

**Curriculum
mapping:
Creating
options for
integrating
DIL into a
degree
program**



Presenting Today

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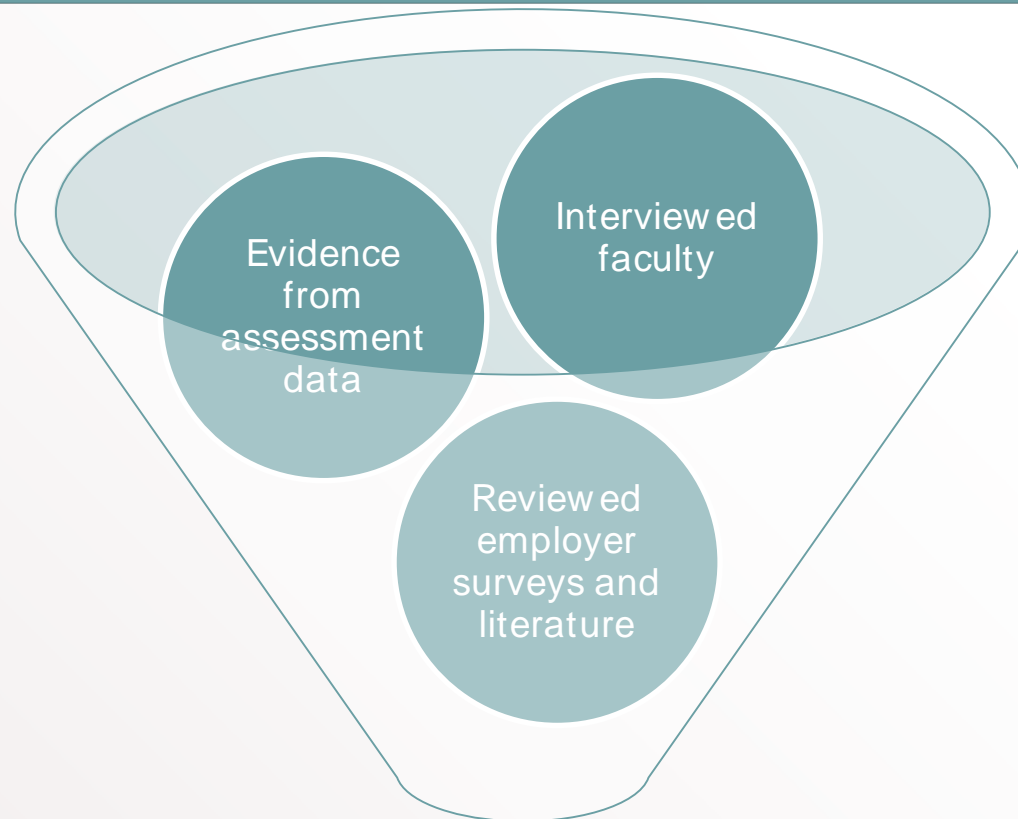


Business

Undergraduate Program

1

Undergraduate Business –Identifying the Need



Data information literacy
skills gaps.

Undergraduate Business –Curriculum Map Process

Map to accreditation standards

- AACSB – Association to Advance Collegiate Schools of Business – Accreditation Standard 9 (2013)
- Creates case for building support

DIL competencies based Calzada Prado and Marzal framework (2013)

