Curriculum Mapping
Using technology to build A Roadmap for Coherence and Achievement

Case study

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December, 2020

Questions

- How does Institution ensure
  - Program coherence (different cycles)
    - <u>document</u> and <u>demonstrate</u> the coherence of program curricula
  - linkages between and among program components

Why Curriculum Mapping (CM)?

CM offers "students more than just a course catalog, through comprehensive, personalized services and help them plan their careers."

Barack Obama, 2009

Why Curriculum Mapping?

- An ability of looking at programs in a holistic way – at a level beyond individual courses, making sure that program curriculum provides
  - **appropriate conditions** for **student achievement** of intended program **learning outcomes**

Curriculum Mapping

Conditions   Achivement   L.O.

# What is Curriculum Mapping?

- A curriculum map is a visual representation of the structure of program curriculum

  - ➢ program courses
  - ➢ syllabi
  - ➢ classroom activities
  - ➢ assessments
  - ➢ In relation to the intended <u>program learning outcomes and competences</u>.
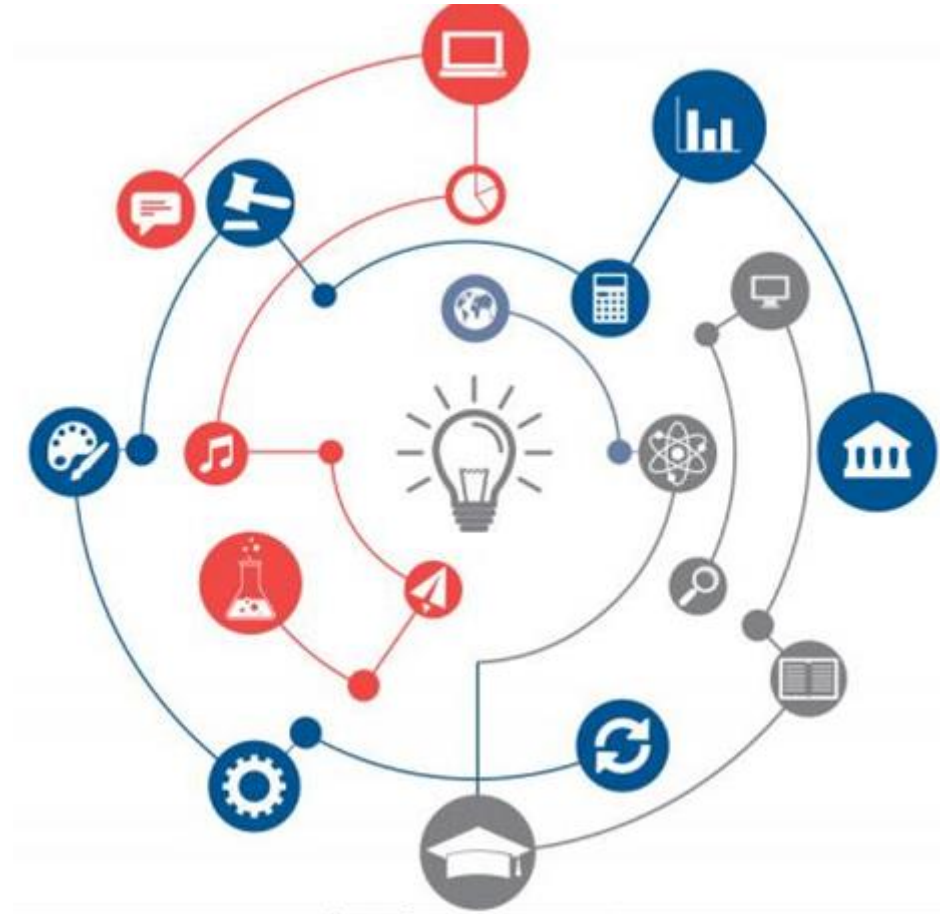
What is Curriculum Mapping?

