



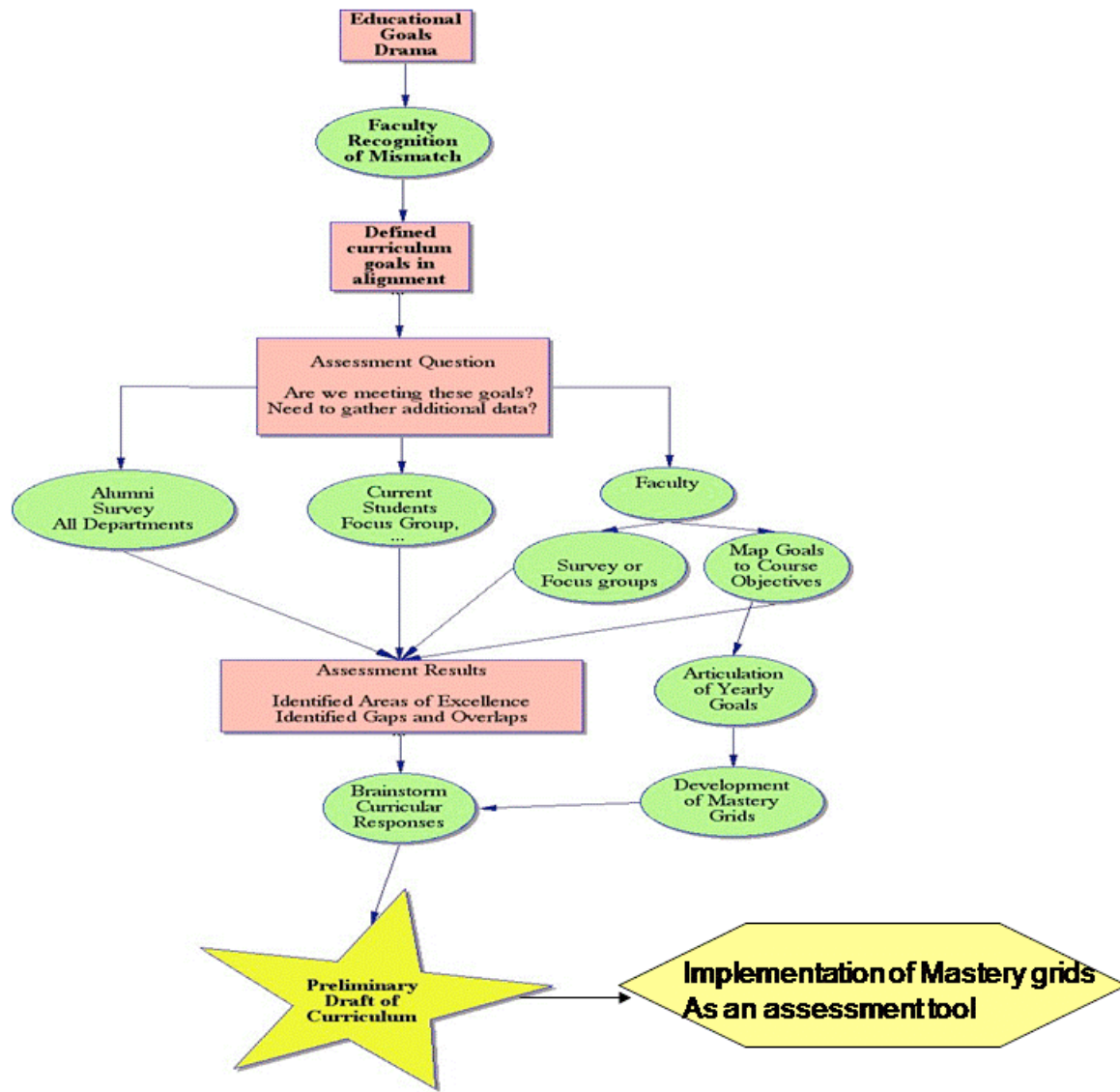
School of Drama
Process for Curriculum Review, Research and
Revision & Assessment

Drama Department Curriculum Review Process



Agenda

- Overview of a process for curriculum review, research and revision
- Materials developed for alignment and assessment





Adjusting Expectations

- **Three Phase Model**
 - Review - Research - Revision

- **Three Pronged Approach**
 - Aligning Objectives, Activities, Assessments



Process Steps

- A. Identify the ideal outcomes for the Drama School curriculum, rephrased as *learning objectives*
- B. Identify the strengths and weaknesses of the current program compared to the learning objectives
- C. Identify the overlaps and gaps in the current curriculum when compared to the learning objectives
- D. Identify available and needed sources of data for use in curriculum review and revision



Process (continued)

