Transcript for Curriculum MAP: Demo for Instructors and Professionals in Higher Ed
BCcampus webinar held on August 30, 2022
Host: Dr. Gwen Nguyen
Facilitators: Laura Prada, Dr. Anita Chaudhuri
URL: https://curriculum.ok.ubc.ca/

DR GWEN NGUYEN:
Good morning, everyone. Thank you so very much for choosing to be here with us today. My name is Gwen Nguyen, and I'm a learning and teaching advisor with BCcampus. I don't know about you, but usually around this time every year, I have this kind of fresh and mixed feelings of excitement, nervousness, as well as nostalgia before the school year. So I do a lot of walking around my campus and around where I live before the hustle of the school year. And I'm not so good with direction, very often I got lost in my walks. That's the reason why my husband installed all kinds of apps in my phone. But I never seem to get better. Sometimes even took me more than 2 hours to walk home. So, yes, I do need a map. And just a little story, but let's get back to our topic today, Curriculum MAP, Demo for Instructors and Professional in Higher Ed. This is definitely an important topic with such a big number of registering within just one month of open registration. Before joining BCcampus team, I had been working as a sessional instructor, a researcher and a learning experience designer with the University of Victoria.

So finding a tool that can help with mapping, planning and analyzing curriculum at the course level or the program level has always been a topic of interest to me. So joining with me today are many team members from BCcampus. But I would like to acknowledge the special presence of Paula Gaube, Ian, and Danny from BCcampus IT support in the back-end. Thank you very much for all your work team. Just a few house items that I would like to go over before the session. This session will be recorded and it will be available next week. It could be shared with any other additional resources. The live close captioning also has been enabled. So thank you very much for your code of conduct agreement with BCcampus. At the end of this session, I would like to ask you to participate in a SHARP anonymous survey. I will pop the link in the chat. And we just wish to know your feedback with this learning event, and perhaps to find ways to organize more professional development event to support the teaching and learning in Higher Education around BC.

So next slide, please. So as many scholars around BC and all my colleagues here at BCcampus, I'm committed towards the process of decolonization in education. I'm very much a beginner in this process, but I'm so grateful towards the land and the people that offered the space to live, learn, and grow every day. And I admire the vibrant, deep and rich Indigenous communities, despite all the struggles that they've been through. So today, I'm joining you from my home office in Gordon Head, Saanich, and I acknowledge with respect towards the unceded territory of the Lekwungen speaking People, including the Songhees Nations and Esquimalt and Saanich People, who historical relationships with the lands continues to this day. And you are invited to share your introductions as well as territory acknowledgement in the chat, if you wish. And now it's time for me to hand over to our two fabulous presenter, Laura Prada, and Dr Anita Chaudhuri, who will start with some introductions and take us on a long waiting learning journey with Curriculum MAP.

Here you go, Laura and Anita.

LAURA PRADA:
Thank you, Gwen, for that wonderful introduction. And on that note, I'll share that Anita and I are joining you today from what's known as Kelowna in British Columbia, Canada, today, which is

located in the unceded traditional and ancestral territory of the Syilx Okanagan Nation. And we're so very lucky to be able to call this beautiful place our home, where we grow and learn and play with our family and friends. And in the background, I have a photo of our beautiful campus here in Kelowna. You'll see the valley with beautiful skies and mountains. And so we're so lucky to look out the window and be able to enjoy that beautiful view and scenery. So immensely grateful to the knowledge keepers and land caregivers of this nation. Now, we also acknowledge that folks here are joining us from many other places, near and far, and we want to also acknowledge the traditional owners and caregivers of those plants where you're at. Thank you so much for taking your time to be here with us online in this space that we hope is a space for learning and sharing.

And with that, I'll just share a little bit about myself. My name is Laura Prada, and I work at the Provost and Vice-President Academic Office over in UBCs Okanagan campus. We have around 12,000 students, so it's a smaller campus about 4 hours away from the main campus in Vancouver. And I'll pass it on to Anita to introduce herself.

DR ANITA CHAUDHURI:
Thank you, Laura. So, hello, I am Anita Chaudhuri. I'm part of the Project Development team for a Curriculum MAP. I hope I'm audible and clear this morning. I am a faculty member with the Department of English and Cultural Studies at UBC Okanagan. As an assistant professor of teaching, my responsibilities include curriculum development of new courses and programs, as well as a review or revision of course goals and alignment with program learning objectives. So that's something I'll be taking on in a bit during the presentation. Thank you.

LAURA:
Thanks, Anita. And so in my role, I work with faculty members such as Anita and many others across our faculties who are interested in either proposing a new program that requires the submission and approval by the Minister of Advanced Education and Skills Training, or the evaluation of a current program, as well as program reviews in cyclical manners, as we are required to in the context of BC. So some of you may not be in this province, but I'm sure there is probably analogous processes that apply in your provinces and where you are located. Now, what we hope to do today is to introduce the UBC's Curriculum MAP tool to all of you and demonstrate its application for course program development and evaluation via examples. And at the end, we'll be sure to leave some time for discussion and Q&A. Now, before we begin, we wanna acknowledge that a lot of other people besides Anita and I were involved and engaged and had a meaningful impact on the development of this tool. We were a large team and mainly composed of students from both the Vancouver and the Okanagan campus who are in computer science or related programs, who helped do the website that we have today.

And Michael Ogden, who works for the Centre for Teaching and Learning, is our Maintenance Support Developer, who is supporting this tool in an ongoing manner, and continues to work on the back-end to make our wishes come true as we use the tool and our users evolve and continue to give us feedback. We do wanna acknowledge that we had a very early conversation with Patti over the University of Calgary who generously shared with us lots of the details and the access to curriculum links, which is the platform that they host over at that university. And we definitely got inspired by their work and took a lot of that work to create our own UBC website and be able to have what we have today. So thank you to Patti and her team and our team, of course, who have come and gone. Many of these students have now graduated since we started the project two years ago. And so I'll leave it at that and pass it on to Anita to get us started with a demonstration of the website.

