Title for this Week Goes Here

# Overview

Providing students an overview of the material is a great way to introduce the main themes or concepts. Include a paragraph or two introducing the content to be covered in the module to help spark some initial interest and provide students with context that will help them engage with the material. Share with students something that will bring a real world quality or perspective to their learning. Perhaps offer some personal thought or experience. Consider a short supplemental audio or video clip to complement any text you include in the overview. However, you will need to make sure any audio and video has a text alternative so that students with audio and visual challenges are able to access it. (Please enter the module Overview below.)

Weekly Overview

# Learning Objectives/Outcomes

Learning objectives form the basis for what is to be learned and keep students aware of what they should be able to do upon completion of a module or unit of instruction. A well-stated learning objective is always expressed in terms of the learner (focuses on what the learner needs to know, not the instructor). It is precise and supports only one interpretation, it describes an observable behavior, it specifies conditions under which the behavior is performed, and it specifies criteria for accomplishment.

(Please enter the module Learning Objectives below.)

**Course-Level Outcomes**

The following course-level outcomes will be assessed this week:

**Weekly Objectives**

At the completion of this week, students will be able to:

# Activities

To help keep students on task, include an Activity List that students can refer to or print out. All the activities the student needs to complete for the module should be included on the Activity List as well as anything that has a deadline associated with it, such as assignments, discussion postings, and quizzes. You can even add a suggested time on task for each item, and also suggested deadlines for completing required readings. The list should be written out in the order that the activities are presented in the module and should be detailed enough so that students know exactly what needs to be completed for the module.

(Please enter the module To-Do List below.)

This week consists of the following activities:

# Readings (Basic Learning Materials)

It is recommended to clearly note which readings are required and which are supplemental. When you have a lot of readings, separating them onto their own page in the learning module can be helpful to students.

Readings don’t have to be just textbooks! Remember to list journals, websites, publisher materials, or websites that were bundled with the textbook, or blogs you may want students to utilize. If you are listing websites, it is recommended that you annotate them.

(Please enter the module Readings below.)

Overview (provide a general introduction to this week’s readings, articles, etc. What do these materials cover in relation to this week?)

Textbook – include the chapters or pages to be read and the citation

Online – include the title, link, and an annotation indicating what students should focus on

# Multimedia (Advanced Learning Materials)

When selecting multimedia, the student should be able to easily determine the purpose of the content and how it will help them achieve the stated learning objectives. Always include the source of the multimedia content by identifying the creator/source and any applicable credentials. Use proper citations where applicable.

(Please enter the module Multimedia items below. If it is an image, please attach that to the email accompanying this document.)

Overview (provide a general introduction to this week’s readings, articles, etc. What do these materials cover in relation to this week?)

Video and Audio - Title and link to embed in module

(Videos and audio should always include captions or at minimum a transcript to make them accessible for hearing impaired individuals.)

Images – Image description

(Images should always include alternative text or descriptions to make images accessible for people with visual impairments and for screen reader users.)

# Discussion Boards

Discussion forums are the core of many online courses and play a key role in bringing a human element into the online classroom. Asking thought provoking questions helps to foster student participation and information exchange between the students and teacher. Provide your discussion forum expectations and use a grading rubric to help students appreciate the significance and important role discussions play in the online classroom. Set the first deadline to occur in the middle of the week for students to post their initial response. Set a second deadline for students to respond to two of their classmates' postings. This will eliminate students waiting until the last minute to post their responses and provides opportunities for a lively discussion where students can learn from each other. Also, do not comment on every student posting. Allow students time to participate and develop their conversations with each other without too much interaction, comments, feedback, or analysis from you.

(Please enter discussion board questions and related text below. Also, please add a rubric or other detailed grading criteria.)

**Overview (provide a brief or detailed description of the discussion)**

**Objectives/Outcomes Alignment**

Course Objectives

Weekly Objectives

**Discussion Question (what questions do you want the students to address or answer?)**

**Instructions (How should the students go about completing this activity? Do they need to post an original reply? Do they need to respond to colleagues?)**

# Assignments

Course design aligned with competencies and outcomes are essential in an online classroom (Palloff and Pratt, 2009). As you design the content of the course, think about assessment methods, including assignments that you want to incorporate so that you don't end up with activities that you are not sure how to evaluate.

Rubrics are a very important component of assessment, ensuring a clear understanding on the part of the student of what you are expecting in an activity or assessment. Both students and instructors benefit from rubrics, as instructions are clear for students, and grading is made easier for instructors. Your expectations of a high quality submission are inherently obvious to the student; should they choose to follow those instructions is up to them, though. In grading their work, the grade the student receives is supported and documented by the application of the rubric scoring.

(Please enter module assignments below. Also, please add a rubric for each assignment.)

**Overview (Information about the assignment and why they are doing it. Include any background information)**

**Objectives/Outcomes Alignment**

Course Objectives

Weekly Objectives

**Instructions (Provide specific instructions for completing the assignment. In what format should it be submitted, i.e., word doc, PowerPoint, etc? If this is a paper, how should it be structured? When is the assignment due?)**

# Assessments (quizzes/exams/self-assessments)

Below are some recommendations to help minimize problems or issues that students might encounter with online assessments.

1. Provide a non-graded practice test with similar characteristics to allow students the opportunity to self-evaluate their progress before taking a graded assessment.

2. Inform students how long they will have to complete the test and include clear instructions for each test you administer.

3. Make the assessment available for a longer period of time. In large classes, make the assessment available for a longer period of time to minimize server overload (i.e., students overwhelming the LMS because they are taking the test in a narrow window).

4. Avoid creating lengthy assessments. Break down assessments into a series of smaller exams.

(Please enter the instructions and timing information for the module assessments both tests and quizzes below. Actual test banks can be attached to the accompanying email.)

**Overview (Information about the assessment and what it covers. Include any background information. Is this a practice? What materials are covered? What question types are included?)**

**Objectives/Outcomes Alignment**

Course Objectives

Weekly Objectives

**Instructions (State if the students must complete this individually or as a group. Have them refer to the quiz settings to identify due dates, etc.)**