Mapping Learning & Assignment Design: Bringing it All Together

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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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning outcome 1</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning outcome 2</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning outcome 3</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
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?
Selective Attention Test

https://www.youtube.com/watch?v=vJG698U2Mvo

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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

Student Affairs
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

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**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

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**How assignments connect**

[Diagram showing assignment connections]
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

- Employers
- Co-curricular

Implications for transcripts, career development, and pathways

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](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?

<table>
<thead>
<tr>
<th>Rubric Criteria</th>
<th>Student Evaluation</th>
<th>Faculty Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric Content</td>
<td>Stipulate why gave score</td>
<td>Faculty stipulate why gave score did</td>
</tr>
<tr>
<td></td>
<td>Stipulate what they need to do to advance</td>
<td>Target feedback to improve</td>
</tr>
</tbody>
</table>

Questions

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