ANITA:

Alright, thanks, Laura. So, before I screenshare, I just wanted to mention that I'm taking the role of an instructor, I'm an instructor, I'm taking the role of an instructor, with approach, my approach to Curriculum MAP today. So, in this demonstration, then I will address questions facing instructors who are looking to ideate or evaluate a course from a backward design and constructive alignment perspective, and how instructors can plan a course learning outcomes, assessment and instructional strategies, and create a course template that can be shared with colleagues for a collaborative review and discussion, OK. So with that, I'd like to begin by sharing the site address for our Curriculum MAP. And Laura, again, if you could please help me with that. And this is just so that if any of you would want to follow along creating a course, then you are welcome to login or register into the site and consider that process. So here I go. Sharing the screen first. OK. So this is how the Curriculum MAP site looks.

Curriculum MAP URL: https://curriculum.ok.ubc.ca/

Let me quickly maximize my Window here. And so, the Curriculum MAP website gives you some basic information, background information about the processes that we have considered, some of the benefits are outlined and so and so forth. And if I go into. The about section here, you are able to find how we are inspired or how we were as we began this process, and what are some of the ideas, again, we considered, the solution at hand and our goals and objectives in creating this particular tool. The team members, as Laura mentioned, several of our students have graduated now, and that's exciting. We continue to look forward to more changes or new things that get added to the site. If you have questions, there is Laura's contact address given here. And we welcome your feedback and comments as well, I thought I'd mention that right away at the beginning of this demonstration. And now I'll transition into my other Window that is open. So you can see that I must show that you can log in right here on the top right-hand corner, and mine is logged in.

I did not want to risk forgetting my password this morning. So there I am, logged into the Curriculum MAP. And I can directly go into my dashboard. And once I click into my dashboard, you can see all the courses, etc, listed. Now, before I start talking about the dashboard and the different features in here, the two terms that I mentioned were backward design and constructive alignment. So I'd like to offer a little bit of reflection on that as you perhaps attempt to log in or register into the system. Please, do take the moment to do so now. So before I start talking about the site itself, the tool itself, I'd like to note that, and here I quote Richards 2013, the relic article that he wrote about backward design, and that starts with a careful statement of the desired results or outcomes for a course. "Appropriate teaching activities and content are derived from the results of learning." Therefore, the process, as outlined by Taba in 1962, this is way back in 1962. And this kind of research has continued and continues now.

So according to Taba, in 1962, the backward design process consisted of seven steps. And you'll notice that we kind of have approached the tool itself, looking and considering these steps and keeping them in mind. So step one, according to Taba, a diagnosis of student needs. Step two, formulation of objectives, curricular objectives, course learning goals and objectives. Step three, selection of content, how things fit in. Step number four, organization of content. Step five, selection of learning experience that you want to bring into classroom. Step six, organizing those learning experiences. And finally, with step seven, determination of what to evaluate and of the ways of doing it. So taking this backward design perspective in mind, it's pertinent to note here that Curriculum MAP helps organize the content, but the formulation and the selection that the researchers talk about still remain in the purview of the users. So following the seven steps in the Curriculum mapping process, it leads to an aligned teaching.

So Biggs in 1999, in their article, they discussed how constructive alignment is based on clear objectives, and I quote Biggs here, "clear objectives, which state the level of understanding required rather than a list of topics to be covered. Teaching methods are chosen that are likely to realize those objectives, you get students to do things that the objectives nominate. And finally, the assessment tasks address the objectives so that you can test to see if the students have learned what the objectives state they should be learning." So keeping these curriculum design ideas in mind, when we approached Curriculum MAP, we needed to set up a tool that encouraged users to begin by articulating the learning objectives. We transition now by logging into the system, which I have done already, and viewing the Curriculum MAP dashboard. Now, as you see my list of programs and courses, some of the features that I'd like to delve in, well, let's begin from the very top corner here, where you should be able to see my cursor hovering around the syllabus generator, right.

So there's, of course, my dashboard, there's a syllabus generator, and my email address right there. So, the syllabus generator is currently populated with UBC-specific policies. Nonetheless, it's a good template to explore. I will not really be going into the syllabus generator today and return to the other features in the dashboard. So both programs and courses, as listed here, can be shared with the collaborator who can edit or view of the content. So if you look at the 'action' button here, you can see the opportunity to add or add a collaborator who can then be an editor, or simply view your work. Programs and courses can also be duplicated if you want to track multiple revisions to a course. For example. The list of courses include a few additional features that tell you not only the course code and term, but also what percentage of the course mapping is complete. If the course is part of a program, that itself is mentioned, and then if the course mapping is complete or not, right, like the updates are given in here as well.

You are also able to, again, as I mentioned, add collaborators, you can duplicate the course itself, and of course, you have the ability to delete what you create. Now, if I wanted to create a new course, I'm going to click the 'add' button here, then I need to fill in some of the components, which are required fields, in this case. And so I'm gonna add some course codes in all so we can get started. So I'll put in CORH, or Communication and Rhetoric program. I'll give it some number and I call it a 'Test Course' here. I'll make it a 'Winter Term 2'. Let's make it 2023, OK. And then if there are multiple sections, you can probably choose that, and keep it to multi-access, in-person, however you see your course to be. The other important piece is to select whether the course is at the bachelors, masters or doctoral degree level, and accordingly the standards will apply. So for today, I'm gonna select bachelor's degree level standards and add the course. When I add the course, the new course is created, and the empty shell is right here, right, so I'm already in the new course.

Now, before I continue with the seven steps of the mapping process, I'd like to point, again, at the top right-hand corner here, where it gives me the option to duplicate the course, which can be a later thing for you to consider. I can of course, edit the course information if I'm trying out newer iterations of the course as the years and my experience moves on. And I can add collaborators. So I'm gonna add a Laura Prada in here as an editor, and I'm gonna add Laura as a collaborator, and then save changes, OK. And now I'm able to continue further with looking at the mapping process or considering the mapping process for this new course. So some of the things to note here before I click on the 'Add Course Learning Outcome' button here, is the blue box of information, right. So these info boxes have been included for every step of the way to almost guide the process of mapping itself, to inform the user about perhaps what kind of what our competencies or what our course learning outcomes, and offers some examples, perhaps, of things you can do and think about before you write your own learning outcomes.

