

The questions we ask...

1. Informed Imagining: What do you want for your program?

- What do you want for your students?
- What do you want your program to accomplish?
- What knowledge, skills, attitudes and values (graduate attributes) do you want your students to graduate with?
- What stories do you want students, graduates, alumni, parents, employers to tell?
- What do you want colleagues in programs students enroll in subsequently to say about your students?
- What do you want your academic peers across Canada and around the world to say about your program?
- What will success look like?

2. Inventory: What does your program offer now?

- What information do you have about the current state of your program?
- What are the learning outcomes of your current program?
- What teaching and assessment methods are being used?
- What key resources, research methods, and experiences do students become familiar with?
- What high impact, educationally rich experiences do students encounter in your program?

3. Identify Discrepancies: How does what you have match with what you want?

- What strengths/shortcomings of your current program have been identified?
- Where does this situate you in relation to the department's/college's vision?
- What new questions do you have about your program that may not have been answered by the inventory?
- How does what your current program looks like match your vision?
- What is needed to improve the match between the vision and the program?

- What can be done to improve the match?
- What can be undone to improve the match?
- What are the key areas that might benefit by accessing new resources?
- What can be learned from comparator programs and innovative peers?
- What can you create that is better than anything else that currently exists?

4. Implement: What is practically needed to enact the changes?

- What needs to go into a program proposal that will be approved readily?
- What budget implications exist, and where can additional resources be found?
- How can courses be designed to incorporate appropriate uses of technology, experiential learning, Aboriginal issues, internationalization?
- What processes, policies, procedures apply?
- Who will do what, with whom, by when?
- When will the new program roll out? How will it be staged?
- What communication and promotion strategies will be needed?
- What training (about teaching or assessment) might help?
- What special messages are required for student recruitment?

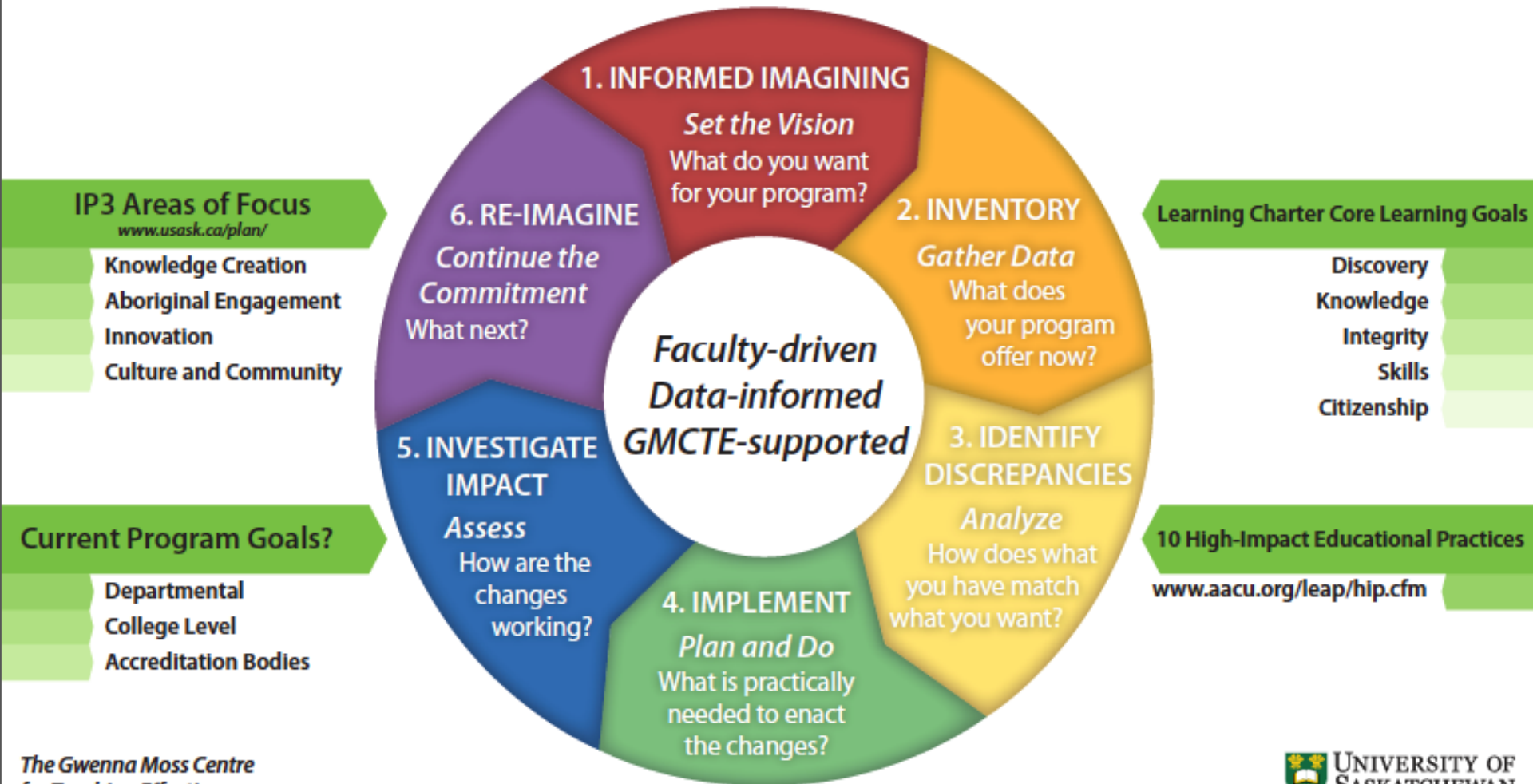
5. Investigate Impact: How are the changes working?

- How do you measure the progress of your program?
- How do you measure the success of your program?
- What kind of data is needed to know how well your program is going?
- What ongoing system for data collection can be established?
- How might you adjust current evaluation tools to gather additional information about your program (student evaluations, regular surveys of students or alumni, etc.)?
- How might you share the results of your program evaluation with others (on campus, in your discipline, etc.)?

6. re-Imagine: What's next?

- How will you continue your commitment?

Curriculum Innovation and Renewal Cycle



The Gwenna Moss Centre
for Teaching Effectiveness