



# Planning for Curriculum Mapping


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# This session will:

- Introduce the audience to topics and conversations focusing on how curriculum mapping gets started
- Provide some best practices, challenges, and things to consider before engaging in curriculum mapping
- Discuss some of the hidden aspects and impacts of curriculum mapping.

# Currere definition

- Curriculum is derived from the Latin *currere*, to run the course.
- The traditional definition of curriculum is “course of study,” while a more modern definition provides an integration of cognitive, emotional, and environmental influences and experiences that can change a learner’s knowledge, skills, values, and world views (Gress, 2002).



Curriculum mapping is a process for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments (formative and summative) used for each subject area and level.

It also can uncover unintended or hidden elements across that subject area and level.

# Aligned curriculum mapping leads to:

- (1) well organized and purposefully designed to facilitate learning
- (2) free of academic gaps and needless repetitions
- (3) aligned across lessons, courses, subject areas, and levels.

When educators map a curriculum, they are working to ensure that what students are actually taught matches the academic expectations in a particular subject area or level.

# **Alignments of Curriculum:**


- **Interdisciplinary**
- **Vertical**
- **Horizontal**
- **Subject-area**

# Before Getting Started

Remember....

Faculty members can find themselves in the university silo, the department silo, and even an educational content silo (Kurzweil, 2014).

Sensitive Topic  
Ownership



The use of curriculum mapping encourages leadership, faculty and staff to have conversations within their own department, school, and university, increasing collegiality and breaking down silos.





**Curriculum mapping acts as a catalyst for opening up lines of communication among all educators.**

# Thinking about Started

- Investigate the potential users of the map, their needs and the questions they are likely to ask.
- Scope the task
- Set requirements/definitions

# Who will YOU consider talking to at YOUR University about Curriculum Mapping? When? Why?

- Deans
- Faculty
- Current content owners
- Department groups Faculty Affairs
- Student Affairs
- Staff
- Instructional Designers / Faculty Educational Support groups
- Registrar
- Room and Lab owners
- Technology
  - CIO, CKO, CTO, Help Desk

# Strategic Planning As Place to Start for Curriculum Mapping

- Mission/Vision
- Review of alignment:
  - University
  - School/Department
  - Organizations
- Creation & analysis of the department's/schools, university SWOT chart
  - Strengths (S)
  - Weaknesses (W)
  - Opportunities (O)
  - Threats (T)
  - Challenges

# Provide some best practices, challenges, and things to consider before engaging in curriculum mapping.

- Performance standards, objectives, scaffolding/connectedness
- Current assessment measures
- Current content owners
- Organization(s) / Accreditation
- Sustainment / Professional Development
- Communication
- Management / Planning / Timeline
- Research / Data
- Resources
  - Technology
  - Classroom/space
  - ETC...
- Timeline / Past-Present-Future
- Buy-in / Decision Making / Control / Flexibility


# Be Prepared to Answer

- What is the purpose of curriculum mapping?
- Why is curriculum mapping needed?
- How do we ensure quality?
- What information can be gained through a curriculum map?
- How many people will be involved in editing your curriculum maps? •
- What type of professional development opportunities might arise out of a curriculum mapping experience?
- How is this funded.

# Socrates and Curriculum Mapping

“The unexamined life is not worth living”

Lets deconstruct the classroom and see what we have to work with and imagine the possibilities.



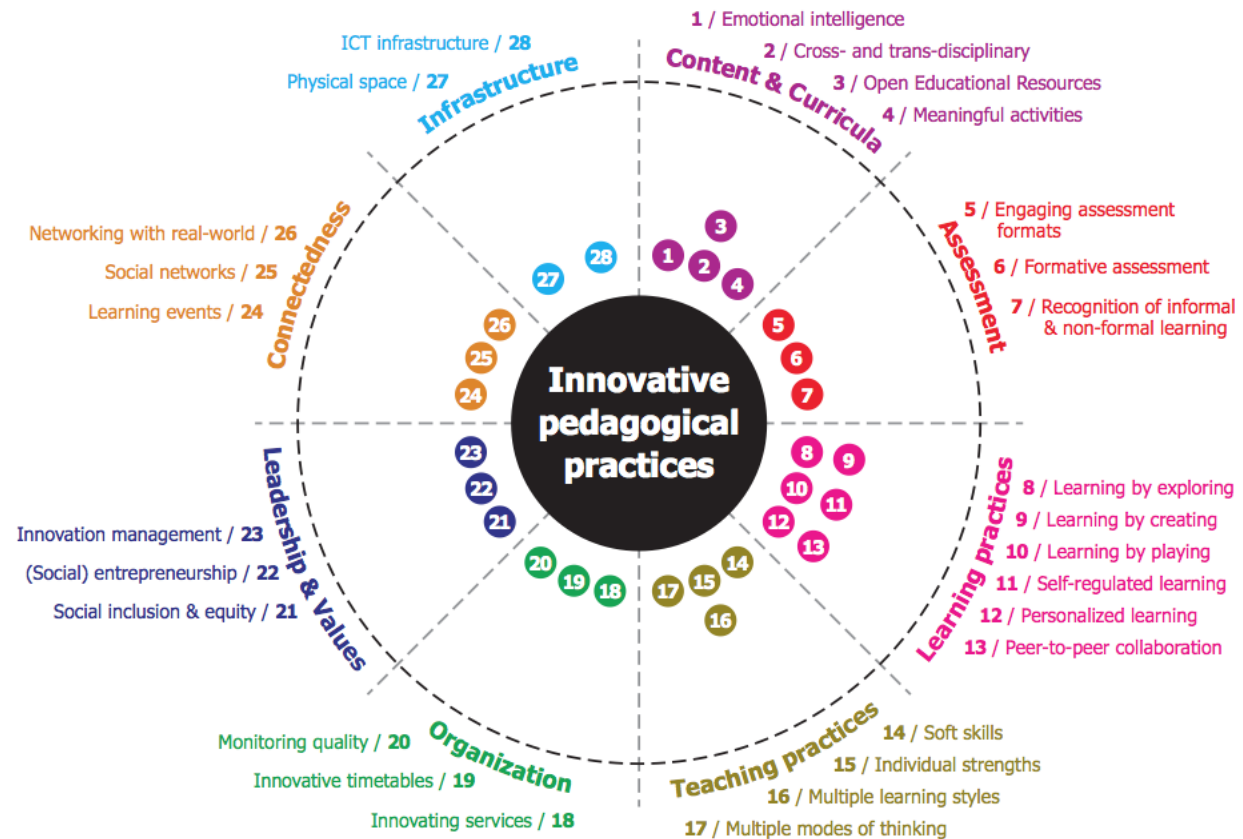
"Design is the ability to imagine that-which-does-not-yet-exist, [and] to make it appear in concrete form as a new, purposeful addition to the real world" (p. 10).

(Cross,2007)



# The Deconstruction of the Creative Classroom

## Elements of the Creative Classroom Research Model



# Hidden Aspects and Impacts of Curriculum Mapping.

## **Hidden curriculum**

- Refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives.
- Identifies the knowledge, skills, attitudes, and behaviors that may be learned but not overtly intended.
- Consists of the unspoken academic, social, and cultural messages that are communicated to students.

Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform. Retrieved from <http://edglossary.org/hidden-curriculum>

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- Questions

# Disclosures

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