FACTOR 5

Curriculum management for student success

About the presenter

Brian Clark, CEO, Factor5 Software

Former Software Engineer – Defence and e-commerce

Former GM of Technology – Banking and Finance

Former CIO – Large Australian Dual Sector University

Current Curriculum Management Evangelist

And…

Amateur Under 10 Girls Basketball Coach

Amateur Barista

Amateur Cyclist

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Who is Factor5?

Began building CourseLoop in September 2015

Singularly focused on Curriculum Management

First client – Monash University – live in July 2016

9 Australian University clients

First UK client recently secured

48 employees and growing

HQ in Melbourne, Australia

Growing UK/Europe presence

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Who have we helped with curriculum management?

We started this journey by looking at how we could help students make better informed academic choices about their programs of study.

So, we asked: where are the problems and how we can help in this process?

Engage students with the curriculum choices and help improve overall student success and experience.

Poor student and staff experience, with technology built from ‘Inside-Out’.

Spreadsheets and word documents acting as databases, email pretending to be workflow.

Limited market solutions that addressed curriculum management end-to-end.

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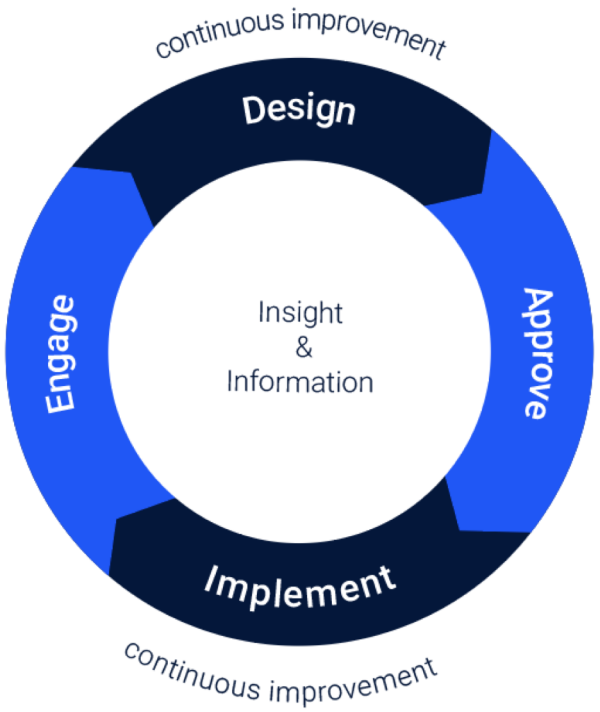
And we built a model, because I like models.



Design
Collaborative design and creation of the curriculum

Approve
Governing the curriculum baseline and proposed changes

Implement
Publishing and implementing the curriculum information

Engage
Student and staff engagement with curriculum information

Continuous Improvement
Ongoing curriculum review and improvement activities

Insight and Information
Definitive source of truth for curriculum information and actionable insight

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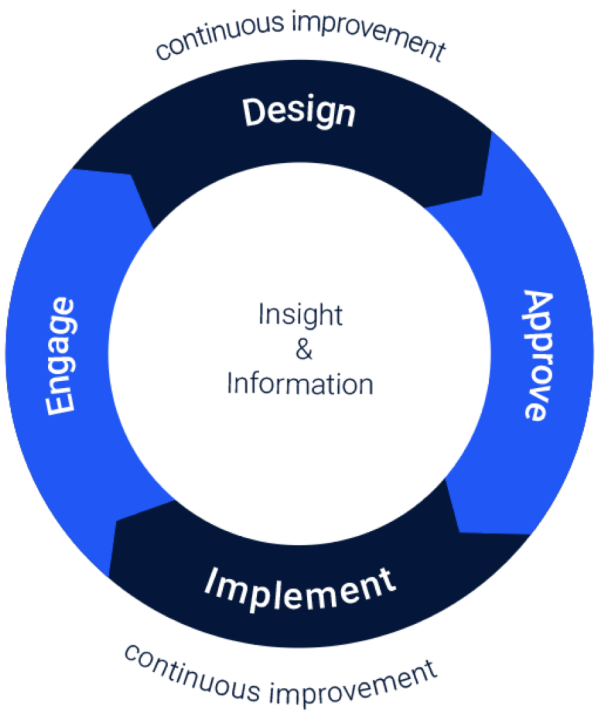
And then we built applications to address the key process areas of the model.



