

## Glossary of Curriculum Mapping Terms

### Active Learning

Active learning has been identified by Chickering and Gamson (1987) as one of the seven principles of good practice in higher education. Generally, this instructional method provides opportunity for students to engage in the learning process and activities that allow them to construct meaning, connect what they are learning to past experiences, and apply what they have learned (Chickering and Gamson, 1987; Biggs 1996).

### Curriculum mapping

Curriculum mapping is a process of documenting and analyzing aspects of a curriculum. The most common level is at the program level, illustrating how individual courses work together to support student success through each year of study. It involves collecting, recording and analyzing data about curriculum structure based on the achieved program learning outcomes. Other levels that can be mapped include core concepts, University Graduate Attributes, topics, year of study, accreditation requirements etc..

### Experiential Learning

Experiential Learning occurs when students are purposefully engaged in direct experience and focused reflection, and are enabled to apply theoretical knowledge to practical endeavors. It is rooted in the experiential learning theory conceptualized by Kolb and Fry (1974) that provides a solid theoretical base for this type of active learning. Kolb defined experiential learning as "the process whereby knowledge is created through the transformation of experience." (Kolb, 1984, p.41). Kolb described the process as an integrative learning cycle or spiral in which experiential learning provides students the opportunity to have concrete experiences on which they reflect. As part of reflection, students determine what they learned from the experience and identify how they will apply what they have learned in their future. (Kolb, 1984) Experiential learning can come in many forms, within (curricular) and outside (extra- or co-curricular) of the classroom (e.g. community, workplace, labs). Experiential learning can occur in internships, co-ops, practicum, service learning, community-based learning, field experiences, simulations, etc. if they contain the above attributes.

### High Impact Practices

High Impact Practices (HIPs) are teaching practices that have been identified through research by Kuh (2008) to have a greater impact on learning than other teaching practices. According to his research, these practices improve student retention, student engagement, and lead to higher levels of deep learning. There are 11 teaching practices that have been identified as HIPs by Kuh, which are listed below. Multiple HIPs can be incorporated into one course. HIPs can be contained within one activity in a course or an entire course can be designed around it.

1. First-year seminars and experiences
2. Common intellectual experiences (core curriculum)
3. Learning communities
4. Writing intensive courses

5. Collaborative assignments and projects
6. Undergraduate research opportunities
7. Diversity oriented and globally focused learning
8. Service learning and community based learning
9. Internship/co-op/practicum
10. Capstone courses/projects
11. E-portfolio

HIPs and Experiential Learning are not synonyms. Several HIPs can be intentionally developed as experiential learning opportunities, but they must be designed to demonstrate all of the specific attributes of experiential learning noted in the “Experiential Learning” definition above. [You can find further information on HIPs here.](#)

### Level of Expectation

There are three commonly used levels of expectation – Introduction, Reinforcement, Mastery – but others are possible. Please note, if you plan to use the online Curriculum Mapping Aid tool, we recommend using the levels of expectation described below as these are the levels used in the tool.

**Introduction** - students become familiar with definitions, key concepts and processes to establish foundational knowledge, skills and/or competencies related to the outcome. This level assumes limited or no prior knowledge related to the outcome.

**Reinforcement** - knowledge and skills are further enhanced and strengthened and become more complex. A reinforced program learning outcome assumes introduction in a pre-requisite course or program.

**Mastery** - students will have met all requirements of the outcome that are consistent with the standards and level of the program.

### Program Curriculum Map

A curriculum map is a visual representation of the overview of a curriculum and the pathway(s) a student takes through a program.

#### Sources:

Biggs, C. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32, 347-364, 1996.

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Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

Kolb, D. A., & Fry, R. E. (1974). *Toward an applied theory of experiential learning*. MIT Alfred P. Sloan School of Management. Cambridge, Mass.

Kuh, G. D. (2008). *High impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: American Association of Colleges and Universities.