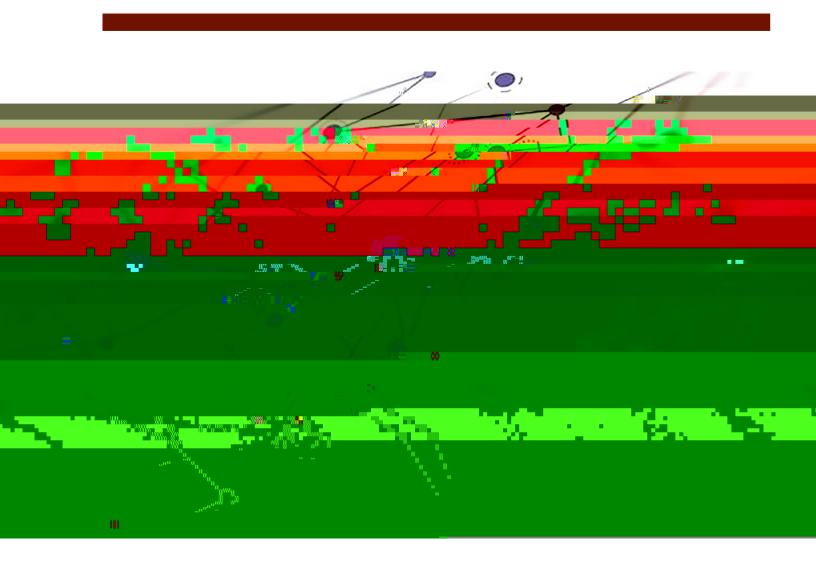
National Institute for anel reconnectessess common and the same of the connectes session and the



Mapping Learning: A Toolkit

Table of Contents

Introduction	3	
What is Mapping?	4	
	QqTf116.	8008612 792 reW*nBT0 g/ C2 <u>0</u> 12 Tf72.0
Program-Level Curriculum Mapping	9	
Certificate	10	
	10	
Co-C	. ₽ Q'₽₽££5∨.5	5v.5v.5vħa' k // he k 0k// hd a PPa@ ř å

Introduction

The third approach for mapping learning includes a shared understanding of integrated and intentional learning design. It brings educators together to collectively discuss where learning occurs, exploring alignment between educational experiences, activities, and assessments. When completed as a collective enterprise, mapping becomes a means of generating consensus around learning outcomes along with collaborative ways to move forward as an institution, not a discrete educational unit (Jankowski & Marshall, 2017). It also means that we can map activities and their related learning (such as occurrences of High-Impact Practices, or HIPs, and related learning), co-curricular learning, programmatic learning, and the like. The difficulty with this approach is the amount of time taken and space needed for collaborative discussions as well as willingness to engage across potential organizational silos.

- learning experiences;
- Suggesting whether students take courses or participate in activities in an optimal sequence; and/ or
- Developing advising tools that provide students with an overview of the role of each course or learning experience in the institution and why some should be taken in a particular order.

How one maps is dependent on what questions are

Program-Level Curriculum Mapping

At a program-level view, curriculum mapping entails exploring the relationships between the courses in a program and the program learning outcomes. In addition to documenting that the learning outcomes are addressed by the courses, the use of (I) for introduced, (D) for developed, and (M) for mastered enables faculty to focus attention on how learning is scaffolded over the course of the curriculum. Program-level maps that bring faculty together to discuss learning help indicate how courses relate to each other, allow space for adjunct and part-time faculty to understand the role of different courses, and reveal if certain outcomes are addressed and reduce redundancy. Some questions to ask when undertaking curriculum mapping at a program-level include:

- In the key courses, are all outcomes addressed, in a logical order?
- Do all the key courses address at least one outcome?
- Complete the same course address the same outcomes, at the same levels?
- Do some outcomes get more coverage than others? Is that intentional?
- Are all outcomes first introduced and then reinforced?
- Are students expected to show high levels of learning too early?
- Obstudents get practice on all the outcomes before being assessed, e.g., in the capstone?
- Do all students, regardless of which electives they choose, experience a coherent progression and coverage of all outcomes?
- What do your electives, individually and collectively, contribute to the achievement of your student learning outcomes?

Another layer of mapping at a program-level is exploring where learning is assessed or where artifacts are collected. Several key questions can help to guide mapping endeavors that seek to examine the alignment of curricula within a specific course (Jankowski & Marshall, 2017):

- 1. How do courses increase expectations for learning in relation to particular outcomes?
- 2. How do assignments elicit demonstrations of particular learning outcomes? How are we assessing it and where?
- 3. How do our pedagogies prepare students to make such demonstrations?
- 4. How do individual faculty/ courses each contribute to the collective enterprise of helping students to demonstrate outcomes?

