


Creating the Big Picture: Improving Instruction Programming through Curriculum Mapping

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Agenda

- Understanding your institutional context
 - Obtaining buy-in and funding for an initiative
 - Developing and conducting a pilot
 - Communicating results to decision-makers
 - Using results to develop sustainable instruction programs
 - Creating a liaison training program
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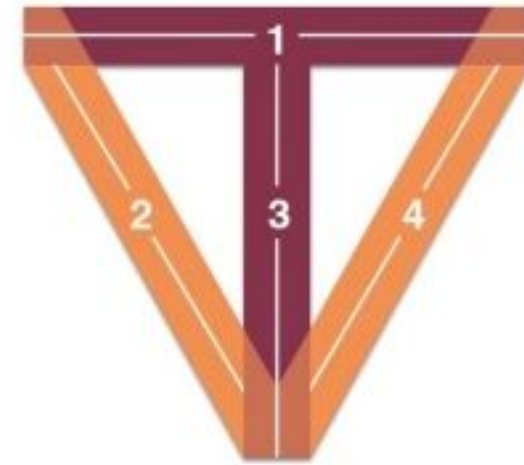


Understanding Your Institutional Context

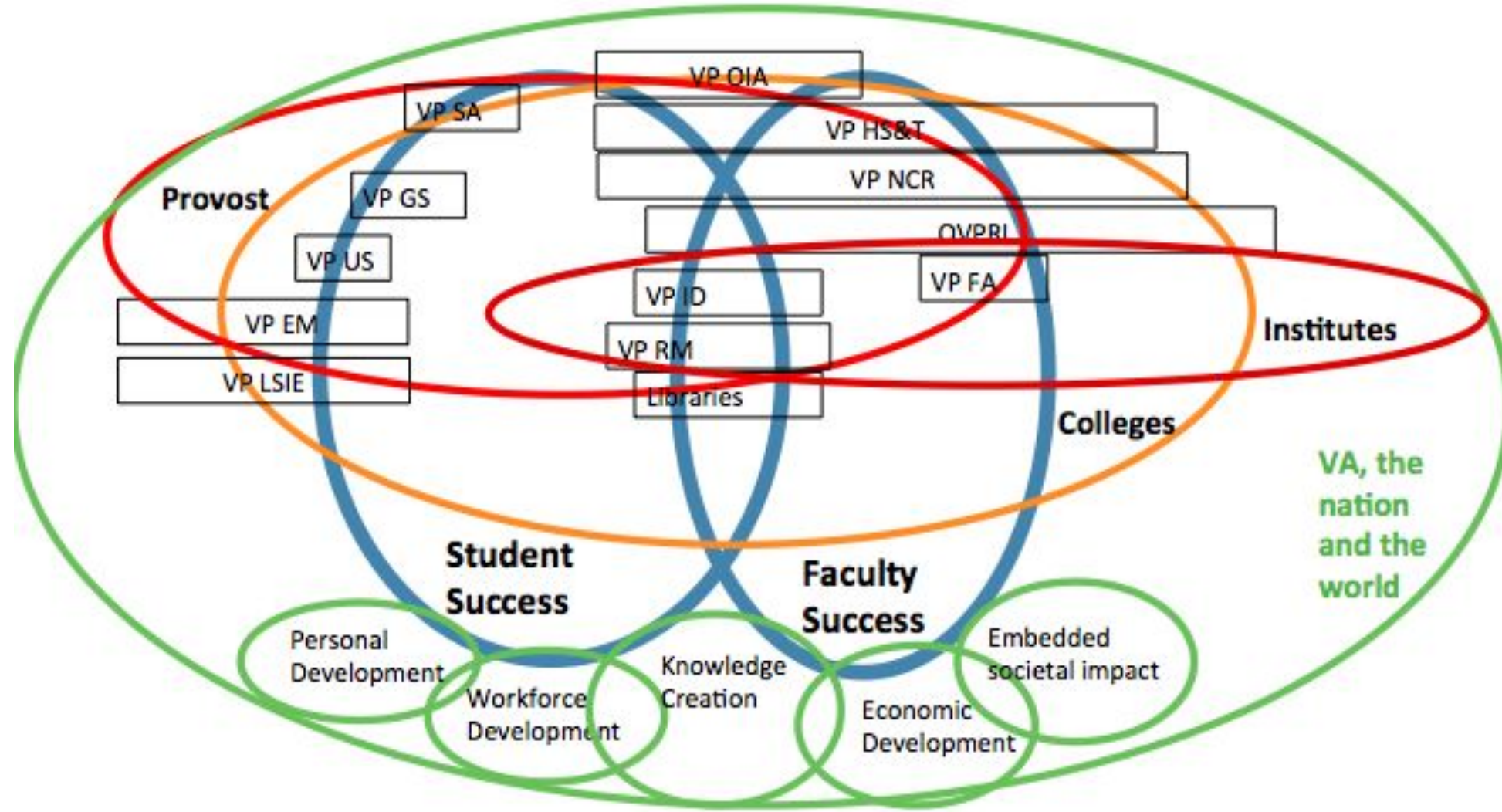


High Profile Campus Initiatives

- Beyond Boundaries visioning into 2047
- Pathways to General Education
- VT Shaped Experiences
- ePortfolios
- Digital Literacy



1. Transdisciplinary knowledge and technological literacy
2. Informal communal learning
3. Disciplinary depth
4. Guided experiential learning






What is curriculum mapping?

- A method to align instruction with desired goals and program outcomes. The map or matrix:
 - Documents what is taught and when
 - Reveals gaps in the curriculum
 - Helps design an assessment plan (University of Hawai'i at Manoa, 2013)




Why do libraries curriculum map?

- For identifying instruction opportunities within a curriculum
 - For creating programmatic and curricular assessment
 - For increasing library engagement
- 




Purposes & Goals

- Find engagement opportunities within a complex and ever-changing campus environments
 - To communicate values with administrators for growing and scaling the library instruction program
 - To limit redundancies within instruction and to address gaps in current engagement
- 



The Curriculum Mapping Process

- Developing a team and identifying roles
 - Selecting a software
 - Creating templates and scales
 - Conducting a pilot of the English curriculum
 - Reporting on progress
 - Planning next steps
- 



Obtaining Buy-in and Funding for an Initiative



Finding Funding Sources

- Grant funding at your university
 - Teaching and Learning Center funding
 - New faculty incentive funding
- Grant funding within the libraries
 - New initiative funding
 - Directly talking with Dean about it fits within strategic priorities
- Other funding
 - Institute of Museum & Library Services
 - State funding for libraries



Developing & Conducting a Pilot



Developing the Team

- Administrator Role
 - Serve as guide for the team
 - Develop goals, oversee progress, draft final report
- Curriculum Mapping Expert
 - Focus on theory and implementation
 - Communicate needs, create frameworks and templates, collaborate with liaisons, generate visualizations
