CPR Self-Study Workshop 2: Curriculum and Learning Outcomes

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Goals

- To introduce you to the concepts referenced in the self-study about curriculum and assessments
  - Program Objectives
  - Learning Outcomes
- To prepare you for the work involved with program objective and learning outcome definition, mapping, and assessment
- To show you what resources are available

Commitment

By the end of this workshop, you will have information to be able to:

- Know what is expected from you in questions 3.5-3.11 UG / 3.9-3.15 G
- Define program objectives and program learning outcomes, identify differences between them, reflect on what these may be in your program
- Determine how best to engage in the process of (re)defining, mapping, and assessing your program's objectives and outcomes
- Identify steps and supports to complete these areas of the self study

What is Curriculum?

- Etymology: A course to run
- Calvinist tradition: An ordering of education

- All educational experiences have a curriculum, even when it is not defined
- The plan (explicit or implicit) of what someone should know/do/value at the end of an educational experience

- Eight different kinds of curriculum

https://www.metmuseum.org/perspectives/articles/2021/7/ancient-greek-olympic-games

Eight types of curriculum

1. Written Curriculum
2. Hidden Curriculum
3. Taught Curriculum
4. Assessed Curriculum
5. Supported Curriculum
6. Recommended Curriculum
7. Excluded/Null Curriculum
8. Learned Curriculum

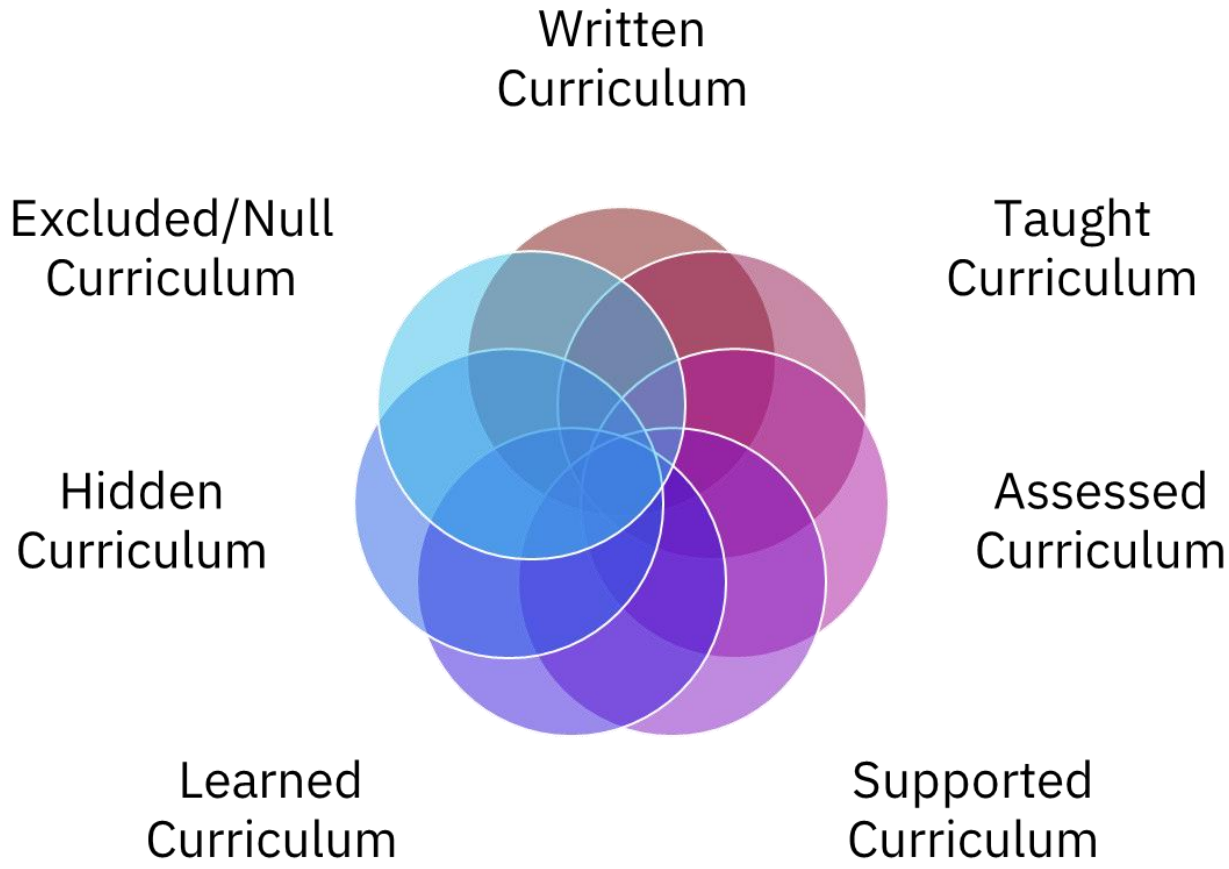
There is "hidden" elements in all these.

Assumptions, values, standards, expectations, etc

And this can remain hidden from us too

Eight types of curriculum should work together

1. Written Curriculum
2. Hidden Curriculum
3. Taught Curriculum
4. Assessed Curriculum
5. Supported Curriculum
6. Recommended Curriculum
7. Excluded/Null Curriculum
8. Learned Curriculum



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If curriculum is…

- A plan of what students are supposed to learn

Then higher education curriculum would be…

- The plan of what students are supposed to learn in their degree program
- Historically, this plan has been *implicit* with program requirements written down, but content defined by The Field

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Movement to More Explicit Curriculum

- Make degrees more responsive to needs beyond academia
- Accountability; Assure the quality of programs
  - For Canadian universities to be seen as a “quality” institution – (a Universities Canada member) – they need to meet certain criteria, one of which is a quality assurance policy and procedure process

Other Effects of Explicit Curriculum

- More student-centric education
- More opportunities to work through “hidden” aspects based in oppressive traditions

Clear/Explicit Curriculum

Clarifies the teaching and learning relationship

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Clear/Explicit Curriculum

Identifies:

- Goals
- Commitments
- Requirements

What the PLAN is

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In the self study, you will be asked about:

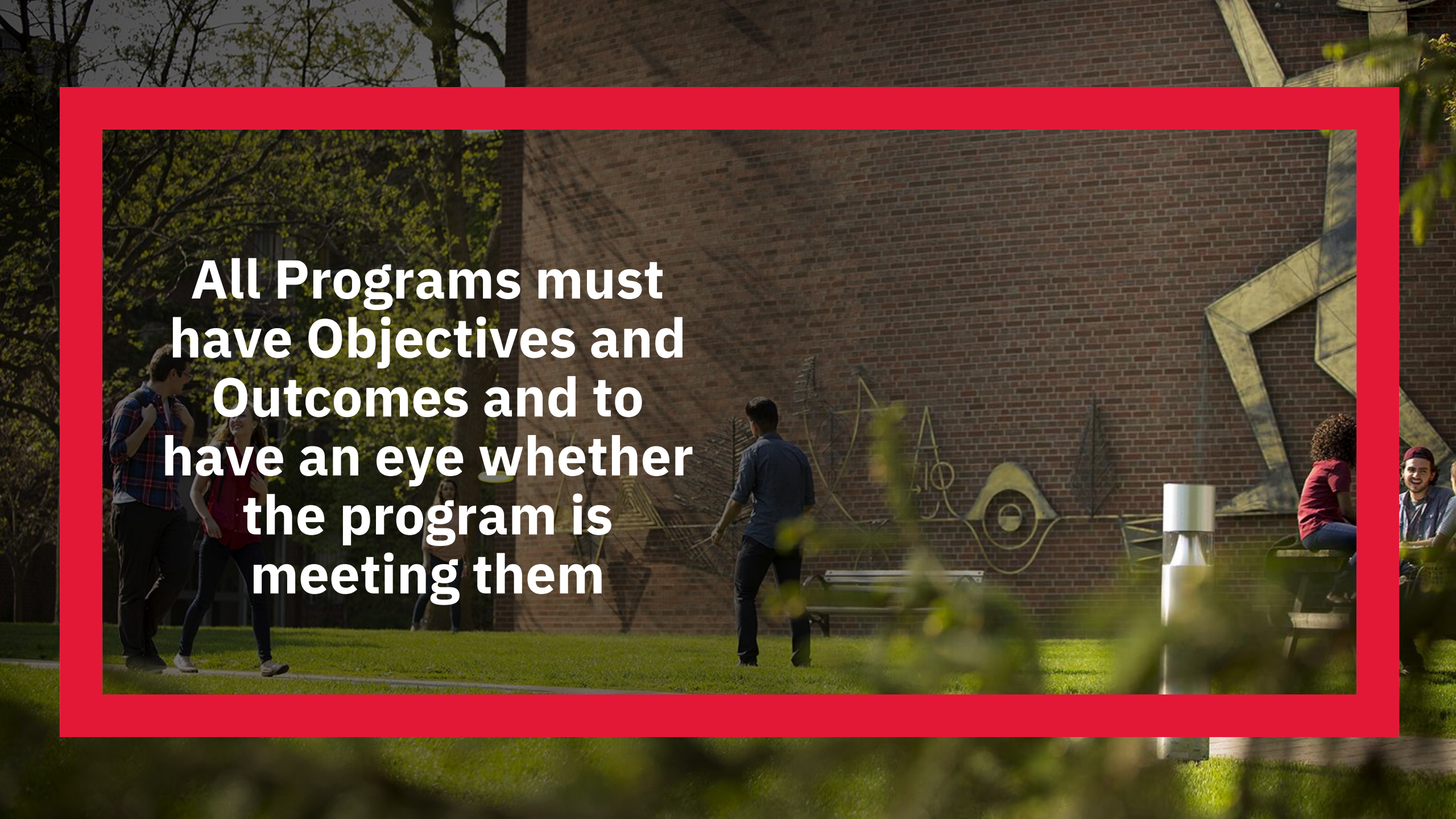
The **explicit** curriculum of the program:

Goals/Objectives	Commitments/ Outcomes	Requirements

How you are assessing whether your program curriculum, and all its pieces, are doing what you planned for it to be doing

In other words:

- What is the overall plan of your program?
- How do the pieces work together?
- How are you keeping an eye on this?
- How might you course correct if you're off track?


All Programs must have Objectives and Outcomes and to have an eye whether the program is meeting them

The Self Study will involve conversations/agreements in the program about:

- The program's goals/objectives and commitments/ outcomes
- How individual courses (and other program activities) work together to activate these goals and outcomes
- How you currently keep track of this (i.e. course assessments?)
- What the plan is to keep track of this in the future

Objectives and Outcomes in the Self Study

Objectives

- 2.1 Describe the program(s) and its objectives.
- 3.11/3.14 Describe the program's methods for monitoring and assessing how the program is achieving its objectives.

Outcomes

- 3.5/3.9 List your Program Learning Outcomes.
- Describe and/or map how your Program Learning Outcomes map onto Ontario's Degree Level Expectations. **(Template provided)**
- Describe and map how your Program Learning Outcomes are achieved through the curriculum and structure of your program. **(Curriculum map)**
- Describe and map how student achievement is assessed and documented in relation to the Program Learning Outcomes.
- Describe how the methods and criteria for assessing student achievement are appropriate and effective relative to the Program Learning Outcomes.
- How does the program monitor and assess the ways student cohorts are achieving the Program Learning Outcomes?
- Describe how the Program Learning Outcomes communicated to students.

Program Objectives

- These are the GOALS of your program

- Quality Council writes that Program Objectives:
  - Explain the potential applications of the knowledge and skills acquired in the program;
  - Situate the program in the context of the discipline as a whole
  - Are broader in scope than Program Learning Outcomes

https://oucqa.ca/guide/program-objectives-and-program-level-learning-outcomes/

What are your Program's Goals?

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- To develop critical thinkers
- To connect research and industry together to develop professionals who can respond to the needs of the 21st century
- To develop lifelong learners who value art and culture
- To ensure students understand the ways Indigenous knowledges can be integrated in STEM careers

How do you ensure you're meeting these goals?

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- To develop critical thinkers
- To connect research and industry together to develop professionals who can respond to the needs of the 21st century
- To develop lifelong learners who value art and culture
- To ensure students understand the ways Indigenous knowledges can be integrated in STEM careers

How do you ensure you're meeting these goals?

This needs a plan, with a schedule, to look into these and course correct if necessary

- **To ensure students understand the ways Indigenous knowledges can be integrated in STEM careers**

- Require all core courses to have Indigenous content
- To have courses related to career development
- Host bi-yearly special seminars with career leaders
- To work closely with Indigenous Council (IC) on assessing and discussing the ways this goal is being achieved

Program Learning Outcomes

Outcomes

- 3.5/3.9 List your Program Learning Outcomes.
- Describe and/or map how your Program Learning Outcomes map onto Ontario's Degree Level Expectations.
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- How does the program monitor and assess the ways student cohorts are achieving the Program Learning Outcomes?
- Describe how the Program Learning Outcomes communicated to students.

Program Learning Outcomes

- “By the end of the program students will….”
- Not a quantitative accounting, but an articulation of a relationship
- What are the COMMITMENTS you’re making to your students?

- Quality Council writes that Program Outcomes:
  - Articulate what successful students should have achieved by the end of the program
  - What the knowledge, skills, and abilities that successful students should have acquired by the end of the program

https://oucqa.ca/guide/program-objectives-and-program-level-learning-outcomes/

What are the Outcomes of your Program?

What are you committing to students they will know, be able to do, and/or value by the time they graduate?

