Curriculum Mapping Tool
User Guide

May 2014

This User Guide has been adapted from the AgLTAS research project (Ref: ID13-2982) funded by the Australian Government Office for Learning and Teaching, the University of Tasmania, Charles Sturt University, the University of Adelaide and the University of Western Sydney.

Unless otherwise noted, this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.The Curriculum Mapping Tool was developed by InSight4.

 Authors: Dr Tina Acuna, Dr Jo-Anne Kelder, Phoebe Bobbi , Tony Gray (UTAS)

Last updated 12/05/2014

Contents

Last updated 12/05/2014

1. About the Mapping Tool

Purpose

This curriculum mapping tool has been developed to enable the mapping of curriculum against a set of user-defined statements, designated "criterion statements" in the tool, that represent the set of standards against which the curriculum is to be evaluated. The tool is designed so that users can set up an instance of the tool to map a grouping of Units[1] comprising a Major or Degree against a set of Criterion Statements (for example TLO statements for Agriculture).

Design features

Most of the elements in the tool are editable in order to maximise ability to use it for mapping against different kinds of criterion statements.

The terminology in the tool for Title, Unit Title and Degree Title is editable. For example, if the university refers to Units as Courses this can be edited to reflect that terminology.

Statements have two parts: a Criterion Statement and at least one Sub-Category Statement. The criterion statement functions as a domain heading and the sub-categories are the "detailed" standards against which to map a set of Units that comprise a Major or Degree. Criterion Statements and Sub-Category statements are fully editable and must be defined before mapping can commence.

Each Criterion Statement and associated Sub-Category Statement is connected to a series of questions embedded in the tool, with dropdown answers:

- "is it taught?"
- "If assessed, to what standard is it taught?" and
- "How is it assessed"?

The Report function produces a 'traffic light' report that provides a visual representation for each group of Units, indicating the extent to which standards are reached or not achieved.

Further Development

The current version of the tool was developed by software development company Insight4 (www.insight4.com) to the functional specifications of the AgLTAS project.

---

[1] The term "Unit" is used for what other universities may call "course" or "subject".

Last updated 12/05/2014

2. Installing the Mapping Tool

Hosting

The technical design of the tool assumes that the organisational unit that owns, or is responsible for, courses will be the owner of an instance of the tool. A University or Faculty wishing to host the tool for use by several organisational units (for example, Schools) can take the following advice:

1. The simplest solution is to clone the virtual machine that hosts the current instance, and give it a new name.
2. Alternatively, it's such a simple service that additional instances could easily be set up on the same virtual machine. Either each could have a different domain name (eg cmt.agsci.utas.edu.au, cmt.health.utas.edu.au), or each instance could run as the same name, but under a different URL (eg. cmt.utas.edu.au/agsci, cmt.utas.edu.au/health).

Installation Package

The installation package includes 2 items:

- Code base
- Database file

The code base should be stored on the hosting web server.

Import the database file into whatever database management system you use (ie phpMyAdmin). This file will create the database, all required tables, and one account for login.

Account details for the first account are:

- Username – admin
- Password – admin

These details should be changed in the admin section on login.

There will also need to be a user created on the database for the website to have access to it. These credentials need to be:

- Username – tloreadonly
- Password – test

Again you can change these but it will require editing the code itself to do this. You will find the details in the settings.php file under $globel_settings.

Note: The database account will need full permissions on the database (even though it is called tloreadonly).

Last updated 12/05/2014

3. Access

Login using the username and password provided to you by your administrator.

```
┌─ Enter Login Information ──────────────────┐
│                                             │
│        Username:                            │
│        ┌──────────────────────────────┐    │
│        │ agsci                        │    │
│        └──────────────────────────────┘    │
│                                             │
│        Password:                            │
│        ┌──────────────────────────────┐    │
│        │ ●●●●●●●●●●●●                  │    │
│        └──────────────────────────────┘    │
│                                             │
│        ┌──────────┐                         │
│        │  Login   │                         │
│        └──────────┘                         │
│                                             │
└─────────────────────────────────────────────┘
```

Click the ok button under the login successful message

```
┌─────────────────────────────────┐
│                                 │
│      Login successful           │
│                                 │
│        ┌──────────┐             │
│        │    OK    │             │
│        └──────────┘             │
│                                 │
└─────────────────────────────────┘
```

To log out of the system click the Logout top menu button

```
┌─────────────────────────────────────────────────────┐
│      UTAS Hobart Teaching and Learning Outcomes     │
│                                                     │
│  its - Majors - Criterion Statements - Admin - Syncs - Logout │
│                                                     │
│           Sandbox Mode (Switch versions)            │
│                                                     │
└─────────────────────────────────────────────────────┘
```

Note: Clicking the logout button will log the user out straight away. There is no prompt or warning.

