


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.




CLL 2016
93RD ANNUAL SESSION
JUNE 6-14, 2016 / PITTSBURGH, PA

Welcome!

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



1



How does this picture make you feel?

Overview

- 3 hour CE credit
- 1 hour learning activity
- 30 min Q & A

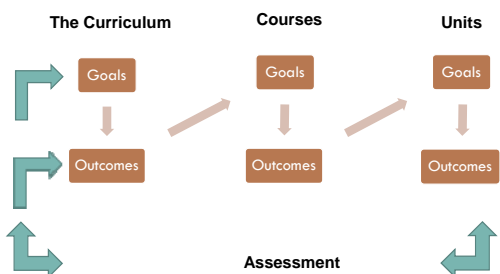
Learning Objectives

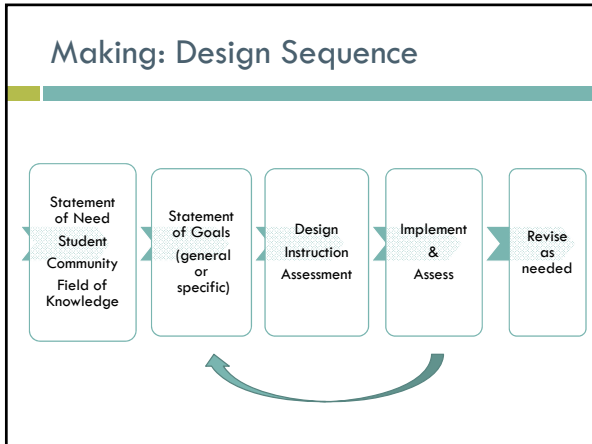
- Select components of curriculum management that support learner centered teaching and learning.
- Formulate a curriculum management plan using evidence-based concepts including program development, contemporary pedagogy, assessment, and program outcomes.
- Diagram curriculum management plans that assess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

MAKING Curriculum

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

Making: Goals-Outcomes-Assessments





- ### 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

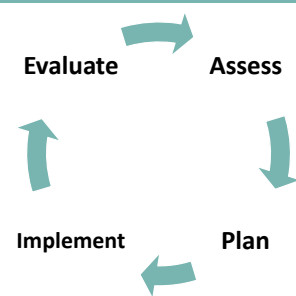
Making: Writing SMART Goals



The diagram illustrates the SMART acronym for goal writing. Each letter is in a colored box with an arrow pointing right, containing specific questions:

- S (Specific):** Define the goal as much as possible with no unclear language. What is involved, **WHO** do I want to accomplish, **WHERE** will it be done, **WHEN** am I doing this, **resources**, **WINGS** constraints and requirements do I have?
- M (Measurable):** Can you track the progress and measure the outcome? How much, how many, how will I know when my goal is accomplished?
- A (Attainable/Achievable):** Is the goal reasonable enough to be accomplished? How so? Make sure the goal is not out or reach or below standard performance.
- R (Relevant):** Is the goal worthwhile and will it meet your needs? Is each goal consistent with the other goals you have established and fits with your immediate and long term plans?
- T (Time):** Your objective should include a time limit, i.e. I will complete this step by month/year. It will establish a sense of urgency and prompt you to have better time management.

Making: Curriculum Development



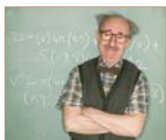
The diagram shows a circular process for curriculum development with four stages: Evaluate, Assess, Plan, and Implement. Arrows indicate a clockwise flow from Evaluate to Assess, Assess to Plan, Plan to Implement, and Implement back to Evaluate.

What is Learner Centered Assessment?

Paradigm Shift for How We Teach

Huba, M. E., & Freed J. E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning.* Boston, MA: Ally & Bacon.

□ Sage on stage → Guide on the side



Paradigm Shift for How We Assess

Huba, M. E., & Freed J. E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning.* Boston, MA: Ally & Bacon.



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	Learner-Centered Paradigm
<ul style="list-style-type: none">□ Instructor has all knowledge	<ul style="list-style-type: none">□ Instructor becomes participant, asks questions, corrects misconceptions without telling learners what they need to know.

Learner Centered Teaching & Assessment

Teacher-Centered Paradigm	Learner-Centered Paradigm
<ul style="list-style-type: none">□ Students passively receive information.	<ul style="list-style-type: none">□ Students are actively involved.

Learner Centered Teaching & Assessment

Teacher-Centered Paradigm	Learner-Centered Paradigm
<ul style="list-style-type: none">□ Emphasis is on acquisition of knowledge outside the context in which it will be used.	<ul style="list-style-type: none">□ Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts.

