Building a sustainable library instruction program through curriculum mapping

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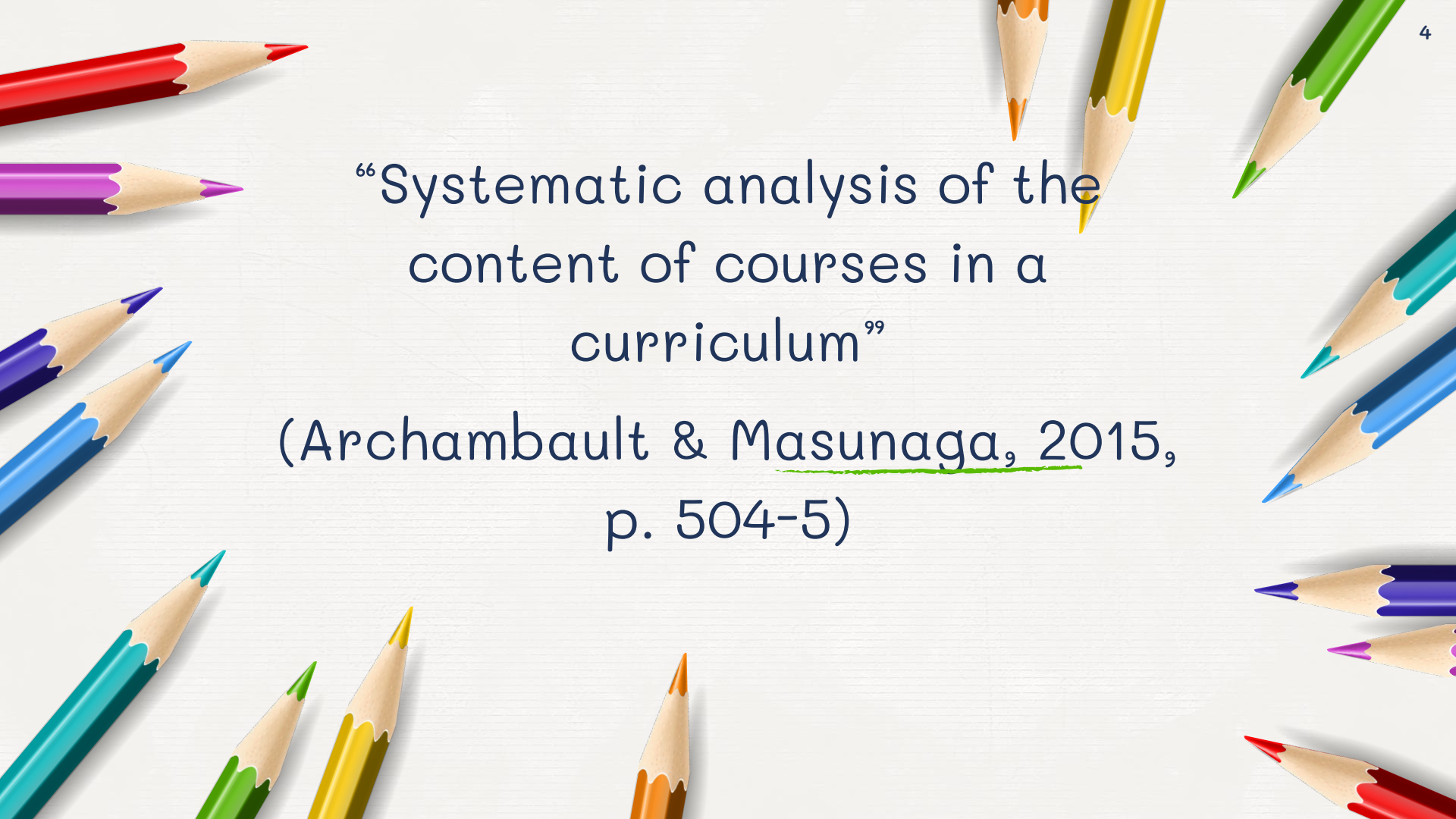
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1. Curriculum mapping

What is it and why does it matter?

"Systematic analysis of the content of courses in a curriculum"

(Archambault & Masunaga, 2015, p. 504-5)

Why do it?

