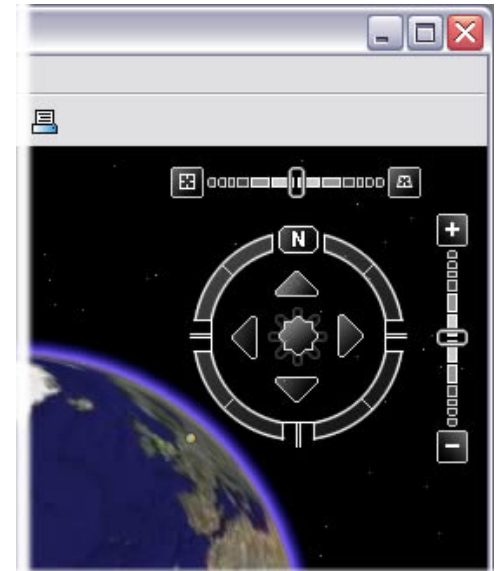




Curriculum Mapping as a Means of Updating and Integrating New Curriculum

Mapping is about seeing the “big picture”. Zooming out can help to determine whether or not the whole of a curriculum is greater than the sum of its individual parts.



Camilla Wheeler, LL.B.
Program Mapping Facilitator
cwheeler@georgebrown.ca
416-415-5000 ext. 6365

Why map the curriculum?

Curriculum maps are a tool for *facilitating change* by providing a “snapshot” of the current curriculum for the purpose of critical inquiry for continuous improvement. Until we know what and when our students learn, how do we know what and where any necessary changes should be made?

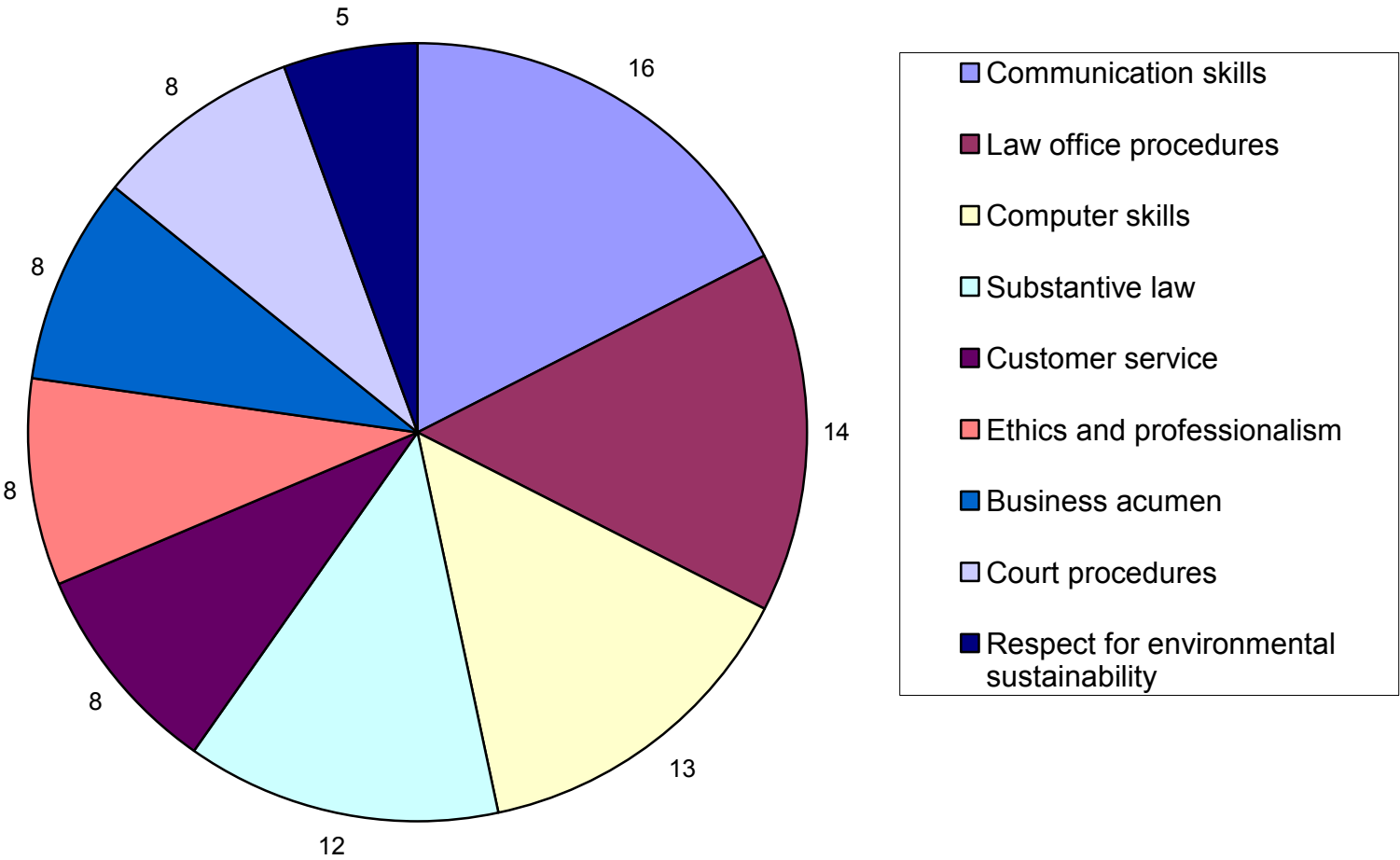
Maps:

- make the curriculum more transparent to all stakeholders;
- show links between different elements of the curriculum; and
- identify and foster opportunities to enhance both the **teaching and learning** experiences.

The Mapping Process

1. Identify an educational experience to be mapped (i.e. an overall program – such as a 2-year Law Office Administrative Assistant program, a series of courses, etc.).
2. Determine the elements of the curriculum to be highlighted (e.g. themes, alignment to program outcomes, specific skills, assessment tools, etc.).
3. Collect the relevant data (often the hardest part!).
4. Create the maps.
5. Critically analyze the information, identify where improvements can be made, and implement change.
6. Update the maps to reflect the changes.

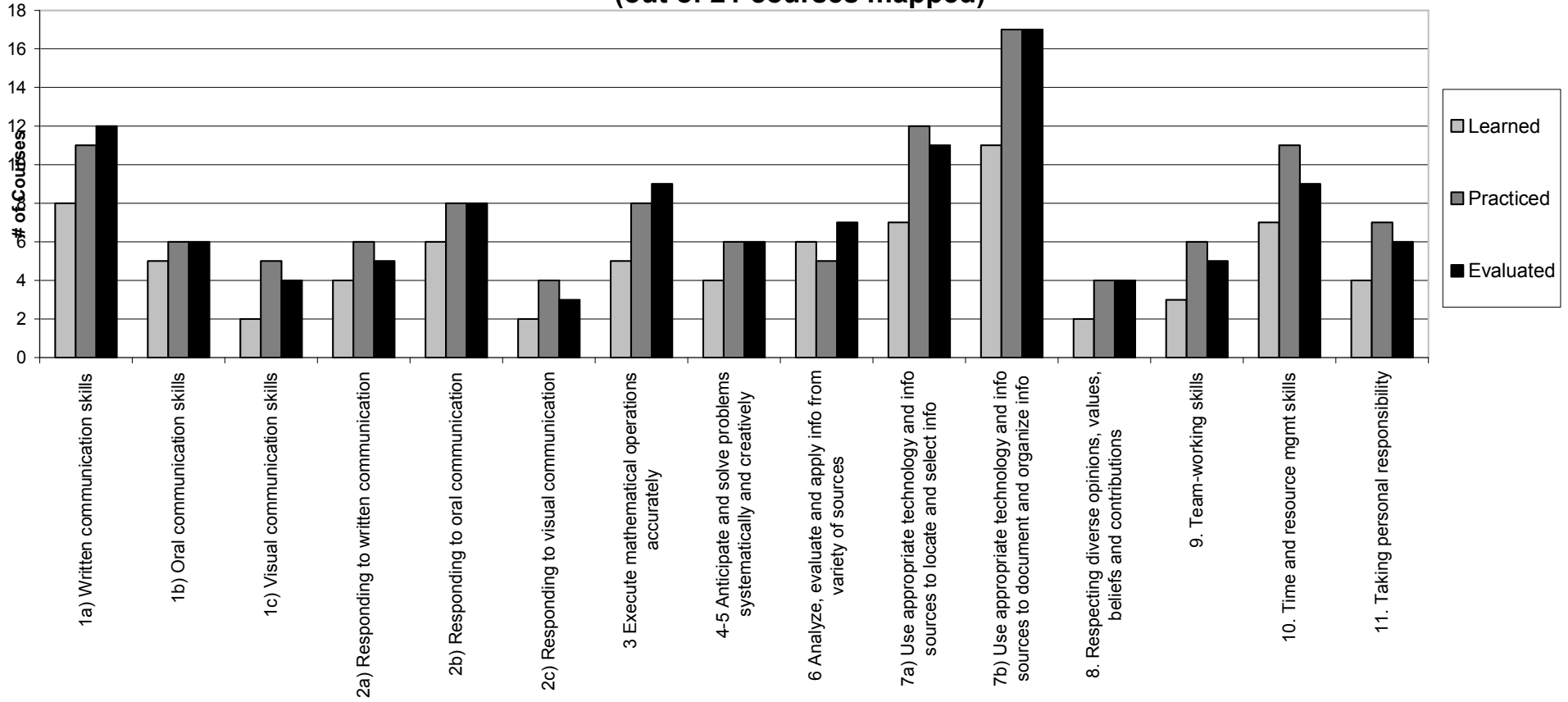
**Law Office Administrative Assistant
Program Themes by # of Courses (out of 21 courses mapped)**