Map to academic standards

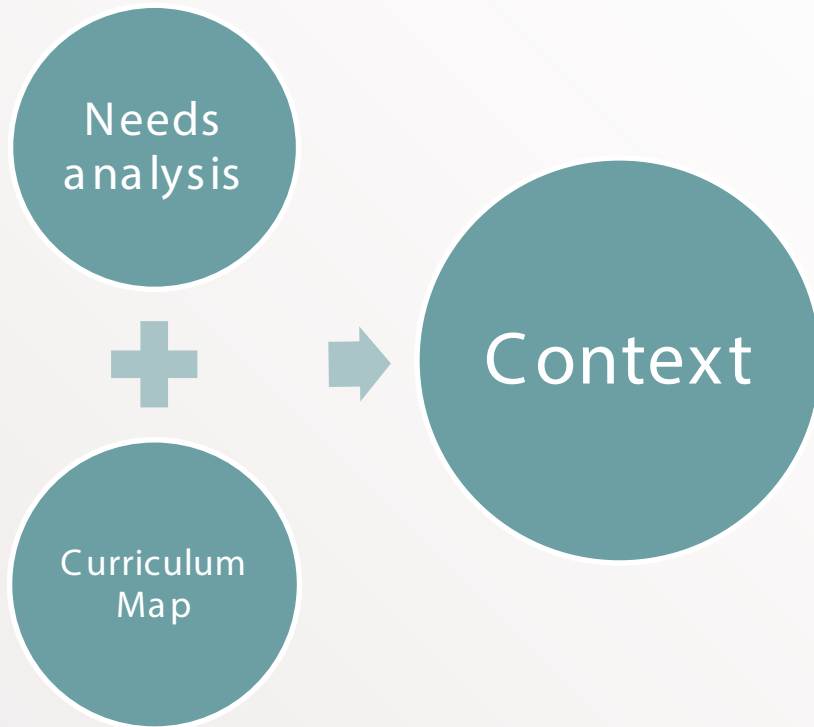
- NBEA – National Business Educators Association Standards – Level 4 (2012)
- Created framework for where different skill sets fit within curriculum functional areas (e.g. accounting, marketing, etc.)

Map to institutional curriculum

- Examine Syllabi, Course Work, Institutional Student Learning Outcomes
- Create plan to integrate

Detailed curriculum map of DIL to business accreditation and academic standards:
<http://hdl.handle.net/1805/10823>

Creating the Context for the Conversation



- Opened doors through interviews and assessment data.
- Centered discussion around *critical thinking* skills.
- Integrated into I-CORE project workshop.
This project is an integrated curriculum project completed by junior level students entering business school.

Integration into I-CORE Project

Workshop developed skills in four of the five competencies in the Calzada Prado and Marzal framework (2013).

Competency	Topics covered
Understanding data	<ul style="list-style-type: none">▪ What is “big data”?▪ How does data affect their project, future work, professional lives, society▪ Their role as both a data consumer and producer
Finding and/or obtaining data	<ul style="list-style-type: none">▪ Introduction to multiple databases
Reading, interpreting & evaluating data	<ul style="list-style-type: none">▪ Evaluation of data found in directory database▪ Use of algorithms in business databases
Using data	<ul style="list-style-type: none">▪ Ethical use of data

Just the Beginning...

Next steps

- Create/adapt a data visualization online learning module to be used in sophomore business communication course.
- Develop a synchronous learning centered on data ethics to be part of a business research ethics training module.
- Gather assessment data to determine effectiveness in student learning.
- Continue the conversation with faculty as they work to design instruction and assignments.



Public Health

MPH Program

2

Before curriculum mapping

One-shot sessions

- Setting: Doctoral seminar classes, mostly in Public Health and Informatics
- Content: Open Access, good data practices, data sharing, data sources & citation
- Drawbacks: mostly discussion, not tailored to discipline or field, not linked to an immediate assignment or project



