


Mapping Learning & Assignment Design: Bringing it All Together

NATASHA JANKOWSKI, PH.D.
 DIRECTOR, NATIONAL INSTITUTE FOR LEARNING OUTCOMES ASSESSMENT
 RESEARCH PROFESSOR, EDUCATION POLICY, ORGANIZATION AND LEADERSHIP, UIUC

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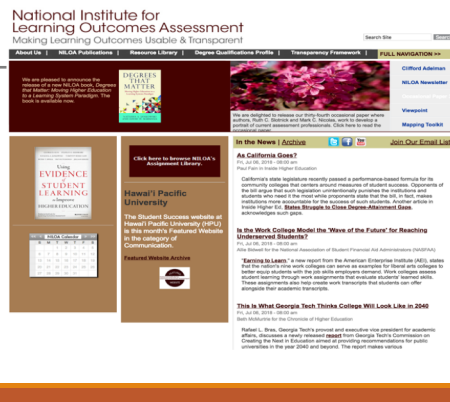


National Institute for Learning Outcomes Assessment (NILOA)

NILOA's mission is to discover and disseminate effective use of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.

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NILOA Newsletter

Mapping Toolkit

In the News / Access

An California Done?
 California's state legislature recently passed a performance-based formula for the computing program that includes annual requirements of student outcomes. Supporters of the bill argue that such legislation automatically promotes the curriculum and activities that meet the most widely recognized standards for the program. The bill also includes provisions for the inclusion of non-academic, non-credit activities.

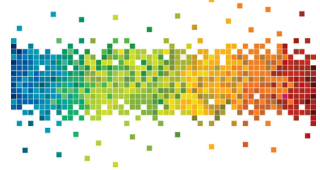
Is the Work College Model the 'Wave of the Future' for Reaching Underrepresented Students?
 The American Association of Student Financial Aid Administrators (AASFAA) has issued the following statement:

Targeting to Lead - a new report from the American Student Initiative (ASI), seeks to help colleges and universities better serve all students by providing better support services with the job skills employers demand. Work colleges address student learning through work assignments that evaluate students against skills. These assignments also help create work transcripts that students can offer alongside their academic transcripts.

This is What Georgia Tech Thinks College Will Look Like in 2040
 This is the 2017 edition.

Assessment as a Process...


Is trying to get us to think intentionally about our learning design



The Learning Systems Paradigm




Mapping Learning



Curriculum Mapping: The Traditional Process

Focused on **curriculum** and program learning outcomes at expense of learning elsewhere

Two-dimensional matrix representing courses on one axis and outcomes on the other

Faculty identify which courses address which learning outcomes

Map Level 1

Learning Outcomes	Course 1	Course 2	Course 3	Course 4
Learning Outcome 1	x		x	
Learning Outcome 2		x		
Learning Outcome 3		x	x	x

Curriculum Mapping: The Traditional Process

Email around an excel sheet for faculty to self-identify

Department chairs individually complete a map

Individual faculty send a syllabi to a committee for review

Groups of faculty come together to map courses to learning outcomes

We have a broader discussion around where we can capture demonstrations of learning

But.....

Is it an individual process or one of consensus building?

If two faculty members individually mapped the curriculum would they end up with the same map?

If students mapped the curriculum, would they have the same map as faculty?

What is standard of alignment? Is one paper in one class enough?

Do we have a shared understanding of what we are building towards?

