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Canada's Capital University

Under pressure: Acknowledging faculty tensions in adopting a learning-outcomes curriculum

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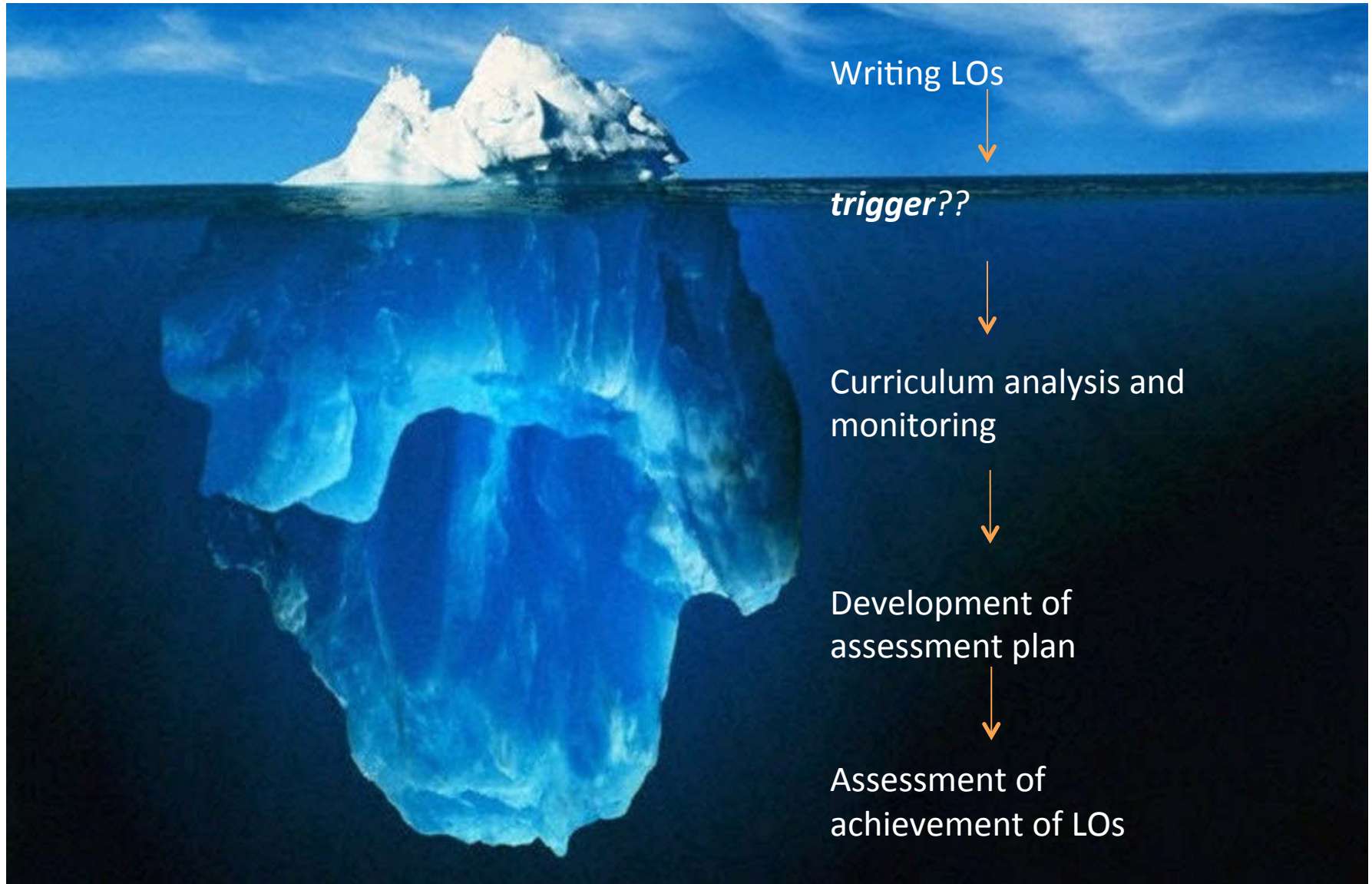
Carleton University

“A faculty dialogue about concerns and objections is a critical first step in the institutionalization of outcomes-based assessment”.