- Curriculum mapping provides a tool
  - to stimulate thinking
  - to stimulate reflection and discussion
  - to help organize thinking
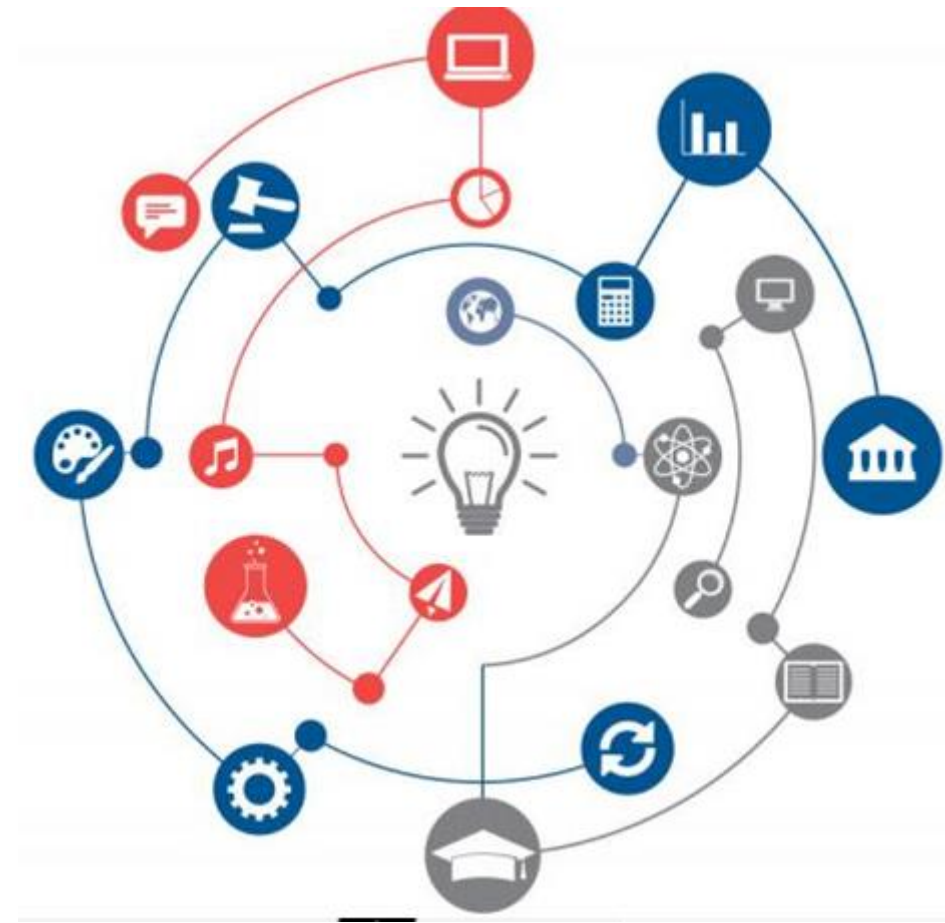
# Curriculum map Programing tool-strong points

- simple to use
- require a minimum of background skills and knowledge to be completed
- cover the core learning outcomes/transversal competences
- indicate if learner support is provided
- indicates whether the outcome/transversal competence is assessed
- provide the tool to demonstrate student progress
- provide a communication tool with all stakeholders

Curriculum Mapping -program me

- **Two-dimensional**
  - **Columns** (Program *Outcomes- intended curricula*)
  - **Rows** (*Courses / design curricula*)
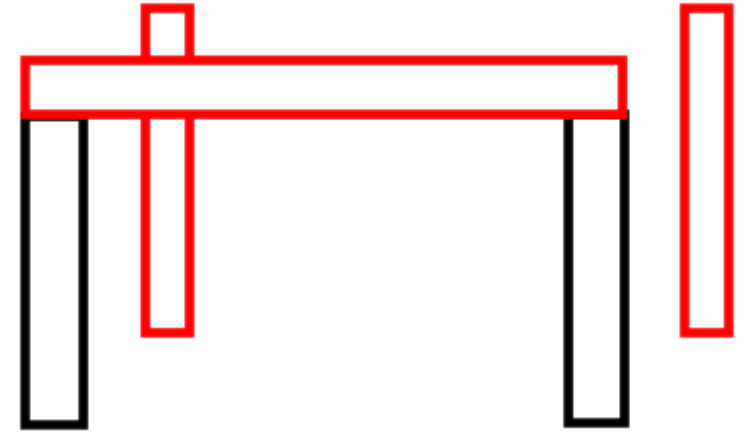
curriculum mapping programing empowers faculty members to use their expert knowledge and professional judgment in creating a tool for a coherent and transparent curriculum presentation thus facilitating student learning and development

