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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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