Last updated 12/05/2014

4. Administration of the tool

All administration tasks are undertaken in the **Admin** page.

Creating new user accounts

Add a new user by entering their username (first name initial and surname) and password. It is suggested to use a password generator with 8 characters including letters, mixed case and numbers.

Then choose the access level the user will have. There are two options: User or Admin.

Add User

Username: jsmith
Password: P5eCataw
Access Level: User ▾
Add User [User / Admin]
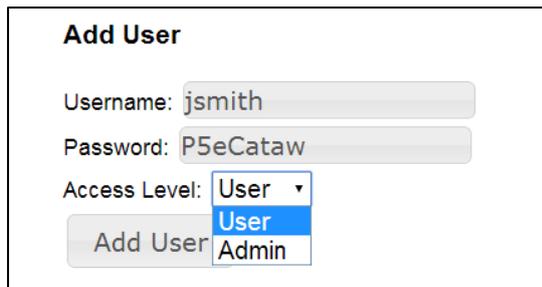
Removing users

Click **remove** under the actions menu for the relevant user. A prompt will appear to confirm you want to delete the unit. Click ok to proceed.

Resetting user password

Click edit password under the actions menu for the relevant user. This will direct to a new page where a new password can be entered.

Edit Password

New Password:
Edit User

Editing title, unit title, degree title and learning outcome title

The Title, Unit Title, Degree Title and Leaning Outcome title can all be renamed to suit. For example, if the university refers to Units as Courses or to Majors as Degrees, this can be updated here to reflect that.

Type over the existing names and click **Edit Title** to apply the changes. This updates the top menu items as well. Note: When changing the names in the admin section it is required that you use the **non-plural** version of the word (e.g. Major not Majors) as the code has been modified to add in the 's's as required in the situation.

Edit Title

Title: AgLTAS Threshold Learning Outcomes UTAS

[Edit Title]

Edit Course Title

Course Title: Course

[Edit Course Title]

Edit Program Title

Program Title: Program
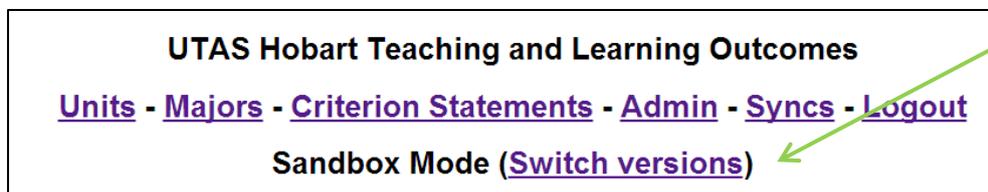
[Edit Program Title]

Edit Learning Outcome Title

Learning Outcome Title: Learning Outcome

[Edit Learning Outcome Title]

5. Modes and Syncing

The tool has two versions: **Sandbox Mode** and **Live Mode**. The default mode upon login is the Sandbox Mode. The mode is displayed at the top of the screen. To switch between modes click on **Switch versions.**

UTAS Hobart Teaching and Learning Outcomes

Units - Majors - Criterion Statements - Admin - Syncs - Logout

Sandbox Mode (Switch versions)

Sandbox Mode

Sandbox Mode (Switch versions)

The Sandbox Mode is available to all users and any changes made will not affect the live version.

Each user has their own account, not editable by other users. Non-admins cannot sync to the live site, but can produce reports from Live Mode.

Sandbox version can be used to

- create a 'draft' map of the curriculum against criterion statements by units that, once finalised, can be published to Live Mode.
- trial with different combinations of Units for a Degree, or different criterion statements to gain an overview of the effects of decisions on what is taught or assessed in each Unit.

