CE Course Handout

The 3 M’s of Curriculum: Making, Mapping, and Managing

Friday, June 10, 2016
10:00 a.m.-1:00 p.m.
Welcome!

The 3 Ms of Curriculum: Making, Mapping, and Managing

How does this picture make you feel?

Overview

3 hour CE credit
1 hour learning activity
30 min Q & A
### Learning Objectives

- Select components of curriculum management that support learner centered teaching and learning.
- Formulate a curriculum management plan using evidence-based concepts including program development, contemporary pedagogy, assessment, and program outcomes.
- Diagram curriculum management plans that assess student learning and support accreditation standards.

### MAKING Curriculum

- Mission statement
- Goals
- Objectives
- Instructional resources
- Assessments

### Making: Goals-Outcomes-Assessments

- The Curriculum
- Courses
- Units
- Goals
- Outcomes
- Assessment
Making: Design Sequence

- Statement of Need
  - Student Community
  - Field of Knowledge
- Statement of Goals (general or specific)
- Design Instruction Assessment
- Implement & Assess
- Revise as needed

Making: Factors that make “making” work

- Stakeholders
- External factors
- Internal factors
- Current courses
- New courses
- Revised courses

Making: Statement of Needs

- Stakeholders
- Students
- Alumni
- Faculty
- Administration
- Profession
Making: Writing SMART Goals

Making: Curriculum Development

What is Learner Centered Assessment?
Paradigm Shift for How We Teach


- Sage on stage ➔ Guide on the side

Paradigm Shift for How We Assess


Learner Centered Teaching & Assessment

Teacher-Centered Paradigm
- Knowledge is transmitted from professor to students.

Learner-Centered Paradigm
- Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving, and so on.
Learner Centered Teaching & Assessment

**Teacher-Centered Paradigm**
- Instructor has all knowledge

**Learner-Centered Paradigm**
- Instructor becomes participant, asks questions, corrects misconceptions without telling learners what they need to know.

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Learner Centered Teaching & Assessment

**Teacher-Centered Paradigm**
- Students passively receive information.

**Learner-Centered Paradigm**
- Students are actively involved.

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Learner Centered Teaching & Assessment

**Teacher-Centered Paradigm**
- Emphasis is on acquisition of knowledge outside the context in which it will be used.

**Learner-Centered Paradigm**
- Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts.
### Learner Centered Teaching & Assessment

<table>
<thead>
<tr>
<th>Teacher-Centered Paradigm</th>
<th>Learner-Centered Paradigm</th>
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</thead>
<tbody>
<tr>
<td>Emphasis is on right answers.</td>
<td>Emphasis is on generating better questions and learning from errors.</td>
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</table>

<table>
<thead>
<tr>
<th>Teacher-Centered Paradigm</th>
<th>Learner-Centered Paradigm</th>
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<tbody>
<tr>
<td>Teaching and Assessing are separate.</td>
<td>Teaching and assessing are intertwined.</td>
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<table>
<thead>
<tr>
<th>Teacher-Centered Paradigm</th>
<th>Learner-Centered Paradigm</th>
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</thead>
<tbody>
<tr>
<td>Assessment is used to monitor learning.</td>
<td>Assessment is used to promote and diagnose learning.</td>
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</table>
### Learner Centered Teaching & Assessment

<table>
<thead>
<tr>
<th>Teacher-Centered Paradigm</th>
<th>Learner-Centered Paradigm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired learning is assessed indirectly through use of objectively scored tests.</td>
<td>Desired learning is assessed directly through papers, projects, performances, portfolios, and the like.</td>
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<tr>
<td>Focus is on a single discipline.</td>
<td>Approach is compatible with interdisciplinary investigation.</td>
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<tr>
<td>Culture is competitive and individualistic.</td>
<td>Culture is cooperative, collaborative, and supportive.</td>
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</table>
Learner Centered Teaching & Assessment

Teacher-Centered Paradigm
- Only students are viewed as learners.

Learner-Centered Paradigm
- Instructors and students learn together.

Why do we Assess?

Accreditation Standards

CODA
- Intentional Relationship
  - Standards
  - Assessments
  - Learning plans
DH Accreditation Standards

CODA (2007)
Effective 1/2013

2-27 The dental hygiene program must have a formal, written curriculum management plan, which includes:

a) an ongoing curriculum review and evaluation process with input from faculty, students, administration and other appropriate sources;
b) evaluation of the effectiveness of all courses as they support the program’s goals and competencies;
c) a defined mechanism for coordinating instruction among dental hygiene program faculty.