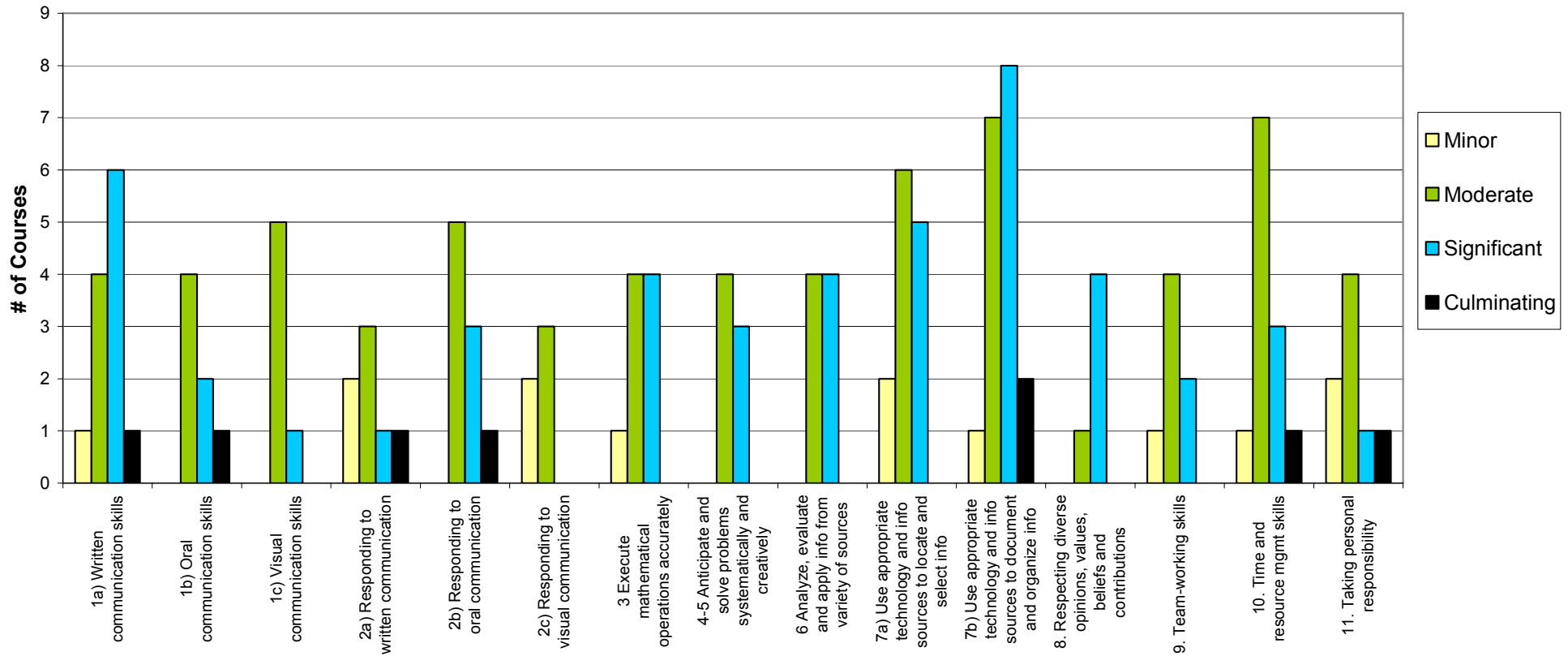
Questions this “big picture” of the program might raise:

- Is the relative weighting appropriate?
- Are there themes missing?

