

IxD online/hybrid course design document

Course level Learning Objectives

1. LO
2. LO
3. LO

Course Outline

Course Sequence: Includes units or modules, inline instructional activities, end of unit assessments, projects -- links down into the content in this document.

Template for modules and pages with the sequencing of LOs, instruction, practice/activity, and assessments.

Module 1: Module Name

Learning Objectives that apply to this unit of learning

1. LO 1
2. LO 2

Page-level Instruction: Title of instructional area

1. LO 1 (subset/only those LOs that apply to this unit of learning)

Instructional content here -- if the content (e.g., ppt or video lectures, Canvas pages with text instruction) is already provided in another location, describe it here and provide a pointer to where the content exists. If new content then enter it here.

Instructional Activity: Learn by Doing

Skills	Skill text
Activity Type	Activity details (e.g., if Activity Type is Quiz, then the type of questions would go here: multiple choice, etc; if paper, the instructions you will provide to students and the criteria that will both guide their work and your ability to evaluate and provide feedback/guidance for iterative improvements).
Prompt	Prompt here

Choices	A. Choice 1 B. Choice 2 C. Choice 3 D. Choice 4
Feedback	A. Correct.... B. Incorrect.... C. Incorrect.... D. Incorrect....
Hints	1. Hint 1 2. Hint 2 3. Hint 3

Sample:

Q2	
LO	Categorize learning tasks into their appropriate zone of ability
Skill	Categorize learning tasks into their appropriate zone of ability
Question	Amanda successfully completed a grammar exercise that provided scaffolding. Which area of her abilities best describes where this task is located?
Choices	A. Independent ability because they were able to successfully answer the question B. The zone of proximal development because they needed assistance to be successful C. No ability because they weren't able to solve the problem without help. D. There is not enough information to tell ability type
Feedback	Correct. Amanda may already have an independent ability to complete the task. We would need to know if she can complete the task without assistance to determine the area that this task is in.
	<p>(A) Incorrect. Amanda may have an independent ability, but we can not know for sure unless we saw her complete the task without assistance.</p> <p>(B) Incorrect. Amanda was successful with the scaffold, but she might have been able to complete the task without assistance.</p> <p>(C) Incorrect. If Amanda has no ability, then she will be unable to complete the task even with assistance.</p>

more content...

more activities...

Assessment details:

An end of unit exam.

A project.

A final paper.