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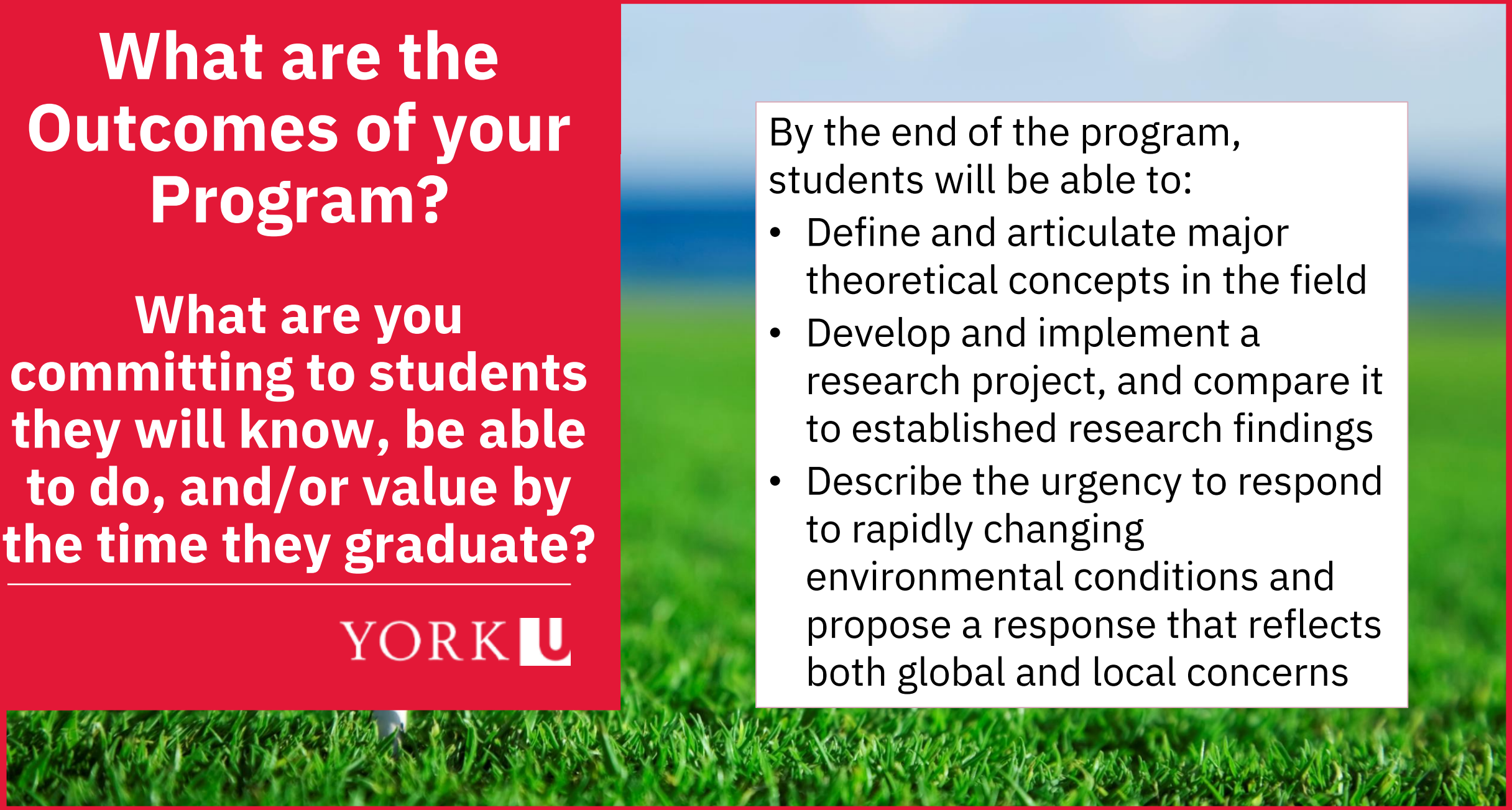

By the end of the program, students will be able to:

- Define and articulate major theoretical concepts in the field
- Develop and implement a research project, and compare it to established research findings
- Describe the urgency to respond to rapidly changing environmental conditions and propose a response that reflects both global and local concerns

How do you ensure you're meeting these commitments?

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By the end of the program, students will be able to:

- Define and articulate major theoretical concepts in the field
- Develop and implement a research project, and compare it to established research findings
- Describe the urgency to respond to rapidly changing environmental conditions and propose a response that reflects both global and local concerns

How do you ensure you're meeting these commitments?

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- **Develop and implement a research project, and compare it to established research findings**

- In course ABCD 2002, students will define a research question and conduct a literature review
- In course ABCD 3005, students will conduct and present on a research problem
- In course ABCD 4002, students will define an independent research question and propose research protocol
- In course ABCD 4003, students will conduct research and write a comparative analysis

- **Develop and implement a research project, and compare it to established research findings**

How do you ensure you're meeting these commitments?

- Yearly meetings amongst faculty about students' abilities to engage in these activities
- Collaborate with Library about a "spiral" curriculum that is responsive to changes in digital research
- Host an upper-year research fair in which the student cohort can be assessed to previous years' work

But you need a plan, with a schedule that you follow, to check into these and course correct if necessary

ASSESSMENT PLAN for:
“Develop and implement a research project, and compare it to established research findings”

- Course Mapping

	PLO: **Develop and implement a research project, and compare it to established research findings**
ABCD 2001	
ABCD 2002	X
ABCD 3005	X
ABCD 3015	
ABCD 4002	X
ABCD 4003	X

- Yearly meeting check in with faculty and Library colleagues
- Yearly undergraduate research fair with results captured to compare each year
- Every three years, determine if course content or course progression needs to be adjusted based on findings

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ASSESSMENT PLAN for:
"Develop and implement a research project, and compare it to established research findings"

- Course Mapping

	PLO: **Develop and implement a research project, and compare it to established research findings**	
	Taught	Assessed
ABCD 2001		
ABCD 2002	Introduced	Literature Review
ABCD 3005	Developed	Presentation
ABCD 3015		
ABCD 4002	Mastered	Research Proposal
ABCD 4003	Mastered	Research Report

- Yearly meeting check in with faculty and Library colleagues
- Yearly undergraduate research fair with results captured to compare each year
- Every three years, determine if course content or course progression needs to be adjusted based on findings

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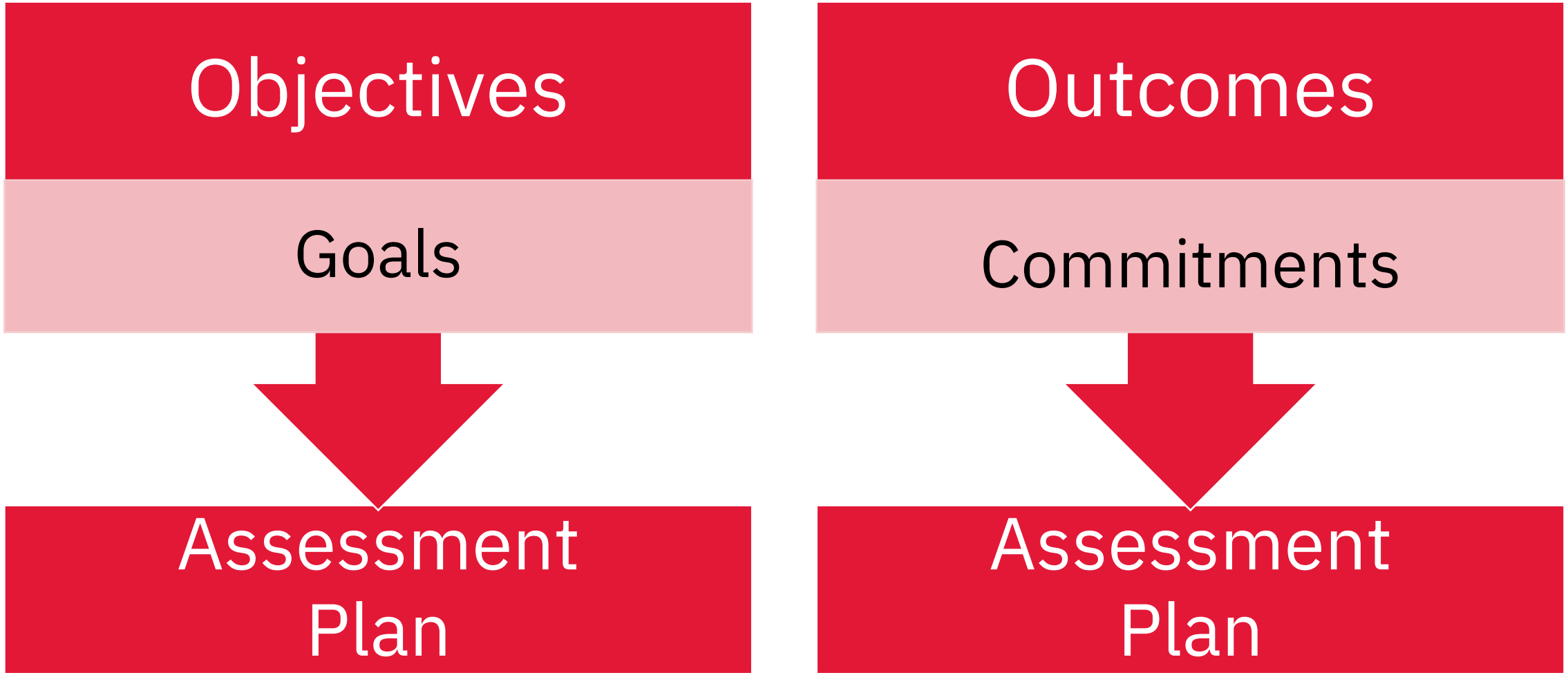
Objectives
Goals
Assessment Plan
Outcomes
Commitments
Assessment Plan

Where to Begin

Step 0: What do you have?

