



# Curriculum Mapping Process & Activity Notes



# Working on Mapping



1

## Getting Started

Outreach to dept.

OR

Request for consultation

...

## Setting Outcomes

Use standards

OR

Add to overall program outcomes

...

3

## Data Gathering

Faculty self-report

OR

Hire an RA or other third-party

...

2



# Working on Mapping



4

## Analysis

Summarize for dept.

OR

Discuss collectively

...

Planning for Change  
Suggest course changes

OR

Add workshops

...

5



6

## Follow-through

Committee

OR

Check-ins

...



# Activity Instructions

**Part 1:** Read through the scenario for your part in the process & brainstorm a list of ideas that would best enable your group's scenario.

**Part 2:** Identify what ideas from your original list could really happen as you get started with a department (marked with asterisk in following notes) & brainstorm strategies to avoid those difficulties



# Getting Started

# 1

**Scenario:** Plan a kick-off meeting with a department that will ensure they have no interest in collaborating on a curriculum mapping project.

## Part 1 Notes

- Schedule a meeting in the summer\*
- Focus exclusively on gaps and negative elements of curriculum as motivation\*
- Tell them a lot of change will be required
- Invite students to complain about the curriculum
- Ensure process is top down (concern of chair/Dean)\*

## Part 2 Notes

- Schedule the meeting at a time that works for faculty
- Prepare well for the meeting – ensure you have evidence as ‘third point’ for neutral/objective approach
- Emphasize positive elements that can be built upon
- Connect to issues raised by faculty & start mapping with intrinsic motivation



# Setting Outcomes

# 2

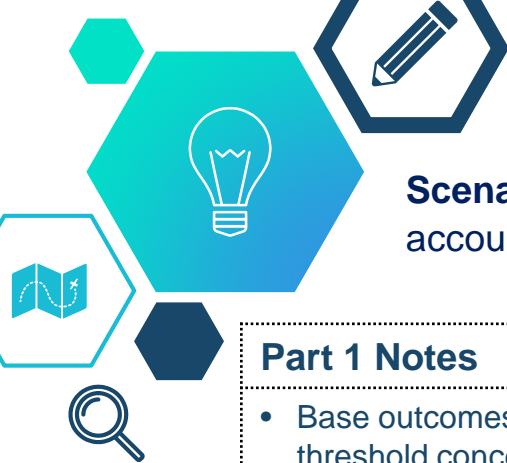
**Scenario:** Develop outcomes without consultation that do not take into account for the goals or purpose of the department & program.

## Part 1 Notes

- Base outcomes on introductory, threshold concepts
- Google learning outcomes & use the results for the department
- Use outcomes from other departments\*
- Use generic outcomes that could be applied to any course/discipline\*

## Part 2 Notes

- Consult with faculty to ensure outcomes are relevant
- Write outcomes that are detailed & specific to the program / course



# Data Gathering

# 3

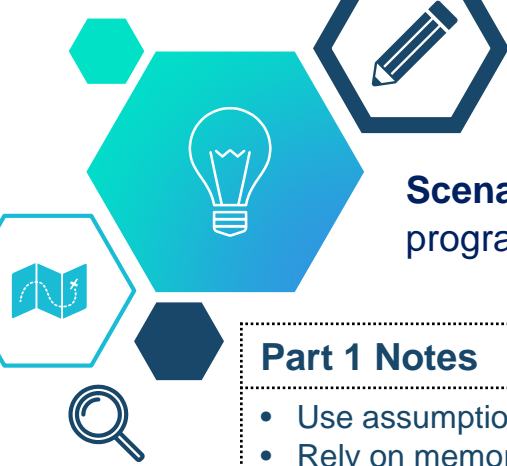
**Scenario:** Generate a curriculum map that will provide no insight on the program to you or the department.

## Part 1 Notes

- Use assumptions & anecdotal data
- Rely on memory
- Ignore major sources of data\*
- Listen to loudest faculty member
- Assume all students have the same prior knowledge/experience\*
- Gather course info from Facebook

## Part 2 Notes

- Use reliable data from trusted sources
- Re: prior knowledge – consider surveying/interviewing students to assess & consider different experience of international students,



# Analysis

# 4

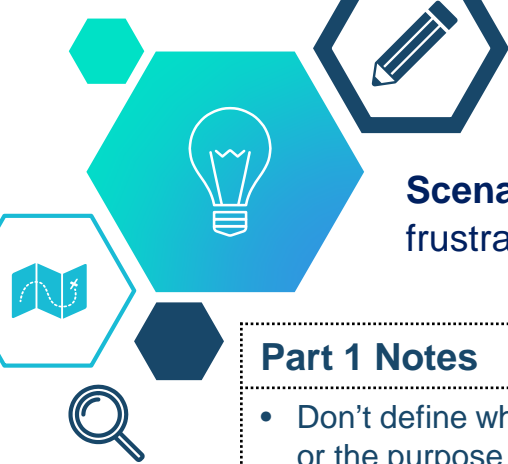
**Scenario:** Facilitate a discussion about the curriculum map that confuses and frustrates the department.

## Part 1 Notes

- Don't define what a curriculum map is, or the purpose of the map
- Use a lot of jargon\*
- Exclude people from the conversation\*
- Don't collect or distribute evidence
- Don't approach the analysis systematically
- Don't consult before proposing a solution\*

## Part 2 Notes

- Use plain language
- Stage consultations – offer a variety of meetings, multiple forms of feedback
- Get to know the culture of the department
- Strong, inclusive communication plan





# Planning for Change

# 5

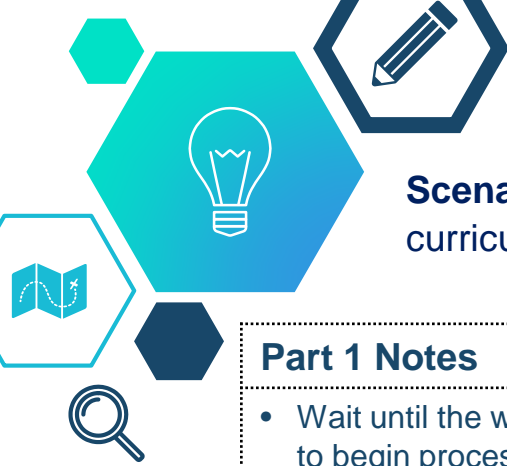
**Scenario:** Create an irrelevant and unfeasible implementation plan for curricular change.

## Part 1 Notes

- Wait until the week before Labour Day to begin process\*
- Suggest changes arbitrarily
- Assign entire job to one administrator without support or data\*
- Don't involve students
- Ignore resource implications (budget, staffing requirements, space, etc.)\*

## Part 2 Notes

- Ensure the department understands what is needed so appropriate # of people are involved (ensure buy-in)
- Set standards and timelines
- Understand what is required for governance and/or accreditation
- Set parameters for resources at the beginning of the process



# Follow-Through

# 6

**Scenario:** Avoid any kind of productive follow-through with the department after implementing curricular change.

## Part 1 Notes

- Don't establish a point of contact\*
- Ignore emails\*
- Don't personally initiate anything
- Don't establish a process\*
- Skip meetings
- Assume everything is perfect and faculty are doing what was set out in the change plan
- Assume everyone is motivated
- Ignore new faculty, courses, sessional instructors, grad students who teach, etc.

## Part 2 Notes

- Process for follow-through should be determined at the beginning of the process (including establishing a point of contact)
- Where necessary follow-up on the phone
- Maintain motivation by having department leaders send communications

