

Course mapping: A best practice for student learning

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Abstract: Course mapping is a form of concept map that outlines how students learning objectives tie to assessments. This course organization has many benefits, including providing a guideline for students, a basis for curriculum mapping, a discovery learning gaps, and a resource for accreditations. In this short session, I will review what a course map is, how it can be tied to curriculum and accreditation, and allow time for participants to engage in a course map.

Friday, December 2, 2022

via Zoom

11:15 am- 12:05 pm

in person

Watt 308

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Bio: At Clemson University, I am a Lecturer in the Department of Public Health Science, a Ph.D. candidate in the Department of Engineering and Science Education, and will be a faculty fellow for OTEI starting in spring 2023. All but four years have been spent in higher education since my graduation from the University of Utah in the spring of 1998 with an interdisciplinary health/exercise science/nutrition masters of science degree. With a health emphasis, I have supported student learning in workshops and formal classrooms. I have developed over 20 new courses and mentored students in teaching and health careers. Peer collaborations have occurred on assessment, accreditation, curriculum planning, and professional development at three different universities. My pedagogical efforts have been recognized with two college teaching awards. For my research, I am exploring the value of a peer-supported review of teaching in faculty learning communities (a form of communities of practice framework) for high-stakes employment evaluations with the support of my advisors, Dr. Karen High and Dr. Matthew Boyer.