- Find your current Objectives and Outcomes
  - Are they useable?
- Find your current curriculum map
  - Does it represent what and how you teach?

Step 1: Develop a strategy for completion

- Identify what you have to do and how you're going to do it:
  - Do you need to define objectives?
  - Do you need to define outcomes?
  - Do you need to create assessment plans for these?
  - What does your current curriculum map look like?

- Identify how you're going to go about this work:
  - Are you going to create and provide for revision?
  - Are you going to work on collaboratively?
  - Are you going to work with supports?

Step 2: Define Objectives and Outcomes

- Define Objectives and Outcomes
  - (Both are important, but Outcomes have a greater reach)

- How to do this?

Step 2: Define Objectives

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Popular Links

Curriculum Development and Innovation

Curriculum | Curriculum Development | Learning Outcomes | Program Assessment | Resources | Library | CONTACT

Home » Program Vision

Program Vision

What are the dreams and aspirations for your program?

What are the possibilities of your program for the future? How does your program speak to the challenges we face in the 21st century? What could your alumni be and do with what they've gained in your program?

What do you want your students to know, do, and value in the future because of your program?

Dream a big vision for your program. Imagine how innovative elements can become core to the experiences of your teaching and students' learning.

https://www.yorku.ca/unit/vpacad/curriculum-development/vision/

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Step 2: Define Outcomes

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Popular Links

Curriculum Development and Innovation

Curriculum | Curriculum Development | Learning Outcomes | Program Assessment | Resources | Library | CONTACT

Home » Writing Learning Outcomes

Writing Learning Outcomes

Learning Outcomes are statements about students are expected to learn during an educational experience (be that a lesson, course, or a whole program).

There are excellent resources available for you to write Learning Outcomes, including from York's very own Teaching Commons. We recognize that while the principles of writing and working with Learning Outcomes are fairly straightforward, putting them to practice can be daunting.

Here, we provide you with an explanation of key elements in writing learning outcomes and how these elements can be applied to writing Program Learning Outcomes.

We have created a page for you to model how to map learning outcomes.

https://www.yorku.ca/unit/vpacad/curriculum-development/writing-learning-outcomes/

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Step 2: Define Outcomes

Curriculum and Learning Outcome Support videos ▶ Play all

Learning Outcomes: Video 1/6 Curriculum and Learnin…
Curriculum York University
1 view • 1 day ago

Writing Learning Outcomes: Video 2/6 Curriculum and…
Curriculum York University
1 view • 1 day ago

Writing Program Learning Outcomes: Video 3/6…
Curriculum York University
2 views • 1 day ago

Mapping PLOs to Degree Level Expectations: Video 4…
Curriculum York University
1 view • 1 day ago

Curriculum Mapping: Video 5/6 Curriculum and Learnin…
Curriculum York University
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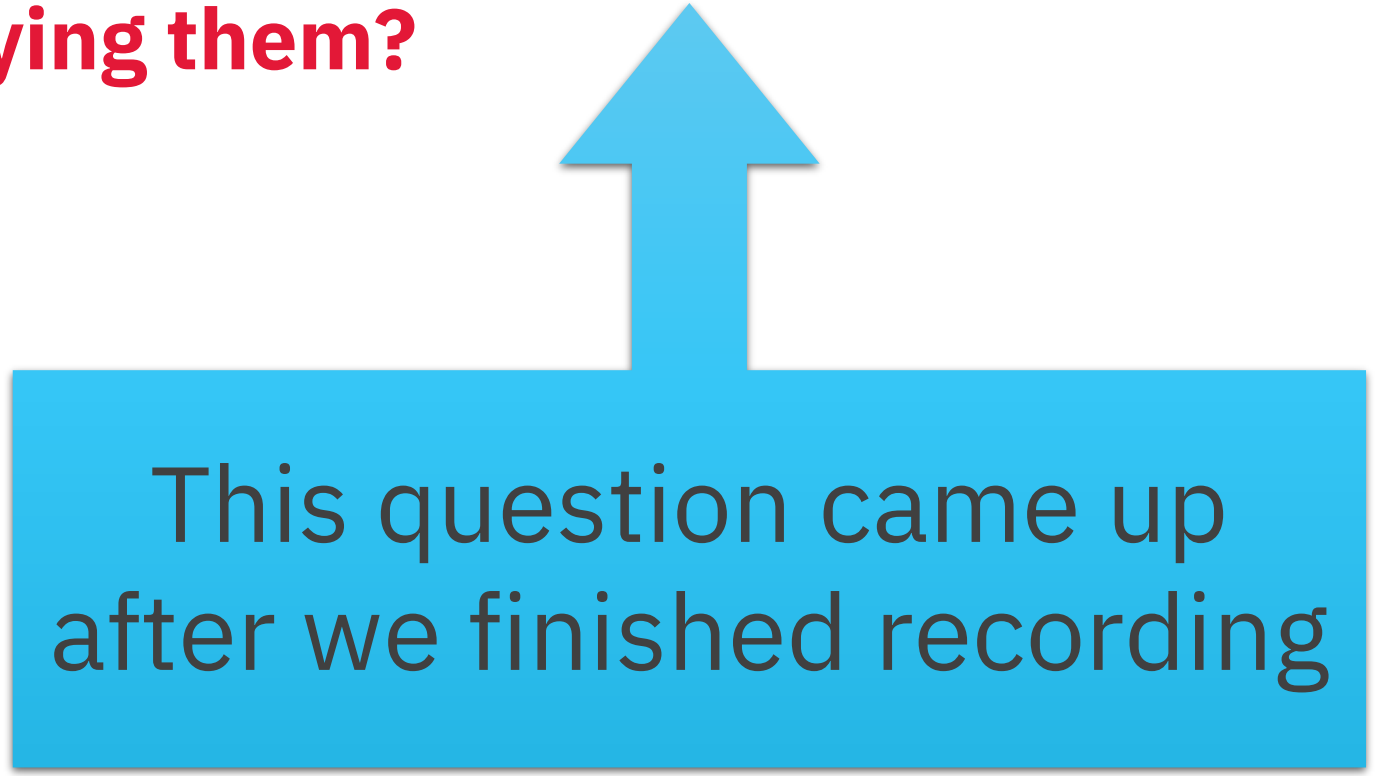
https://www.yorku.ca/unit/vpacad/curriculum-development/writing-learning-outcomes/

What is the difference between defining/refining your PLOs versus modifying them?