Admin rights access in sandbox mode:

With admin rights, you can publish your sandbox efforts to the live version. However, you have to publish all the data, not just select parts. Be sure to delete anything that you do not want to become live.

If you have done a sandbox mapping and publish it to the live site – it becomes live.

If you then 'Switch versions' to the sandbox mode you can continue to make changes and this will NOT affect the live site until you publish again.

Live Mode

Live Mode (Switch versions)

Live Mode represents the authorised version of the curriculum (Units, Degrees) that has been mapped against a particular set of criterion statements.

Only admin users have access to edit Units, Degrees and Criterion Statements in the live mode. All other users can access the live mode to view reports only.

The live mode allows users to share data. There is only one live version at a time.

Sync

The sync function allows admin users to publish the sandbox data to the live version and allows all users to import the live version data to the sandbox to test. Note: syncing the live site with sandbox overrides all your current data and is irreversible.

Tip: If you wish to keep multiple instances of a curriculum map (for example superseded versions), you can create admin users based on years e.g. a **2013 admin** and then a **2014 admin**. The sandbox mapping will remain intact for each login (unless the live version is synced).

6. Adding Data

When setting up the tool for an instance of curriculum mapping, you must proceed in the following order:

- define criterion statement (= stem)
- then define subcategories (descriptor).

You can't add a criterion statement to a unit without it having a sub-category.

Once you have the criterion and sub-categories against which Units/Degrees will be mapped, then you need to add a Degree. Once you have added the Degrees you wish to map; then you can add the list of Units you wish to report against within each Degree. A Unit can be added to more than one Degree.

Criterion Statements

To add a criterion statement click on the **Criterion Statements** heading at the top of the page.
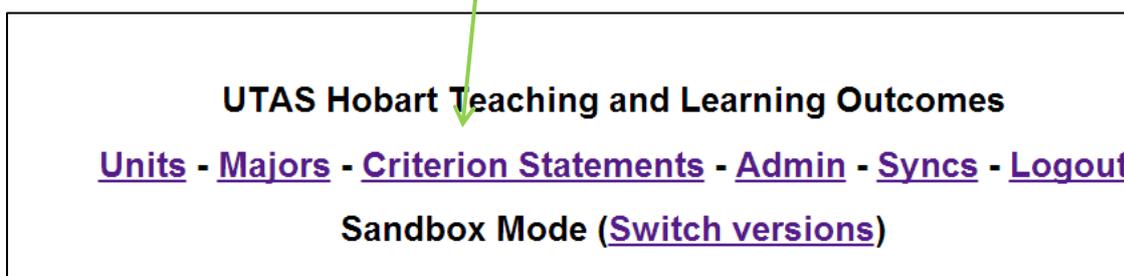
The criterion statement can be added in the relevant free field text box. There is no limit on the number of characters that are used.

Click **'Add Criterion Statement'.** This will add the statement into the main section with options to edit, remove or view sub categories.

Once you have clicked 'Add Criterion Statement' the free text fields are cleared and additional statements can be added.

Last updated 12/05/2014

Sub-categories of criterion statements

All criteria need to have subcategories. You can't add a criterion statement to a unit without it having a sub-category. For example part a and b of the following:

Demonstrate a coherent understanding of agriculture by:

a) Explaining the role and relevance of agriculture and its related sciences, and agribusiness in society.
b) Understanding the role of the major biophysical, economic and policy drivers on agricultural practice and practice change.

These sub-categories can be added when on the Criterion Statements page by selecting **view sub-categories** for the relevant criterion description.
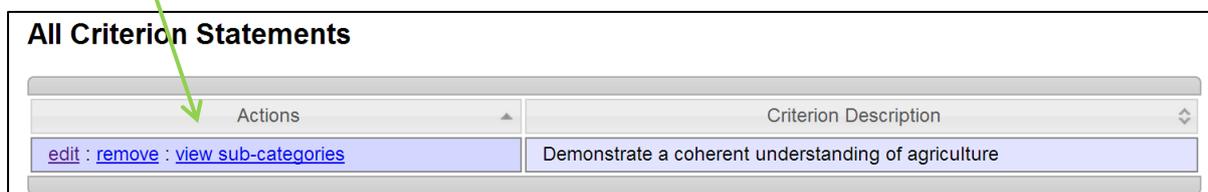
Subcategories can be added by typing each one into the free text field box and clicking **Add Criterion Sub-Category.**

