UNIVERSITY OF
CENTRAL
ARKANSAS™

CENTER FOR EXCELLENCE
IN TEACHING & ACADEMIC
LEADERSHIP

Course Planning Grid

Course Name: **Course ID:**   **Instructor:**

Module	Objectives/Outcomes	Assessment	Learning Activities	Instructor Interaction
	• 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	1. Identify the five benefits of multivitamins on heart health. 2. Discuss the relationship between nutrition and heart disease risks. 3. 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: Do multivitamins prevent disease? (S-C) • Watch: Stop Taking Multivitamins (S-C) • Research: www.hearthealth.org (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

UNIVERSITY OF
CENTRAL
ARKANSAS™

CENTER FOR EXCELLENCE
IN TEACHING & ACADEMIC
LEADERSHIP

Course Planning Grid