



Distance Education Learning Plan

(Paste directly from dev request here)

Development Details			
Instructor	__##Instructor Name##__		
Email	__##Instructor Email##__	Status	__##Instructor Status##__
Course Title	__##Course Title##__		
Course Number	__##Course Number##__	Launch Term	__##Launch Term and Session##__
Credit Hours	__##Credit Hours##__	Delivery	__##Delivery##__
Project Scope	__##Project Scope##__		
Prerequisites	__##Prerequisites##__		

Course Description <small>(Must match the Catalog description)</small>
__##Course Description##__

Course Objectives <small>(Must match the objectives originally approved by the Curriculum Committee)</small>
__##Course Objectives##__

Access to Course Materials <small>(Required for new instructors to gain access to existing course materials on D2L)</small>			
Course Number	__##Course Number & Section##__		
Previous Instructor	__##Previous Instructor##__	Level	__##Access Level##__
Limitations	__##Limitations##__		

Approved by __##Chair/Dean##__ Department: __##Department##__

Email: __##Chair/Dean Email##__ Date: __##Timestamp##__

Possible Requirements <small>(proctored testing, membership fees, required off-line activities)</small>

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

*if necessary

Notes:

BACKWARDS COURSE DESIGN

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

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



Start by listing the "big picture" goals or key concepts for each course objective, then 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.

2. OBJECTIVES

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



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

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



SUMMATIVE = high stakes; lots of points
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.

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



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?

1. Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.).

2. 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, project-centered, 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 [Breaking Instruction into Pieces](#).
- 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:

MODULE 2

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:

MODULE 3

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:

MODULE 4

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:

MODULE 5

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:

MODULE 6

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:

MODULE 7

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:

MODULE 8

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:

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)