

La Trobe University Curriculum Pilot Projects 2009

Final Report: C-MAP, 'Curriculum Mapping in Humanities and Social Sciences'

Faculty of Humanities and Social Sciences

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Context

Curriculum design issues, and their relevance to student learning outcomes, began to garner a higher profile within the Faculty of Humanities and Social Sciences during the period 2008-09. Many staff within the Faculty were engaged in a variety of curriculum design and development activities relating to the Government's skills development agenda, promoted by the previous Dean, David de Vaus, and the former PVC (Academic), Denise Kirkpatrick.

In 2007, a set of Faculty-specific graduate capabilities (then described as "generic skills", in order to align with the language of the Course Experience Questionnaire, or CEQ) was identified by the Faculty Academic Committee, endorsed by Faculty Board, and promulgated within all Programs.¹ Program staff began to consider how to identify and promote the teaching and learning of these capabilities within their subjects and disciplinary areas.

The deliberations of the Curriculum taskforce and the initiation of the 'Design for Learning' project at La Trobe in 2009 have further highlighted curriculum design as an integral part of this process. Increasingly, there is emphasis on the overarching educational goal of creating alignment between key aspects of the curriculum (teaching and learning, assessment, and student learning outcomes).

C-MAP, the Curriculum Mapping Project in the Faculty of Humanities and Social Sciences, was initiated in order to help the Faculty pursue its aim of delivering an excellent education to students, responding to the Design for Learning agenda, in the following ways:

1. By providing the Faculty and its academic managers with reliable, good-quality information about the design, content, and teaching of its curriculum across all Programs, particularly in the context of its flagship degree, the Bachelor of Arts;
2. Sharing this information with staff, in order to inform discussion and future curriculum design activity.

A project founded on collaboration

The funding of the joint Curriculum Mapping Project in the Faculty of Law and Management and the Faculty of Humanities and Social Sciences under the Curriculum Pilot Projects initiative created an opportunity to create efficiencies and to capitalise on existing shared staff expertise, through developing a cross-faculty collaboration. The project ran first in the faculty of Law and Management, it was known as the "C-REN" project, and then, with adaptations, in the Faculty of Humanities and Social Sciences, where it was known as the "C-MAP" project.

¹ The Course Experience Questionnaire (CEQ) is sent to all new Australian university graduates every year. The CEQ is run by Graduate Careers Australia. See the Graduate Careers Australia website: <http://www.graduatecareers.com.au/content/view/full/870> [Accessed: 28/01/2010]

Key teaching and learning staff in the two Faculties were already collaborating on aspects of institutional research: in relation to an ALTC funded project on learning space design;² and also through the establishment of the Cockatoo Club, an informal monthly meeting for academic and support staff from both faculties, promoting the scholarship of teaching and learning.³

This shared knowledge and experience contributed towards a shared context which facilitated the creation of a more formal framework for collaboration.

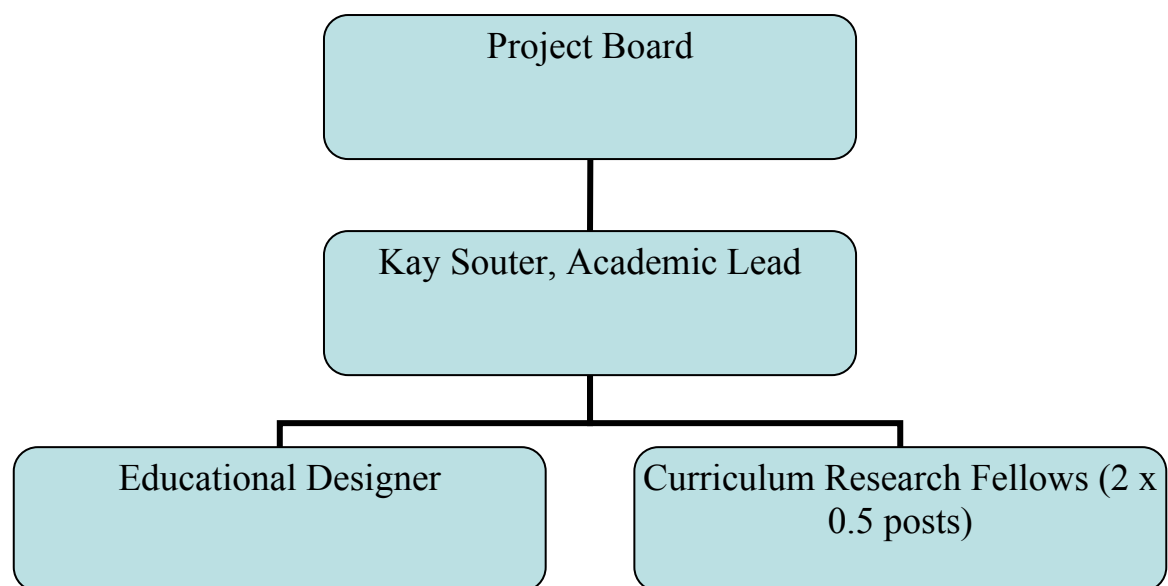
² See the “Spaces for Knowledge Generation” project website: <http://www.skgproject.com/> [Accessed: 28/01/2010]

³ The Cockatoo Club was established in 2009 by Matthew Riddle (Academic Developer, Law and Management) and Dr Catherine Howell (Educational Designer, Humanities and Social Sciences), with the support and encouragement of their respective Associate Deans (Academic), Prof. David Spencer (L&M) and Assoc. Prof. Kay Souter (H&SS).

