Module planning can really help you to think through the materials, content, activities, and assessments to ensure that they truly align with your outcomes. For example, it may be more beneficial for you and your students to have two carefully planned activities/assessments that align with the module/course outcomes vs. having five activities/assessments that can be perceived as busy work and do not necessarily align with outcomes.

Course Title

Course Structure Guide

Course Description

Course Outcomes

1. XXXX
2. XXXX
3. XXXX

Module # and Title

OVERVIEW & PURPOSE

Summary of the plan and purpose of the module and how it fits into the overall plan/sequence for the course. What are the subtopics that need to be in the module?

MODULE OUTCOMES/OBJECTIVES

What are your outcomes for this module?

1. Remember that your outcomes need to be actionable and measurable-refer to [Bloom's Action Verbs](#)
2. **Outcomes in each module need to align to your overall course outcomes**-if it does not align, tweak your action verb or goal or delete the outcome and develop a new one

Example: Students will design a website and individual web pages using Adobe Illustrator

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[Outcomes Guide](#)

SUMMATIVE ASSESSMENTS-to prove mastery of content

What assessments can demonstrate mastery of the learning outcomes for this module? Assessments should feed (align with) the accomplishment of module outcomes and course outcomes-re-evaluate; develop new.

Provide a brief explanation of why students are doing each summative activity/assessment. How will you evaluate each assessment? Each assessment should have a grading rubric with specific criteria, levels of performance, and descriptors.

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[Assessments Guide](#)

MATERIALS NEEDED

What readings, videos, web links (scaffolding) will be needed to gain mastery of the material and achieve the outcomes? Will you be recording your own video lectures/tutorials?

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[Materials Guide](#)

SCAFFOLDING/FORMATIVE ASSESSMENTS

What formative assessments can you incorporate as scaffolding, how can students transfer their knowledge?

- Knowledge checks-graded/ungraded
- Video quiz/checkpoints-graded/ungraded
- Discussion Boards
- Peer Review

Provide a brief explanation of why students are doing each formative activity/assessment.

Assessments Guide

ENGAGEMENT/INTERACTION/ (ADDITIONAL SCAFFOLDING)

Where can you incorporate engagement in your course: student-content, student-student, and student-instructor?

- Can students evaluate each other's work?
- Use discussion boards for substantive interaction-critical reflection and real-world application; apply knowledge in a different context
- Make content more interactive by using video quiz, checkpoints, if/then conditional (branching) activities, interactive presentations?
- Where can you incorporate group work?
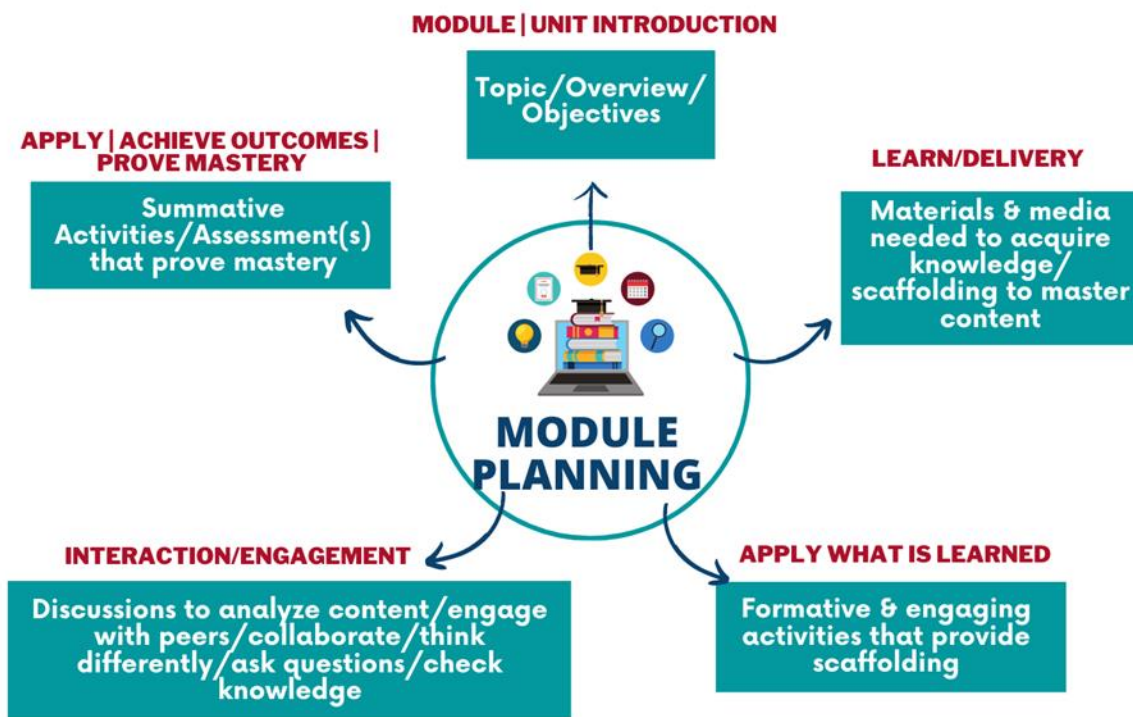- Will you offer required/optional synchronous sessions?

Engagement Guide

RUBRICS

Rubrics for projects, papers, and other summative activities really help students work efficiently, reduces confusion/questions, reinforces self-efficacy, and improves the learning experience. The rubric is a powerful tool for breaking the assignment expectations down into measurable specifics and providing quality feedback to students.

Rubric Guide

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When planning each module, break it down:

Backward Design Overview