Design

Program and Course design
Learning outcome development
Curriculum mapping

Assurance

Approve

Proposal workflow management
Governance decision making
Committee and document management

Lifecycle

Implement

Publishing and marketing
Enterprise integration
Data control and management

Curriculum

Engage

Student study planning
Guided enrolment
Progress and graduation monitoring

Advisor

Platform

Collaboration Tools • Notification Engine • Task Management
User and Role Management • Reporting • APIs • Auditing and Security

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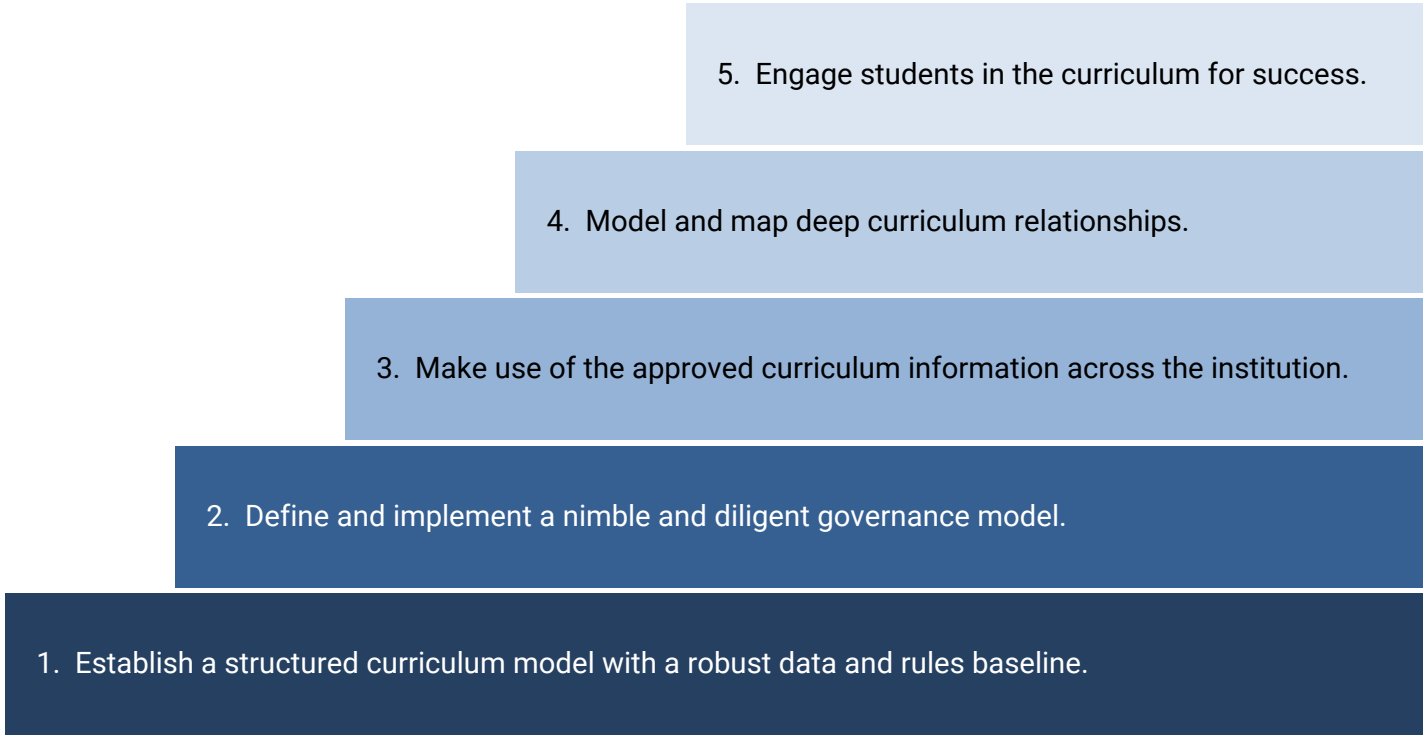
If you are sleeping, it's not my fault (well it could be my fault, but it could also be the building).

Dr Adam Ginsburg is fighting conference-induced lethargy by tackling high levels of carbon dioxide at **academic gatherings** – one window at a time.

