# **Course Module Template**

The *Course Module Template* is used to map out what content is to be included in each module of your course, how the content is to be organized, what assessment tools are to be used, as well as how the various components relate to one another.

This following graphic represents a basic course module or unit. Generally, each module is made up of four parts: (1) a Learning Guide page which includes a module overview, objectives covered, and a list of learning activities for that unit; (2) module content (i.e., lecture notes, course materials, learning activities); (3) a summary of the key concepts covered in the module; and (4) one or more assessment tools, such as a self-test, quiz, assignment, project, or discussion posting.

Summary

Assessments

Learning Guide

Content

It is essential that these four parts be aligned. 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:** You should include a mix of *formative assessment* (ongoing to gauge understanding and provide timely feedback on progress) and *summative assessment* (at the end of a larger portion of instruction to evaluate mastery) in your course. You should strive to make your assessments *authentic*, whereby students are asked to perform real-world tasks that demonstrate meaningful application of their knowledge and skills. Finally, you should set out clear expectations and grading criteria of each graded assessment using a *rubric*.

In order to meet the quality standards expected for online learning, course design needs to be learner-centred and include the following active learning features:

* opportunities for students to interact with their instructors through real-time, synchronous online tutorials and webinars
* multi-media features like videos and podcasts, interactive components such as problem sets and self-assessment quizzes, and reflective exercises to help students direct their own learning
* peer-interactive components such as online group work and discussion forums.

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

**Section 1: Learning Guide**

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| **Course:**  |   | **Date:**  |   |
| **Developer:**  |   | **ID:**  |   |

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| --- | --- | --- | --- |
| **Module** **Number:**  |  | **Module** **Title:** |  |

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| **Module Overview:***Provide a short summary of the main topics covered in the module and why they are important. Where possible, state how this module relates to (builds upon) previous modules to stimulate prior knowledge recall.* |
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| **Learning Objectives Covered in this Module:***List each learning objective to be covered in this module as written in the official course outline (PIRS). Include the PIRS objective numbering. For example: 1.1 Define the nature of business and its goals 2.1 Define an entrepreneur* |
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| **Textbook Activities for this Module:***If applicable. Must align with and support the module learning objectives.* |
| **Textbook**:(*author, title, edition, ISBN*) |  |
| **Readings/Activities**:(*chapters, review questions, etc.*) |  |

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| **Online Learning Activities for this Module:** *Must align with and support the module learning objectives. Include active learning activities that foster student engagement: Ø student-content interaction (e.g., self-tests, practice questions, scenarios/case studies, videos, simulations)  Ø student-student interaction (e.g., discussions, peer review, group activities) Ø student-instructor interaction (e.g., discussions, recorded videos, Virtual Classroom session)* |
| **Activity** | **Graded?** | **%** | **Covers LO(s) #** |
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| **Assessments for this Module:***Must align with and support the module learning objectives. We recommend rubrics be used for grading. Please attach details at end of this document.* |
| **Title** | **Rubric?** | **%** | **Covers LO(s) #** |
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**Section 2: Content & Activities**

*Fill in your module content (lecture notes and learning activities) below. If a textbook is required for this course, avoid regurgitation of the textbook content. Aim to collect a range of high-quality web resources to support the content (i.e. readings from websites, images, audio/video, simulations, etc.), and ensure they are properly cited and linked to the original source. Do not copy/paste content from websites into your content without acknowledging and citing the source.*

*Four pages have been set in this template to get you started; however, you can add more pages as needed.*

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| **Module:** |   | **Page #:** |   | **Title:** |   |

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**Section 3: Module Summary**

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| **Key Terms:** *A list of important terms introduced in this module.* |  |
| **Key Concepts:** *Short statements which summarize the main concepts (“take-aways”) in this module.* |  |
| **Check Your Learning:** *Questions designed to encourage reflection on the material in this module.* |  |

**Section 4: Assessment**

*Provide detailed assessment instructions below, or send them as an email attachment to the Instructional Designer assigned to your course development. Please include grading criteria (i.e. % of course grade, how many points for each question, etc.) and a grading rubric where applicable.*