(Driscoll and Wood, 2007)

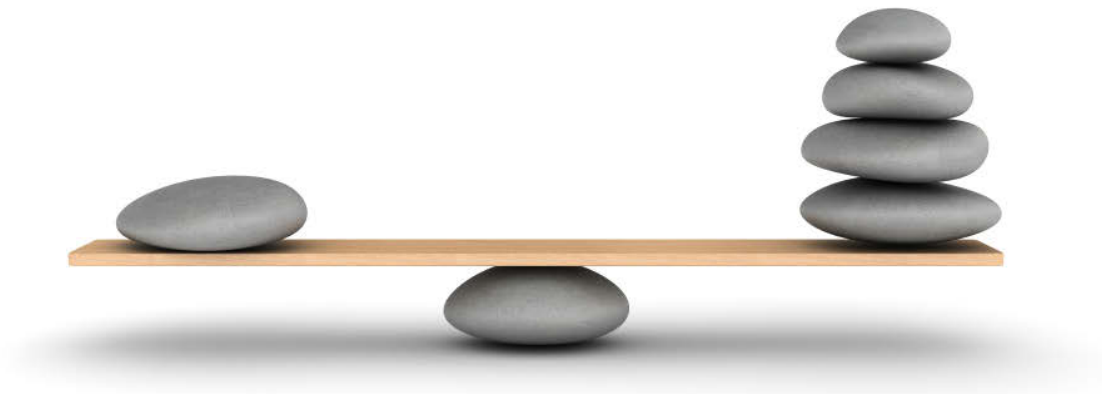


Institutionalization of LOs



Two Paradigms of Assessment

	Assessment for Improvement Paradigm	Assessment for Accountability Paradigm
Strategic Dimensions		
<i>Intent</i>	Formative (Improvement)	Summative (Judgment)
<i>Stance</i>	Internal	External
<i>Predominant Ethos</i>	Engagement	Compliance
Application Choices		
<i>Instrumentation</i>	Multiple/Triangulation	Standardized
<i>Nature of Evidence</i>	Quantitative and Qualitative	Quantitative
<i>Reference Points</i>	Over Time, Comparative, Established Goal	Comparative or Fixed Standard
<i>Communication of Results</i>	Multiple Internal Channels and Media	Public Communication
<i>Uses of Results</i>	Multiple Feedback Loops	Reporting



“true education cannot be measured”...“I don’t think that we could possibly state the learning outcomes that we want our art majors to achieve...It’s so individual...creativity cannot be analyzed that way...”...“the term outcomes gives the image of a factory model in which something is produced rather than developed”...“inflexible”...“highly prescriptive”...“privileges lower-order measurable knowledge and skills”...“potential to force...harmful ‘normalization’ of learning”...“adoption of learning outcomes...uniquely corrosive impact of the formalisation of learning outcomes on academic education”...



“If assessment is to become a driving force in continuous renewal and to be used to support improvement of student learning... concerns must be addressed and [faculty] ownership supported”.

(Driscoll and Wood, 2007)

