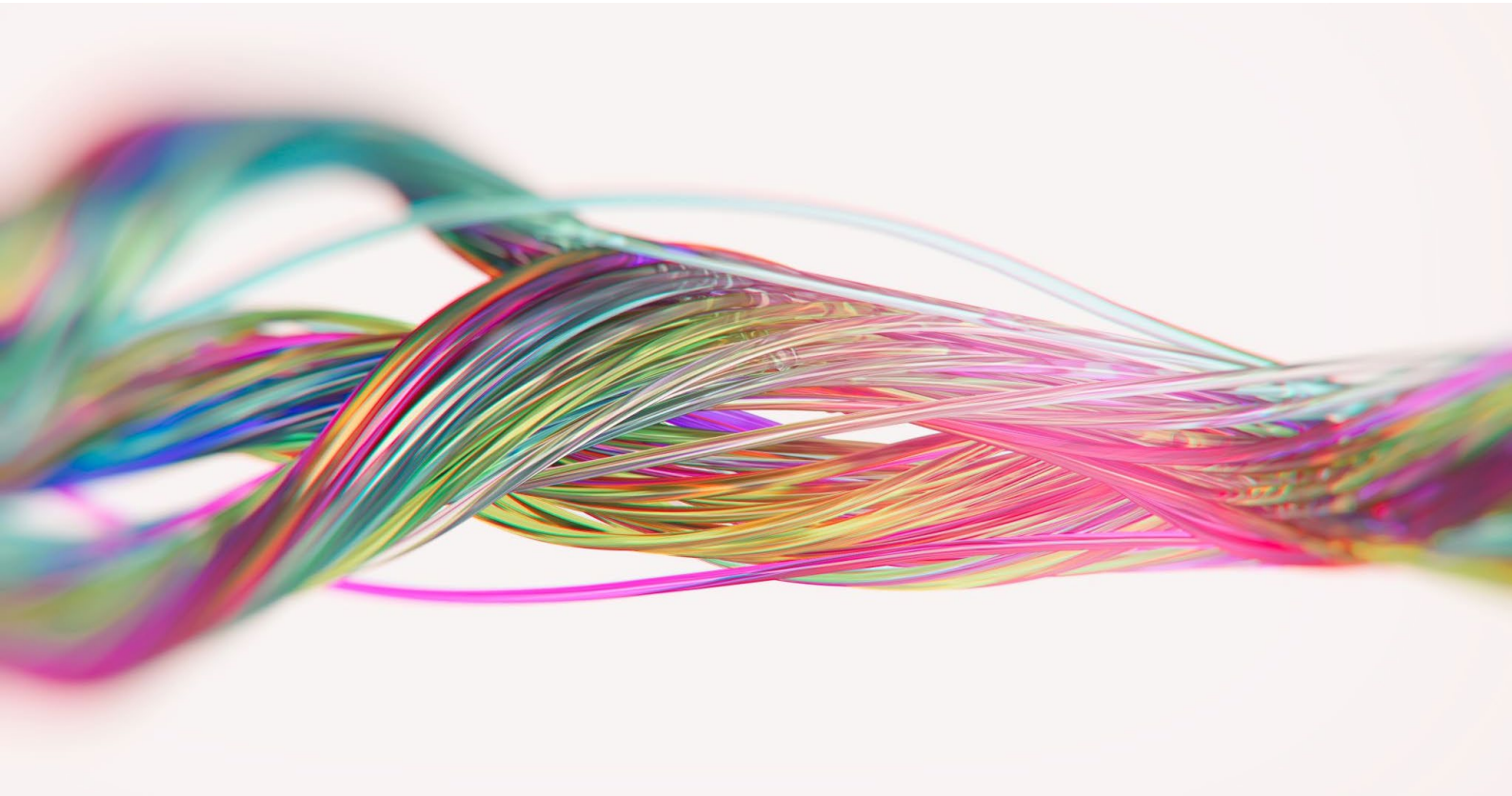
ECAAPT

Embedding Content Across Academic Programmes Toolkit

Toolkit Guide



Dr. Mary Beades & Dr. John Pierce

Health & Leisure Studies Department

Munster Technological University, Kerry Campus

Version 1.1 (Feb 2022)

