



Strategies for Analyzing and Interpreting CURRICULAR MAPPING DATA

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Describe curricular mapping strategies that can be used to facilitate the analyses and interpretation of curricular mapping data. Generate further discussion on curricular mapping analysis and interpretation.

DEFINING CURRICULAR MAPPING

- × **A process** for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used.
- × **A tool** that visually demonstrates the relationship between curricular elements so that curricular data can be more effectively interpreted and communicated.

A Walk-Through the Curricular Mapping Process
CURRICULAR MAPPING AT NSU-COP

THE MAPPING PROCESS

Mapping began in mid-2007 and culminated in mid-2008.



A logical flow of assessment

DATA COLLECTED

Outcome

Learning Opportunity

Type

Level

Style


Assessment Measure

Type


Category

Class


- **TYPE:** Lecture, discussion, demonstration, etc.
- **LEVEL (Alignment to Outcome):**
 - **Background:** Provides background base and/or skills
 - **Applied:** Allows student to apply knowledge and/or perform skills in a controlled setting
 - **Practice:** Allows student to apply knowledge and/or perform skills in an autonomous setting
- **STYLE:**
 - **Active:** maximum student engagement
 - **Passive:** minimal student engagement
 - **Hybrid:** engagement that is not planned

Learning Opportunity 


- **TYPE:** MC exams, practical exams, etc.
- **CATEGORY:**
 - **A:** Measure knowledge only
 - **B:** Measure critical thinking/problem solving
 - **C:** Measure performance-based tasks and/or skills
- **CLASS:**
 - **Formative:** Students receive feedback allowing for remediation as necessary
 - **Summative:** A "final" assessment where either no feedback is given or remediation is not offered

Assessment Measure 

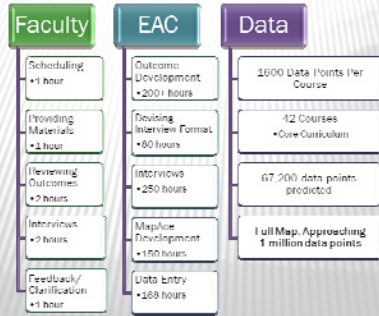
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Assessment Measure 

QUANTIFYING THE EFFORT



ANALYSIS AND INTERPRETATION OF DATA?

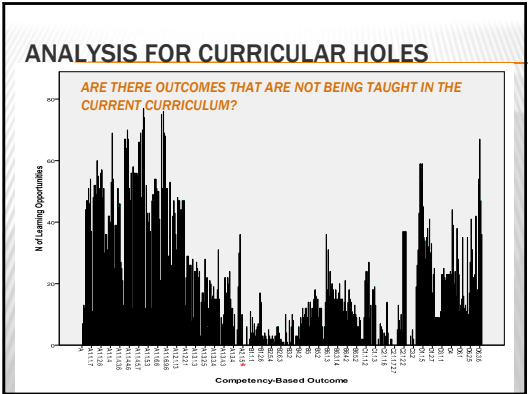
- ✘ Data overload
- ✘ How can the mapping data optimally be used to answer key questions about the curriculum on an ongoing basis?
 - + Graphic Representation
 - + Use of Questions