A growing body of evidence suggests that poor ventilation in the spaces typically used for conferences results in a **build-up of carbon dioxide** levels that can lead to poor concentration and **drowsiness** among the people gathered.

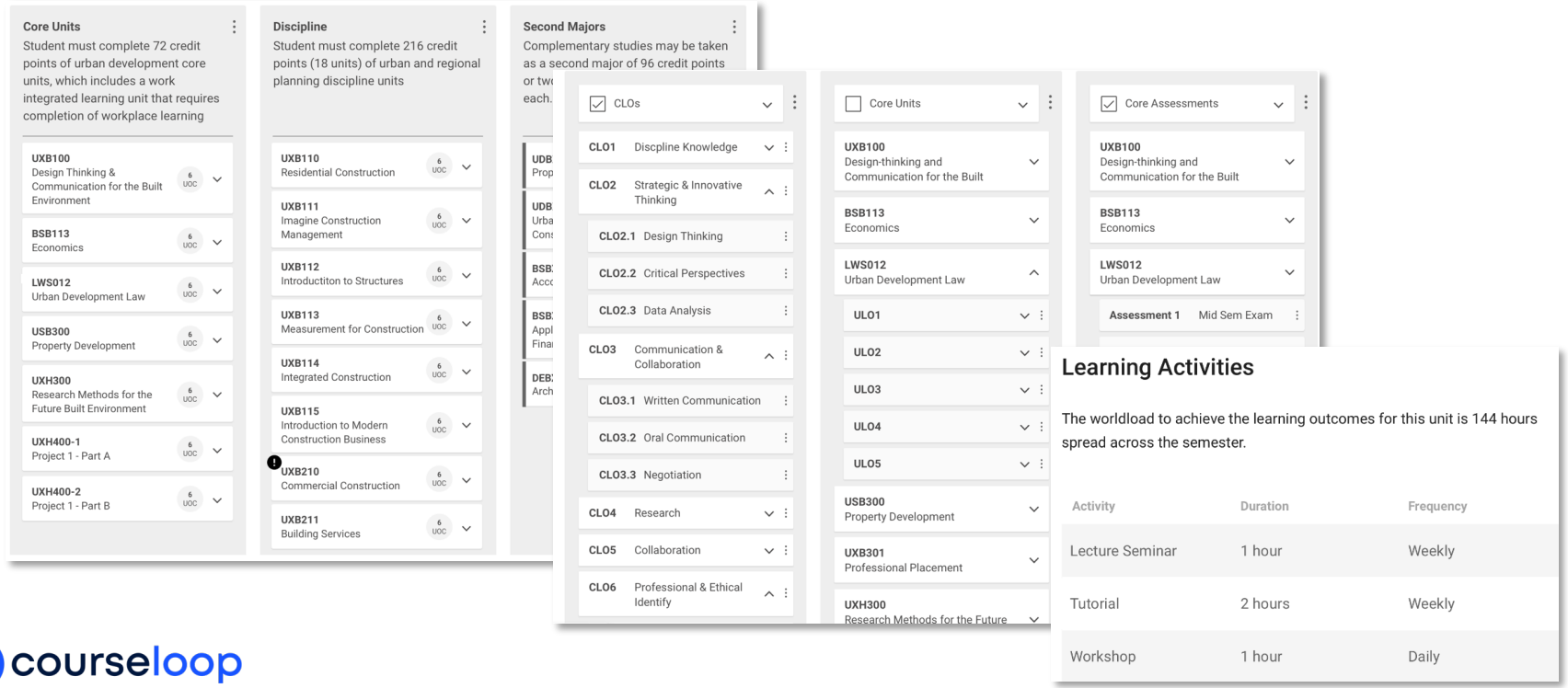
Source: Times Higher Education - www.timeshighereducation.com/

Our experience suggests that taking an end-to-end and incremental approach to approving curriculum management is best.



If you want to use your curriculum information across the institution, then you need that data in a structured curriculum information repository.