DH Intent & Examples

CODA (2007)
Effective 1/2013

Intent: To assure the incorporation of emerging information and achievement of appropriate sequencing, the elimination of unwarranted repetition, and the attainment of student competence, a formal curriculum review process should be conducted on an ongoing and regular basis. Periodic workshops and in-service sessions should be held for the dissemination of curriculum information and modifications.

Examples of evidence to demonstrate compliance may include:
- competencies documentation demonstrating relationship of course content to defined competencies of the program
- documentation of ongoing curriculum review and evaluation
- minutes of meetings documenting curriculum review and evaluation
- student evaluation of instruction
- curriculum management plan

Assessment Sequence

An Assessment program requires
An Analysis of Goals
which requires
An Analysis of Need
which then facilitates
The design of an assessment protocol
MAPPING

- Intentional Relationship
  - Accreditation Standards
  - Assessments
  - Learning plans

Does this work?

Institution Mission
Institution Goals
Program Mission
Program Goals
Course General Instructional Objectives/Goals
Competencies

Is this better?
Mapping: Examples of evidence

- Competencies: documentation demonstrating the relationship of course content/general instructional objectives to defined program competencies.
- Documentation of ongoing curriculum review and evaluation.
- Minutes of meetings documenting curriculum review and evaluation.
- Student evaluation of instruction.
- Curriculum management plan.

Mapping: Diagramming Curriculum

- Easy way to visualize curriculum.
- Example: What does preclinical look like?
- Course content map:
  - Consider using Course Schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Specific Instructional Objectives</th>
<th>Readings/Prep Work</th>
<th>Class/Lab/Clinic Activities</th>
<th>Evaluations/Assessments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Biofilm</td>
<td>List components of dental biofilms</td>
<td>Wilkins Ch 1, Videos as assigned</td>
<td>Disclosing</td>
<td>Participation</td>
<td>May 28, 2016</td>
</tr>
</tbody>
</table>
Mapping: Online Curriculum

**Mapping: Competency Grid**

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Methods of Measuring Competencies/ Evaluation</th>
<th>Courses</th>
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**Week 1: Portfolio Development**

**Learning Objectives**

1. Describe the attributes of portfolio development.
2. Create a personal eportfolio to showcase learning and program competencies.

**Week 1: To-Do List**

- Read the syllabus and post any questions in the EagleExpresso Coffee Shop.
- Read the two articles on portfolio development.
- Listen to the PPT on eportfolio development.
- Read the information on creating a bio and choosing a professional photograph.
- Use the LIvetext resources located on the left menu to begin to create an eportfolio.
- Post a professional photograph in your Livetext eportfolio.
- Post an Introduction/Brief Bio in your LIvetext eportfolio.
- Send your eportfolio for review to your instructor and share with at least one classmate.
- Participate in Discussion Board and post 4 responses to the posts of others over 4 days.
- Electronic Portfolio Due during Finals

See Calendar above for due dates.

**Readings:**

1. [Review these websites for information on portfolio development.](https://ccrod.cancer.gov/confluence/download/attachments/71303974/williams_jordan.pdf)
2. [Review these websites for information on portfolio development.](http://www.americannursetoday.com/what-goes-into-your-professional-portfolio-what-youll-get-out-of-it/)

**Discussion:**

1. The usual sign-off is your instructor. If you have not already. Post a professional bio and quote and post it to the Discussion area.
2. The usual sign-off is your instructor. If you have not already. Post a professional bio and quote and post it to the Discussion area.
3. The usual sign-off is your instructor. If you have not already. Post a professional bio and quote and post it to the Discussion area.
4. The usual sign-off is your instructor. If you have not already. Post a professional bio and quote and post it to the Discussion area.

**Assignment:**

1. This week signup for your Livetext account if you have not already. Post a professional photograph and brief bio in the Introduction area.
2. E-Portfolio: Course participants will continue to work on their e-portfolio in LiveText. Students may share their eportfolios with other students for peer review as well as post questions or concerns in the EagleExpresso Coffee shop.
3. The electronic portfolio is a means by which the student demonstrates competency for the BSDH Degree completion program. Assignments, projects, and practicum experiences for each course are designed to assist the student in meeting all program competencies. Students should post artifacts, with reflection, that support the competencies for each course in the e-portfolio. Students are encouraged to collect all documentation and artifacts related to this course and save them in an online file. It may be helpful to identify the BSDH course in organizing documentation.

