Module Planning Form – Completed Example

\*Note: this is a **sterile** example so the importance of **clear instructions** is easily accessible to anyone using this as a guide. Please do add your own expertise and thoughts whenever possible in your course.

## Module Details

Module Sequence Number: 2

Module Title: Learning Objectives & Assessment

Module Date Range (refer to the [module date planning file](https://isidore.udayton.edu/access/content/public/TeachingOnlineResources/Module%20Date%20Planner%20-%20SU%202019.xlsx) for suggested dates):   
Wed., May 29 – Tues., June 4

Module Overview  
The purpose of this text is to introduce this module’s topic and explain its purpose to your students. It’s a great spot to add your own expertise and thoughts. Consider adding reflection questions, a thought experiment, links to external resources, and/or graphics. Explain how the content relates to real-world subject matters or how it might be useful in their future careers.   
The Overview should not be purely academic content that students can read in a textbook. Use your personality to excite the students and pique their interest.

|  |
| --- |
| Module 2. In which we discover going backwards is actually the right way, and that we can learn a lot about learners by studying the video game industry.  And do online students really cheat more than traditional students?  \*\*\*Module 2 Intro Video\*\*\* |

Learning Objectives  
What measureable outputs should students be able to demonstrate after completing this module? Be sure to use [Bloom’s Taxonomy](https://isidore.udayton.edu/access/content/public/TeachingOnlineResources/blooms-taxonomy-teacher-planning-kit-txteacher-s-teacher-tips-taxonomy-chart-maker.jpg) to properly construct your learning objectives.

After completing this module, you should be able to . . .

1. Compose learning objectives that have meaning and value.
2. Design varied online assessments that effectively measure learning objectives
3. Formulate clear instructions for online assessments.
4. Critique online assessments in terms of academic integrity.

Justify a Learning Management System technology decision.

Module Tasks  
Provide details about the required students tasks for this module.

**Readings and Videos:** When requiring readings or videos, please provide a brief statement explaining why these readings or videos are important. In some cases, it helps to also have a suggested due date.

**Forum Prompts**: When requiring forum participation, craft a prompt that encourages healthy, natural idea exchange. Then be sure that expectations are communicated in terms of deadlines for initial posts, size of initial posts, and quality and quantity of responses. A rubric can be linked in as well.

**Assignments:** These require detailed instructions and due dates.

**Video assignments:** Provide instructions to students about [recording and uploading videos to Warpwire](https://ewiki.udayton.edu/isidore/Using_Isidore%27s_Warpwire_Integration).

**Virtual class meetings:** Provide instructions to [students about using Zoom](https://drive.google.com/a/udayton.edu/file/d/1w-Ia1MBewixN_QQare7okg_1GyLEx_LC/view?usp=sharing), as well as dates/times of the meetings.

**Task 1**  
Task Title: Complete the Reading  
Task Due Date: Complete before taking the quiz  
Learning Objective Alignment: #1, #2  
Value (e.g. points): n/a  
Estimated time-on-task: 45 minutes

|  |
| --- |
| Read chapters 3 - 4 in The Online Teaching Survival Guide text. Take notes on the reading. **Concepts from these chapters will be on the Module Quiz**.  Add picture of textbook. Add Lessons “Question” tool for a poll question about the text. |

**Task 2**  
Task Title: Watch the Mini-Lectures  
Task Due Date: Complete before the quiz  
Learning Objective Alignment: #3  
Value (e.g. points): n/a  
Estimated time-on-task: 20 minutes

|  |
| --- |
| Please watch these mini-lecture videos. It is recommended that you take notes as concepts from these videos may be on the quiz.   * Video: Learning Objectives and Backwards Design (5 minutes) * Video: Assessments Part 1 (5 minutes) * Video: Assessments Part 2 (5 minutes) * Video: Assessments Part 3 (5 minutes) |