- ✗ Understand the flow of courses and assignments over an entire curriculum

- ✗ Plan targeted outreach and instruction at most crucial points in course sequence

- ✗ Maximize limited teaching time

- ✗ Anticipate student questions

2. Education curriculum map

How to create a map, get buy-in and develop instruction

Roadmap

Spring 2018
Create spreadsheet of Education courses (learning outcomes, course assignments, terms offered)

Fall 2018
Use online course search to see courses offered each term, download syllabus, enter outcomes and assignments into spreadsheet

Spring 2019
Use online course search to see courses offered each term, download syllabus, enter outcomes and assignments into spreadsheet

1

3

5

2

4

6

Summer 2018
Use online course search to see courses offered each term, download syllabus, enter outcomes and assignments into spreadsheet
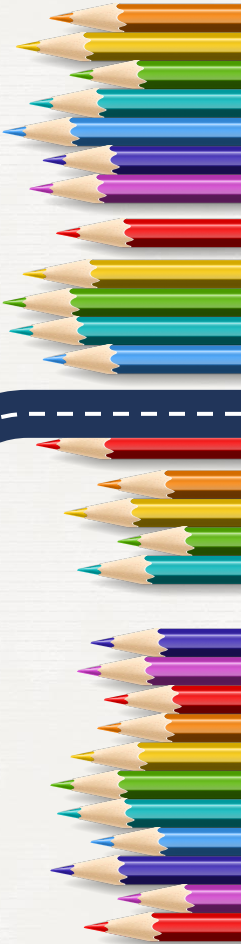
Winter 2019
Use online course search to see courses offered each term, download syllabus, enter outcomes and assignments into spreadsheet

Summer 2019
Conduct targeted outreach to faculty teaching research oriented courses

Building the map

- ✗ Created an Excel spreadsheet with a tab for each program in the Graduate School of Education

- ✗ Each required course was entered into the sheet

- ✗ Columns were created for course learning objectives, research assignments, and terms offered

Phase 1 map

| Course number	Course name	Outcome	Outcome	Outcome	Outcome	Outcome	Outcome	Outcome	Outcome	Outcome	Assignment	Term:
EDU 6050	Education as an advanced field of study											
EDU 6051	Culture, equity, power and influence											
EDU 6319	How People Learn											
EDU 6321	Models for Learning Design											
EDU 6323	Technology as a Medium for Learning											

Populating the map

✘ Used online course search each quarter to download syllabus for each required course

✘ Entered the outcomes and assignments (if listed) into the spreadsheet and updated the term(s) offered

✘ Highlighted any information literacy- or research-oriented outcomes or assignments in spreadsheet

Phase 2 map

Course number	Course name	Outcome	Outcome	Outcome	Outcome	Outcome	Outcome	Outcome	Outcome	Outcome	Assignment	Term:
EDU 6050	Education as an a	Explore methods of research through the examination of current research studies that have been conducted by scholars within the field of education	Identify the steps a researcher uses when conducting a study	Investigate areas of research interest in their concentration (higher education, k-12, eLearning design, special education)	Analyze and critically evaluate how research is used to construct and inform controversies	Identify sources within their concentration, such as peerreviewed journals, where research studies can be found	Explore, develop, and document their professional identities	Begin the process of adding Signature Assignments to an ePortfolio	Become conversant in the discourse of academia and how to engage as professionals	Begin to apply theory to practice in a recursive manner	Contoversies bibliography and presentation	Fall, Winter, Spring
EDU 6051	Culture, equity,	Assess the ways in which one's culture shapes their worldview, perception and roles	Examine the ways in which institutions perpetuate dominant cultural norms and access to education	Explore strategies individuals and groups can develop to influence cultural norms	Expand leadership capacity by examining concepts and theories of influence and power							Fall, Winter, Spring, Summe
EDU 6319	How People Lear	Investigate and articulate the theories, researched principles, and emerging body of knowledge about how people learn.	Conceptualize and visualize learning as a change process that can be maximized through design: planning, development, facilitation, and social pedagogy.	Define the characteristics of expertise.	Articulate how learners' knowledge, beliefs, and actions influence learning.	Explain how cognitive architecture influences learning.	Design a competency model for your own professional learning, grounded in MEd program and concentration competencies.	Identify and document salient characteristics of learning experiences and analyze them based on learning research and principles.				Fall, winter, spring
EDU 6321	Models for Learn	Articulate the development methods and design principles associated with the profession of instructional design.	Assess contextual factors that inform decision-making about methodology and design approach.	Distinguish between effective and ineffective use of learning design models.	Make reasoned decisions in identifying and using appropriate instructional design strategies.	Create an online learning experience that puts models and design principles into action.						Winter, Spring
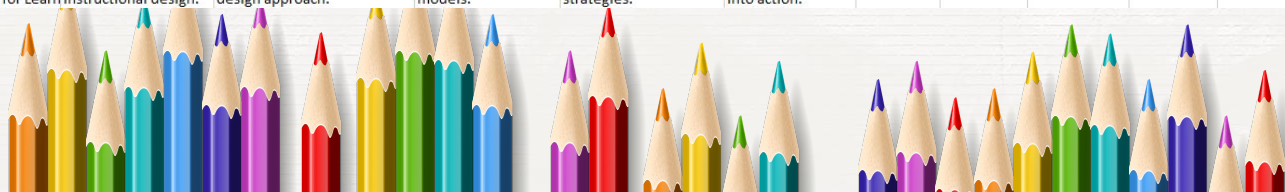
Using the map

