Course Planning Guide – Step 3

This course planning guide is intended to walk you through the process of developing an online course, both from a building perspective as well as taking you through the thought process that goes into developing a course online. By completing this guide, you will go through the following four steps.

- Step One: Planning
    - Define your enduring understandings for the course
    - List your course level objectives
    - Identify topics found within your course level objectives, breaking them out based on the flow and cadence of the course

- Step Two: Planning the Next Level
    - Write your module level objectives for each week
    - Create alignment among objectives

- **Step Three: Building your Plan**
    - Summarize student outputs and instructor inputs for your course
    - Determine assessments that measure achievement of student objectives
    - Define student workload expectations for each week
    - List any tips for success you want your students to know about for completing each week
    - Incorporate instructional design models and practices (Merrill and Keller)
    - Crosswalk your module learning objectives to assessments and course level objectives

- Step Four: The Last Details
    - Define an overall course strategy for students taking your course
    - Summarize any characteristics that might differentiate your course to a prospective student
    - Finalize the syllabus
    - Identify efficiencies in teaching that you can utilize term over term
    - Develop supporting documents for any new course technologies used in your course
    - Define your course policies

Through the process of thinking though these decisions and completing the document, we are confident that you will develop a rich and robust learning experience for your students!

Step 3: Building your plan

Module/Week 1

Now that we have the basics of what you'd like students to learn and achieve in your class, we're going to start building out an action plan to make that happen. You'll start working through each module, identifying the assessments for each objective (the student **outputs**) and the supporting materials you'll be providing them (the **inputs**). Try to ensure a mixture of materials and assessments.

Outputs:	Inputs:
Papers	Texts
Projects	Articles
Exams	OER
Discussions	Video
Practice exercises	Micro-lectures
Formative assessments	Demonstrations
Weekly assignments, etc.	Podcasts, etc.

Please note: you may find that you'll edit this table as you work through some of the prompts following this section. View this as a dynamic table that will shift as you work your way through the course mapping process.

Learning Objectives (copied from above, Step 2 section)	Outputs (assessments and activities that demonstrate mastery of objective; use Topics 2.0 as inspiration. Remember to include formative assessment opportunities.)	Inputs (content you provide students so they can master material)
MO1:		
MO2:		
MO3:		
MO4:		
MO5:		

(insert more rows, as required)		

Module/Week 1

Assessment to Objectives Alignment Map (Outputs to Objectives)

The next step is to identify the alignment of your assessments. In the below chart, indicate with an "x" the module objective each assessment measures. Since assessments can cover multiple objectives, we need to illustrate that relationship through this map.

Assessments	Module Objectives (written out)				
	MO1	MO2	MO3	MO4	MO5

Workload Calculator/Student Time on Task

Time spent completing Outputs:	Time spend reading/watching/listening to Inputs:
Total:	Total:
Weekly Grand Total:	

Tips for Success

Do you have any tips or strategies that you would recommend for students as they work through this module/week's materials? If so, write them here and be sure to add those to your course in the form of announcements, your module introduction, within the assessments, or wherever they seem most appropriate.

Strategy #1	
Strategy #2	
(add rows as needed)…	

Incorporation of Instructional Design Models

Merrill's First Principles of Instruction

Now that you've thought through the outputs and inputs for the week, we want to make sure the week's content is presented in such a way to align to Merrill's principles. [Visit these two sites to learn about Merrill's principles of instruction…http://mdavidmerrill.com/Papers/firstprinciplesbymerrill.pdf; https://learn.canvas.net/courses/903/pages/first-principles-of-instruction?module_item_id=148789]

Summarize the strategies and approaches you are taking to ensure each phase of instruction is being met. Use this chart as a reference as you develop your inputs.

Problem-centered:	Activation:	Demonstration:	Application:	Integration:
Is the content you're presenting centered around a real-life problem or task?	How are you helping students map the new knowledge to pre-existing knowledge or mental schema? How are you scaffolding your students' knowledge?	How are you demonstrating the skills/procedures required for performing learning tasks/activities? What examples and non-examples are you providing students?	How are students applying the material to the activities/assessments required? What practice opportunities are you providing? What feedback strategies are you utilizing?	How are students integrating their new knowledge into their own lives? What opportunities do they have to reflect on how this content applies in their own lives?

Keller's Motivation in Learning

In this section, you'll identify strategies you will use to deliberately incorporate motivational strategies in this week/module's material. Keller has identified a model for increasing motivation in learning – the ARCS motivational model. Motivation is an important influencer of learning, and courses can be designed to leverage key motivational strategies. In the table below, write up how you will use each of the 4 steps of Keller's model to increase and maintain your students' motivation to learn.
[Read further about Keller's motivational model… https://elearningindustry.com/arcs-model-of-motivation; find another article to link to here]

Use this chart as a reference as you develop your inputs.

Attention: How will you grab your student's attention at the start of this module? How will you arouse their sense of curiosity in the material that will be covered?	Relevance: How will students see a relevance to their lives through the inputs and outputs for this module?	Confidence: What strategies can you use this module to increase students' confidence in their ability to master this module's material?	Satisfaction: How will you foster a sense of satisfaction in your students?