MTU Ollscoil Teicneolaíochta na Mumhan Munster Technological University

NATIONAL FORUM FOR THE ENHANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION

HEA HIGHER EDUCATION AUTHORITY AN tÚDARÁS um ARD-OIDEACHAS

Strategic Alignment Fund

Contents

Introduction

This toolkit guide was developed as an aid to using the Embedding Content Across Academic Programmes Toolkit (ECAAPT) by the most efficient means available. The steps outlined provide detailed methods by which it should be possible to see areas where specific content is embedded or could be embedded. ECAAPT may also be useful in charting content linked to graduate attributes as well as assessment strategies across modules, stages, and programmes.

The idea for ECAAPT originated from the desire to develop a means by which to map, track, and embed necessary foundational academic skills and competencies, commonly known as literacies, within the context of programme specific modules and to embed them across modules within a specific stage of a third level programme. Wise (2009), talking about secondary level education, called literacy "the cornerstone of student achievement" (p. 373) and that these skills are foundational to any further academic success. To be successful in higher education, and, as Faulkner (2012) points out, "the wider community" (p. 9) beyond academia, student's literacy skills - reading, writing, speaking, and teaching - need to be sophisticated enough to be able to engage in learning at the requisite level.

The aim of this toolkit is to provide a simple means by which to embed and track content relating to academic literacies across modules and programmes. Operationalising the toolkit involved creating a means of mapping where and when within each module's relevant content occurred, or could occur. This proportional approach may indicate where there are openings to develop further learning opportunities for students, and where there may be overlap in delivery. It may also be useful to map existing content relating to any module or programme across departments or in relation to university specific graduate themes/attributes.

This tracking and mapping can contribute to a more coordinated and cohesive approach to the teaching and learning of various skills in many disciplines. In addition, this tool has the potential to be used as a structure for building and developing new programmes in a coherent and logical manner. It should be possible to show where the content necessary to develop the desired graduate attributes are, or could be, embedded across all stages of a programme.

Potential Uses for ECAAPT

There are a number of different areas where ECAAPT could be utilised. To this end, the excel file that forms part of the toolkit contains three specific templates. The first template (tab) is designed for mapping where, and when, content is embedded or could be embedded. This includes all levels of operation from checking weekly lectures within one module, to highlighting aspects of the syllabus that relate to graduate attributes. The second template is specifically for mapping assessments across any module, stage, or programme. The third version allows the user to map their module or programme to Bloom's taxonomy. There is another tab, called *Key*, that contains the definitions of the terms used within the templates for ease of reference. A fifth tab is present to store the dropdown menu list. This final tab can be ignored for all practical uses of the tool.

ECAAPT is a flexible tool, and it may arise that you find a novel use or application for ECAAPT that has not previously been achieved. If so, please edit or adjust the tool as needed. Click here to watch a short video giving an overall introduction to the ECAAPT excel file. For example, the Bloom's Taxonomy version is set up to provide an overview of the learning events within specific modules or programmes. This could easily be edited to focus on how progressive the learning outcomes for modules or programmes are, should this be a more useful aspect to map. Individual lecturers or programme teams can agree on the attributes or criteria to be mapped that best suits their approach and delivery.

How-to guide (Skills and Attributes Template)

This section describes the process of using ECAAPT to embed, or check for embedded, content. This could be anything from checking where one specific aspect is present, or not, to mapping the places where graduate attributes are delivered upon. Click here to watch a short video that guides you through an example of mapping embedded content.

Step 1: The Key

There are six different options to choose between in terms of embedded/embedding content. These terms are defined in table 1, below. It is worth spending a few minutes familiarising yourself with these terms and their intended meanings. The definitions are also available in the template as notes (hover the cursor over the little red triangles in the excel file).

