30 Aug 2017: 07:00AM UTC/GMT

MyCourseMap

Presenter: A/Prof Lisa Tee (Curtin University, Australia)

Your Webinar Hosts

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e-Assessment SIG
ASCILITE
SHAPING THE FUTURE OF TERTIARY EDUCATION

MyCourseMap
course information at your fingertips

Are we there yet? Making curriculum visible

Increasing curriculum transparency for university students and staff with *MyCourseMap*

A/Professor Lisa BG Tee

School of Pharmacy | Innovation Studio I Curtin University

Australian Government
Department of Education and Training

Australian Learning & Teaching Fellows

Curtin University

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National Teaching Fellowship Objectives

- To generate a national conversation around **how to better communicate and engage students** in their program of study
- **Increase transparency and relevance** of curricula and graduate capabilities for students.
- **Offers access** to an already developed interactive curriculum visualisation tool – ***MyCourseMap*** – built on digital-touch technology for all mobile devices and is available for pilot across institutions.

MyCourseMap ©Lisa Tee 2013

National Teaching Fellow

- 25 years in Academic leadership
- National Teaching Fellow 2016
- TEQSA Register of Expert 2014
- Director of Teaching and Learning, School of Pharmacy 2008-2015
- Curtin Academy Fellow Executive Team 2014
- Curriculum Review lead, Bachelor of Pharmacy
- 'Excellence in Teaching' awards – Curtin and National ALTC award 2011
- *Learning & Teaching with the Triple E: Enthusiasm, Energy, Empathy*

MyCourseMap ©Lisa Tee 2013

Introducing ……
MyCourseMap Fellowship Champions

Professor Ieva Stupans (RMIT)

Dr Cindy O'Malley (RMIT)

Dr Manuel Serrano Santos (QUT)

Dr Laetitia Hattingh (Curtin – Griffith)

Dr Simon Bedford (Uni of Wollongong)

Dr Cate Jerram (Uni Adelaide)

Dr Helen Godwin (Curtin)

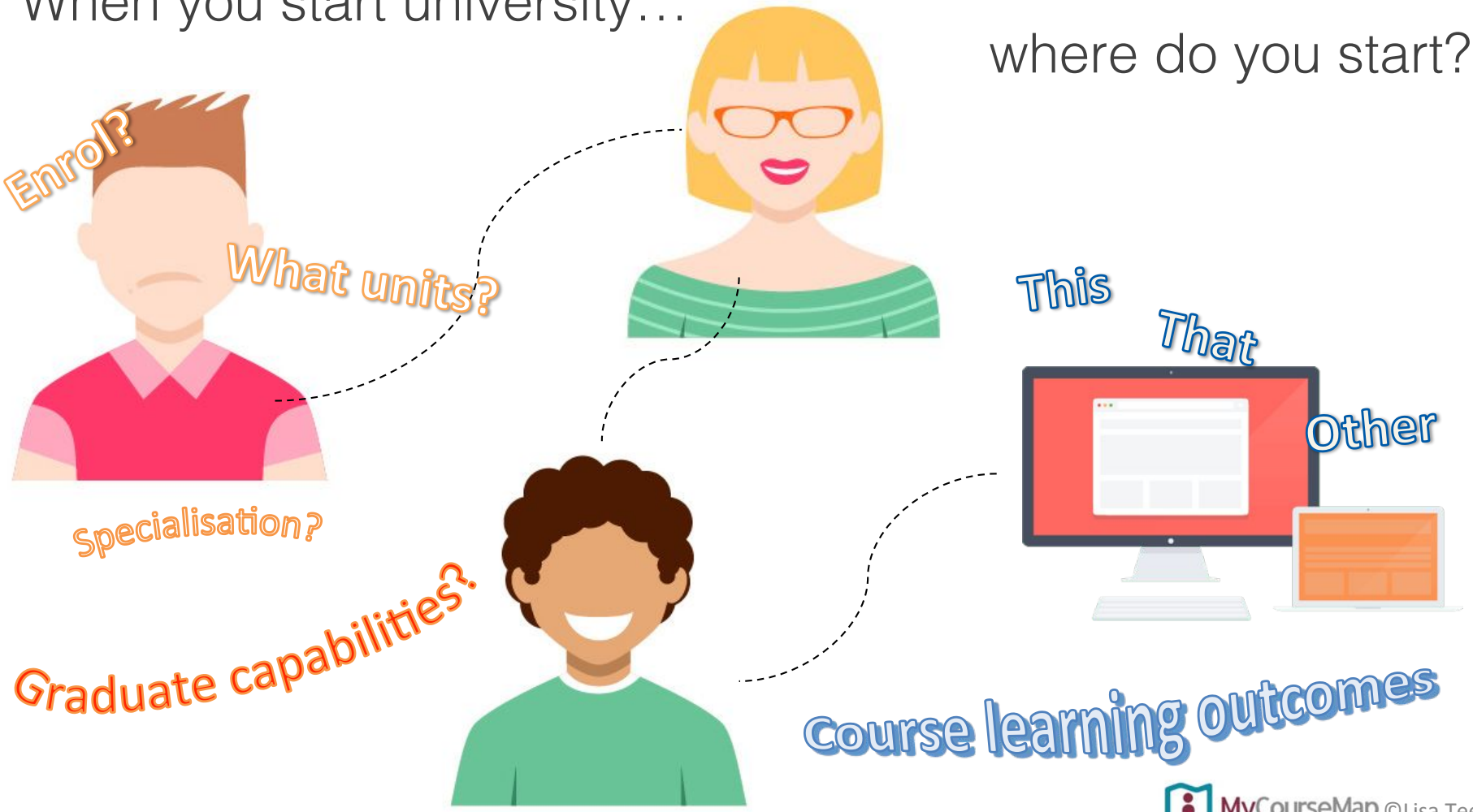
Dr Tin Fei Sim (Curtin)

A/Prof Gerry Rayner (Monash University)

Julie Crough (Griffith University)

When you start university…

where do you start?



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How can we increase visibility of curriculum to students?

Are students aware of the importance of CLOs?

Are students aware of the importance of graduate skills for graduate success?

What about graduate skills and employability

How does your institution present course information?

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Drivers for change

Disruptive technology – digital age

TEQSA regulatory body

AQF Australian Quality framework

Year 1 transition

Graduate success

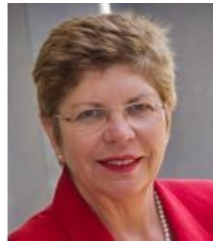
Australian Government
Tertiary Education Quality and Standards Agency

A risk and standards based approach to quality assurance in Australia's diverse higher education sector

MyCourseMap ©Lisa Tee 2013

ALTF Graduate Capabilities and Employability

Assuring graduate capabilities: evidencing levels of achievement for graduate employability 2011 Professor Beverley Oliver



Supporting student transition to a futures-orientated professional identity 2013 Professor Ieva Stupans

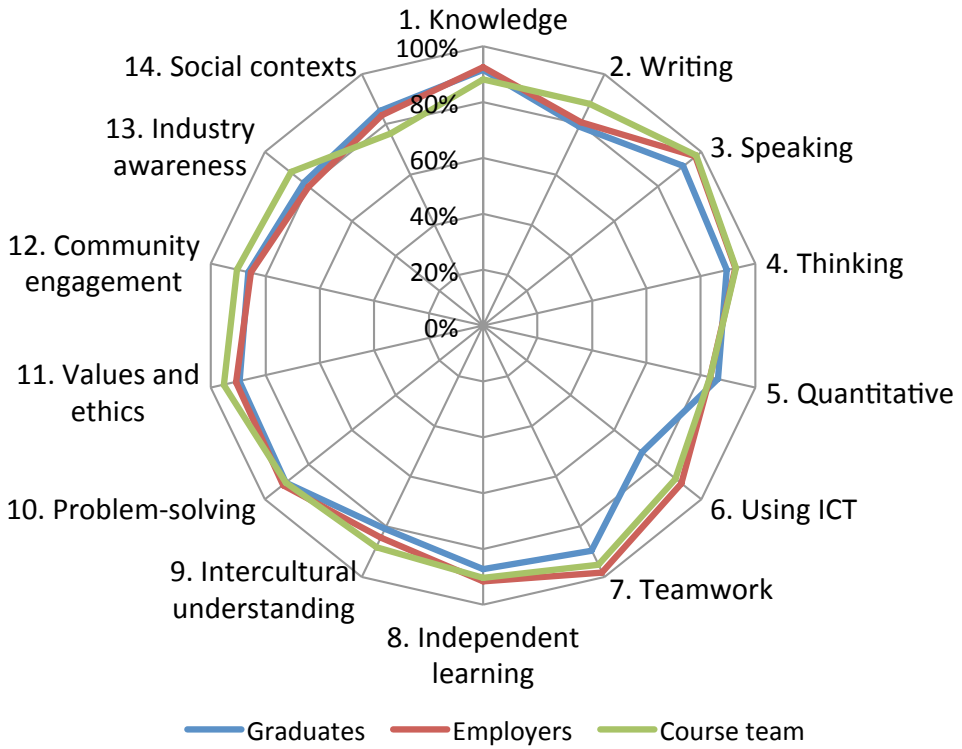
From theory to practice: Equipping and enabling Australia's educators to embed employability across higher education Professor Dawn Bennett

Partnering with alumni to enhance graduate success in the health science disciplines Dr Jessica Vanderlelie