**Task 3**  
Task Title: Participate in the Discussion  
Task Due Date: Saturday, June 1  
Learning Objective Alignment: #4  
Value (e.g. points): 15 points  
Estimated time-on-task: 20 minutes

|  |
| --- |
| **Instructions**  There used to be competitive events where computer security firms would offer prizes to hackers that could break through their systems. They would then patch all those holes and the hackers got paid. It was a nice arrangement.  Reflect back on the discussion of cheating in the assessment mini-lecture. Do you think an assessment can ever be completely bullet-proof to cheaters? If so, is it worth the effort? **Initial Post** For your initial form post, describe a high-stakes final exam that would be worth 50% of each student's final grade - even if that doesn't make sense for your grade level. You don't have to detail out the specifics of the questions other than what type they are (multiple choice, essay, etc). State what the content area and grade-level of this exam. Explain how the assessment could be delivered fully online, and explain what safeguards you would put in place to make it impossible or extremely difficult to cheat. Lastly, explain what communications you would use to ensure the students are ready for this exam.  *Depending on your background, this will likely require some research into test-taking software and supporting tools.* **Responses** **NOTE:** This forum is configured to be a "Post first" forum. **You are unable to see what your classmates have posted until you post yourself.** *(Yes. This is an illustration of a counter to cheating during a discussion on cheating inside an online course about online courses.)*  For your responses, respond to two of your classmates by doing two things:   1. Just like in the security firm hacking competitions, break your classmate's system. Explain how a student might still cheat, or congratulate them if it's bulletproof. 2. Describe what you think the student experience would be like for that exam.     Use the link below or the Forums link in the Isidore tool menu to participate in this discussion |

**Task 4**  
Task Title: **Take the Quiz**  
Task Due Date: Saturday, June 1  
Learning Objective Alignment: #2  
Value (e.g. points): 15 points  
Estimated time-on-task: 20 minutes

|  |
| --- |
| This is a timed quiz. Because the reading was a little lengthy, you have **twenty minutes** to complete the questions. You may use your book or notes. Be sure you can submit your quiz before the due date listed. **The content for this quiz can be found in the reading for this module and the mini-lectures.** Please, do not work with any other students or search the web for answers. You can access the quiz using the link below or the Test & Quizzes link in Isidore. |

**Task 5**  
Task Title: Course Planning Guide Assignment  
Task Due Date: Tuesday, June 4  
Learning Objective Alignment: #5  
Value (e.g. points): 60 points  
Estimated time-on-task: 60 minutes

|  |
| --- |
| According to Wikipedia a Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs. They help the instructor deliver material to the students, administer tests and other assignments, track student progress, and manage record-keeping. LMSs are focused on online learning delivery but support a range of uses, acting as a platform for fully online courses, as well as several hybrid forms, such as blended learning and flipped classrooms. **Step: 1 - LMS Selection** Carefully choose one of the Learning Mangement Systems listed below. Don't just read the short descriptions. Actually do some digging. Watch videos. Look at resources on the LMS's website. If you would prefer to use a different LMS than those listed below, that is fine. Just let me know. **Google Classroom** Google classroom is an LMS that is available to anyone with a Google account. Many public schools are currently using this for online learning experiences. This may be the best spot for you to build a course if you work at a Google school. Its drawback is that it is rather limited in features. **Isidore (Sakai)** The LMS you're looking at right now! It's actually based on an open source LMS called [Sakai](https://sakaiproject.org/). If you're working toward goals relating to teaching K-12, higher ed, elearning, or if you are a UD employee, this might be the best choice. Probably, the most feature-rich LMS you'll find. UD is a major player in the on-going development of this LMS. If you pick this one, you will need to contact your professor to set up a course site with you as the instructor. **Moodle** Moodle is available to you for free through [Moodle Cloud](https://moodle.com/cloud/). This is a good option because you can have access to it independent of any other account. It has a pretty solid collection of learning tools, and it is used commonly for K-12 and higher ed. **Step 2 - Justify Your Decision** Write a 1.5 - 2 page (double-spaced) paper justifying your LMS decision. At a minimum address the following factors:   * How will this LMS meet the learning goals of your students? * What type of assessments will you use and how will this LMS manage those? * How will present content using the LMS? * How will you communication with students taking your course?   Submit this assignment using the link below or the Assignments link in the Isidore tool menu. |