

Curriculum Mapping to Identify and Scaffold Potential Connections to Broader Contexts

Step 1: Brainstorming

	How might you integrate this type of connection into courses you teach?
Course topics	
Course-based undergraduate research	
Case-based projects	
Client-based projects	
Service-learning / Community-engaged learning partnerships	
Internships	
Independent research projects	

Supplemental resource to *Key Practices for Fostering Engaged Learning: A Guide for Faculty and Staff*, by Jessie L. Moore. Stylus Publishing / Center for Engaged Learning, 2023.

Step 2: Mapping Connections to Broader Contexts Across the Program

List core courses in your program across the top row. In which core courses could you integrate topics or pedagogies that facilitate connections to broader contexts? How might you—and colleagues—scaffold students’ practice with wicked tendencies and wicked problems across your program? In which core courses might students first encounter a wicked tendency (e.g., a case study, a course-based undergraduate research experience), and when might they practice addressing increasing wickedness (e.g., client projects, service-learning, etc.)?

Courses						
Connections to Broader Contexts						
<i>Course-based undergraduate research</i>						
<i>Case-based projects Client-based projects</i>						
<i>Service-learning partnerships</i>						
<i>Internships</i>						
<i>Independent research projects</i>						

Consider repeating this mapping with elective courses to develop a more comprehensive understanding of students’ opportunities to practice responding to wicked tendencies and wicked problems.

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Sample Curriculum Mapping

This sample mapping focuses on when students experience connections to broader contexts in a professional writing major.

Courses	<i>Intro to Professional Writing & Rhetoric</i> 200-level	<i>Writing & Technology Studio</i> 200-level	<i>Writing as Inquiry</i> 200-level	<i>Electives</i> 200-level, 300-level	<i>Internship</i> 300-level	<i>Senior Seminar</i> 400-level
Connections to Broader Contexts						
<i>Course-based undergraduate research</i>	Usability Study		Interviews & Surveys			
<i>Case-based projects</i>		Silicon Valley Startup Project (Co-created cases)		Case-based projects in 200-level		
<i>Client-based projects</i>	Client-based or service-learning project, depending on who's teaching the course			Client-based or service-learning projects in 300-level		
<i>Service-learning partnerships</i>						
<i>Internships</i>		<div style="border: 1px solid red; padding: 5px; display: inline-block;"> “Wickedness” increases as students advance in the curriculum. </div>			Required internship(s) in third and fourth years	
<i>Independent research projects</i>						Independent Capstone Project