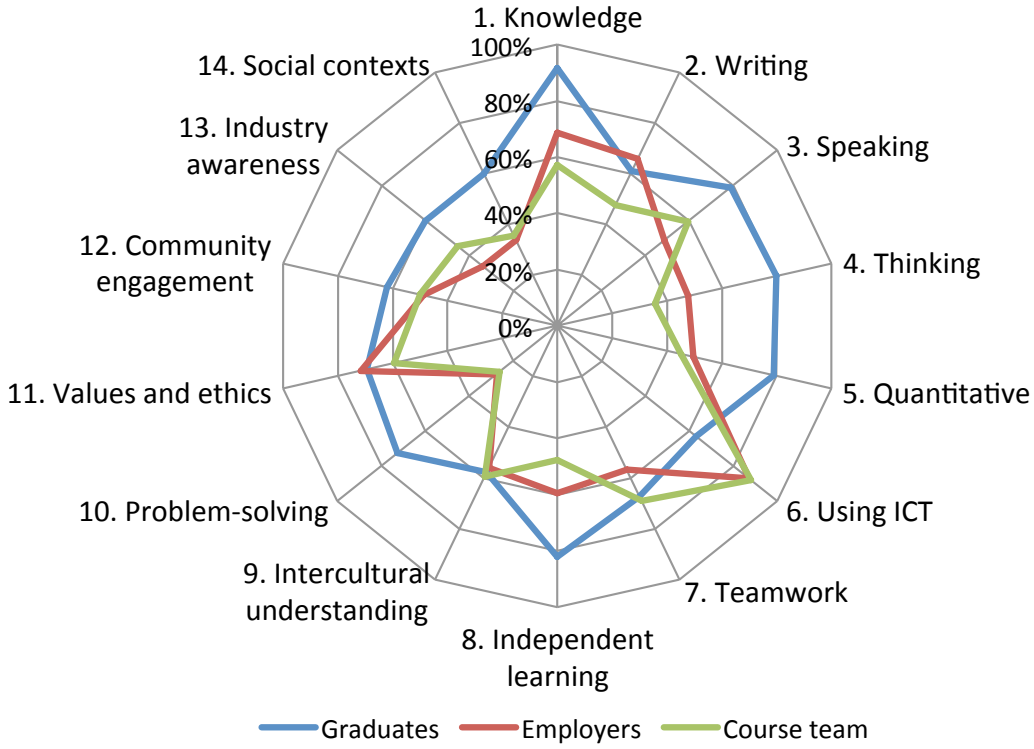
Graduate employability 2.0: building digital capabilities for lifelong career development Dr Ruth Bridgstock

Student problem: Lack visibility of graduate skills

Important



Demonstrated



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I am excited about getting into Uni and very happy to be accepted into the Pharmacy course, but its scary……as I do not know what to expect in the course……

First year Pharmacy student

MyCourseMap© Lisa Tee 2013

MyCourseMap© Lisa Tee 2013

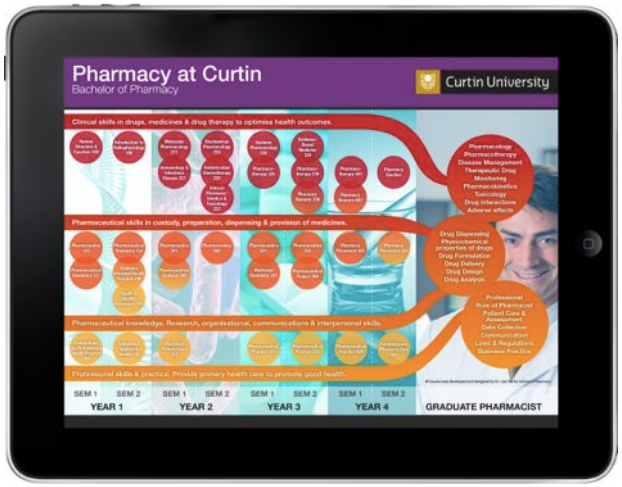
MyCourseMap™ Concept

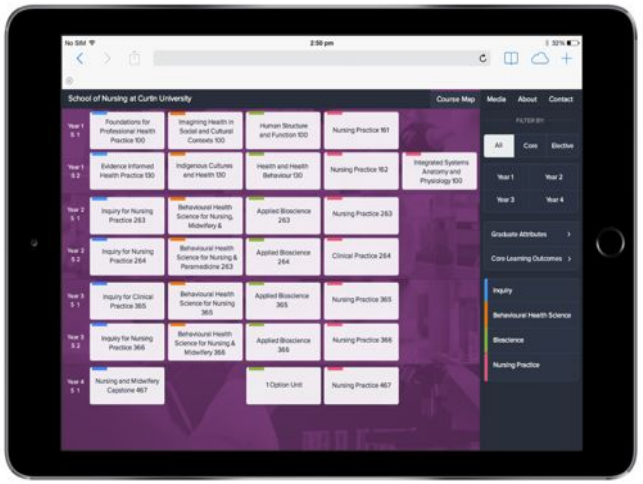
- One stop portal for course information - **immediate relevance**
- Horizontal and vertical integration of curriculum – **holistic view**
- Peer, graduate and employer stories –**motives and inspires**
- Links learning outcomes to assessments – **assessment drives learning**
- Links content to CLOs– **competency & accreditation**
- Graduate capabilities - **employability**
- **One tool many uses** – marketing, curriculum review and renewal, accreditation, remediation and study plan….and more

a mothership / docking station for learning resources

MyCourseMap© Lisa Tee 2013

MyCourseMap Journey





MyCourseMap Team
Research and Evaluation

Sonia Ferns, Laetitia Hattingh, Vanessa Chang, Sue Fyfe, Oksana Burford, Tin Fei Sim,

National Teaching Fellowship Roadshow 2017

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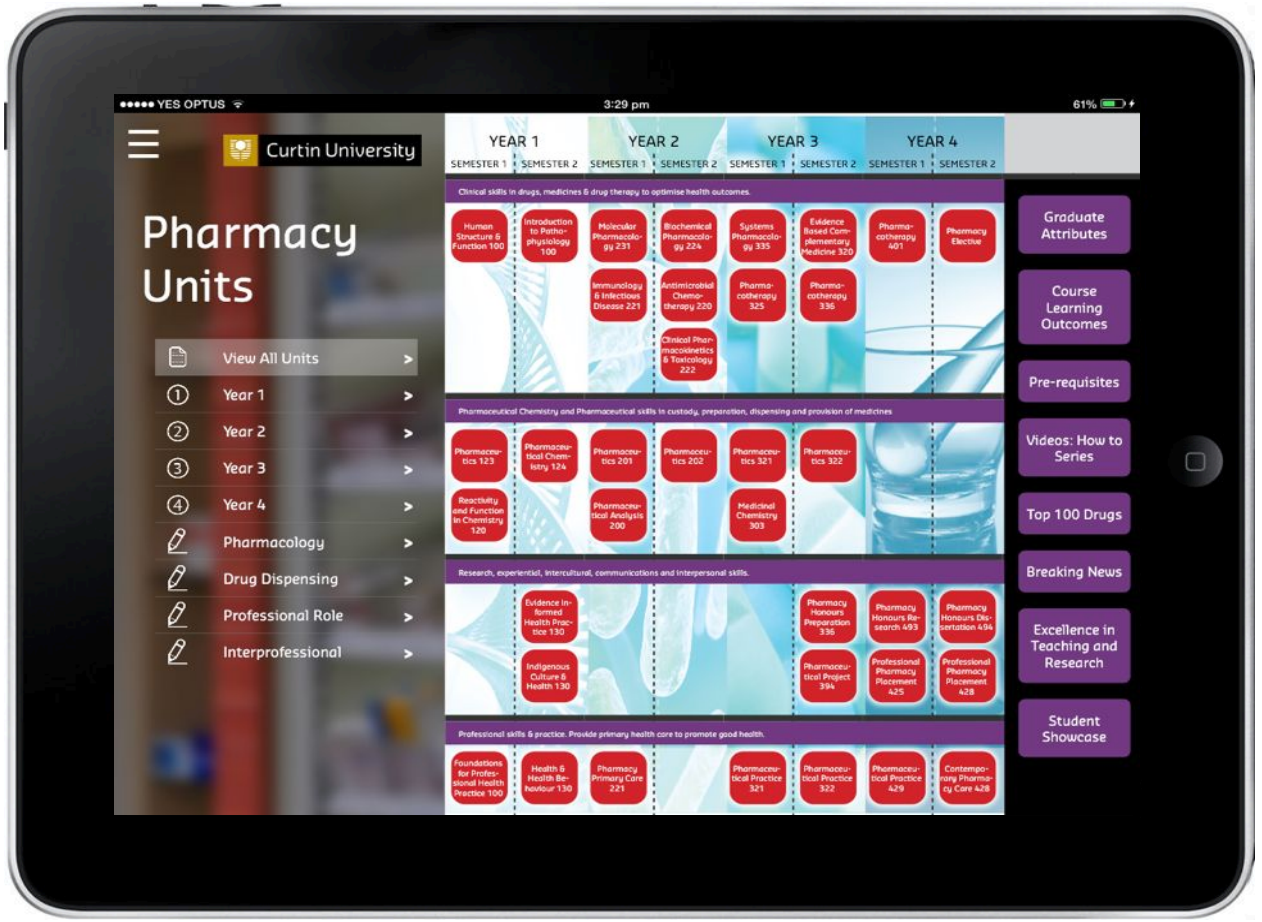
MyCourseMap - POC



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MyCourseMap: What the students and staff say

Students

Three main themes

1. **User-friendly and easy to navigate**
2. **Providing a holistic picture of a degree**
3. Useful for planning.

Staff

Four main themes

1. Incorporation of modern technology
2. **User-friendly and easy to navigate**
3. **Providing a holistic picture of a degree**
4. Multiple applications and uses.

MyCourseMap© Lisa Tee 2013

"It's quite visually simple, easy to work your way around it."