1. Establish a structured curriculum model with a robust data and rules baseline.



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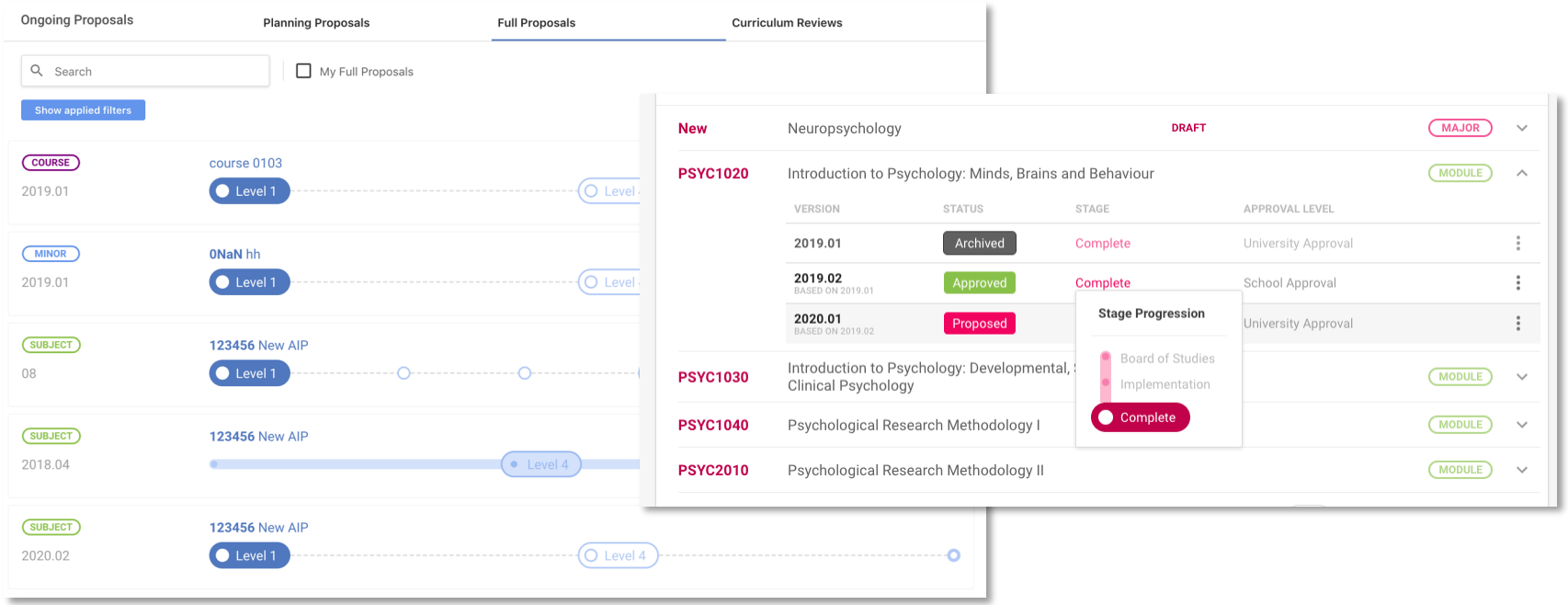
Ensuring you have the latest approved curriculum information in your repository requires governance and approval processes.