Curriculum Mapping -program me

- ## Two-dimensional

  - **Columns** (Program *Outcomes*)

- sub columns for each program outcome

  I. Syllabus- communicated

  II. Level of Instruction-enacted

  III. Feed-back- assessed

Courses	Result 1			Result 2			Result 3		
	Syllabus 1, 2	Level of instruction I,E,R,A	Assessment a,b	Syllabus 1, 2	Level of instruction I,E,R,A	Assessment a,b	Syllabus 1, 2	Level of instruction I,E,R,A	Assessment a,b

Curriculum Mapping -program me

- **Two-dimensional**
  - **Rows** (Courses)
- First column - List of program core courses

Organizing rule

- One row-one course
- Courses are arranged in the order of student progress through the program

student progress through the program

| Courses	Result 1			Result 2			Result 3		
	Syllabus 1, 2	Level of instruction I,E,R,A	Assessment a,b	Syllabus 1, 2	Level of instruction I,E,R,A	Assessment a,b	Syllabus 1, 2	Level of instruction I,E,R,A	Assessment a,b
				One row-one course					

Curriculum Mapping -program me

- ## **Two-dimensional**
  - **Columns** (Program *Outcomes*)
- **Identify** and list intended progra
  learning outcomes

The organizing rule
- One column-one learning outcom
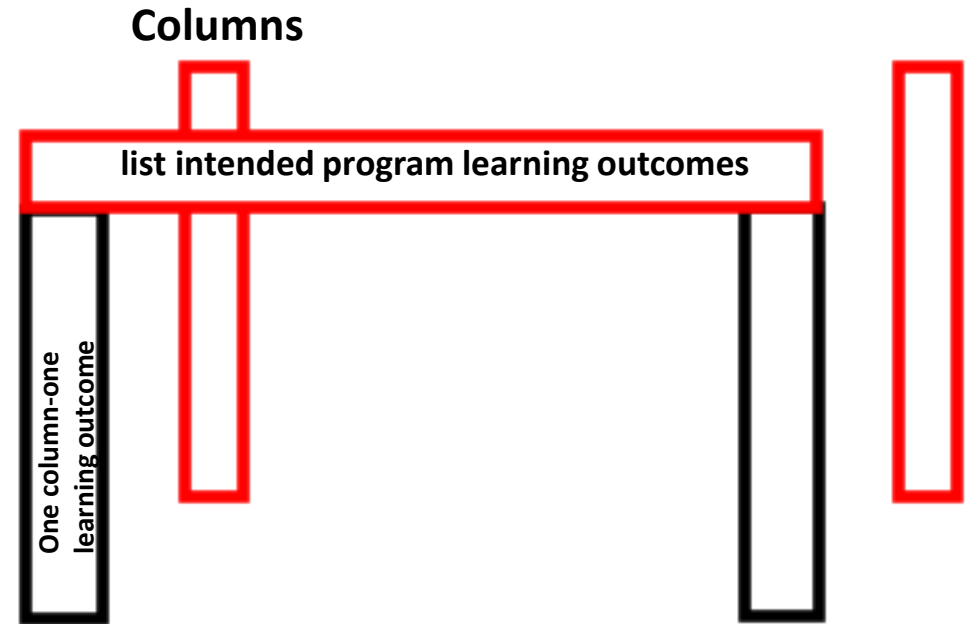
Columns
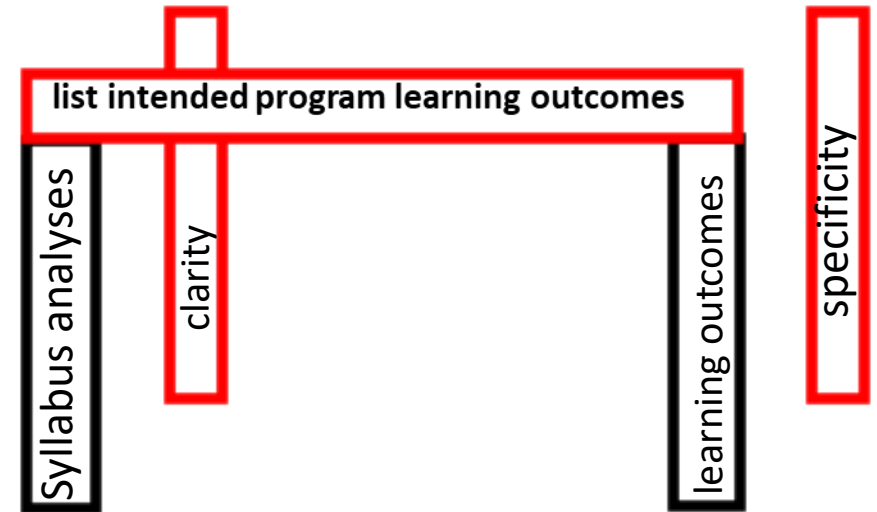
list intended program learning outcomes

