

Distance Education Learning Plan

Paste directly from d	lev request here)				
Development Det	tails				
Instructor	##Instructor Name##				
Email	##Instructor Email##		Status	##Instructor Status##	
Course Title	##Course Title##				
Course Number	##Course Number##	Launch Term	##Laun	ch Term and Session##	
Credit Hours	##Credit Hours##	Delivery	##Deliv	very##	
Project Scope	##Project Scope##				
Prerequisites	##Prerequisites##				
##Course Descrip	on (Must match the Catalog description## (Must match the objectives original sector)		o Currie dum C	iommittee)	
##Course Objective		nally approved by the	e Curriculum C	ommittee)	
	VC3##				
Access to Cours	e Materials (Required for new	instructors to gain a	ccess to existir	ng course materials on D2L)	
Course Number	##Course Number & Section##				
Previous Instructor	##Previous Instructor##		Level	##Access Level##	
Limitations	##Limitations##				
Approved by##C	Chair/Dean##		Departm	ent:##Department##	
Email:##Chair/Dean Email##			Date:##Timestamp##		

Possible Requirements (proctored testing, membership fees, required off-line activities)

Instructional Designer: (carolyn.kraut@mercycollege.edu or teri.thomas@mercycollege.edu)

Development Start Date: mo/yr Template Due Date: mo/yr

Development Benchmarks	Target Date	√
Development Consultation		0
Learning Plan Collaboration		
Course Outline (ideally submitted prior to Module 1 Workshop)		0
Module 1 Workshop		0
Defining Module Goals/Objectives Workshop*		0
Building Assessments Workshop*		0
Planning an Engaging Learning Experience Workshop*		0
Media Integration Consultation		0
Module 1 Complete		0
Workshop: Transferring Your Learning Plan to the LMS*		0
Progress Check-In (goal is to have 50% of the Learning Plan filled out)		0
Learning Plan Complete (Ideally 30 days prior to start date)		0
Production (approx 4 weeks)		
Learning Plan migrated to LMS (module structure, placeholder pages/activities)		0
Learning objects, rubrics, assessments finalized (w/ exception of pieces requiring ongoing development)		0
Course Intro materials finalized (welcome email/news, course overview, proctor info, etc.)		0
Welcome Video recorded		0
Completed Syllabus Due		0
Training (see notes)		0
Final Review (Please use Semester Prep Checklist as a guide)		0
Instructor's Initials: Instructional Designer's Initials: Chair/Dean's Initials:	Date Review Date Review Date Review	ved:

Notes:

BACKWARDS **Course design**

1. KEY CONCEPTS

What do I ultimately want my students to be able to know/do at the end of this module?

- · Identify your broad topic or central theme
- · List all relevant course objectives
- · Avoid relying on chapter titles

2. OBJECTIVES

What specific actions/ideas do my students need to master to successfully meet this goal?

3. ASSESSMENTS

How will I know my students have met the objectives? How will they practice this new knowledge?

- · Choose appropriate tasks for the desired goal (see Taxonomy handout)
- · Keep scaffolding in mind

4. INSTRUCTION

What information do my students need to meet these goals?

- · Each piece of information should support an objective
- · Include a variety of materials and interaction types (SI, SS, SC)
- Design your instruction around a series of real-world problems that progress from simple to complex.2

Alignment is a key component of a high-quality course. Following these steps will remind you to keep the course objectives in mind as you design your learning materials, activities, and assessments.1

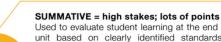


Start by listing the "big picture" goals or key organize those goals into a list of modules or topics, thus creating a rough draft of your course schedule.

Go through steps 2-4 for each goal. Use stickie notes, mind maps, outlines, or whatever you're comfortable with. Then transfer your notes to the learning plan, expanding on your thoughts and adding resources.

Turn your goals into measurable objectives. Shoot for 3-5 objectives per module. Once these are defined, the assessments should start to write themselves. Refer to our Taxonomy handout to ensure proper action verb alignment.

Objective = Performance + Condition + Criteria



Used to evaluate student learning at the end of a unit based on clearly identified standards or benchmarks.

FORMATIVE = low stakes; little to no points Helps students identify strengths/weaknesses; helps you recognize the struggles and address problems. Ties in very closely with instructional strategies.

1. ACTIVATION How will you activate prior knowledge and prepare students to learn?

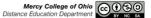
2. DEMONSTRATION How will you show students how to perform the real-world problem/task? What examples will you give?



3. APPLICATION How will your students practice solving the problem/task? How will you give feedback? 4. INTEGRATION How will you encourage

students to integrate this new knowledge/skill into their life? How will they reflect, discuss, debate?

Wiggins, G., & McTighe, J. (2005). Understanding by design (Expanded 2nd ed.).
 Merrill, M. D. (2002). First principles of instruction. Educational Technology Research and Development, 50(3), 43-59.



Optional: Key Concepts and Assessment Brainstorm

Review your course objectives and start brainstorming "big-picture" goals/key concepts. Include ideas for large-scale assessments/projects based on course-long themes. Don't worry about assignment logistics; you will expand upon these ideas later.

- 1. Paste Course Objective 1 here
 - a. What concepts/topics are the most relevant?
 - b. Briefly describe how you might assess this
- 2. Repeat for each course objective
 - a.
 - b.

Mock Certification Exam: all

Major Project (Group): New Hire Safety Manual (course objectives 2, 4, 5, 7)

Optional: Course Schedule

Next, decide how your class will be structured (topics, course objectives, chapters in your book, projectcentered, etc.). Weekly modules are preferred, but how you organize your content is ultimately up to you. Keep scaffolding in mind as you combine key concepts from multiple course objectives.

Module	Title/Topics
1	What is the most important idea you want students to remember? Can you summarize that big idea into one word? That's your module title!
2	Title
3	Title
4	Title
5	Title
6	Title
7	Title
8	Title

Optional: What's your teaching strategy?

Take a moment to think about what types of activities might work well for your class and map out what a typical week might look like. How will they get information? What will they do with it? Online students respond well to consistency (i.e. 1st discussion post will always be due Wednesday, quizzes will always be open from Friday to Sunday)

- Read this article about <u>Breaking Instruction into Pieces</u>.
- Hybrids: sort activities by interaction type (i.e. high/low interaction, synchronous/asynchronous)

Commented [1]: Until we create our own resource, this might be a good one to direct them too? http://odee.osu.edu/active-learning

Course Outline (8 WK)

MODULE 1

Overview:

Summary of the module topic, activities, and assessments.

Objectives:

3-4 measurable outcomes of the material presented

Readings and Presentations: (APA Citations for all resources)

- Textbook: Chapter/pages
- Articles: (pdf)
- Presentation: (10-15 min. chunks [audio/video/powerpoint] w/transcript)
- Web Resources:
- Videos: tie each with a narrative on its relevance

Discussion: (think about what conversation you want students to have; what they should be thinking about):

Activities/Assessment: (complete description w/rubric):

Quiz/Tests: (Attach word doc or .CSV spreadsheet)

Instructor's Notes:

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Major Course Project Outline

Title: Due date(s): Overview: Instructions: (be as detailed as possible): Rubric(s): Submission type: (Dropbox, discussion) Required Software: (Voice Thread, Present Me, Explain Everything, etc) Technology Requirements: (Microphone, webcam, etc)