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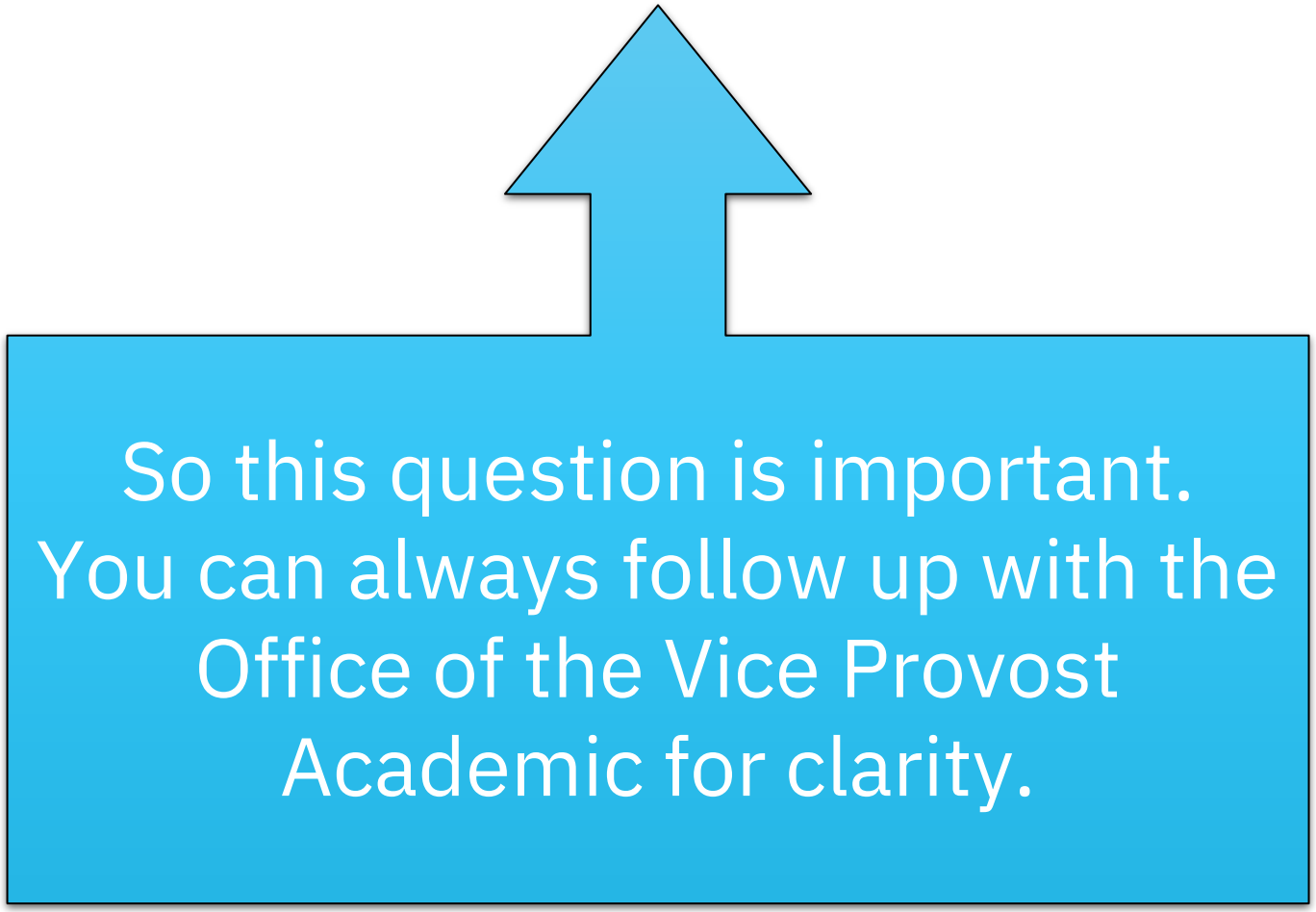
What is the difference between defining/refining your PLOs versus modifying them?

According to section 5 of the YUQAP, a “Major Modification” is when (amongst other things), there is:

a) Substantive changes to learning outcomes and/or approved requirements that comprise up to approximately one-third of the program.
b) Major changes to courses comprising a significant proportion of the program and making an important contribution to meeting program learning outcomes (approximately one-third of courses).

https://www.yorku.ca/unit/yuqap/wp-content/uploads/sites/760/2023/07/Revised-YUQAP-January-2023.pdf

What is the difference between defining/refining your PLOs versus modifying them?



What is the difference between defining/refining your PLOs versus modifying them?

However…

Many "older generation" of PLOs are essentially lists describing how programs meet the Degree Level Expectations

Depth and breadth of knowledge	Knowledge of methodologies	Application of knowledge	Communication skills	Awareness of limits of knowledge	Autonomy and professional capacity
LO 1 LO 2 LO 3 LO 4 LO 5 LO 6 LO 7 LO 8 LO 9 LO 10	LO 11 LO 12 LO 13 LO 14 LO 15 LO 16 LO 17 LO 18 LO 19 LO 20	LO 21 LO 22 LO 23 LO 24 LO 25 LO 26 LO 27 LO 28 LO 29 LO 30	LO 31 LO 32 LO 33 LO 34 LO 35 LO 36 LO 37	LO 38 LO 39 LO 40 LO 41 LO 42 LO 43	LO 55 LO 56 LO 57 LO 58 LO 59 LO 60

What is the difference between defining/refining your PLOs versus modifying them?

Many “older generation” of PLOs are essentially lists describing how programs meet the Degree Level Expectations

Depth ar breadth knowled					tonomy and ofessional capacity
LO 1					55
LO 2					56
LO 3					57
LO 4					58
LO 5					59
LO 6					60
LO 7					
LO 8	LO 18	LO 28			
LO 9	LO 19	LO 29			
LO 10	LO 20	LO 30			

In the workshop, on the website, and in the aligned YouTube video, I spoke about how this is not an efficient way to organize your PLOs

What is the difference between defining/refining your PLOs versus modifying them?

Many “older generation” of PLOs are essentially lists describing how programs meet the Degree Level Expectations

Depth ar breadth knowled					tonomy and ofessional capacity
LO 1					55
LO 2					56
LO 3					57
LO 4					58
LO 5					59
LO 6					60
LO 7					
LO 8	LO 18	LO 28			
LO 9	LO 19	LO 29			
LO 10	LO 20	LO 30			

You can (and we recommend that you do) define/refine them without “modifying” your program

What is the difference between defining/refining your PLOs versus modifying them?

For example…

Many “older generation” of PLOs were both very specific and very general

Depth and breadth of knowledge	Knowledge of methodologies	Application of knowledge	Communication skills	Awareness of limits of knowledge	Autonomy and professional capacity
LO 1 Students will identify birds LO 2 Students will identify bees LO 3 Students will identify flowers LO 4 Students will identify trees	LO 11 LO 12 LO 13 Students will define the steps of the Scientific Method LO 14 LO 15 LO 16 LO 17 LO 18	LO 21 Students will use the Scientific Method to distinguish differences between animals and plants LO 22 - 30 LO 23	LO 31 LO 32 LO 33 LO Students will present on their findings LO Students will write about their findings LO 36 LO 37	LO 38 LO 39 LO 40 LO 41 LO 42 LO 43	LO 55 LO 56 LO 57 LO 58 LO 59 LO 60

What is the difference between defining/refining your PLOs versus modifying them?

DEFINING/REFINING your PLOs is about ensuring you have a concise, unique set of PLOs that reflect your current program and that can be communicated to students. See more here.

A "REFINED" PLO BASED ON THE EXAMPLE SHOWN

- By the end of the program students will identify a variety of plant and animal species, apply the scientific method to determine how changes in their environment will affect them, and communicate these findings to different audiences

What is the difference between defining/refining your PLOs versus modifying them?

MODIFYING PLOs is about changing the essence of your program

A “MODIFIED” PLO BASED ON THE EXAMPLE SHOWN

- Robots. We do robots now. All robots all the time.
- By the end of the program, students will have read 100 novels about robots.