**Artifacts that prove competency include:**

- Collection of work samples, such as digital video, digital pictures, PowerPoints, lesson plans, course/teaching evaluations, self-assessments, reflections, and other documents that demonstrate competence in each of the required learning experiences. Students must provide evidence of improvement in competencies as they progress through the curriculum; therefore, some competencies will have more than one artifact as the artifacts and reflections demonstrate growth over time. Students will receive full credit each quarter for their e-portfolio if all required materials for each course the student is enrolled in for that quarter are updated with appropriate course materials, artifacts, and relevant reflection.

**DUE DATE:** All artifacts and narratives or assignments required for each course must be posted in LiveText by [insert date] at midnight. See late assignment policy.

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**Week 2: Academic Health Sciences**

**Learning Objectives**

1. Define and describe the scope of the health sciences.
2. Identify and describe the roles and responsibilities of the health sciences.
3. Describe the importance of the health sciences in addressing health disparities.

**Week 2: To-Do List**

- Complete the readings and discussions assigned for Week 2.
- Complete the assignments and activities assigned for Week 2.
- Participate in the discussions and activities assigned for Week 2.

**Readings:**

1. [Review these websites for information on health sciences.](https://ccrod.cancer.gov/confluence/download/attachments/71303974/williams_jordan.pdf)
2. [Review these websites for information on health sciences.](http://www.americannursetoday.com/what-goes-into-your-professional-portfolio-what-youll-get-out-of-it/)

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Mapping: Curricular Maps

- Website
- Course Sequence per Term
- Student Friendly
- Base Course Topic Matrix on this Map

Mapping Course Sequence
Mapping: Curriculum Topic Matrix

<table>
<thead>
<tr>
<th>Didactic Course/Topics</th>
<th>Clinical Course/Topics</th>
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</thead>
<tbody>
<tr>
<td>List all Topics from the Content Outline in the syllabus</td>
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</table>

How can this be used within your program?

Flow of Curricular Change

- University
- College
- Program
- Department
- Course
- Faculty
- Student
MANAGING Curriculum Review

- Considerations in Developing a Curriculum Review Program
  - Meeting the needs of the students
  - Learning theory and delivery of all learning styles
  - Meeting expectations
  - Availability of new resources
  - Multimedia eLearning activities update
  - Scheduling
  - Methods and purpose of assessments

Managing Concept Components
Ongoing Curricular Review

Who are the stakeholders?

Managing Stakeholders

What role do each of these play in Curricular Review?

- Faculty
- Students
- Administration
- Staff
- Alumni
- Community
- Practicing Professionals
- State or Private Party

Curriculum Review Principles

Considerations in Developing/Managing a Curriculum Review Program
Managing: Tools

- Narrative of your Curriculum Management Plan
- How is curriculum review conducted and evaluated
- Document!!!
- Use graphics and tables to convey flow of curriculum management.

Managing: A quality educational program must:

- Be consistent with its institution's mission
- Have clearly defined outcomes it intends to produce
- Use the best combination of learning experiences to help each learner achieve these results
- Include an assessment process that shows whether the results are being achieved
- Use the findings of assessment to improve program effectiveness

A quality educational program must:

- Be consistent with institution's mission

A quality educational program must:

**Have clearly defined outcomes it intends to produce**

- **Backward Design**
  - Identify desired results
  - Determine acceptable evidence
  - Create a learning plan

A quality educational program must:

**Use the best combination of learning experiences to help each learner achieve these results**

- Teacher flexibility
- Critical thinking activities
- Multimedia learning activities
- Open ended questions
- Collaboration

A quality educational program must:

**Include an assessment process that shows whether the results are being achieved**

- Competencies
- Self assessment
- Reflections
- Formative and summative assessments
A quality educational program must:

- Use the findings of assessment to improve program effectiveness
  - Student needs met
  - Diverse learners
  - Refine learning experiences

Managing: Curriculum Review Questions

- Is the review process clear about the purpose and desired results?
- Does the review process evaluate the program's Mission Statements, Goals, and Objectives?
- Does the review process monitor program quality so all stakeholders know and can improve actual results?
- Does the education process produce learning?