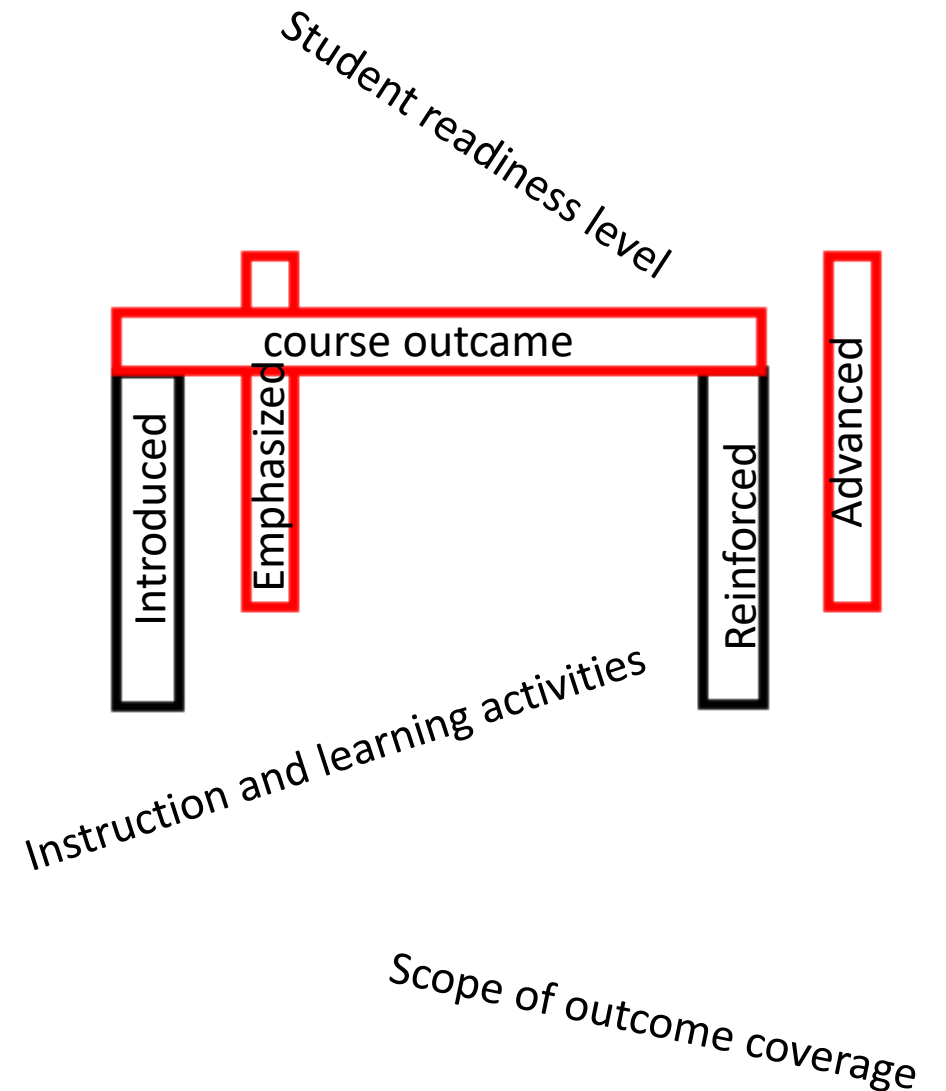One column-one learning outcome

Curriculum Mapping -program me

- ## **Two-dimensional**
  - **Columns** (Program *Outcomes*)
- Sub columns In course level
- Syllabus analyses
  - learning outcomes of the program in the course level (course outcame) are:
- explicitly (clarity - directly expressed) 1
- implicitly (specificity- indirectly expressed)-2

