

# How to Promote Inclusive and Accessible Practices using UBC's Curriculum MAP

Dr. Anita Chaudhuri, Dr. Bowen Hui, Janine Hirtz, Laura Prada

## Create a Course: Backward Design and Constructive Alignment

Follow the steps to create a course. While no step is mandatory, they prompt you through backward design and constructive alignment perspectives to strengthen teaching and learning in the online or in-person classroom.

Defining outcomes, assessment methods and activities supports a learning environment that is engaging, intentional, and learner-centered.

1

2

3

4

Course Learning Outcomes

Student Assessment Methods

Teaching and Learning Activities

Course Alignment

Course Learning Outcomes or Competencies	Student Assessment Methods	Teaching and Learning Activities
<p><b>Approaches to texts</b> Apply a range of critical, theoretical, and methodological approaches to the study of literary and related texts, both historical and contemporary</p>	<input checked="" type="checkbox"/> Term/research paper <input type="checkbox"/> Research proposal <input type="checkbox"/> Mid-term Exam 2 <input type="checkbox"/> Mid-term Exam 1 <input type="checkbox"/> Participation	<input checked="" type="checkbox"/> Group Discussion <input type="checkbox"/> Lecture <input type="checkbox"/> Case studies <input type="checkbox"/> One-minute paper
<p><b>Religious, Cultural and Ideological elements</b> Be able to demonstrate their understanding of how specific religious, cultural, and ideological elements and culture define different mythological traditions</p>	<input type="checkbox"/> Term/research paper <input checked="" type="checkbox"/> Research proposal <input checked="" type="checkbox"/> Mid-term Exam 2 <input type="checkbox"/> Mid-term Exam 1 <input type="checkbox"/> Participation	<input type="checkbox"/> Group Discussion <input type="checkbox"/> Lecture <input type="checkbox"/> Case studies <input type="checkbox"/> One-minute paper

## Benefits

- ✓ Support accessible education by constructively aligning course goals and teaching and learning methods
- ✓ Visualize learning methods and practices that are inclusive and respond to diverse learner expectations
- ✓ Identify or evaluate course learning outcomes
- ✓ Import course information to generate a UBC syllabus towards consistency and standardization
- ✓ Map your course to a program's set of learning outcomes, accreditation standards, competencies, etc.
- ✓ Identify your course's alignment to UBC strategic priorities and UBC's mandate
- ✓ Evaluate your course, make changes, collaborate with others

## Request Support and Submit Feedback

Place a ticket for support by emailing [ctl.helpdesk@ubc.ca](mailto:ctl.helpdesk@ubc.ca) or contacting an educational consultant at the Centre for Teaching and Learning (ADM103)

## Course Mapping

The mapping scale (for example, Introduced, Developing and Advanced) can support reflection, scaffolded learning, and strengthen alignment.



This chart shows the alignment of course learning outcomes to ministry standards.

Course Learning Outcome	Ministry Standard					
	1. Depth and Breadth of Knowledge	2. Knowledge of Methodologies and Research	3. Communications Skills	4. Application of Knowledge	5. Awareness of Limits of Knowledge	6. Professional Capacity/Autonomy
1. Approaches to texts	A	A	D	A	A	N/A
2. Religious, Cultural and Ideol...	D	D	D	A	A	D
3. Professional Standars	A	A	A	A	A	D
4. Critical Awareness and Self-...	D	D	A	A	A	D
5. Curiosity to unfamiliar cultures	A	A	D	A	A	D

## Syllabus Generator for Consistency and Standardization

Import course information to generate a UBC syllabus towards consistency and standardization



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Undergraduate students at both UBC campuses. Faculty members from FoS and FCCS.

Centre for Teaching and Learning (CTL) & Centre for Teaching, Learning and Technology (CTLT)

Office of the Provost and Vice-President Academic

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## Create a Program

Follow the steps starting with defining learning outcomes, accreditation standards, and/or competencies. Read the instructions at the top and find relevant resources. Customize every step according to your program needs. Save changes and create duplicates to try different approaches.