2. Define and implement a nimble and diligent governance model.



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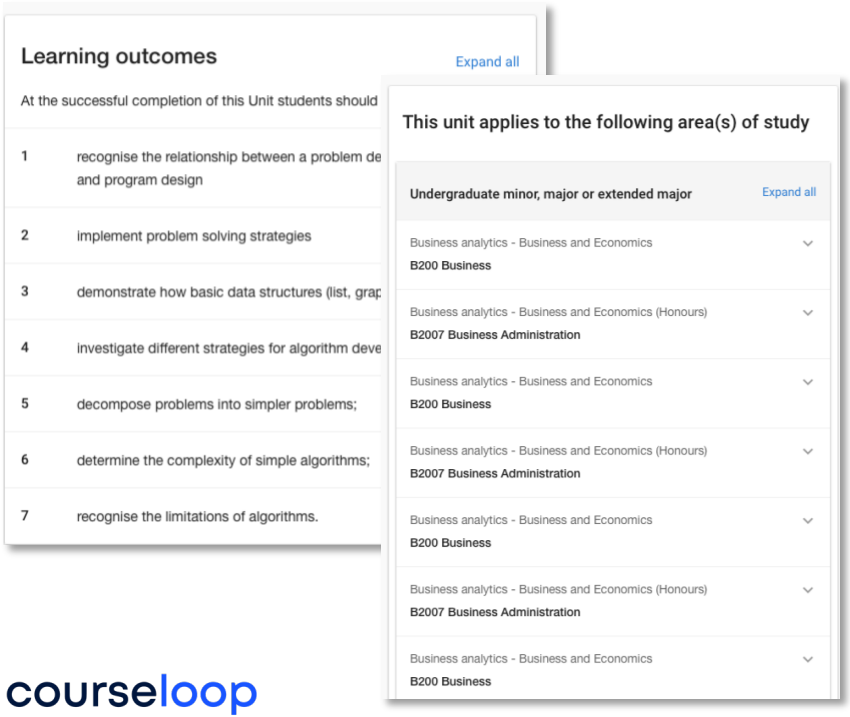
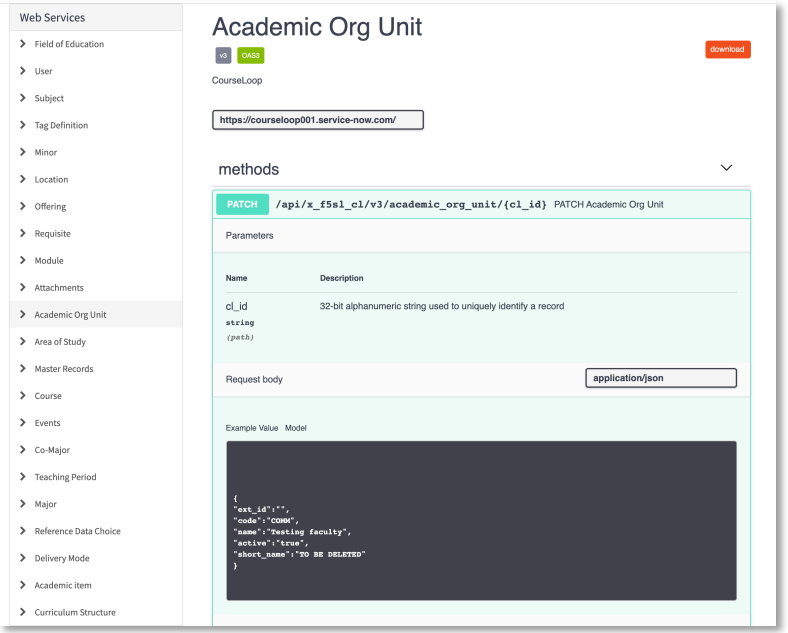
Having a definitive source of truth for your curriculum information is paramount but only if you can make use of it across your entire institution.