Learner Centered Teaching & Assessment

Teacher-Centered Paradigm	Learner-Centered Paradigm
<ul style="list-style-type: none">□ Emphasis is on right answers.	<ul style="list-style-type: none">□ Emphasis is on generating better questions and learning from errors.

Learner Centered Teaching & Assessment

Teacher-Centered Paradigm	Learner-Centered Paradigm
<ul style="list-style-type: none">□ Teaching and Assessing are separate.	<ul style="list-style-type: none">□ Teaching and assessing are intertwined.

Learner Centered Teaching & Assessment

Teacher-Centered Paradigm	Learner-Centered Paradigm
<ul style="list-style-type: none">□ Assessment is used to monitor learning.	<ul style="list-style-type: none">□ Assessment is used to promote and diagnose learning.

Learner Centered Teaching & Assessment

Teacher-Centered Paradigm	Learner-Centered Paradigm
<ul style="list-style-type: none">Desired learning is assessed indirectly through use of objectively scored tests.	<ul style="list-style-type: none">Desired learning is assessed directly through papers, projects, performances, portfolios, and the like.

Learner Centered Teaching & Assessment

Teacher-Centered Paradigm	Learner-Centered Paradigm
<ul style="list-style-type: none">Focus is on a single discipline.	<ul style="list-style-type: none">Approach is compatible with interdisciplinary investigation.

Learner Centered Teaching & Assessment

Teacher-Centered Paradigm	Learner-Centered Paradigm
<ul style="list-style-type: none">Culture is competitive and individualistic.	<ul style="list-style-type: none">Culture is cooperative, collaborative, and supportive.

Learner Centered Teaching & Assessment

Teacher-Centered Paradigm	Learner-Centered Paradigm
<ul style="list-style-type: none">Only students are viewed as learners.	<ul style="list-style-type: none">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

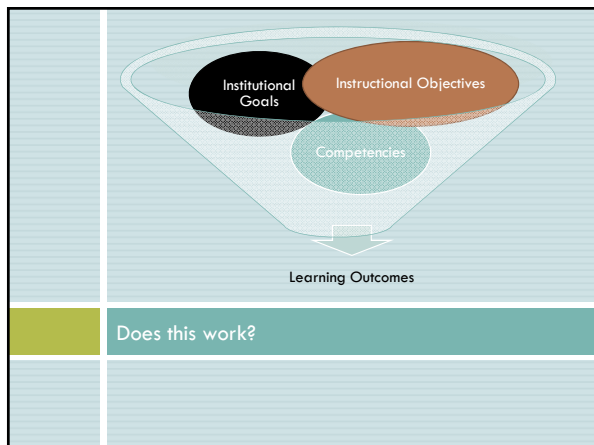
Assessment Sequence

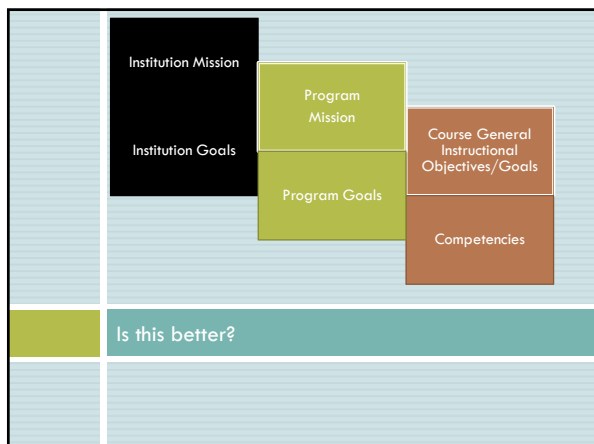
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    graph TD
      A[An Assessment program] -- requires --> B[A Statement of Goals]
      B -- which requires --> C[An Analysis of Need]
      C -- which then facilitates --> D[The design of an assessment protocol]
      D -- facilitates --> C
      C -- requires --> B
      B -- requires --> A
    
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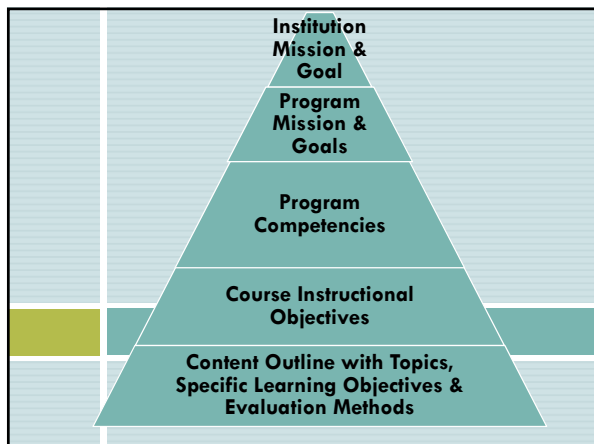
MAPPING

- **Intentional Relationship**
 - ▣ Accreditation Standards
 - ▣ Assessments
 - ▣ Learning plans





Is this better?