Project Team Members

<i>Individual</i>	<i>Role</i>
Assoc. Professor Kay Souter	Academic Lead
Dr Catherine Howell	Educational Designer, H&SS
Ms Deidre Petrakis	Curriculum Research Fellow (0.5)
Ms Jillian Webb	Curriculum Research Fellow (0.5)

Project team structure



Project Aims and Objectives

The chief objectives of the C-MAP Curriculum Pilot were as follows:

1. To understand how the Graduate Capabilities are taught and learned in first-year core subjects in the Faculty of Humanities and Social Sciences;
2. To create deep knowledge of the curriculum that will feed into Faculty design work in 2010 and beyond;
3. To identify and document good practice in the teaching and learning of Graduate Capabilities, and to communicate this at Program, Faculty, and institutional levels;
4. To honour and affirm the professionalism and expertise of FH&SS teaching staff in the area of curriculum design;
5. To identify any curriculum 'gaps' in provision and possible ways to rectify these;
6. To produce summary information / digests (including visual representations or curriculum 'maps') for two purposes:
 - a. To inform academic management-level decisions about the development of teaching and learning in the context of Design for Learning;
 - b. To communicate with academic staff about the teaching and learning of Graduate Capabilities in FH&SS and to stimulate peer dialogue and design activity around this.
7. To build on the curriculum mapping expertise already developed through participation in the C-REN project;
8. To reuse, and adapt as appropriate, the C-REN curriculum mapping methods with particular attention to the different cultural, disciplinary and organisational contexts of the Faculty of Law and Management and Faculty of Humanities and Social Sciences.

Constraints

The C-MAP Project operated with the following constraints:

1. C-MAP was not resourced to the same level as other Curriculum Pilot Projects;
2. It lacked a formal project management structure;
3. The start of project work was delayed, relative to the other Curriculum Pilots, and it did not prove possible to complete the project in 2009;
4. The project methodology was not fixed at the outset.

Constraints: Further Details

1. C-MAP was not set up and funded as a separate Curriculum Pilot Project under Design for Learning.

Initially, the project was intended to be run as the second iteration of the FL&M Curriculum Mapping Project, with the (part-time) Research Fellows' time to be shared between the Faculties of Law and Management and Humanities and Social Sciences. The PVC (CAP) subsequently agreed to fund the Research Fellows' salaries, permitting completion of the project in early 2010.

2. As the two Faculty projects developed, they developed distinct identities. This was perhaps to be expected, but had not in fact been anticipated. As will be discussed, there were very positive aspects to this development; at the same time, it meant that the project 'lost' the formal project management structure that it had benefited from as part of a joint faculty Curriculum Mapping Project, and there was not time / resource available to establish a separate formal pilot project management structure.

3. Due to delays in setting up the C-MAP project, the Curriculum Research Fellows—in principle shared between the two projects—worked more intensively on the C-REN Project in Law and Management, which had started first, until August 2009 when their focus shifted to C-MAP.

4. At the start, the expectation was that C-MAP would replicate the same curriculum mapping methodology used in C-REN. In the event, the C-REN methodology was adapted to suit the specific needs and circumstances of Humanities and Social Sciences. This change resulted in an initial delay to the commencement of data collection, but this was not seen to result in an overall delay to the project, as the revised data collection method was perceived to be simpler/easier for respondents to complete. The overall implication of this change, that research findings from the two projects might not be directly comparable, was deemed acceptable given the benefits that were perceived to accrue from tailoring the method to the different organisational context and culture in H&SS.

Narrative Account

Background and underpinning research principles

The C-REN project methodology built on an existing curriculum research and mapping methodology, previously employed by Matthew Riddle and Catherine Howell in the context of a quite different educational research project at another institution.⁴ In this previous context, 'Case Records' (structured case studies) of teaching and learning practice in specific Faculties and Departments were collected by the researchers from available institutional data (e.g. handbooks, departmental teaching and learning guides, departmental websites, enrolment statistics). These were then used as a 'point of focus' for discussion and revision between researchers and teaching staff, in the context of a series of semi-structured interviews.

Influenced partly by this prior experience, at the heart of our chosen methodology was the principle that conversation builds relationship, which in turn helps to stimulate engagement. Crucially, conversation is seen as best / most readily evoked through a shared point of focus (or artefact), while sustained engagement is viewed as being the outcome of, and as ultimately dependent on, successful participation in a shared activity or work practice. Research evidence for the validity and usefulness of these foundational principles may be found in the various perspectives of action research, education research, and research on organisational learning. A bibliography of relevant research literature is presented as **Appendix 4** to the present report.

However, it would not be inaccurate to say that our adoption of a research method emphasising dialogue, reciprocity, and co-interpretation, was equally influenced by half the project team's direct experience of work styles and work practices common within Humanities and Social Sciences. Thus, it was observed by project team members that many H&SS Faculty staff express a strong preference for consultative and discursive decision making processes. From the outset, the C-MAP project team conceived that developing a project methodology capable of acknowledging and respecting certain important aspects of Faculty organisational culture would have the best chance of success.⁵

⁴ The Learning Landscape Project (2006 – 2008) at the University of Cambridge was an institutional research project funded by the UK Higher Education Academy. See the project website: <http://www.caret.cam.ac.uk/blogs/llp/> [Accessed: 28/01/2010]

⁵ It would be surprising if certain disciplinary values and methods, widely seen as characteristic of and promoted by the humanities and social sciences (e.g., the ubiquitous focus on discourse and representation; the strong emphasis on critical and reflective thinking) did not impact on organisational culture.

Methodology

Initial Contact with Key Individuals

An initial email was sent by the Associate Dean (Academic) to all Program Convenors and Subject Coordinators, introducing the project and the Research Fellows. The Research Fellows followed up on this initial contact, making contact with these individuals by email and/or telephone.

The first key task was to identify all core subjects in the Faculty. Due to time and resource constraints, the decision was taken to restrict information-gathering to first-year core subjects.

It should be recalled that questions of curriculum reform were not new to Faculty teaching staff. The previous Dean, David de Vaus, had in 2007 released a Faculty discussion paper, *Undergraduate Curriculum Reform*, which aimed to stimulate staff thinking on curriculum design issues in response to the Vice-Chancellor's Curriculum Green Paper.

In that discussion paper, De Vaus posed the following questions, challenging staff to consider curriculum issues "from the ground up":

If we were establishing a complexly new teaching program in the Faculty today would we end up with what we have today? Would we teach what we do? Would we teach in the same way that we do now?
6

In response to the Dean's challenge, by the time C-MAP commenced, many staff had already begun to engage in subject design or redesign work around core subjects.

