million small cogs



- Can't see the forest for the trees

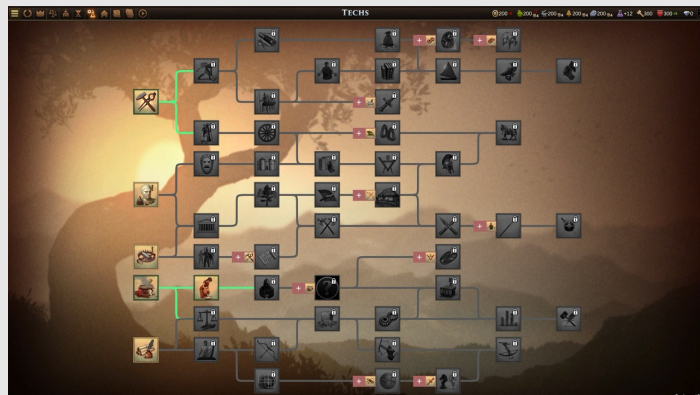
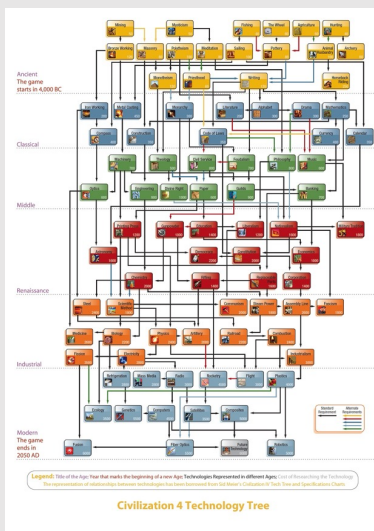