- Subject Liaison
 - Utilize their subject expertise and relationships
 - Communicate with faculty, gather syllabi and materials, assist in mapping



Crafting Outcome Areas from the Frames

Template Outcome Area	ACRL Frames
Reflective Discovery	Research as Inquiry, Searching as Strategic Exploration, Scholarship as Conversation
Critical Evaluation	Scholarship as Conversation, Authority as Constructed and Contextual
Ethics	Information Has Value
Creation & Scholarship	Scholarship as Conversation, Information Creation as a Process



Developing Outcomes for Each Area

Reflective Discovery

Develop research questions

Revise topic scope continuously

Generate keywords

Identify appropriate search tools and resources (incl. special collections, homegrown databases, and repositories)

Use database search strategies

Access physical materials (incl. rare book and manuscript collections)

Explore conversations surrounding a topic or idea

Critical Evaluation

Evaluate information based on relevance and context

Identify range of information sources (e.g. popular, scholarly, trade, primary, secondary, tertiary, editions, etc.)

Analyze present and missing voices from explored conversations

Recognize authority can change based on need and context

Select information based on authority, credibility, utility



Considering Gen Ed Indicators

Template Outcome Area	ACRL Frames	General Education Indicators
Reflective Discovery	Research as Inquiry, Searching as Strategic Exploration, Scholarship as Conversation	Discover and comprehend information from a variety of sources
Critical Evaluation	Scholarship as Conversation, Authority and Constructed and Contextual	Analyze and evaluate the content and intent of information from diverse sources Evaluate the credibility and the use/misuse of scientific information
Ethics	Information Has Value	Identify ethical issues in a complex context
Creation & Scholarship	Scholarship as Conversation, Information Creation as a Process	Develop effective content that is appropriate to a specific context, audience, and/or purpose Synthesize multiple complex sources and create a coherent narrative or argument



Information Literacy Template Snippet

Reflective Discovery

Research questions

Topic scope

Keywords

Search tools and resources (incl. special collections, homegrown databases, and repositories)

Database search strategies

Physical materials (incl. rare book and manuscript collections)

Conversations surrounding a topic or idea

Critical Evaluation

Information relevance and context

Range of information sources (e.g. popular, scholarly, trade, primary, secondary, tertiary, editions, etc.)