"When I enrolled I wasn't sure actually what I was going to be going into. And I had no idea about any of the units that I would be having to enrol in but having ***this App it shows you all the units****."*

"Yeah it will ***help me get prepared*** *... it helps me prepare for what I am actually going to do in the course."*

"…the fact that its an App itself is only ***really appealing*** *to this kind of generation. It's* ***a lot better than a piece of paper or a brochure****"*

"…I think it is a great idea. ***I can't really emphasise how great it is for curriculum builders****, unit coordinators, head of schools, within faculty. Even for the admin staff at University. Not only University, its even for any institution to be honest. Educational institutions, TAFE that could be implemented quite easily…"*

MyCourseMap© Lisa Tee 2013

MyCourseMap – ASCILITE full conference paper

MyCourseMap: an interactive visual map to increase curriculum transparency for university students and staff

Lisa B.G. Tee
School of Pharmacy
Curtin University

Laetitia Hattingh
School of Pharmacy
Curtin University

Kate Rodgers
Curtin Teaching and Learning
Curtin University

Sonia Ferns
Curtin Teaching and Learning
Curtin University

Vanessa Chang
Curtin Teaching and Learning
Curtin University

Sue Fyfe
Office of the Pro Vice Chancellor
Health Sciences, Curtin University

MyCourseMap is an interactive curriculum map created to increase curriculum transparency for both students and staff. It provides access to the entire curriculum at a glance, displays alignment of unit learning outcomes, assessments, course learning

MyCourseMap

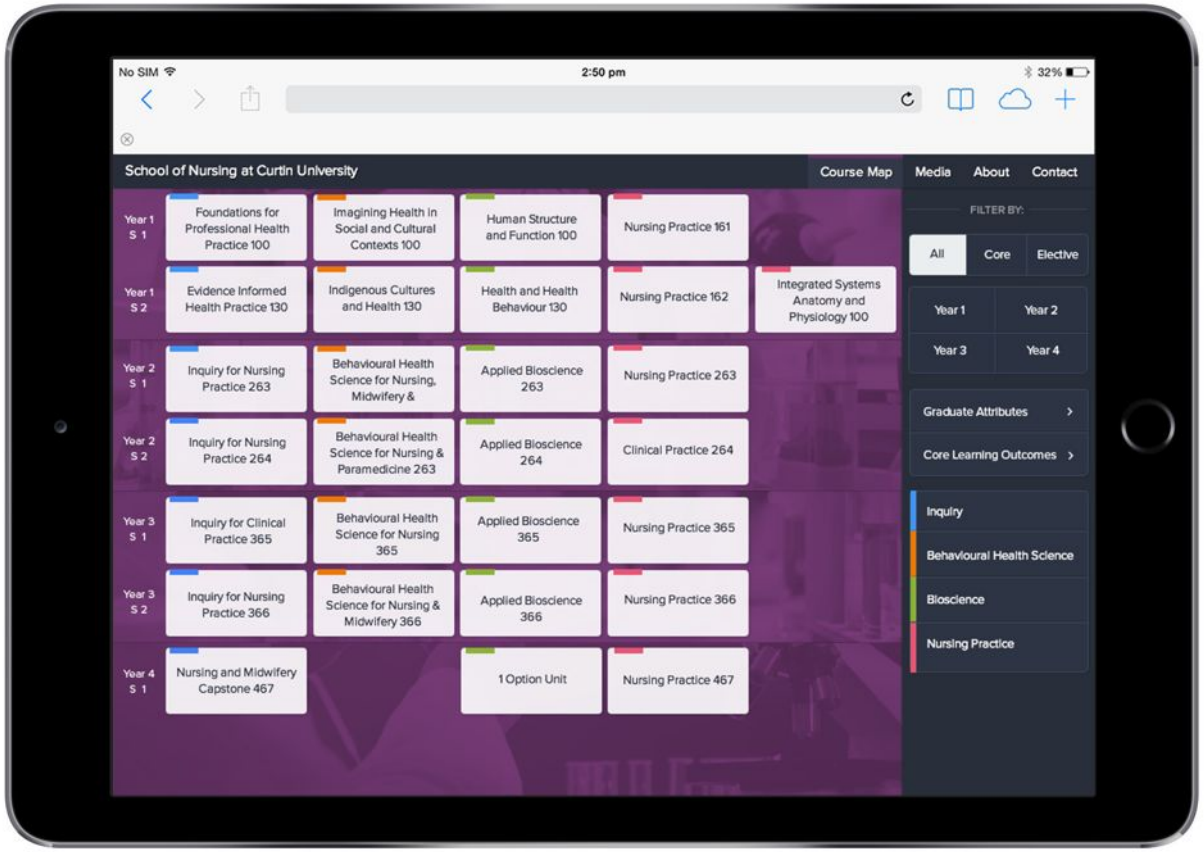
An interactive course guide that informs and inspires your students.

Featuring

- at-a-glance portal
- intuitive navigable interface
- visual rich interactive unit pages

For Organisations:

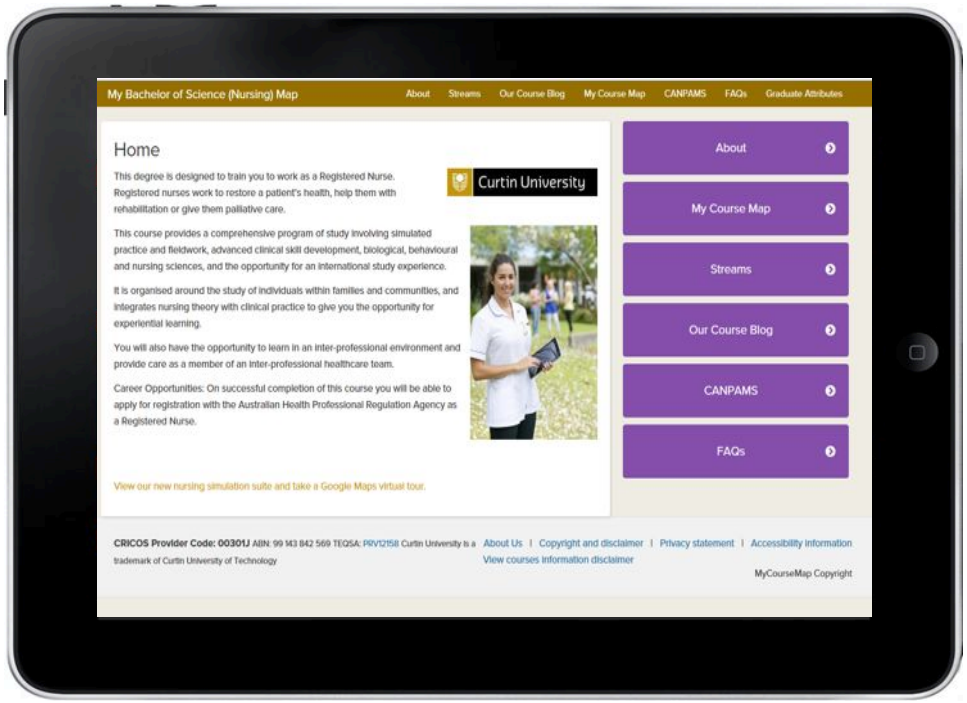
- Customise to your brand and your training schedule
- Get started in minutes
- Intuitive Administration console

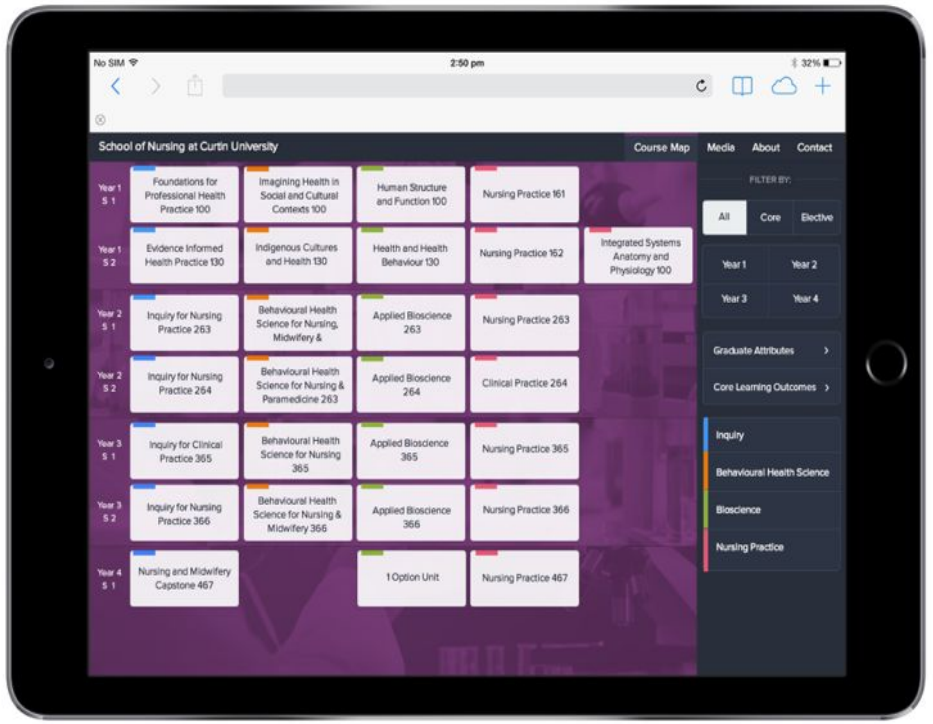


*"its quite motivational… if you've just enrolled, being able to see **where you start** which is very general **to where you're going to be heading** … Its quite exciting."*

