SPRING 2018 ePortfolio Development Community

Folio Thinking: Effectively Integrating ePortfolios into Your Curriculum

COURSE CONTENT AND CONCEPT MAPS

These materials are adapted from Simon Fraser University's Rethinking Teaching workshop, building on work done at McGill University and detailed in Alenoush Saroyan and Cheryl Amundsen's 2004 book *Rethinking Teaching in Higher Education: From Course Design Workshop to a Framework for Faculty Development*.

Preparation for January 24

1. Develop a draft concept map for January 24 following suggested steps below.

2. Reading – required:

    a. This handout.
    b. *Documenting Learning with ePortfolio* Chapters 1-3. [These chapters read quickly; we will be returning to these chapters over the next few weeks as the "redesign" process continues to unfold.]
    c. University of Waterloo – Course Design Fundamentals [Slides 1-12, which include **three sample course concept maps** for courses in Planning, Engineering, and Kinesiology.]
    d. LBST 100 – From Content to Concept Map [PDF. Generated by Aurelea Mahood and Cheryl Schreader during SFU's Rethinking Teaching workshop in May 2015 in preparation for the first offering of LBST 100 in Fall 2015.]
    e. HCA 102 Concept Map [PDF. Generated by Jules Smith in the Spring 2017 ePortfolio Development Community.]
    f. AHIS Big Picture Concept Map [JPEG. Generated by Sandra Seekins in the Spring 2017 ePortfolio Development Community.]

3. Reading – supplementary:

    a. Nilson, L. (2002). The Graphic Syllabus: Shedding a Visual Light on Course Design [PDF. Article exploring how we might graphically represent our course content and objectives to our students.]

4. Web resources:
    a. Linda Nilson's Clemson site. [Link to books and articles by Linda Nilson.]
    b. Stanford Teaching Commons – Course Design Tool: The Concept Map [Instructor oriented resource to assist in rethinking our courses and course objectives.]

What exactly is the subject matter of the course?
Suggested steps for constructing a concept map

1. Create a list of course concepts.

2. Read through your lists of concepts and try to narrow it down to 20 or fewer concepts.

3. Write each concept on a post-it note and then arrange them in a way that you think reflects the relationships between the concepts. Remember: This is how YOU see the course content. A colleague in the same department might view it somewhat differently.

4. Think about the overall shape or format of your arrangements – does it reflect the overall structure of knowledge in the course?

5. Try to label the connecting lines/arrows between the concepts to indicate more clearly the nature of the relationships among them

6. Get feedback. See the "Suggested ways to critique a concept map" below.

7. When you are satisfied with your first draft, construct a diagram that represents the arrangement of post-its.

8. Bring your draft concept map to our January 24 meeting. Meeting focus: Feedback using the strategies set out below.

Reminder: Your map will likely undergo further changes as you continue to think more about the content of the course and work through different aspects of your course planning.

Suggested ways to critique a concept map

When you have a draft, test drive it with the following strategies:

A. Find someone to listen while you describe the map out loud; ask them to see if you mention ideas or relationships that are not included in the map. The emphasis of the feedback should be on how well the explanation is reflected in the actual concept map.

OR

B. Ask these questions of the map, either your own or someone else's . . .

1. What is the specific relationship between / among each of the concepts?
2. Have any of the relationships been overlooked
3. What would happen if "x" concept were moved?
4. Is it easily apparent which concepts are peripheral / less important?
5. Is it easily apparent which concepts are central / important?

THEN

C. **3Ps:** Can you succinctly describe the Purpose of the courses, the Process by which the purpose unfolds, and the Payoff for the students?