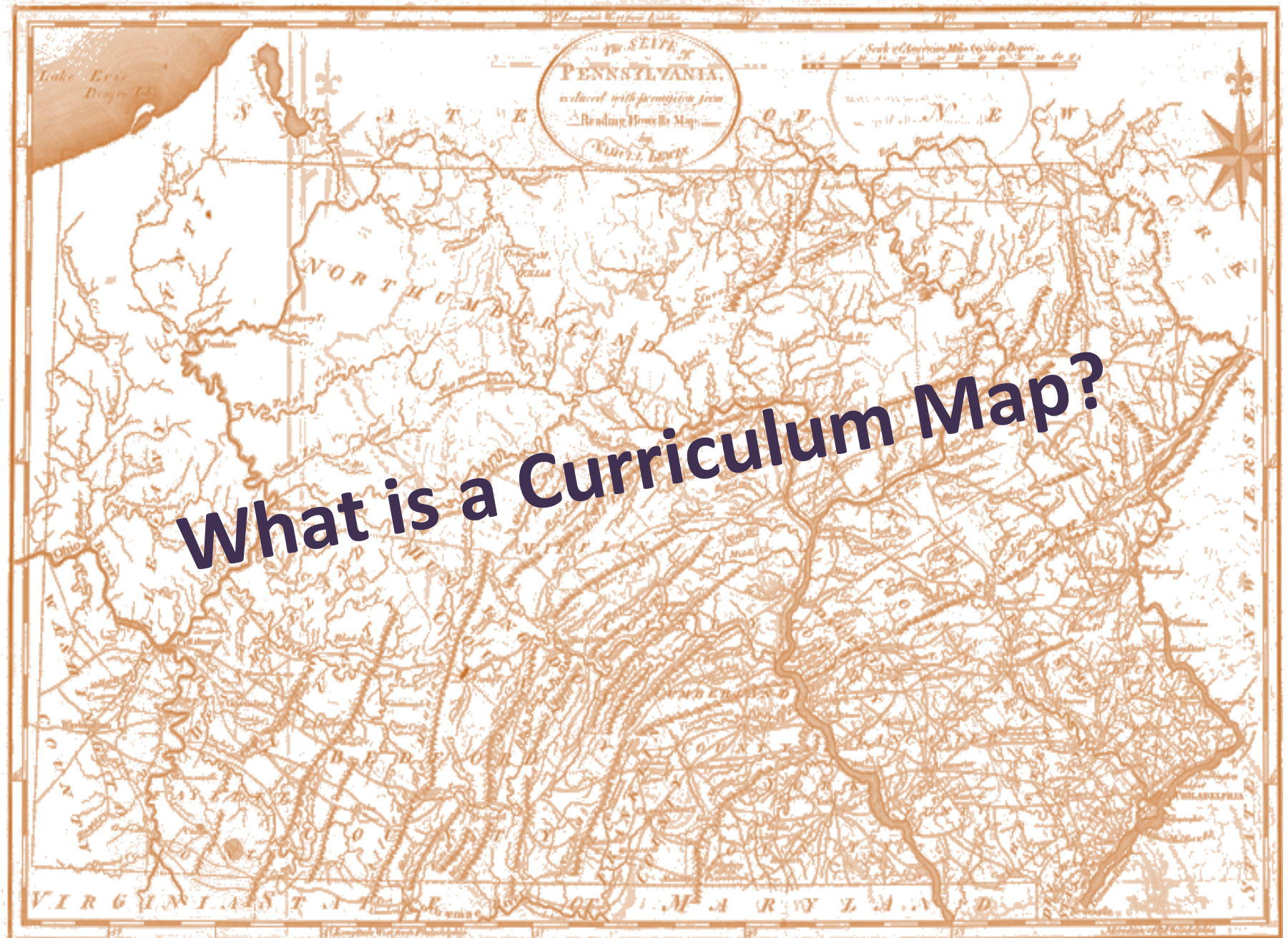


Demonstrating the Value of Academic Libraries: Curriculum Mapping

Melissa Gold, Science Librarian





CC Image courtesy of Norman B. Leventhal Map Center at the BPL on Flickr

Graphical representation of the curriculum as it is taught; usually used for assessment purposes

SLOs



Rating Scale

Capabilities (inc. skills, abilities and personal attributes)	Descriptors [Please feel free to identify a more specific skill, ability, attribute wherever necessary]	Relevance Tick those generic skills relevant to your unit	Assumed Students are <i>assumed</i> to have acquired this skill prior to the unit	Encouraged Students are <i>encouraged</i> to gain / practice/ refine this skill in this unit	Modelled for students in this unit by teaching staff or other students	Explicitly taught to students in this unit	Required Students are <i>required</i> to demonstrate this skill in this unit	Evaluated Students are <i>evaluated</i> on this skill in this unit
Literacy	• Use a range of traditional (e.g. print) and new (e.g. multimedia) literacies							
	• Present texts using appropriate linguistic and grammatical structures							
	• _____							
	• _____							
	• _____							
Numeracy	• Display competence							
	• _____							
	• _____							
	• _____							
Information Technology	• Use technology to retrieve and record information							
	• Effectively integrate technology into practices							
	• _____							
	• _____							
	• _____							

Area to fill in Courses



Why Use a Curriculum Map?

- ✚ Visualize relationships
 - ✚ Identify gaps or redundancies
- ✚ Share & engage with others
 - ✚ Reflect & improve practice
- ✚ Demonstrate impact

 **ASSESSMENT!**



**How are we developing a curriculum
map?**

"Courses"



LIBRARY CURRICULAR ACTIVITIES

1. Information literacy skills.*

2. Open intellectual environment with access to a wide range of information.

3. Community of diverse people, thoughts and perspectives.



SLOs

Library Instruction

2.5

1

Reference Desk

2.5

2

1

Appointments

3

Academic Advising

1

Outreach

1

Resource Selection

1

Cataloging

1

3

2

Web Design

2

3

1

Rating Scale

Scale:

- 0-Not addressed
- 1-Introduced
- 2-Applied
- 3-Reinforced
- 4-Emphasized

0

0

3

2

The background features a stylized, low-angle illustration of a construction site. A worker in a hard hat and safety vest is shown in silhouette, pushing a wheelbarrow. In the background, a crane is visible against a sky with soft, wispy clouds. The scene is framed by diagonal red and white stripes, suggesting a road or a construction path.

A work in-progress...

Millersville University Library

Student Learning Outcomes

1. Research is a multi-step iterative process that involves work.
2. Libraries typically have resources/services to facilitate research and learning.
3. There are different types of tools for finding information.
4. Information can be represented in different forms.
5. Evaluating information is a practiced skill.
6. Underlying assumptions influence the research process and the construction of knowledge.

What did we gain?



Next steps...

- Examine other maps
- Share our map
- Utilize assessment software

Related Articles:

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- Sumsion, Jennifer, and Joy Goodfellow. 2004. Identifying generic skills through curriculum mapping: a critical evaluation. *Higher Education Research & Development* 23(3): 329-346.
- Uchiyama, Kay Pippin and Jean L. Radin. 2009. Curriculum Mapping in Higher Education: A Vehicle for Collaboration. *Innovations in Higher Education* 33: 271-280.