



Eastern Region Colleges Curriculum Development Program  
**Aligning and Building Curriculum Institute**

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## **2016 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.

### **And the Conversation Begins**

Not to be missed ... this session begins the curriculum conversation that will continue throughout and beyond the ABC Institute. Participants will engage in activities that 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, build a common understanding of curriculum terms and concepts and hone 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 and link it to 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 OCQAS, PEQAB and MTCU 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, 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, 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, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning. 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 – Jordanne Christie, Durham College

As Durham College increases its profile in the landscape of online and hybrid course delivery, the Online/Hybrid Course Development Institute, a cohort-based, hybrid model of faculty development, was initiated to help support consistent quality and the growth of capacity among our faculty. Through participation in the Online/Hybrid Course Development Institute, faculty experience a hybrid course from the perspective of a student, explore practical tools and relevant research, develop strategies to build their online/hybrid courses, and give and receive peer feedback. This session will provide an overview of the Online/Hybrid Course Development Institute and will introduce participants to the JumpStart model, which is a lesson planning framework utilized to develop student-centered curriculum. Participants will experience a variety of examples of how the JumpStart model can be applied to online/hybrid curriculum design and will have an opportunity to discuss how this model might work in their own context.

### 4. Universal Design for Learning – Jodi Boudreau, Fleming College

This session will provide an overview of Universal Design for Learning (UDL) and how it can be incorporated into anyone's teaching practice to support a range of accessibility issues for students as well as provincially legislated AODA requirements. Participants will leave with a range of relevant and realistic actions that can be implemented to make their overall approach to teaching more universally accessible.

### 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 plan how best to participate in the ABC post-institute. During this session participants 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 the individual learning teams will present their response to the quality assurance case study. Expect loud raucous 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.