1

Program Learning Outcomes

2

Mapping Scale

3

Courses

4

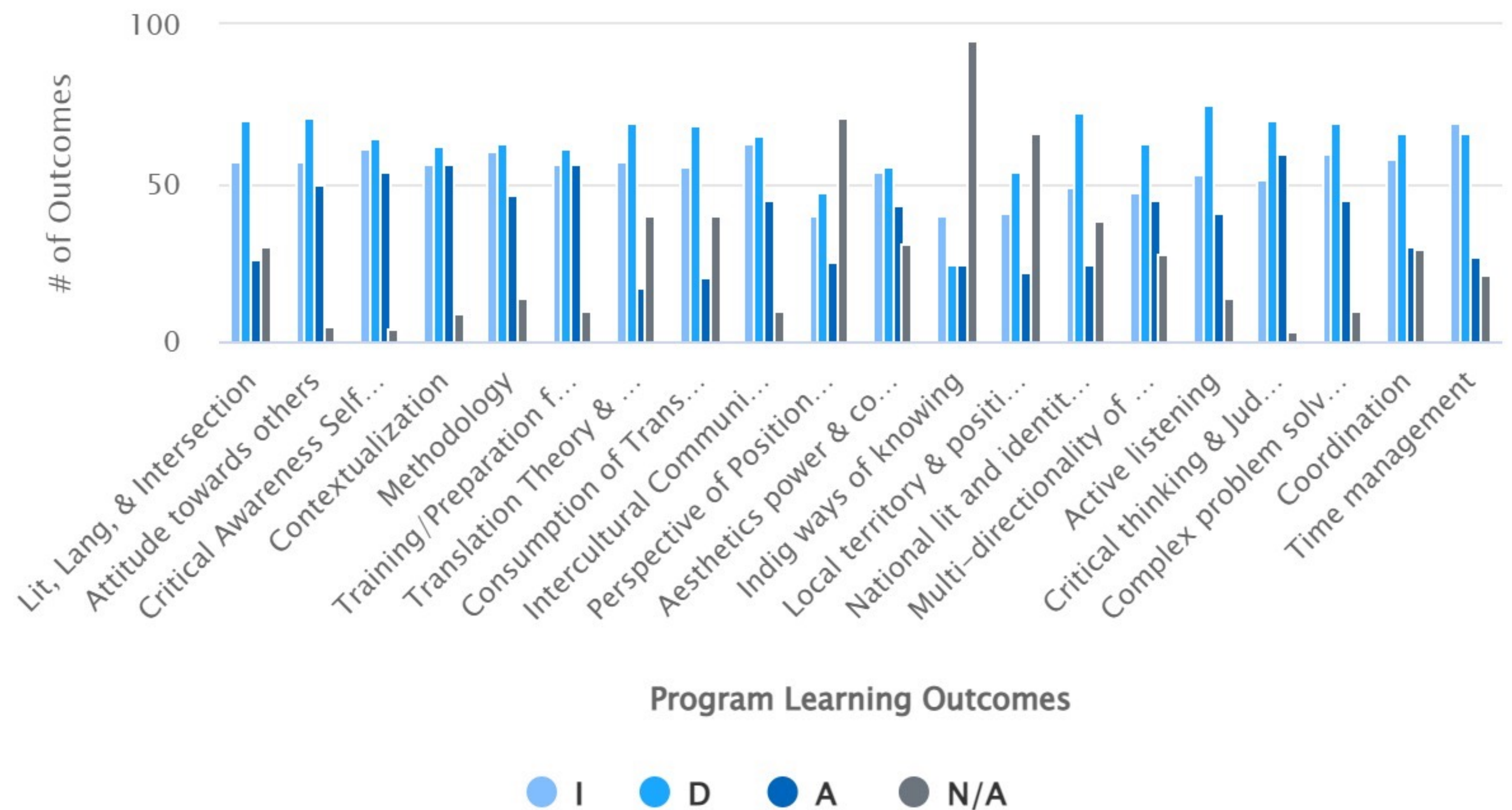
Program Overview

## Collaborate with Others

Select the courses belonging to your program. Email course instructors so courses are individually mapped to your program learning outcomes. Use the resulting frequency distribution tables and bar charts to evaluate, discuss with your colleagues, and propose changes. Download your work into a PDF or Excel spreadsheet.

Courses	Program-level Learning Outcomes														
	WRLD Program Learning Outcomes														
	PLO: 1	PLO: 2	PLO: 3	PLO: 4	PLO: 5	PLO: 6	PLO: 7	PLO: 8	PLO: 9	PLO: 10	PLO: 11	PLO: 12	PLO: 13	PLO: 14	PLO: 15
WRLD 304 W1 2021	N/A	A	A	A	A	A	N/A	N/A	A	D	A	A	D	N/A	A
WRLD 310 001 W1 2021	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
WRLD 330 001 W1 2021	D	D	I	D	I	I	I/D	D	D	I	A	I	I	D	D
WRLD 331 001 W1 2021	D	I	I	D	D	D	D	D	I	I/N/A	I/N/A	N/A	N/A	D	D
WRLD 332 001 W1 2021	D	D	D	A	A	D/A	D	D	I	I/N/A	D/A	N/A	N/A/D	A	D/A
WRLD 340 W1 2021	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
WRLD 351 W1 2021	I	I	I	I	I	I	I	I	I	N/A	I	N/A	N/A	I	I
WRLD 353 W1 2021	I	I	I	I	I	I	I	I	I	N/A	I	N/A	N/A	I	N/A

### Number of Course Outcomes per Program Learning Outcomes



Highcharts.com



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