You can also import course learning outcomes if there are... Several of them that you need to add in and manually inputting them might seem to be too big of a task. You are able to use an Excel file or adopt CSV file and import those course learning outcomes as well. OK. So I'm gonna try and add something here. So for writing effective curriculum learning outcomes, I have a link here that opens up, it talks about Bloom's taxonomy and all of that. I'm going to use this website a little bit today to copy and paste some example stuff. OK. So I'll go back in here and I'll use this as an example course learning outcome. And I'll add a short phrase, short phrase from the learning outcome, whatever is a key phase. And this will be useful when looking at my summarized picture of my MAPs document the final report. OK, so I'm gonna add it and then I'm gonna add a second one as well, just so that it's easy for me to see a few different things that can happen. OK. I'm not gonna select analyzing here, I'm just gonna select the sentence and I'm gonna go back and put that in.

And then I make a short phrase happen as well. OK. So I'm gonna add that and I'm gonna save the changes. So now I have two listed curriculum learning outcomes here and I am able to toggle them and recognize one as more important than the other or, you now, however your thought process might be in discussions if it come up. OK, if I notice something that needs to be edited, I am able to do that as well. Let's see. I do want to take this little i out from here, but please remember to save changes, that it's important. Similarly, if I toggle, I need to save the order, otherwise the order doesn't stay true if you move forward without saving it. OK. So I am gonna continue, go into the next step and the next step is Student Assessment Methods. Please also recognize that there is a colour scheme going in here from blue to grey. The grey is really mean that nothing has been inputted yet. When the step is complete, it turns green. So I have something inputted in step number one and therefore it's green.

It's technically complete, although it may not be totally, totally done. There will be other things you need to add. OK, so similarly with student assessment, I can add student assessment methods and you'll notice that a list populates you're absolutely welcome to select from the list here, assign it a particular weight and then add it or you can type in your own kind of research. So let's say something multimodal presentation. OK. So there we go. Multimodal presentation. And I'm gonna give it a 15% weight and add that in as well. And I'm gonna save my changes, so it populates in my list. And I'm not going to toggle the order right away. But as you can see, it's not important to have 100% as a total. But that's something you can consider what total are you working towards with your own assessment pieces? Moving on to the next step, which is Teaching and Learning Activities and teaching and learning activities are instructional strategies. Again, the blue information box gives you some ideas on what kind of instructional strategies, you know, just examples, maybe some ways to prompt discussion on instructional strategies or classroom activities.

Universal design for learning guidelines that's also linked in. So these little external connections are to help discussion individually, to consider if some of these need to meet a little more clarification. And then you can visit these sites to get that thought process going. So I'm not going to really click on any of the external links here, but definitely on a learning activity. And similarly, as you can see, a list populates you're able to select items from here and continue adding, you know, as many as you think is appropriate for your course. And save the changes. OK. So once that is populated, I'm going into step number four here, which is an important one because here I have in steps one, two and three, I have added information that pretty much comes from a course syllabus and now I am able to consider the alignment. How does, in what ways do I see the course learning outcomes our competencies align with the assessment methods that I have identified and the teaching learning activities or instructional strategies that I'll be using for my course?

So then with the first learning outcome, I can select a debate and a group discussion as well as a guest speaker maybe. And with the second one, I only select a multimodal presentation and a group discussion and that's it. I save it. As with all other pages, I have the opportunity to toggle. And I have the opportunity to review what course alignment is and consider competencies and assessment methods, etc and how they function together. So the tool kind of prompts the user to consider the work that they are doing on an individual basis, as well as form perhaps a group discussion around it by sharing this course with another collaborator or colleague, and then sitting down and talking about how the choices have been made between assessment and instructional strategies, for instance. OK. So I can save this. I must remember to save this. Step number five is currently open. And by open, I mean, it's it's not complete. The instructor is unable to complete it unless the instructor chooses to create a program and put in that sort of information.

That's something Laura will take up. And usually the role of a coordinator to do. And once the coordinator has connected the course with a particular program, then I'll see more information already populated and I can do the alignment. So I'll come back to this process. So remember step number five and return to it. Step number six is where ministry level standards are available. And in this case, the tool offers standards provided by the Ministry of Advanced Education in BC. And as an instructor, I can definitely consider how my course works with the expectation, the ministry level expectations and selects based on the mapping scale, introduce, developing and advance how the course is fitting in with those expectations. I'm also able to go in to strategic priorities. For instance, look at UBC's strategic priorities and make those selections. For many of you, these may not be pertinent right now, but something for you to look at, consider it's an open tool. If you are planning to code in your own strategic priorities, this would be a space to utilize.

And then finally, the Course Summary for what I have done so far. So steps one, two, three and four get reflected in the course summary. So I have the course learning outcomes I've entered the assessment methods, the teaching and learning activities and then finally the course alignment from the selections that I had made in terms of how I teach the students and how I assess them at the end of the term or as an assignment ends. This report can be downloaded. If you notice at the top left hand corner, I have the download button here and it's pretty quick, especially because this particular course does not yet have a lot of information. So the down mode is also a quick one. And this is a document that can be shared amongst colleagues and for further discussion. So at this point, I am going to hand it over to Laura and then we'll come back and talk more about steps five and six.

LAURA:
Excellent. Thank you, Anita. And so I'm sharing my screen now, I believe. Can you give me thumbs up if you can see it? Yeah. Excellent. Thanks. And so what I'm going to demonstrate right now would be the creation of a program that requests instructors to please map their course to a set of program learning outcomes that I have identified. So let's say I'm a program coordinator. My program you set up for review because it's been five or seven years and here we go again, doing this wonderful academic exercise that we all love to do. And so I decide to use Curriculum MAP to do that. So I log in into my dashboard and I decide to create a new program. And I will then say the name of my program is program for BCcampus demo and I am located in the Okanagan Campus. If you're a user outside, you can always click order to all of these options. In this case, I'm just gonna randomly click to select some of the options. And if in this case we're gonna imagine that this is a bachelor's degree. So five questions later, I have created a new program and now I land in step one of four to create a program.