Step 2: The Tool

Figure 1 presents an overview of the Skills and Attribute Template. The blue sections are to be filled in by the user.

Skills & Attributes Template		Academic year:			Semester:
	Competency/Attributes	Insert Module/Stage/Programme in next row			
		Module Name			
		Delivery Mode	When	Delivery Mode	When
		Lecture		Practical	
Assumed	Insert chosen topic; eg. critical thinking, referencing				
Evaluated/Assessed					
Modelled					
Required					
Explained					
Practiced					
Assumed	Insert chosen topic; eg. critical thinking, referencing				
Evaluated/Assessed					
Modelled					
Required					
Explained					
Practiced					

Figure 1: Overview of the Skills and Attributes Template

1. These notes contain the definitions of these terms.
2. This note describes the types of delivery method – lecture, tutorial, fieldwork, etc.
3. The *When* column asks you to specify when this competency occurs during the year.
4. This is where you select the competency that you wish to map.

Table 1: Key Definitions

	Key Options	Working Definition
1	Assumed	Students already have a working knowledge of this
2	Evaluated/Assessed	This is part of a rubric used in grading on the module
3	Modelled	Lecturer(s) consistently demonstrate best practice in relation to this during the delivery of the module
4	Required	Students need to know this to meet the learning outcomes of the module
5	Explained	This is explained within the context of the module
6	Practiced	Students apply this as part of the module

Step 3: Mapping Skills and Attributes

Once you have decided what you are using template one for, and have filled in the blue boxes, you are ready to start the mapping process. Selecting the competency you wish to map is dependent on the preferences of the module/stage/programme team. The module/stage/programme outcomes may determine what you wish to map. You can always add more rows or columns depending on how many competencies and or modules/stages/programmes you are working on. Within each module/stage/programme you can add more columns to map for the specific competency across the different delivery methods, e.g. lecture and practical, see figure 2. For each competency or attribute that you are embedding, or checking if it is embedded, all you need to do is choose a response from the dropdown menus – see figures 2 and 3 (below) for more.

Skills & Attributes Template		Academic year:			Semester:
	Competency/Attributes	Insert Module/Stage/Programme in next row			
		Module Name			
		Delivery Mode	When	Delivery Mode	When
		Lecture		Practical	
Assumed	Insert chosen topic; eg. critical thinking, referencing	Yes / No			
Evaluated/Assessed					
Modelled					
Required					
Explained					
Practiced					

Figure 2: Does this competency occur in this module/stage/programme?

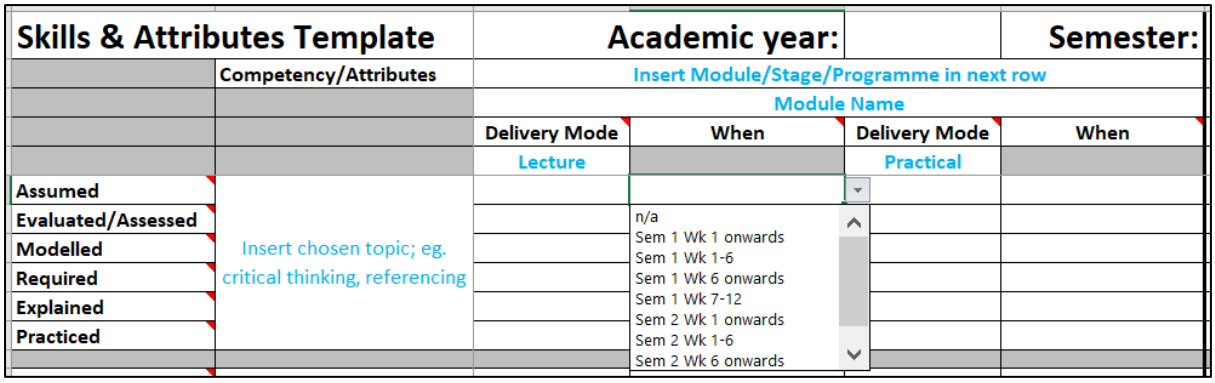


Figure 3: When does this competency occur?