Public Health



Biostatistics



Epidemiology



Environmental Health

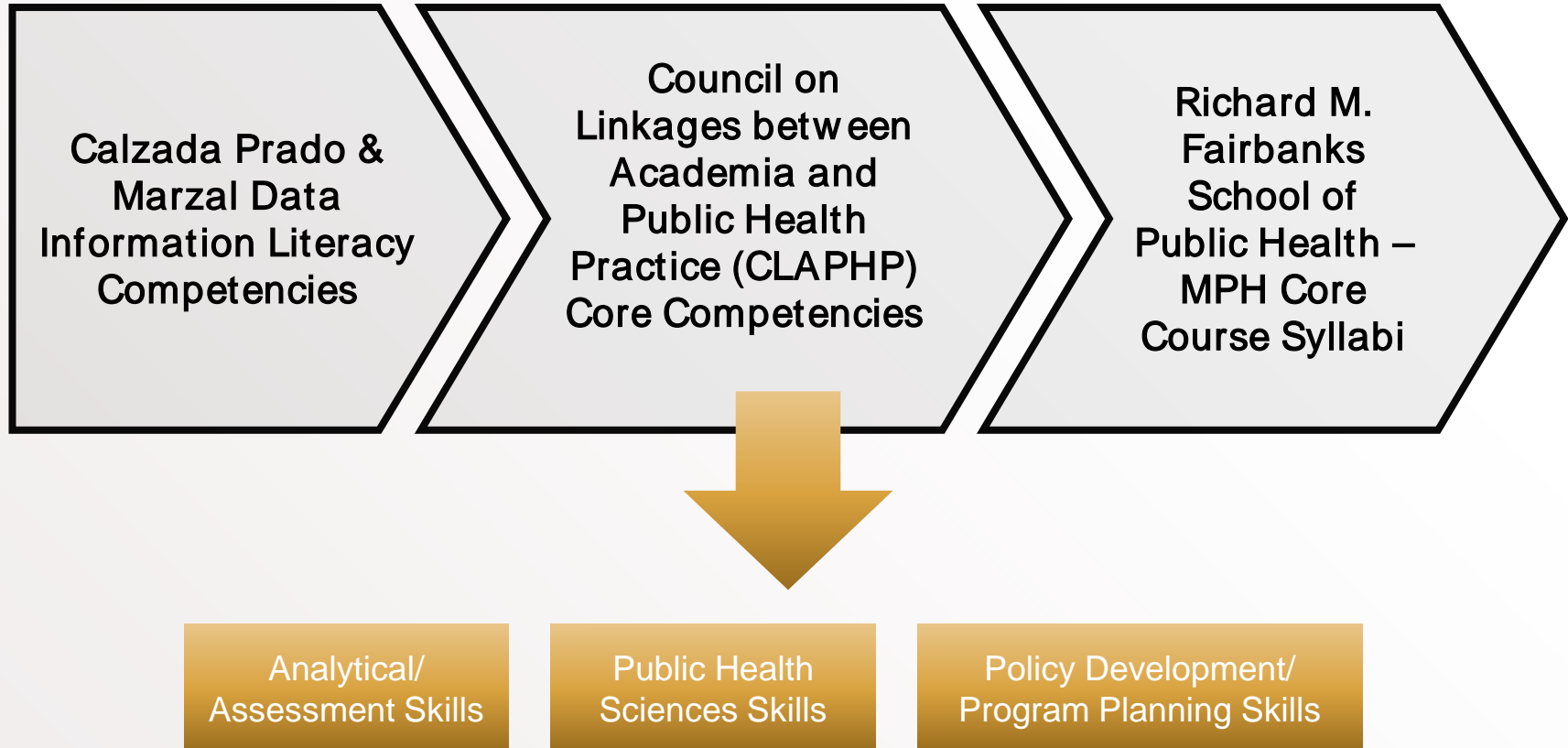


**Health Policy &
Management**



**Social &
Behavioral
Sciences**

Mapping: National & Local Standards



Detailed curriculum map of DIL to public health standards: <http://hdl.handle.net/1805/10825>

Discussion: Options for integrating DIL

Modular

Develop brief videos, discussion guides, & activities for instructors to implement as desired. Offer to support by leading discussions or assisting with assignment redesign and grading.

Course Redesign

Collaborate with Environmental Health faculty to develop a Research Methods course that integrates scholarly communication and data management topics and is customized for their MPH students.

Core Integration

Collaborate with School MPH Curriculum Committee to systematically integrate scholarly communication and data management topics into new core curriculum of 4 courses.

Where we stand now



On hold, waiting for redesign of core...

Thanks!

Any questions?



References

Calzada Prado, Jand Marzal, MÁ (2013) Incorporating data literacy into information literacy programs: core competencies and contents. *Libri: International Journal of Libraries & Information Services* 63(2): 123–134.

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