Module Organizer for Traditional Face-to-Face Classes

Course: ___________________________ Class/Week Dates: ___________________________
Topic: ___________________________

Introduction: Give a brief introduction to what the students will be learning and doing. You can use this introduction to refresh their memories about certain aspects of this content that they may have seen before; this will allow them to recall their prior knowledge so they can build upon it. You can also use the introduction/overview to grab the student’s attention (share a relevant story or interesting fact) that will draw the student in and spark interest in the content.

Objectives: Creating and providing learning objectives for a class is crucial because it communicates to the students what is important to focus on and what they should be able to do once they have completed all of the learning activities. These objectives should be written in measurable and observable terms and connected to assessments you assign currently or throughout the semester.

List of Activities: During class time and in the course schedule, provide a list of activities that students will complete during each week. This will give them a clear picture of all the materials they are required to examine, in what order (if you number the list), and what activities they must complete. It is also beneficial to students to include a time estimate of how long each task will take so they can plan their time accordingly and if there is an assignment to include the points.

Example:
1. Read chapter 1 in your text book (est. 30 minutes)
2. ...
3. ...
4. ...
5. Take module 1 quiz online (15 minute time limit, 25 points)

Required Content: Share the required content for each week with your students. Perhaps there are articles you want them to read, videos for them to watch, learning objects for them to interact with, PowerPoints, a list of assigned chapters for reading, or chapter key points. These are the materials that are needed to be successful in any activities or assessments.

Supplemental Content: Your course may or may not have supplemental content. This is where you could provide resources that might explain concepts in a different way, or on deeper level. Students, who may be struggling with a concept, or want to learn more about something, can have the opportunity to do so with the supplemental material. The supplemental content should not contain content you expect all students to know and have information you will assess that has not been presented in the required content area. Students should not be punished for not reviewing this material.

Self-Assessment: Self-assessments allow students to check their own mastery of material without consequences and provide feedback that gives them insight on what concepts they may be struggling with. It is up to you if you want to provide self-assessments as an optional or required component, but do not assign points to it. Self-assessments can also come in the form of feedback from the instructor. By doing things like allowing drafts of papers or projects to be turned in early, students can get a sense of if they are on the right track.

Graded/Required Activities: Provide a list of all graded and/or required activities the students must complete. Including rubrics, or at the very least grading criteria, is crucial for student success; if you don’t let students know the standard you will be holding their work to, how can they achieve the highest level?

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**Class/Week Summary:** The summary is a time where you can recap the big ideas of the content. This can be a time to highlight key points or concepts and draw the material back to the objectives.

**Class/Week Checklist:** You may choose to provide a checklist. This would be the same sort of thing as the List of Activities. It should include all the deliverables the student is required to create and submit or activities to be completed.

**Evaluation:** Conducting an evaluation every 4 weeks is a good way to get formative information from your students. You can provide an anonymous online survey to see what aspects of the class they liked, did not like, what they might change. This information can be used to adjust future classes or to improve your course the next time you teach it.

**What to do next:** Remind students of an upcoming activity for the next week or encourage them to prepare for the next week through readings or practice.