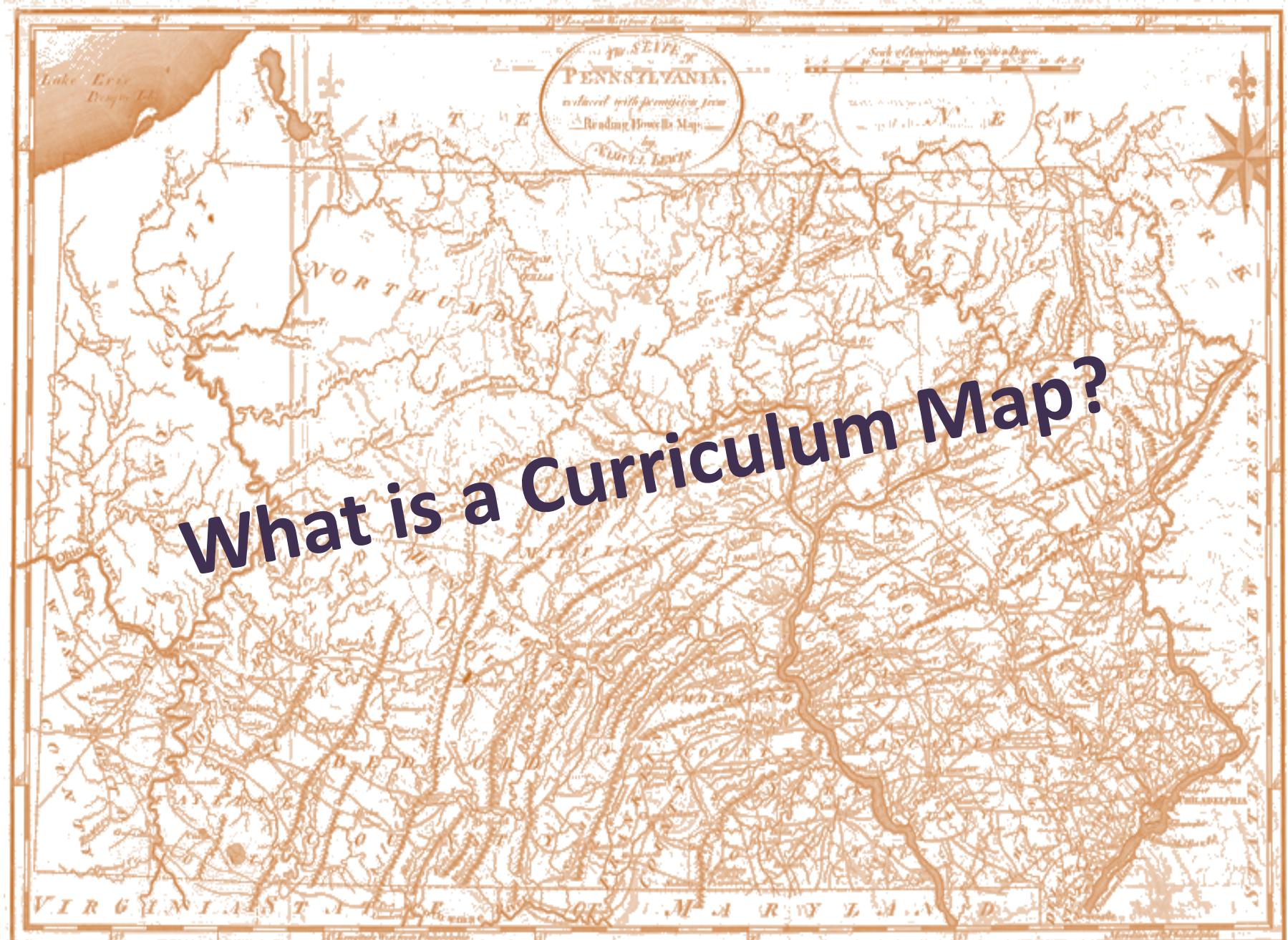


Demonstrating the Value of Academic Libraries: Curriculum Mapping

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What is a Curriculum Map?



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	<ul style="list-style-type: none"> • Use a range of traditional (e.g. print) and new (e.g. multimedia) literacies • Present texts using appropriate linguistic and grammatical structures • • • 							
Numeracy	<ul style="list-style-type: none"> • Display competencies • • • 							
Information Technology	<ul style="list-style-type: none"> • 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”



CURRICULAR ACTIVITIES

Library Instruction

1. Information literacy skills.*

2.5

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

SLOs

3. Community of diverse people, thoughts and perspectives.

1

Reference Desk

2.5

2

1

Appointments

3

Rating Scale

Academic Advising

1

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

Outreach

1

Resource Selection

1

Cataloging

1

3

2

Web Design

2

3

1



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:

- Brasley, Stephanie S. 2008. Effective librarian and discipline faculty collaboration models for integrating information literacy into the fabric of an academic institution. *New Directions for Teaching & Learning* 114: 71-88.
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- Oakleaf, Megan. 2009. Writing Information Literacy Assessment Plans: A Guide to Best Practice. *Communications in Information Literacy* 3(2): 80-89.
- 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.