



Course Design and Curriculum Renewal





Session Goals

- 1 Outline the steps of the curriculum renewal process
- 2 Identify potential places in the process to engage with a department
- 3 Identify resources & tools at the institution to support you in curriculum renewal initiatives





Session Outline

- 1 ◇ Overview of curriculum renewal
- 2 ◇ Points of intersection for librarians in renewal process
- 2 ◇ Results of librarian involvement survey
- 3 ◇ Panel
- 1 ◇ Overview of curriculum mapping
- 2 ◇ Curriculum mapping @ UTSC
- 1 ◇ Curriculum mapping process
- 1 ◇ ACTIVITY
- 3 ◇ Curriculum mapping software





Drivers of Renewal

Internal Drivers

- ◇ Concern raised by faculty
- ◇ Concern raised by students
- ◇ Curriculum hasn't been updated in # years
- ◇ Etc.

External Drivers

- ◇ Growth or decrease in enrolment
- ◇ Cyclical review process
- ◇ Policy changes (e.g. experiential learning)
- ◇ Accreditation
- ◇ Significant change in discipline / industry
- ◇ Etc.



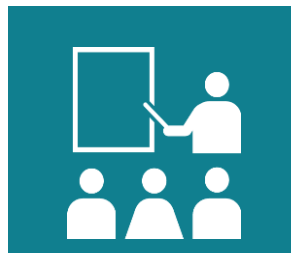
Principles of Curriculum Renewal



Collaboration among
instructors



Evidence-informed



Focus on student
learning



Program-level
perspective



Continuous
improvement



Curriculum Renewal Process



Points of Intersection for Librarians

Preparation



Visioning



Outcomes



Mapping



Assessment



Implementation





Librarian Involvement with Curriculum Development (Survey Results)



In what kind of curriculum-related planning were you involved?

Planning Task	Respondents
Member or advisory role – undergraduate curriculum committee	8
Review/ revisions of existing undergraduate program	6
Curriculum mapping	2
Development of a new undergraduate program	2
Revisions to department/ program learning objectives	1
Contributed to content of a new curriculum & have a theme established in this curriculum	1
Advisory role – Distance Learning Assessment Committee	1

Note that there were 12 respondents in total. Some responses included more than one task.






At what stage did you get involved in these activities?

- ◇ Majority of respondents became involved in the curriculum revision at the beginning or in the middle of the process
- ◇ The stage at which they became involved hinged very much on the structure of the individual department, which impacted the size, scale, and timeline of the revision






Please describe your curriculum-related activities (or contributions) with this department or program

- ◆ Contributed to the revision of the program's learning objectives, descriptions, and course pathways
- ◆ Promoted library resources to the curriculum renewal committee and sought new ways to integrate the library into the program
- ◆ Involved in embedding information literacy skills to the structure of individual courses or to the program more generally






Please describe any challenges or gaps in your knowledge that you faced working in this area

- ◇ Lack of prior experience with curriculum development, especially related to administrative rules and academic accreditation
- ◇ Timelines were too tight
- ◇ Knowledge gaps related to the subject content of programs
- ◇ Department-specific issues:
 - Lack of access to course materials due to the department's reliance on sessional instructors
 - Faculty's impression that librarians are simply "keepers of books"





Please describe the benefits of your work in this area – to yourself and/or your library

- ◇ Helped establish or improve library-faculty relations, with an eye on future collaborations with faculty
- ◇ Provided insight into the direction of a program – important for anticipating future needs of students from a collections and a programming/instruction perspective
- ◇ Provided the opportunity to promote library resources and the value of information-literacy training to faculty





Please describe the benefits of your work in this area – to the academic department or program

- ◆ Boosted faculty awareness of library resources available to themselves and their students
- ◆ Increased faculty awareness of the importance and place of information-literacy training
- ◆ Improved library-faculty relations, to the benefit of the faculty
- ◆ Provided faculty with a “neutral” outside perspective on the program as it stands currently, as well as on proposed revisions





Panel

- Stephanie Perpick, Liaison Librarian, UTSC Library
- Mindy Thuna, Head, Engineering & Computer Science Library
- Desmond Wong, Outreach Librarian, OISE Library




Curriculum Mapping



Mapping provides a means of visualizing the curriculum, and there are several ways to visualize it


For program improvements, outcomes-based mapping is the common method






Outcomes-based mapping provides a visual of how courses in the program align with the program's outcomes

	LO1	LO2	LO3	LO4	LO5	LO6	LO7
ABC101	X			X	X		
ABC104		X				X	
ABC202	X		X				
ABC205					X		X
ABC306		X		X			
ABC310	X						
ABC408				X		X	





