**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)) | | | | | | | |