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| --- |
| **Module Template**  *This template is from the Gwenna Moss Centre for Teaching & Learning (GMCTL),*  *University of Saskatchewan,* [*CC0*](https://creativecommons.org/publicdomain/zero/1.0/)*.*  *For more information and help with using this template as you design your course, see the*[***Course Design Handbook***](https://openpress.usask.ca/coursedesignhandbook/)*.*  *Delete these green information boxes as you work!* |

Course Number [#]: [Course Title]

Module [#]: [Module Title]

Developed by

[Please insert author name, credentials, and professional affiliation]

**Module [#] Overview**

**Introduction**

|  |
| --- |
| ⚠*️ The* ***Introduction*** *should tell the student how the module relates to the field of study and the overall course. Provide a context for the content of the module. It may be written like an abstract. Briefly introduce the major topics in the module.*  ℹ️ *For more information on completing this part, see the following page from the* ***Course Design Handbook****:* [*Module Overview*](https://openpress.usask.ca/coursedesignhandbook/chapter/online-teaching-module-planning/#chapter-47-section-3) |

...

**Learning Outcomes**

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| **⚠*️*** *Copy and paste the module Learning Outcomes from the* ***Course Design Plan****, where you should have written 5-7 Learning Outcomes for each module. Use the preface statement shown below.*  ℹ️ *For more information on completing this part, see the following page from the* ***Course Design Handbook****:* [*Writing Learning Outcomes*](https://openpress.usask.ca/coursedesignhandbook/chapter/writing-learning-outcomes/) |

When you have finished this module, you should be able to:

1. …
2. …
3. …
4. …
5. …

**Module Instructions**

|  |
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| **⚠️** *Outline the sequence of readings and activities for students to follow as they work through the module. What should students do first, second, third, fourth, etc.?*  ℹ️ *For more information on completing this part, see the following page from the* ***Course Design Handbook****:* [*Module Overview*](https://openpress.usask.ca/coursedesignhandbook/chapter/online-teaching-module-planning/#chapter-47-section-3) |

To complete this module, work through the following steps:

1. …
2. …
3. …
4. …

**Required Readings/Resources (including web sites and videos)**

|  |
| --- |
| **⚠️** *Copy and paste the readings from the* ***Course Design Plan****. Provide full bibliographic information formatted according to your department or college referencing guidelines, or the conventions of the subject discipline. If there is no preference, use APA format.*  ℹ️ *For more information on completing this part, see the following page from the* ***Course Design Handbook****:* [*Selecting Learning Materials*](https://openpress.usask.ca/coursedesignhandbook/chapter/selecting-learning-materials/)*.* |

**Key Terms and Concepts**

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| **⚠*️*** *Copy and paste the key terms and concepts from the* ***Course Design Plan.*** *Provide a list of approximately* ***5 - 7 major terms and concepts*** *that will be discussed in the module. List the terms* ***in the order that they appear*** *in the module* ***(not alphabetically).*** *Definitions of these terms should be saved for the* ***Glossary section****.*  ℹ️ *For more information on completing this part, see the following page from the* ***Course Design Handbook****:* [*Module Overview*](https://openpress.usask.ca/coursedesignhandbook/chapter/online-teaching-module-planning/#chapter-47-section-3) |

* …
* …
* …
* …
* …

**Learning Material and Activities**

|  |
| --- |
| **⚠*️*** *The purpose of the Learning Materials is to provide the* ***content and activities*** *that will support the* ***Learning Outcomes****. This section is typically the bulk of the module, in which you explain the basic concepts of the content, emphasizing important points and providing examples where appropriate. Specifically, include information about topics that students typically have difficulty with. This section also provides an opportunity for the instructor to add context to and connect the readings and/or videos.*  **⚠*️*** *Add headings to sequence and chunk the Learning Material. A good approach is to* ***write a Level 1 heading to go with each of the Learning Outcomes.*** *So, if you have 5 Learning Outcomes for the module, you will have 5* ***Level 1 headings*** *in the Learning Material. Topics that correspond with your page title should follow as* ***Level 2 headings****. Add* ***subheadings******(Level 3 and Level 4 headings)*** *where needed to further chunk the Learning Material into learnable sections of content. This approach gives structure to your content and ensures that the student can relate content to the appropriate objectives.*  **⚠*️*** *In the* ***summary/conclusion****, succinctly recap the main topics covered and highlight key takeaways. Encourage learners to reflect on how they can apply what they've learned in real-life scenarios and prompt them to consider next steps for further learning or practical application. End with a motivating message that reinforces the importance of continuous learning and growth.*  ℹ️ *For more information on completing this part, see the following pages from the* ***Course Design Handbook****:* [*Learning Materials*](https://openpress.usask.ca/coursedesignhandbook/chapter/online-teaching-module-planning/#chapter-47-section-5) *and* [*Learning Activities*](https://openpress.usask.ca/coursedesignhandbook/chapter/online-teaching-module-planning/#chapter-47-section-6) |