MyCourseMap© Lisa Tee 2013

MyCourseMap™ Mark II





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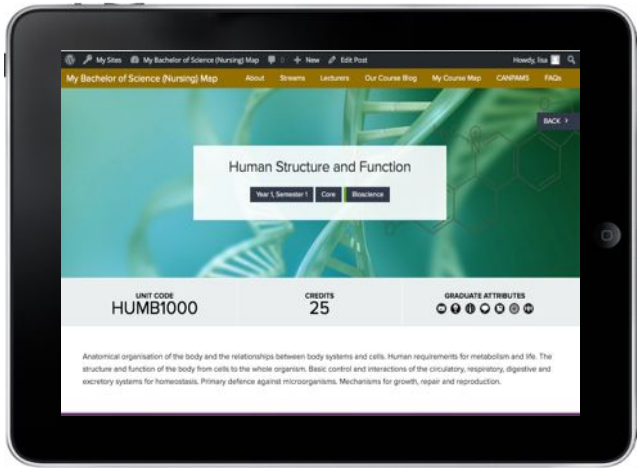
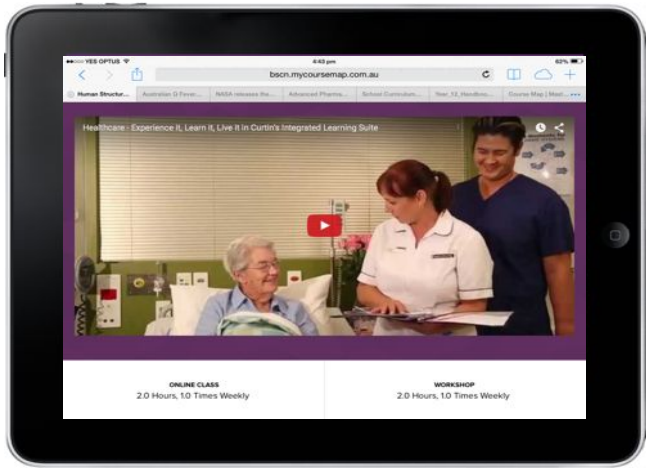
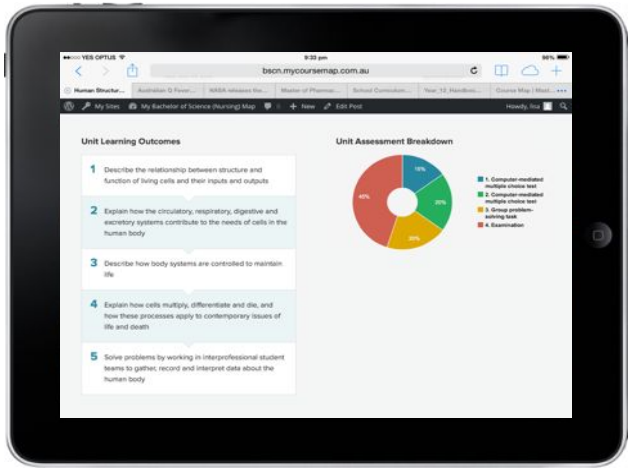
MyCourseMap™ Mark II







[MyCourseMap Nursing]

[MyCourseMap Pharmacy]

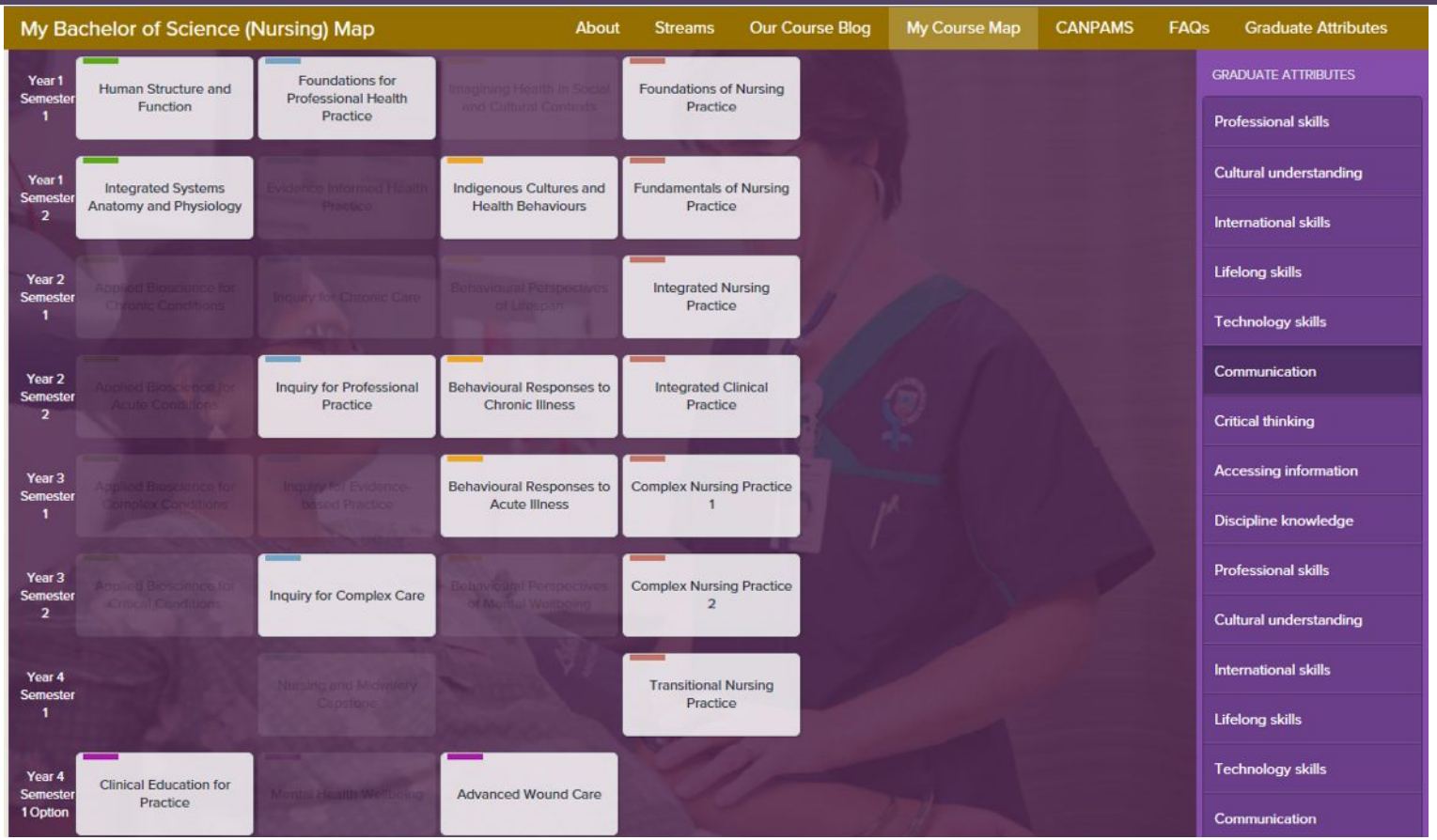
[MyCourseMap for RMIT]

[MyCourseMap for BPharm@QUT]

[MyCourseMap for Psychology at UOW]