✘ Highlighting made it easy to see, at a glance, the courses in each program that might need instruction

✘ Assignment field helped determine when a new or novel research skill occurred in course sequence

✘ Planned initial outreach based on where course fell in curriculum, and number of highlighted outcomes/assignments

Learning from the map

✗ Courses I was already working with heavily had the highest need

✗ Few research assignments in the Masters programs

✗ Between 5-7 research-oriented courses in each doctoral track--many of these courses overlapped across the 3 tracks

Getting faculty buy-in

✘ Able to proactively approach faculty with knowledge of their course assignments

✘ In many cases, able to map assignments to students' questions and make more concrete suggestions and offers for instruction

✘ Most faculty open to including library instruction, like asynchronous tutorials or webinars, once they knew of student need

Developing instruction

- Already working with highest-need courses, using a combination of workshops, webinars, and asynchronous tutorials

- Prioritized brief asynchronous tutorials for later courses
  - Program itself was asynchronous
  - Tutorials were easy to add to learning management system
  - Asynchronous more manageable due to heavy time investment in entry courses

Scaffolding instruction

✘ University switch to Canvas LMS in 2020 made it easier to create one tutorial "module" that faculty could import and customize for their course

✘ Named tutorials so they corresponded with students' questions or the terminology mentioned in their course assignments = helped students map their information need to a resource that might help them

Canvas Commons

Shared the module with all Education tutorials to the Commons, easy to import or re-use an earlier tutorial later in course sequence

EDU 7225 tutorials

- How do I find action research?
- Locating information about theoretical frameworks

EDU 7253 tutorials

- How do I find law reviews?
- How do I find legal cases by topic?
- Pro tips for searching Nexis Uni

EDU 7258 tutorials

- Finding peer reviewed sources on strategic management

EDU 7295 Tutorials

- Search tips and strategies for literature reviews
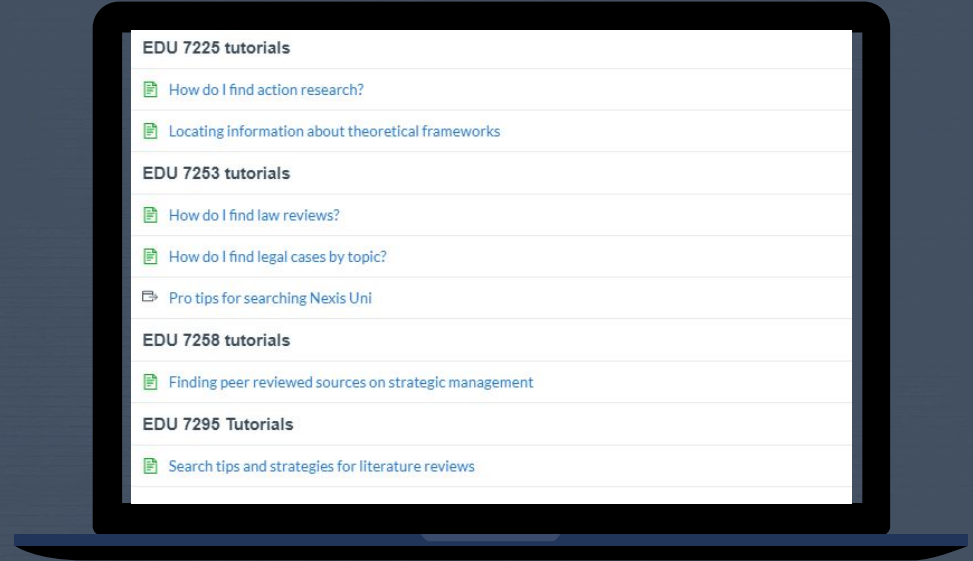
Takeaways

Get the syllabus

I was able to conduct all of the background work for this project without seeking faculty time because the syllabus was available online each quarter

Give yourself time

It took me a year to put together my initial map, working one quarter at a time. This made it a manageable lift with my other job responsibilities and I turned it into an annual goal

Plan to update

Courses are constantly being added and requirements change--it's important to keep reviewing syllabus and course changes to ensure instruction is up to date

3. Architecture curriculum map

The importance of co-curricular mapping, relationship building and expectation setting

Getting started

✗   I liaise to 5 programs:
-   American Sign Language - English Interpreting
-   Architecture
-   Art + Design
-   Game Design
-   World Languages

✗   I knew there were more teaching opportunities with the School of Architecture

Envisioning the map

✗ I had a few goals in mind as I started:
- Build relationships with faculty
- Connect and collaborate with students
- Highlight the value of curricular **and** co-curricular teaching opportunities
- Map the ways that library colleagues and services support the students and faculty

Information gathering

Strategies for relationship building and setting expectations

✘ Introduce the idea of curriculum mapping in every conversation with faculty

✘ Emphasize what curriculum mapping could offer faculty and students

✘ Set realistic timelines - I always presented curriculum mapping as a multi-year project

Mapping co-curricular activities

✗ What do students want to learn and how do they want to learn it? How can I build learning opportunities with students?