Following team discussion, it was agreed that, C-MAP should proceed by documenting core subjects in their "initial" state, aiming to create an historical or time-based "snapshot" of the H&SS curriculum "as it is" (or was) taught in 2009.

It was of course recognised that, to an extent, the idea of a 'snapshot' is to an extent artificial. The complex set of practices, relationships, and artefacts that we term "the curriculum" is not static; the very idea that an "initial" or "pre-designed" curriculum could exist is in itself highly debatable.⁷ The curriculum is self-evidently a work in progress.

The following semi-structured question protocol was developed, with questions used as 'probes' to stimulate initial conversations and information-gathering between Research Fellows and Program Convenors / Subject Coordinators:

⁶ De Vaus, David (2007). *Undergraduate Curriculum Reform*. Internal discussion paper. Faculty of Humanities and Social Sciences, La Trobe University.

⁷ See the C-MAP Bibliography for references to relevant work on the complex nature of the curriculum by researchers including Noel Gough, Ronald Barnett, and others.

1. What are the core subjects in your Program? (or: what will they be?)
2. Can you give us any documentation about your cores / tell us where documentation 'lives'?
3. Are you modelling your core subject on an existing (La Trobe or other) subject?
4. Is there anyone else in the Program we should be speaking to – e.g. have you set up a Program-level curriculum review coordinator, task force, or working group?

Program Convenors were invited to send the Research Fellows copies of Subject Guides, curriculum "pathway" documents (or interpretive depictions of 'progression routes' from earlier to later years), and other relevant documentation. Copies of Program statements explaining the development of Graduate Capabilities in each Program were also requested.

Review of Graduate Capability statements and survey design

Following the C-REN curriculum mapping methodology, it was decided to implement a survey of Subject Coordinators, tailored to each Program. The survey was conceived as a way of discovering evidence for how the graduate capabilities are taught and learned within the Faculty's disciplines. Completed survey responses were also conceived as a stimulus to further conversation and interaction between project staff and teaching staff.

Following the C-REN project methodology in the Faculty of Law and Management, the expectation that was, for each graduate capability, the survey would ask Subject Coordinators whether it was "Relevant", "Assumed", "Encouraged", "Modeled", "Explicitly Taught", and "Assessed" in their subject. The choice of these short-hand descriptions of pedagogical practice ("Relevant", "Assumed", etc.) was based on the C-REN Project's review of the current (and relatively scant) research literature on curriculum mapping in higher education. For detailed definitions of these descriptions, see the Appendices to the present report.

Furthermore, the expectation was that the C-MAP survey design would list each Graduate Capability, accompanied by a list of subject-specific Descriptors. In the C-REN project survey, subject descriptors were used to detail discipline-specific ways of teaching and learning a particular capability within a Program.

The Research Fellows, together with the project team, reviewed the collected statements from Programs on the development of Graduate Capabilities in their subjects. It was noted that these varied widely in complexity and the level of detail included. Considered as a group, these statements exist as descriptions of practice generated from within the Programs (that is, not from the administrative centre of the University, nor by academic management), and to that extent, they can be viewed as self-consistent expressions of how Program staff conceptualise their teaching practice (or at least: how they conceptualise their practice *to management*).

On the other hand, the notable variation in the level of detail provided in Program graduate capability statements meant that, for the purposes of C-MAP, it was not possible to produce a survey design incorporating Program-generated disciplinary

descriptors of the Graduate Capabilities. To this extent, then, the C-MAP survey design offered a simplified approach from C-REN. (See **Appendix 2** for a copy of the C-MAP survey design.)

Survey Delivery

The survey was created by the Educational Designer using SurveyMonkey web-based survey software.⁸ Subject coordinators received an email invitation inviting them to participate in the survey, which contained a direct web link to the online survey. Clicking on the survey link enabled each staff member to complete the survey.

Coffee Chats: The “Conversational Method”

Once survey responses were received, and had been reviewed by C-MAP project staff, participating subject coordinators (and in some cases, teaching teams) received an invitation to participate in a ‘Coffee Chat’ meeting.

Coffee Chats had been previously and successfully used in the C-REN project; drawing, as has been mentioned, on Catherine Howell and Matthew Riddle’s experience conducting interviews with teaching staff as part of a previous institutional research project in Cambridge, UK.

Following Karl E. Weick’s work on sensemaking in organisations, it was decided that knowledge about the curriculum could best be evoked through a discursive, “conversational” method based around a common artefact.⁹ The artefact in question, namely, a staff-member (or members’) survey response(s), would thus become an object, or objects, for co-interpretation and the co-construction of new knowledge about the curriculum. It was assumed that the “meanings” of staff members’ survey responses would not necessarily be transparent or “obvious”, but would benefit from an extended interpretive discussion, and indeed this proved to be the case.

During coffee chats, staff survey responses were projected on a shared screen, while print copies of the staff member(s)’ original survey response(s) were distributed to meeting participants. One Research Fellow undertook the task of making “live” edits to survey responses, based on information and amendments provided by the staff member or evoked through conversation during the meeting. The Associate Dean (Academic) and/or Educational Designer, assisted by the Research Fellow, facilitated the discussion, probing for information as appropriate.

A significant difference between the use of the Coffee Chats in C-REN and C-MAP was that, in C-MAP, the Research Fellows met with groups of staff, not just individuals—either all staff within a Program area, or (as was the case with European languages) all staff within a broader teaching area.

As at 19/01/2010, coffee chats had been completed with 47 coordinators, covering 56 subjects.

20 initial survey responses had been significantly revised and updated, as a result of coffee chat discussions, and were sent out to coordinators for final verification.

⁸ SurveyMonkey.com. See: <http://www.surveymonkey.com/> [28/10/2010]

⁹ Karl E. Weick (1995). *Sensemaking in organisations*. London: Sage.

Appendix 3 in the present report shows an example of how the coffee chat process enabled us significantly to “flesh out” staff members’ original survey responses, documenting additional evidence for the teaching and assessment of the graduate capabilities in their subject.