Mapping: Examples of evidence

- competencies: documentation demonstrating 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**

Week	Topic	Specific Instructional objectives	Readings Prep Work	Class/Lab/ Clinic Activities	Evaluations/ Assessments	Due Dates
Week 1	Biofilm	List components of dental biofilm	Wilkins Ch 1 Videos as assigned	Disclosing	Participation Disclosing Skill Evaluation	May 28, 2016

Mapping: Online Curriculum

DHNY 4675 CAREER STRATEGIES

Item	Course C&L# Students will:	Information Presentation & Readings	Activities / Media, if applicable	Assessment Method/Chart #
1.	Week 1 Portfolio Development	*	Discussion board	Full participation points with DB Rubric.

WEEK 1: PORTFOLIO DEVELOPMENT

Learning Objective

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

Week 1: To-Do List

In this Week, you will need to:

1. Read the articles and post any questions in the Espresso Coffee Shop
2. Read the two articles on portfolio development.
3. Listen to the PPT on portfolio development.
4. Read the information on creating a bio and choosing a professional photograph.
5. Use the LiveText resources located on the left menu to begin to create an eportfolio.
6. Post a professional photograph in your LiveText eportfolio.
7. Post an Introduction Brief Bio in your LiveText eportfolio.
8. Send your eportfolio for review to your instructor and share with at least one classmate.
9. Participate in Discussion Board and post 4 responses to the posts of others over 4 days.
10. Electronic Portfolio Due during class.

See Calendar above for due dates.

- (*) Readings: Review these websites for information on portfolio development.

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Mapping: Competency Grid

Core Competencies	Methods of Measuring Competencies/ Outcomes	Courses
C.1 Apply a professional code of ethics in all endeavors.	Case histories and case presentations Health histories and clinic forms Course objectives Employer surveys Alumni surveys Success on regional board examinations Success on national board examinations Results of completed course work (i.e. exams, papers, group assignments, journals, self evaluations, etc.) End of the year curriculum surveys Daily clinical evaluation of performance Clinic competency exams Student portfolios	

Mapping: Curricular Maps

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

Curriculum HE Curriculum Mapping

Curriculum Mapping. Curriculum mapping is the process of defining a course's curriculum, aligning it to learning objectives, and tracking it over time. It is important for professionally accredited programs and academic schools to map their curriculum in order to ensure that the most efficient method of teaching all required standards and competencies within a specific time period is being used. Well organized and easy-to-use curriculum mapping tools can save a lot of time and energy and help instructors make sure that they are teaching students everything that they need to know.

Curriculum Mapping with eCurriculum HE. eCurriculum HE is a fast, intuitive, and comprehensive curriculum management and mapping tool. We realize how little time instructors have to be mapping and tracking the curriculum, so we made it easy and quick to do. The pre-load eCurriculum HE with your program's standard and competencies got you started with the mapping process. The format of your existing syllabi, documents, or curriculum management materials does not matter. With eCurriculum HE's flexibility, you do not have to change your already existing processes or document styles in order to start using eCurriculum HE. We will help you get started by importing existing files and showing you how easy it is to create, edit and remove information.

Curriculum mapping with eCurriculum HE works like this: Each course can be broken down into units and the units can be mapped separately through the process of unit mapping. Instructors can easily upload any content necessary that they would like to attach to the course. For example, instructors can upload any existing documents, assignments, media resources, etc. into the map in order to maintain a historical record of what was used to teach a particular course in the past. With each unit, instructors can use the standards dropdown feature to align the curriculum to standards, competencies, program goals, or any other learning objective or target that the program or school would like.

