



## Mapping the GDLEs Aligning the UDLEs and GDLEs

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1

## Mapping the GDLEs Agenda

- What are the GDLEs?
- Why have them?
- Mapping the GDLEs
  - Process at Windsor
  - Process at Ottawa
- What is happening at other universities?
- What are some of the issues?

2

## What are the GDLEs?

- Graduate Degree Level Expectations (GDLEs)
- Chart describing Masters and PhD

3

## Why have the GDLEs?

- Form small groups 4-6
- Discuss for ~5 min
- Report back

4

## Why have the GDLEs?

- Ensure consistency across universities
- Establish a common language
- Set a basic threshold for quality (?)

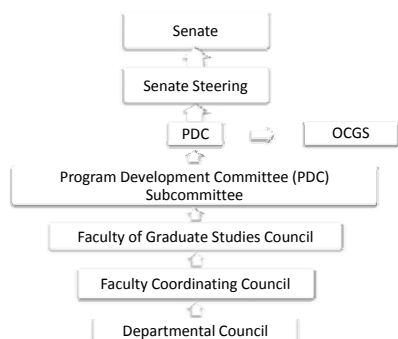
5

## Mapping the GDLEs at the University of Windsor

- Designed specific *Graduate Attributes*
- Aligned *Graduate Attributes* with UDLE, GDLE
- Approved by Senate, June 2008
- Developed by the Senate Office and Provost with the Vice Provost Teaching and Learning

6

## Graduate Course/Programs Flow



7

## Mapping the GLDEs at the University of Windsor

- All new courses and programs have aligned learning outcomes mapped to Graduate Attributes (Form 4)
- PDC Subcommittee chaired by the Vice Provost Teaching and Learning
- Consultation with CTL encouraged for learning outcomes (at any stage, to any degree)

8

## Examples

Social Work: PhD

- Form 2 Submission for a new program
- Diagram of program

9

## University Teaching Certificate

The Three Levels of the Program

Fundamentals of University Teaching

Theory and Practice of  
Scholarly Teaching

Leadership in University Teaching



## Examples

University Teaching Certificate

- Windsor Graduate Attributes
- Ontario Council on Graduate Studies (OCGS) – Graduate Degree Level Expectations (GDLE)
- Canadian Association for Graduate Studies (CAGS)
- Staff and Educational Development Association (SEDA)

11

## What is happening in other universities?

1. Does your university have institutional 'degree level expectations'?
2. What process do you use for approval of graduate learning outcomes?

Discuss in groups of 4-6

Take ~ 5 minutes

Report back

12

## Integrating the GDLEs at uOttawa: Doctoral Program in Nursing

13

### Integrating GDLEs in program development

- Where do the GDLEs fit in the process?
- What adaptations are to be made for the right fit?
- What is different when compared to using the UDLEs?

### Example of Process: Overview

Nursing, PhD program

- Request for consultation on improving program by program director Jocelyn Tourigny
- (Re)define program learning outcomes: consultations with Tourigny (using the GDLE template)
- Two sessions of adaptations with professors (10), doctoral students (3), graduate (1)
- Curriculum mapping: in progress

### Steps in writing these GDLEs

- Integrate current vision statements and learning outcomes with GDLEs
  - Identify gaps
  - Provide examples of learning outcomes from other programs ([http://delicious.com/rparson/nursing\\_doctoral](http://delicious.com/rparson/nursing_doctoral))
  - Recommend changes
- Review, revise, communicate, question, listen, suggest, re-review, communicate, have a coffee, discuss, revise, review...

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### Consult Existing Program Vision and Learning Outcomes

*Individuals who complete the PhD in Nursing Program will be prepared for roles as leader, scholar/researcher, and educator in academia, the health care industry, or government and private organizations focused on health care.*

*Graduates will demonstrate the following program outcomes:*

- *Provide leadership in the advancement of nursing as an academic and practice discipline and in political processes that affect nursing and healthcare.*
- *Conduct original research that generates new knowledge.*
- *Develop, implement and evaluate innovative approaches to teaching and learning.*

### GDLEs: 1. Depth and Breadth of Knowledge

Nursing PhD Program uOttawa (2010)	OCGS Degree Level Expectations
<ol style="list-style-type: none"> <li>Integrate and critique a broad range of literature in nursing and other disciplines relevant to their chosen area of research</li> <li>Identify and appraise controversies in their field of research</li> <li>Articulate the broader implications of their research within and beyond particular contexts of nursing and health</li> </ol>	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.