The example given in **Appendix 3** illustrates the “value-adding” element of the coffee chats in terms of the C-MAP methodology. The coffee chats were undoubtedly the most time-consuming part of the project, but have been, in many ways, the most rewarding—both in terms of evidence gathering, but also in terms of building staff rapport, documenting good practice, and engaging staff in valuable discussions about the wider purposes of curriculum renewal.

C-MAP Methods Overview: Step By Step

The following table offers a sequential overview of the C-MAP project methodology.

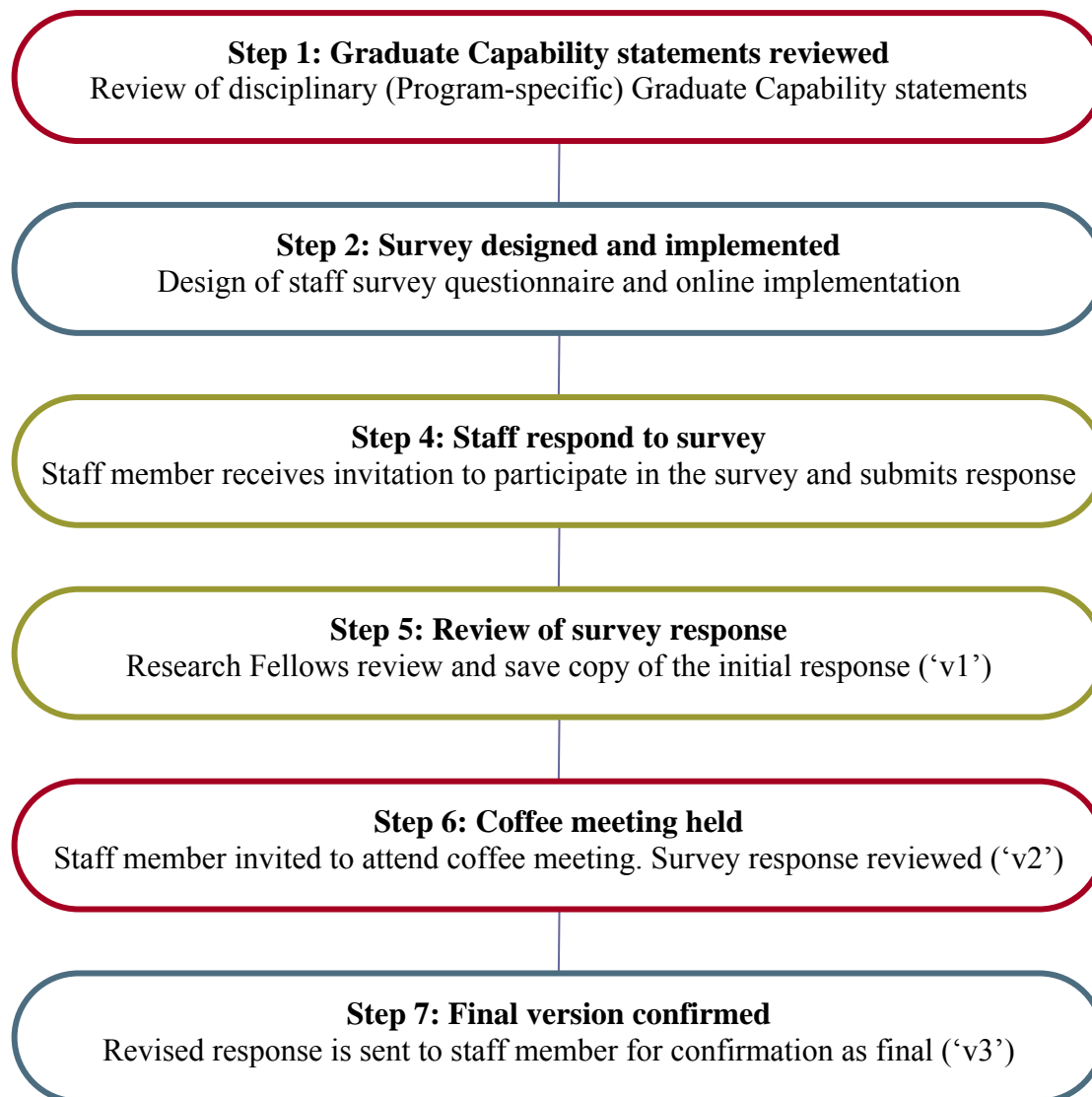


Fig. 1: Outline of the C-MAP methodology.

How we worked together

At the start of the pilot projects, the H&SS Educational Designers, Catherine Howell and Stephen Jones, were invited to attend and participate in C-REN project meetings in the Faculty of Law and Management. We chose to attend the weekly C-REN meetings alternately, with each of us attending every second meeting. This practice continued until the commencement of the C-MAP Project.

Attendance at C-REN meetings enabled us:

1. To contribute towards early-stage discussions about the practical aspects of implementing curriculum mapping;
2. To observe an example of a curriculum mapping method 'in action', including the organisational dimension of managing a large-scale institutional research project engaging many staff, including many teaching staff;
3. To join in debates about mapping methodology, including how best to interpret / summarise / communicate the information collected in the course of research.

We had observed that the C-REN Project team was relatively large, and its work was facilitated by a relatively formal meeting style, with secretariat. This formal approach was deemed inappropriate for the small C-MAP project team. There was a need in our case to work with relatively limited resources, and also to work around the existing commitments of the Research Fellows. In addition, the formation of a small, flexible team, who would work in collaboration with academic staff, was deemed to be more in line with the resources and organisational culture of Humanities and Social Sciences.

In the set-up phase, the C-MAP project team met regularly to discuss the structure of the staff survey of teaching. The final version of the survey was implemented online by the Educational Designer. Once teaching staff had been invited to complete the survey, responses were monitored by the Research Fellows.

The Research Fellows took charge of the considerable task of scheduling meetings with academic teaching staff, to discuss their survey responses.

It was decided, where possible, that these staff meetings should by preference be attended by two C-MAP project staff, preferably including one Research Fellow and either or both of the Associate Dean (Academic) or the Educational Designer. In some instances, where neither the ADA nor the Educational Designer were able to attend, the Research Fellows jointly attended. In one case, staff meetings were facilitated by one Research Fellow.

