**NOTE:** Please **download** or **make a copy** of this file before editing it.

1. **Download**: In the Google Docs top menu, Click on File > Download > Microsoft Word (or other format)
2. **Copy**: Sign into our Google account> In the Google Docs top menu, Click on **FIle** > **Make a copy** and then **rename** for your course.

**Course Developer**: Instructor Name

**Target Audience:**

**Typical Class Size:**

**Course Prerequisites:**

**Parameters:** Credits, Session and weeks.

**Modality/ Method of Delivery:** In Person, Online, Distance Learning, Hybrid/Blended…

**Official UConn Course Description:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Notes:**

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**STEP 1: Copy/paste Course Description; write additional description (optional).**

Source: (link)

Write Additional Description (by instructor, optional)

**STEP 2: Draft Course Learning Objectives and Assessments.**

|  |  |
| --- | --- |
| **(A) Draft the course learning objectives in the table below**. Course learning objectives are considered the Terminal Learning Objectives (TLOs). They correspond to the overall instructional goals of the course and describe what learners will be able to do at the end of the learning experience. As a guide, you should probably have at least three “big-picture” course learning objectives, but no more than seven. Sometimes it is helpful to begin by developing the course assessment(s) first and then write the aligning course learning objectives.   [**Resources:** “[Writing Instructional Objectives](https://kb.ecampus.uconn.edu/2014/07/31/writing-cognitive-objectives/),” [Sample UConn Course Learning Objectives](https://docs.google.com/document/d/10OR4N63mdOhmRi_G6crT6UoLooM81Pj8QSzX8AtakNI/edit),  [*Quality Matters*](https://kb.ecampus.uconn.edu/2015/03/03/applying-the-quality-matters-rubric/) – General Standard 2: Learning Objectives, Dee Fink’s [*Self Directed Guide for Designing Courses with Significant Learning*](http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf) (see Step 2). | **(B) Describe the corresponding strategy or mechanism that will be used to assess learning or achievement of the course objectives.** The assessment strategies may be a paper, project, exam, group exercise, etc. or a combination. A particular paper or project may assess more than one course objective.  [**Resources:** [UConn CETL’s Assessment Website](https://cetl.uconn.edu/resources/assessment-of-learning/assessment-design/), [eCampus KB Assessment Article](https://kb.ecampus.uconn.edu/2019/02/19/designing-developing-online-assessments/) , [*Quality Matters*](https://kb.ecampus.uconn.edu/2015/03/03/applying-the-quality-matters-rubric/) – General Standard 3: Assessment and Measurement,and Dee Fink’s [*Self Directed Guide for Designing Courses with Significant Learning*](http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf) (see Step 3).] |

|  |  |
| --- | --- |
| **(A) Course Learning Objectives**  *Upon completion of this course, the student should be able to:*  [*Quality Matters* - General Standard 2: Learning Objectives] | **(B) Assessment**  *The student’s achievement of the learning objective will be assessed according to their performance on…*  [*Quality Matters* - General Standard 3: Assessment and Measurement] |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| ... |  |

**STEP 3: Outline Content.**

**“**Chunk” out your course content into modules by creating an outline with module topics and subtopics. The content outline will help inform the needed instructional materials to help the student achieve the course objectives and successfully complete the course assessment(s). The recommended number of modules is six (6) to twelve (12). The 6-12 module range works well whether the course is offered in a six week summer session or fourteen week traditional semester.

|  |  |
| --- | --- |
| **Module 1:**  **Module 2:**  **Module 3:**  **Module 4:**  **Module 5:**  **Module 6:** | **Module ...** |

**Step 4: Plan Modules.** Using your content outline as a guide, draft learning objectives for each module. Module learning objectives are the Enabling Learning Objectives (ELOs) for the course; they should align with a particular course-learning objective (or Terminal Course Objective). Module learning objectives describe what learners will be able to do at the end of a particular segment (or chunk) of learning. The format of your module learning objectives is similar to the format of your course learning objectives; however, the module learning objectives provide the learner with more detail.After outlining the module learning objectives, draft the aligning learning activities and supporting instructional materials for each objective. (Note: An assessment may measure more than one module learning objective, an activity may align with more than one objective, and instructional material may cover more than one objective.) When you complete drafting a module, check for consistency against your course objectives. **HINT:** *If you struggle with writing learning objectives, start by drafting the learning activities & assessments first and work backwards*.