Managing: Curricular Meetings

- Schedule Regularly with Full-time and Part-time Faculty
- KEEP MINUTES
  Examples of minutes of meetings held during the past academic year where curriculum was reviewed. The meeting minutes should include names and titles of all present; agenda items covered; outcomes and assignments based on meeting with timelines.
- Distribute to all Faculty Members
- Method for communicating curricular issues
Managing: Suggestions

- If it is important then it is important to make time!
- Set a side a time on a regular basis to review
- Inform all stakeholders of the curriculum review process
- Set deadlines

Managing: Leadership Guidelines

- Delegate parts of the process
- Lessons learned
- Communication
- Documentation

Managing: Tools

- Course Topic Matrix
- Competency Grid
- Peer Evaluations
- Standardized Syllabus Templates
- Faculty Course Self-Evaluation
- Student Evaluations
Managing: Curriculum Topic Matrix

- How can full-time and part-time faculty members participate in assessing?
- How often and when is the curriculum topic matrix reviewed?
- How do you add topics?

Managing: Competency Grid

- Match General Course Objectives to Program Competencies in Syllabus
- Use grid to determine which competencies are met in which course and how?

Managing: Faculty Peer Assessment

Managing: Formal Peer Review

Managing: Syllabus Template
- Matching General Instructional Objectives to Program Competencies
- Learning Experiences
- Evaluation Methods
- Content Outline with Specific Instructional Objectives

Managing: Faculty Self-Assessment

1. Creation of an environment for learning through organization and use of material that accommodates different learning styles.
   - Syllabus Content
   - Credit
   - Types of Learning Activities

Blumberg, P. (2008). Developing Learner-Centered Teaching. San Francisco: Jossey-Bass. For more information please contact Phyllis Blumberg at p.blumbe@usf.edu. This material may be copied, but this reference must be cited.
- What are the assignments?
- Reading appropriate to content?
- Is content related to competencies?
- Do assessment methods link to competencies?

3. Teaching/learning methods appropriate for student learning goals.

Andragogy  Pedagogy

4. Activities involving student, instructor, content interactions.
- Use of technology
- Promote critical thinking
- Address and link domains of learning
5. Articulation of SMART objectives

1) Specific  
2) Measurable  
3) Attainable  
4) Relevant  
5) Time oriented

6. Motivation of students to learn
(intrinsic drive to learn versus extrinsic reasons to earn grades)

- Students aware of competencies
- Instructor is facilitator of student “owning” their learning

Managing: Student’s Role

- Consumer friendly curriculum
- Add to content through projects
- Barometer of the classroom
Managing: Student Evaluations

- Formative Evaluations
- Summative Course Evaluations

Managing: Administrators

- Course/Instructor Evaluations
- Peer Evaluations as requirements for tenure and promotion
- Keeper of goals
- Clarify the Mission

Simulated Curriculum Management Scenario

<table>
<thead>
<tr>
<th>FISHBOWL ACTIVITY</th>
<th>Peer Evaluation Role Playing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Interviewer</td>
</tr>
<tr>
<td></td>
<td>• Interviewee</td>
</tr>
<tr>
<td></td>
<td>• Observer</td>
</tr>
<tr>
<td></td>
<td>10 MINUTES</td>
</tr>
<tr>
<td></td>
<td>• Report Back per table from each person in the fishbowl and each observer</td>
</tr>
</tbody>
</table>
4th M: Musings

What to do with Outcomes Data?

Outcomes Assessment

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>Step</th>
<th>Monitoring Mechanism</th>
<th>Evaluating Mechanism</th>
<th>When Evaluated</th>
<th>Whom Collects Data</th>
<th>Whom Assesses Data</th>
<th>Results</th>
<th>Recasting Action</th>
<th>Program Improvement as a result of data analysis</th>
</tr>
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<tbody>
<tr>
<td>Goal #1</td>
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<td>Goal #2</td>
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<td>Goal #3</td>
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Musing...

Accreditation expectations
- Regional
- CODA
- Department of Education

Improvements based on Outcomes Data

Policies for assuring assessment is done
- Grades submission=Course Assessment
- Grades submission=Student Course Evaluations
Feel any different?

Questions?
Thank you!