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| **Mapping****Learning Objectives** | **Assessment** | **Instructional Materials** | **Course Activities and Learner Interaction** | **Feedback** | **Accessibility** | **Instructional Contact Time & Academic Honesty** |
| List the modular/unit- level objectives you plan on using in your course. Each objective should complete the following sentence:***By the end of the course, the student will be able to…***According to Bloom’s Taxonomy, what level is this learning objective? | How will you assess achievement of each learning objective?What do the students need to do to demonstrate that they have achieved the identified objectives?Do your assessments measure your objective? | Which resources and materials are most appropriate for your learning objectives?What resources and materials could more fully engage students in the learning process?Are students exposed to multiple points of view? |  What activities do you have to facilitate learner engagement? At what levels of cognitive complexity do the engagement opportunities occur?Are the engagement activities aligned with the learning outcomes? | What methods will you use to provide feedback to your students?How frequent is your feedback?What components of your feedback are formative?What components of your feedback are summative? | Are all of the instructional materials accessible?Which materials need to be made accessible? | Instructional Contact Time: Is the amount of time the average student will require to complete this lesson equivalent to the time that would be spent in and out of a traditional class?Would any of the activities in this unit invite academic dishonesty? How could they be redesigned to encourage honesty? |
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