**Module 1:**

**Calendar Dates:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1) Module Learning Objectives (MLOs)**  *What is it that the student should be able to* ***do*** *by the end of the module? These should be* ***skills*** *that can be* ***demonstrated*** *in the* ***Assessment(s)*** *(col. 3).  Typical MLO stem:*  *“After successfully completing this module, you will be able to:”*  Resource:   * [**Bloom’s Verbs**](https://docs.google.com/document/d/1sNi8_7DCGkuN8bo7ReNKZn1HyJYXfqiHjVIvFtMGgw4/edit?usp=sharing) | **2) Aligning Instructional Materials & Learning Activities**  *What* ***materials / resources / activities*** *will you as the instructor* ***use / provide / assign*** *to help the student achieve this module objective?*   * **Examples of Materials**: textbook chapters, journal articles, websites, instructor presentations, third-party videos, simulations, other media, “handouts-with-gaps,” etc. * [**Examples of Learning Activities**](https://docs.google.com/document/d/1eXKc4U41nY-cgnaChLDUt7x-bEPb7ArDwEKxYpfg0vg/edit#bookmark=id.a7sdwpt1qa5r) * [**Making Content Accessible**](https://accessibility.its.uconn.edu/intro-creating-accessible-digital-content/) * [**Video Recording Best Practices**](https://edtech.uconn.edu/video-recording-best-practices/) | **3) Associated Assessments/ Feedback Strategy**  *In what way(s) will you* ***assess*** *whether* ***each student has achieved this particular MLO*** *(in column 1)? Also, how will* ***feedback*** *be provided to the student? NOTE: An assessment may measure more than one learning objective.*   * [**UConn CETL’s Assessment Website**](https://cetl.uconn.edu/resources/assessment-of-learning/assessment-design/) * [**Online Assessments Article**](https://kb.ecampus.uconn.edu/2019/02/19/designing-developing-online-assessments/) * [**Examples of Assessments**](https://docs.google.com/document/d/1eXKc4U41nY-cgnaChLDUt7x-bEPb7ArDwEKxYpfg0vg/edit#bookmark=id.3p5f43zhczfp) | **Aligning Course Objective(s) (from above)** |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| ... |  |  |  |
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**Notes:**

**Module 2:**

**Calendar Dates:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1) Module Learning Objectives (MLOs)**  *What is it that the student should be able to* ***do*** *by the end of the module? These should be* ***skills*** *that can be* ***demonstrated*** *in the* ***Assessment(s)*** *(col. 3).  Typical MLO stem:*  *“After successfully completing this module, you will be able to:”*  Resource:   * [**Bloom’s Verbs**](https://docs.google.com/document/d/1sNi8_7DCGkuN8bo7ReNKZn1HyJYXfqiHjVIvFtMGgw4/edit?usp=sharing) | **2) Aligning Instructional Materials & Learning Activities**  *What* ***materials / resources / activities*** *will you as the instructor* ***use / provide / assign*** *to help the student achieve this module objective?*   * **Examples of Materials**: textbook chapters, journal articles, websites, instructor presentations, third-party videos, simulations, other media, “handouts-with-gaps,” etc. * [**Examples of Learning Activities**](https://docs.google.com/document/d/1eXKc4U41nY-cgnaChLDUt7x-bEPb7ArDwEKxYpfg0vg/edit#bookmark=id.a7sdwpt1qa5r) * [**Making Content Accessible**](https://accessibility.its.uconn.edu/intro-creating-accessible-digital-content/) * [**Video Recording Best Practices**](https://edtech.uconn.edu/video-recording-best-practices/) | **3) Associated Assessments/ Feedback Strategy**  *In what way(s) will you* ***assess*** *whether* ***each student has achieved this particular MLO*** *(in column 1)? Also, how will* ***feedback*** *be provided to the student? NOTE: An assessment may measure more than one learning objective.*   * [**UConn CETL’s Assessment Website**](https://cetl.uconn.edu/resources/assessment-of-learning/assessment-design/) * [**Online Assessments Article**](https://kb.ecampus.uconn.edu/2019/02/19/designing-developing-online-assessments/) * [**Examples of Assessments**](https://docs.google.com/document/d/1eXKc4U41nY-cgnaChLDUt7x-bEPb7ArDwEKxYpfg0vg/edit#bookmark=id.3p5f43zhczfp) | **Aligning Course Objective(s) (from above)** |
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**Notes:**

Copy the table above for the number of modules needed.