Module Organizer for Blended Courses

Course Name and Number: ________________________________

Module Name/Chapter: ________________________________

Dates of Module: ________________________________

Topic: ________________________________

Introduction: Give a brief introduction to what the students will be learning and doing in this module. 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 module. Also, explain the connection between the face-to-face class and online time. Will you be introducing new information in the online environment or will that happen face-to-face.

Objectives: Creating and providing module level objectives 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. They should be written in measurable and observable terms (http://tinyurl.com/bloomsverbs) and connected to assessments you assign in the module or throughout the semester. It may be helpful to include the objectives for the week, and then designate if they will be met in the online or face-to-face environment (or both).

List of Activities: You may want to take some time on your overview page to create a list of activities students will complete during this module, online and in class. This will give them a clear picture of all the materials they are required to look at, in what order (if you number the list), what activities they must complete, and what to expect for the face-to-face class. 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:

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

Face-to-Face (Friday 9am)
1. Minute paper writing assignment
2. ...
3. ...
4. What’s coming up next

Required Content: In this section the students will be presented with any online content they may need for this module. Perhaps there are online articles they need to read, videos for them to watch, learning objects for the students to interact with, narrated PowerPoints to view, a list of assigned chapters for reading, or chapter key points. This section will be where students get the material needed to be successful in any activities or assessments. You may choose to separate this section into required content needed for online activities and content students will be required to bring to class for their face-to-face session.

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Supplemental Content: Your course may or may not have supplemental content. This is where you should put resources that might explain concepts in a different way, or on a deeper level, so students who may be struggling with a concept, or want to learn more about something, can have the opportunity to do so. 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 and it is not required or necessary to include any supplemental content.

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 include self-assessments in your supplemental section as an optional exercise, or under graded activities (but don’t assign points to it). Self-assessments can also come in the form of feedback from the instructor (they aren’t just ungraded quizzes). 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: This section should list all graded and/or required activities the students must complete in the module. If they are required to participate in discussion boards online you can include a link to that board and the rubric used to assess their contribution. You can also create grading rubrics, in D2L and link that directly to the discussion board. 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? As mentioned previously, you can also include self-assessment activities students are required to complete in this section. Be specific as to where the assessments will occur: in-class or online.

Module Summary: The summary is a place where you can draw the module to a close. This can be a space to point out key points or concepts and draw the material back to the objectives.

Module Checklist: You may choose to include a module checklist. This would be the same sort of thing as the List of Activities listed in the Introduction. It should include all the deliverables the student is required to create and submit or activities to be completed. Be specific as to where the activities need to be completed: in-class or online.

Example:
Deliverables due Online 11:59pm Thursday
☑ Chapter 1 quiz (15 points)
☑ Introduction posting (10 points)
☑ ...

Assignments due in Class 9:00am Friday
☑ Study skills poster presentation (15 points)
☑ ...

Module Evaluation: Including an evaluation at the end of a module is a good way to get formative information from your students. You can include anonymous survey to see what aspects of the module they liked, did not like, what they might change. This information can be used to adjust future modules in the course or to improve your course the next time you teach it. You can consider distributing this face-to-face or online, and about every 3 to 4 weeks during the semester.

What to do next: This section is to instruct students on what to do next. You can use this space to remind students of an upcoming meeting, whether it is face-to-face or in-class, or assignments that should be on their radar. You could also use this area to let them know that once they complete this module, they should continue on to the next.