# C:\Users\knorwood\Desktop\images and graphics\LIND_LearningAcademy_Gold Logo-01.png

# Online / Hybrid Course Planning Template with Example

**This template is provided to assist faculty in the course design process for a fully online or hybrid course. If the course will be fully online (no on-ground sessions), faculty can simply delete the columns referring to face-to-face (F2F) assessments or activities. Faculty should feel free to modify the template in other ways, as well, to suit their design approach.**

**Notes**:

* A learning activity could be consuming content, whether that’s reading a text, watching a video, or listening to an audio recording accompanying a PowerPoint; an individual or group activity or low stakes assignment where students discover or apply knowledge; a class discussion; a conference with the instructor; etc.
* It can be helpful for planning purposes to label your activities/assessments using the student-to-content, student-to-student, student-to-instructor, student-to-other framework.
* For the Fall 2020 semester, all students must be able to complete any course fully online, as they can choose not to, or may be unable to, attend on-ground sessions. Therefore, any activities or assessments planned for on-ground sessions must be accessible to students online (e.g., recorded for later viewing, online students included in on-ground discussion) or there must be an equivalent online activity or assessment available.

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| Course Planning Template - Example | | | | |  |  |
| **2** | Module 2 / Week 2: What is Persuasion? | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online Learning Activity(ies)** | **F2F Learning Activity(ies)** |
| Enhance students’ ability to think critically about what counts as persuasion. | 1. Contrast *persuasion* to related terms/concepts like compliance-gaining, coercion, and propaganda.  2. Evaluate messages and communication scenarios to determine if they qualify as persuasion. | 1. Self-assessment to determine prior knowledge and beliefs about persuasion. (formative)  2. Submit summary of main take-aways for each lecture (formative) (student-to-content)  3. Evaluation assignment (student-to-content) (summative) | 1. In-class, group analysis of messages students posted online (formative) | 1. Read chapter 1 of textbook (student-to-content)  2. View micro-lectures (student-to-content, student-to-instructor):   * *The importance of understanding persuasion* (5 minutes) * *What is and isn’t persuasion*? (10 minutes) * *Being persuaded, being persuasive* (10 minutes)   3. After viewing each lecture, post to discussion board a response to the questions / prompts embedded in the lecture and respond to another students’ post for each lecture/topic (student-content, student-student)  4. Students find or describe a message or scenario worth evaluating. Post to discussion board – will be used in on-ground activity to determine whether it counts as persuasion or something else (student-content) | 1. Content clarification and elaboration via additional examples of persuasion, coercion, etc. – will address and incorporate students’ online responses to micro-lectures (student-to-content, student-to-instructor)  2. Small group evaluation of messages/scenarios students brought to class with report-outs from each group and feedback from instructor (SAME AS F2F ASSESSMENT) |

## Example of Corresponding Course Schedule (Hybrid Format)

**Note**: This is presented in a To-do List format, which helps students to stay on track throughout the week. If desired, they can check boxes as they work through tasks.

**Week 1 – August 24th -30th: *What is Persuasion?***

**By Monday**

* Take Self-assessment on Understanding Persuasion (online) – **Due Monday at midnight CST**
* Read Chapter 1
* Begin viewing micro-lectures (online videos)

**By Tuesday**

* Finish viewing micro-lectures (online videos)
* Submit brief summary of each micro-lecture (online assignment) – **Due Tuesday at midnight CST**
* Begin responding to questions/prompts embedded in the lectures (post to Lecture Reflections Discussion Thread)

**By Wednesday**

* Finish posting your responses to questions/prompts embedded in the lectures (post to Lecture Reflections Discussion Thread)
* Respond to at least one other students’ post for each lecture (you’ll be responding 3 times minimum) – **Due Wednesday at midnight, CST**
* Begin locating or formulating a message or communication scenario that you think is worth evaluating together as a class (detailed instructions provided in discussion thread).

**By Thursday**

* Post a link to or describe some message or communication scenario you think is worth analyzing (online). We will use this in our on-ground activity during Thursday’s F2F session. – **Due Thursday by 1:50 pm CST**
* Attend the synchronous class session (on ground and online) – **Thursday, 2:00-3:15 pm CST.**
  + If it is your assigned day, attend in person. If it is not your assigned day, attend via Canvas Conferences. If you will not be attending in person and cannot attend synchronously online, you can view the recorded session in Canvas Conferences sometime on Thursday.

**By Friday**

* Complete and submit Message Evaluation Assignment (online) – **Due Friday at midnight, CST**

**Weekend Homework**

* Review any discussion board posts you missed (online) and instructor feedback on assignment (online)
* Begin exploring the next module and reading the next chapter (online)

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| Course Planning Template - | | | | |  |  |
|  |  | | | |  |  |
| 1 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1. |  | 1. | 1.  2. | 1. |
| 2 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1.  2. | 1. | 1. | 1.  2. | 1. |
|  |  |  |  |  |  |  |
| 3 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1. | 1.  2. | 1. | 1.  2. | 1. |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 4 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1.  2. | 1.  2. | 1. | 1.  2. | 1. |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 5 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1.  2. | 1. | 1. | 1.  2. | 1. |
| 6 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1. | 1. | 1. | 1.  2. | 1.  2. |
|  |  |  |  |  |  |  |
| 7 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1. | 1. | 1. | 1.  2. | 1. |
| 8 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1. | 1. | 1. | 1.  2. | 1. |
| 9 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1.  2. | 1. | 1. | 1.  2. | 1. |
| 10 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1. | 1. | 1. | 1.  2. | 1. |
| 11 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1. | 1. | 1. | 1.  2. | 1. |
| 12 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1.  2. | 1. | 1. | 1.  2. | 1. |
| 13 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1. | 1. | 1. | 1.  2. | 1. |
| 14 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1. | 1. | 1. | 1.  2. | 1. |
| 15 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1. | 1. | 1. | 1.  2. | 1. |
| 16 | Module/Topic/Chapter/Week | | | |  |  |
| **Learning Goal** | **Learning Outcome(s)** | **Online Assessment(s)** | **F2F Assessment(s)** | **Online or HW Learning Activity(ies)** | **F2F Learning Activity(ies)** |
|  | 1. | 1. | 1. | 1.  2. | 1. |