

Curriculum mapping for class objectives



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A typical curriculum map is a grid that shows all of the program's courses as row headings and expected outcomes as column headings (Banta, Palomba, & Kinzie, 2015). Using this form of mapping can show if an outcome is not getting enough coverage and disclose the imbalance. In this project, a curriculum map will be used to cover feedback from the INS7205 class objectives.

Curriculum Map

| INS 7205 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
|---|--------|--------|--------|--------|--------|
| Plan implement and improve effective assessments | I | | | | |
| Direct/indirect measurements outcome in assessments | | I, P | P | R | R |
| Assessments instruments that demonstrate validity & reliability | | I | P | P | R |
| Engage student and faculty stakeholders in the assessment | | | I | P | |
| Utilize assessment results to reach program outcomes | | | | | I, P |

I= introduced, P= practiced, R= reinforced

Course Outcome

<https://assignbuster.com/curriculum-mapping-for-class-objectives/>

In looking at the INS7205 curriculum map, there is too little coverage presented. The map shows that in the beginning, assessments are introduced to the student to gain a knowledge base. However, this topic/objective is only covered in the first week's outcome. This outcome is introduced but not mastered or developed in the other weeks. Weeks two through five introduced the other course objectives which continued to be practiced in each assignment. These objectives were recycled and reinforced into the following week's objectives and tasks. Week three introduced a new student objective in assessment engagement while revisiting the past weeks' objectives. Week four presented a review of week three's material or objectives. Week five introduced utilizing assessment results along with a week four recap. The outcome is introduced and practiced but since this is the last class week, the final objective could not be reinforced for this particular class.

Revision Recommendations

Curriculum revision is in the full sense, a continuous process (O'Keefe & Hamer, 2011). Based on the mapping, evaluating and the review of imbalances, a few recommendations. First, course objectives and tasks should be continuous throughout the week five-week course. The continuous curriculum revision can start with unseen changes but grow into more visible and substantive changes (O'Keefe & Hamer, 2011).

Secondly, another recommendation is to include more practicing and reinforcing of the course objectives. More of this did not happen until the final weeks. Students should be assessing and practicing on gaining an in-

depth understanding and usage of the core topics. It also gives faculty and students to revisit and incorporate objectives. This can add dimension to the student's and faculty's intellectual growth as it often entails members to change the course delivery or content (O'Keefe & Hamer, 2011).

The last recommendation is to introduce more curriculum reinforcements into the course. This includes more student involvement in educational assessments such as exercises and case studies. This can also contain a flipped class approach where students engage in subjects outside of class and then partake with in-class events (Mills, Krouse, Rossi-Schwartz, & Klein, 2017). Faculty should know that the curriculum should continually be revised where certain tasks or objectives may be deleted but new ones are created.

Conclusion

In conclusion, a curriculum map was used to evaluate the INS7205 class. This map showed there was not enough coverage present pertaining to the course's objectives and tasks. The map shows that in the beginning, assessments are introduced to the student. However, some objectives are only covered in certain week's outcomes. For example, week one's outcome is introduced but not mastered or developed in the other weeks while week five covered a topic that could not be assessed in-depth. Furthermore, recommendations for correcting imbalances were noted from the mapping that included continuous revisions, a detailed understanding of core topics, and reinforcing objectives. Curriculum revision requires inspired and attentive faculty that can explain their observations and coordinate these

with the observations, suggestions, and experiences of others (O’Keefe & Hamer, 2011).

References

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- O’Keefe, R. D., & Hamer, L. O. (2011). Market-Based Curriculum Revision: A Suggested Process for Curriculum Maintenance. *Journal for Advancement of Marketing Education*, 18 (1), 1-9. Retrieved from <https://search-ebSCOhost-com.su.idm.oclc.org/login.aspx?direct=true&db=bth&AN=108725525&site=eds-live>