Present and missing voices from conversations

Authority need and context

Information credibility and utility



Spaces Template Snippet

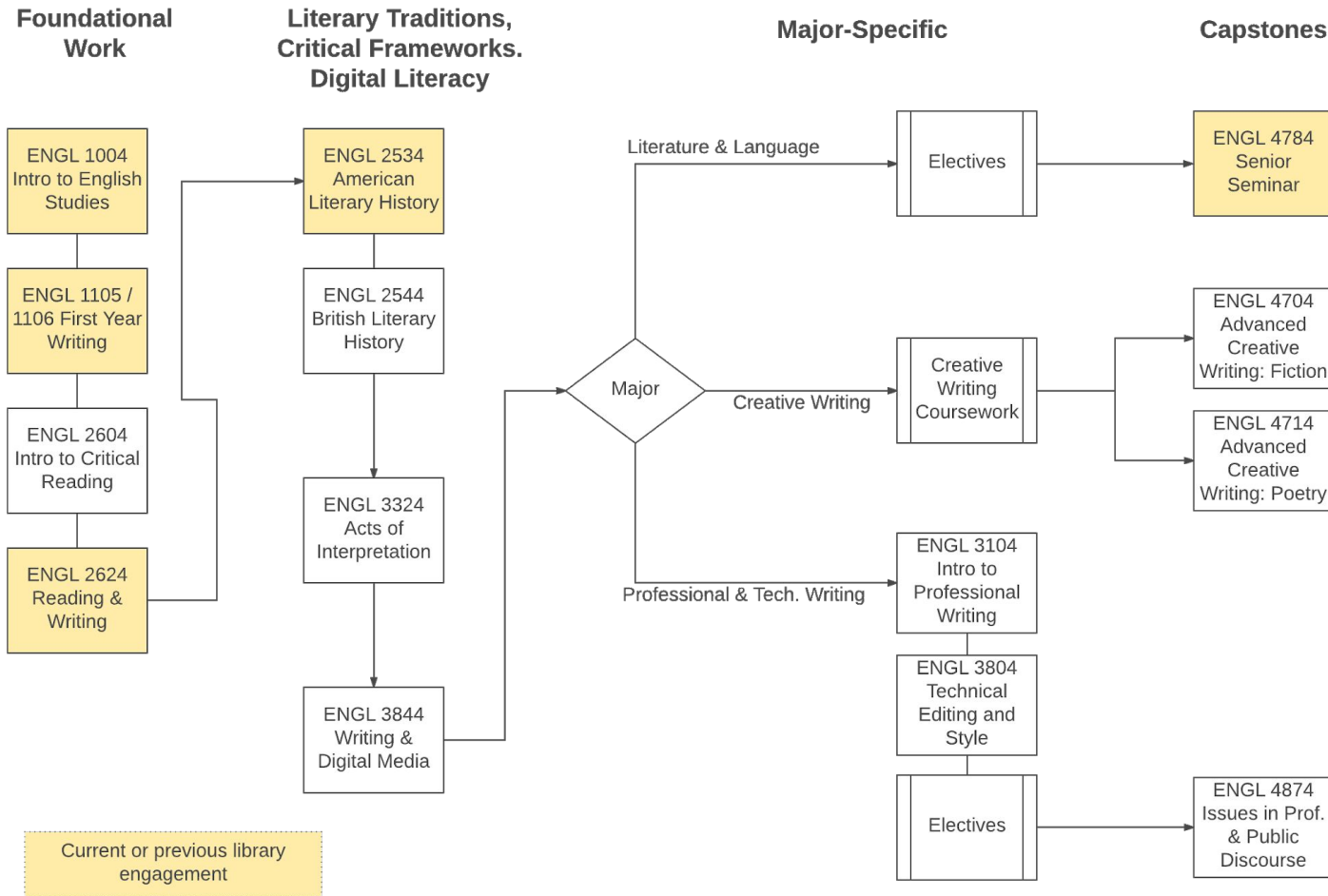
Course Name		
Multipurpose Room		
Class presentations		
Poster sessions/symposiums		
Other events		
Fusion Studio		
Interdisciplinary group projects		
Events		
Exhibits		
Workshops		
3D		
Open		
Individual or assignment requirements		
Special Collections		
Library instruction		
Workshops		
Events		
University classroom		
Consults		



