

Course Mapping: Instructions and Template

Objectives

After reading these instructions, you should be able to:

- Describe why you are being asked to map out your courses;
- List the program learning outcomes;
- Describe how to assess the level of your course objectives to program learning outcomes;
- Identify portfolio artifacts

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Introduction

Curriculum mapping is a means of connecting course level objectives to broader program level outcomes. It can help our program find curricular gaps, redundancies, and desired reinforcements, and empowers us with the tools to update our course offerings, and solidify overall program growth. The end result is a list of needed course changes or improvements, new course offerings, changes to program requirements, and portfolio artifacts that demonstrate evidence-based outcomes.

Here are the steps to complete a curriculum mapping project in an academic program:

1. Create Program Learning Outcomes (PLOs)
2. Map courses to PLOs
3. Map program
4. Create report indicating course updates and changes and list of portfolio artifacts

On March 14, 2013, the Instructional Design program reached a milestone when the faculty approved a list of PLOs, and thereby completing the first step in the curriculum mapping project. The next step, which is the focus of this set of materials, is to map individual courses to those PLOs. You will find the full list of PLOs in the next section.

On the course mapping template, there is a cover page and a work page for each of the PLO categories with individual columns for each outcome. Below that is space for you to document relevant course learning objectives, content, activities, and assessments. This is very similar to the mapping you may have completed a couple of years ago for the AQUAD (Academic Quality Assessment and Development) review. However, this template includes one other category where you will document the *level* of delivery in your course – be it **I**nroduced, **E**mphasized, **R**einforced, or **A**dvanced. Section three of this document provides guidance on how to assess your course for level of content delivery.

Once you've mapped your course to the PLOs, it is time to think about a portfolio artifact that a student can create and provide written reflection on that can show progress throughout the program. Section four contains more information on the creation of portfolio artifacts. On the course mapping template, there is space for you to document an artifact assignment.

After reading through the information in this packet, you will be able to complete and submit the course mapping template. Please submit the completed course template by Thursday, October 17th, 2013 to Judith Erdman at judith.erdman@umb.edu.

NOTE: The ID Program wishes to acknowledge Betzi Bateman, former ID Program Director, whose work laid the foundation of these instructions and work template.

Program Learning Outcomes¹

1. Theory into Practice

Rather than relying on intuition and guesswork, instructional design professionals base their instructional solutions on theoretical bases and practical implications from research in the field. In order to do this, graduates of the Instructional Design program will be able to:

1.1 Complete scholarly research including searching, locating, and analyzing literature in the field;

1.2 Interpret practical learning principles and their applications from various landmark learning theories;

1.3 Apply interdisciplinary research findings to the solution of performance problems;

1.4 Critically assess reliable publications, literature, trends, theories, data, and tools used in the field of instructional design.

2. Analysis

Instructional design professionals seek solutions, both instructional and systemic, which lead to performance goals. Understanding that, as with all design fields, instructional designers continually seek input and feedback from learners and systems to discover and meet needs and continually improve. In order to do this, graduates of the Instructional Design program will be able to:

2.1 Seek multiple data and information points when conducting analysis;

2.2 Apply tools of analysis including task and needs analysis;

2.3 Analyze performance gaps;

2.4 Identify causes of performance gaps;

2.5 Use analysis to recommend instructional and non-instructional solutions;

2.6 Report analysis and proposed solutions in a clear, concise manner so that others can understand and evaluate proposed solutions.

¹ Approved by a committee of INSDSG faculty members March 14, 2013.

3. Design

Instructional design professionals create effective interventions, choosing and using methods that meet the needs of the organization, while balancing ROI and usefulness of the selected methods. Throughout their careers, they continually seek to stay current in emerging methods so that they may be a resource for thoughtful and considered innovation. In order to do this, graduates of the Instructional Design program will be able to:

3.1 Develop performance outcomes that are measurable, have a specific action, and have specific conditions stated;

3.2 Use evidence-based instructional strategies to maximize learning;

3.3 Design appropriate multimodal instructional delivery, including face-to-face, online, blended, and emerging modes;

3.4 Develop formative and summative learner assessments;

3.5 Draw on a range of instructional design models to craft effective instructional interventions;

3.6 Design effective formal and informal learning solutions.

4. Develop

In the development phase, instructional design professionals select and create learning materials, oftentimes in collaboration with other professionals. In order to do this, graduates of the Instructional Design program will be able to:

4.1 Evaluate the relevancy and effectiveness of the instructional materials to help learners attain learning objectives;

4.2 Demonstrate competency using a range of current and emerging technologies to build learning solutions;

4.3 Develop learning materials that are accessible to diverse audiences;

4.4 Apply visual literacy concepts and principles in the planning, layout, and design of learning materials;

4.5 Create rapid prototypes and mock-ups that developers can use to create learning products;

4.6 Develop learning materials based on sound cognitive research findings.

5. Implement

Instructional design professionals successfully implement learning solutions using multiple modalities. In order to do this, graduates of the Instructional Design program will be able to:

5.1 Develop implementation plans, taking into consideration social, organizational, and technical implications;

5.2 Facilitate instruction using multiple delivery modes including face-to-face and distance learning;

5.3 Apply effective practices that encourage learner interaction, engagement, and learning;

5.4 Stay current with emerging trends in delivery modes and their related technologies;

5.5 Manage the implementation process.

6. Evaluate

Instructional designers artfully incorporate formative and summative evaluation for continual improvement of instruction, learning, and program effectiveness. In order to do this, graduates of the Instructional Design program will be able to:

6.1 Evaluate instructional materials for usability and effectiveness;

6.2 Use learner assessment data to improve instructional solutions;

6.3 Accurately measure targeted performance outcomes identified by stakeholders;

6.4 Produce a comprehensive report of evaluation findings to aid in future program improvement.

7. Reflective Practice

Instructional designers apply basic principles of reflective practice, that is, the capacity to reflect on and learn from professional experience and action, to develop personal insight and continuous professional improvement. In order to do this, graduates of the Instructional Design program will be able to:

7.1 Act in ethically sound ways while executing all duties;

- 7.2** Act mindfully and advocate on behalf of the learner;
- 7.3** Distinguish process from content issues and determine how process can block or enhance group effectiveness;
- 7.4** Communicate clearly, collegially, and credibly in written and verbal discourse;
- 7.5** Engage respectfully, fairly, and cooperatively as part of a team;
- 7.6** Consider connections between instructional design and other disciplines to inform the instructional design process.

8. Leadership

Instructional designers that work at the graduate level provide leadership in their professional positions and in the field. In order to do this, graduates of the Instructional Design program will be able to:

- 8.1** Justify the need for specific educational and training programs;
- 8.2** Practice collaborative and team work strategies that build rapport and trust, mediate and resolve conflicts, and influence people;
- 8.3** Implement processes to effectively manage people and projects;
- 8.4** Manage change initiatives in an effective and supportive way;
- 8.5** Document all phases of the instructional design process in a professional manner;
- 8.6** Provide leadership throughout different functions and levels of an organization.

Determining Levels of Delivery²

Once you have mapped your course objectives to the PLOs, the next step is determine the level of delivery in your course. This is a subjective exercise. However, below is a rubric to help you determine the level in which your course addresses specific PLOs.

Level of Delivery	Relation to Bloom's Taxonomy
<u>I</u> ntrduced (I)	<p><i>Remembering.</i> Retrieve relevant knowledge from long-term memory by:</p> <ul style="list-style-type: none"> • Recognizing • Recalling
<u>E</u> mphasized (E)	<p><i>Understanding.</i> Construct meaning from instructional messages, including oral, written, and graphic communication by:</p> <ul style="list-style-type: none"> • Interpreting • Exemplifying • Classifying • Comparing • Inferring <p><i>Applying.</i> Carry out or use a procedure in a given situation by:</p> <ul style="list-style-type: none"> • Executing • Implementing
<u>R</u> einforced (R)	<p><i>Analyzing.</i> Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose by:</p> <ul style="list-style-type: none"> • Differentiating • Organizing • Attributing
<u>A</u> dvanced (A)	<p><i>Evaluating.</i> Make judgments based on criteria and standards by:</p> <ul style="list-style-type: none"> • Checking • Critiquing

² This rubric is modified from one shared at Southern Connecticut State University available at: http://www.southernct.edu/faculty_development/uploads/textWidget/wysiwyg/documents/Rubric.pdf

Beyond the Course:

Portfolio artifacts that show progress over time

One of the many strengths of the Instructional Design program is the fact that it is practical and authentic in nature. During their time with us, students complete several real-world projects. Turning these projects into planned portfolio artifacts will highlight students' progress over time. The documentation of student academic and project work will provide a way for students to share their work with current and prospective employers, and will provide a means for students to engage in reflective practice – an important category in the program learning outcomes.