Nearly all staff were able to attend these meetings together with colleagues from the same Program (colleagues teaching the same subject, in the case of team-taught subjects; or colleagues teaching other first-year subjects within the same Program). Because of scheduling issues, some teaching staff met with the C-MAP team as individuals.

Achievement of Aims and Objectives: Summary

Each original aim / objective for the project, listed in the table below (see also Page 5 of the present report), is rated either as having been 'met' or 'not yet met'.

<i>Aim / Objective</i>	<i>Met / Not Yet Met</i>	<i>Summary / Evidence of Achievements</i>
1. To understand how the Graduate Capabilities are taught and learned in first-year core subjects in the Faculty of Humanities and Social Sciences	Not yet met	The project has made significant progress towards this aim. Information has now been collected for 56 core subjects in H&SS. Analysis of information will commence concurrently with the final stages of information gathering (the latter is expected to be complete by February 2010).
2. To create deep knowledge of the curriculum that will feed into Faculty design work in 2010 and beyond	Not yet met.	Significant progress achieved in this area. Preliminary analysis of staff survey responses has highlighted distinctive Faculty curriculum practices, interpreted as reflecting disciplinary teaching cultures: including a productive cross-over between the nominally "separate" capabilities of critical thinking and creative problem solving; and the stress placed on developing students' social, ethical, and cultural understanding of self and others.
3. To identify and document good practice in the teaching and learning of Graduate Capabilities, and to communicate this at Program, Faculty, and institutional levels	Met	A set of good practices in key teaching and learning areas (Assessment; Feedback to students; Student support and transitions; and the teaching of specific Graduate Capabilities) has been identified and will be disseminated to staff through creation of a database or similar dissemination mechanism.
4. To honour and affirm the professionalism and expertise of FH&SS teaching staff in the area of curriculum design	Met	Many staff thanked the C-MAP team for the opportunity to discuss their teaching practice. School Directors of Teaching and Learning report increase staff engagement in curriculum issues and the Design for Learning agenda.
5. To identify any curriculum 'gaps' in provision and possible	Not yet met	Significant progress achieved towards this aim. In some subjects, the explicit teaching and assessment of Teamwork

ways to rectify these		and Speaking have been identified as likely areas for development.
6. To produce summary information / digests (including visual representations or curriculum 'maps') for two purposes: a. To inform academic management-level decisions (...); b. To communicate with academic staff (...).	Not yet met	Development of a 'mapping' or other visualisation / communication methodology, with input from C-REN project members, is next on the agenda following completion of coffee chats and survey response revisions.
7. To build on the curriculum mapping expertise already developed through participation in the C-REN project	Met	The experience of participating in curriculum mapping in another disciplinary setting, FLM, helped us quickly to develop a curriculum mapping methodology appropriate to C-MAP. Our observation of project management practices proved particularly helpful.
8. To reuse, and adapt as appropriate, the C-REN curriculum mapping methods with particular attention to the different cultural, disciplinary and organisational contexts of the Faculty of Law and Management and Faculty of Humanities and Social Sciences.	Met	Our differing organisational context required adaptation of the C-REN methodology. This was achieved, firstly, by adapting the C-REN survey design; and secondly, by emphasising the "conversational method" and the co-construction of knowledge based around a shared artefact. Our practice of holding group discussions, where possible, did seem to generate lively and enthusiastic discussion and a deeper sharing of practice and ideas. It also served to provide an opportunity for staff to comment favourably on the practice of their colleagues. This format was more time efficient and also set up expectations for staff to engage in further developmental work together.

Next Steps

The following work program summarises the remaining steps necessary to complete C-MAP.

We have yet to complete coffee chats with 6 coordinators (for 8 subjects) at Bundoora.

For the Bendigo campus, we are yet to complete coffee chats for the Bachelor of Visual Arts, Bachelor of Design, and Bachelor of Urban, Rural and Environmental Planning. These degrees involve an expected 16 core subjects and 9 coordinators.

Once coffee chats and survey response revisions have been completed, the major next steps are the following:

1. Analysis and synthesis of information collected;
2. Development and implementation of a method of summarising, in visual form, important curriculum information for communication to staff and academic management.

These key tasks will be undertaken primarily by the Associate Dean (Academic) and Educational Designer, with input and advice from the C-REN project team. For information about the visualisation (or: "mapping") method used in C-REN, see the C-REN Project Final Report.¹⁰

The C-MAP team have already discussed possible ways of analysing and communicating what one might term the "estimated level of progression" achieved towards the teaching and assessment of a particular graduate capability in a given subject. Estimates of levels of progression will be based on the quantity of evidence collected by C-MAP, through surveys, coffee chats, and other research (e.g. review of Subject Guides).

The C-MAP approach to analysis and communication of the evidence collected by the project will differ from that taken by the C-REN project in the Faculty of Law and Management.

C-MAP will identify only two "levels of progression", as follows:

<i>Estimated level of progression</i>	<i>Level of evidence</i>	<i>Confidence</i>	<i>Possible visual representation or map</i>
Met	Ample documented evidence by C-MAP	Level of evidence documented enables the C-MAP team to state with confidence	The colour green could be used to signify that Design for

¹⁰ David Spencer and Matthew Riddle (2009), Curriculum Review and Renewal Project (C-REN Project). Final Report. December. La Trobe University.

		that a particular graduate capability is being taught and assessed within a subject in ways that meet the Design for Learning requirements	Learning requirements have been met in this subject (with respect to Graduate Capabilities)
Not yet met	Little documented evidence by C-MAP	Level of evidence documented does not enable the C-MAP team to state with confidence that a particular graduate capability is being taught and assessed within a subject in ways that meet the Design for Learning requirements	The colour white could be used to signify that this subject may require redesign and/or review in order to meet Design for Learning requirements (with respect to Graduate Capabilities)

Project evaluation, rather than existing as a separate process, has been conceived in terms of ongoing reflection by C-MAP team members. Reflections on project processes are being captured in note form by the Educational Designer, and in team email correspondence, and will be used to inform development of an article for publication in a refereed journal, focusing on co-interpretation and the “conversational method”. Participants in Coffee Chats will also be invited to submit personal responses / reflections on the process via a simple feedback form.