So very similarly to what Anita just shared, you can either import PLOs with a Excel file and we provide a template here to make sure the information matches correctly, or you can manually type

in the PLOs. There's two things that you can do here. You can manually input PLOs, or you can also use what we call categories. And so I wanna copy and paste from a different screen here some examples of PLOs. So this is my program learning outcome number one and I'm gonna call it communication. The reason why we asked for a short phrase that has a max of 50 characters is because we wanna make sure that the visualization at the end looks clean. So, of course, you don't need a short phrase, but it's always highly recommended so that you can then read the tables and the charts in an easier manner. And so I am now adding my four program learning outcomes that I'm using as an example for our demo today. And I am borrowing from Anita's minor. So thank you Anita for letting us use your program learning Outcomes.

And so once I've done that, I can see my program learning outcomes listed here. I can edit them and I can delete them, but I could also create categories. And this is a question that comes up often. So a lot of people are looking to map against institutional learning outcomes. You can create that category. Then a different category can be employable skills that perhaps you're targeting. And then your last categories could be the actual program learning outcomes. That's totally fine. You can create different categories. You can imagine how these categories can be also accrediting body external to your university learning outcomes. And so I can then select which program learning outcomes goes into one bucket and that way I can organize them. And so you can do the categories first or last. It doesn't matter. It really is up to the user. I'm just randomly placing some of these program learning outcomes into my category so you can see one in each. So category Program Learning Outcome, I have my indigenous ways of knowing and learning.

For my category called Employable Skills, I have research. For my category called Institutional Learning Outcomes, I have collaborative. And I have one category left that's not named. And I just want a program learning outcome not to be categorized. So once I'm done here and I feel that I'm happy with my PLOs, I move on to Mapping Scale. And this is the part that really requires the human to human conversations in my experience working with this tool right now. So this tool obviously supports a lot of the mapping and the organization and visualization of the data that you're collecting. But it definitely is not gonna replace a lot of the conversations that need to happen at the unit level around the program that you're mapping. And the reason why I say that is because at this point you have to choose a mapping scale that makes sense to your discipline and to the instructors that are engaged in this program. And so we've taken this from curriculum links. These are the examples that they share as well.

And so the first one is introduce, developing and advanced. The second one that we offer here is principal, secondary, major contributor, minor contributor, a simple yes, perhaps foundations and extensions. And so you hopefully have a conversation with your unit members and you talk about what makes the most sense for your discipline. I see that often users so far have been using this one, so that's the one I'll be choosing. But I also wanna show you that you can create your own mapping scale. Perhaps you have a discipline that's very specific. It has an accrediting body that has a mapping scale for you, and so you can do something like strongly aligned. And so I'm gonna call that SA and say and I'm gonna choose a colour scheme that I really like. Perhaps that would be the blues here and that would be my description. And so I can add those levels here. You can see how I added strongly align and I can edit or delete and add more. Not so much. And if I remember my mapping scale, I can do this.

So that I continue to use the same gamut of colours. And so as you can see the mapping scale, it's key 'cause this is really what will establish the apples to apples conversation between all courses that will be part of this program and that will be soon mapped. And so in this case, I'm gonna go ahead and I will click on next. And I'm now in courses. This is really the part that takes a bit more

time and more work on the part of the program coordinator, because at this point I need to add the required and non required courses to the program. And after I add them, I can either map them if I have access to map them or I can request the instructor of the program to please map the course to the program learning outcomes that I have identified on step one. And once all of that has been done, I can then move on to program overview and see what the result is. So in this case, I wanna show you an example of two cases. This one case is where I create a new course and I ask the instructor to please be part of this exercise.

And the second one would be when I map it because Anita has shared her course with me and therefore I have it on my dashboard. And the reason why I know I have it on my dashboard is because when Anita created her course and collaborated with me, I received this email from UBC Curriculum MAP, telling me that I'd been invited to collaborate to this course and that Anita has done that for me. And so as a user, then I can log in and see my course in the dashboard. So on to those two examples, the first one would be a new course. As a program coordinator, I know that we have an indigenous course that would be perhaps for this exercise, we'll call it 000. Oh, the zeros should go here. Indigenous ways of knowing and being, as an example. I would select that this is an in-person course because the health restrictions allow me to and we've talked about these being the degree standards for the bachelors degree that we are imagining. And I'm going to let, I wanna know if this is required or not required for the program.

And this is where I assign it to the instructor. So in my case, I'm gonna say, well, Anita teaches this course. I know she'll be the best one positioned to do this mapping to my program. And so as soon as I add, Anita will have received an email saying, Hey, Laura added you to her course, sorry to her program. You should go in and map it. And when she maps it, it will let me know that she does. So for now, I just added it to the list of courses and I'm hoping she maps it. Now, the second example would be Anita has already shared a course with me, so I'm just gonna find that course in my dashboard and I'm gonna say it's required and I'm gonna add it to my list and you'll see that I can now map the course myself because she shared it with me as an editor. So if I wanted to do the work for her, I would. But as a good program coordinator, I'm gonna let the instructors do the thinking around how the program contributes intentionally to these program learning outcomes. So I'm going to leave it as is.

And eventually then when that data is received, I will be able to see a very nice program overview. So I'm gonna leave it at that and Anita will take over to show you the mapping on her end.

ANITA:
OK. So we are back here. So to my dashboard, and I just wanted to see if what Laura shared shows up or not in my list here. OK. So I do have the indigenous ways of knowing and being as of course that.