According to Zubizarreta (2009), the core aims of portfolio development are:

- Engaging students in a process of inquiry into what they have learned
- Providing students with a model for demonstrating the outcomes of learning
- Establishing a reflective learning environment that helps students go beyond accumulating knowledge to analyzing how, when, and why they have learned
- Promoting thinking about what lies ahead for improvement and future learning³

Some examples of portfolio artifacts are:

- Research papers
- Reflective essays
- Multimedia projects
- Instructional Design projects
- Concept or Mind Maps
- Interviews

More than a mere collection of materials, learning portfolios can show growth and progress over time. Along with the artifacts themselves, reflection is a main component of a learning portfolio. Some students will have better reflection skills than others, which makes good reflection prompts very important.

Though details on systems to house the portfolio or ePortfolio will be discussed and decided on by the faculty, including the Faculty Advisory Committee, a good start is to take this time to create possible portfolio artifacts as we map our courses to PLOs. On the course mapping template, the last page provides a way you can plan and communicate a portfolio artifact tied to your course.

In addition to the benefits of being able to reflect on the learning process and highlight and share program achievements, a program learning portfolio could become a good marketing tool for the program. And, as students begin building their portfolios, it may also aid in retention. Looking at a students' portfolio can provide more information to academic advisors when

³ From page 41 of *The Learning Portfolio*, Second Edition by John Zubizarreta, San Francisco: Jossey – Bass. Copyright 2009.

advising students on courses to take in the program. Also, as non-degree students taking a class to “test-drive” the program, they will have begun building a portfolio that might provide the motivation to go on in the program.

Another possible benefit of a program learning portfolio may be an improvement in student capstone projects. Rather than seeing it as another project to complete, having documented and reflected on previous course work may help a student remember what improvements they had planned. For example, after completing 618, the student will have completed one large needs assessment project. They will most likely complete the same activity in the capstone, but with a portfolio, they will have documentation of that initial project, will have reflected on what went well and what could have been improved, and will have the tools to grow in the area rather than repeating the same steps.

Finally, a list of portfolio artifacts can provide the means of building out a badge program if we decide that would be good for the program. Badges for credentials offered by organizations like the Smithsonian and educational institutions like the University of Southern California grew in popularity in 2012. Badges, represented electronically, can be easily shared with others on social networking sites like LinkedIn. It would provide visibility for the program and may possibly motivate students to continue in their academic program. Instead of waiting until they complete the program to receive their diploma, they would achieve awards along the way. More information on digital badges can be found at the following websites:

- [Mozilla Open Badges](#)
- [Credly](#)

Cover Sheet

Course Number:	
Course Title:	
Course Description:	<input type="checkbox"/> Core Course <input type="checkbox"/> Elective
Faculty member(s) completing template:	
Last semester taught:	
Date CM submitted to program:	
Planned Updates:	

1. Theory into Practice

Program Learning Outcomes	1.1	1.2	1.3	1.4
Relevant Course Objectives				
Relevant course content, activities, and assessments				
Level of Delivery	I E R A	I E R A	I E R A	I E R A

2. Analysis

Program Learning Outcomes	2.1	2.2	2.3	2.4	2.5	2.6
Relevant Course Objectives						
Relevant course content, activities, and assessments						
Level of Delivery	I E R A	I E R A	I E R A	I E R A	I E R A	I E R A

3. Design

Program Learning Outcomes	3.1	3.2	3.3	3.4	3.5	3.6
Relevant Course Objectives						
Relevant course content, activities, and assessments						
Level of Delivery	I E R A	I E R A	I E R A	I E R A	I E R A	I E R A

4. Develop

Program Learning Outcomes	4.1	4.2	4.3	4.4	4.5	4.6
Relevant Course Objectives						
Relevant course content, activities, and assessments						
Level of Delivery	I E R A	I E R A	I E R A	I E R A	I E R A	I E R A

5. Implement

Program Learning Outcomes	5.1	5.2	5.3	5.4	5.5
Relevant Course Objectives					
Relevant course content, activities, and assessments					
Level of Delivery	I E R A	I E R A	I E R A	I E R A	I E R A

6. Evaluate

Program Learning Outcomes	6.1	6.2	6.3	6.4
Relevant Course Objectives				
Relevant course content, activities, and assessments				
Level of Delivery	I E R A	I E R A	I E R A	I E R A

7. Reflective Practice

Program Learning Outcomes	7.1	7.2	7.3	7.4	7.5	7.6
Relevant Course Objectives						
Relevant course content, activities, and assessments						
Level of Delivery	I E R A	I E R A	I E R A	I E R A	I E R A	I E R A

8. Leadership

Program Learning Outcomes	8.1	8.2	8.3	8.4	8.5	8.6
Relevant Course Objectives						
Relevant course content, activities, and assessments						
Level of Delivery	I E R A	I E R A	I E R A	I E R A	I E R A	I E R A

Portfolio Artifact

Title:	
Description:	
Evaluation Criteria:	
Reflection Questions:	