Units

To add a unit click on the Units heading at the top of the page.
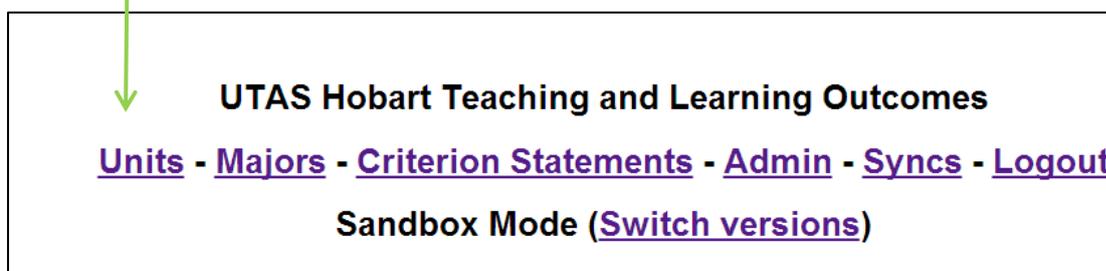
The Unit code, name and description can be added in the relevant free field text boxes. There is no limit on the number of characters that are used.

Last updated 12/05/2014

Unit Code: KLA100

Unit Name: Food and Fibre Product

Unit Description:

Approximately two thirds of Australia's agricultural commodities are exported each year, generating nearly $30 billion. This unit provides an understanding of historical developments, current status and future opportunities and challenges of the dominant agricultural and horticultural industries in Tasmania and Australia. Key factors involved

Add Unit

Click **'Add Unit'.** This will add the unit into the main section with options to report, edit, remove or view criterion statements.

Once you have clicked 'Add Unit' the free text fields are cleared and additional units can be added.

Degrees

The home page for the tool is the **All Degrees** page. To add a Degree:

Type the name of the Degree that is being mapped into the free text field and click 'Add Degree'

Add Degree

Degree Name: Bachelor of Agriculture

Add Major

The Degree will then appear in the main section with the option to report, edit or remove.

All Degrees

Actions	Degree Name
report : edit : remove	Bachelor of Agriculture Science

7. Connecting Units with Criterion Statements for Mapping

Once all the Degrees, Units and Criterion Statements are added to the tool, the next step is to connect the Units with Criterion Statements they will be mapped against.

Connecting Units to Degree

Click on the heading **Degrees**, then in the options against the degree name click **edit.**

Under '**Add Core Unit'** the list of units that you have added previously will be available to select and add to the degree.

Core Units

No core units.

Add Core Unit

KLA100 - Food and Fibre Production in a Global Market ·   Add Unit

Connecting Criterion Statements to Unit

Click on the heading **Units**

In the options against the unit name click view criterion statements.

All Units

Actions	Unit Code	Unit Name
report : edit : remove : view Criterion Statements	KLA100	Food and Fibre Production in a Global Market

In the edit unit criterion statements screen select the criterion statement to add to the unit and click **Add Criterion Statement**
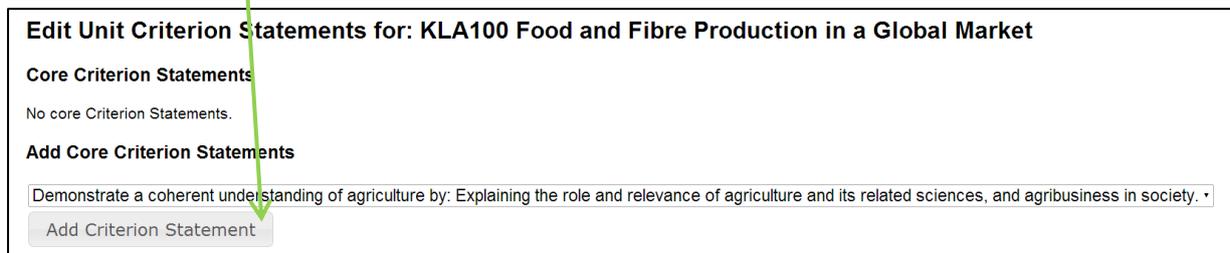
Edit Unit Criterion Statements for: KLA100 Food and Fibre Production in a Global Market

Core Criterion Statements

No core Criterion Statements.