Case Study- School of Social Work

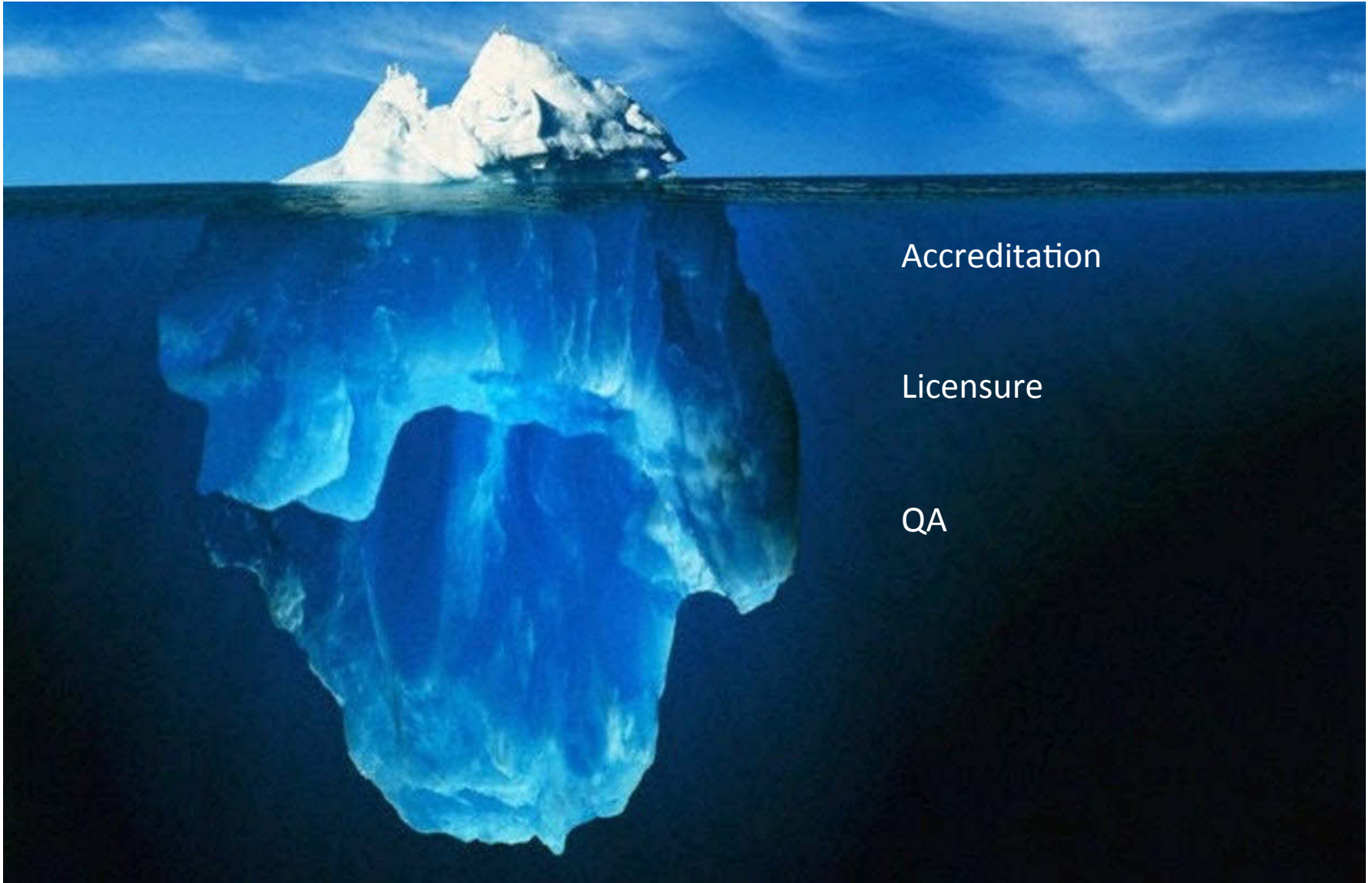


Tensions in General

- Debate about what the goal of higher education should be- develop critical thinking, broad knowledge base, intellectual development VS prepare job ready, skilled employees.
- “Fending off university-attacking zombies”

[DAVID NAYLOR, SPECIAL TO FINANCIAL POST](#) | 13/03/14 |

Tensions of LO's



Accreditation

Licensure

QA

OCSWSSW

- The Ontario College of Social Workers and Social Service Workers (OCSWSSW)
- A regulatory body whose primary duty is to serve and protect the public interest.
- The College's mandate is to regulate the practice of social work and social service work and to govern its members.