ANITA:
Norah shared with me. But I'm going to go into the test course here and continue with where we left off. So we have all these greens and then five, six and seven is still not green. So I'll go into number five now because Laura as the coordinator has selected the mapping, the program outcome mapping. Set that up. So the mapping scale is available to me now. So if I click on the arrow, it gives me the introduce step mapping and their parts. So the program learning outcomes have been established by Laura as a coordinator and here I am now able to compare each one of my course learning outcomes with the program learning outcomes or competencies. So by default, they are all, the system has them all marked off as not applicable. I am able to make changes to yeah, well, at the introductory level and then maybe at a development level. And then the third one is still

introductory and the fourth one does not apply to my course. And I'll keep it at that, move on to the next course learning objective, our competency and do the same.

The first one doesn't quite apply. The second one really does in a developing level. The third and the fourth maybe introductory stages, the course addresses these learning outcomes. OK. So I'm going to save my mapping. It is quite critical that you save it. Otherwise you have to redo the mapping part. Now it's easy enough to make those clicks happen. But as Laura mentioned earlier, talking about the program, it is quite important to consider at an individual level first perhaps of how you understand the introductory versus the developing and advanced levels or how each course incrementally presents in your program, in your department. And therefore, those kind of discussions might need to happen at this stage, right? Even amongst a group of collaborators, if you're teaching the same course, this could be a really good opportunity to take up that discussion. The ministry standards I briefly talked about that. This is something you may have already done, but now that you have seen the program learning objectives, you're at a better place to consider whether some of these apply to your course or not.

Right? So maybe three out of six of them apply to your course and then the other ones don't. Similarly, with the strategic priorities, you are able to select some and some that your course does consider. So complex problem-solving is something your course is definitely preparing students for. Similarly, considering the UBC strategy priorities and I'm able to select, you know, I'm making quite random selections here, but then considering in what ways the courses addressing those priorities would be a discussion to have. OK. So now that I've made my selections, I must save. So I'm going to go down, all the way and save all of that work and look at the course summary now, which looks different because it has additional information imported. Things that Laura had added from the program level and those learning outcomes also show up now as well as the mapping scale that was selected and more importantly, how I have mapped my course learning outcomes through the mapping scale to the program, learning outcomes or competencies.

At the introductory development level, there is nothing at the advanced level that my course is doing that could be a conversation starter for me with the coordinator or with me with other instructors who are teaching a similar level course and consider, if things need to be shifted, changed or addressed. Similarly, the ministry standards that I had selected get listed as well as the strategic priorities, the institutional and ministry priorities that was selected get listed. This document itself can be downloaded and I can download this one or I can show you hopefully one that I had already downloaded, which is more complete in its presentation and this course has more than two outcome statements listed. So it has its outcome statement, several assessment methods, teaching and learning activities, again, many of them. And then the course alignment was done. And that shows up in the report how the selections have been made going into the program learning outcomes and how the program learning outcomes have been mapped vis a vis the course learning outcomes.

So the mapping scale comes next and then the Introductory, Developing or Advanced levels are marked. The "not applicables" [N/A] are again recognized and this could again be a space for discussion, for something that the course should be doing, but isn't or a particular learning outcome is doing too much of a particular step in the process and maybe that needs to be addressed, balanced out with the number of assessments or class instructional strategies that are utilized. So again, a good discussion to have. So here I am with a complete document where a complete mapping process for a course has been done. OK. Passing it over to you, Laura, now for the program mapping level. And the report there.

LAURA:
Great. Thank you, Anita. And so as a program coordinator, I come back to what I created, which was my program, and I see that Anita was such a great instructor. She completed the mapping by the deadline, just like all of my instructors in my unit. So that makes me very happy and I'm ready to move to the program overview. So this program overview would be rather underwhelming because it's just one tiny little test that we're showing you. And so I'm going to move on to another program that has a bit more data to share with you. And it comes from B.A. majoring, World Literatures and Intercultural Communication that we've been working on. And so when I land on here, or actually my apologies, I'm going to go back to my dashboard so you see how I get there first. I go back to my dashboard to show you another example out of my programs. I also have programs that I can edit because people own these programs, but they have given me access to them and I will now move on to the B.A. that I want to show you as an example.

I will first click on courses just so that you have an idea of how a full B.A. would look like in terms of these step number three, so a lot of courses here. And in this case, which is a real case, everyone has completed the mapping. And moving on to program overview now I can see a bit more of the data that I wanted to share with you today. So the first thing you see here is... I'm going to zoom in. It's a bar chart. So in these tabs, you can recognize the different data that you can see once everyone has gone through the work of mapping their course to my program. And so these bar charts then show me program learning outcomes to course learning outcomes. If I were to print this, perhaps using any of these tools here and bring it to my department meeting, perhaps I will see, you know, let's begin by talking about those big non-applicable. What's happening in these two non-applicable? They stand out or perhaps let's talk about the advanced ones over here just to make sure that we're on the same page.

There's really many ways to use these as a tool for conversation and for decision making and evaluation on the program level. You can also select stacked chart, if you rather do that. You can see the assessment methods that are being used. Of course, this would require users actually filing out that component for the purposes of mapping a course to a program. The minimum required would be course learning outcomes, but as a program coordinator, you could tell your team to please take the time to also list their assessment methods so that your evaluation and analysis can also do that. In this case, I think only two or three courses might have filled this out, so that is why there's not that much variety. But you can get the sense of what this could look like. Then you can move over to learning activities and the same idea. Perhaps you want to talk about less to less lecturing and more discussion or collaboration, and let's see how we're doing that by year and so forth. There's a tab around ministry standards.

When we created this project, this tab was not available, so it's empty. But you can imagine how every standard here could be filled out and is followed by a table that tells you how many courses are targeting, at what level each of the ministry standards and for the strategic priorities, which, again, this is, you will see related information that may not be relevant to many of you here today. However, I do think that some of these things could be relevant. So, for example, if you're in the province of BC, you could still work with the BCs labour market, top skills in demand that we provide here. Or perhaps there's things that you are also working on your institution towards like program redesign, or you're also thinking about decolonizing your curriculum or indigenizing your curriculum. And so perhaps this one around integration of indigenous histories is also relevant as well. So if you're a new user and you're thinking about what applies to you or not, I would encourage you to take a look at the Strategic Priorities tab, because there might be things that although they're here because they're UBC informed they could very well applied to your context.