Add Core Criterion Statements

Demonstrate a coherent understanding of agriculture by: Explaining the role and relevance of agriculture and its related sciences, and agribusiness in society. ·

Add Criterion Statement

8. Mapping

The mapping process can begin once all of the data is entered and connected.

Click on the heading **Units.** In the options against the degree name click **edit**.

All Units

Actions ▲	Unit Code ⇕	Unit Name ⇕
report : edit : remove : view Criterion Statements	KLA100	Food and Fibre Production in a Global Market

The page should now show the unit with the relevant criterion statements to map against.

Edit Unit:

Unit Code: KLA100
Unit Name: Food and Fibre Production in a Global Marke

	Criterion Statements ⇕	Students who complete this unit satisfactorily will:	Is Criterion Taught	Is Criterion Assessed	If assessed, then the student demonstrates standard:	Assessment type (present in criteria)	Explanatory comments
	Demonstrate a coherent understanding of agriculture	Understanding the role of the major biophysical, economic and policy drivers on agricultural practice and practice change.	no ▾	no ▾		edit	edit
		Explaining the role and relevance of agriculture and its related sciences, and agribusiness in society.	no ▾	no ▾		edit	edit

Complete the table by answering the questions from left to right.

NOTE: You must click 'Save Unit' at the bottom of the page to save any mapping. Otherwise the data is cleared if you click to another menu screen or logout.

9. Using the mapping tool

Once a **Sandbox version** of the tool is set up with the criterion statements, sub-categories, Degrees and Units the mapping process can begin.

For each Criterion Statement and its sub-category statement **make a decision about the status of the Unit in relation to the following questions**:

Is criterion taught?
Drop down box with option for yes or no

Is criterion assessed?
Drop down box with option for yes or no

If assessed, then the student demonstrates standard:

Drop down box with the following options.
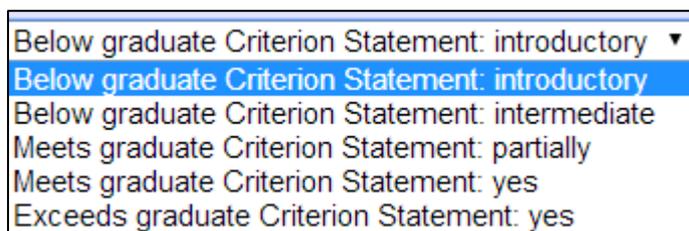
Below graduate Criterion Statement: introductory ▾
Below graduate Criterion Statement: introductory
Below graduate Criterion Statement: intermediate
Meets graduate Criterion Statement: partially
Meets graduate Criterion Statement: yes
Exceeds graduate Criterion Statement: yes

Assessment Type (specified in Unit Outline/Course Guide)
Free text box to describe the assessments against criteria.

Explanatory comments

Free text box to add any additional notes or comments.

Last updated 12/05/2014

10. Example process for mapping a Degree

Suggested steps

1. All unit coordinators meet for 1-2 hour workshop.
2. Select representative units (level 100,200, 300).
3. Unit coordinator of selected unit leads the discussion answering the questions in the tool, with discussion.
4. A nominated person has laptop with tool open in sandbox version and populates the tool. It would be good to have a data projector so everyone can see what is being typed and discuss.
5. Discussion is a moderating process and generates course level shared understanding; it is important because it often brings 'known' and also 'unknown' issues to people's attention.
6. Do as many units together as time allows (workshop groups progress through unit mapping at different rates, depending on discussion).
7. For units not addressed in the workshop, degree coordinators undertake to use the tool to complete these units in a specified time frame so traffic light report can be generated.
8. Subsequently, meet to discuss traffic light report and any curriculum decisions that arise.
9. With agreement, publish the sandbox version to the 'Live Mode' version.