Content	Introductory Course	Research Methods	Advanced Content Course A	Literature / Practice Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
SLO 1: Disciplinary knowledge base (models and theories)	Introduced		Reinforced		Reinforced		Reinforced	Mastery / Assessed
SLO 2: Disciplinary methods		Introduced		Reinforced		Reinforced		Mastery / Assessed
SLO 3: Disciplinary applications	Introduced		Reinforced		Reinforced		Reinforced	Mastery / Assessed
Critical Thinking								
SLO 4: Analysis and use of evidence		Introduced		Reinforced	Reinforced		Reinforced	Mastery / Assessed
SLO 5: Evaluation, selection, and use of sources of information	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
Communication								
SLO 6: Written communication skills	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
SLO 7: Oral communication skills	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
Integrity / Values								
SLO 8: Disciplinary ethical standards	Introduced			Reinforced	Reinforced			Mastery / Assessed
SLO 9: Academic integrity	Introduced	Reinforced	Reinforced	Reinforced		Reinforced		Mastery / Assessed
Project Management								
SLO 10: Interpersonal and team skills		Introduced		Reinforced		Reinforced		Mastery / Assessed
SLO 11: Self-regulation and metacognitive skills	Introduced			Reinforced	Reinforced	Reinforced		Mastery / Assessed

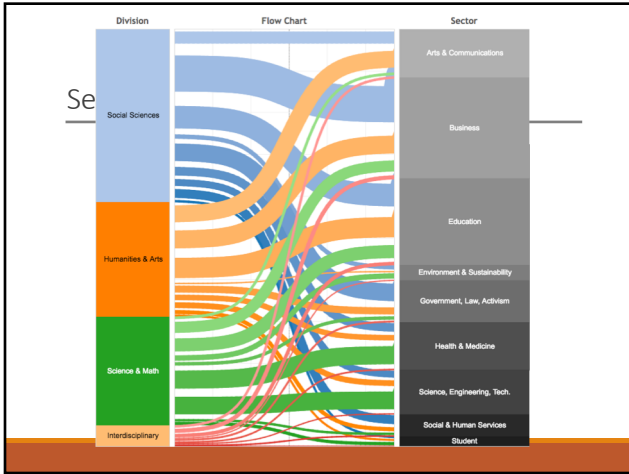
Center for University Teaching, Learning, and Assessment
<http://uwf.edu/cutta/>

Sample Curriculum Map (Level of Skill)

Content	Introductory Course	Research Methods	Advanced Content Course A	Literature / Practice Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
SLO 1: Disciplinary knowledge base (models and theories)	Exam Questions		Exam Questions		Exam Questions	Exam Questions	Exam Questions	Capstone Portfolio
SLO 2: Disciplinary methods		Exam Questions		Exam Questions		Exam Questions		Capstone Portfolio
SLO 3: Disciplinary applications	Exam Questions		Exam Questions		Class Project		Term Paper	Capstone Portfolio
Critical Thinking								
SLO 4: Analysis and use of evidence		Term Paper		Lab Paper	Class Presentation		Term Paper	Capstone Portfolio
SLO 5: Evaluation, selection, and use of sources of information	Annotated Bibliography	Term Paper		Lab Paper		Term Paper		Capstone Portfolio
Communication								
SLO 6: Written communication skills	Reflection Essays			Lab Paper		Term Paper	Term Paper	Capstone Portfolio
SLO 7: Oral communication skills			Class Presentation	Poster Session	Class Presentation	Class Presentation		Capstone Portfolio
Integrity / Values								
SLO 8: Disciplinary ethical standards		Reflective Paper		IRB/ACJC Proposal	Reflective Paper			Capstone Portfolio
SLO 9: Academic integrity	Class Assignments & Exams	Exams & Term Paper	Class Exams	Class Assignments & Exams	Class Assignments & Exams	Exams & Term Paper	Exams & Term Paper	Capstone Portfolio
Project Management								
SLO 10: Interpersonal and team skills			Peer Review of Team Skills		Project Client Feedback		Peer Review of Team Skills	Capstone Portfolio
SLO 11: Self-regulation and metacognitive skills	Class Assignments & Exams		Class Assignments & Exams	Class Assignments & Exams	Class Assignments & Exams	Exams & Term Paper		Capstone Portfolio

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Sample Curriculum Map (Assignments & Embedded Assessments)