3. Make use of the approved curriculum information across the institution.





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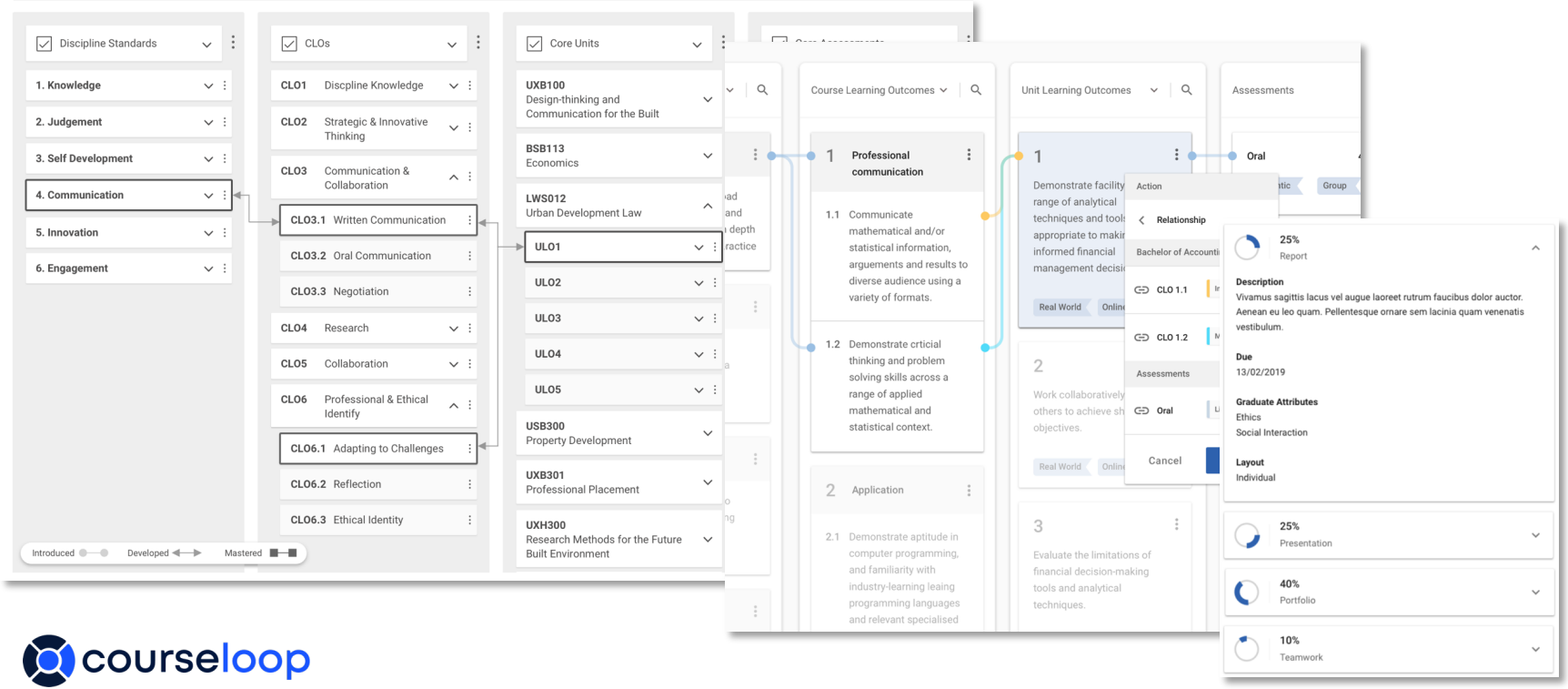
Creating relationships between objects in your curriculum information repository allows reuse and supports accreditation and other quality assurance processes.

4. Model and map deep curriculum relationships.



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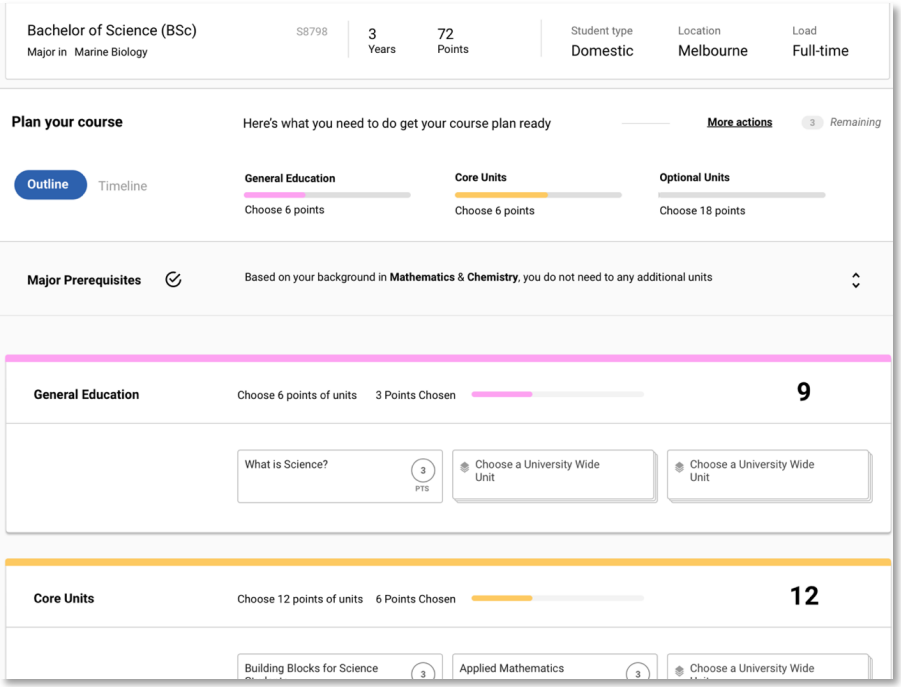
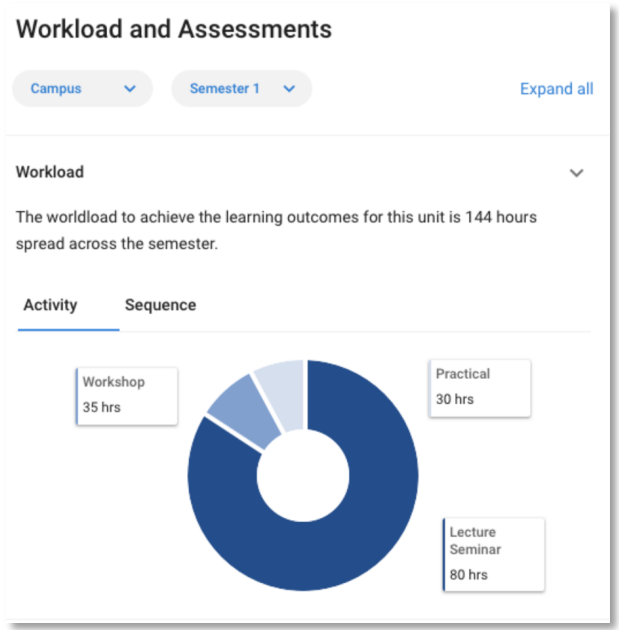
Building on the foundations and structured data enables the cool stuff.