What is the difference between defining/refining your PLOs versus modifying them?

REFINING

- By the end of the program, students will identify a variety of plant and animal species, apply the scientific method to determine how changes in their environment will affect them, and communicate these findings to different audiences

MODIFYING

- Robots. We do robots now. All robots all the time.
- By the end of the program, students will have read 100 novels about robots.

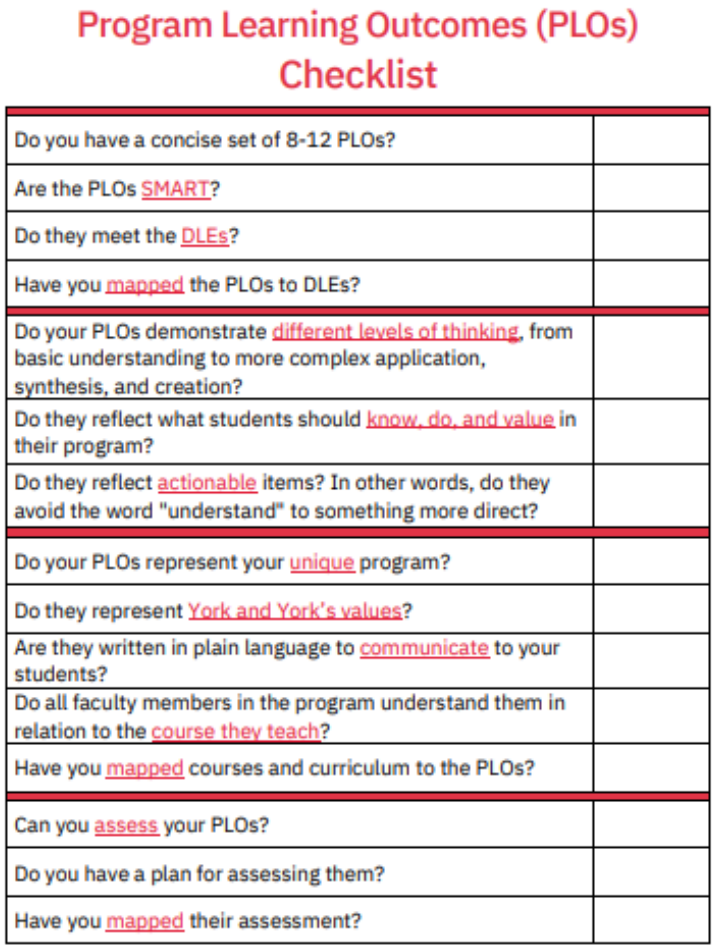
The work we usually see in the CPR process is about defining/ refining PLOs

What is the difference between defining/refining your PLOs versus modifying them?

Step 2: Define Outcomes

- There is help!
  - I can help you: Cutrara@yorku.ca
  - Teaching Commons
  - Faculty-based Curriculum / Teaching and Learning staff

- DIY Checklist



Program Learning Outcomes (PLOs) Checklist

Do you have a concise set of 8-12 PLOs?	
Are the PLOs SMART?	
Do they meet the DLEs?	
Have you mapped the PLOs to DLEs?	
Do your PLOs demonstrate different levels of thinking, from basic understanding to more complex application, synthesis, and creation?	
Do they reflect what students should know, do, and value in their program?	
Do they reflect actionable items? In other words, do they avoid the word "understand" to something more direct?	
Do your PLOs represent your unique program?	
Do they represent York and York's values?	
Are they written in plain language to communicate to your students?	
Do all faculty members in the program understand them in relation to the course they teach?	
Have you mapped courses and curriculum to the PLOs?	
Can you assess your PLOs?	
Do you have a plan for assessing them?	
Have you mapped their assessment?	

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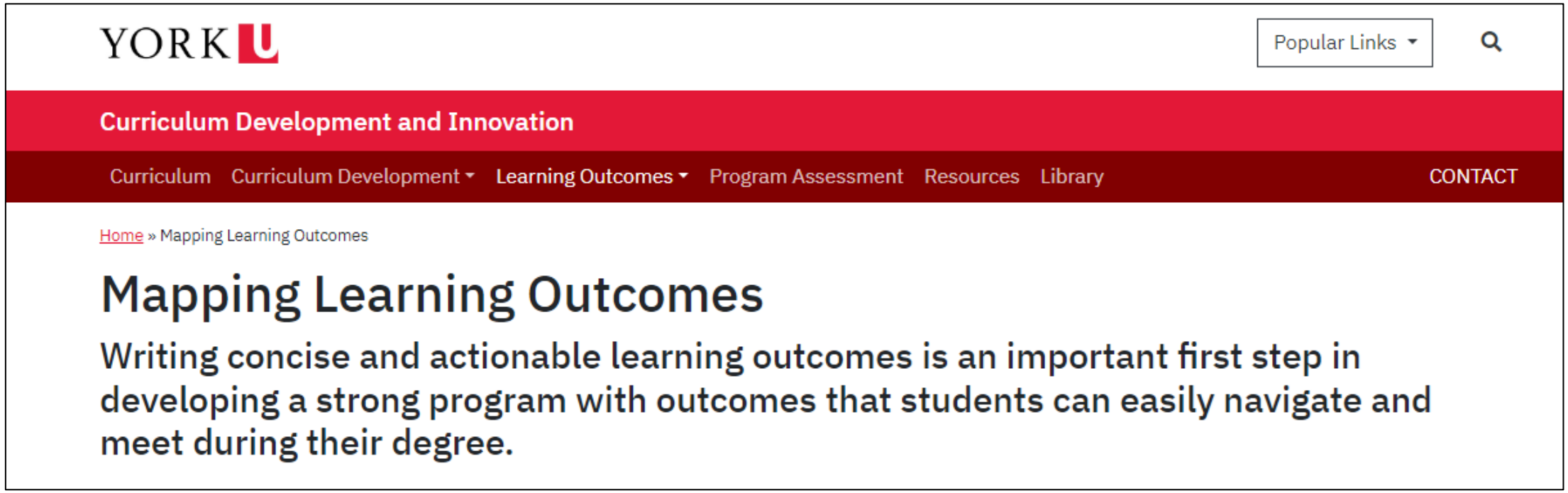
Step 3: Curriculum Mapping

- Map courses to PLOs
  - (Maybe also course-based assessments?*)



https://www.yorku.ca/unit/vpacad/curriculum-development/mapping-program-learning-outcomes/