- Right size, right time, right place

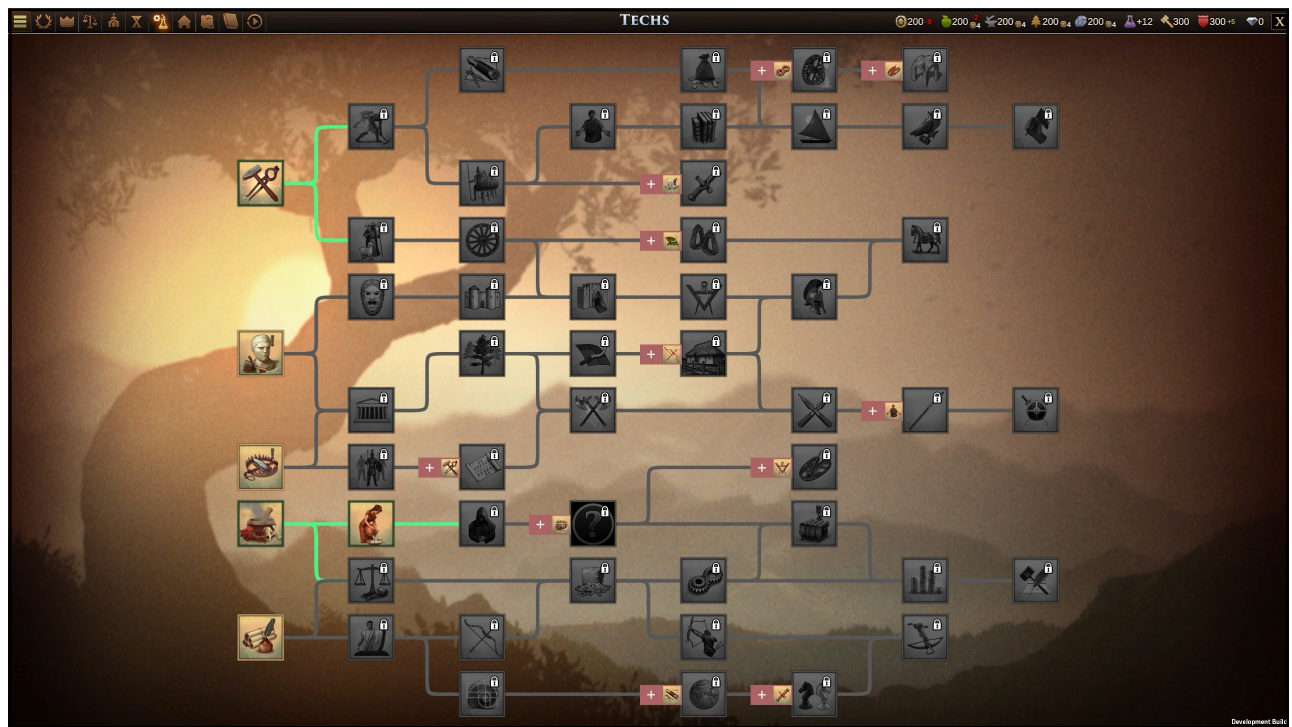


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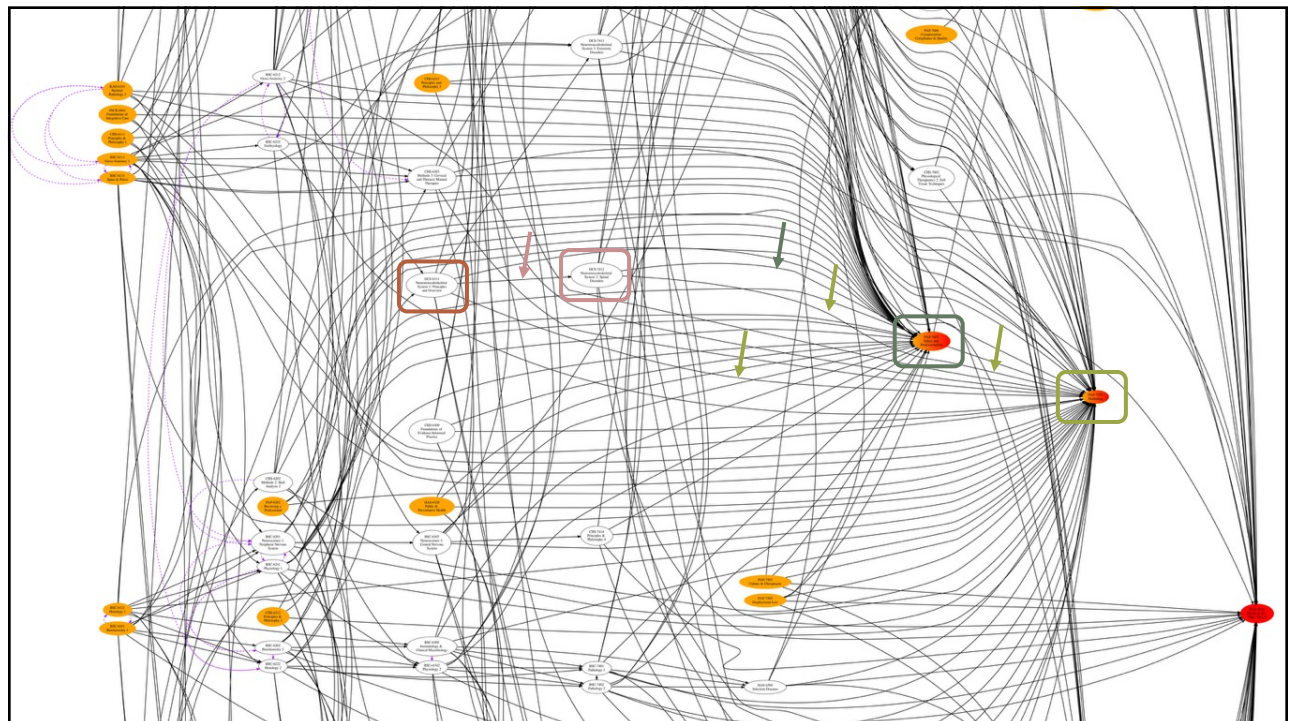
MAPPING AS A MEANS TO VISUALIZE THE CURRICULUM



