Course Planning Grid



TEACHING EXCELLENCE

Course Name:		Course ID: Ins		structor:	
Module	Objectives/Outcomes	Assessment	Learning Activities	Instructor Interaction	Est. Seat Time
	 What should students be able to DO by the end of this module? What connections should students make? What changes/values do you hope students will adopt? What should students learn about themselves? 	Formative (F): How will you monitor student learning? • Low-stakes • Used for feedback • Ex: Weekly quiz, journal Summative (S): How will you evaluate student learning? • High-stakes • Used for evaluation • Ex: Midterm, final paper	 What kinds of learning activities will help them learn the material? How will you scaffold each learning activity? What content will support each learning activity? Types of Engagement: Student-Content (S-C), Student-Student (S-S), Student-Instructor (S-I) 	How do you plan to interact with your students? Keys to interaction: Initiated by instructor Regular and frequent Academic in nature	
Example Module	 Identify the five benefits of multivitamins on heart health. Discuss the relationship between nutrition and heart disease risks. Evaluate new research concepts and theories related to heart disease. 	Obj 2 - Discussion rubric (F) Obj 1- Chapter quiz (F) Obj 3 - Presentation Outline (F) Obj 3 - Formal presentation (S) Obj 1,2,3 - Unit exam (S)	 Read: Chapter 2 (S-C) Read: <u>Do multivitamins prevent disease?</u> (S-C) Watch: <u>Stop Taking Multivitamins</u> (S-C) Research: <u>www.hearthealth.org</u> (S-C) Discussion (S-S) 	 Module introduction video Provide timely feedback on presentation outline Facilitate student discussion. Provide summary of discussion. Provide link to virtual office hour 	
Module One:					
Module Two:					
Module Three					

Course Planning Grid



Module Four			
Module Five			
	<u> </u>		