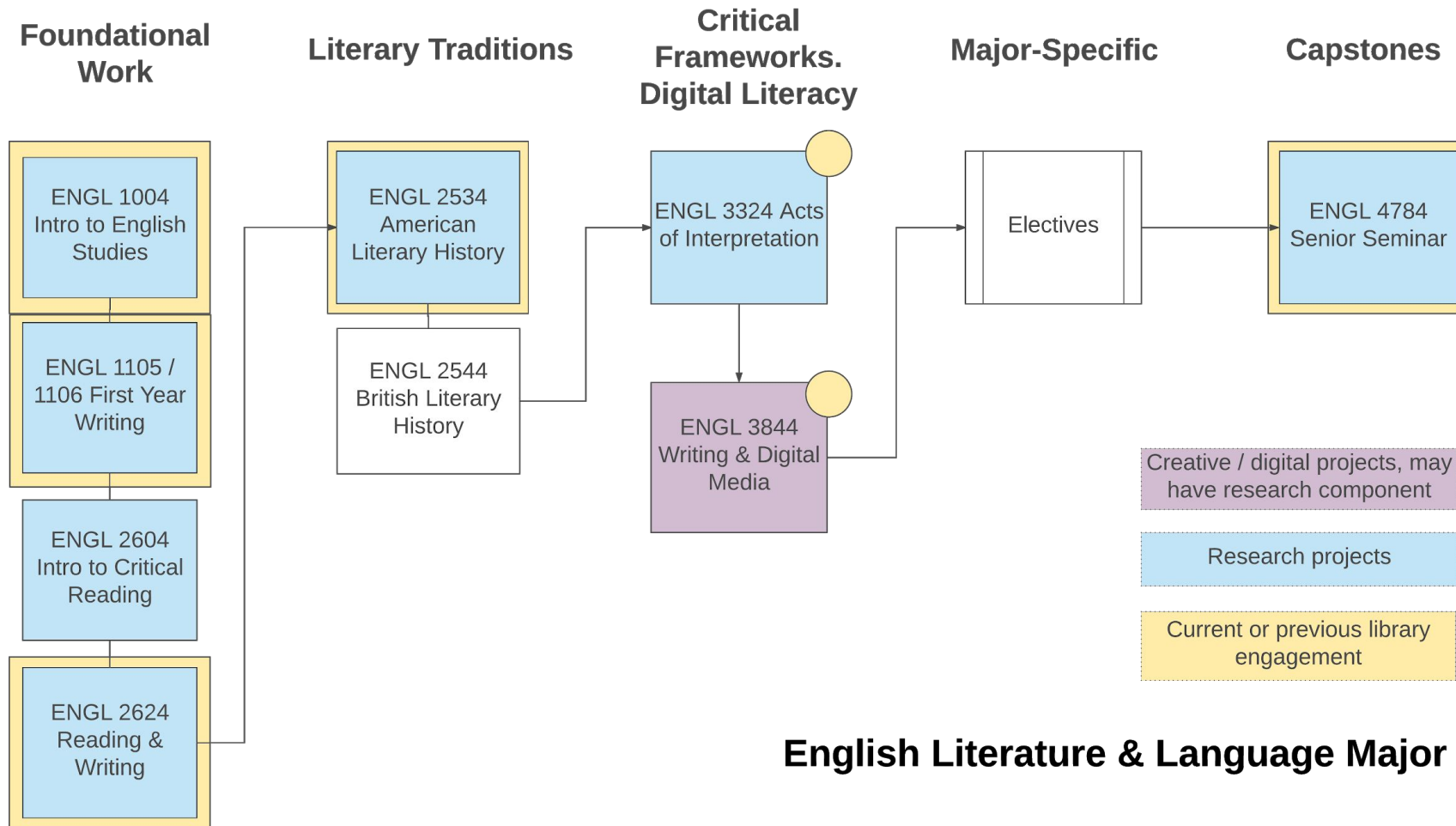
Undergraduate ENGL Program Snippet

Course Number	Course Name	Current Library Engagement?	Aspirational Library Engagement?	Research Assignment?	Digital Literacy Aspect?	Uses a special space
ENGL 1624	Introduction to Detective Fiction				x	
ENGL 1634	Introduction to Shakespeare					
ENGL 1644	Introduction to World Literature					
ENGL 1654	Introduction to Science Fiction and				x	
ENGL 1664	Introduction to Women's Literature					
ENGL 1704	Harry Potter Phenomenon			x		
ENGL 2444	Greek and Roman Mythology					
ENGL 2534	American Literary History	x	x	x		x
ENGL 2544	British Literary History		x	x		
ENGL 2604	Introduction to Critical Reading		x	x		
ENGL 2624	Reading and Writing Across English	x		x		x
ENGL 2744	Introduction to Creative Writing		x			