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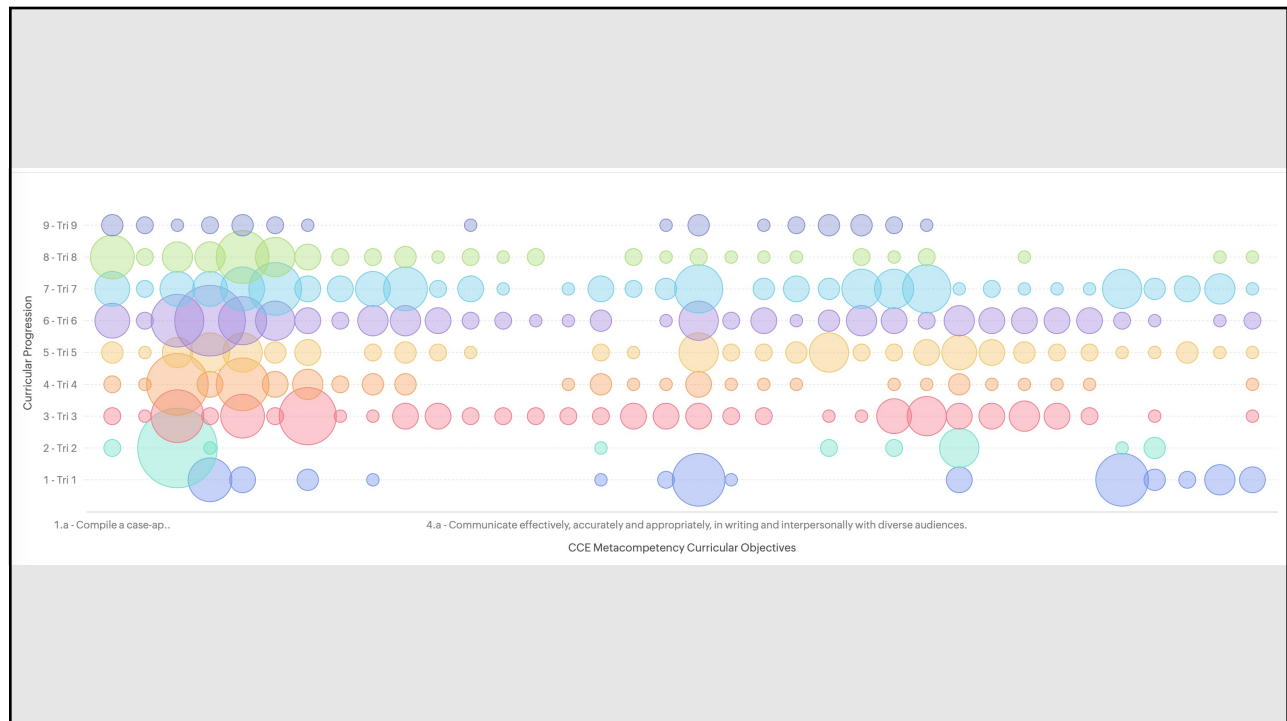


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ACTIVITY

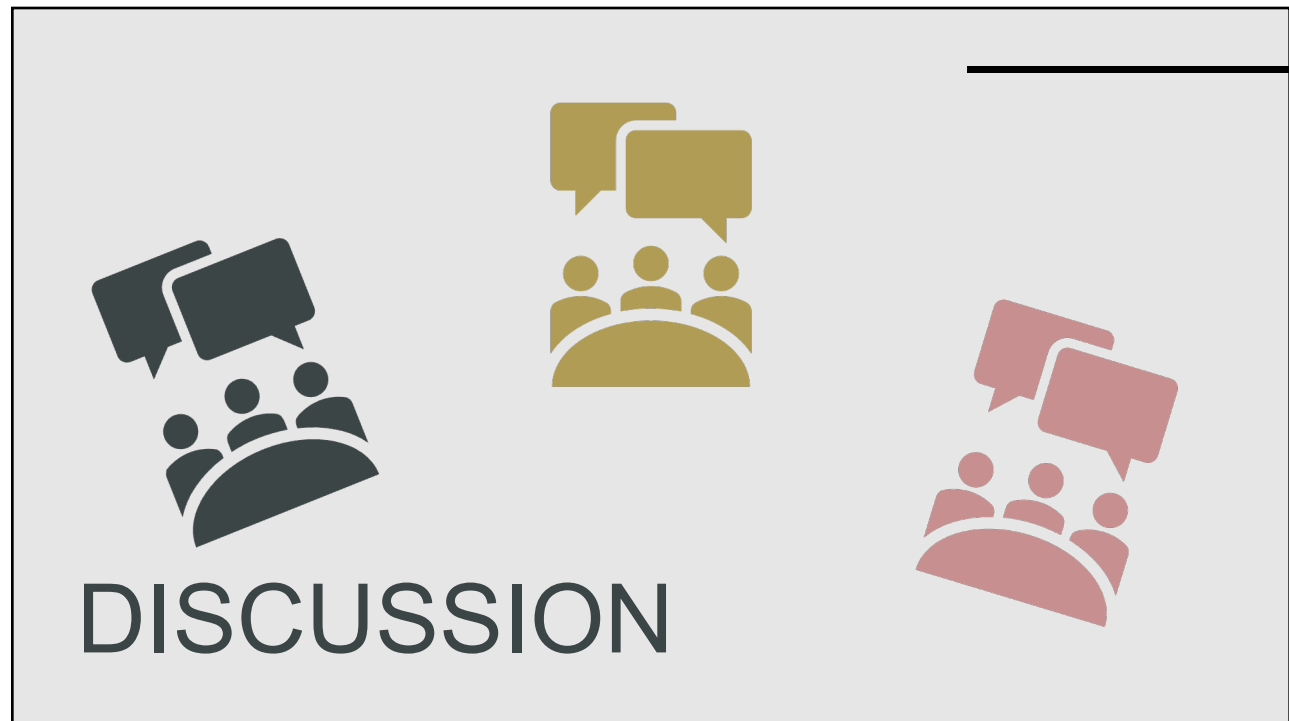
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ALIGNMENT ACTIVITY (10 MIN)

