

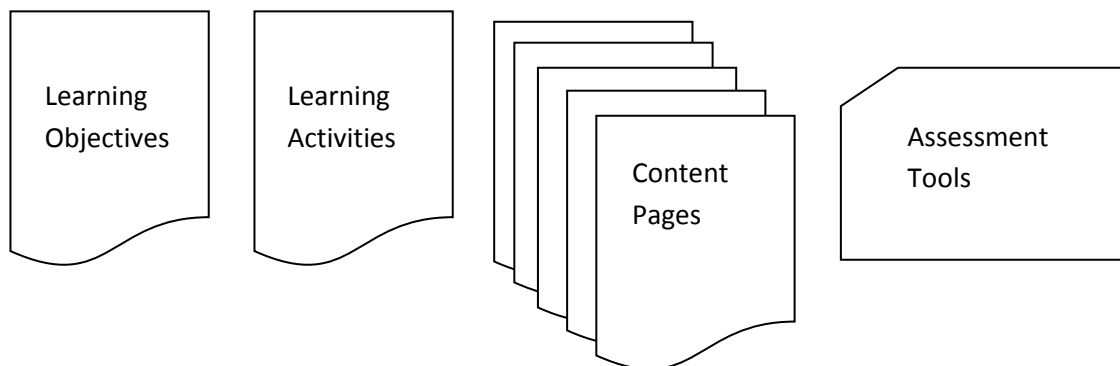
Course Matrix

Course Matrix refers to a document—usually written point form—outlining overall structure of a course (also called a “storyboarding”). It is used to map out what content is to be included, how content is to be organized, what assessment tools are to be used, as well as how the various components relate to one another. As a Course Developer, one of your first tasks is to design your Course Matrix. This worksheet is meant to assist you.

We have learned from experience that the best strategy is for you to begin by carefully pre-planning your course. This will help you make the most of your time and effort, thus making your experience as a Course Developer a pleasant one. The more pre-planning you do the more effective and efficient you will become.

You should complete as much of this worksheet as possible before you begin, but keep in mind that your Course Matrix is a “working document.” That is, you can make changes to it as you become more familiar with the ideas and tools associated with online learning. The important thing is that you start putting down the information you know, in order to help you visualize what your course should look like when it is completed, and how it should *function* as a learning tool. This will help you and the Instructional Designer stay on track throughout the development process.

This following graphic represents a course module or unit. Generally, each module is made up of four parts: (1) a page describing the objectives and overview of the unit; (2) a page explaining the learning activities for that unit; (3) several pages of learning materials (i.e., lecture notes); and (4) some sort of assessment tool, such as a quiz, self- test, discussion posting and/or Dropbox item.



It is absolutely essential that these four parts be consistent. That is, they must fit together to form a complete whole. For example, the stated learning objectives must be covered in the content. The learning activities you assign must be designed so that the student engages with the content in a way that helps him or her achieve the learning objectives. In turn, the assessment tools should measure how well the student has achieved the stated learning objectives for that module or unit.

A note about assessment tools: There should be two types of assessment tools in your course; namely, cumulative and summative. The first refers to those that assess the student's learning as he or she progresses through the course and completes each successive module. The latter refers to those that assess the student's learning after having completed a larger section of the course, such as a midterm or final exam.

The following template will guide you through the process of designing your *Course Matrix*. The Instructional Designer assigned to you will help you with this.

Unit/Module Number:

Unit/Module Title:

General Description of Subject Matter Covered:

Learning Objectives for Module:

In the left-hand column, list each learning objective to be covered in this module (taken from the PIRS outline). Then, in the right-hand column, write down how you will measure the student's level of success of having achieved that objective (e.g., performance on Quiz, written paper, ability to discuss the topic, etc.).

Learning Objective

Assessment Method/Tools

Learning Objective	Assessment Method/Tools

Outline of Content Pages for Unit/Module

Topic Title:

Subject Matter:

Topic Title:

Subject Matter:

Topic Title:

Subject Matter:

Topic Title:

Subject Matter:

Topic Title:

Subject Matter:

Topic Title:

Subject Matter:

Topic Title:

Subject Matter:

Topic Title:

Subject Matter:

Topic Title:

Subject Matter:

Learning Activities

Discussion Forum Question (An attempt should be made to include at least one discussion activity for each module)

Reading Assignments

Assessment Items