# Page Title- Level 1 Heading (14 pt, Bold)

## Topic- Level 2 Heading (12 pt, bold)

|  |
| --- |
| **⚠** *Add Level 1 headings as needed to support the Learning Outcome (page title).* |

Start writing here. Body text is in 11 pt font.

…

## Subheading Level 3 Heading (12 pt, bold)

…

### Subheading Level 4 Heading (11 pt, bold, italicized)

…

# Another Page Title- Level 1 Heading

## Another Topic- Level 2 Heading

Some more body text.

Summary OR Conclusion

|  |
| --- |
| **⚠** *The summary/conclusion of an online learning module should recap the main topics covered and highlight key takeaways. Encourage learners to reflect on how they can apply what they've learned in real-life scenarios and prompt them to consider next steps for further learning or practical application. End with a motivating message that reinforces the importance of continuous learning and growth.* |

**Assessments**

**Discussion Questions**

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| **⚠*️*** *The Discussion Questions should promote reflective thinking and learning in a group environment. The goal is to promote the development of a community of learners across geographic boundaries. You may wish to write multiple questions to give students a choice, or to create a bank of questions from which future instructors may draw.*  ℹ️ *For more information on completing this part, see the following page from the* ***Course Design Handbook****:* [*Assessments*](https://openpress.usask.ca/coursedesignhandbook/chapter/online-teaching-module-planning/#chapter-47-section-5) |

1. …
2. …
3. …

**Review Questions & Answers (OR Self-Test & Answers)**

|  |
| --- |
| **⚠️***Create a self-test with provided correct/suggested answers. These are for students to self-assess and should not be included in the grading scheme.* ***Provide a correct or exemplary answer for each question.*** *If your self-test questions are closed response (e.g., multiple-choice), consider including corrective feedback indicating why each distractor is incorrect.* ***The questions must connect back to the Learning Outcomes for this module.*** *For example, if you have four Learning Outcomes, there should be a minimum of four study questions and answers (one that connects to each Learning Outcome).*  ℹ️ *For more information on completing this part, see the following page from the* ***Course Design Handbook****:* [*Assessments*](https://openpress.usask.ca/coursedesignhandbook/chapter/online-teaching-module-planning/#chapter-47-section-5) |

1. …

Answer:

1. …

Answer:

1. …

Answer

1. …

Answer

1. …

Answer

**Glossary**

|  |
| --- |
| **⚠️** *Provide definitions of terms that are:*   * *Important for understanding the Learning Outcomes.* * *Included in the* ***Key Terms and Concepts****.* * *Unfamiliar to the student who might not have previous knowledge about the topic of discussion.*   *Glossary terms should be alphabetized, include citations and/or quotations, if necessary (i.e., if the definitions are not your own), and follow the formatted example below.*  ℹ️ *For more information on completing this part, see the following page from the* ***Course Design Handbook****:* [*Glossary*](https://openpress.usask.ca/coursedesignhandbook/chapter/online-teaching-module-planning/#chapter-47-section-6) |

**E.g.: Hegemony:** Processes by which individuals or groups assert dominance and control over others.

**Supplementary Resources & References**

**Supplementary Resources**

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| **⚠️** *Authors are encouraged to find resources that can supplement the Learning Material. These resources will benefit students who want to read more about the topic for their assignments or further interest. Try to select resources that can be easily accessed by students, such as video links, web sites, and other online resources. Provide* ***full bibliographic information*** *formatted according to your department or college referencing guidelines, or the conventions of the subject discipline. If there is no preference, use APA format.* |

…

**References**

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| **⚠️***Reference all the resources used in the Learning Material, providing* ***full bibliographic information*** *formatted according to your department or college referencing guidelines, or the conventions of the subject discipline. If there is no preference, use APA format.* |

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