Embedded curriculum task chart

Project creation

Workload is front-ended with majority of human resources used in design & testing phase

Modules

- Allow adequate amount of time to create and test modules
- Determine location of modules and support materials – web page, courseware, handouts
- Module format
    o Instructional guidelines in PDF format
    o For complex requirements, step-by step instructions may be necessary –eg. use of new complex software (ArcGIS, B2020)
    o Viewlets/screen captures/video/FAQs as resource material
    o Handouts
- Testing
    o Use experienced staff/students
    o Use tester feedback to adjust module content
    o Retest with staff/students unfamiliar with software/skills

Project/assignment

- Determine group size based on complexity of material vs. time allowed
- Identify the components of the assignment to be handed in
    o Written component and/or test
    o Printouts of resources used and/or projects created
- Marking/evaluation structure
    o Determine the worth of the assignment
    o Does overall worth reflect effort/complexity level in relation to other assignments for course?
    o Create grading rubic/marking template
    o Does worth of each section of rubic correspond to effort/complexity level in relation to the other parts of the assignment?
    o What constitutes failure?
- Timelines
    o When in semester is it offered?
    o How long do students have to complete it?
    o How long does the assignment actually take to complete?
    o Turn-around time for marking?
    o Feedback to students – who?
- Support
    o Pre-assignment class overview of resources to be used
    o Demonstration of software/resources
    o Email questions
    o Courseware Q&A
    o FAQ document
    o Drop-in sessions

Project assessment

Feedback	Assess feedback	Identify modifications
Information sessions	Validity of comments	Implement early while ideas are fresh
Comments page	Use of suggestions	
Marking		

Project planning

Collaborate with faculty to:

- Identify skills to be taught
- Identify assignment clearly illustrating a major course requirement
- Consider scenario development
- Assess student competency levels to be: acquired/required/tested

Scalability considerations:

- Number of course sections
- Structure of project - depends on feasibility
- Number of students/section
- Individual or group assignment will depend on skill level
- Reusable /modifiable module components

Project implementation

Lecture

- Review assignment requirements & expectations
- Demonstrate resources & software to be utilized

Resource requirements

- Courseware software
- Online modules
- Research materials
- Handouts/support material
- Labs
- Computers
- Software
- Support/personnel

Labs

- Offer multiple drop-in labs for complex assignments

Information literacy service framework

Supplemental Services

Instruction in generic learning, writing, research, numeracy and use of technology skills; development of on-line and printed resources; and information and awareness sessions on services through campus outreach activities

- Non credit workshops/courses (ie: Searching for journal articles, Introduction to ArcGIS…)
- Individual and small-group support
- On-line and printed resources
- Outreach events including Graduate Student Day, New Faculty Orientation, TA orientation and training

Integrated Services

Customized sessions delivered at the request of faculty or TAs on discipline-specific learning, writing, research, statistical and geospatial data analysis, or academic performance issues. These sessions can be in-class or out-of-class and are tailored to a particular course, or cohort of students

- UNIV 1200 Landscape and Culture of Scotland
- MCS 3030 Research Methods (Marketing and Consumer Studies)
- GEOG 4480 Applied GIS

Embedded Services

Support to faculty, departments, and curriculum committees to embed academic skill development into courses and the curricula to improve the quality of learning on campus.

- Focus on critical thinking skills
- Inform students in methods of pattern discovery & comparative analysis
- Move beyond standard information literacy skill development
- Embed complex technical and information-seeking skill development (eg. finding government information, using data & GIS in projects)
- Develop fully embedded projects which guide students through the skill development process

This framework represents a continuum of information literacy strategies provided by Librarians and staff adapted from the University of Guelph Library & Learning Commons Service Delivery Framework

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