



Aligning and Building
Curriculum

Eastern Region Colleges Curriculum Development Program
Aligning and Building Curriculum Institute

**2017 Program Outcomes
& Session Descriptions**

The ABC Institute provides participants with the opportunity to:

- Articulate one's own knowledge, beliefs and values about curriculum.
- Use an outcomes-based curriculum approach to guide decision-making in one's own curriculum practice.
- Identify ways to strengthen curriculum alignment to the needs of the workplace and provincial/college guidelines, standards and performance expectations.
- Align curriculum components to facilitate the development of a coherent learning-centred course curriculum that supports the overall program plan.
- Select appropriate tools and processes to review and revise curriculum at both the course and program level to ensure program quality.

The Conversation Begins

This session begins the curriculum conversation that will continue throughout and beyond the ABC Institute. Participants will engage in activities to get to know their ABC colleagues, explore the definition of curriculum, and review the Institute's schedule and learning outcomes. This session begins the process of building the theoretical and collaborative connections that will support participants throughout the institute.

Introduction to the ABC Curriculum Framework

During this interactive session, participants will have the opportunity to explore their belief systems about curriculum, and explore their knowledge of curriculum design principles and outcomes-based curriculum. They will work collaboratively to review and adapt a curriculum model that reflects their current view of curriculum development using the Curriculum Framework on which the ABC Program is based. They will be able to use the curriculum model and design principles as a foundation that will inform their practice.

Provincial Influences on Curriculum

During this session, participants will have the opportunity to review provincial influences on program development. Participants explore the basis of the Credential's Framework and examine the role of OCCAS, PEQAB and MAESD in program design and development.

Learning Teams

The Learning Teams sessions provide an opportunity for daily reflection, application and interaction with ABC colleagues related to topics and materials addressed during the daily sessions. Reflection, conversation, application, knowledge extension, problem solving and collaboration will all be encouraged.

Learning Outcomes: Writing Performance-based Outcomes, Integrating Outcomes with Assessment

Writing robust learning outcomes can be a challenging task, but once accomplished they provide a solid foundation for designing the curriculum for your course. In this hands-on session, participants are equipped with key principles and a strategy for creating well-constructed outcomes and have the chance to work with their own course outlines to design a well-integrated curriculum. Special emphasis is placed on the significance of aligning assessments with course learning outcomes and designing learning activities that prepare students to be successful in their assessments. Videos, small group activities, and discussions make this a lively session.

Intended Learning:

- Implement a strategy to articulate well worded course learning outcomes;
- Consider possible authentic assessments that reflect intended learning outcomes, and
- Utilize a process to align assessments to course learning outcomes.

Curriculum Mapping: Navigating Learning

Curriculum mapping is a versatile tool that can be used to support program or course planning, to determine curriculum alignment and to assist in assessing program quality. College faculty are often engaged in curriculum mapping exercises. This process can be less intimidating when the purpose and process are clearly understood. Although curriculum maps vary from college to college, common principles can be applied to the process. In this interactive workshop, you will explore the process and products of curriculum mapping, analyze sample maps and locate resources for further investigation.

Ontario College Quality Assurance Service (OCQAS) – Guest Speaker

Description to come.

Working with Quality Assurance

Checking for quality is an important component at each phase of the curriculum cycle. Whether working at the college, program or course level, there are tools and processes that can be used to assess quality and promote continuous curriculum improvement. In this interactive session you will explore the criteria the province has identified to anchor the college quality assurance process. You will learn the data sources as well as tools and processes that can be used to collect evidence needed to demonstrate the achievement of these criteria. While the focus of the session is on concepts and general tools applicable across colleges, you will have an opportunity to discuss current college-specific processes and templates.

Concurrent Sessions (Wednesday afternoon, pick two)

1. New Program Development – Steve Murphy and Mark Keedwell, Algonquin College

Designing a new Ontario College credential that aligns to the Credentials Framework is essential to ensure provincial validation. Participants explore and discuss the steps involved in new program development including program standards and provincial requirements, as well as external factors that may influence a program design.

2. Essential Employability Skills – Jacqueline Towell, Durham College

Essential Employability Skills (EES) are skills that are critical for success in the workplace, in day-to-day living, and for lifelong learning, regardless of a student's program or discipline. They are sometimes described as the skills that help students "keep their jobs" rather than "get their jobs." In this session, participants will review the history of how Essential Employability Skills (EES) were developed in Ontario and discuss current practices in teaching and assessing EES. Participants will have an opportunity to discuss and share resources and approaches used at their college that promote EES development and assessment.

3. Hybrid/Online Curriculum Development – Shannon Webb, Durham College

Though the content of a course offered in class may be the same as an online offering, there are different curriculum design aspects (beyond how you will deliver the content) that need to be considered to produce an excellent online course. This workshop provides participants with strategies to convert in-class courses to online/hybrid deliveries and for designing new online courses. We will look at adapting Course Learning Outcomes (CLOs) and evaluations and concentrating on online curriculum alignment. Participants will be provided with various tools and resources that will help them during and after the workshop.

4. Universal Design for Learning – Jodie Black, Fleming College

In this session, participants will discuss Universal Design for Learning and how it can be integrated in your curriculum development and teaching practices. Through conversation, we will dispel common myths and misconceptions and come to a deeper understanding of UDL in higher education.

Quality Assurance Case Study

This session uses a case study approach to provide an opportunity for you to apply your knowledge and skills related to curriculum review and quality assurance. You will work with colleagues on a case to review evidence collected, evaluate curriculum and make recommendations for changes based on an analysis of data presented.

College Conversation

Participants will meet in college groups to develop and document a post-institute plan for an initiative/activity/exercise/project that provides evidence of the accomplishment of one or more of the ABC learning outcomes.

ABC Showcase

In this session, each learning team will present something they learned at ABC. Expect some fun and some learning.

And the Conversation Continues

This session is designed to bring the residential portion of the Institute to a close. Plans for post-institute initiatives will be shared and participants will be invited to reflect upon their ABC experience and provide feedback to the planning team.