Colours & alpha and/or numerical coding indicate the level of development/progression toward a given outcome in each course

	LO1	LO2	LO3	LO4	LO5	LO6	LO7
ABC101	I			I	I		
ABC104		I				I	
ABC202	D		D				
ABC205					D		D
ABC306		D		D			
ABC310	A						
ABC408				A		A	



A decorative graphic on the left side of the slide consists of several hexagons of varying sizes and shades of blue and cyan. Some hexagons contain white icons: a lightbulb, a pencil, a network node, a map, a magnifying glass, a gear, and a speech bubble. A large, solid cyan hexagon is the central focus of this graphic.

Example: UTSC Health Studies

Example: UTSC Health Studies



iSchool Practicum Project

Supervisor: Angela Hamilton

- ◇ Project Goals:
 - To establish information literacy standards being addressed in Health Studies Majors and Minor.
 - To determine optimal sequencing of courses.
 - To determine how gaps in knowledge and skills can be filled, through enhancement of instructional methods and assessments.



Example: UTSC Health Studies



1. Establish project scope (inclusions and limitations)
2. Analyze syllabi for standards being addressed
3. Set logic for course sequencing
4. Sequence courses for each program, based on prerequisites and logical flow of standards
5. Make recommendations for increased scaffolding of standards across course sequences



Example: UTSC Health Studies

Setting the Logic

I

1 of the following is present:
Learning Outcomes
Instructional Method
Assessment

D

2 of the following are present:
Learning Outcomes
Instructional Method
Assessment

P

3 of the following are present:
Learning Outcomes
Instructional Method
Assessment



Health Policy Program - Required

Course	Prerequisite (for HLTs only)
Course #1	
Course #2	Prerequisites
Course #3	Prerequisites

Mapping Examples

STANDARD 5

Performance Indicator(s)	Standard Target Level	Instructional Methods	Assessments
2 P		Lectures, Optional Library instruction, Syllabus note on academic integrity	Annotated bibliography, critical essay
2 I		Lectures, Syllabus note on academic integrity	
2 D		Syllabus note on academic integrity	Turnitin

Mapping Examples

PERFORMANCE INDICATORS, BY PROFICIENCY

STANDARDS	1-I	1-D	1-P	2-I	2-D	2-P	3-I	3-D	3-P
4. Individually or as a member of a group, uses information effectively to accomplish a specific purpose	Course code				Course code				
5. Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally		Course code	Course code	Course code	Course code	Course code			Course code


Example: UTSC Health Studies

STANDARD 2


The information literate student accesses needed information effectively and efficiently.

This C-level (third to fourth year) course could aim to address standard 2 at a higher level. This could be achieved by supplementing present instructional methods with assessments.

Potential assessments: Details and rationale of search strategy, including identification of gaps in the literature and strategy revisions, embedded into both Assignment 1 and 2. For Assignment 2, require that a rationale be provided for the selection and use of investigative methods and primary sources.



Sample
Recommendations



Example: UTSC Health Studies

STANDARD 4

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Consider addressing this standard in this course to prepare students for upper-year courses.

Potential instructional method: Librarian-led classroom activity brainstorming/mapping relationships among various information sources, to encourage students to engage with major debates in the field from a holistic perspective.

Potential assessments: Research journal reflecting on information seeking activities; evaluation of search results.

Sample
Recommendations





Mapping Process

Working on Mapping



1

Getting Started

Outreach to dept.

OR

Request for consultation

...

Setting Outcomes

Use standards

OR

Add to overall program outcomes

...

2

3

Data Gathering

Faculty self-report

OR

Hire an RA or other third-party

...



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

...



Curriculum Mapping Software @ U of T



U of T's Mapping Software

- ◇ Quickly indicate which program outcomes course(s) supports
- ◇ Add details about course teaching methods and assessments which can be aligned with program outcomes
- ◇ Software produces a complete map along with reports about DLEs, assessments, and teaching methods





U of T's Mapping Software

<https://www.curriculumassistant.utoronto.ca:8443/casst>



Where do you see yourself?



Assessment



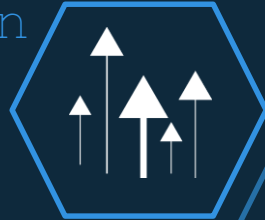
Preparation



Visioning



Implementation



Outcomes



Mapping





Thanks!

Questions?

Special thanks to all the people at [SlidesCarnival](#) who made and released this awesome presentation template for free!

