# **Various Curriculum Mapping Links and Resources from 9/16/16**

# **Curriculum Mapping as a Strategic Planning Tool**

<http://www.tandfonline.com/doi/full/10.1080/01930826.2015.1054770?scroll=top&needAccess=true>

## **Toward a Common Taxonomy of Competency Domains for the Health Professions and Competencies for Physicians**

<http://journals.lww.com/academicmedicine/Abstract/2013/08000/Toward_a_Common_Taxonomy_of_Competency_Domains_for.21.aspx>

**Current status of curriculum mapping in Canada and the UK**

<http://eds.b.ebscohost.com/eds/detail/detail?vid=4&sid=1824f1c9-2fdf-42f5-a03a-90608aed49ed%40sessionmgr107&hid=127&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=33208310&db=afh>​

**Using a curriculum map to link the competencies for the PA profession with assessment tools in PA education.**

Essary AC. *Journal of Physician Assistant Education (Physician Assistant Education Association)* Volume: 18 Issue 1 (2007) ISSN: 1941-9430 Online ISSN: 1941-9449

[**http://www2.paeaonline.org/index.php?ht=action/GetDocumentAction/i/25268**](http://www2.paeaonline.org/index.php?ht=action/GetDocumentAction/i/25268)

**Mapping Medical Education Curricula - AAMC**

<https://members.aamc.org/eweb/upload/100Cameron116.pdf>​

**Use Standards to Draw Curriculum Maps**

Franklin, Pat; Stephens, Claire Gatrell

School Library Media Activities Monthly, v25 n9 p44-45 May 2009

Specific curriculum is taught at every grade level and it is the job of library media specialists to know subject area content. Library media specialists should develop collections to meet the content associated with curriculum standards. To ensure that these collections meet school needs, collection mapping with specific curriculum related to local, state, and national standards is a good approach. This technique helps build a collection that really meets the needs of the learning community. The technique of collection mapping uses visual representations to evaluate the collection. By using statistics easily gleaned from library media management programs and then creating graphs using this data, the strengths and weaknesses of a collection can be seen. With these tools, it is easy to identify collection gaps and base collection development on school needs rather than arbitrary guidelines from outside sources. As budgets shrink, it is important to be smarter about library budgets that still provide quality resources for curriculum support. This article describes the steps in collection mapping. (Contains 17 resources.)

Descriptors: [Standards](http://eric.ed.gov/?ti=Standards), [School Libraries](http://eric.ed.gov/?ti=School+Libraries), [Media Specialists](http://eric.ed.gov/?ti=Media+Specialists), [Library Services](http://eric.ed.gov/?ti=Library+Services), [Concept Mapping](http://eric.ed.gov/?ti=Concept+Mapping), [Selection Tools](http://eric.ed.gov/?ti=Selection+Tools)

*Libraries Unlimited. Subscription Department, 88 Post Road West, Westport, CT 06881. Tel: 888-371-0152; Fax: 203-454-8662; Web site:* [*http://www.schoollibrarymedia.com*](http://www.schoollibrarymedia.com)

**Publication Type:** Journal Articles; Reports - Descriptive

**Education Level:** Adult Education; Elementary Secondary Education

**Audience:** Media Staff

**Language:** English

**Sponsor:** N/A

**Authoring Institution:** N/A

**Identifiers:** N/A

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[Department of Education](http://www.ed.gov/)[Institute of Education Statistics](http://ies.ed.gov/)

**Evidence & Outcomes**

**Lawson, R., Taylor, T., French, E., Fallshaw, E., Hall, C., Kinash, S., & Summers, J. (2015). Hunting and gathering: New imperatives in mapping and collecting student learning data to assure quality outcomes, *Higher Education Research and Development, 34*(3), 581-595.**

<http://www.assuringlearning.com/resources/V2%20HERD%200204412%20with%20authors.pdf>

Assurance of learning (AOL) is a quality enhancement and quality assurance process used in higher education. It involves a process of determining programme learning outcomes and standards, and systematically gathering evidence to measure students' performance on these. The systematic assessment of whole-of-programme outcomes provides a basis for curriculum development and management, continuous improvement, and accreditation. To better understand how AOL processes operate, a national study of university practices across one discipline area, business and management, was undertaken. To solicit data on AOL practice, interviews were undertaken with a sample of business school representatives (n?=?25). Two key processes emerged: (1) mapping of graduate attributes and (2) collection of assurance data. External drivers such as professional accreditation and government legislation were the primary reasons for undertaking AOL outcomes but intrinsic motivators in relation to continuous improvement were also evident. The facilitation of academic commitment was achieved through an embedded approach to AOL by the majority of universities in the study. A sustainable and inclusive process of AOL was seen to support wider stakeholder engagement in the development of higher education learning outcomes.

**Plaza, C. M., Draugalis, J. R., Slack, M. K., Skrepnek, G. H., & Sauer, K. A. (2007). Curriculum mapping in program assessment and evaluation, *American Journal of Pharmaceutical Education, 71*(2), Article 20. 8 pages**

<http://www.learningace.com/doc/101652/857e083eff364c0564906f6198c1a346/curriculum-mapping-in-program-assessment-and-evaluation>

Objectives. To demonstrate a curriculum mapping technique and its use in program evaluation and assessment, as well as to provide specific recommendations for potential uses in pharmacy education.

Methods. This study employed a descriptive cross-sectional study design based on a learning outcomes document and several existing student and curricular data sets.