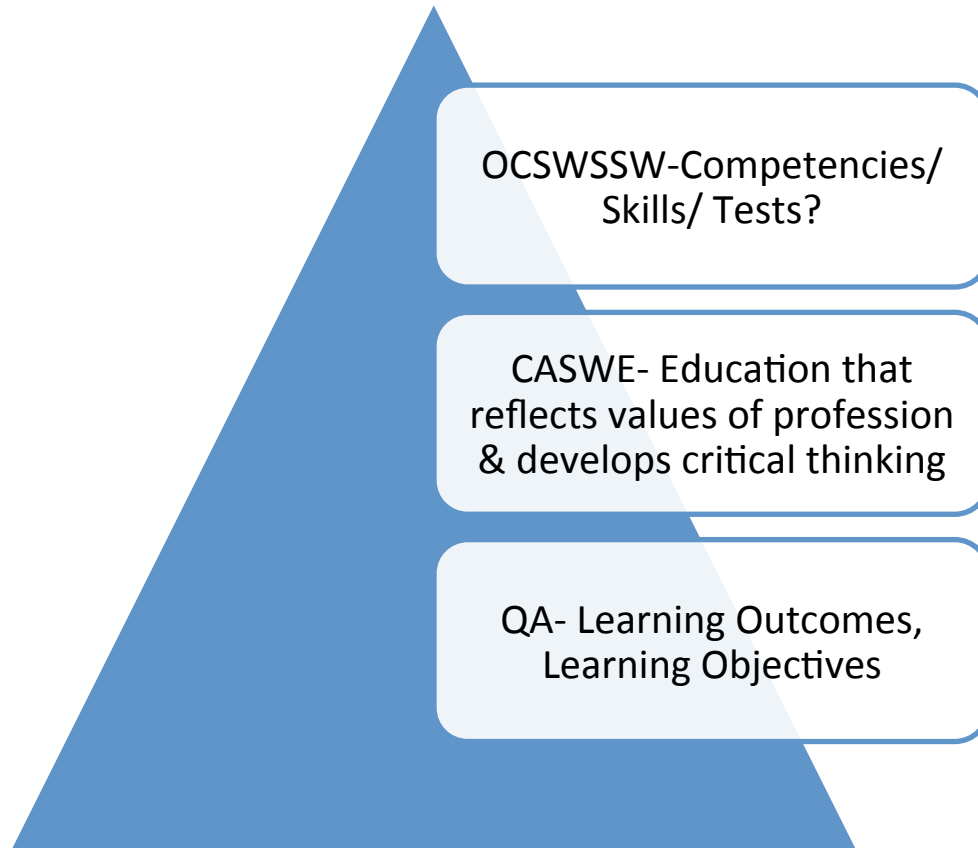
Ontario College of
Social Workers and
Social Service Workers



In accordance with the Registration Regulation made under the *Social Work and Social Service Work Act (SWSSWA)*, all members must provide

- Evidence of continuing competence to practise social work or social service work, according to the guidelines set by the College.
- The expectation that members remain current with knowledge and practice relevant to their area of professional practice is set out in the Standards of Practice.

Social Work Education



Accreditation Standards- CASWE

- ***SB 1.4 Program objectives and goals reflect school's mission***
- The School's objectives as reflected in the mission statement include:
- providing a supportive learning environment for students which meets high standards of academic achievement and practice excellence;
- encouraging critical thinking and analysis of social relations and barriers that prevent people from reaching their full potential;
- promoting values of respect, dignity and worth of all people;
- fostering research and the development of theory;
- assisting students in acquiring knowledge, skills and values to work in diverse, cross-cultural environments with marginalized populations;
- equipping students with knowledge, skills and values necessary to promote social change that advances social justice;

SB 5.1 Curriculum consistent with School and CASWE policy

- One of the main objectives of the School's BSW (Honours) curriculum is to prepare entry-level social workers for generalist practice that reflects principles of social justice and a respect for diversity. The curriculum content, the governance structure and our admissions policies all support our education equity mandate and are directed toward encouraging, preparing and supporting student from a range of backgrounds.
- The structural orientation of the School places a strong emphasis on sensitivity to the individual and on the development of innovative strategies for working with people both individually and collectively. The School stresses an awareness and capacity for analysis of the social policies and administrative practices that affect the lives of many people in our society. Analysis of class, gender and race relations, among others categories, are considered central to the program. The program's core courses and field practice are structured so that students develop first a broad understanding of societal forces, and then skills in direct practice, social administration and policy and research methodologies.