And so because this is a lot of data when I click on frequency distribution tables, it will take about 2 minutes to load. So I've pre-loaded it for us to take a look at. So when I click on frequency distribution tables, this is when I see the heat map with the colors that I've chosen for my mapping scale. And each of these are courses that have been mapped by people like Anita, and they have mapped it to two different categories for this program I had. A category called Program Learning Outcomes. And if I scroll all the way down to show you the next half of this table. My second category was particular employable skills that align strongly to two NOC codes, national occupation codes here in Canada. And so I got all my instructors for this BA to tell me how their course aligns to my two categories. And this is what I ended up with. Now, these can be a little overwhelming, of course, and so you can again use the tabs here to break it down by year. So if I click on 100-level courses, I will only see the 100-level courses and I can see what courses those are.

Say with 200-level courses or 300-level courses and 400-level courses. And when I'm at four, not surprisingly, we see lots more of advanced and lots more of advanced at the employable skills category. And again, this is a tool. It will not replace the human conversations. So once this work has been done, you click on download and this is what you use to have conversations with your unit and talk about, How are we doing in year one, two, three and four? In whichever ways you're interested. Is it about this or is it about your assessment methods or your teaching learning strategies? So when you download the file into an Excel, you'll see that you'll have different tabs on the bottom. So you have the learning outcomes, the mapping scale, the entire table, the chart showing you CLOs to PLOs, Assessment Methods, Learning Activities and the Ministry Standards Alignment. That's how the Excel spreadsheet will show. And I'll show you how the PDF will show. This is the PDF. So we'll see the program learning outcomes first with my first category, which is program learning outcomes.

My second category, employable skills. And then I scroll down and I see all the distribution tables. And so meaning if this is a D, it means that World 310 most commonly chose D for all of the PLOs. So frequency distribution table meaning the result would be what was most frequently selected by the user. Among all the CLOs to PLOs. When I download a PDF, I can select what to see just because we acknowledge that not everything would be always relevant. So you can click different sections and then resubmit to get a different pdf. I think I'm going to pass it on to Anita at this point.

ANITA:
OK. So I think, Laura, we are ready for questions at this point. I think we made good time talking about and demonstrating the map. So let's go back to the presentation slides and consider some of the things that we know. Over to you.

LAURA:
Excellent. Thank you. OK. So in conclusion, at the course level, you can identify or evaluate course and program learning outcomes. You can support accessible education by constructively aligning course outcomes to teaching and learning methods and assessment methods. You can map your course to a program's learning outcomes or many programs. So when you are on that step around what programs your course is associated with, that can be a list of five programs or four programs. So you are, you know, maybe you teach math 110 and that's part of your B.A and your B.S.E. and your Bachelor of Management. That's totally doable on the tool. You can evaluate your course, make changes, collaborate with others via editing powers, or viewing powers. And at the program level, you can visualize how courses map to your program targeted learning outcomes. You can visualize assessment methods and teaching learning strategies across the program and by year. And you can again collaborate and make changes and see the impact on the program via this curriculum map.

Before we begin with Q&A, we do want to stress that we know there is lots of room for improvement. We've been working on this project for about two years now and we have a long list of wishes and ideas, but we decided that it was time to share it and use it and perhaps take a pause to invite all users to come in and then together and work on what would be the next steps. But here are some thoughts that we have. We want more options for data visualization. We want maybe more or cooler or different options, easier ways to map a program that's inclusive of streams or specializations. So right now, what we do is we create different programs. So let's say the applied science in manufacturing engineering would be one, and then applied science in environmental engineering would be a completely different programme on the tool, although they might have perhaps... These are perhaps just specializations of the Bachelors of Applied Science. We will love to allow users to input more than 20 program learning outcomes at a time, but that's what the tool allows us for now.

It doesn't sync to our LMS, which is Canvas or any LMS for that matter. And we would love to allow users to download all the raw data. But for now, what's downloadable is what we showed you, which is the PDF and the Excel. Frequently Asked Questions. Browsers matter. Always use Google, Chrome or Firefox. When sharing and collaborating you can give collaborators viewer editing empowers and as easily take them away. So if you are a faculty member who's asking their TA to help you, perhaps at the end of the year when the TA is gone, you can go in and delete that viewer or collaborator. You can duplicate a course or program and rename it as many times as you like. Anyone with an email account can register. You don't need to be part of UBC. You can have a Gmail or Hotmail and you can share with others who also have a Gmail, a Hotmail or Outlook or whatever the case is. And where is the data stored? It is the... It is stored in UBC servers though my office has no access to this data. We don't use it to look at absolutely anything.

This is just a tool that we thought we'll create with wonderful collaboration between faculty members and students to help towards better teaching and learning practices and of course towards better quality assurance and enhancement processes, towards program reviews in a cyclical manner and in a way that makes perhaps more sense for all unit members involved. If you want to use a code and modify it, go ahead. But do share alike. That's the license that we've applied. The code supporting this website is available as open source software and we just ask that you please tell us that you're using it so that we know what the impact is and perhaps we can get in touch with ideas. But yeah, if you scroll down in our landing page you will see a link to the code which is on GitHub. And the form it's a quick form where we ask, please let us know if you're using this code and I'm going to stop sharing so that we can move on to your discussion and Q&A if that's OK with you, Anita.

ANITA:
Yeah, sounds great.

LAURA:
OK. Excellent. Stop share. Gwen, I'll let you help us with managing Q&A. How would we do that?

GWEN:
Do you see the questions in the Q&A right now?

LAURA:
Oh, yes. OK, so we'll just tackle those?

GWEN:
Yes, OK. Thank you.

LAURA:

Let's do this, thank you.

GWEN:

I put some questions in the chat because, you know, like we direct the audience to put the question in the Q&A so the question in a Q&A. Yeah.

LAURA:

OK.

GWEN:

But we have... Thanks, Laura.

LAURA:

No, thank you.