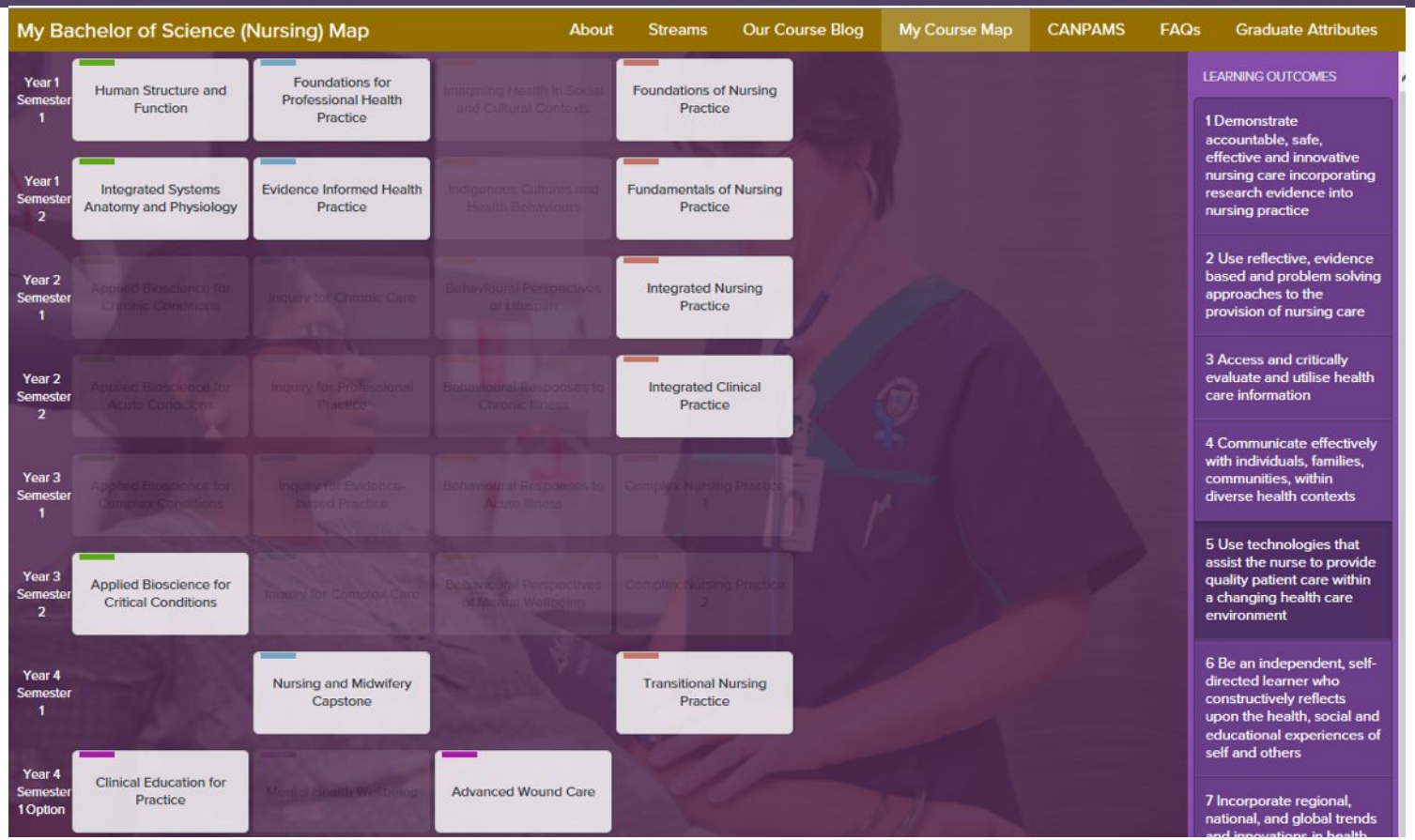
MyCourseMap© Lisa Tee 2013

MyCourseMap™ Mark II – filter graduate attributes



MyCourseMap© Lisa Tee 2013

MyCourseMap™ Mark II – filter course/program learning outcomes



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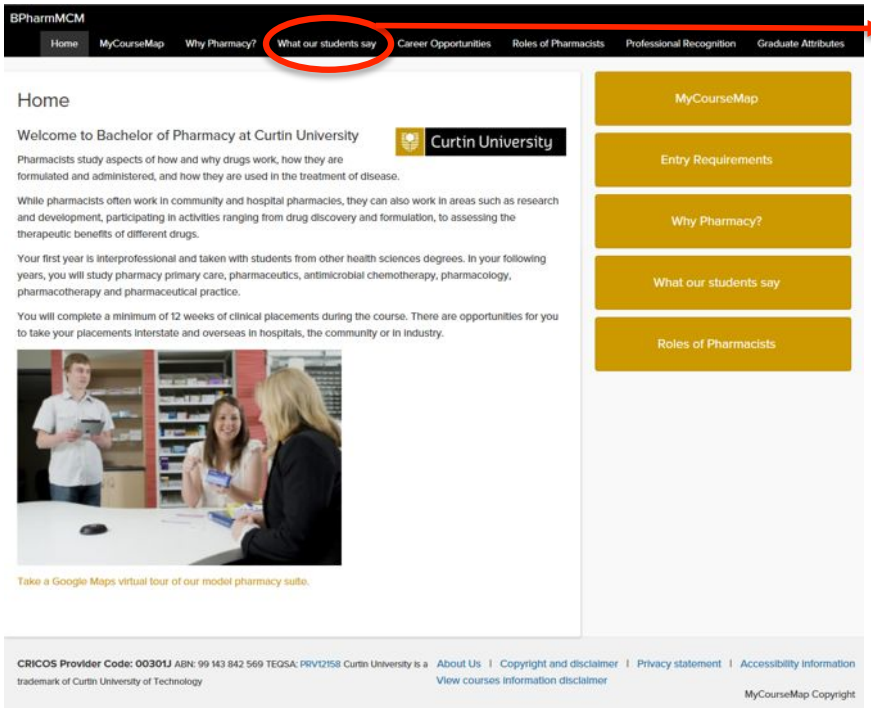
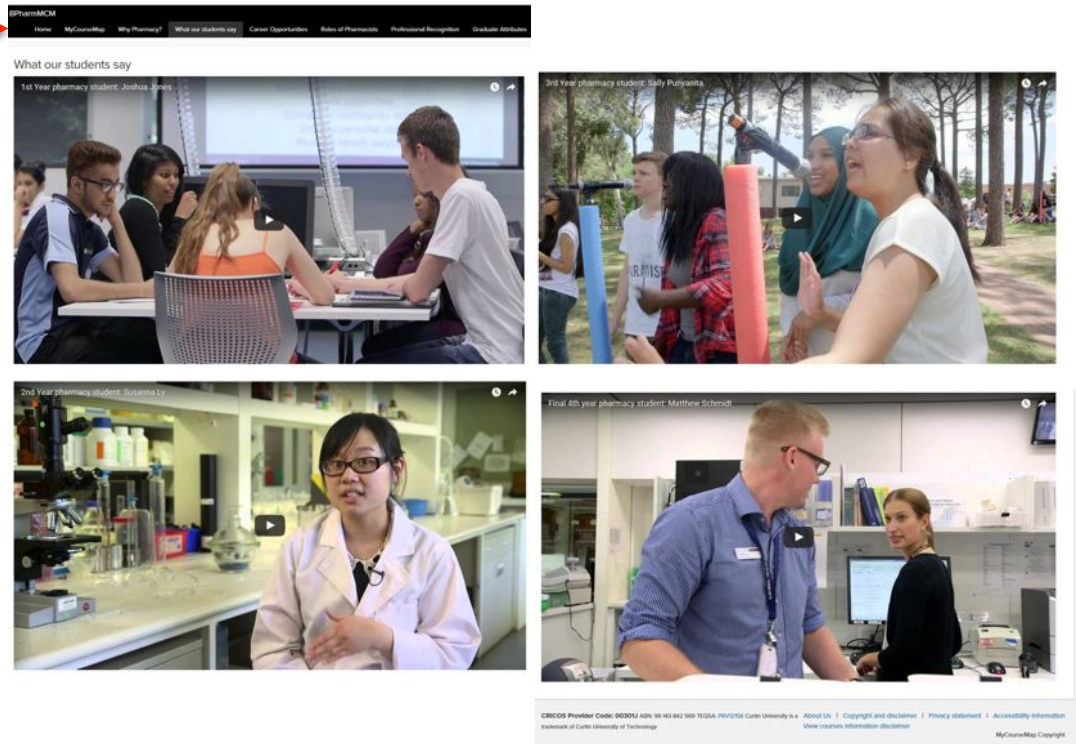
MyCourseMap™ Mark II – motivation by what the students say





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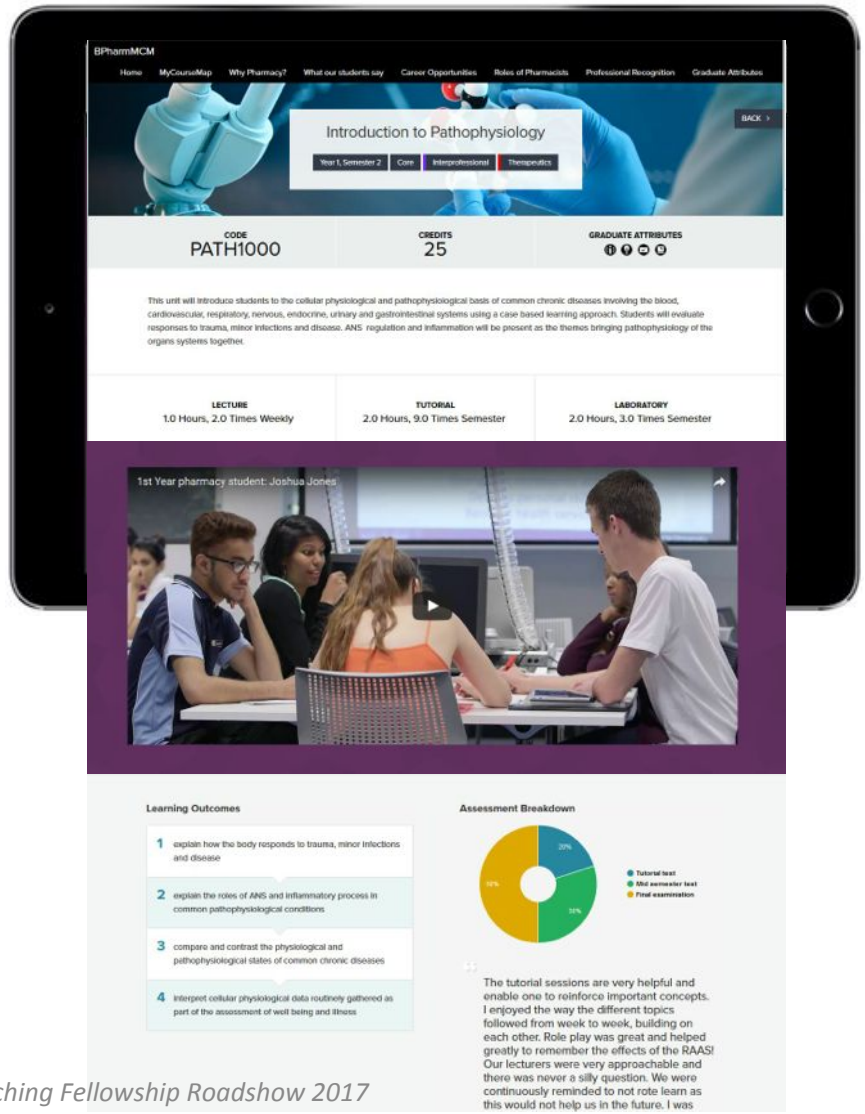
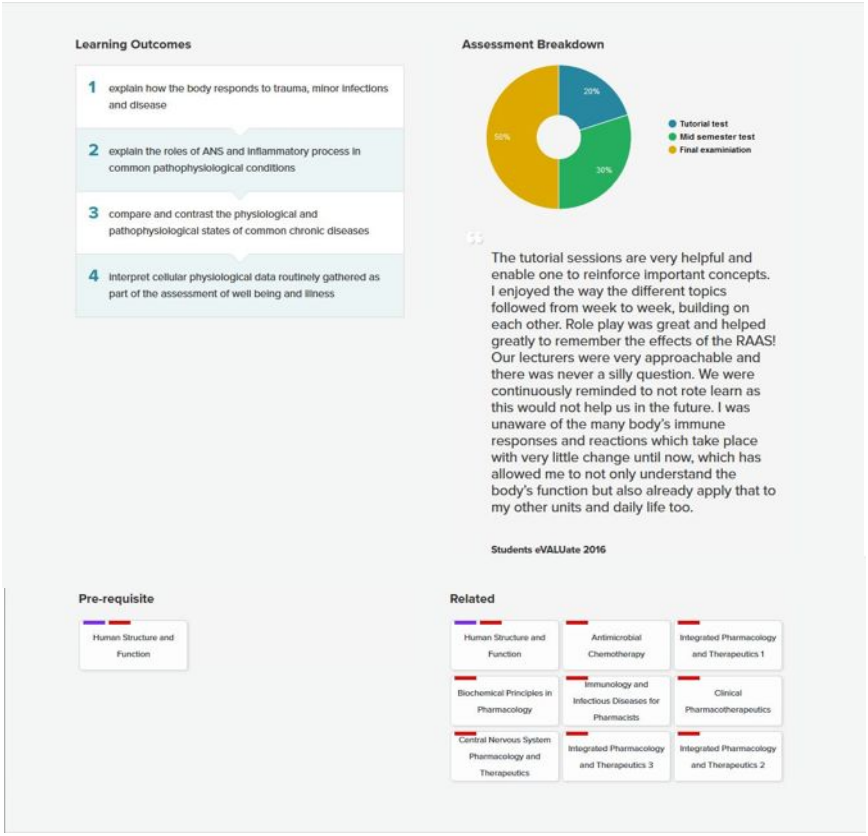
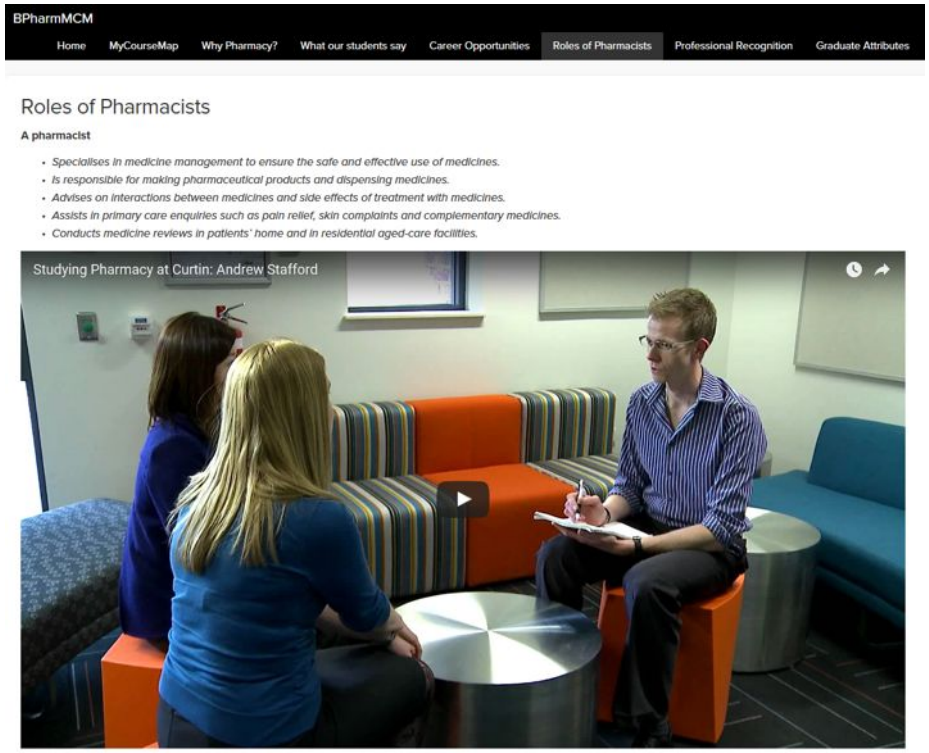
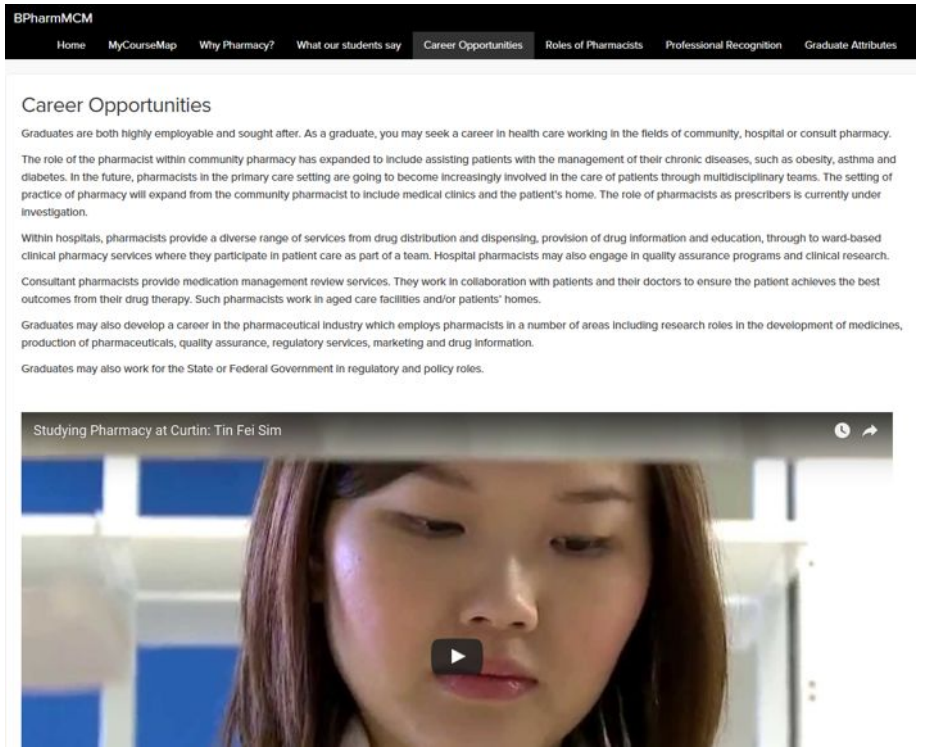




