Module Organizer for Online Courses

Course: _____   Module Name: _____

Dates: _____   Topic: _____

Introduction: *Give a brief introduction to what the students will be learning and doing in this module. You can use this introduction to refresh their memories about certain aspects of this content or to get them excited about what is to come. An introduction allows students to recall prior knowledge so they can build upon it. You can also use the introduction/overview to grab the student's attention (share a relevant story or interesting fact) that will draw the student in and spark interest in the module.*

Module-Level Learning Objectives: *Creating and providing module level objectives is crucial because it communicates to the students what they should be able to do once they have completed the module. Learning objectives should be written in measurable and observable terms (http://tinyurl.com/bloomsverbs) and connected to (aligned to) assessments you assign in the module or throughout the semester.*

List of Activities: *You may want to create a list of activities that students will complete during this module. This will give them a clear picture of all the materials they are required to read or listen to and also the activities they must complete. Consider including a time estimate of each task so students can plan their time accordingly. Also including the point value of each provides more transparency.*
Example:
1. *Read chapter 1 in your text book (est. 30 minutes)*
2. *…*
3. *…*
4. *…*
5. *Take module 1 quiz (15 minute time limit, 25 points)*

Graded/Required Activities: *This section should list all graded and/or required activities the students must complete in the module. Include rubrics or the grading criteria for each graded assignment. You can also include self-assessment activities which students are required to complete.*

Required Content: *Provide the course content. Consider the following content types: online articles, videos, learning objects, narrated PowerPoints, a list of assigned chapters for reading, or chapter key points. This section will be where students access the material needed to be successful in activities or assessments.*

Supplemental Content: *Your course may or may not have supplemental content. This is where you should put resources that might explain concepts in a different way, or on deeper level, so students who may be struggling with a concept, or want to learn more about something, can have the opportunity to do so. The supplemental content should not contain content you expect all students to know. Students should not be held accountable (for example, in exams) for this material.*

Self-Assessment: *Self-assessments allow students to check their own mastery of material without consequences and provide feedback that gives them insight on what concepts they may be struggling with. It is up to you if you want to include self-assessments in your supplemental section as an optional exercise, or under graded activities (but they usually do not have points assigned). Self-assessments can also come in the form of feedback from the instructor. By doing things like allowing drafts of papers or projects to be turned in early, students can get a sense of if they are on the right track.*

Module Summary: *The summary is a place where you close the module. This can be a space to point out key points or concepts and draw the material back to the objectives.*

Module Checklist: *You may choose to include a module checklist. It should include all the deliverables the student is required to create and submit or activities to be completed.*

Module Evaluation: *Including a module evaluation every three to four weeks is a good way to get formative information from your students. You can include anonymous survey to see what aspects of the module they liked, did not like, what they might change. This information can be used to adjust future modules in the course or to improve your course the next time you teach it.*

What to do next: *This section is to instruct students on what to do next. You can use this space to remind students of an upcoming face-to-face meeting the next week or to let them know that once they complete this module they should continue on to the next.*