Table 2, on the next page, explains in more detail what each of the *When* options are.

Table 2: When Definitions

When Categories	Definition
Sem 1 Wk 1 onwards	Ongoing from the start of semester 1
Sem 1 Wk 1-6	The first half of semester 1
Sem 1 Wk 6 onwards	Ongoing from the middle of semester 1
Sem 1 Wk 7-12	The second half of semester 1
Sem 2 Wk 1 onwards	Ongoing from the start of semester 2
Sem 2 Wk 1-6	The first half of semester 2
Sem 2 Wk 6 onwards	Ongoing from the middle of semester 2
Sem 2 Wk 7-12	The second half of semester 2
n/a	Not applicable (choose this if you said no in the delivery mode section)

Once you have completed all the relevant boxes, you should end up with something similar to figure 4. From here, it should be possible to see where specific competencies or attributes have been, or could be, embedded. If all modules in a stage or semester have been included, it may also be possible to see a cohesive picture of how much time is given to this competency or attribute across the semester/stage.

Skills & Attributes Template					
	Competency/Attributes	Insert Module/Stage/Programme in next row			
		Sports Development			
		Delivery Mode	When	Delivery Mode	When
Assumed	Citing & Referencing	Yes	Sem 1 Wk 1 onwards	Yes	Sem 1 Wk 1 onwards
Evaluated/Assessed		Yes	Sem 1 Wk 7-12	Yes	Sem 1 Wk 7-12
Modelled		Yes	Sem 1 Wk 1 onwards	Yes	Sem 1 Wk 1 onwards
Required		Yes	Sem 1 Wk 1 onwards	Yes	Sem 1 Wk 1 onwards
Explained		No	n/a	No	n/a
Practiced		No	n/a	No	n/a
Assumed	Reflective Practice	No	n/a	No	n/a
Evaluated/Assessed		No	n/a	No	n/a
Modelled		No	n/a	No	n/a
Required		No	n/a	No	n/a
Explained		Yes	Sem 1 Wk 1-6	Yes	Sem 1 Wk 1-6
Practiced		No	n/a	No	n/a

Figure 4: A Sample Completed the Skills and Attributes Template

How-to guide (Bloom's Taxonomy Template)

Users may also find it useful to map module and/or programme content to the levels of Bloom's Taxonomy. For this the revised taxonomy referred to as Bloom's Digital Taxonomy (Churches, 2008) has been used so as to take account of the impact of digital and online learning methods in contemporary HE programmes. See figure 5, below.

Bloom's Taxonomy Template		Academic year:		
	Competency/Attributes		Insert Module/Stage/P	
			Module	
			Delivery Mode	When
Create	Design, construct, plan, produce, invent, devise, make.	Higher order skills		
Evaluate	Check, hypothesise, critique, experiment, judge, test, detect, monitor.			
Analyse	Compare, organise, deconstruct, attribute, outline, find, structure, integrate.			
Apply	Implement, carry out, use, execute.	Lower order skills		
Understand	Interpret, summarise, infer, paraphrase, classify, compare, explain, exemplify.			
Remember	Recognise, list, describe, identify, retrieve, name, locate, find.			

Figure 5: Bloom's Taxonomy Template

This template can be filled in in the exact same way as the *Skills & Attributes Template*, though the key and competencies have been replaced by Bloom's taxonomy. First, select the module, stage, and programme to focus on, and have specified the delivery modes. Next you simply complete the columns using the dropdown menus (see figure 6, below). Click here to watch a short video tutorial.