MyCourseMap© Lisa Tee 2013

MyCourseMap™ Mark II – career inspiration from industry videos





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The next step…..

Making graduate attributes and course learning outcomes "visible" to students and staff

……Lisa Tee's National Teaching Fellowship

Australian Government
Department of Education and Training

Australian Learning & Teaching Fellows

MyCourseMap

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U O W

Making curriculum visible:

A Psychology Course Cluster Review Case Study from UOW

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

Introducing Fellowship Champion….

Dr Simon Bedford

Senior Lecturer in Assessment and Feedback

Learning Teaching and Curriculum (LTC)

sbedford@uow.edu.au

The Psychology Course cluster Review 2016-17

Four areas of focus:

1. Australian Psychology Accreditation Council (APAC) reaccreditation
2. External Referencing of Assessment Standards (ERoS)
3. Comprehensive course review including Curriculum Transformation
4. TEQSA chosen course to report on mapping against HESF

Supporting the Psychology Course Cluster Reviews

Constructive Alignment and building the curriculum map:

1. Core and elective subjects mapped
2. Alignment of the CLOs with APAC and the AQF
3. Alignment of SLOs with CLOs
4. Assessments linked to SLOs
5. Mapping of the UOW Curriculum Model
6. ELP and Professional Skills

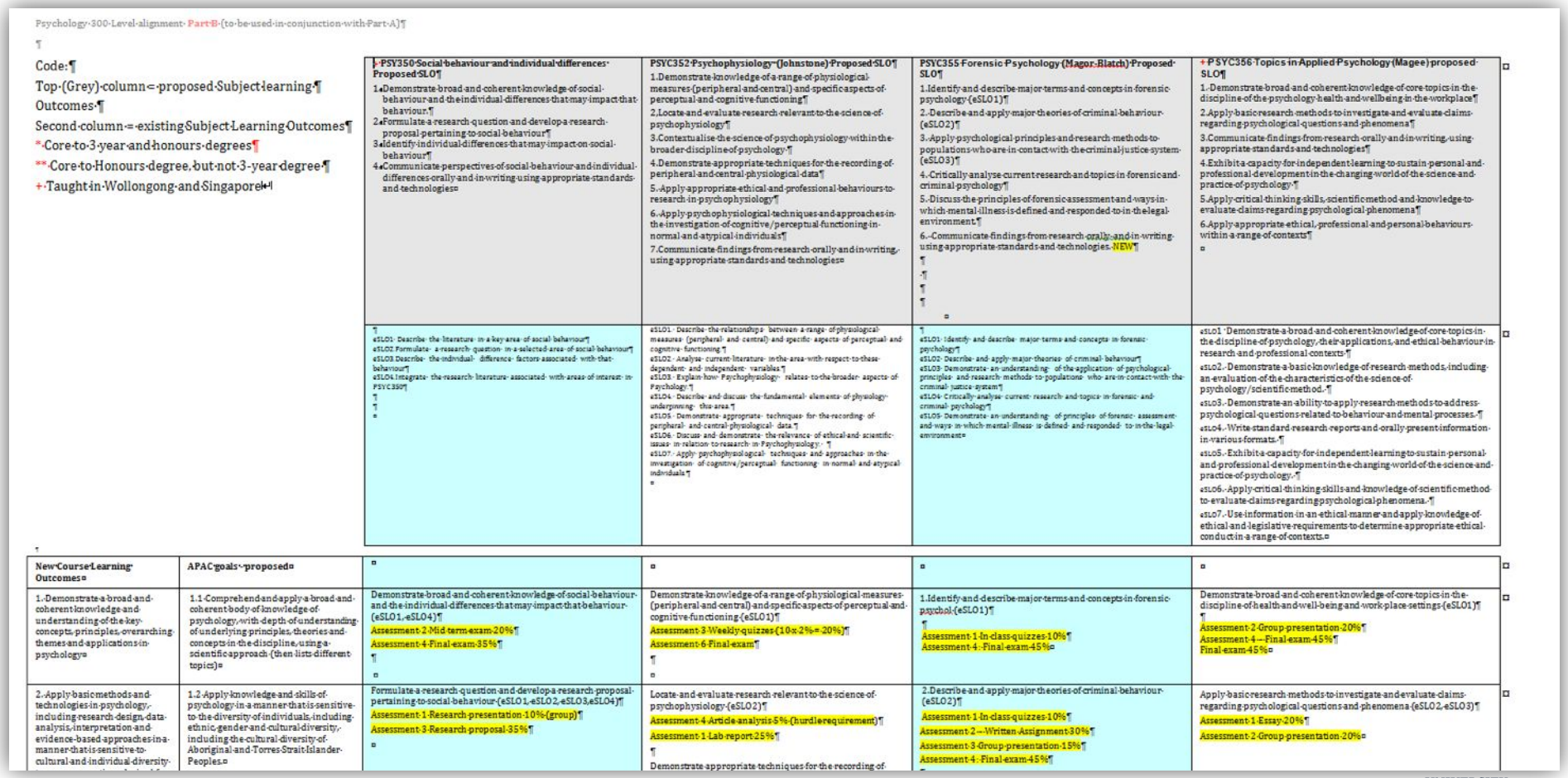
Key Changes:

1. New APAC standards used
2. New set of CLO's created
3. Most SLO's re-written
4. Some assessment changes
5. Building new subjects

Problem:

1. How to gather and share this data with the course review team, the wider Psychology School and students?

Making the Psychology curriculum visible



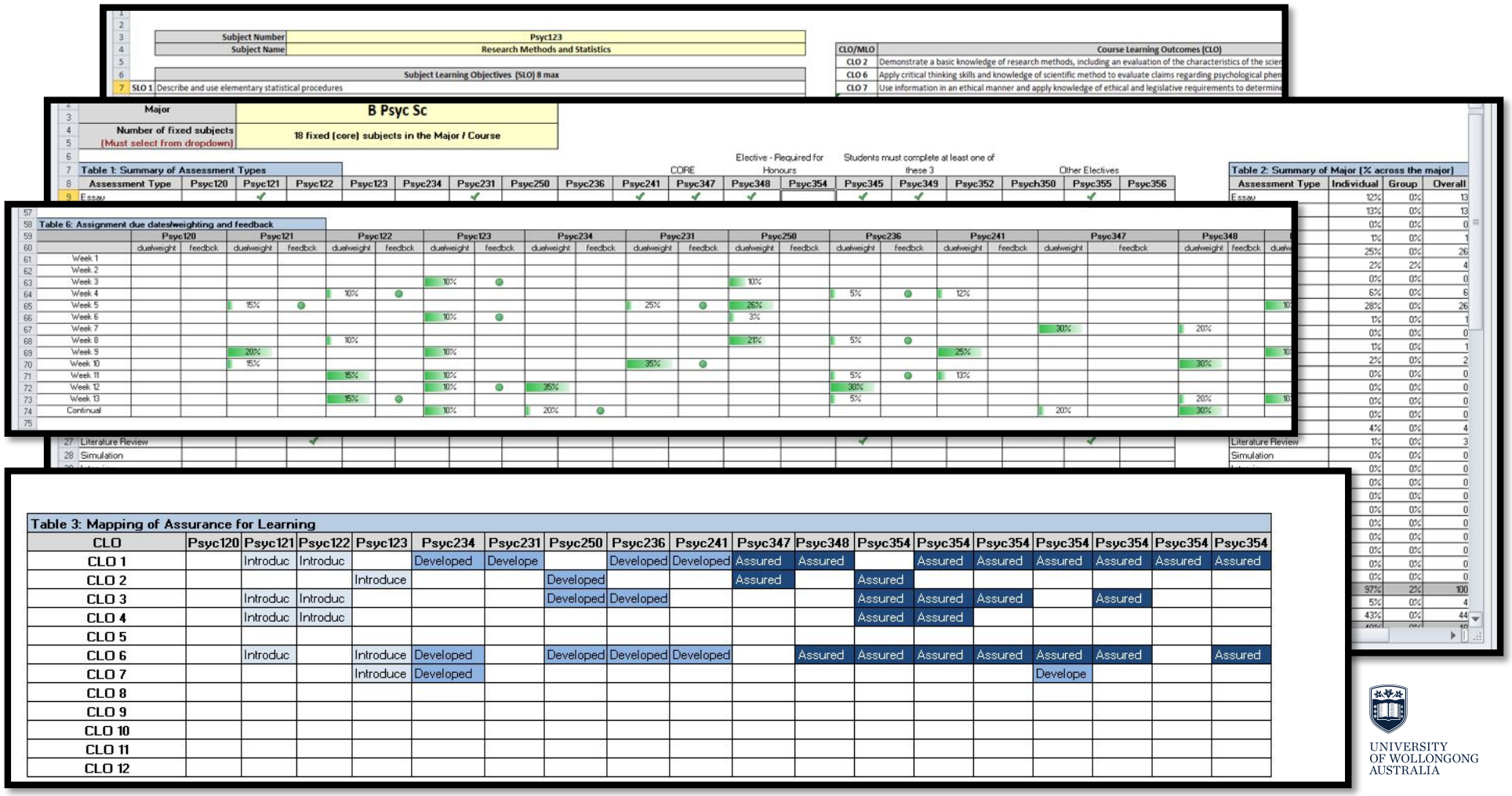
Psychology 300 Level alignment Part B (to be used in conjunction with Part A)

Code:
Top (Grey) column = proposed Subject learning Outcomes
Second column = existing Subject Learning Outcomes
* Core to 3 year and honours degrees
** Core to Honours degree, but not 3 year degree
+ Taught in Wollongong and Singapore

	+ PSY350 Social behaviour and individual differences Proposed SLO	PSYC352 Psychophysiology (Johnstone) Proposed SLO	PSYC355 Forensic Psychology (Magor-Blatch) Proposed SLO	+ PSYC356 Topics in Applied Psychology (Magee) proposed SLO
	1. Demonstrate broad and coherent knowledge of social behaviour and the individual differences that may impact that behaviour. 2. Formulate a research question and develop a research proposal pertaining to social behaviour 3. Identify individual differences that may impact on social behaviour 4. Communicate perspectives of social behaviour and individual differences orally and in writing using appropriate standards and technologies	1. Demonstrate knowledge of a range of physiological measures (peripheral and central) and specific aspects of perceptual and cognitive functioning 2. Locate and evaluate research relevant to the science of psychophysiology 3. Contextualise the science of psychophysiology within the broader discipline of psychology 4. Demonstrate appropriate techniques for the recording of peripheral and central physiological data 5. Apply appropriate ethical and professional behaviours to research in psychophysiology 6. Apply psychophysiological techniques and approaches in the investigation of cognitive/perceptual functioning in normal and atypical individuals 7. Communicate findings from research orally and in writing, using appropriate standards and technologies	1. Identify and describe major terms and concepts in forensic psychology (eSLO1) 2. Describe and apply major theories of criminal behaviour (eSLO2) 3. Apply psychological principles and research methods to populations who are in contact with the criminal justice system (eSLO3) 4. Critically analyse current research and topics in forensic and criminal psychology 5. Discuss the principles of forensic assessment and ways in which mental illness is defined and responded to in the legal environment 6. Communicate findings from research orally and in writing using appropriate standards and technologies. NEW	1. Demonstrate broad and coherent knowledge of core topics in the discipline of the psychology health and wellbeing in the workplace 2. Apply basic research methods to investigate and evaluate claims regarding psychological questions and phenomena 3. Communicate findings from research orally and in writing, using appropriate standards and technologies 4. Exhibit a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology 5. Apply critical thinking skills, scientific method and knowledge to evaluate claims regarding psychological phenomena 6. Apply appropriate ethical, professional and personal behaviours within a range of contexts
	eSLO1. Describe the literature in a key area of social behaviour eSLO2 Formulate a research question in a selected area of social behaviour eSLO3 Describe the individual differences factors associated with that behaviour eSLO4 Integrate the research literature associated with areas of interest in PSYC350	eSLO1. Describe the relationships between a range of physiological measures (peripheral and central) and specific aspects of perceptual and cognitive functioning eSLO2. Analyse current literature in the area with respect to these dependent and independent variables eSLO3. Explain how Psychophysiology relates to the broader aspects of Psychology eSLO4. Describe and discuss the fundamental elements of physiology underpinning this area eSLO5. Demonstrate appropriate techniques for the recording of peripheral and central physiological data eSLO6. Discuss and demonstrate the relevance of ethical and scientific issues in relation to research in Psychophysiology eSLO7. Apply psychophysiological techniques and approaches in the investigation of cognitive/perceptual functioning in normal and atypical individuals	eSLO1. Identify and describe major terms and concepts in forensic psychology eSLO2. Describe and apply major theories of criminal behaviour eSLO3. Demonstrate an understanding of the application of psychological principles and research methods to populations who are in contact with the criminal justice system eSLO4. Critically analyse current research and topics in forensic and criminal psychology eSLO5. Demonstrate an understanding of principles of forensic assessment and ways in which mental illness is defined and responded to in the legal environment	eSLO1. Demonstrate a broad and coherent knowledge of core topics in the discipline of psychology, their applications, and ethical behaviour in research and professional contexts eSLO2. Demonstrate a basic knowledge of research methods, including an evaluation of the characteristics of the science of psychology/scientific method. eSLO3. Demonstrate an ability to apply research methods to address psychological questions related to behaviour and mental processes. eSLO4. Write standard research reports and orally present information in various formats. eSLO5. Exhibit a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology. eSLO6. Apply critical thinking skills and knowledge of scientific method to evaluate claims regarding psychological phenomena. eSLO7. Use information in an ethical manner and apply knowledge of ethical and legislative requirements to determine appropriate ethical conduct in a range of contexts.

New Course Learning Outcomes	APAC goals proposed				
1. Demonstrate a broad and coherent knowledge and understanding of the key concepts, principles, overarching themes and applications in psychology	1.1 Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach (then lists different topics)	Demonstrate broad and coherent knowledge of social behaviour and the individual differences that may impact that behaviour (eSLO1, eSLO4) Assessment 2 Mid term exam 20% Assessment 4 Final exam 35%	Demonstrate knowledge of a range of physiological measures (peripheral and central) and specific aspects of perceptual and cognitive functioning (eSLO1) Assessment 3 Weekly quizzes (10 x 2% = 20%) Assessment 6 Final exam	1. Identify and describe major terms and concepts in forensic psychol (eSLO1) Assessment 1 In class quizzes 10% Assessment 4 Final exam 45%	Demonstrate broad and coherent knowledge of core topics in the discipline of health and well being and work place settings (eSLO1) Assessment 2 Group presentation 20% Assessment 4 – Final exam 45% Final exam 45%
2. Apply basic methods and technologies in psychology, including research design, data analysis, interpretation and evidence based approaches in a manner that is sensitive to cultural and individual diversity	1.2 Apply knowledge and skills of psychology in a manner that is sensitive to the diversity of individuals, including ethnic, gender and cultural diversity, including the cultural diversity of Aboriginal and Torres Strait Islander Peoples	Formulate a research question and develop a research proposal pertaining to social behaviour (eSLO1, eSLO2, eSLO3, eSLO4) Assessment 1 Research presentation 10% (group) Assessment 3 Research proposal 35%	Locate and evaluate research relevant to the science of psychophysiology (eSLO2) Assessment 4 Article analysis 5% (hurdle requirement) Assessment 1 Lab report 25% Demonstrate appropriate techniques for the recording of	2. Describe and apply major theories of criminal behaviour (eSLO2) Assessment 1 In class quizzes 10% Assessment 2 – Written Assignment 30% Assessment 3 Group presentation 15% Assessment 4 Final exam 45%	Apply basic research methods to investigate and evaluate claims regarding psychological questions and phenomena (eSLO2, eSLO3) Assessment 1 Essay 20% Assessment 2 Group presentation 20%

