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

Katharine V. Macy
Business Librarian
IUPUI University Library
macyk@iupui.edu
ORCID: 0000-0002-6283-7143

Heather L. Coates
Digital Scholarship & Data Management Librarian
IUPUI University Library
Center for Digital Scholarship
http://ulib.iupui.edu/digitalscholarship
coateshl.wordpress.com
@landPangurBan
ORCID: 0000-0003-4290-6997
Business

Undergraduate Program
Undergraduate Business – Identifying the Need

- Evidence from assessment data
- Interviewed faculty
- Reviewed employer surveys and literature

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

Map to academic standards

  • 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

DIL competencies based Calzada Prado and Marzal framework (2013)

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).

<table>
<thead>
<tr>
<th>Competency</th>
<th>Topics covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding data</td>
<td>• What is “big data”?</td>
</tr>
<tr>
<td></td>
<td>• How does data affect their project, future work, professional lives, society</td>
</tr>
<tr>
<td></td>
<td>• Their role as both a data consumer and producer</td>
</tr>
<tr>
<td>Finding and/or obtaining data</td>
<td>• Introduction to multiple databases</td>
</tr>
<tr>
<td>Reading, interpreting &amp; evaluating data</td>
<td>• Evaluation of data found in directory database</td>
</tr>
<tr>
<td>Using data</td>
<td>• Ethical use of data</td>
</tr>
</tbody>
</table>
Next steps

- Create/adapt a data visualization online learning module to be used in sophomore business communication course.
- Develop asynchronous 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
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

Calzada Prado & Marzal Data Information Literacy Competencies

Council on Linkages between Academia and Public Health Practice (CLAPHP) Core Competencies

Richard M. Fairbanks School of Public Health – MPH Core Course Syllabi

Analytical/Assessment Skills

Public Health Sciences Skills

Policy Development/Program Planning Skills

Detailed curriculum map of DIL to public health standards: [http://hdl.handle.net/1805/10825](http://hdl.handle.net/1805/10825)
### Discussion: Options for integrating DIL

<table>
<thead>
<tr>
<th>Modular</th>
<th>Course Redesign</th>
<th>Core Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop brief videos, discussion guides, &amp; activities for instructors to implement as desired. Offer to support by leading discussions or assisting with assignment redesign and grading.</td>
<td>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.</td>
<td>Collaborate with School MPH Curriculum Committee to systematically integrate scholarly communication and data management topics into new core curriculum of 4 courses.</td>
</tr>
</tbody>
</table>
Where we stand now

On hold, waiting for redesign of core…
Thanks!
Any questions?
References


Coates, H. L. (2016). Mapping data information literacy competencies to academic & professional standards in public health. IUPUI University Library: Indianapolis, IN. http://hdl.handle.net/1805/10825


Design Credits

Slide template: http://www.slidescarnival.com/robin-free-presentation-template/312

Images from the Noun Project
- Behavior: https://thenounproject.com/search/?q=decision+making&i=594691
- Policy: https://thenounproject.com/search/?q=policy&i=901629
- Population: https://thenounproject.com/search/?q=population&i=23892
- Box Plot: https://thenounproject.com/search/?q=box+plot&i=635936