**INSTRUCTIONAL PLANNING TEMPLATE**

To plan for successful online learning, refer to the [Module Design page](https://www.concordia.ca/ctl/digital-teaching/module-design.html) and use the template below.

A Module is typically one week (about 10 hours of instructional activities). However, you can adjust your module length to suit your specific course.

**Module Title:**

|  |  |
| --- | --- |
| **Module Objective(s):**  | **Synchronous / Asynchronous** |
| **Instructional Component**([More about the phases of instruction](https://www.concordia.ca/ctl/digital-teaching/module-design.html#framework)) | **Learning Activities**([example activities](https://www.concordia.ca/ctl/digital-teaching/online-activity-design.html#example)) | **Feedback / Assessment of Learning**( [providing online feedback](https://www.concordia.ca/ctl/digital-teaching/giving-feedback.html)) | **Platform**(Moodle, YuJa, Zoom, etc.) | **Interaction****Type**( i.e. [L-T L-C L-S](https://www.concordia.ca/ctl/digital-teaching/online-activity-design.html#interaction)) | **Time on Task**([calculator](https://cat.wfu.edu/resources/tools/estimator2/)) | **Schedule** |
| **01 Introduction**Goals:* *provide context*
* *identify what they already know*
* *help them anchor new information with pre-existing knowledge / experience*
* *pique student interest*
 |  |  |  |  |  |  |  |
| **02 Presentation**Goals:* *Provide accessible content*
* *provide opportunity for student to ‘discover’ the content*
* *Prioritize ‘need to know’ over ‘nice to know’*
 |  |  |  |  |  |   |  |
| **03 Practice**Goals:* *Model and scaffold knowledge, skills, etc.*
* *Provide support mechanisms*
* *Provide multiple means of expression of learning*
 |  |  |  |  |  |  |  |
| **04 Application**Goals:* *Apply learning to ‘real world’ tasks*
* *Provide opportunities for students to draw from their diverse backgrounds & experiences*
 |  |  |  |  |  |  |  |
| **05 Closure**Goals:* *Summarize key learning points*
* *Reflect on how new knowledge integrates with existing*
* *Clarify areas of ambiguity or misunderstanding*
 |  |  |  |  |  |  |  |
| **Engagement strategies** ([Teacher, social and cognitive presence](https://www.concordia.ca/ctl/digital-teaching/presence.html)) |