5. Engage students in the curriculum for success.





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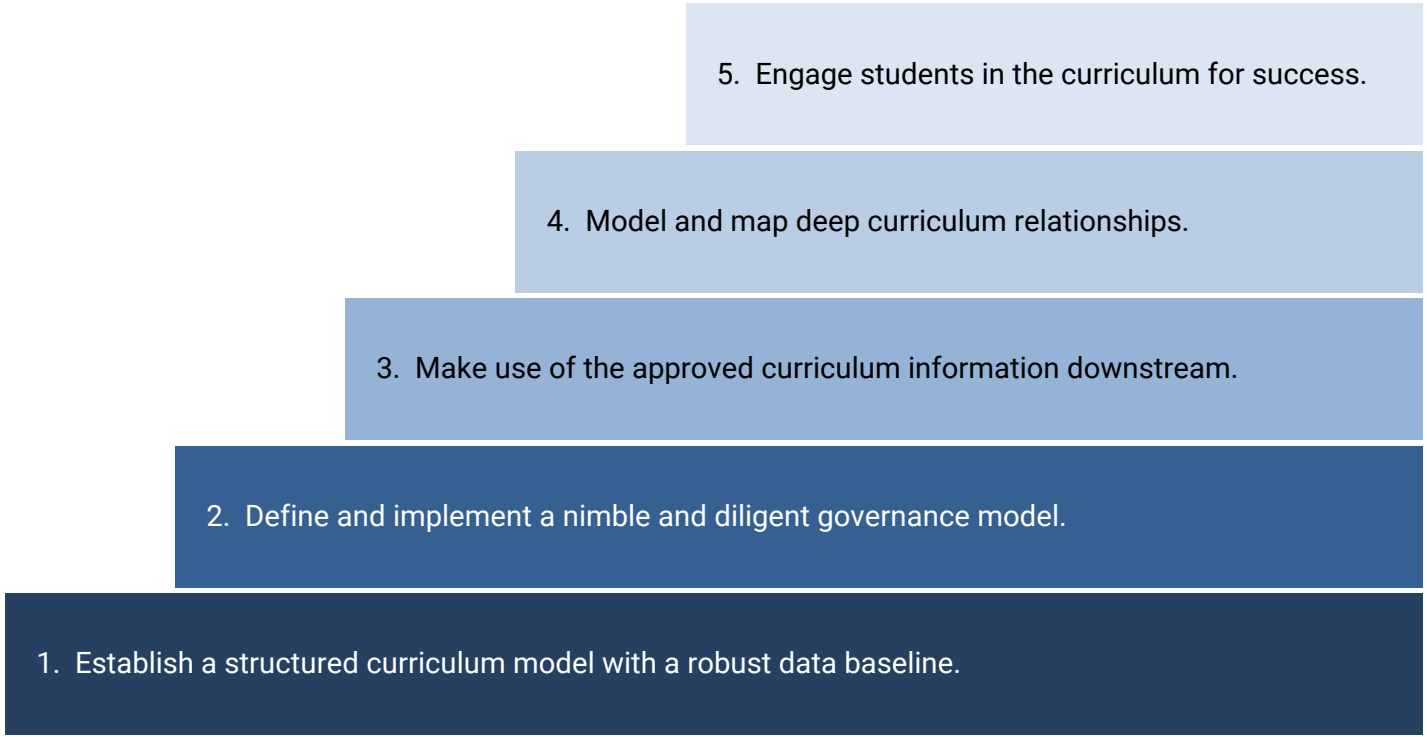

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A bonus for curriculum management – supporting Micro-credentials.