- Personal projects
- Students organizations
- Student Advisory Board

Mapping across the library

 ✘ The Archives and Special Collections
 ✘ Citation Management Team
 ✘ The Digital Scholarship Group
 ✘ The Recording Studios
 ✘ GIS

Curriculum mapping during the pandemic

My curriculum map

School of arch. syllabi

My Drive > Architecture > Architecture Classe

Name ↑	
📙 2019 ARCH 1310: Buildings and Cities	
📄 ARCH 1310 Fall 2019 👥	
📄 ARCH 1310 Spring 2020	
📙 ARCH 1310: Buildings and Cities 👥	
📙 ARCH 1370: American Architecture 👥	
📄 ARCH 1370: American Architecture	

Takeaways

It is a process

The act of curriculum mapping is as important as the map or other end goal/artifact. It can provide focus to your outreach and instructional efforts, and can inform other activities (ex. Collection development).

Collaborate with students, faculty, and library colleagues

Students and faculty can offer insight on what and how to teach. Library colleagues can be valuable teaching partners.

It's not a simple solution to an overwhelmed workload

Curriculum mapping can lead to a more focused/impactful teaching load, but it doesn't smooth over a stressed teaching or responsibilities load.

3. Biology curriculum map

The importance of collaboration, adaptability, and change

Getting Started

✘ Inspired by
- Lindley's Curriculum Map, started thinking about a 'curriculum' for Biology
- Conversation with faculty member asking me what I *could* teach to students

✘ Centered my planning around two questions:
1. What would I want all students to know?
2. When would it make sense for them to learn it?

My Goals

✗ Define the information literacy skills that students would benefit from knowing by the end of the degrees

✗ Map out current Biology classes to see where these skills would fit in the curriculum

✗ Keep the instruction load sustainable, possibly using online learning objects

What should Biology students learn?

✘ Brainstormed everything I'd want to teach a student if I had no limits on time and/or interest

✘ Divided it up into categories - what were concrete skills or tools vs. overarching concepts

✘ Time consuming, but a lot of fun to think beyond a one shot class

What should Biology students learn?

✗ **Northeastern specific library skills** (ex. ILL, how to check out a book)

✗ **Tools and Databases** (EndNote, PubMed, Web of Science, Google/Google Scholar)

✗ **Types of Information** (primary studies, review articles, preprints, etc.)

✗ **Concepts to tie everything together** (ex. What databases should be used when? What is information privilege (access after graduation)?)

Meeting with Faculty

- ✘ Initial meeting with two key Biology faculty members
- ✘ Lots of great information about classes to target and find syllabi for
- ✘ Enthusiastic about the project and offered to bring this idea to their next curricular meeting to get faculty feedback
- ✘ BUT, this meeting was in February 2020.

What happened?

- ✘ The project stalled due to the COVID-19 pandemic
- ✘ Both faculty members and myself have moved into more demanding roles at the University

What am I left with?

- ✘ A surprising amount!
- ✘ There is good will in the department to integrate more information literacy instruction
- ✘ I have a list of skills, databases/tools, and concepts that I think Biology students should know before they graduate.
  - Can (slowly) work on developing online learning objects for these or incorporating them into existing lesson plans

What's next

✗ Honest answer: I'm not sure yet.

✗ With my change in position, focusing on online learning objects as opposed to synchronous instruction

✗ Strong possibility: Canvas self enrolling course

   – Not integrated into courses, but would allow me to create content and publish it in the Canvas Commons

Takeaways

Think about your goals, not your outcomes.

Give yourself time to think deeply and intentionally about your goals, and focus on those. Try to go deeper at the beginning to discern what you'd like to achieve.

Be flexible.

Things may change from the beginning of your project to the end. Be ready to be flexible and adapt to what you're learning might be the most useful.

Be patient and kind to yourself.

With any large project, things will go wrong or change. Be patient with yourself and give yourself space to do the best work you can.

Wrapping Up

✗ Some things will be outside of your control
✗ Curriculum mapping is not a 'one size fits all' solution
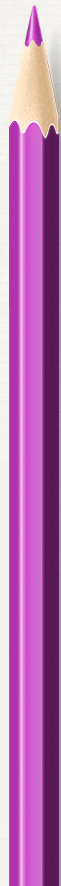✗ Be willing to adapt your project

References

✘ Archambault, S.G., & Masunaga, J. (2015). Curriculum mapping as a strategic planning tool. *Journal of Library Administration, 55*(6), 503-19. https://doi.org/10.1080/01930826.2015.1054770

Thanks!

Any questions?

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