

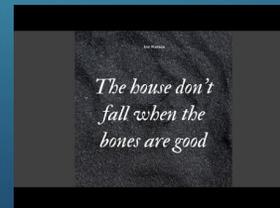
# THE HOUSE DON'T FALL IF THE BONES ARE GOOD\*

REBUILDING THE DEPARTMENT OF LABOR STUDIES  
THROUGH CURRICULUM MAPPING

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\*CREDITS "THE BONES." LYRICS BY MAREN MORRIS



# LEARNING OBJECTIVES

- Recognize the importance of curriculum mapping.
- Describe the “backward design” approach to curriculum mapping.
- Illustrate an appropriate approach to writing learning objectives.



# BACKGROUND

- 2018: Self Study
- 2019: Implemented curriculum mapping toward restructuring curriculum
  - Began process of backward design to assess internal curricula framework: our bones
  - (Re)created course learning objectives to better align with department learning objectives, assessments, academic expectations, Profiles of Learning for Undergraduate Success (PLUS), and Indiana Statewide Transfer General Education Core (STGEC).



# RESTRUCTURING THE CURRICULUM

Two main goals are:

- Increase enrollments
- Establish data management system



# OUR MISSION: THE PROTECTION OF WORKERS' RIGHTS AND ADVOCACY FOR EQUITY SEEKING GROUPS

- Our internal structure, our bones, remain strong.
- **The question:** “In order to remain competitive within the academic marketplace, how do we make our curriculum malleable enough to attract new and different audiences while maintaining the integrity of our mission”?
- **The answer:** Identify academic gaps, course redundancies, and misalignments and purposefully align objectives with academic expectations.





# RESTRUCTURING CURRICULA IS HARD WORK

- **Backward Design: Start with the end in mind**
- **Create** sound course learning objectives which reflect what students should be able to do when they complete the course
- **Design** assignments which assess/demonstrate student learning
- **Develop** curriculum map reflecting course and departmental learning objectives as well as Profiles of Learning for Undergraduate Success (PLUS) and Statewide Transfer General Education Core (STGEC).

# DESIGNING A CLEARLY-STATED AND MEASURABLE LEARNING OUTCOME

- **Audience:** Who are the learners?
- **Behavior:** Describe the observable task/behavior the student is to complete.
- **Condition:** What conditions (tools, aid, reference materials) is the student to operate.
- **Degree of Mastery:** How well must the task be accomplished (speed, percentage of accuracy, quality?).



## EXAMPLE OF LEARNING OBJECTIVE USING ABCD METHOD

Students (audience) will define the concept of white privilege and wages of whiteness (behavior using action verbs) to situate whiteness with respect to “other” as outlined in the readings by DuBois and Gutman (condition) in a 2-page written essay (Degree of Mastery).



# AUDIENCE

- Students
- Instructors
- Trainers
- Professional
- Lay

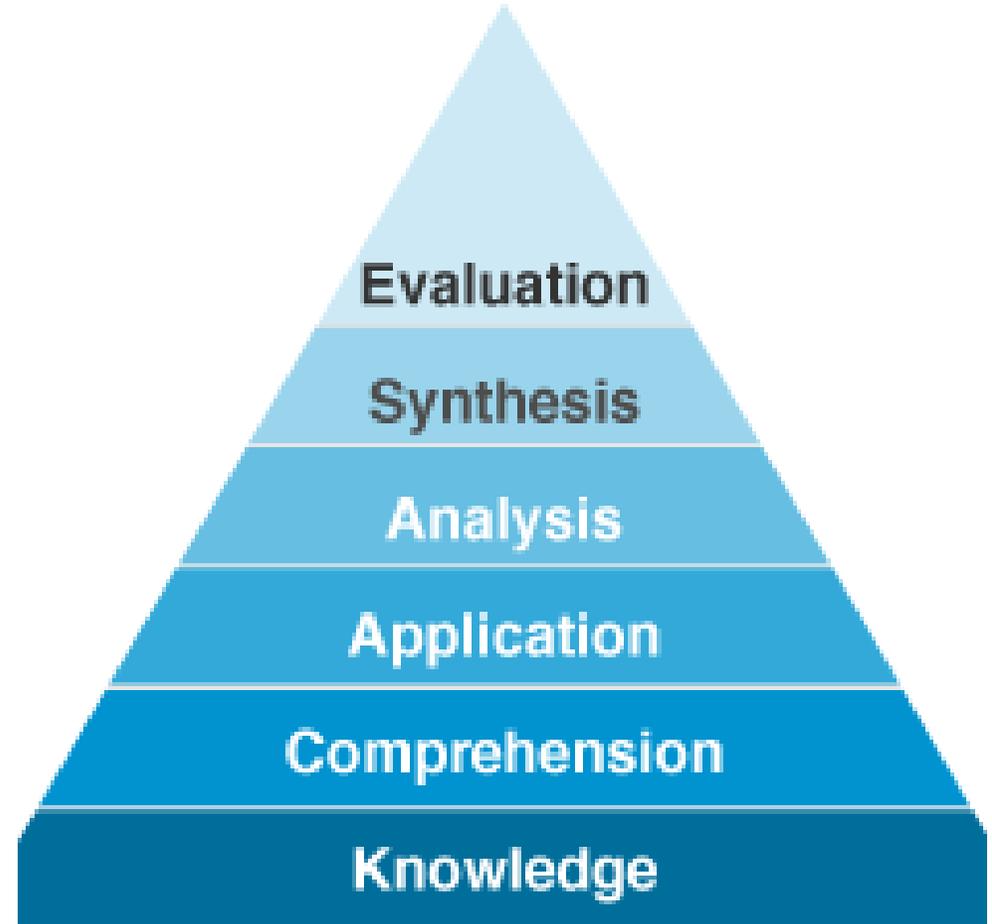


# BEHAVIOR

MUST BE OBSERVABLE.

MUST BE MEASURABLE.

SHOULD REFER TO ACTION VERBS  
THAT DESCRIBE BEHAVIORS.



# CONDITION

- Determine the circumstances, directions, guidelines, and/or materials under which the student will initiate the behavior. What are the conditions/constraints under which the learner is expected to perform these tasks?
  - Background knowledge from assigned readings
  - Memorization of provided/suggested in-class/outside material
  - Project in which student is engaged with internal/external constituents



# DEGREE OF MASTERY

- Provide specific parameters students are to complete to master the learning objective. How well or how much must the behavior be performed?
  - Percentage of correct objective responses on a quiz
  - Evaluation of competencies as described in a rubric for an assignment
  - Completion of task as assigned
  - Identification of a “floor” or minimum number of correct responses to a question



# GO TO MENTI.COM TO TAKE THE POLL

(USE YOUR COMPUTER/MOBILE DEVICE TO ASSESS MENTI.COM)

Write your own learning objective using the ABCD method.

- By the end of the (session, workshop, course, etc.) (**Audience**) should be able to (Behavior=Action Verb) (**Conditions**) (**Mastery of Degree**).
- Example: By the end of the course, **students** should be able to correctly identify, using Walker's Lecture One: How women became devalued in the workplace, **three challenges women face in the workplace**.
- Assessment: Multiple Choice Test



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