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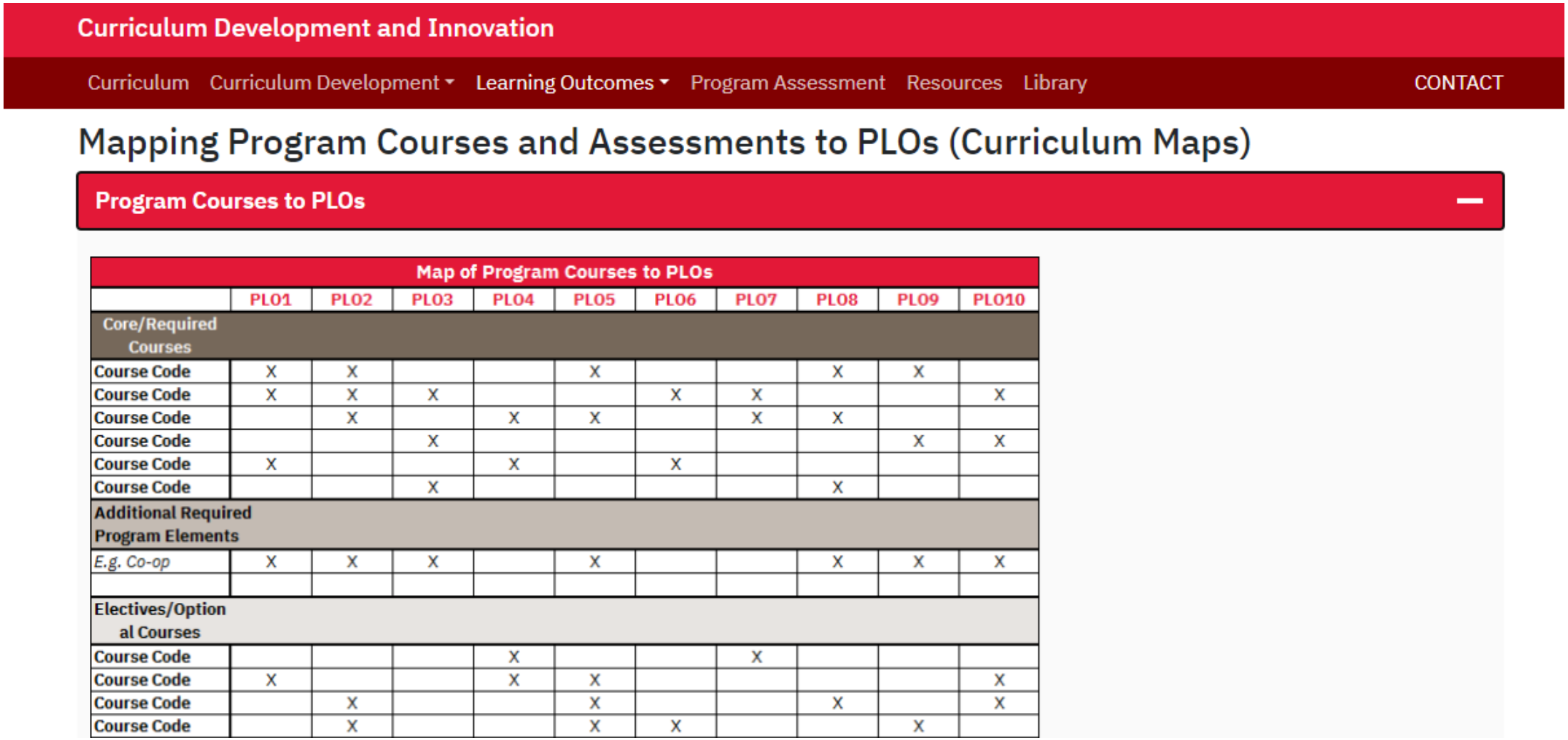
Step 3: Curriculum Mapping



Curriculum Development and Innovation

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Mapping Program Courses and Assessments to PLOs (Curriculum Maps)

Program Courses to PLOs —

Map of Program Courses to PLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
Core/Required Courses										
Course Code	X	X			X			X	X	
Course Code	X	X	X			X	X			X
Course Code		X		X	X		X	X		
Course Code			X						X	X
Course Code	X			X		X				
Course Code			X					X		
Additional Required Program Elements										
E.g. Co-op	X	X	X		X			X	X	X
Electives/Optional Courses										
Course Code				X			X			
Course Code	X			X	X					X
Course Code		X			X			X		X
Course Code		X			X	X			X	

https://www.yorku.ca/unit/vpacad/curriculum-development/mapping-program-learning-outcomes/

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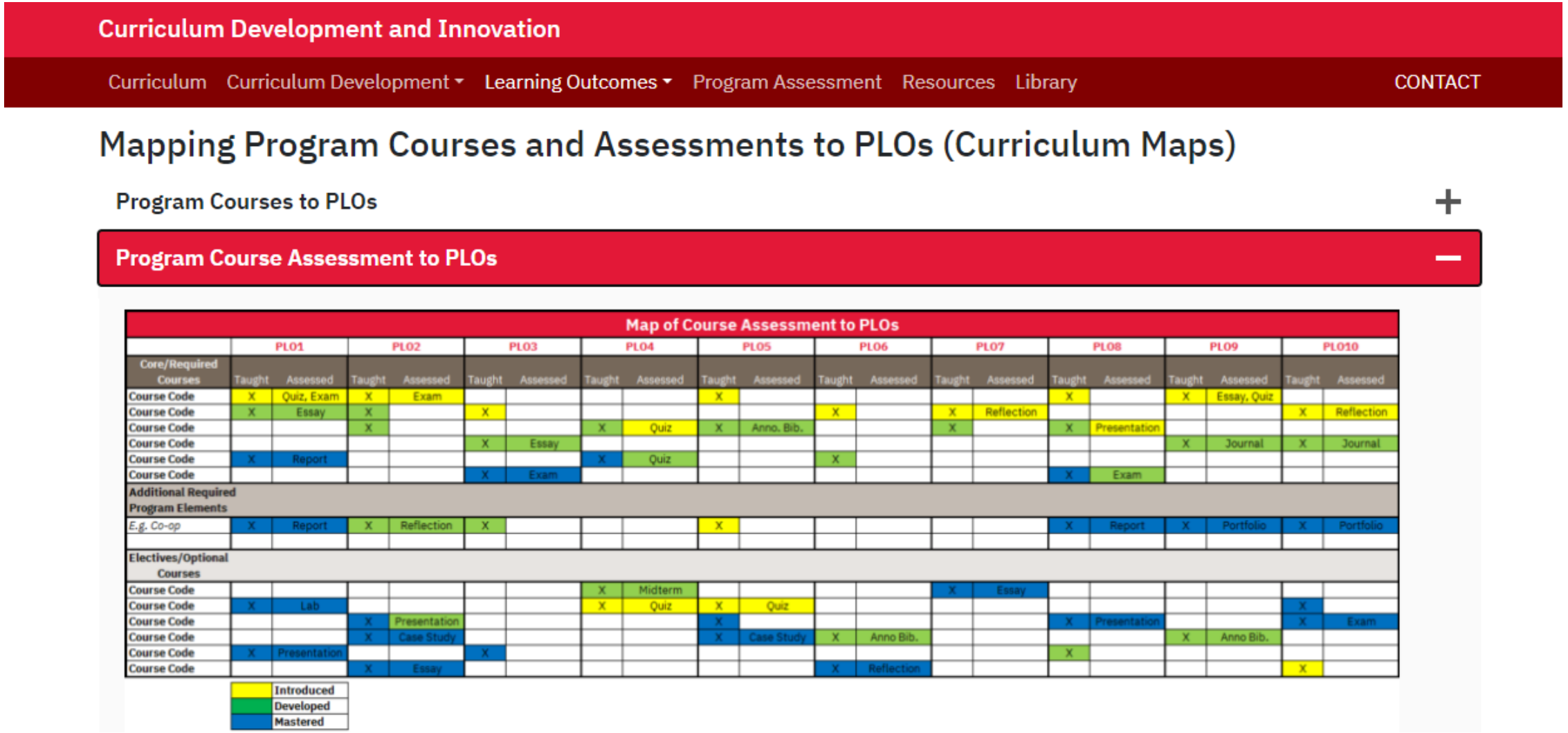
Step 3: Curriculum Mapping (with course assessments)



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Mapping Program Courses and Assessments to PLOs (Curriculum Maps)

