Moodlerooms Learning Solutions: Instructor Planning Template

This template is designed to support instructors who are new to the online teaching environment, as well as those who are seasoned veterans. It is always helpful to plan ahead as a teacher, but in an online classroom environment, it is essential to both learner success and instructor satisfaction. It takes an estimated 40 hours of planning for every hour of instruction in a brick and mortar classroom environment, and that figure can be at least doubled for a virtual instructional design.

As you become more familiar with the Moodle platform and online instruction in general, you will want to plan with pedagogical goals and best practices in mind. This template will help you in this endeavor. Copy the Topic/Week table for every topic/week in your course.

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| Course Settings and Set-Up | |
| Instructor Goals for the Course:  * What kind of course will this be? * What are the pedagogical goals of this course? * How will you know that you’ve delivered the best course possible as an instructor? |  |
| Audience:  * Who are your students/participants? * What background will they bring to the course? * What needs do you anticipate them having? |  |
| Title: Full course title. |  |
| Short Title: Abbreviation for breadcrumb trail. |  |
| Course Text: author, year, title, publisher |  |
| Course URL: Where is the course to be located? |  |
| Category: Where is the course housed within the site? |  |
| Frequency of delivery: How often will this course meet? |  |
| Method of Delivery:  * All online: strictly remote, no face-to-face student contact * Hybrid: A blended learning environment (list what percent will be online, what percent will be face-to-face) * Web-Enhanced: Mostly face-to-face with some online support. |  |
| Course Format and Design:  * Topics: Will you organize your course by units or topic headers? * Weekly: Will you organize your course by weekly dates? * Visuals: What imagery will you use to make your course visually appealing? Please include at least one image per course topic, and consider a banner for the heading. |  |

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| Topic 0: Course Header | |
| Syllabus:  * Course Description: Provide a few paragraphs that describe why students might enroll in this class. * Course Objectives: Learning goals and outcomes for this course. * Pre-Requisites: What courses are required before taking this course? * Course Materials: Required and optional texts. |  |

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| Topic/Week: X | |
| Overview and Objectives:  * What are the learning goals for this unit? * What kind of student interaction do you hope to attain in this portion of the course? |  |
| Resources and Readings:  * What text materials will you be providing? List all materials for the section. * What format (PDF, Power Point, word docs)? * Will students be able to download and save these resources? * Will these resources be a take-away from the course or referenced again? * How do these resources align with your intended course outcomes? |  |
| Web Resources: What resources will you point students to from outside of the course walls? Provide the URL links here. |  |
| Unit Assignments and Deadlines: Includes individual and group activities, online and offline   * Which activities will you use in the course? * How do these activities align with intended course learning outcomes? |  |
| Unit Focal Points or Spotlight on Learning: In a nutshell, what are the learning aims for this unit/topic/assignment? |  |
| Assignment Guidance: Useful instructional redundancy (i.e. submission requirements); choices for student submission when possible |  |
| Support Tutorials and Documentation: Help tutorials for general course and specific to assignments/activities. |  |
| Assessments: Graded portions of this section of the course.   * Assignments * Quizzes: Please list all quizzes, tests, or exams for this unit. * Rubrics, scales, and/or grading criteria for each activity * Gradebook set-up and categories * Grading policy * Percentage allocated to each category |  |
| Feedback:  * Surveys: Feedback activity allows for student input into the course, and gives instructor a sense of how students are progressing * Instructor Feedback to students: What authentic feedback will students receive from the instructor? |  |

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| Final Steps/Course Wrap-Up | |
| Final discussions: Forums or debriefing activities |  |
| Course Evaluation: Feedback survey |  |
| Parting inspiration |  |