Research Fellows' Work Plan

In total, it is anticipated that approximately 18-21 days of the Research Fellows' time in total will be required to complete coffee chats and revisions/updates to staff survey responses.

Bundoora campus

Survey Monkey updates (approx 3.5 – 4.5 days)

- Finalise survey monkey for coffee chats incorporating Research Fellow/Facilitator notes: for up to 27 subjects (approx 24 hours)
- Send out updates, collate and incorporate responses, make further changes if necessary, send out final PDF versions of revised survey responses for verification (6-8 hours)
- Finalise outstanding coffee chats (approx 3.5 – 4.5 days)

- Send follow-up email: remind convenors / coordinators about the online survey & timetable remaining coffee chats (6 coordinators/coffee chats - 8 subjects) (4 hours)
- Project administration: room bookings, arrange refreshments, etc (4 hours)
- Conduct coffee chats (approx 8 hours)
- Update online survey responses and email out to coordinators (0.5 – 1 hour per coffee chat = approx 6 hours)
- Finalise/follow up, etc (7 hours)

Bendigo campus

Organisational phase (may take 4 days over 2 weeks)

- Associate Dean (Academic) to send introductory email out to Bendigo coordinators
- Send invitation email to staff, inviting them to complete the online survey and suggesting times for a coffee chat
- Timetable coffee chats in Bendigo
- Organise rooms, morning/afternoon tea, technology

Coffee chats (including travel-time: 2 days x 2 people)

- Conduct coffee chats for 16 subjects- 9 coordinators. Suggest 3 group sessions- one for each degree.
 - o Visual Arts 2.5 hours
 - o Graphic design 2.5 hours
 - o Planning- 1.5 - 2 hours

Survey monkey updates (0.5 – 1 hour per subject = 2.5 days)

Acknowledgments

We would like to acknowledge Professor David Spencer, and the entire C-REN project team in the Faculty of Law and Management, for inviting us to attend and participate in the C-REN project meetings. Their generosity gave us a head-start when C-MAP came to be implemented, enabling us to gain a different and complementary perspective on the running of a complex Faculty-level curriculum mapping project. Our shared discussions on the disciplinary graduate capability statements, and associated survey design issues, proved particularly valuable to us. We also thank PVC (CAP) Professor Tom Angelo for agreeing to support the work of the C-MAP Research Fellows.

Appendix 1: Staff information email



LA TROBE
UNIVERSITY

**FACULTY OF HUMANITIES
AND SOCIAL SCIENCES**

16 November, 2009

Dear Colleague,

In mid-September I was able to announce that the Faculty has recently begun work on our next Curriculum Renewal Pilot Project, the Curriculum Mapping Project ('C-Map'). As you know, the C-Map Project seeks to document the Faculty's subject offerings and their concomitant graduate capabilities, to map evidence of how the graduate capabilities are being taught and learned in our current curriculum, and then, in a third stage 'owned' by academic staff in the Programs, to review and redesign our curriculum to ensure the graduate capabilities are indeed being taught, learned and evaluated in our curriculum from 2011 onwards. We have always been conscious that these goals can only be achieved through a 'conversational' and two-way process involving broad staff consultation and involvement.

The next stage of the Curriculum Mapping Project is now upon us. We hope and intend that this will involve very little work for you and will produce a great deal of useful information for us all. We are asking all **subject convenors of first year core subjects** to help us in this process by completing the following tasks:

1. Complete a table that shows how the University graduate capabilities are being taught and assessed in your subject/s. This should take no more than about 20 minutes of your time. This table has been formatted on Survey Monkey at the following URL: <http://tinyurl.com/yabjtkz>
2. Respond to an invitation (sent in a separate email to follow) to make an appointment for a "Coffee Chat" with the Curriculum Mapping Project Team Leaders consisting of Kay Souter, Catherine Howell and the project Research Fellows to discuss the contents of the table and some other issues. We will serve afternoon or morning tea, hence the name of the chats. This should take no more than one hour of your time, or a little longer if you coordinate more than one subject..

We ask that you fill out the table ASAP, leaving at least 2 working days prior to your coffee chat so that we have time to review your response. We will publish the results of the mapping exercise and attend a meeting of each School within the Faculty to report on the results, hopefully early on in Semester One next year.

If you have any questions please contact Kay Souter , on extension 1423 or at k.souter@latrobe.edu.au or Catherine Howell on extension 1024 or c.howell@latrobe.edu.au.

Regards,

Associate Professor Kay Souter
Associate Dean Academic, Faculty of Humanities and Social Sciences

Appendix 2: C-MAP Survey Questionnaire Design

Instructions (survey page 1)

Thank you for helping us implement the recommendations of the White Paper on Curriculum Review and Renewal passed by Academic Board on 13 May 2009. The White Paper requires us to ensure that our curriculum provides for the teaching and student learning of prescribed graduate capabilities.

We are using this online survey tool, SurveyMonkey, to assist in collecting information on where we are currently teaching these graduate capabilities. The process of filling out the table online and attending a subsequent 'coffee chat' with the Curriculum Mapping project staff (Kay Souter, Catherine Howell, Jillian Webb, and Deirdre Petrakis) is designed to discover the evidence that some or all of these graduate capabilities are being addressed in the programs being offered by the Faculty of Humanities and Social Sciences.

You should receive an invitation for a coffee chat meeting soon by email. You will be able to suggest times you are available, and we ask that you fill out this table ASAP, leaving at least 2 working days prior to your coffee chat so that we have time to review your response.

The following explanation of the evidence headings may assist you when filling out the table.

The H&SS Curriculum Mapping project team have consulted with School Directors and with some senior staff in the Programs, and have reviewed the six University graduate capabilities (set out in the White Paper) against the Faculty graduate capabilities developed under the previous Dean. In addition to the six University graduate capabilities, we have added two Faculty-specific graduate capabilities. The inclusion of these 'Faculty-specific' capabilities is intended to reflect pedagogical approaches and learning outcomes in the Humanities and Social Sciences.