Modeling Engagement with ENGL



Modeling Engagement via Track



English Literature & Language Major



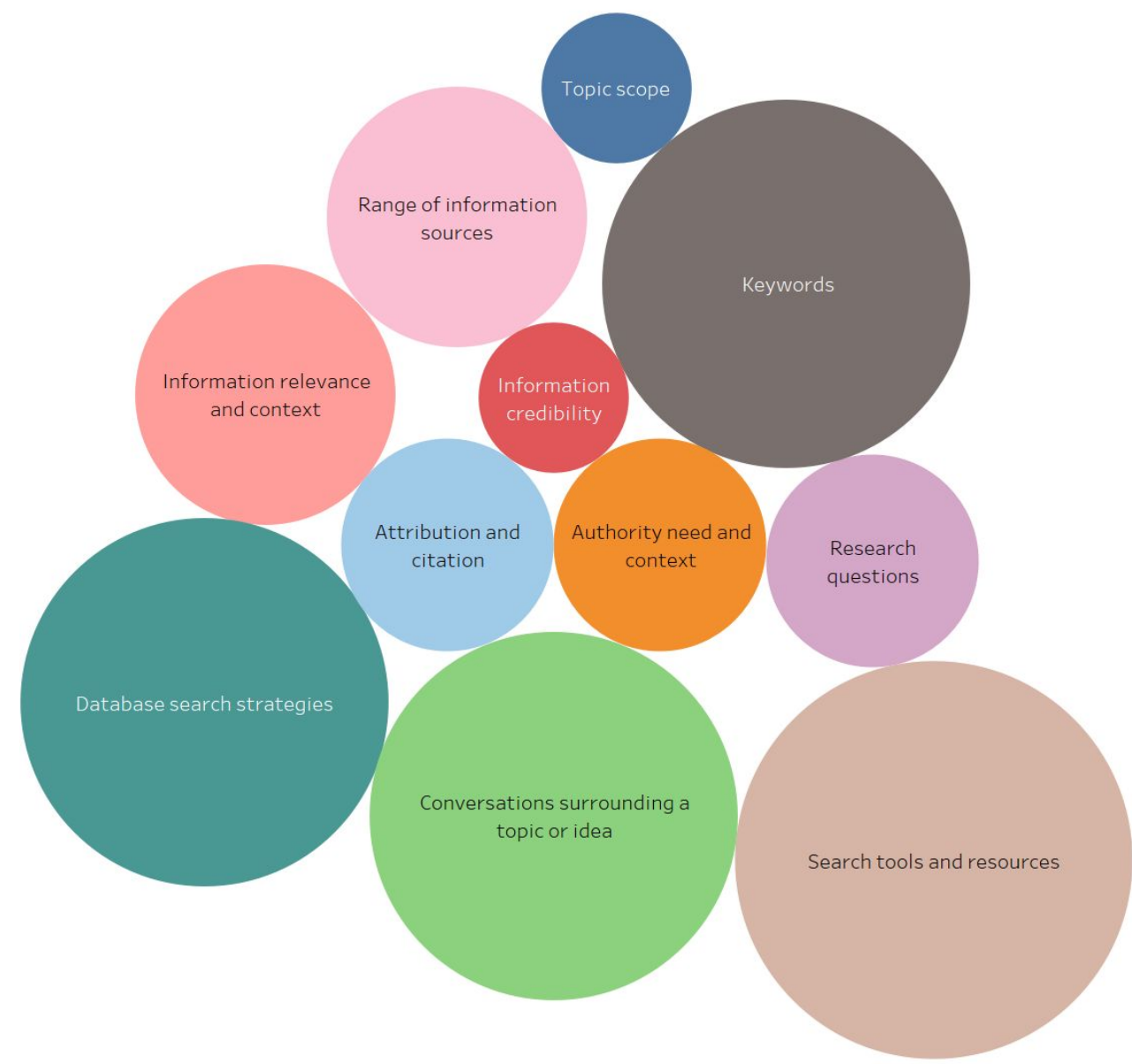
Undergrad ENGL Info Lit

Introduce	1
Reinforce	2
Masters	3

	ENGL 3648 Lit and the Law	ENGL 3744 Writing Center Theory and Practice	ENGL 4784 Senior Seminar	ENGL 4854 Writing, Research, Study Abroad
Reflective Discovery				
Research questions				2
Topic scope				
Keywords		2	2	
Search tools and resources (incl. special collections, homegrown databases, and repositories)	1	1	1	2
Database search strategies		1	2	2
Physical materials (incl. rare book and manuscript collections)				
Conversations surrounding a topic or idea	1	2	2	