**Law Office Administrative Assistant Program
Essential Employability Skills "Learned", "Practiced" and "Evaluated" Across the Program
(out of 21 courses mapped)**



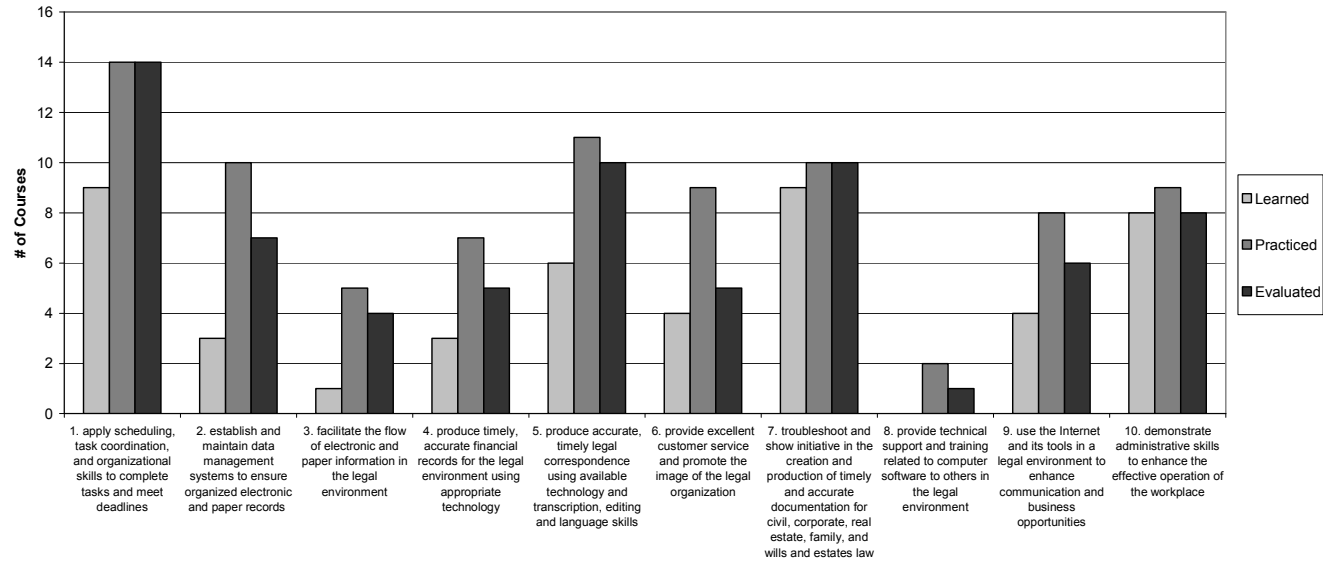
Law Office Administrative Assistant Program Emphasis on Essential Employability Skills Across the Program (out of 21 courses mapped)