When filling out the table, click all columns that apply for each capability. For example, a particular capability may "Relevant", "Explicitly Taught" and "Assessed". Then tell us in the comments section where we can find evidence for this. For example, you might tell us that you describe an assignment assessing a particular capability in the Unit Learning Guide.

When you click "Next" below you will be asked to fill out the table using SurveyMonkey. You may find it easiest to print this page now for reference while you do this.

An explanation of the headings in the table.

"Relevant"	This means what graduate capabilities are relevant to the subject you teach. It may be that the skill is intertwined with a learning activity or piece of assessment or it may mean that you consider that another subject teaches it therefore, it is irrelevant for you to teach it in your subject. For example, teamwork may not be appropriate as a learning activity for your subject given the content of your subject or the fact that you know that another subject deals with it satisfactorily on the other hand developing oral skills may be relevant to your content or the type of delivery or assessment you have crafted.
"Assumed"	This means that you have assumed that the students come to your class with a level of competence in the listed graduate capability and that there may be no need to teach it because of that assumption. For example, you may assume students know how to reference correctly whether they acquired that skill through school or another subject.
"Encouraged"	This means that students are encouraged to learn or practice a graduate capability through the learning or assessment activities you conduct in your subject. For example, you may encourage students to work in teams during tutorials but not explicitly teach this capability.
"Modelled"	This means that students can model the graduate attribute on your behaviour. For example, you may include proper referencing of material in your Powerpoint slides which allows students to model your behaviour in their written or presentation work.
"Explicitly taught"	This means that you explicitly teach the graduate capability to your students. For example, you may use a lecture or tutorial to teach academic writing skills.
"Assessed"	This means you are assessing graduate capabilities. For example, you require students to submit some written work, such as an essay, which among other things, assesses written skills.

Information about your subject (survey page 2)

Please provide some basic details about your subject.

Q1. Subject Coordinator

[text box – free text response]

Q2. Subject Code and campus where taught (One subject only: you need to fill in a questionnaire for each subject)

For example: SOC1SAC (All campuses)

[text box – free text response]

Q3. What Program, or disciplinary area, is this subject taught in?

[drop-down list of 23 options; respondents select one option]

Options list:

- Anthropology
- Archeology
- Asian Studies
- Cinema Studies
- English
- European Studies
- French
- Gender, Sexuality, and Diversity Studies
- Graphic Design
- Greek Studies
- History
- Italian Studies
- Journalism
- Legal Studies
- Linguistics
- Media Studies
- Philosophy
- Planning
- Politics
- Sociology
- Spanish
- Theatre and Drama
- Visual Arts and Design

H&SS Graduate Capabilities - First Year (survey page 3)

Graduate capabilities for all H&SS Faculty first-year subjects are listed in the following table.

Please select all check-boxes that apply to each graduate capability, as it is taught and learned in your subject.

At this stage, not all Programs have distinguished between 'year-appropriate' levels of achievement for each graduate capability; so we have not included more detailed descriptors for the first year here.

Q1. Writing

[tick box options – respondents can tick one or more options]

Relevant Assumed Encouraged Modelled Explicitly Taught Assessed

Q1B (Sub-question):

Where can we find the evidence for these skills in the curriculum? Any additional comments?

[text box – free text response]

Q2. Speaking

[tick box options – respondents can tick one or more options]

Relevant Assumed Encouraged Modelled Explicitly Taught Assessed

Q2B (Sub-question):

Where can we find the evidence for these skills in the curriculum? Any additional comments?

[text box – free text response]

Q3. Inquiry/Research

[tick box options – respondents can tick one or more options]

Relevant Assumed Encouraged Modelled Explicitly Taught Assessed

Taught

Q6B (Sub-question):

Where can we find the evidence for these skills in the curriculum? Any additional comments?

[text box – free text response]

Q7. Social, ethical and cultural understanding of self and others

[tick box options – respondents can select one or more options]

Relevant Assumed Encouraged Modelled Explicitly Taught Assessed

Q7B (Sub-question):

Where can we find the evidence for these skills in the curriculum? Any additional comments?

[text box – free text response]

Q8. An interest in life-long learning and in understanding the global context of learning and knowledge.

[tick box options – respondents can select one or more options]

Relevant Assumed Encouraged Modelled Explicitly Taught Assessed

Q8B (Sub-question):

Where can we find the evidence for these skills in the curriculum? Any additional comments?

[text box – free text response]

Q9. Were you able to find the necessary information to answer these questions?

[Tick box options – respondents select one option]

Yes

No

Further comments:

[text box – optional free text response]

Thank you! (survey page 4)

Thank you for your time.

Appendix 3: Examples of a staff survey response, before and after the coffee chat

Survey Response 1 (completed independently by staff member)

Staff member: John Benson

Program area: Media Studies

Subject: MST1 MTN – Making the News

Response Started: Tue, Dec 8, 2009 4:21:38 PM

1. Writing:

- Relevant
- Encouraged
- Modelled
- Explicitly Taught
- Assessed

Q1B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

A: objectives, generic skills, reference to survival guide, assessment criteria, tutorial task for week 2.

Q2. Speaking

- Relevant
- Encouraged
- Modelled
- Explicitly Taught
- Assessed

Q2B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

As above , plus the interview in week 3, presentation skills to camera and studio in practical tutorials.

Q3. Inquiry / Research

- Relevant
- Encouraged
- Modelled
- Explicitly Taught
- Assessed

Q3B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

As above, consideration of research literature in assignment 2, application of this in assignment 1

Q4. Critical thinking

- Relevant

- Encouraged
- Modelled
- Explicitly Taught
- Assessed

Q4B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

As above, demonstrated explicitly in weeks 4 and 5 and constantly for the rest of the course.

Q5. Creative problem-solving

- Relevant
- Encouraged
- Modelled
- Explicitly Taught
- Assessed

Q5B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

A constant in the production section of the course and well as in the analytical essay which requires a close cultural analysis of a single two minute news story in semiotic or narrative terms.