11. Generating a Traffic Light Report

The Report function produces a 'traffic light' report that provides a visual representation for each group of Units.

To view the traffic light report, in the **Units** page, click on **Report** for the relevant unit.

The full mapping report is displayed with colour coding relevant to the answers provided. To save the report, print the page and either print a hard copy or save as PDF.

Note: If the colour coding does not display on printed or saved versions this is a browser issue. You will need to change the setting in your browser to 'print background' (colours and images).

Screen shots can also be taken to share the reports/information.

- Red means that criterion is not met anywhere in the unit
- Yellow means it is partially met in the unit
- Green means it is met fully by the unit

To view the traffic light report for the whole degree, click on **Report** for the relevant degree.

The full mapping report is displayed with colour coding relevant to the answers provided.

Last updated 12/05/2014

- Red means that criterion is not met anywhere in any unit in the degree
- Yellow means it is partially met in at least one unit in the degree
- Green means it is met fully by at least one unit across the degree

Example Traffic Light Report

Last updated 12/05/2014

12. Issues: Tips and Common Issues (Mistakes to Avoid)

All administration tasks are undertaken in the **Admin** page.

Setting up the CMT for mapping a major or a degree

<u>**Adding subcategories**</u>

To add a sub-category you must click 'view sub-categories' (not edit).

<u>**Saving the unit after mapping**</u>

You must click 'Save Unit' at the bottom of the page to save any mapping. Otherwise the data is cleared if you click to another menu screen or logout.

<u>**Understanding degree report**</u>

The highest value of "meets graduate criterion statement" applies in the report (if a standard is fully met in one unit, then it is fully met in the degree, even if it's not fully met in another unit or units).

Administering and Using the CMT

<u>**Syncing**</u>

Syncing is dangerous - especially from a sandbox to live. It replaces all of the live data, with no backup. For that reason, the number of people with admin access should be limited. As a precaution, it might be best from an operational perspective to only have one admin account, and make all other users non-admins. Then, if a given user's sandbox is edited to the stage that it should be promoted to live mode, the admin account should be used to temporarily change that user from a standard user to an admin user. Once the sync happens (by than newly promoted user), that user should then be reverted to a regular user. Working in this way would prevent any accidental publishing of test data (and, the inherent loss of the published version).

Another good rule to follow would be to never edit the live version but only ever edit a sandbox version.

<u>**Multiple CMT projects or users of a single instance of the software**</u>

For any instance of the software (recommended it be controlled by a single administrator) there's only one live version. That is, there's no way to have multiple live versions with different names. Every user added by an administrator to the CMT under their control has their own sandbox. 'User' does not have to be an individual person; it can be a "course name" and password that can be accessed by all members of a curriculum mapping team.

This means that if the user names are actually "course" names (or "mapping project" names) you can create different spaces for each curriculum mapping team using the 'sandbox' function.   The advantage, if you're working this way, is there's never any need to "go live" - the sandbox version works as well as the live version for generating the traffic light report.

Last updated 12/05/2014

The use of the "live" version in this scenario is purely for copying data from one team to another. This activity would only be useful for when a second team is getting their curriculum mapping project up and running and if they are using the same criteria or same units. Since syncs are destructive of any data already at the destination, Team B would not want to repeatedly sync from Live, because they'd lose their interim work each time.

So assuming you have a School that is mapping multiple courses, the workflow might be:

1.   Master admin enters all units into "live"

2.   Master admin creates non-admin teams for each course

3.   Master admin syncs live to each team sandbox

4.   Non-admin teams add curriculum statements/learning outcomes to their team in the sandbox and check mapping

There's never any need in this scenario for a single team (course) to be mapped back to live.

Reporting or archiving versions of curriculum maps

A record of a version of a curriculum map (for example report for accreditation purposes or record superseded versions) can be created by generating a traffic light report at the level of units or a course and saving as a pdf.

It is recommended that you design a naming convention for reports and keep them in a central electronic folder, perhaps with a register of curriculum mapping outcome reports so that it is easy to find them.

New versions of software – what happens to existing data

If new functionality is added to the software it should not change the database structure, and will not touch the existing database at all, so all data (both live and sandbox) remains unchanged.