Core courses according to major pedagogical areas

	Social Theory for Social Work	Research	Social Administratio n and Policy	Social Work Practice : Individuals, Families & Groups
Core courses	SOWK 1000 Introduction to Social Work and Social Welfare SOWK 2000 Structural Analysis and Social Work SOWK 3000 Foundations of Structural Analysis, Social Welfare and Social Work SOWK 4200 Honours Integrative Seminars	SOWK 2501 Research Methods in Social Work SOWK 2502 Statistical Analysis for Social Workers SOWK 4908 Honours Essay	SOWK 2100 The Political Economy of Social Welfare SOWK 3100 Social Administration and Policy SOWK 3600/3601 Practicum 1 SOWK 4600 or 4601 & 4602 Practicum II	SOWK 3200 Social Work Practice in Communities and Organizations SOWK 3201 Social Work Practice: Individuals, Families and Groups. SOWK 3600/3601 Practicum 1 SOWK 4600 or 4601 & 4602 Practicum II

Quality Assurance

- ***Learning Objectives, learning outcomes and meeting expectations***
- A main objective of the BSW program is to offer our students a generalist social work education combining liberal arts with professional skills and knowledge that will prepare students for entry-level social work careers in a range of agencies and organizations such as child protection agencies, community health centres, women's centres, health and crises centres, government departments, probation, parole and prison services.

Learning Objectives

- More specific learning objectives of the Honours BSW Program, followed by the degree level expectation in parentheses include:
- assisting students to develop skills in critical analysis regarding structural inequalities in society; application (depth and breadth of knowledge, application of knowledge, communication skills, autonomy and professional capacity);
- assisting students to develop a basic knowledge of the history of social welfare and social work (depth and breadth of knowledge, application of knowledge, communication skills, professional capacity)
- assisting students to develop a knowledge of social policies and programs and their relationship to social work and social justice (awareness of limits of knowledge ;
- assisting students to develop a knowledge base in methods of social work inquiry, both quantitative and qualitative (depth and breadth of knowledge, knowledge of methodologies, application of knowledge);
- assisting students to understand the broad range of social issues and contexts within which they will be working (depth and breadth of knowledge, application of knowledge, professional capacity);
- providing students with opportunities to practice their skills and apply their knowledge (knowledge of methodologies, application of knowledge, communication skills, professional capacity);
- assisting students to understand ethical issues in social work and to begin their development as professional social workers (communication skills, autonomy and professional capacity).

Mapping course objectives to learning outcomes

- Players: BSW Program committee consisting of faculty, students, guest expert on program learning outcomes
- Two Meetings
- Equipment: Large post-it notes, glues sticks, pens and slips of paper

Unexpected Learning

- What was missing from the courses that we offered
- What was missing from our course objectives in our course outline
- A wish that we had engaged in this exercise before wrote course outline

Degree expectations, learning outcomes and courses

- Knowledge of Methodologies
- Students will have an understanding of methods of inquiry, including structural analysis of inequality as it relates to social work practice and policy and qualitative and quantitative research design for understanding individual and community needs and impacts.
- SOWK 1000, 2000, 2100, 2501, 2502, 3009, 3200, 3207, 4200, 4203, 4209, 4600.

Degree expectations, learning outcomes and courses

- Depth and breadth of knowledge
- Students will be able to engage in critical thinking and analysis of structural barriers that prevent people and communities from reaching their full potential.
- SOWK 2000, 2100, 2201, 3000, 3009, 3100, 3200, 3207, 3600, 3602, 4200, 4203, 4209, 4300, 4600.

Curriculum Mapping

“Curriculum mapping is a consideration of when, how, and what is taught, as well as the assessment measures utilized to explain achievement of expected student learning outcomes”. (Harden, 2001)



Curriculum Matrix

- 2-dimensions representation of the curriculum
- Traditional:
 - Mapping core requirements to learning outcomes
 - Including activities and/or assessments that facilitate achievement of learning outcomes
- Often non-traditional

A Course Level Curriculum Map					
Intellectual Skills - Bachelors Level					
Competency	Analytical Inquiry	Use of Information Resources	Engaging Diverse Perspectives	Quantitative Fluency	Communications Fluency
Course #1 (ex. ENGLISH 101)					
<i>Is it addressed?</i>					
<i>How is it tested or assessed?</i>	<i>Ex. assignment</i>		<i>Ex. performance</i>		<i>Ex. examination</i>
Course #2					
<i>Is it addressed?</i>					
<i>How is it tested or assessed?</i>					
Course #3					
<i>Is it addressed?</i>					
<i>How is it tested or assessed?</i>					

Figure 1. Course Level Curriculum Map Rubric



“Faculty learning communities are a continuous process of learning and reflection, supported by colleagues, with an intention of getting things done”.

(McGill and Beatty, 2001)

