**Instructor:**

**Course:**

This course map is designed to help you plan and design your online course. It is designed to first consider the learning objectives, assessments, learning materials, course activities and types of interaction (i.e. student-student, student-content, student-instructor, student-self) before thinking about the technologies that can support the learning.

**Note:** The course map is a rough draft of what you are considering planning for your online course. It is a fluid document since what you are planning may change throughout the planning phase to ensure that your priorities for student learning are reflected in your map. Feel free to make changes as you continue through this process and consider new resources or realize that you have too many and need to cut down to focus on what is really important. Visit the “Resources & Support for Moving Courses Online” section at the [CTLR Website](https://ctlr.vcc.ca/) for further support while designing your course.

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| **Course Name:**  **COURSE HOURS**: **\_\_\_hrs (\_\_\_ x 3 hr classes)** | | | **Course Description:** | | |
| **Course Learning Outcomes (as per course outlines)**  *By the end of the course the students will be able to:* | | | **Course Topics:**  *(Align these with the appropriate course learning outcomes)* | **Evaluation Plan (as per course outline):**  *(Note: this could change as you develop your online course)* | |
| **Unit Title & Topic**  *List main topics or chunks of content that organizes and connects your course elements.*  *Topics can be organized in a variety of ways: units, modules, weeks, chapters, projects, papers, case studies, essential questions, and more; Don’t worry about the schedule yet, focus on course organization.* | **Learning Outcomes:**  ***At the end of this unit, students will be able to:*** | **Evaluation of Learning**  **(Formative and Summative)**  *Assessments that will be used to determine if students have met the course learning outcomes.*  *Some ideas: self-checks, quizzes, exams, essay questions, writing assignments, papers, reports, case studies, projects, speeches, presentations, discussion questions, peer feedback, portfolios, concept maps, etc.* | **Instructional Materials**  *What resources and information will be provided?*  *Some ideas: readings, videos, audio, texts, internet sources, charts, diagrams, pictures, blogs, lectures, overviews, stories, PowerPoints, assignment directions, policies, guides, instructions, guest speakers, demonstrations.* | **Course Activities & Learner Interaction (S=synchronous; A=asynchronous)**  *How will students actively engage with the content and interact with other students to prepare for (or complete) the assessment? How will they interact with you, the instructor? What opportunities for practice, exploration, and reflection are provided?*  *Some ideas: role playing, assignments, simulations, learning scenarios, problem sets, projects, research, virtual tours/labs, brainstorming, debates, educational games, discussions, etc.,* | **Technologies Considering**   * *Will students engage in purposeful practice or increase proficiency?* * *Are you comfortable using it? Would your students be comfortable? If not, what will you provide to help?* * *Is it easy for your students to use? Is it accessible?* * *Does it help achieve your course learning outcomes?* |
| **Example:**  Business Reports  (Week 5) | Explain the principles of report and proposal writing, and use these principles to write effective reports and proposals  Conduct research for workplace writing assignments and understand the conventions concerning plagiarism, as well as the reference to and citation of sources | Students conduct research and write a business report on a workplace topic  (instructor assessed but with peer-review/self-reflective activities throughout the writing process) | - pre-recorded lecture with PPT introducing the topic and guiding students through learning resources  - coursebook: relevant pages for review and practice  -figures: direct and indirect approach to analyze  - Internet source (video and tutorial): research skills (e.g. how to evaluate websites, referencing, plagiarism)  - models of well-/poorly-written business reports for students to analyze  - live session: check-in/review | Students watch a pre-recorded lecture introducing unit (A). Students begin with pre-unit discussion questions in a student-led forum (A). Students refer to Ch.8 of e-textbook and review relevant pages, watch video, and do practice exercises (A). Instructor creates guided questions based on unit chapter for student to discuss in forum (A). Students complete online tutorial on research skills for workplace writing/plagiarism (A). Students work in groups to analyze business reports for organization and writing style and rewrite poorly-written reports (A). Class meets for review and interaction (S) | **-** Zoom: live session, pre-record lecture  - PPT: to use with pre-recorded lecture  - Moodle: discussion forum, wiki (for collaborative writing), assignment folder (to upload writing assignment), repository to upload learning materials  - Link to e-tutorial: research skills  - Communication with students: virtual office hours, Moodle announcements, email |
| **Unit 1** |  |  |  |  |  |
| **Unit 2** |  |  |  |  |  |
| **Unit 3** |  |  |  |  |  |
| **Unit 4** |  |  |  |  |  |
| **Unit 5** |  |  |  |  |  |
| **Unit 6** |  |  |  |  |  |
| **Unit 7** |  |  |  |  |  |
| **Unit 8** |  |  |  |  |  |
| **Unit 9** |  |  |  |  |  |
| **Unit 10** |  |  |  |  |  |
| **Unit 11** |  |  |  |  |  |
| **Unit 12** |  |  |  |  |  |
| **Class 13** |  |  |  |  |  |
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