ANITA:

Yes, I can be the interviewer, Laura. How about that? I'll ask you questions. And then between the two of us, I'm sure we'll offer something. So the first one. How has faculty mind being? We're faculty invited to use the resources are required to use it. How has the return on investment mean in terms of adding faculty found resource relative to the time we had it?

LAURA:

Thank you. You know, it's been different across faculties and units. Some units are really excited to engage in this work and as soon as they hear about these tools, they thought finally something we can use, let's do it. And so at that point, I've attended either department meetings or faculty council meetings where I walk people through the tool and then they get going with the exercise. And if they have any issues, they email to our centre for teaching and learning. And thankfully, Michael can help them right away. I've had faculty, of course, that are a bit more resistant. I mean, that would not be a surprise to anybody. But at the end of the day, it really depends on why the exercise is being introduced and sometimes is for program reviews or program proposals. And sometimes we just require it from the provost office just to make sure that we are really doing the best we can towards intentional curriculum design. And so yeah, I can say it's a hit and miss and we're working on it.

I think our hope here is to normalize the use of this tool in the next six to seven years when we've had a full cycle of reviews and so far so good. However, we just started, like I said, this tool was in the making for two years and we just started about three or four months ago to use with programs. So we don't have tons of examples, but I have about four examples or five examples of work.

ANITA:

Thank you. So in the multi strand standards is this where you add national competencies? So, for instance, dental hygiene or oceanography, they must meet these competencies similarly for engineering as well, I suppose.

LAURA:

Yeah. So I guess I should clarify that we're sharing this tool for anybody to use in two ways. So it really is up to you. You can either log in, create your account, and use it as is, and skip the irrelevant information that would be BC or UBC related or you can take this code and make changes and share alike and use it. So if you're not taking the code, if you are a user and you want a command, no, you cannot change the ministry standards because those are built into the tool for our purposes. But you could create a program where your program learning outcomes are categorized. And so a category would be accreditation standards by the dentists of the Dental Hygiene Association, and then the

categories would be the actual program learning outcomes. Now, if the Dental Hygiene Association gives you 20 accreditation standards, then you're gonna have to create two programs. So one to only map two standards, and the second program would be to map to everything else you need. I hope that answered the question.

ANITA:
OK, Gwen, did you want to say anything about the survey? Should I continue with the questions here?

GWEN:
Oh, yeah. Because, you know, like sum up, I plan to leave it at the end of the session, but some of us are signing out because there may be other commitments. I just want to let everybody know that there's anonymous survey that we would like your participation so that we could make our professional development activities better to support the teaching and learning with BCcampus. So the link to that survey is in the chat. It also at the very ending slide of this session today that I would like to share a bit later. Yeah, so thank you, and stay tuned.

ANITA:
Alright, thank you, Gwen. So the next question then, Laura, is about assessment. So when I was adding the weighting, can assessments be added without weighting? I suppose the short answer is yes.

LAURA:
Yes, however you do.,I just tested it 'cause I have to acknowledge that I wasn't sure. So I just tested it. And you do have to assign a weight to it, but the weight could be zero.

ANITA:
Alright, what happens if multiple instructors met the single course differently? It's a great conversation starter that definitely comes to mind. Other thoughts Laura?

LAURA:
Yeah, what happens is multiple instructors map a single course differently. So would these be a situation, I mean, do you think where there's different sections?

ANITA:
I'm thinking so. So let's see both you and I and Gwen, the instructors of the same course. And we are looking at it from our own individual perspectives. I think the final report that is generated for you versus me versus Gwen's, we can then sit down, I mean, definitely make each other collaborators and view the reports, but also have a sit down and chat about the differences and why or how we have decided to approach the instructional strategies differently perhaps so the assessment, how we are meeting them, how much focus and attention is being paid.

LAURA:
Yeah, and I think that if that is the case, that actually is one example of the results that we hope to see. So if three instructors teach the same course and they map differently, let's do the human-to-human part of this exercise, which is sit down and talk, you know, clearly you're approaching the course differently or you can see it differently in the bigger picture. Let's have that conversation. And that really, in my view, is part of that evaluation exercise. Now, if technically speaking though, you can have three different sections of the same course map to a program and they will all show on those distribution tables and bar charts. So if it's a different section, it will not override each other. And I can share that I've had two similar examples. So I have one example where a program

coordinator wasn't sure what to do because there was one course that is core taught by two people and so he didn't know who to give access to. And so he decided that he collaborated as editors with the two of them and encouraged them via email to connect so that they did the mapping together.

And then I have a different example where there were seven sections of English, and so the program coordinator selected one person and said, "You know, you've been teaching the longest, you were here when we created this course. So I believe you'll be the one that can represent the other seven, but do have a conversation with their master."

ANITA:
Alright, thank you. The next one does a tool allow for mapping? Of course, resources, for instance, readings, media, et cetera against CLOs.

LAURA:
Yeah, so I believe that was Anita. Do you wanna speak to that since you showed it?

ANITA:
Yeah, so it's step number four where course mapping is being done, where you're mapping the CLOs with your course resources or instructional strategies or classroom resources, really activities that you plan on doing and also the assessment method. So yeah, those are getting mapped and you are definitely able to pull the conversation over that process. OK, next one from Steve out there. Go ahead, Gwen.

GWEN:
Sorry. Just I know that we have many questions, but some of the questions are asking about the link to the code in GitHub. So if we can just put the link, you know, like for the participants, that could be great, so we can address all the questions.

LAURA:
I like that a lot. (LAUGHS) Give me One second. I'll actually do it by sharing my screen so people know where to find it in case it gets lost. So this is our URL and this is the landing page. Just scroll down, and it says, "The code supporting this tool is available. Please tell us if you use any of the short form." So you click on the short form. There's a bit of a disclaimer about the data, and the link is right here, publicly available on GitHub. This is the link and this is a form that I'm hoping you can please share. You can please be allowed to tell us that you are using this. And so I'm gonna take this link and pop it over into the chat to it for everyone. And I'm gonna call it GitHub. GitHub link with open source code. Great.

https://github.com/bohuie/curriculum/tree/master

GWEN:
Thank you.

