CURRICULUM REVOLUTION OR EVOLUTION

A Case For Ongoing Curriculum Improvement Processes

Joanne Hewson, Dale Lackeyram & Kerry Lissemore
What we hope to achieve today

- Discussing factors that influence what is intended to be achieved in curriculum
- Discussing the concept of continuous curriculum improvement
- Investigating what is achieved in a curriculum
  - Discussing approaches to gathering information
  - Case study: Analyzing and interpreting achieved curriculum data
- Brainstorming processes to support continuous curriculum improvement
Curriculum Review Processes

Drift Happens

- Set Goals & Align Resources
- Develop Outcomes
- Monitor and Adapt
- Make Improvements
- Gather evidence
- Discuss & Interpret
- Make Improvements
- Monitor and Adapt
- Set Goals & Align Resources
Stop-Start Curriculum Review Processes

When is a good time to start or stop?

Year 1, 2 or 3?
Ongoing Curriculum Review Processes

- Accepts that drift happens
- Advocates for sustainable processes
- Requires ongoing use of evidence
Gathering Evidence for Ongoing Curriculum Processes

- Gap Analyses between what is intended and what is achieved (*for example*)
  - Enrich with multiple stakeholders
  - Look at multiple time-points
Understanding what is intended in a curriculum
Relationships Between Learning Outcomes

Why do you think this nested relationship might be important?

It’s about the student... and they live the program experience.
Constructive Alignment at the Course Level

Intended Learning Outcomes

Context
Process
Content

Teaching & Learning Activities

Feedback & Assessment Methods

Learning Outcomes

Learning Experiences

Learning Assessments
Constructive Alignment at the Program Level

Intended Learning Outcomes

Disciplinary Knowledge, Skills & Abilities

Teaching & Learning Activities

Feedback & Assessment Methods

Disciplinary Context

Learning Experiences

Learning Outcomes

Learning Assessments
Constructive Alignment at the Program Level

Program Outcomes
Reflection and Summary Point

Thinking about continuous curriculum improvement processes (CIP) we discussed write down your responses to the following:

- Generally what do you think a CIP do for your institution or area of work?
- Who should the outcomes of the processes inform?
- What other processes should CIP inform?
- Who else should be involved in CIP processes?
Understanding what is achieved:

Gathering information about achieved outcomes
A premise of outcomes assessment

With the student at the core
Evolution of assessing learning: growing from course to program
Getting ready for the case study
Case Study Context

- Use of a global rubric – Analytic (16 programs outcomes with a total of 72 criteria)
- Developed based on program specific intended outcomes
- Used "buffet-style" by instructors based on specific learning
- Used in formative and summative assessment contexts with students
- Mapped to course outcomes, institutional outcomes, as well as external standards
Data Sheets Explained

- What’s Intended
  - *Ranked list of program outcomes*
Data Sheets Explained

- **What is Assessed**
  - *What is assessed in each course as it relates to each program outcome (blue)
Data Sheets Explained

- What is Achieved
  - Overall performance distribution associated with a specific program outcome
  - Criterion = rows in grid
### Example of instrument

**Program outcome**

**Performance standards**

**Outcome criteria**

<table>
<thead>
<tr>
<th>Written Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student uses a systematic approach when recording case information in the written record in accordance with legislative guidelines. Records, reports, case summaries or other written assignments are complete, accurate, informative, and demonstrate clear rationale for all assessments &amp; treatments as well as prognosis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-skill</th>
<th>Sub-skill 1</th>
<th>Sub-skill 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

#### Performance score

- **Exceeds graduating entry-level expectations**
  - The student documents case information systematically (e.g., using a problem-oriented medical approach, hypothetico-deductive method), and conclusions are supported by concise, well-organized and logical information.
  - The student adheres to legislative requirements for medical records.
  - Written communication is professional in terms of language and style.
  - The written communication is consistently produced on time or in accordance with the expectations of the rotation.

- **Meets graduating entry-level expectations**
  - The student documents case information systematically and logically (e.g., using a problem-oriented medical approach, hypothetico-deductive method).
  - The student is unaware of, or often does not adhere to, legislative guidelines for medical records.
  - Written communication is unprofessional in terms of language and style.
  - The written communication is produced but timelines for completion according to rotation expectations are not met.

- **Approaching graduating entry-level expectations**
  - The student documents case information but lacks a systematic presentation of the information.
  - Records, reports, case summaries or other written assignments are complete, accurate, and informative.
  - Records, reports, case summaries or other written assignments lack significant details or contain information that is incorrect or misleading.

- **Significant improvement needed to meet graduating entry-level expectations**
  - The student documents case information but lacks a systematic presentation of the information. The logic is difficult to determine despite questions posed for clarification.
  - Records, reports, case summaries or other written assignments are complete and generally accurate with occasional mistakes. There is frequent need for clarification.
  - Written communication is not produced or completed prior to the end of the rotation.
## Example of one criterion

<table>
<thead>
<tr>
<th>Exceeds graduating entry-level expectations</th>
<th>Meets graduating entry-level expectations</th>
<th>Approaching graduating entry-level expectations</th>
<th>Significant improvement needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student documents case information systematically and logically using a problem-oriented medical approach, and conclusions are supported by concise, well organized information.</td>
<td>The student documents case information systematically and logically using a problem-oriented medical approach.</td>
<td>The student documents case information but lacks a systematic presentation of the information.</td>
<td>The student documents case information but lacks a systematic presentation of the information. The logic is difficult to determine despite questions posed for clarification.</td>
</tr>
</tbody>
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The student documents case information systematically and logically using a problem-oriented medical approach, and conclusions are supported by concise, well organized information.
Goals for activity

- Come up with Recommendations
  - Discuss what you observe
  - Write down questions etc.

- Discuss what type of processes might be required to sustain continuous program improvement
Questions for Discussion

- What do you observe with the program data provided?
- Thinking about what you wrote earlier, can these data be of use to those processes and individuals you identified?
- How does this inform your CIP process?
Thank you!

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