

Use this table to guide your reflection in this week” *Lunch & Learn*: “Planning Strategies from Curriculum Review and Learning & Instructional Design”.

<u>Curriculum Review</u>	<u>Learning and Instructional Design</u>
<p>Curriculum review is: “An academic, staff-led critical examination of undergraduate and course-based masters programs for the purpose of optimizing the learning outcomes of that program” (Dyjur and Kalu, 2016, 1 quoting University of Calgary, 2013, 2). This involves:</p> <ul style="list-style-type: none"> ▪ Faculty (and [ideally,] student) input ▪ Curriculum mapping ▪ Data analysis (activities, outcomes, NSSE, USRI’s, etc.) 	<p>Course design is: A reflective process to design a new course or redesign an existing course. This involves (Taylor Institute, 2016a):</p> <ul style="list-style-type: none"> ▪ Developing learning outcomes that are clearly stated and measurable; ▪ Planning teaching and learning activities; and ▪ Planning assessments that will indicate how well learning outcomes have been met
<p>This process is guided by the following principles (Dyjur and Kalu, 2016, 2):</p> <ul style="list-style-type: none"> ▪ Collaboration among instructors ▪ Evidence-informed processes and input ▪ Focus on student learning ▪ Program-level perspective ▪ Commitment to on continuous improvement 	<p>This process is guided by intentionally reflecting on teaching strategies that (Taylor Institute, 2016a):</p> <ul style="list-style-type: none"> ▪ Support student learning by informing students of the learning goals ▪ Provide students with opportunities to practice and receive feedback on their learning ▪ Allow students to demonstrate their understanding in multiple ways (Ambrose et al., 2010)
<p>The Educational Development Unit (EDU) supports this process by (Taylor Institute, 2016b):</p> <ul style="list-style-type: none"> ▪ Providing information ▪ Offering guidance ▪ Facilitating workshops on writing learning outcomes, curriculum mapping, etc. ▪ Consulting on the processes, facilitating discussions, and providing feedback (as time allow). <p>Our curriculum development specialists are Patti Dyjur and Frances Kalu. They also work in collaboration with Nahum Arguera.</p>	<p>The EDU supports this process by (Taylor Institute, 2016a):</p> <ul style="list-style-type: none"> ▪ Providing instructors <i>individual consultations</i>. ▪ Offering a three-day <i>Course Design Program</i>. Through small group work and online discussion, participants analyze the student body, and discuss methods to design the course incorporating teaching, learning, and assessment techniques that meet their needs. <p>Our Learning and Instructional Design team is Patrick Kelly, Haboun Bair, and Lin Yu.</p>
<p style="text-align: center;">If curriculum review is a critical examination and course design is a reflective process...</p> <p style="text-align: center;">...What are the similarities?</p> <p style="text-align: center;">...What are the major differences?</p> <p style="text-align: center;">...Is there a common thread between the two?</p>	

References

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<http://www.ucalgary.ca/taylorinstitute/resources/course-design/course-design-manual>
- Foot, R., Crowe, A.R., Tollafield, K.A., and Allan, C.E. (2014). "Exploring doctoral student identity development using a self-study approach." *Teaching & Learning Inquiry* 2 (1): 103-118.
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- Taylor Institute for Teaching and Learning. (2016b). "Curriculum Development." Accessed on February 6, 2017. Retrieved from: <http://www.ucalgary.ca/taylorinstitute/faculties-departments/curriculum-development>