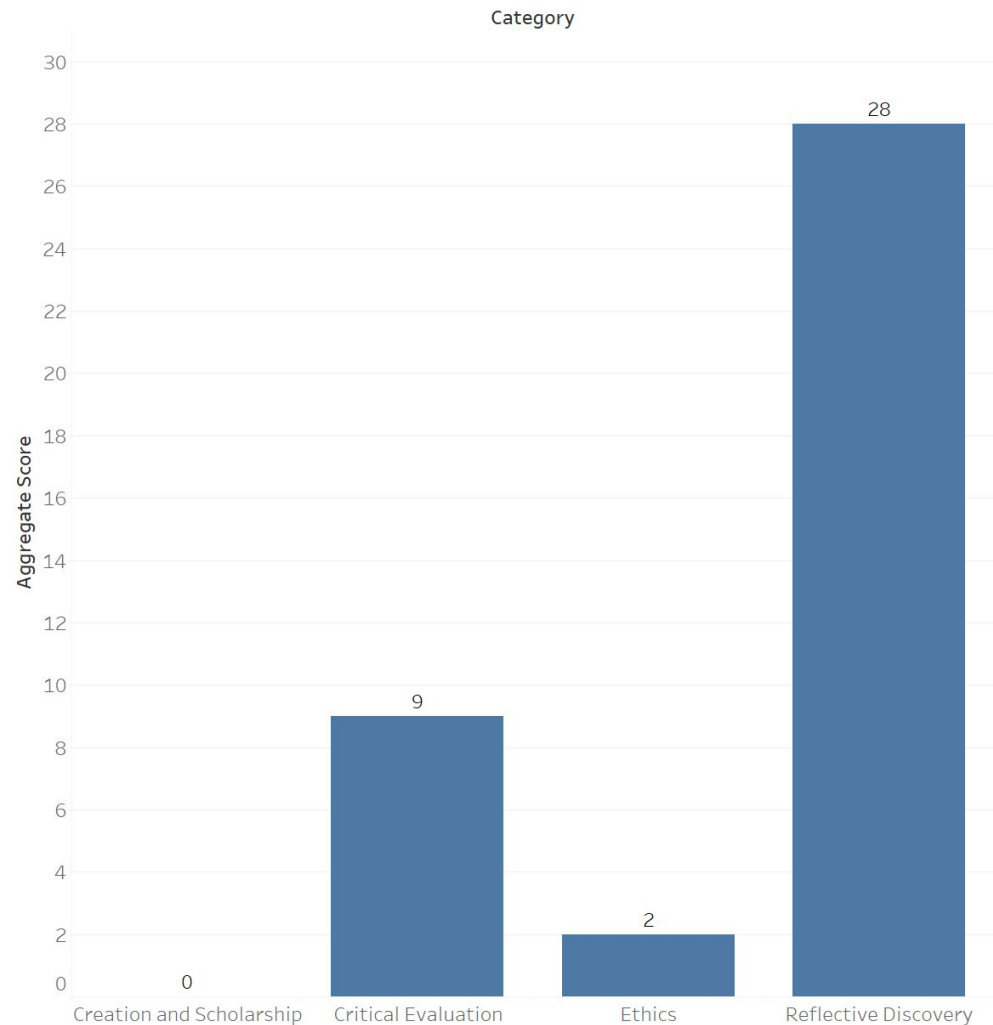
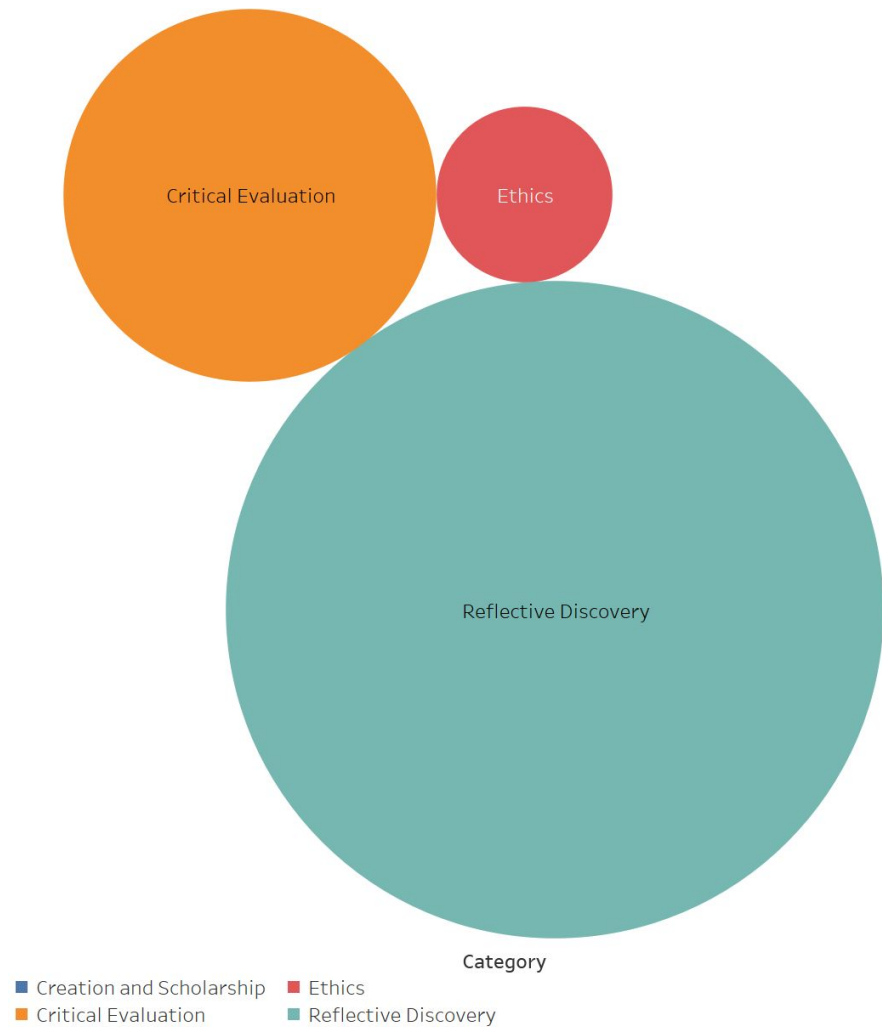