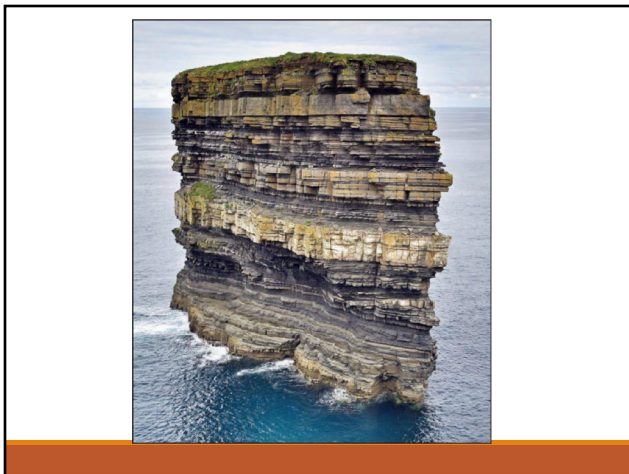


Curriculum Mapping Toolkit

The curriculum mapping toolkit is focused on mapping learning in the variety of places it occurs including within a program, across general education, throughout the institution, and in the cocurriculum. The mapping toolkit provides resources for community colleges, certification programs, and learning experiences that may not be deemed a program per se along with tools for four-year institutions, including a framing document and connections to the assignment library efforts, the toolkit provides a variety of examples on how to approach, frame, and engage in mapping learning as well as templates for different maps.

The toolkit provides tools, materials, and resources that can be borrowed and adapted to local and regional circumstances. We invite you to share with us additional examples, materials, resources, and modifications of the toolkit to add to the resource. If you have examples, please send them to rtolan@education.illinois.edu.

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Student Affairs

	Learning Experience 1	Learning Experience 2	Learning Experience 3	Learning Experience 4
Learning Outcome 1	Exposure/ Participation	Reinforce/ Development		Attainment/ Achievement
Learning Outcome 2	Reflective Assignment	Presentation	Project Development	
Learning Outcome 3	Stand alone	Coupled with a course		

Learning Outcomes	General Education	Major Courses	Activities and Experience That Provide Support	Possible Careers
Learning Outcome 1	General education courses that support the learning outcomes	Courses that address specific outcomes	Cocurricular elements that support specific outcomes	Possible career paths related to the map
Learning Outcome 2				

Learning Outcomes	Prior Learning	Courses	Other Required Courses, Recommended Electives	Activities and Experience That Provide Support	Work-Based Learning Experiences	Certifications and Licensures	Possible Careers	Learner Identified
Learning Outcome 1	Prior learning that is accepted in relation to specific outcomes	Courses that address specific outcomes	Other courses that support and reinforce specific outcomes	Cocurricular elements that support specific outcomes	Employment and other experiences that reinforce specific outcomes	Possible certifications connected to the outcomes	Possible career paths related to the map	Elements identified by learners as supporting learning outcomes
Learning Outcome 2								

Recap

If we don't know what we are doing or why or what we will do with it when we have it – we can't define or design meaningful learning outcomes assessment

Once we know what we are going for – we need to understand as a program how all the pieces fit together through mapping

But we also need to understand how we support that development over time in the form of assignments or culminating experiences to prepare students to achieve and demonstrate desired learning

Assignments as a way in



The NILOA Initiative

An **online library** of high-quality peer-endorsed assignments linked to specific learning outcomes.
 Designed by faculty, part of the intellectual work they already do, course embedded.
 Peer review process based on targeted feedback
 Creative Commons License and Citation

What's a "charrette"?

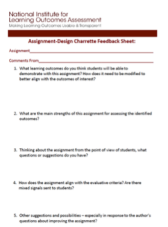
"Charrette" (Fr.) means a small cart. Because architecture students once deposited their assignments in it as the cart was rolled through the studio, architects now use the word to refer to **an intense creative effort in a limited time period.**



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Small Group Process

- 25 minute segments per person/assignment
- Present assignment briefly—which outcomes, what course, which students, how does it work....
- Discussion with group (focus on questions on feedback form)
- Save 5 minutes for written feedback
- Breath
- Start again...
- Debrief at end



How assignments connect

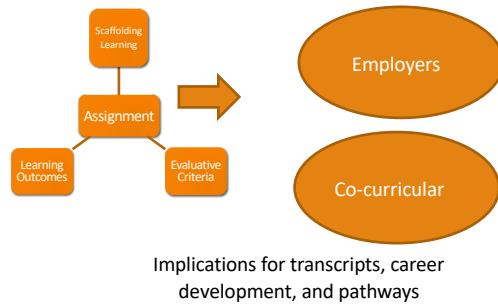


Transference of Knowledge and Skills

We know that students have the hardest time with transferring knowledge - realizing something they learned before can be applied in another context.