ANITA:
OK, so the next question is, are there elements of the course or program reports that have been shared with students? If so, how has this been done and how have they been received?

LAURA:
They have been shared with students. That's a little far removed from my role as a Q&A professional in the provost office. Normally, people don't want me to know much about what's happening in their courses, but I don't... I haven't heard of any instructor using this to share with their students. However, when we move forward with program reviews, our vision is that we would take this

curriculum map and share it with our students as we are engaging in conversation with them to build the self-study report that our unit is needing to build for their external review and also attach as a meaningful part and really backbone of that self-study report for the external reviewers to also see. So we're not there yet. I will add however, that the syllabus generator, which is the feature that we did not touch on today because is so UBC focused that generator does allow an instructor to generate a syllabus that has that cause alignment. So it's a very quick import into the syllabus. And so I'm hoping that in next week when classes begin, a lot of instructors will use this to generate their syllabus or sharing their constructive alignment plan for the course in that manner with students so TBD in a way.

I'm sorry that I don't have a lot of experience to share on this one. I have lots of hopes (LAUGHS) for up not experience yet.

ANITA:
Yeah, and having said that, it also is useful to consider the kind of course, for instance, in education when students are, you know, learning how to create their own courses, or develop course material. This tool could come in handy in terms of looking at how materials development or course design looks like and use this technology to have that inform that discussion. The next question is about syllabi import from the institutional student management system such as Canvas, Blackboard, DTL, et cetera, is there a template to use to facilitate such an import?

LAURA:
We certainly don't have the ability to talk to any elements right now. So what we do is we encourage instructors to generate their syllabus, download it and then upload it as need be in their canvas shell. And in your cases that your institutional LMS.

ANITA:
OK, so I think we answered earlier your question as well. They're about the management tool. I'm not sure if you're are talking about a different curriculum management tool there, but I'll come back to that. 'Can you make your course private?' Your course is private right Laura? Till the time you share it with somebody. Your course is your individual work. But nobody sees it. Nobody can view it. 'Can anyone sign up for this tool?'

LAURA:
Yes, as long as you have a valid email address to verify your account, the answer is yes.

ANITA:
OK so. I'm just gonna quickly scroll down. We did share the code there.

GWEN:
So perhaps one more question from our Aurelia and about, you know, like this curriculum management tool and how is allied with other curriculum map tool interface?

ANITA:
Right, so I was going to come back to that. So Laura is talking about curriculum management tool. So UBC also uses a curriculum management tool. Does UBC all use a curriculum management or do you know Laura?

LAURA:
I'm not aware. Perhaps a tool kit. I mean, there are toolkits, there are senate policies and templates, but those are not software, they're resources guidelines. And like I said, policy. So I'm not quite sure.

So really, if you're still there, apologies, maybe you can use the chat box to tell us a little bit more about what curriculum management tool you're referring to. Sorry that I don't know at this point.

ANITA:
OK, I think, if I'm not mistaken, we have addressed all the questions. I think there was one about curriculum links and how curriculum map is different from curriculum links. Did you want to address thatLaura?

LAURA:
You know, I think I. I don't know the answer to that. I know that we went to a demo very much like this one about two and a half years ago. We took notes and our developers went back to the tool because we were provided access maybe two years ago or so. I don't know. I know that the steps, the overarching steps are the same. There's also the ability to download PDFs. I believe what's different at its core, but I may be wrong, is the way programs are set out. So I think programs work a little different. That's my belief. But I'm not I'm not sure I'm sorry, I can't answer that question. And the students who would know were somewhere working. (LAUGHS)

ANITA:
And also at the Ministry of Advanced Education in BC. So that's what curriculum map uses as well as the strategic priorities, et cetera, that have been included. Those are definitely, though those pieces are different from curriculum links. So Laura has mentioned about tools like course loop or curriculum net. Yeah, please do feel free to email at Laura's address there. And then maybe this is a conversation we can address over email. Nancy's question is, 'Can we use it at your site as a sandbox to practice?' I would not have to mess up any data.

LAURA:
Yeah, I'm not collecting any data or looking at anything. Please go and play around you know, if there's people here who are inspired to register and log in and use it to see if it helps for better teaching and learning practices in your classroom. That would make me so very happy to know that is useful. I'm definitely not looking or collecting any data.

ANITA:
Awesome. I don't see any other question, but I'm not sure if I missed any. Please feel free to repost it.

LAURA:
I would say Deb Nielsen is asking, 'In terms of resources, also space, for example, specific lab space.' No, we have not touched on infrastructure and resources in that manner.

GWEN:
I think that all the questions that we have and thank you very much for your responses and addressing all of those question, Laura and Anita. We are now at 11:52 and if you have further questions, please don't hesitate to let us know. If not, then I would like to share just the last few slides for the upcoming sessions at BCcampus. And also I just wanted to mention like the survey again, please help us with the feedback so that we can, you know, like keep with our good work by supporting and teaching in BC. OK, so very aligning with the session today, we are gonna have the FLO Friday talking about the designing for authenticity. And I believe that this one would, you know, like helping with the curriculum, mapping with the learning outcomes, program outcomes and launching the course for the FLO. So yeah, please register for this and continue this learning journey with us if you wish. The link can be in the chat as well for registering and also the link for this survey. Please help us with this.

There's gonna be share like in additional resources after the session as well. And again, no tool is perfect and no tool is the answer for all the questions that we have. The same thing curriculum map is not the magical one, you know, like for all. But I believe that, you know, like we live, work and transform with the tools around us. and also help the tool transform as well. So I like the way that Laura and Dr. Anita talking about the tool and how we should maintain our sustained conversation and grow with the tool to help with the mapping, analyzing and planning for our course and our plan. Thank you very much.

LAURA:
Thank you, everyone, for joining us. Thank you, Gwen and Paula, and all of your wonderful co-op students who were here supporting us.

GWEN:
Thank you.