### GDLEs: 2. Research and Scholarship

Nursing PhD Program uOttawa (2010)	OCGS Degree Level Expectations
<ol style="list-style-type: none"> <li>Comprehensively and critically review the literature associated with their research topic</li> <li>Design original research according to standards and quality required to satisfy peer review</li> <li>Conduct original research according to standards and quality required to satisfy peer review</li> <li>Evaluate the strengths and limitations of a range of various research approaches in relation to their research and to the discipline of nursing</li> </ol>	<ol style="list-style-type: none"> <li>The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</li> <li>The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</li> <li>The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</li> </ol>

### GDLEs: 3. Level of Application of Knowledge

Nursing PhD Program uOttawa (2010)	OCGS Degree Level Expectations
<ol style="list-style-type: none"> <li>Contribute new ideas, theories, skills, techniques, tools, and/or practices to nursing</li> <li>Synthesize and integrate findings from research (into) scholarly activities</li> <li>Demonstrate teaching and learning strategies applied to specific instances</li> </ol>	<p>The capacity to <sup>already</sup> <del>covered in section 2,</del> <sup>covered in previous</sup> <del>sections</del></p> <ol style="list-style-type: none"> <li>Undertake pure and/or applied research at an advanced level; and</li> <li>Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.</li> </ol>

### Curriculum Mapping

Analyse de cursus/Curriculum Map	Superviseur A	Superviseur B
<p>Recognizing that this program includes three different fields/streams of research, upon completion of this program, students will be able to...</p> <p><b>1. Competencies / Knowledge</b></p> <ol style="list-style-type: none"> <li>Integrate and critique a broad range of literature in nursing and other disciplines relevant to their chosen area of research</li> <li>Identify and appraise (controversies?) in their field of research</li> <li>Articulate the broader implications of their research within and beyond particular contexts of nursing and health</li> </ol> <p><b>2. Research and Scholarship</b></p> <ol style="list-style-type: none"> <li>Comprehensively and critically review the literature associated with their research topic</li> <li>Design original research according to standards and quality required to satisfy peer review</li> <li>Conduct original research according to standards and quality required to satisfy peer review</li> <li>Evaluate the strengths and limitations of a range of various research approaches in relation to their research and to the discipline of nursing</li> </ol>	<p>Superviseur A</p> <p>Superviseur B</p>	<p>Superviseur B</p>

### Assessment of learning outcomes

#### Undergraduate

When you have completed the entries for your course, please save the document, naming it according to the program's representation and send it to us.

Example of a section of a completed curriculum map with assessment methods indicated:

Outcome	1	2	3	4	5	6	7	8	9	10	11	12
1. Critical thinking												
2. Communication												
3. Problem-solving												
4. Self-direction												
5. Teamwork												
6. Leadership												
7. Global awareness												
8. Career readiness												
9. Lifelong learning												
10. Citizenship												
11. Personal development												
12. Health and safety												

### Assessment of learning outcomes

Undergraduate	Doctoral
1. Test/Quiz/Exam	1. Research proposal
2. Project (group)	2. Thesis
3. Participation (in class)	3. Thesis defense
4. Participation (on-line discussions)	4. Written assignments, short (1-4 pages)
5. Oral presentation, performance	5. Written assignments, medium (5-20)
6. Journal /lab notebook / portfolio	6. Written assignments, long (20+)
7. Poster or graphics (maps, blueprints, schematics)	7. Comprehensive exam
8. Self or peer evaluation	8. Oral presentation, performance
9. Written assignment	9. Case studies
10. Case studies analysis	10. Online tutorial
11. Experiential learning (placement, co-op)	11. Poster presentation
12. Other: please specify	12. Experiential learning
	13. Other: please specify

- Questions, comments?