Once maps are completed, they should be shared. For students, viewing a curriculum map at the start of a course and throughout the program help indicate how courses build on each other, showing how the various pieces fit together into a coherent whole. In addition, program-level maps should be shared with advisors to help reinforce the connection points and add in course recommendation decisions. Curriculum maps from a program can also be utilized to provide multiple on- and off-ramps for students as they move through and transfer.

It is important to keep in mind that the program curriculum is just one piece of the larger educational experience of our learners. Focusing on a degree program itself for mapping may mean faculty address gaps in learning outcomes within the program at the expense of partnering with and drawing from general education or co-curricular learning experiences. To move from a program view to a wider lens of how various elements fit together, we recommend using the <u>Questions of Learning</u> developed by Norm Jones and Dan McInerney of Utah State University. For additional information on curriculum mapping along with examples, see Chapter 4, Applying the Paradigm to Qurriculum Mapping in Jankowski and Marshall (2017).

Certificate Mapping

For learning experiences that do not equate to the traditional definit (such as certificates) certificateg/ TT1 12 Tf66.025.rma6/ TT1(e)9 (W*nBT0 g (e)9 (rti)98-8 (t)-15 (T1 123s1 (L)-123s1 (L)-12

- What are the points of connection between general education and the major? In what ways is learning intentionally integrated and built upon from one setting to another?
- Is there a coherent educational experience for learners between general education and major courses? How are assessments in one setting advanced in another?
- How is advising involved in conversations around general education as well as transfer student services and the registrar? Are we building multiple points of entry and exist for our students?
- Is there a preferred pathway for a major through general education? How is that communicated to students?

To connect the various elements of a degree, learning outcomes that are shared beyond the program serve a useful starting point. These learning frameworks may include the institutional learning outcomes and how they relate, general education learning outcomes, or even more national learning

<u>Essential Learning</u>

<u>Outcomes</u>, the <u>Degree Qualifications Profile</u>, <u>NACE Competencies</u> or <u>CAS Standards</u>. Using

Outcomes, the Degree Qualifications Profile, NACE Competencies or CAS Standards. Using learning frameworks as a starting point allows for translation and cross-walking from the various places learning occurs. The case study of McKendree University provides an example of such an approach. McKendree University engaged with the DQP to refine their Diverse

student learning outcomes, the Association of American

in the Balance key attributes. (Read the full case study.) An additional resource on mapping Program Review publication (Quevas, Matveev, & Miller, 2010).

Co-Curricular Mapping

Learning happens in all sorts of places to help reinforce and transfer knowledge for learners. Mapping co-curricular learning as it relates to other elements of the educational environment can help to foster the coherent, integrated learning experiences needed to foster student success. While within specific student affairs units, mapping can occur of the learning addressed as well as how elements connect with CAS Standards (Table 6), points of connection can also be explored. However, while Table 6 does not include how the learning outcome is addressed, Tables 3 and 4 presented earlier can be layered under the program column for a full picture of the theory of change behind learning support (Jankowski & Marshall, 2017).

Mission statement element	Related outcome domain	Related dimension	Student affairs unit specific learning outcome	Program or programming that addresses the learning
			outcome	outcome

Table 6. CAS Standard mapping within student affairs units

- Capstone Courses and Projects
- Undergraduate Research
- Collaborative Assignments and Projects
- Writing-Intensive Courses

A growing area of focus within HIPs is that of on-campus employment for learners. To learn more about this see the WI Grow program and/ or the book

References

Cuevas, U. M., Matveev, A. G., & Miller, K. O. (2010). Mapping general education outcomes in the major: Intentionality and transparency. Peer Review, 12(1), 10-15.

Jankowski, N. A., Timmer, J. D., Kinzie, J., & Kuh, G. D. (2018). Assessment that matters: Trending toward practices that document authentic student learning. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Jankowski, N. A. (2017). Unpacking Relationships: Instruction and Student Outcomes. Washington, DC: American Council on Education.

Jankowski, N. A., & Marshall, D. W. (2017). Degrees that matter: Moving higher education to a learning systems paradigm. Sterling, VA: Stylus Publishing.

Ensuring quality and taking High-Impact Practices to scale. Washington, DC: Association of American Colleges and Universities.

McClellan, G. S., Creager, K. L., & Savoca, M. (2018). A Good Job: Campus Employment as High-Impact Practice. Sterling, VA: Stylus Publishing.

McMahon, T. & O'Riordan, D. (2006). Introducing Constructive Alignment into a Curriculum: Some Preliminary Results from a Pilot Study.