Bloom's Taxonomy Template			Academic year:			Semester:
	Competency/Attributes		Insert Module/Stage/Programme in next row			
			Activity Leadership Outside			
			Delivery Mode	When	Delivery Mode	When
			Lecture		Practical	
Create	Design, construct, plan, produce, invent, devise, make.	Higher order skills	Yes	Sem 2 Wk 6 onwards	Yes	Sem 2 Wk 6 onwards
Evaluate	Check, hypothesise, critique, experiment, judge, test, detect, monitor.		Yes	Sem 2 Wk 6 onwards	Yes	Sem 2 Wk 6 onwards
Analyse	Compare, organise, deconstruct, attribute, outline, find, structure, integrate.		Yes	Sem 2 Wk 1 onwards	Yes	Sem 2 Wk 6 onwards
Apply	Implement, carry out, use, execute.	Lower order skills	No	n/a	Yes	Sem 2 Wk 1 onwards
Understand	Interpret, summarise, infer, paraphrase, classify, compare, explain, exemplify.		Yes	Sem 1 Wk 1 onwards	Yes	Sem 1 Wk 1 onwards
Remember	Recognise, list, describe, identify, retrieve, name, locate, find.		Yes	Sem 1 Wk 1 onwards	Yes	Sem 1 Wk 1 onwards

Figure 6: A Sample Completed Bloom's Taxonomy Template

How-to guide (Assessment Strategies Template)

This section is focused on the capacity for ECAAPT to map assessment strategies. The purpose here is to provide a means by which it is possible to track and map the assessment strategies across a stage or programme. Click here to watch a short video guide for this template.

Figure 7 (below) shows the blank template. The blue font is to be filled in by those using the tool. The first column contains a list of typical assessments. In the next 2 columns, similar to the Skills and Attributes Template, you choose the appropriate option from the drop-down menus. The *Assessment Strategy* column asks for a yes or a no in terms of whether the assessment is part of a particular module. The *When* column is detailed in table 2 (above). The fourth column, *Weighting*, asks you to include the weighting of this assessment as a percentage of the module in question.

Once this process has been completed (see figure 8, below) for each relevant module, a basic analysis of the inputted data will provide the amounts and weightings of all assessments, as well as when they happen throughout the year.

Assessment Template	Semester:		
	Insert Module/Stage/Programme in next row		
	Module Name		
	Assessment Strategy	When	Weighting (%)
Academic Essay			
Annotated Bibliography			
Article			
Case Study			
FEO (Final Exam Other)			
FES (Final Exam Scheduled)			
In-Class Exam			
Laboratory Manual			
Lesson Plan			
Practical Assessment			
Portfolio			
Poster			
Presentation			
Programme Design			
Reflective Essay			
Report			
Research Proposal			
Insert other assessments here			
Insert other assessments here			
Insert other assessments here			

Figure 7: Overview of Assessment Strategies Template

Assessment Template	Programme:		
	Insert Module/Stage/Programme in next row		
	Activity Leadership Outside		
	Assessment Strategy	When	Weighting (%)
Academic Essay	Yes	Sem 2 Wk 7-12	40
Annotated Bibliography	No	n/a	
Article	No	n/a	
Case Study	No	n/a	
FEO (Final Exam Other)	No	n/a	
FES (Final Exam Scheduled)	No	n/a	
In-Class Exam	No	n/a	
Laboratory Manual	No	n/a	
Lesson Plan	Yes	Sem 1 Wk 6 onwar	25
Practical Assessment	No	n/a	
Portfolio	Yes	Sem 1 Wk 7-12	35
Poster	No	n/a	
Presentation	No	n/a	
Programme Design	No	n/a	
Reflective Essay	No	n/a	
Report	No	n/a	
Research Proposal	No	n/a	
Insert other assessments here			
Insert other assessments here			
Insert other assessments here			

Figure 8: A Sample Completed Assessment Strategies Template

References

Churches, A., 2008. *Bloom's Digital Taxonomy*. Available at: <https://www.researchgate.net/publication/228381038_Bloom%27s_Digital_Taxonomy>.

Faulkner, V., 2012. 'Almost Like a Revolution in the School': Embedding Literacy Across Learning Areas: A Case Study. *Literacy Learning*, 20(3), pp.9–17.

Wise, B., 2009. Adolescent Literacy: The Cornerstone of Student Success. *Journal of Adolescent & Adult Literacy*, 52(5), pp.369–375. http://dx.doi.org/10.1598/JAAL.52.5.1.