25

## What are the Issues?

- What issues have you faced in mapping or using GDLEs?
- What would be helpful?

Discuss in groups of 4-6

Take ~ 5 minutes

Report back

26

## Responses

- Master degree comes with expectations- what about course-based and research based, applied, experiential, certificate?
- Resistance from faculty (buy in)
- Is the process being overly prescriptive?
- How to evaluate- need for guidance for supervision, not just “Whatever fits”, what are the competencies, criteria

27

## Questions 2

- Who funds supervisor
- Supervisors- academic freedom, impact from expectations?
- Reviews have been done for years – how seriously will this be now?
- Elements that are in, asked about, in terms of evaluations – what is the program for, what is the quality assurance process?

28

## Questions 3

- Mapping- is this about conformance? What is the effect of mapping on quality of teaching?
- Is it being used for critical reflection?
- A. has occurred in many circumstances, as part of a collegial dialogue.
- A. for a grant, one criteria was to describe how it impacted student learning.

29

## Aligning the UDLEs, GDLEs...

- Examining Alignment
- Is There Anything Missing?
- Aligning Learning Outcomes with Methods and Assessments
- Tracking and Measuring

30

## Aligning the UDLEs and GDLEs

- Examine one possible alignment
  - Sample designed at the University of Windsor

31

## Aligning the UDLEs and GDLEs

- Is there a different way to align the UDLEs and GDLEs?

Discuss in pairs  
Take ~ 5 minutes  
Report back

32

## Aligning the UDLEs and GDLEs

1. Do the undergraduate outputs from the UDLEs match the graduate intake?
2. What can help?

Discuss in groups of 4-6  
Take ~ 5 minutes  
Report back

33

## Is there anything missing?

1. Is there anything missing from the GDLEs?
2. Is there anything that does not belong?

Discuss in groups of 4-6  
Record on Flip Chart paper  
Take ~ 5 minutes  
Post on wall

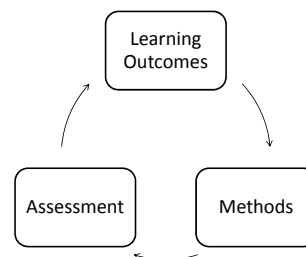
34

## Why are we doing this again?

- Improved quality of learning
- This requires more than learning outcomes
- Process for **enhancement**

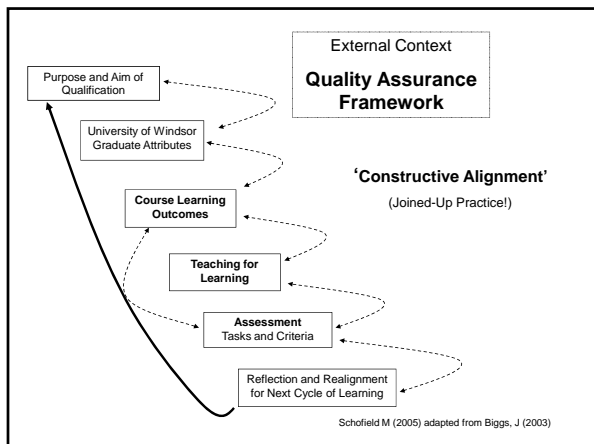
35

## What is Alignment?



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36



### Process Tools

Learning Outcomes	Teaching/Learning Methods		Assessment	
	What will students do?	What will the instructor do?	Tasks	Criteria
Knowledge				
Skills				
Attitudes				

201038

### Future: Mapping Alignment

Curriculum Maps with Learning Outcomes, Assessments and Methods

- Sample Curriculum Blue Print
- Current requirement in Australia, UK

39

### Mapping Alignment

1. How can you assess whether outcomes are met?
2. How can you track or map the process by which they are met?

*Remember: Learning will take place both inside and outside the classroom*

40

### Summary

- Mapping the GDLEs
  - Windsor
  - Ottawa
- Aligning the GDLEs and UDLEs
- Going Further
  - Aligning Learning Outcomes, Methods, Assessment

41

### Thank you

### Questions or Suggestions?

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42