Mapping Course Sequence

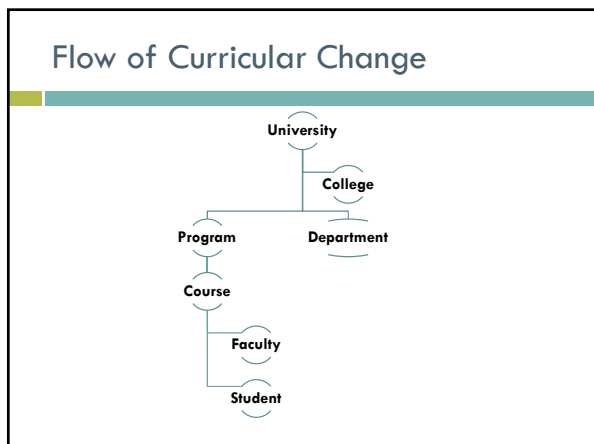
Mapping Course Sequence

Course Sequence	Start Semester	Start Term	End Semester	End Term
Math 101	Fall	2016	Spring	2017
Math 102	Spring	2017	Fall	2017
Math 103	Fall	2017	Spring	2018
Math 104	Spring	2018	Fall	2018
Math 105	Fall	2018	Spring	2019
Math 106	Spring	2019	Fall	2019
Math 107	Fall	2019	Spring	2020
Math 108	Spring	2020	Fall	2020
Math 109	Fall	2020	Spring	2021
Math 110	Spring	2021	Fall	2021

- What will I study?
- Head and Neck Anatomy
 - Dental Anatomy
 - Pathology
 - Pharmacology for the Dental Hygienist
 - Pre-Clinical Dental Hygiene
 - Periodontics
 - Histology/Embryology
 - Pain Control
 - Management of the Medically Compromised Patient
 - Pathophysiology
 - Clinical Dental Hygiene
 - Principles of Restorative Dentistry
 - Periodontology
 - Oral and General Pathology
 - Research Methods
 - Community Dental Health
 - Teaching Practices
 - Restorative Chair
 - Ethics and Jurisprudence Capstone

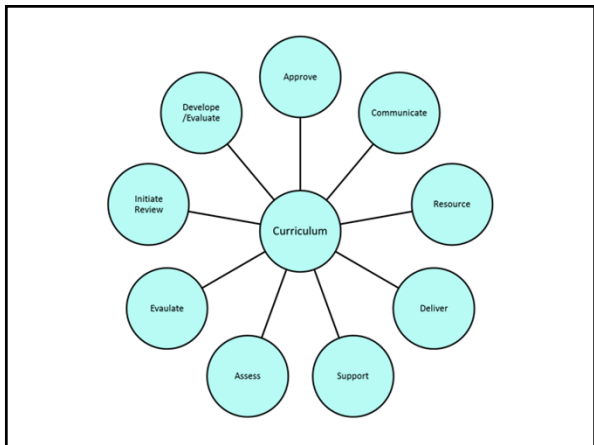
Mapping: Curriculum Topic Matrix

Course Name and Number	
Didactic Course/ Topics	Clinical Course/Topics
List all Topics from the Content Outline in the syllabus	List all Topics from the Content Outline in the syllabus
How can this be used within your program?	



MANAGING Curriculum Review

- **Considerations in Developing a Curriculum Review Program**



Managing Concept Components

- 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

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:

Diamond, Robert M. 2008
Designing and Assessing Courses and Curricula: A Practical Guide. San Francisco: Jossey-Bass.

- **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:

Diamond, Robert M. 2008
Designing and Assessing Courses and Curricula: A Practical Guide. San Francisco: Jossey-Bass.

Be consistent with institution's mission

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graph TD
    subgraph Mission_Box [Mission]
        M1[Institution]
        M2[Program]
    end
    subgraph Goals_Box [Goals]
        G1[Institution]
        G2[Program]
    end
    subgraph Objectives_Box [Objectives]
        O1[Institution]
        O2[Program]
    end
    Mission_Box --> Goals_Box
    Goals_Box --> Objectives_Box
    Objectives_Box --> Mission_Box
        
