# **Module Design Template**

**Directions:** *Use this template for all 8 or 16 modules of the course. This document will capture all the content of your course. Be sure to include links to additional needed documents (such as articles, test questions, case studies, lecture slides, detailed assignments, etc.). Please note that some course elements are required, while others are optional but recommended.*

**Important Considerations and Resources:**

* **Key Elements of Online Course Design**: Effective online course design includes 4 key elements:
  1. Clear organization and navigation help students focus on the content not the technology.
  2. Engaging content makes the subject accessible, relevant, digestible, and memorable.
  3. Meaningful interaction – Fostering meaningful interactions between students and content, students and instructor, and among students themselves is essential to building a vibrant online learning community.
  4. Feedback that is specific, timely, and meaningful supports student growth.
* **Student Engagement (Time on Task):** Please ensure your course design adheres to the [SCASCOC requirement](https://sacscoc.org/app/uploads/2019/08/Credit-Hours.pdf) of 135 total hours of student engagement (time on task). That averages to 16.8 hours per module for an 8-week course or 8.4 hours for a 16-week course. Some weeks/modules may have more or less than others, but the total should equal 135 hours. A useful tool to estimate student engagement hours in each module is the [Workload Estimator 2.0](https://cat.wfu.edu/resources/workload2/) from the Center for the Advancement of Teaching at Wake Forest University. Keep in mind that your students are not experts in your content area. What may take an instructor an hour to read or do may take a student 2-3 hours to complete.
* **The Purpose of Learning** **is Mastery of the Course Learning Outcomes**. Always design your courses for meaningful learning, not filling hours. There is no single formula for reaching the 135 hours, no designated number of activities, assignments, or reading. The important thing to remember is that everything your students do should contribute to their mastery of the course learning outcomes.

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| **Course Elements** | **Detailed Description of Course Elements (Including all content, links, assessments, tools, etc.)** | **Time on Task** |
| **Overview or Introduction (required)**  The Introduction Page sets the tone for the module, engaging students from the start and preparing them for the week's content.  May include:   * Welcome Message (introduce focus of module) * Relevance of the content to students’ lives * How the content fits into the preceding or subsequent modules. |  |  |
| **Module Objectives (required)**  What the students will learn and be able to do. These are usually included on the introduction page. |  |  |
| **Readings (required)**  May include:   * Textbook chapter titles or page #s * Articles and journals (links or references) |  |  |
| **Learning Content (required)**  May include:   * Faculty-created content, videos, podcasts, online simulations, lecture materials |  |  |
| **Interactive Activities (required)**  Engage students with the content through interactive elements.   * Simulations, virtual labs * Interactive videos (with clickable elements or branching scenarios * Gamified elements * Formative Assessments: Quizzes, polls, surveys, Reflection Questions,1-minute papers, case studies, concept maps mini-assignments, other [Active Learning Strategies](https://faculty.saintleo.edu/teaching/teaching-active-learning/) * Other instructor created learning experiences. |  |  |
| **Discussions**  **(Required unless faculty member requests and is granted permission to pilot another student-to-student engagement activity)**  Facilitate a collaborative learning environment where students can engage in meaningful dialogue.  Discussion should include:   * Clear Instructions & guidelines * Active facilitation and instructor engagement * Assessment Criteria |  |  |
| **Assessments**  **(required)**  Tools to measure student learning; how students will be evaluated.  May Include:   * Assignments * Exams * Quizzes * Papers * Projects * Presentations * Plan for feedback (e.g. Rubrics)   Check out CTLE [Rubric Resources](https://faculty.saintleo.edu/teaching/assessment/rubrics/) for more information. |  |  |
| **Live Classes (Minimum of 2 per term)**  Modules accompanied by live /recorded class sessions.  May include:   * A brief lecture followed by discussion * Directed lesson * Polling * Breakout groups * Zoom whiteboard or Padlet * Overview up upcoming assignments |  |  |
| **Additional Resources (recommended)**  Provide supplemental materials to support and enhance learning.  May include:   * Links to relevant tutorials * Articles and videos * Useful tools or resources |  |  |
| **Conclusion and Reflection (recommended)**  Consolidate learning and encourage students to reflect on their learning of content.   * Summary of key concepts * Reflection Questions * 1-minute paper * Feedback Survey |  |  |
| **Total Number of Student Engagement Hours**  **(add each row above and enter the total here)** | |  |