# **­UofM Online Course Planning Worksheet**

**Directions:** Use this worksheet to brainstorm the organization of your course. In this worksheet, include details for goals/competencies, objectives and any other information needed to prepare learners for success in the course.

## Preparing For Your Course

**Learning Goals or Competencies.** *What will learners have gained as a result of successfully completing the course?*

Competencies are the overall goals for your course. Competencies outline the ideas or skills a student will be able to master after successfully completing a course. Competencies/course goals are broad and allow for a variety of learning objectives to be associated within them. The course goals are listed in the course syllabus.

**Topics.** *What will be the focus of this week/module/unit?*

Think through the topics you outline in your course syllabus and how those topics can be chunked for students. Topics should directly relate to the course goals.

**Learning Objectives.** *What do learners need to learn to be successful in the course?*

The more specific the objective is written, the more meaningful the content will be for learners. Well written objectives guide learners on how to focus their learning. Another benefit to instructors is that objectives help focus the delivery of content and make planning the course much easier.

**Course Content.** *What content will help learners achieve the objectives in the most straightforward way?*

Content should be closely aligned with course learning objectives. This should ensure that learners have a clear path toward learning the material.

**Course Activities.** *How will students engage with the material?*

Activities that allow learners to interact with the content, instructor, and other students are important for deep learning but are often the most overlooked in the online environment.

**Course Assessments.** *How will students demonstrate what they have learned and receive feedback on how they have progressed in achieving the objectives?*

There are numerous options for creating assessments that effectively measure student achievement of learning through tools in the learning management system such as quizzes, rubrics, and assignments.

**Canvas Tools.** *What tools within our learning management system will support student learning, engagement, and success?* Canvas offers a variety of tools to assist with delivering content, assessing learners, and maintaining student engagement. You can review those tools and gain insight on how to use them on the UM3D website (memphis.edu/um3d).

## 

## **Course Overview**

|  |  |
| --- | --- |
| **Course Number** |  |
| **Course Title** |  |
| **Course Description**  (Put the official description for the course.) |  |
| **Number of credit hours** |  |

## **Course Goals**

### **I. Course Level Learning Goals or Competencies**

(These come from the officially approved course curriculum proposal document. There are typically 3-5 goals.):

|  |  |
| --- | --- |
| **A.** |  |
| **B.** |  |
| **C.** |  |
| **D.** |  |
| **E.** |  |

## **Course Plan**

Determine the major topics or themes for each module and map them out in the “Module Topic” column. Next, match each module topic with the learning outcome listed above. Module specific learning objectives are smaller, measurable statements of what students should be able to do at the end of the unit of instruction. It is through mastery of the module learning objectives that students will be able to demonstrate that they have achieved the course learning goals.

| **Week, Module, or Unit** | **Week, Module,**  **Or Unit Topic** | **Applicable Learning Goal(s)**  **By the end of this course, the learner will:** | **Learning Objectives**  **By the end of module/**  **week/unit, the learner will:** | **Content/Activities**  **What will students do (read, watch, listen to, perform) to obtain the learning objectives and corresponding competency?** | **Assessment**  **To demonstrate learning**  **students will:** |
| --- | --- | --- | --- | --- | --- |
| **Example** | Business Models – Startup vs. Small Business | A, E | By the end of this module, students should be able to:  •Compare and contrast startups and small businesses  • Apply strategies to evaluate given ideas for business potential  • Create a plan for conducting market research | * Read Chapters 1 and 2 * Watch “How to Evaluate Business Potential” * Watch mini-lectures on planning for market research (Parts 1-3) * Review requirements for Market Research Plan Assignment   **Canvas Tool(s):**  Record lecture in Studio | * Chapter Quiz * Discussion – share business ideas, give pro/con, feedback to peers   Project Report #1 – Market Research Plan |
| **1** |  |  |  | **Canvas Tool(s):** |  |
| **2** |  |  |  | **Canvas Tool(s):** |  |
| **3** |  |  |  |  |  |
| **Canvas Tool(s):** |
| **4** |  |  |  |  |  |
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| **14** |  |  |  | **Canvas Tool(s):** |  |
| **15** |  |  |  | **Canvas Tool(s):** |  |