LEAP – Curriculum Conversations: Handout

# A Framework to Guide Curriculum



## Key Principles:

1. Design down, deliver up
2. Learner in the centre of the process
3. Outcomes are the drivers – content/resources considered last in process
4. Alignment!

## Resources:

Stakeholder input, mapping, published standards, data (KPI, surveys, etc.), external facilitator

# Course Level Curriculum Review – Guiding Questions

Select one of your courses to work on.

## 1. What is the profile of the course?

* Is your course - stand alone, one of many within a program of study, co-requisite, pre-requisite for other courses, introductory, intermediate, advanced level?
* How does it relate to other courses?
* What courses does it build on?
* What courses follow it?

**Comments/Analysis**

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## 2. How does your course align and map to the overall program outcomes?

* What credential is the program?
* Are the learning outcomes in your course aligned to a program of studies that has approved program standards from the Ministry of Training, Colleges and Universities or other professional or sectoral standards?
* Are the learning outcomes in your course written at the appropriate level of learning for the credential
* And for the laddering of learning over the sequence of the semester?

**Comments/Analysis**

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## 3. How are the outcomes assessed in your course?

* What methods are you using?
* Are the assessment methods or practices aligned to one or more of the learning outcomes of the course?

**Comments /Analysis**

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## 4. Have the outcomes in your course been validated?

* Has the course/program been through a curriculum renewal/mapping process to ensure the appropriateness and currency of the outcomes?
* Have the outcomes been validated or affirmed by employers/ advisory groups and professional bodies as relevant and important to the discipline/vocation?

**Comments /Analysis**

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# General Approaches to Developing Learning Outcomes:

Three approaches to starting to create or edit outcomes:

## Theme approach

* 1. Identify themes related to intended curriculum
	2. Consider verbs that best fit student expectations
	3. Flesh out learning outcomes

## Assessment approach

* 1. Identify “ideal” and “authentic” assessments
	2. Describe the purpose of the assessments
	3. Flesh out learning outcomes

## Bundling approach

* 1. Used when many “micro” statements exist
	2. Group or bundle related or like statements
	3. Identify the most advanced taxonomy (verb) associated with the statements
	4. Flesh out the learning outcomes

# Difficult Situations

1. Course ownership
2. 1FT – many PT
3. Historical Practice
4. Demographics of program team

# Strategies for Facilitating Change

1. Pre-contemplators – establish the need, demonstrate benefits of engaging in curriculum work, externalize the message, separate the program from the people
2. Bring in external facilitator if/when necessary
3. Leverage PD opportunities such as Aligning and Building Curriculum (regional) or your own curriculum services
4. Establish a blame-free culture
5. Utilize positive, future design orientated change process models e.g. appreciative inquiry