



Getting Started Module

- Every Getting Started module should include the course syllabus, course calendar, and a Meet Your Professor page.
- The course calendar can be within the syllabus, but it should also be on a separate page.
- It is good practice to introduce yourself and provide a photo in this module. Think about the first day of a F2F class: how do you connect with your students? This personalization successfully humanizes your course and creates a valuable connection with your online students.

Each Instructional Module

Introduction

- Typically consists of one to three paragraphs, giving an overview of *what* your students will be learning and making it clear *why* they will be learning it.
- Note that the introduction has pedagogical value and is often used to gain students' attention or to stimulate recall of prior learning.
- May be on the "Description" field of each module, but should also be on its own page. If its not on its own page, some students may miss it in navigation.
- May contain the module's goal or goals. (Alternatively, goals may be listed with the objectives.)

Objectives

- List the objectives for the unit. Remember that objectives must be observable and measurable. Objectives such as "know," "understand," and "learn" are not measurable. (If you need help coming up with good objective words, view this list of sample objective words and their associated level of Bloom's Taxonomy.)
- Objectives can be on a page by themselves or on a page along with the introduction and goals.



Content Pages

- Content pages contain the instruction that you would deliver in a face-to-face class and give context and explanation of anything students will be reading in their textbook or in other materials. Uploading PowerPoint files to be used as content is not a best practice; while PowerPoint can often be a helpful supplement, it is not a substitute for content or instruction.
- Avoid using the term “lecture” when referring to written content. Some students see that term and expect some form of audio instruction.
- Content pages should address the content for the unit in which they are presented, but connecting to prior learning related to the current content helps the student stay on track and fosters a supportive learning environment.
- It can be tempting to provide too much material. Including credit hour justifications into your syllabus is not only a SACS requirement, it also serves as a secondary check to confirm that students are able to work through the content in the time allotted.
- When possible, allow your voice to shine through in the content by providing analogies, unique examples or stories that support the content, or drawing unique comparisons. If you are designing a course that will be taught by multiple individuals, the best place to allow your voice to shine through may be in each unit’s introduction, as customizing introductions is far less time consuming than customizing or re-customizing content.

Activities

- Having the students work with the material presented allows them to take in the information and give indication that they have met the objectives you listed at the beginning of the unit.
- Activities can include quizzes, discussions, assignments (dropbox folders), chats, etc.
- Consider ways in which activities can support the module’s goals and objectives.
- Consider ways in which you can use activities to increase student-student interaction, student-instructor, and student-content interaction.
- In the activity instructions, consider directing students back to the content of the module to find more information, examples, models, rubrics, and so on, so that the students do not just jump directly to the activities and attempt to complete them without reading the module’s content.



Summary

- After you have presented the content, you may want to summarize it before having students go on to the activities for the unit. However, this statement assumes you have presented all the content for the unit before having the students engage in activities relevant to the content.
- If you have interspersed the content and related activities throughout the unit, a content summary might seem redundant with the module conclusion (next section) and therefore unnecessary.

Conclusion

- The conclusion wraps up the module by reminding the student of the important material they learned, and perhaps why they learned it, and often segues into the next module.
- Adding a preview of the next unit of instruction facilitates smooth flow of instruction.

Checklist (optional)

- The end of the module is a great place to include a completion checklist (created via the Checklist tool). However, some faculty prefer to include a checklist at the beginning of a module.