Results. The population consisted of 209 PharmD students at the University of Arizona College of Pharmacy (UACOP) during the 2004-2005 academic year and mapped 31 of the 34 required didactic courses in the curriculum. There was concordance between student and faculty member ranking of domain coverage in their respective curricular maps.

Conclusions. The agreement between the student and faculty graphical curriculum maps on the order of the ranking of the relative emphasis of each domain suggests concordance between the intended/ delivered and received curriculums. This study demonstrated a curriculum mapping methodology that can be used to both make sense and use of existing data in curricular evaluation.

**Bath, D., Smith, C., Stein, S., & Swann, R. (2007). Beyond mapping and embedding graduate attributes: Bringing together quality assurance and action learning to create a validated and living curriculum. Higher Education Research & Development, 23(3), 313-328.**

With increasing importance being placed on the development of generic skills in higher education, institutions are espousing, as part of their mission and objectives, which generic skills their graduates achieve, and teachers are being required to document how their courses and programs support the development of those skills and attributes. The mapping of opportunities for development of graduate attributes in the planned curriculum thus plays an important role in relation to quality assurance and reporting processes, and embedding these opportunities in curricula may ensure alignment between the espoused curriculum and the taught curriculum. But are these processes enough to ensure that what is espoused and enacted through the curriculum is aligned with what students experience and learn? This issue is addressed here through a case study of a team of university teachers at one Australian institution who went beyond the mapping and embedding of graduate attributes in their courses of study, and engaged in a process of action learning to create a valid and living curriculum for the development of graduate attributes.

**Robley, W., Whittle, S., & Murdoch-Eaton, D. (2005). Mapping generic skills curricula: Outcomes and discussion, Journal of Further and Higher Education, 29(4), 321-330.**

Generic skills development is increasingly being embedded into UK higher education curricula to improve the employability and lifelong learning skills of graduates. At the same time universities are being required to benchmark their curricular outcomes against national and employer standards. This paper presents and discusses the results of a study mapping the outcomes, delivery, learning and assessment of an embedded generic skills curriculum and benchmarking these against externally agreed standards. By collecting data from students, supervisors and curriculum documentation across the whole five year course in a UK medical school it evaluates the success of the generic skills programme in achieving its objectives. It goes on to discuss how data from the maps might also be used to encourage student learning. It recommends the adoption of this methodology to map embedded skills curricula with the aim of highlighting skills delivery for curriculum designers and skills development for students.

**Lam, B. H., & Tsui, K. T. (2016). Curriculum mapping as deliberation -- Examining the alignment of subject learning outcomes and course curricula. *Studies in Higher Education, 41*(8), p1371-1388.**

This article aims to evaluate the alignment between subject learning outcomes (SLOs) that represent the role of the Department of Curriculum and Instruction (C&I) and the course curricula documents. Content analysis was conducted to map SLOs in the curricula documents of a set of compulsory courses offered by the department of C&I. A hermeneutic perspective was adopted by four academic staff members who were involved in the mapping process, which considers curriculum scrutiny as an opportunity of reflective dialog. Findings suggest that though SLOs were adequately addressed in courses offered in various programs, the coverage and depth of studying SLOs may differ in different programs, such as Bachelor of Education and Post Graduate Diploma in Education. In this study, curriculum mapping was facilitated by deliberative dialog among participants, which made the mapping exercise a validating professional development activity. Implications are discussed. Recommendations regarding curriculum evaluation and teacher training are similarly suggested.

Jankowski, N. (2014). Mapping learning outcomes: What you map is what you see. National Institute for Learning Outcomes Assessment (powerpoint)

[www.**learningoutcomes**assessment.org/Presentations/**Mapping**.pdf](http://www.learningoutcomesassessment.org/Presentations/Mapping.pdf)

lots of references.

Curriculum Mapping Articles and Reports

<http://curriculummapping.weebly.com/>

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| **Title:** | Using Curriculum Mapping to Engage Faculty Members in the Analysis of a Pharmacy Program  <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4174381/> |
| **Authors:** | Zelenitsky, S Vercaigne, L Davies, NM Davis, C Renaud, R Kristjanson, C |
| **Source:** | AMERICAN JOURNAL OF PHARMACEUTICAL EDUCATION; 2014, 78 7, 9p. |
| **Publisher Copyright:** | AMER ASSOC COLL PHARMACY |
| **ISSN:** | 00029459 |
| **Document Type:** | Article |
| **Author Keywords:** | curriculum mapping learning objectives educational outcomes learning outcomes competencies |
| **KeyWords Plus:** | EDUCATION |
| **Subject Category:** | EDUCATION, SCIENTIFIC DISCIPLINES PHARMACOLOGY & PHARMACY |
| **Abstract:** | Objective. To develop a curriculum mapping process that supports continuous analysis and evidence-based decisions in a pharmacy program. Design. A curriculum map based on the national educational outcomes for pharmacy programs was created using conceptual frameworks grounded in cognitive learning and skill acquisition. Assessment. The curriculum map was used to align the intended curriculum with the national educational outcomes and licensing examination blueprint. The leveling and sequencing of content showed longitudinal progression of student learning and performance. There was good concordance between the intended and learned curricula as validated by survey responses from employers and graduating students. Conclusion. The curriculum mapping process was efficient and effective in providing an evidence-based approach to the continuous quality improvement of a pharmacy program. |
| **Language:** | English |
| **Accession Number:** | 000342741800011 |
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| **Cut and Paste:** | <a href="<http://proxy.westernu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edswsc&AN=000342741800011&site=eds-live>">Using Curriculum Mapping to Engage Faculty Members in the Analysis of a Pharmacy Program</a> |
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