We have to teach them to reflect and have them apply over time.

Connections



Verbs (and I don't mean Bloom's)

In your own assignment – what are you asking students to actually *do* or *demonstrate*?



Transparency in Assignments

Transparency in Learning and Teaching: <https://www.unlv.edu/provost/teachingandlearning>

Purpose

Skills you'll practice by doing this assignment
 Content knowledge you'll gain from doing this assignment
 How you can use these in your life beyond the context of this course, in and beyond college

Task

What to do
 How to do it (Are there recommended steps? What roadblocks/mistakes should you avoid?)

Criteria

(Are you on the right track? How to know you're doing what's expected?)

Annotated examples of successful work

(What's good about these examples? Use the checklist to identify the successful parts.)

Rubrics

Do we share our rubrics or criteria with students and actively engage them in the review process?

Rubric Criteria	Student Evaluation	Faculty Feedback
Rubric Content	Stipulate why gave score did	Faculty stipulate why gave score did
	Stipulate what they need to do to advance	Targeted feedback to improve

Assignment Charrette Toolkit

NILOA has been working to foster the development and use of intentionally designed assignments through faculty-driven collaborative peer review processes. Our goal in this work has been to provide an embedded, faculty-driven approach to assessment—through the assignments that faculty require of their students—that is integral to the teaching and learning process.

Through the Assignment Library initiative, NILOA has organized and sponsored a series of assignment-design “charrettes” to learn best practices from architecture education (developing a collaborative design process for faculty from around the country). This model has been tested with 20 different assignment design events involving over 1,000 faculty and staff including the Multi-Site Collaborative to Advance Quality Student Learning initiative regarding transfer students on quality learning. NILOA, NACADA, and others have also shared their own experiences regarding co-curricular assignments. What we learned from facilitating these events as well as information gathered from institutions hosting their own assignment conversations made up the resources presented in this toolkit.

The toolkit provides lists, materials, and resources that can be customized and adapted to local and regional circumstances. We hope you find them useful and we invite your feedback charrette@education.illinois.edu on how to add to and improve them.

Please cite the overall Toolkit as: National Institute for Learning Outcomes Assessment (2018, February). The assignment charrette toolkit. Urbana, IL: University of Illinois and Indiana University. National Institute for Learning Outcomes Assessment (NILOA).

	<p>Within the Case for Assignment Charrettes Part one of the assignment charrette toolkit explains the NILOA assignment initiative, presents the case for why assignments, discusses the importance of alignment, and presents elements of effective assignments.</p>
	<p>Resources for Conducting an Assignment Charrette Part two of the assignment charrette toolkit provides a complete set of resources to assist in conducting an assignment charrette, addressing planning a charrette, invitation emails, agendas and timing, guidelines for facilitation and unfacilitated charrettes, and feedback and evaluation forms (including follow-up surveys).</p>
	<p>Charrette Handouts Part three of the assignment charrette toolkit includes a zip file of handouts and materials collected with faculty during an assignment design.</p>

Questions

Email us: niloa@education.illinois.edu

National Institute for Learning Outcomes Assessment
University of Illinois at Urbana-Champaign
51 Gerty Drive, MC-762
Suite 196
Champaign, IL 61820

Assignment Library: www.assignmentlibrary.org
Degree Qualifications Profile: www.degreeprofile.org
NILOA Website: www.learningoutcomesassessment.org
Join Our Email List: goo.gl/PDU56n