Outcomes Taught

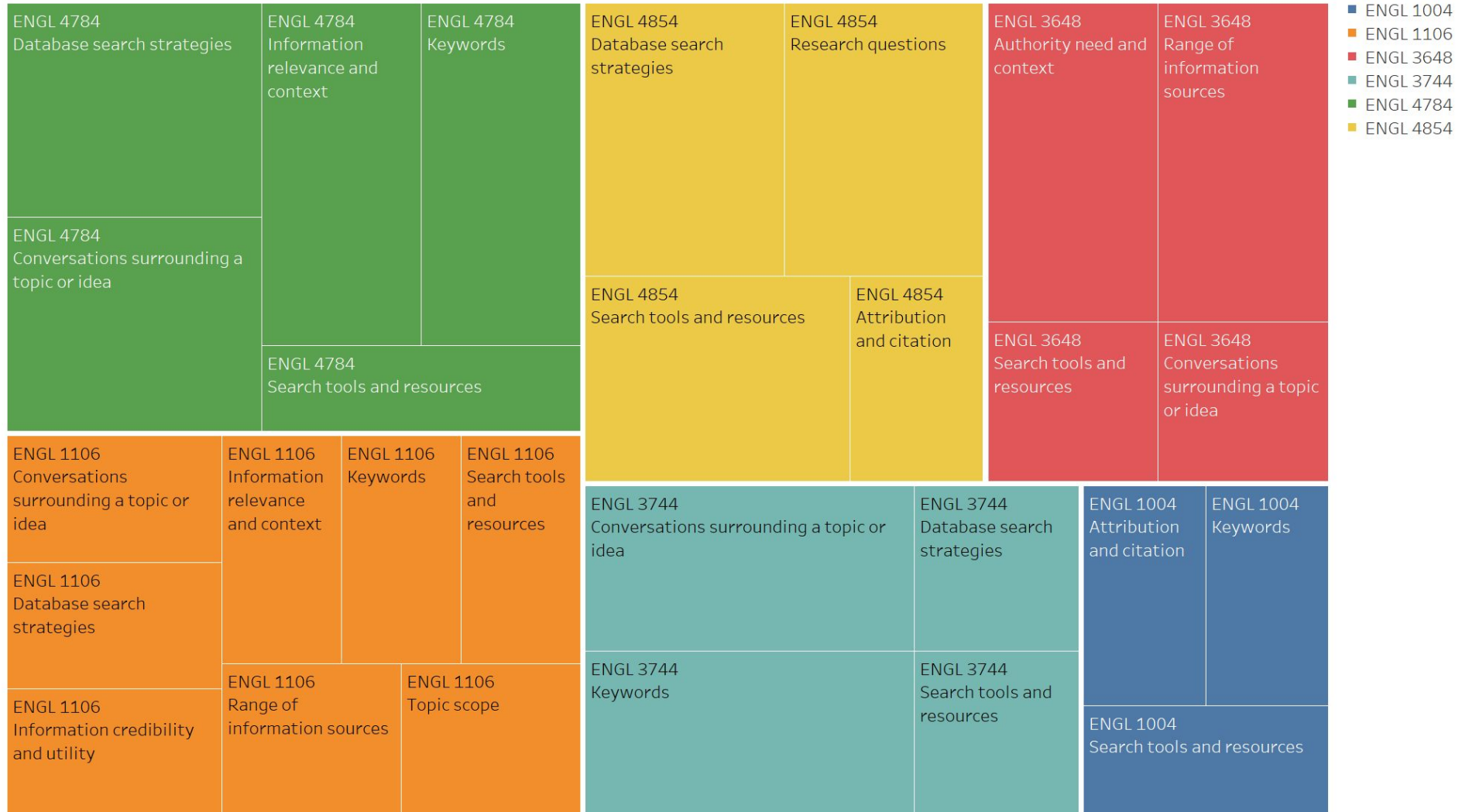


- Access or lack of access to information sources
- Attribution and citation
- Authority need and context
- Best practices for managing data
- Competing perspectives as part of ongoing conversations
- Conversations surrounding a topic or idea
- Copyright, fair use, open access, and the public domain
- Curation of research and creative outputs
- Database search strategies
- Disciplinary standards and guidelines to research
- Information credibility and utility
- Information relevance and context
- Keywords
- Physical materials
- Present and missing voices from conversations
- Range of information sources
- Repositories, open access, peer review
- Research questions
- Rights and responsibilities for a community of scholarship
- Search tools and resources
- Topic scope

Categories Taught: Bubbles vs Bar Chart



Outcomes by Class



Year 2: Mapping the University?!

My Drive > Curriculum Mapping: Student Workers



Folders

Name ↑

College of Agricu...

College of Archit...

College of Engine...

College of Liberal...

College of Natura...

College of Scienc...

Honors College

Pamplin College ...

Readings

Weekly Tasks

Files

Majors Progress ...

Program Overvie...

Questions




Reporting Progress & Communicating Results



Reporting on Progress

- One-Pagers
 - Keep it simple
 - Show the data
 - Show the impact (especially when grant funding is involved)
- Use of selected visualizations for:
 - Advocating for future instructional positions
 - Advocating for restructuring programs and teams for sustainability
 - Funding requests for future projects



Using results to develop sustainable instruction programs



Building a Sustainable Instruction Culture

- Capitalizing on off campus initiatives to gain buy-in from administrators
 - from general instruction to High-Impact Practices librarianship
 - using key data from curriculum mapping to make the case for liaison areas outside of the disciplines
- Scaling online options for flipped instruction
 - identification of areas where online modules makes sense
- Identifying areas within the instruction program that are working