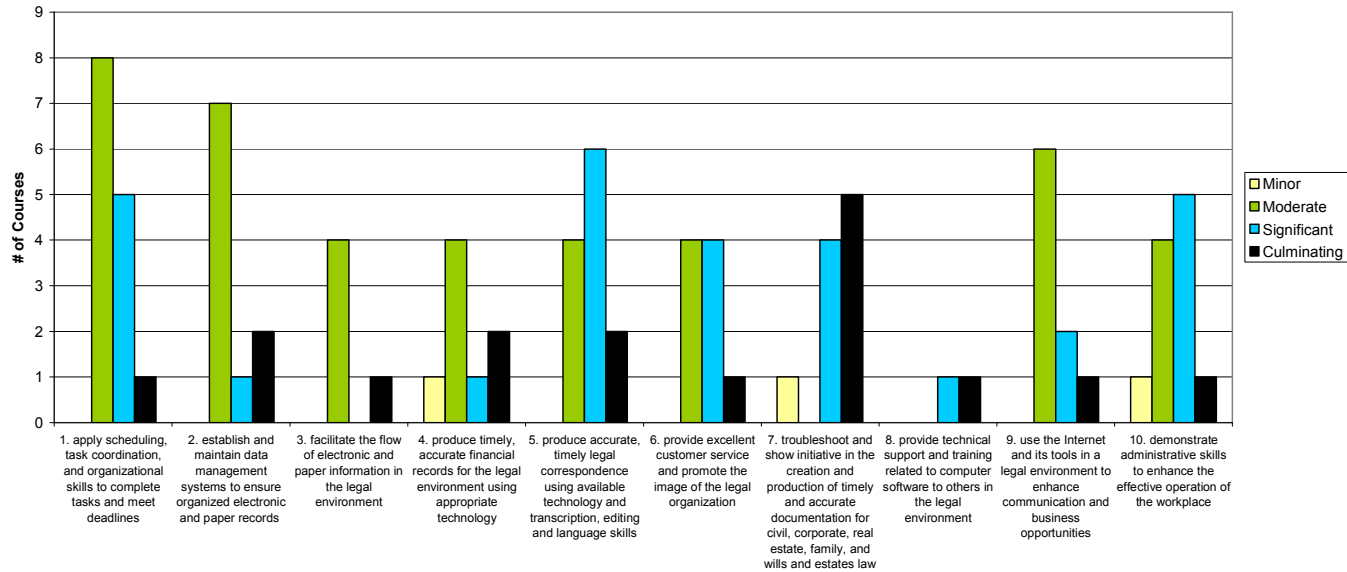
Questions these maps might raise:

- Is the relative weighting appropriate?
- Are there gaps? Too much emphasis?

**Law Office Administrative Assistant Program
Program Outcomes "Learned", "Practiced" and "Evaluated" Across the Program**



