Mapping Your Online Course

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&
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Session Overview

Presentation (25 mins.)

Prep (10 mins.)

Creating A Course Map Examples (15 mins.)

Work Session (30 mins.)

Wrap Up (10 mins.)
Session Map

- LO 1: Explain course mapping.
- LO 2: Identify 3 reasons to do course mapping.
- LO 3: Demonstrate alignment of online course components to learning outcomes in a course map format.
- LO 4: List 2 takeaways from this session.

Course Mapping

Chat Pod (Act; Formative Assessment)
Poll (Act)
Presentation (Act; What)
Chat Pod (Summative Assessment)

Chat Pod (Act; Formative Assessment)
Presentation (Act; Why)

Draft Course Maps (Formative Assessment)
Samples Course Maps (Materials)
Quality Matters Rubric (Materials)
Course Mapping Templates (Materials)
Course Mapping Poll

Please answer the poll question.

Have you done course mapping?

Please type in the Course Mapping Chat Pod your definition of course mapping and one reason to do it.

Thank you for participating!
What Is Course Mapping?

“What Course maps are useful visual tools when designing or redesigning your course. Paralleling the backward design process, a course map is essentially a representation of how you intend to approach and assess each of the student learning outcomes you identified for your course.”

Why Do Course Mapping?

- Provides clear structure for course
- Tool to use with students, peers, admin
- Helps ensure consistency
- Meeting of goals and learning objectives
- ALIGNMENT of course components
The Rubric

Eight General Standards:

1. Course Overview and Introduction
2. Learning Objectives
3. Assessment and Measurement
4. Resources and Materials
5. Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility

Alignment: Critical course elements work together to ensure that students achieve the desired learning outcomes.
Quality Matters Alignment:

**Standards**

- **2.1** The course learning objectives describe outcomes that are measurable.

- **2.2** The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.

- **3.1** The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.

- **4.1** The instructional materials contribute to the achievement of the stated course and module/unit learning objective.

- **5.1** The learning activities promote the achievement of stated learning objective.

- **6.1** The tools and media support the course learning objectives.
Curriculum Mapping Program Level

- “Big Picture” of an academic program
- Shows progress through program, where objectives, introduced, developed & mastered
- Assessment tool
- Accreditation

Sample Course Mapping Chart

<table>
<thead>
<tr>
<th>Required Course/Activity</th>
<th>Objective 1</th>
<th>Objective 2</th>
<th>Objective 3</th>
<th>Objective 4</th>
<th>Objective 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>I</td>
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<td>238</td>
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<td></td>
<td>M</td>
</tr>
<tr>
<td>410</td>
<td></td>
<td></td>
<td></td>
<td>D/M</td>
<td></td>
</tr>
<tr>
<td>480 (capstone)</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Conference Presentation</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td>M</td>
</tr>
</tbody>
</table>

I=Introduced, D=Developed, M=Mastered

Adapted from Mary Allen's Assessing Academic Programs in Higher Education (Jossey-Bass, 2004).
When To Do Course Mapping?

- Before
- While Developing or revising an online course
- After

Developing or revising an online course
How To Do Course Mapping

- No one “right” way
- Process
- Multiple entry points
- Linear format
- Open concept mapping format
How To Do Course Mapping

- What course?
- Write measurable course goals (2.1)
- Write measurable learning objectives (2.2)
- Determine map format
- Add activities (5.1)
- Add materials & resources (4.1 & 6.1)
- Add interactivity* (5.2)
- Add time*
- Add assessments (3.1)
- Review & check for alignment
10 Minute Prep

- Download files
- Course goals
  - Syllabus
- Learning objectives
  - Access to your online course
- Excel or login to Google Drive or
- Concept mapping software
  - Inspiration/Kidspiration
  - Mindmeister or?
Online Course Considerations

- Think outside the box!
- Less content (What’s essential?)
- Chunk material
- Learning cycle
- Pay attention to “Interactivity”
- More collaborative learning (sm/lg grp, discussions, blogs, projects, etc.)
- Engagement more challenging online!
- Lots of communication (S-I)
How To Do Course Mapping

- What course?
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- Add time*
- Add assessments (3.1)
- Review & check for alignment
Digital Bloom's
### Assessing and Evaluating Online Learning

This course will introduce the basics of assessment (measurement of student learning) and evaluation (measurement of course effectiveness) and provide opportunities to create two different assessment instruments and an evaluation instrument for the final practicum.

<table>
<thead>
<tr>
<th>C1) Demonstrate proficiency in applying online assessment and evaluation tools, concepts &amp; strategies</th>
<th>C2) Create aligned assessment and evaluation instruments for online learning</th>
<th>C3) Apply the Quality Matters Rubric to online curriculum.</th>
<th>C4) Apply goal setting and self-assessment strategies</th>
<th>C5) Provide evidence of strengthening professional learning and online learning community</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit 1 Getting Started</th>
<th>Learning Objectives</th>
<th>Activities</th>
<th>Materials &amp; Resources</th>
<th>Interactivity*</th>
<th>Time*</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>C1 &amp; C4</td>
<td>U1.1) Self-assess A &amp; E knowledge background and areas in need of growth</td>
<td>Take Pre-Assessment</td>
<td>Pre-Assessment Quiz, A &amp; E Discussion Board</td>
<td>S-C, S-S</td>
<td>45-60 minutes</td>
<td>Pre-test score</td>
</tr>
<tr>
<td>C5</td>
<td>U1.2) Develop relationships</td>
<td>Introduction discussion</td>
<td>Introducion Discussions</td>
<td>S-S, S-I</td>
<td>45-60 minutes</td>
<td>Rubric</td>
</tr>
<tr>
<td>C5</td>
<td>U1.3) Demonstrate technology skills</td>
<td>Establish Course Tech Toolkit</td>
<td>Links to technology videos and websites</td>
<td>S-C</td>
<td>30-60 minutes</td>
<td>Rubric</td>
</tr>
<tr>
<td>C1 &amp; C4</td>
<td>U1.4) Explain understanding of basic A &amp; E vocabulary &amp; concepts</td>
<td>Readings</td>
<td>Readings Chapter 1 text, linked websites, A &amp; E discussion post</td>
<td>S-C, S-S</td>
<td>1 hour</td>
<td>Rubric</td>
</tr>
<tr>
<td>C4 &amp; C5</td>
<td>U1.5) Develop 4-6 SMART goals and strategies for assessment &amp; evaluation</td>
<td>Create Personal Learning Plan (PLP) &amp; Skype with Instructor</td>
<td>Personal Learning Plan Template (Collaboration)</td>
<td>S-C, S-I</td>
<td>3 hours</td>
<td>PLP complete</td>
</tr>
</tbody>
</table>

| Total | 6-7 hours |
Now it’s your turn!

Please share in the chat pod

- the title of the course you’ll be mapping.
- Is it a new course or one you’re revising?
- Is it a f-2-f, blended, or online course?
A Volunteer to share her/his course map?
In the chat pod please share,

YOUR 2 TAKE AWAYS FROM THIS SESSION.
Questions?

THANK YOU FOR ATTENDING THIS SESSION!