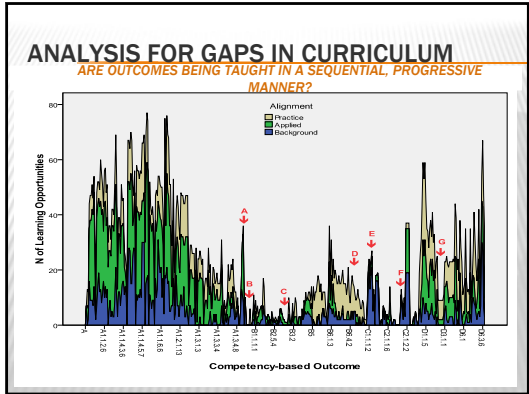
FOUR KEY QUESTIONS

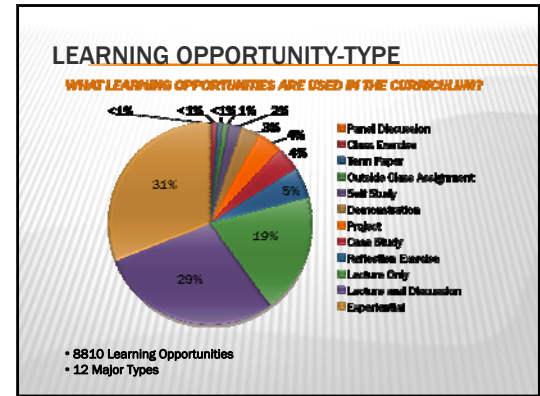
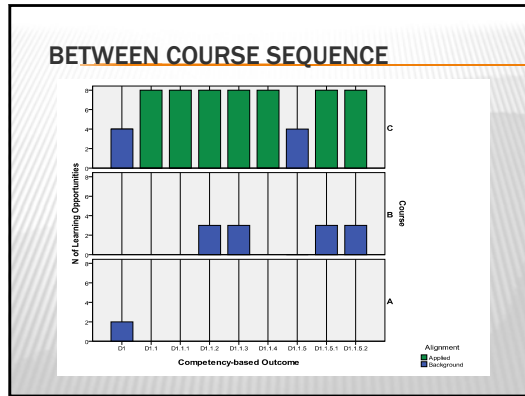
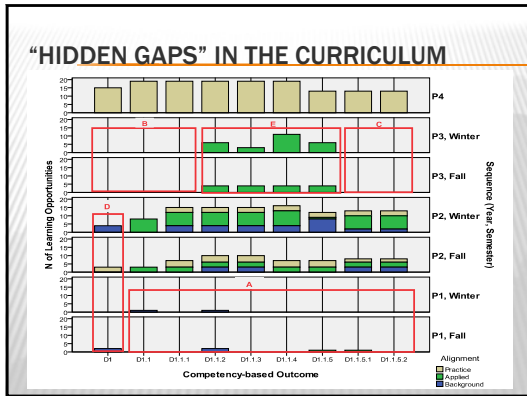
1. Are there outcomes that are not being taught in the current curriculum?
2. Are outcomes being taught in a sequential, progressive manner?
3. What learning opportunities are used in the curriculum? Are these passive or active?
4. What assessment measures are used in the curriculum? Are these formative or summative?

Data Analysis and Interpretation

VISUALIZING CURRICULAR MAPPING DATA

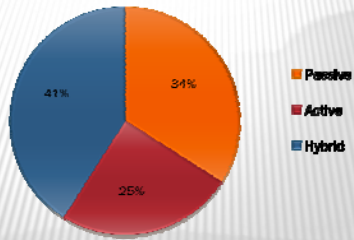






LEARNING OPPORTUNITY-STYLE

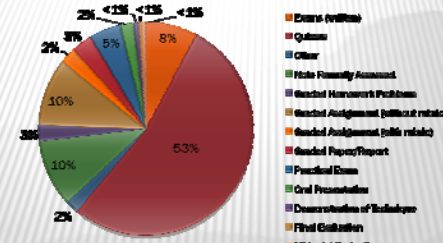
ARE LEARNING OPPORTUNITIES PASSIVE OR ACTIVE?



5317 Learning Opportunities in the Didactic/IPPE Curriculum

ASSESSMENT MEASURE-TYPE

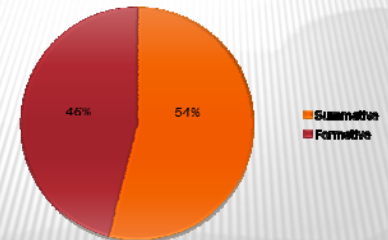
WHAT ASSESSMENT MEASURES ARE USED IN THE CURRICULUM?



• 5317 Assessments
• 12 Types of Assessment Measures

ASSESSMENT MEASURE-CLASS

ARE ASSESSMENT MEASURES FORMATIVE OR SUMMATIVE?



SUMMARY/CONCLUSION

- ✘ Visualizing mapping data is a way of taking very complex information and making it accessible to stakeholders.
- ✘ Decisions regarding mapping data, however, require careful consideration and ongoing dialogue.
 - + Examples



DISCUSSION...