Curriculum Mapping -program me
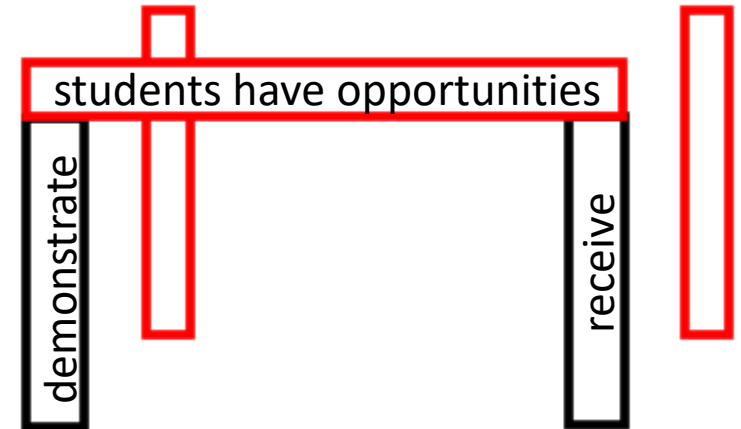
- **Two-dimensional**
  - **Columns** (Program *Outcomes*)
- Sub columns In course level
- Syllabus analyses/level of instruction
  - learning outcomes of the program in the course level (course outcame) are:
- ✓ **I**ntroduced/**CONTENT/SKILL**
- ✓ **E**mphasized/ **TAUGHT IN DEPTH**
- ✓ **R**einforced/ **ADDITIONAL EXPOSURE TO THE INFORMATION**
- ✓ **A**dvanced/**APPLIED IN MULTIPLE CONTEXTS**

Student readiness level

course outcame

Introduced

Emphasized

Reinforced

Advanced

Instruction and learning activities

Scope of outcome coverage

# Curriculum Mapping -program me

- **Two-dimensional**
  - **Columns** (Program *Outcomes*)
- Sub columns In course level
- Syllabus analyses/information about the assessed curriculum
- students have opportunities (X)
  a.   demonstrate what has been learned on each program outcome **a**
  b.   receive feedback in a formal way **b**

Curriculum Mapping -program me

- ## **Two-dimensional**
  - The same logic is follow for transversal competences
  - <u>Transversal competences each one column</u>
  - <u>Coure courses in rows analysed:</u>
    - I. Syllabus- communicated
    - II. Level of competence-enacted
    - III. Feed-back- assessed
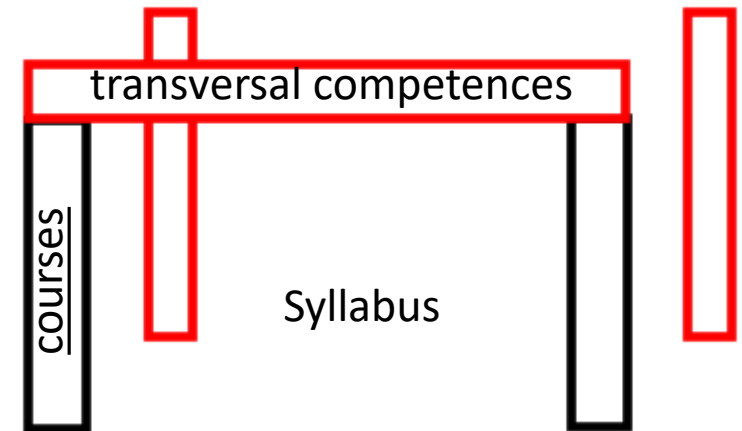
THANK YOU

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