```

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**

Diamond, Robert M. 2008 Designing and Assessing Courses and Curricula: A Practical Guide. San Francisco: Jossey-Bass.

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**

Diamond, Robert M. 2008 Designing and Assessing Courses and Curricula: A Practical Guide. San Francisco: Jossey-Bass.

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**

Diamond, Robert M. 2008 Designing and Assessing Courses and Curricula: A Practical Guide. San Francisco: Jossey-Bass.

A quality educational program must:

Use the findings of assessment to improve program effectiveness

- > **Student needs met**
- > **Diverse learners**
- > **Refine learning experiences**

Diamond, Robert M. 2008 Designing and Assessing Courses and Curricula: A Practical Guide. San Francisco: Jossey-Bass.

Managing: Curriculum Review Questions

Diamond, Robert M. 2008 Designing and Assessing Courses and Curricula: A Practical Guide. San Francisco: Jossey-Bass.

- **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

Charles E. Fernandez and Jenny Yu (2007) Peer Review of Teaching. Journal of Chiropractic Education, Fall 2007, Vol. 21, No. 2, pp. 154-161.



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

Blumberg, P. (2008) Developing Learner-Centered Teaching. San Francisco: Jossey-Bass. For more information please contact Phyllis Blumberg at p.blumber@us.p.edu. This material may be copied, but this reference must be cited.

1. Creation of an environment for learning through organization and use of material that accommodates different learning styles.

- Syllabus Content
- Content=Credit
- Types of Learning Activities

Faculty Self-Assessment

Blumberg, P. (2008) Developing Learner-Centered Teaching. San Francisco: Jossey-Bass. For more information please contact Phyllis Blumberg at p.blumbe@us p.edu. This material may be copied, but this reference must be cited.

2. Alignment of the course components: objectives, teaching/ learning methods and assessment methods for consistency.

- What are the assignments?
- Reading appropriate to content?
- Is content related to competencies?
- Do assessment methods link to competencies?

Faculty Self-Assessment

Blumberg, P. (2008) Developing Learner-Centered Teaching. San Francisco: Jossey-Bass. For more information please contact Phyllis Blumberg at p.blumbe@us p.edu. This material may be copied, but this reference must be cited.

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

Andragogy



Pedagogy

Faculty Self-Assessment

Blumberg, P. (2008) Developing Learner-Centered Teaching. San Francisco: Jossey-Bass. For more information please contact Phyllis Blumberg at p.blumbe@us p.edu. This material may be copied, but this reference must be cited.

4. Activities involving student, instructor, content interactions.

- Use of technology
- Promote critical thinking
- Address and link domains of learning

Faculty Self-Assessment

Blumberg, P. (2008) Developing Learner-Centered Teaching. San Francisco: Jossey-Bass. For more information please contact Phyllis Blumberg at p.blumbe@us.p.edu. This material may be copied, but this reference must be cited.

5. Articulation of SMART objectives

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

Faculty Self-Assessment

Blumberg, P. (2008) Developing Learner-Centered Teaching. San Francisco: Jossey-Bass. For more information please contact Phyllis Blumberg at p.blumbe@us.p.edu. This material may be copied, but this reference must be cited.

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

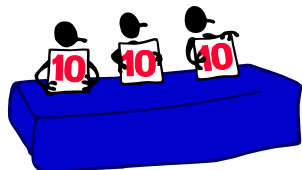
Huppertz, C. 1996. The essential role of the student in curriculum planning. Medical Education Jan;30(1):9-13. A new approach to learning how to teach: medical students as instructional designers. Medical Education Online 2011;1:6. doi: 10.3402/mes.v1i0.7252. Epub 2011 Jul 14.

- 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

**FISHBOWL
ACTIVITY**

- Peer Evaluation Role Playing
 - Interviewer
 - Interviewee
 - Observer
- 10 MINUTES
- Report Back per table from each person in the fishbowl and each observer

4th M: Musings

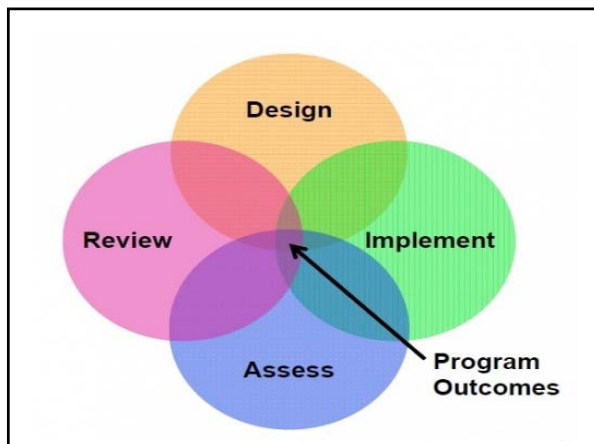
- What to do with Outcomes Data?

Outcomes Assessment

	Objective	Action Step	Monitoring Mechanism	Evaluating Mechanisms	When Evaluated	Who Collects Data	Who Assesses Data	Results	Resulting Action	Program Improvement as a result of data analysis
Goal #1										
Goal #2										
Goal #3										
Goal #4										

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







Thank you!

<i>Ann O'Kelly Wetmore RDH, BSDH, MSDH</i> Associate Professor/Chair Department of Dental Hygiene Eastern Washington University email awetmore@ewu.edu	<i>Jana Mannen RDH, BSDH, MSDH</i> Adjunct Faculty BSDH Degree Completion Eastern Washington University email jmannen@ewu.edu
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