Making the Psychology curriculum visible



Subject Number	Psyc123
Subject Name	Research Methods and Statistics

Subject Learning Objectives (SLO) 8 max	
SLO 1	Describe and use elementary statistical procedures

CLO/MLO	Course Learning Outcomes (CLO)
CLO 2	Demonstrate a basic knowledge of research methods, including an evaluation of the characteristics of the scien
CLO 6	Apply critical thinking skills and knowledge of scientific method to evaluate claims regarding psychological phen
CLO 7	Use information in an ethical manner and apply knowledge of ethical and legislative requirements to determine

Major	B Psyc Sc
Number of fixed subjects (Must select from dropdown)	18 fixed (core) subjects in the Major / Course

Table 1: Summary of Assessment Types

Assessment Type	Psyc120	Psyc121	Psyc122	Psyc123	Psyc234	Psyc231	Psyc250	Psyc236	Psyc241	Psyc347	Psyc348	Psyc354	Psyc345	Psyc349	Psyc352	Psych350	Psyc355	Psyc356
									CORE			Elective - Required for Honours	Students must complete at least one of these 3				Other Electives	
Essay		✓				✓			✓	✓	✓		✓	✓			✓	
Literature Review			✓														✓	
Simulation																		

Table 2: Summary of Major (% across the major)

Assessment Type	Individual	Group	Overall
Essay	12%	0%	13
	13%	0%	13
	0%	0%	0
	1%	0%	1
	25%	0%	26
	2%	2%	4
	0%	0%	0
	6%	0%	6
	28%	0%	26
	1%	0%	1
	0%	0%	0
	1%	0%	1
	2%	0%	2
	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	4%	0%	4
Literature Review	1%	0%	3
Simulation	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	0%	0%	0
	97%	2%	100
	5%	0%	4
	43%	0%	44

Table 6: Assignment due dates/weighting and feedback

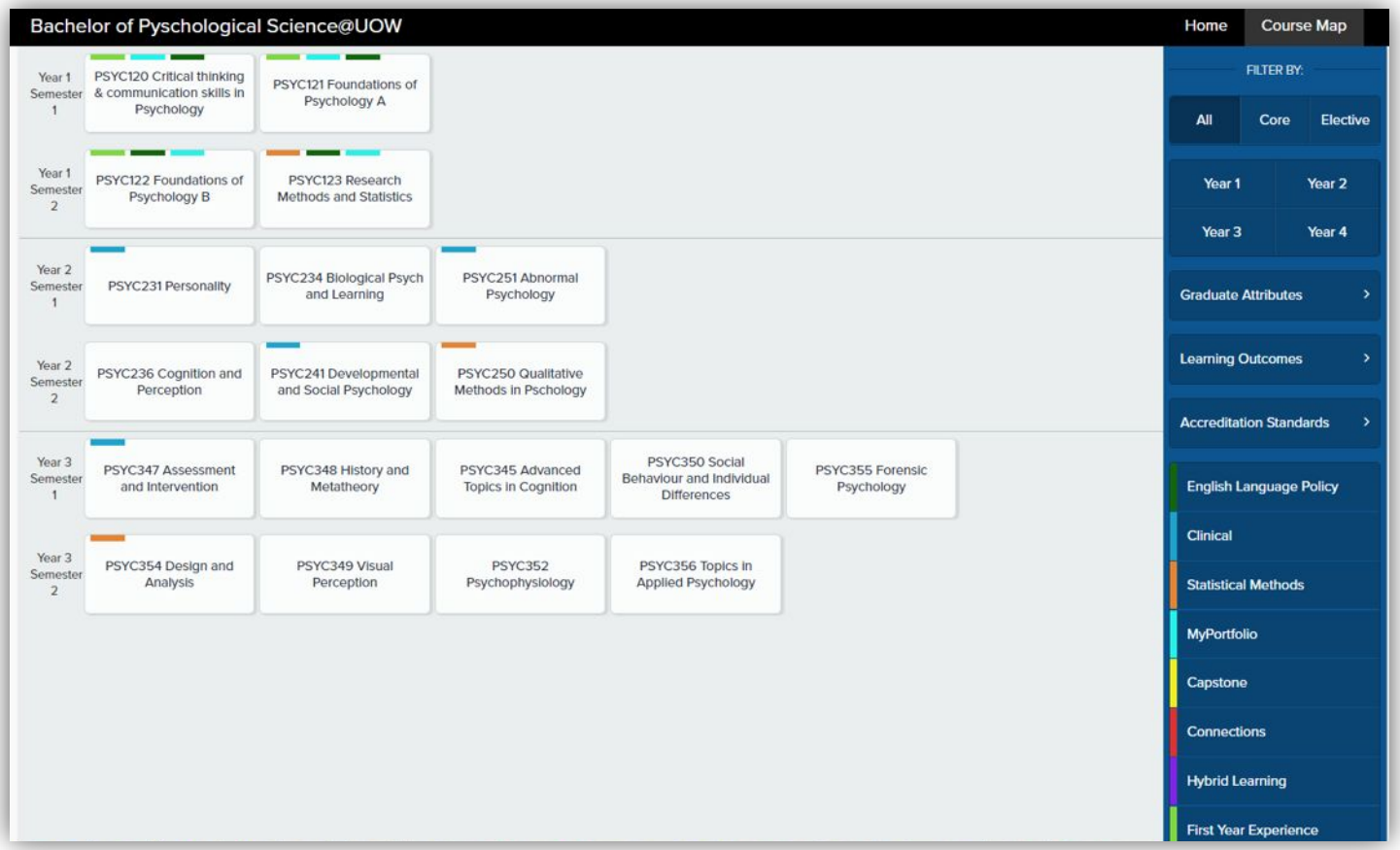
	Psyc120		Psyc121		Psyc122		Psyc123		Psyc234		Psyc231		Psyc250		Psyc236		Psyc241		Psyc347		Psyc348		
	due	weight	feedback	due	weight	feedback	due	weight	feedback	due	weight	feedback	due	weight	feedback	due	weight	feedback	due	weight	feedback	due	weight	feedback	due
Week 1																							
Week 2																							
Week 3								10%	●					10%									
Week 4					10%	●										5%	●	12%					
Week 5			15%	●							25%	●		25%									10
Week 6								10%	●					3%						30%			
Week 7																					20%		
Week 8					10%									21%		5%	●						
Week 9			20%					10%										25%					10
Week 10			15%								35%	●									30%		
Week 11					15%			10%								5%	●	13%					
Week 12								10%	●	35%						30%							
Week 13					15%	●										5%					20%		10
Continual								10%		20%	●									20%	30%		

Table 3: Mapping of Assurance for Learning

CLO	Psyc120	Psyc121	Psyc122	Psyc123	Psyc234	Psyc231	Psyc250	Psyc236	Psyc241	Psyc347	Psyc348	Psyc354	Psyc354	Psyc354	Psyc354	Psyc354	Psyc354	Psyc354
CLO 1		Introduc	Introduc		Developed	Develope		Developed	Developed	Assured	Assured		Assured	Assured	Assured	Assured	Assured	Assured
CLO 2				Introduce			Developed			Assured		Assured						
CLO 3		Introduc	Introduc				Developed	Developed				Assured	Assured	Assured		Assured		
CLO 4		Introduc	Introduc									Assured	Assured					
CLO 5																		
CLO 6		Introduc		Introduce	Developed		Developed	Developed	Developed		Assured	Assured	Assured	Assured	Assured	Assured		Assured
CLO 7				Introduce	Developed										Develope			
CLO 8																		
CLO 9																		
CLO 10																		
CLO 11																		
CLO 12																		

UNIVERSITY OF WOLLONGONG AUSTRALIA

Making the Psychology curriculum visible



MyCourseMap allows:

1. CLO/SLO/APAC Data to all be in one place.
2. Pulls assessment weights together.
3. Maps the CTP and ELP
4. Core vs Electives
5. Makes comparison with other courses more simple.
6. **Easy to share with staff and students and external bodies.**

What next?

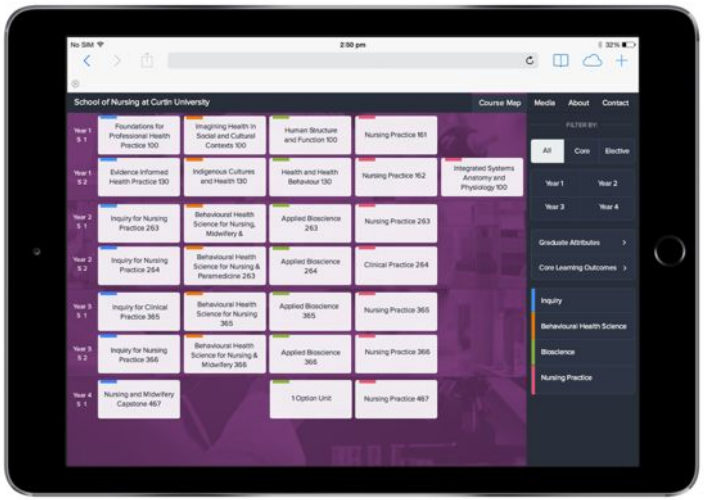
1. The course review team are currently writing the evaluation reports.
2. A range of recommendations have been proposed.
3. A new set of assessments and subjects redesigns are proposed.
4. MyCourseMap will allow the new and old curriculums to be compared and disseminated for comment.

Staff and Institution problem

The Old Way

Paper or PDF based course information

- *Hard to understand*
- *Difficult to update*
- *Not student-focussed*



The MyCourseMap Way

Online, visual course map information

- *Visually appealing*
- *Quick updates, anytime*
- *Student and faculty focussed*

MyCourseMap ©Lisa Tee 2013

Proposed Fellowship Outputs

1. Enable academics and students to **employ a whole-of-program**, interactive map from the point of enrolment.
2. Participating institutions **have *MyCourseMap*** for use
3. Generate a community of practice who will address the important issue of **engaging student with curricula** within and beyond the Fellowship.

MyCourseMap© Lisa Tee 2013

Webinar Session feedback:

With thanks from your hosts

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Recording available
http://transformingassessment.com

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