**Law Office Administrative Assistant Program
Emphasis on Program Outcomes Across the Program**

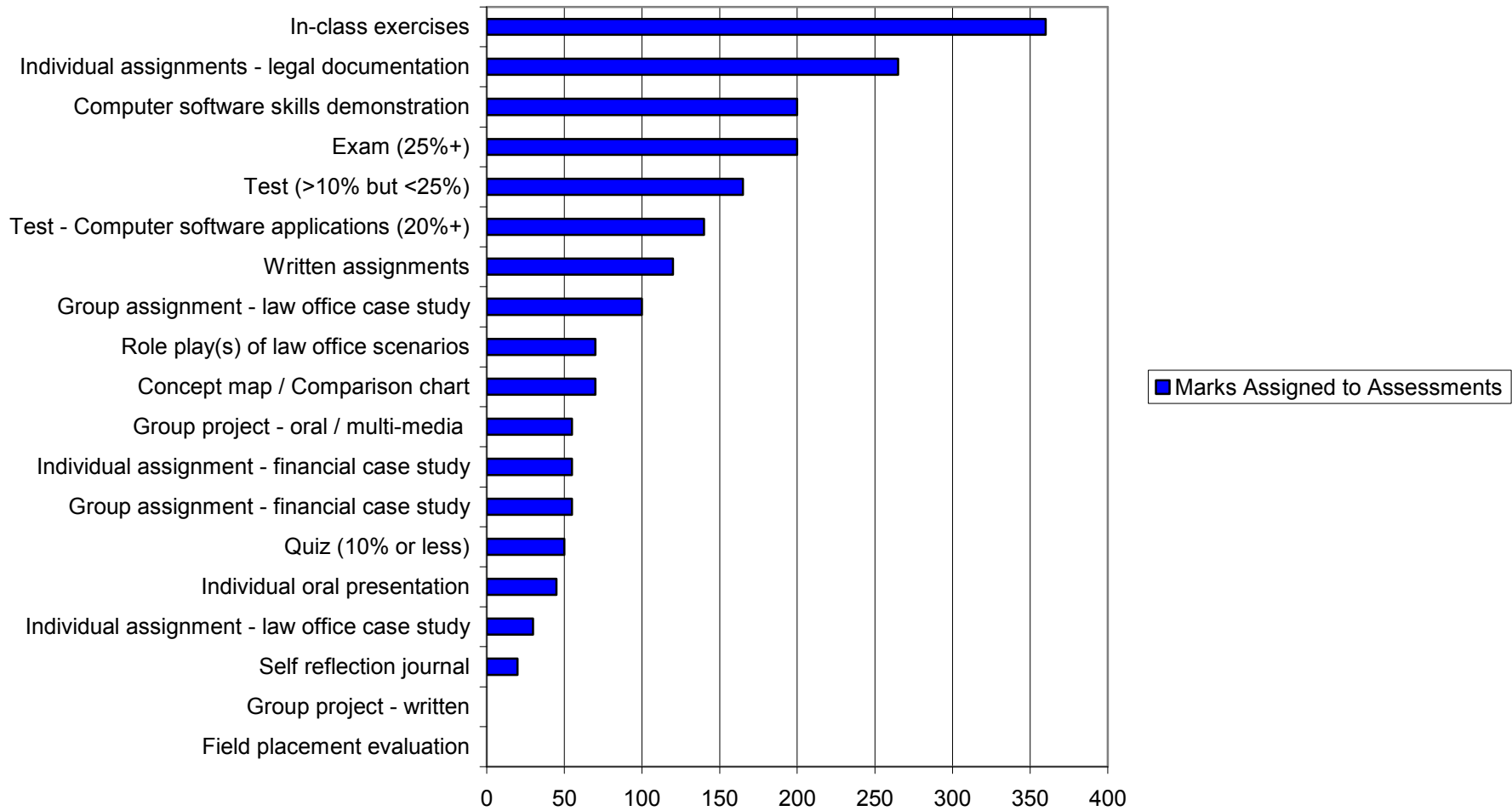


Semester 1 – Student Workload

Course #:	Semester:	Course Code:	Course Name:	Contact hours (i.e. 28, 42, 56...):	Credit hours (i.e. 2, 3, 4...):	% of "on-demand" ("O") assessments	% of "cumulative" ("C") assessments	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
1	1	COMM1007	College English	42	3	60	40		4 O	4 O	4 O	4 O	20 C	4 O	
2	1	COMP1082	Computer Skills and Applications	42	3	100	0			20 O			20 O		
3	1	MATH1001	Business Math Skills	42	3	50	50			10			25	15	
4	1	LOAA1001	Canadian Law: Its Origins and Impact	42	3	45	55			5 O		10 O	30 C		
5	1	LOAA1002	Law Office Receptionist Skills	42	3	50	50			5 O		15 C		10 O	
6	1	LAW1011	Legal Terminology and Transcription I	42	3	100	0			10 O		10 O	10 O	10 O	
7	1	TYPE1001	Typing for Speed and Accuracy	42	3	60	40				10 O		20 C		

Course #:	Semester:	Course Code:	Course Name:	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
1	1	COMM1007	College English	4 O	4 O	20 C	4 O	4 O	4 O	20 O
2	1	COMP1082	Computer Skills and Applications	20 O			20 O			20 O
3	1	MATH1001	Business Math Skills			25		10		15
4	1	LOAA1001	Canadian Law: Its Origins and Impact				25 C		25 O	5 O
5	1	LOAA1002	Law Office Receptionist Skills	10 O		15 C		20 C		20 O
6	1	LAW1011	Legal Terminology and Transcription I	10 O		10 O	10 O	10 O	10 O	10 O
7	1	TYPE1001	Typing for Speed and Accuracy	10 O			10 O	20 C		20 O

Law Office Administrative Assistant Assessment Tools Across the Program (out of 20 courses mapped)



Food For Thought

“Any curriculum document is a proposal for the expenditure of resources. The primary resource consumed in education is people’s time, and this resource is uniquely finite. We all have only a limited amount of time on this earth. I believe it was Blaise Pascal who said that life is a moment of time between two eternities. To use up students’ time is to use up part of their lives. It is never enough to argue that the need for curriculum is “perfectly obvious”. Yesterday’s perfectly obvious truth has a way of finding itself in today’s shredder.”

Pratt, D. (1994). *Curriculum Planning – A Handbook for Professionals*. Toronto: Harcourt Brace College Publishers.

Some Useful Resources

- Harden, R.M. (2001). AMEE Guide No. 21: Curriculum mapping: a tool for transparent and authentic teaching and learning. *Medical Teacher*, 23:2, 123-137.
- Stiehl, R. with Lewchuk, L. (2005). *The mapping primer: tools for reconstructing the college curriculum*. Corvallis, Oregon: The Learning Organization.
- Stiehl, R. with Lewchuk, L. (2002). *The outcomes primer: reconstructing the college curriculum*. (2nd ed.). Corvallis, Oregon: The Learning Organization.
- Udelhofen, S. (2005). *Keys to curriculum mapping: strategies and tools to make it work*. Thousand Oaks, California: Corwin Press.