What Are

What Are They?

What Are Micro-Credentials?

SUNY Micro-Credentials:

- verify, validate and attest that specific skills and/or competencies have been achieved;
- are endorsed by the issuing institution;
- having been developed through established faculty governance processes; and
- are designed to be meaningful and high quality.

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Micro-credentials are still in early stages of definition and development.

Providing insight beyond degrees and transcripts

Specific, stackable credit

Micro-credentials can be grouped, aggregated or 'stacked', so learners have flexibility in sourcing learning, and can build their micro-credentials into a larger, and more recognisable, aggregated award.

General recognition of prior learning

Micro-credentialing is seen by both individuals and higher education providers as a legitimate means of evidencing not only learning or competence credited by other institutions, but also that attained in the workplace or in other forms of informal learning.

Evidence of graduate attributes

Because micro-credentials focus on small, discreet components of learning, they are particularly useful in providing the evidentiary base for graduate attributes typically not referenced in degree transcripts. These attributes include so-called soft skills, specific specialist professional skills and competencies, and metacognitive skills.

Warranting professional and continuing education

Micro-credentials can be applied to standards-based competencies associated with professional practice, supporting a growing world-wide interest in warranting continuing professional development and education.

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Source: Melbourne University website - melbourne.edu.au

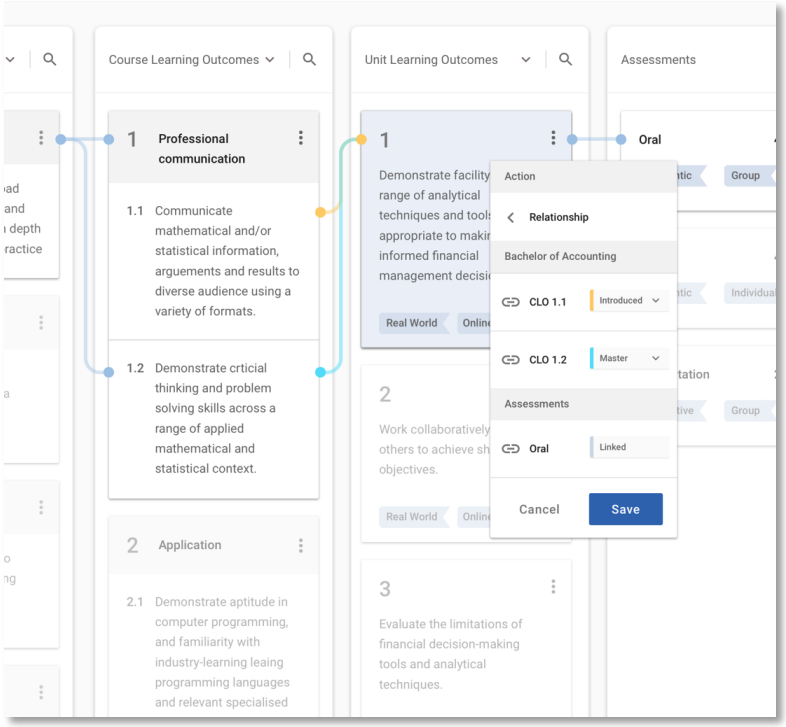
Leveraging curriculum mapping can help you instrument your curriculum to drive micro-credentialing.

Many Professional Accreditation standards are competency-based or competency-led.

Curriculum mapping links these competencies as defined by a standard, to learning outcomes, learning activities, assessments, etc.

Mining the curriculum via mapping could surface existing micro-credentialing opportunities.

Micro-credentials can also simply be a form of curriculum item that's designed, built, mapped and offered to students, using new and existing curriculum elements.



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Q&A - Discussion