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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 | | |
| Part 2 - Scaffolding Plan | | |
| Week/Unit | Content/Instruction | Interactions/Activities |
| 1 - 2 | Course design models | * Reflection Paper - importance of designing with purpose and alignment |
| 3 | Learning outcomes  Bloom’s Taxonomy | * Write learning outcomes and align them to Bloom’s level |
| 4 | Formative Assessment  Summative Assessment | * Align both formative and summative assessments to course outcomes * Quiz |
| 5 - 6 | Active Learning | * Blog post – 10 ways to engage students using active learning strategies |
| 7 | Course evaluation rubric  Collaborative evaluation | * Continue working on own course plan * Analyze & evaluate course plan example |
| 8 | Review weeks 1 - 7 | * Submit plan for peer feedback |
| 9 | N/A | * Apply peer feedback * Make final revisions |
| 10 | N/A | * DUE: Final Assignment - Course Planning Sheet |