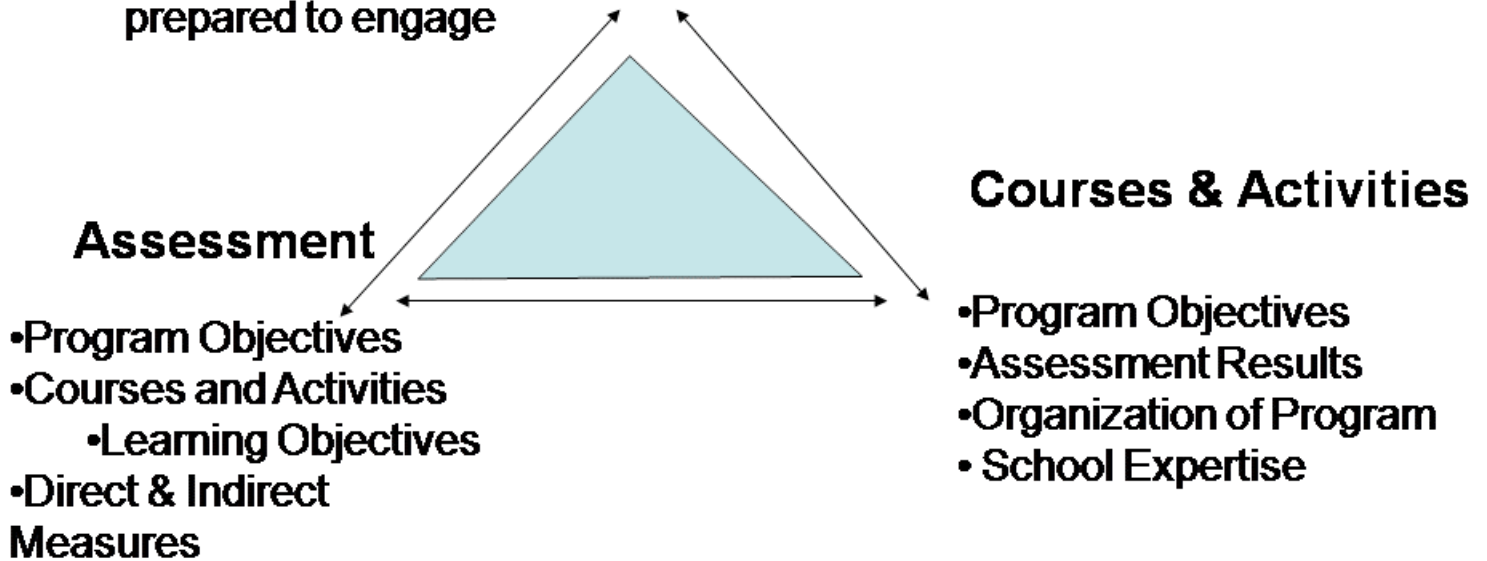
- E. Begin to address the overlaps and gaps
- F. Identify constraints, requirements, assumptions and philosophies that impact the curriculum
- G. Implement parts of the process with the rest of the faculty
- H. Create an action plan and timeline for the rest of the curriculum review process

The 3-pronged Approach

Aligning Objectives, Activities, Assessments

Program

- The Level & Type of Objectives students should acquire
 - Skills, knowledge & attitudes (what they can do, what they know, how they can think)
- The Professional Contexts in which students should be prepared to engage





Aligning Objectives and Activities

- Introduction
- What Do We Want - Defining the Ideal (A, G)
- What Do We Have - Comparing the Real to the Ideal (B, D, G)
- Exploring the Discrepancies - What Are We Currently Doing? (C, E, G)
- Why Are We Doing it *This Way*? (F, G)
- How Should We Proceed?: Action Plan (H)



Keep in Mind . . .

“The best curriculums . . . are written from the learner’s point of view and the desired achievements.”

(Wiggins & McTighe 1998)

“Historically, higher education has been concerned with teaching - transmitting knowledge - rather than with learning . . . Putting learning first may lead to different types and degrees of change.”

(Eckel, Hill & Green 1998)



II. What Do We Want? Defining the Ideal

- Identify individually your “ideal graduate”
 - Who epitomizes the ideal you strive for, and why?
 - What do they know? What can they do?



III. What Do We Have? Comparing the Real to the Ideal

- How would you characterize, individually, your current graduates in terms of those ideals (now stated as objectives) on a scale from 1 to 5
 - 1 -- Very Weak
 - 2 -- Weak
 - 3 -- Adequate
 - 4 -- Strong
 - 5 -- Very Strong
- Share with group and support your rating (see handout)



Objectives x Success Rating x Assessments

	1	2	3	4	5	Info supporting rating	Additional data needed
Obj 1							
Obj 2							
Obj 3							



IV. Why the Discrepancies?

- **Map a subset of required courses and map to objectives to help explain strengths, weaknesses, overlaps and gaps**



Courses x Objectives

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5
Acting 1					
Acting 2					
Text to Stage					



Further Understanding of Current State continued

- Individually map a course of yours - map objectives to learning activities, current assessments, satisfaction, potential additional assessments
- Share with group



A Course: Objectives x Learning Activities x Assessments

	Learning Activities	Current Assessments	Satisfac- tion	Additional Assessments
Obj 1				
Obj 2				
Obj 3				
Obj 4				



V. Why Are We Doing it *This* Way?

- **Identify**
 - Constraints
 - Requirements
- **Make explicit the philosophies underlying current practice**
- **Expose assumptions about teaching and learning**



VI. How Should We Proceed? Action Plan

- **Phase II: Research (Information Gathering)**
 - **What further data do you need? From whom/ how will you collect it? When?**

- **Phase III: Revision (based on data from Phases I and II)**
 - **Bring into alignment objectives, activities and assessments**
 - **Handouts of Mastery grids**
 - **Admissions Rubric & Grading Criteria**
 - **Course Descriptions with Objectives (and Program Goals)**