Program Courses to PLOs +

Program Course Assessment to PLOs −

Map of Course Assessment to PLOs

Core/Required Courses	PLO1		PLO2		PLO3		PLO4		PLO5		PLO6		PLO7		PLO8		PLO9		PLO10	
	Taught	Assessed	Taught	Assessed	Taught	Assessed	Taught	Assessed	Taught	Assessed	Taught	Assessed	Taught	Assessed	Taught	Assessed	Taught	Assessed	Taught	Assessed
Course Code	X	Quiz, Exam	X	Exam					X						X		X	Essay, Quiz		
Course Code	X	Essay	X		X						X		X	Reflection					X	Reflection
Course Code			X				X	Quiz	X	Anno. Bib.			X		X	Presentation				
Course Code					X	Essay											X	Journal	X	Journal
Course Code	X	Report					X	Quiz			X									
Course Code					X	Exam									X	Exam				
Additional Required Program Elements																				
E.g. Co-op	X	Report	X	Reflection	X				X						X	Report	X	Portfolio	X	Portfolio
Electives/Optional Courses																				
Course Code							X	Midterm					X	Essay						
Course Code	X	Lab					X	Quiz	X	Quiz									X	
Course Code			X	Presentation					X						X	Presentation			X	Exam
Course Code			X	Case Study					X	Case Study	X	Anno Bib.					X	Anno Bib.		
Course Code	X	Presentation			X										X					
Course Code			X	Essay							X	Reflection							X	

	Introduced
	Developed
	Mastered

https://www.yorku.ca/unit/vpacad/curriculum-development/mapping-program-learning-outcomes/

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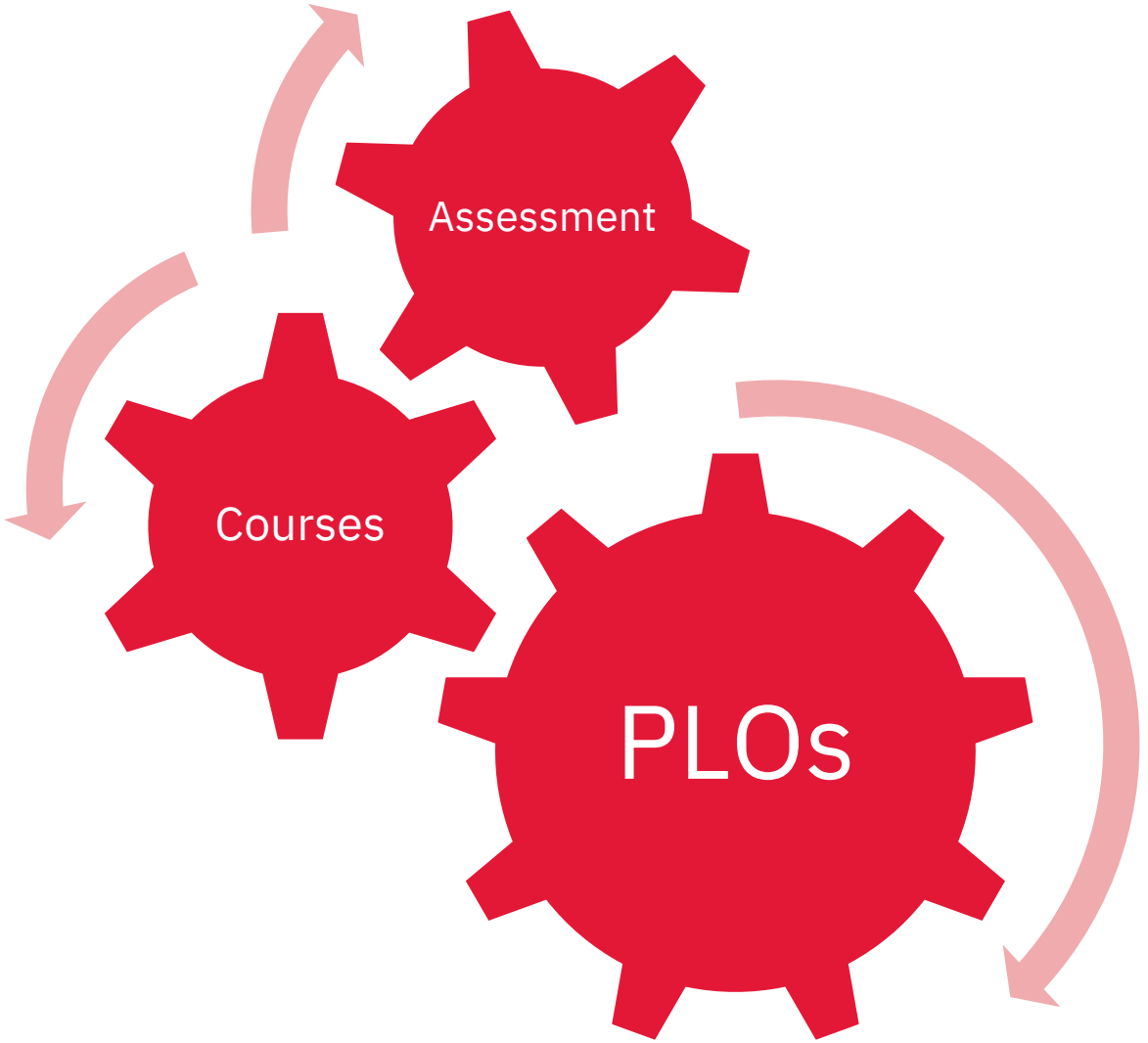
Ongoing Work to Refine and Define



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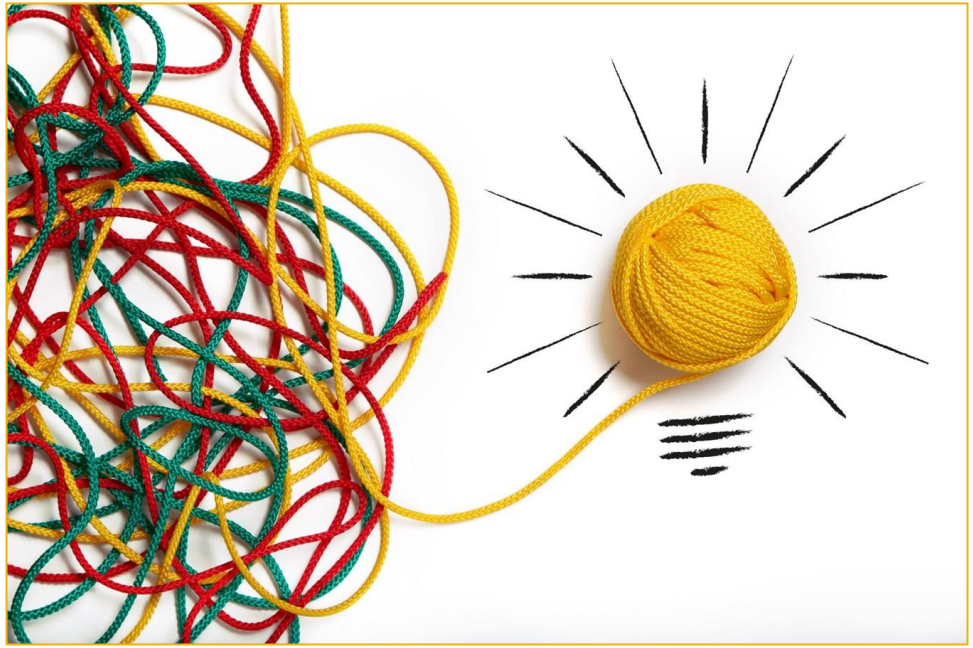
Step 4: Develop an Assessment Plan

- Define an assessment and monitoring plan for both objectives and outcomes

**Will be discussed more in next workshop November 27th, 2023*



Step 5: Reflect this Work in the Self Study Review

[Name of program]

REVIEW PERIOD: [E.G., 2012-2021]

SUBMITTED: [DATE]

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