 - Where are the strongest partnerships?
 - What needs to change and how can that be communicated?
 - What needs to stay the same?



Next Steps




Next Steps

- Shifting away from mapping subject areas
 - Looking at experiences versus core functions
 - Looking at key campus initiatives versus liaison areas
 - Mapping outside of the curriculum
- Identifying areas within the instruction program that are working
 - What are our strongest partnerships
 - What needs to change and how can that be communicated
 - What needs to stay the same
- Building new frameworks
 - Digital literacy -- <https://lib.vt.edu/research-learning/digital-literacy.html>



Structuring a team for sustainability

- Building a high-impractice practice team to test-out this new approach
 - Having the HIP team function as the mappers for HIPs
 - Explore how the maps influence or aid in helping these librarians provide services and resources
 - Re-evaluating in another year to see how this process is working
- 



Key Takeaways

- When you can't focus in on the curriculum, focus instead on experiences that are happening in the co-curricular environment
 - Ideas for mapping outside of the curriculum
- Mapping the High-Impact Practices help us to:
 - Continue to be involved with changes happening across campus
 - Helps us to stay in step with the University instead of always being a step behind
 - Still help us to identify where we need to be engaging and with whom



Thank you!
Questions?



References

1. Arthur, M., & Tierney, B. G. (2014). Subject librarian initiative at the University of Central Florida Libraries: Collaboration amongst research and information services, acquisitions and collection services, and the Office of Scholarly Communication. *Proceedings of the Charleston Library Conference*. Retrieved from <http://dx.doi.org/10.5703/1288284315311>
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4. University of Hawai'i Manoa (2013, October 25). Assessment How-to. Retrieved from <https://manoa.hawaii.edu/assessment/howto/mapping.htm>
5. Virginia Tech (n.d.). Pathways to General Education. Retrieved from <http://www.pathways.prov.vt.edu/8pdf/PathwaysLearningOutcomes.pdf>