Q6. Team work

- Relevant
- Encouraged
- Modelled
- Explicitly Taught
- Assessed

Q6B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

Multiple understanding of teams. The whole group or class is one team, each tutorial is another and then each story group is a team as well as each section of the final production itself. See tutes on crew protocols, team management, weeks 5 and 6 etc..

Q7. Social, ethical and cultural understanding of self and others

- Relevant
- Encouraged
- Modelled
- Explicitly Taught
- Assessed

Q7B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

All the time in every class but specifically in week 10 News ethics and values.

Q8. An interest in life-long learning and in understanding the global context of learning and knowledge

- Relevant
- Encouraged
- Modelled
- Explicitly Taught
- Assessed

Q8B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

The constant question in this course is "Who wants to know this now and why?" It is aimed at developing "a take away attitude" to all study and events not just this class. See assignment 3 and 2.

Q9. Were you able to find the necessary information to answer these questions?

- No

My curriculum document could have been written more accurately to cover all these issues more comprehensively. They are explicitly considered in class but not always written into the document which is an overall summary

Survey Response 2 (Revised survey response, reviewed and amended jointly by staff member and C-MAP team members in the course of a coffee chat)

Staff member: John Benson

Program area: Media Studies

Subject: MST1 MTN – Making the News

Response Modified: Thu, Jan 21, 2010 8:50:44 AM

Q1. Writing

- Relevant
- Encouraged
- Modelled
- Explicitly Taught
- Assessed

Q1B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

Objectives, generic skills, reference to survival guide, assessment criteria, tutorial task for week 2. First lecture – John spends 10 minutes on Hoddle St massacre, assignment with 10 pieces of news writing given to students. Students come back next week in tutorial with definition of 'news' (300 words). Not allowed to use references other than material provided in class the previous week. Diagnostic tool for John as well to gauge where students are at. Television news story, write assignments. Students have to write links between news stories as they go to air. See Assessment criteria. Writing has to conform to academic presentation. "Explicitly taught": take eg from first assignment and discuss historical development, issues of writing via assessment and canvassed in class

Q2. Speaking

- Relevant
- Encouraged
- Modelled
- Explicitly Taught
- Assessed

Q2B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

As above, plus the interview in week 3, presentation skills to camera and studio in practical tutorials. Tutorial 1: everyone in class must approach another student in class, interview them, and then introduce them to others in the class. Representation, Narrative, Audience and the notion of presenting are covered. Students learn how to speak as a reporter. Time specifically spent with students who have to read the news on how to present, engaging the audience and general communication. Also, spend a week of tutorial on interviewing skills, mode of address, how to speak...

Q3. Inquiry / Research

- Relevant
- Encouraged

- Modelled
- Explicitly Taught
- Assessed

Q3B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

As above. Consideration of research literature in assignment 2, application of this in assignment 1. This capability underlines this subject, is an important aspect of the subject - students must research their own news story. Students encouraged to inquire into function of news in society, role of news as functional element - eg. People working in the public sphere. How to make television news stories interesting in different mediums other than print are canvassed. Students also spend several weeks on semiotic analysis, they take a two minute news story and write an analysis.

Q4. Critical thinking

- Relevant
- Encouraged
- Modelled
- Explicitly Taught
- Assessed

Q4B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

As above. Demonstrated explicitly in weeks 4 and 5 and constantly for the rest of the course. Critical thinking is defined as: 'how you analyse news item as a cultural product'. See first assignment

Q5. Creative problem-solving

- Relevant
- Encouraged
- Modelled
- Explicitly Taught
- Assessed

Q5B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

This is a constant in the production section of the course as well as in the analytical essay which requires a close cultural analysis of a single two minute news story in semiotic or narrative terms. Critical problem solving - each tutorial group (25 students - seen as a working unit) endeavour to make a program like channel 2, or channel 9. They need to learn how news is defined, programming, style, colour sets, type of music to be adopted. This involves close analysis, interrogating stories, breaking problems down into little steps and synthesising stories through doing.

Q6. Team work

- Relevant
- Encouraged
- Modelled

- Explicitly Taught
- Assessed

Q6B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

Multiple understanding of teams. The whole group or class is one team, each tutorial is another and then each story group is a team as well as each section of the final production itself. See tutes on crew protocols, team management, weeks 5 and 6 etc. 1. Students form teams and must function as a group together. 2. Each tutorial group form into groups and become a team. Once they are told of task, they are assigned roles and team must allocate roles and learn to engage with each other. This subject is organised around idea of working as a team - multiple layers, high challenge, high support environment. Course structure results in cohesive bonding and this subject empirically demonstrates high retention rates.

Q7. Social, ethical and cultural understanding of self and others

- Relevant
- Encouraged
- Modelled
- Explicitly Taught
- Assessed

Q7B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

This capability is throughout the subject but especially in week 10 - 'news ethics and values', this lecture is specifically on ethics. This underpins the entire subject. Always talking about social justice. Guest lecturers invited to talk to class on topical issues. Cultural understanding of self and others- news is a site where this is played out. The subject covers conflict of interest, privacy, defamation, how to report suicide etc.

Q8. An interest in life-long learning and in understanding the global context of learning and knowledge

- Relevant
- Encouraged
- Modelled
- Explicitly Taught
- Assessed

Q8B: Where can we find the evidence for these skills in the curriculum? Any additional comments?

The constant question in this course is "Who wants to know this now and why?" It is aimed at developing a "take away" attitude to all study and events not just this class. See assignment 3 and 2. Most important part of the class. John consistently asks question: Who wants me to know this information and why? How does this apply in media? (transportable to other areas). Question on assignment 2 - students to look at news, how it could be modified, changed, questions of objectivity (challenges students - wants them to problematise the concept of objectivity). Deliberately and explicitly politicising.

Q9. Were you able to find the necessary information to answer these questions?

- Yes

My curriculum document could have been written more accurately to cover all these issues more comprehensively. They are explicitly considered in class but not always written into the document which is an overall summary. This is a compulsory first semester, first year subject for B Journalism / B Media. almost identical student cohort to AAC & WFM

Appendix 4: C-MAP Bibliography

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