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| Course: Instructional Design 101 |
| Part 1- Skill Identification |
| *Write the outcome or skill here that would require scaffolding.*Apply principles of Backwards Design to plan an aligned course that includes a variety of content interactions.  |
| *Write the steps, skills or tasks that students would need to master in order to be successful at the outcome above. If skills need to be taught in a particular order, reflect that in your list.** Understand the importance of course design models
* Comprehend and describe the components of Backwards Design
* Write quality learning outcomes
* Align course learning outcomes to Bloom’s Taxonomy
* Differentiate between formative and summative assessments
* Determine which assessments align to course’s learning outcomes
* Explore a variety of activity examples and options
* Determine activities and assignments that will prepare students for assessments
* Analyze course examples for alignment
* Create a final aligned course plan
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| Part 2 - Scaffolding Plan |
| Week/Unit | Content/Instruction | Interactions/Activities |
| 1 - 2 | Course design models | * Reflection Paper - importance of designing with purpose and alignment
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| 3 | Learning outcomesBloom’s Taxonomy | * Write learning outcomes and align them to Bloom’s level
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| 4 | Formative AssessmentSummative Assessment | * Align both formative and summative assessments to course outcomes
* Quiz
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| 5 - 6 | Active Learning | * Blog post – 10 ways to engage students using active learning strategies
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| 7 | Course evaluation rubricCollaborative evaluation | * Continue working on own course plan
* Analyze & evaluate course plan example
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| 8 | Review weeks 1 - 7 | * Submit plan for peer feedback
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| 9 | N/A | * Apply peer feedback
* Make final revisions
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| 10 | N/A | * DUE: Final Assignment - Course Planning Sheet
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