- Take one or two of your course/program outcomes/objectives/competencies
- Complete the table below:

	How is student achievement of this outcome assessed?	What teaching/learning strategies are used to prepare students for that assessment?	What feedback are students provided about their performance on the assessment and their achievement of the outcome?	What opportunities exist for the student to (re)demonstrate continued development/ learning/ attainment?
Outcome 1				
Outcome 2				

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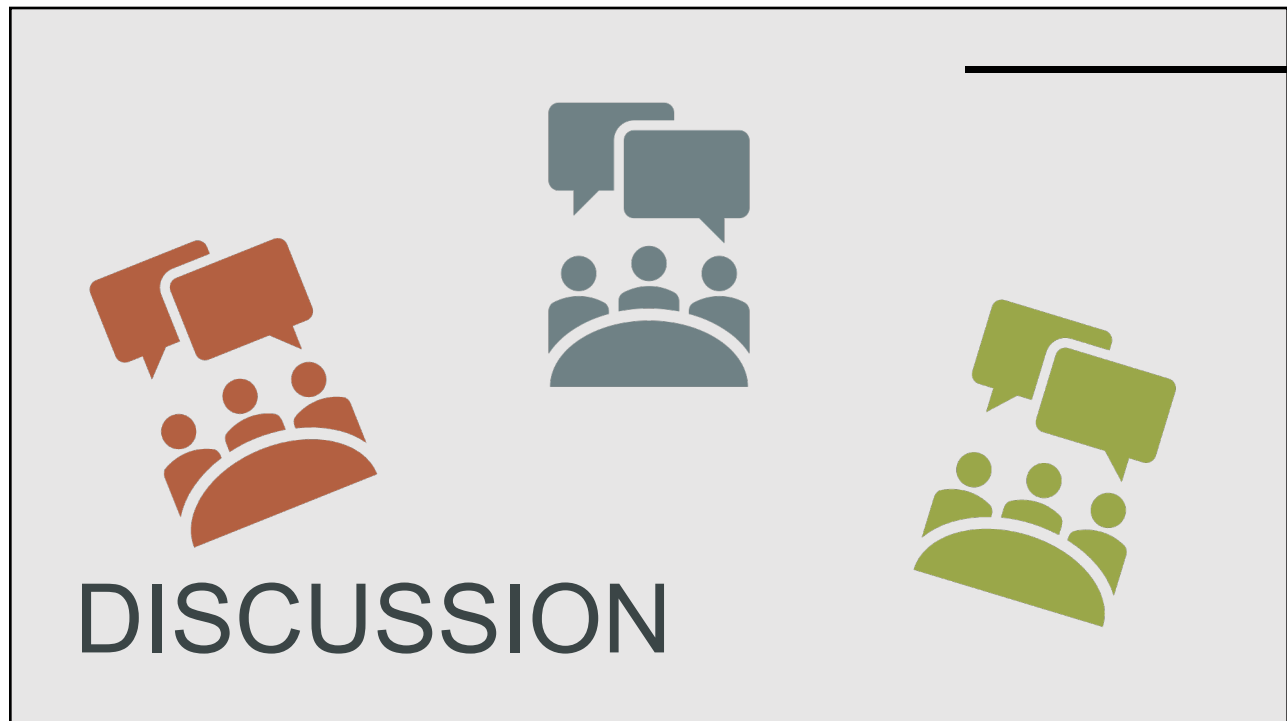


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MAPPING ACTIVITY (10 MIN)

NO MAPS OR NEED NEW MAPS	HAVE MAPS
• Identify the most urgent question(s) you have about your curriculum • Content gaps/overload? • Learning scaffolding? • Assessment gaps? • Course/content sequencing • Identify your potential mapping targets • Program Learning Outcomes • Accreditor Competencies • Licensing Exam(s) • Target audience(s) for the map • Internal (faculty, administrators) • External (accreditors)	• If you already have maps, what is/isn't working about them? • Who is/are the keeper(s) of the maps? • How are the maps maintained? (or not)? • What is the most insightful thing you've learned from looking at your maps? (could be that they aren't providing insight)

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23



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RESOURCES

- Harden, R. M. (2001). AMEE Guide No. 21: Curriculum mapping. *Medical Teacher*, 23(2), 123–137. <https://doi.org/10.1080/01421590120036547>
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