# **SIOT Course Planning Grid**

## Phase 1: Course Level Information

Course Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please briefly describe your course below (enrollment, level, etc.)

Please list your course goals below (you may have more or fewer than 5!)

1.

2.

3.

4.

5.

## Phase 2: Defining the Course Structure

Note that we have designed this table to accommodate a ‘1 Module per week’ course structure. Not all courses follow this type of organization, so you may have more or fewer Topics / Modules than this.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Topic or Module Name | Objectives | Connected Course Goal |
|  | We recommend putting these in chronological order | Define what you expect students to be able to do after covering the material in this module | Which course goal/s are you focusing on in this section? |
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| 15 |  |  |  |
| 16 |  |  |  |

## Phase 3: Determining an Assessment Strategy

The numbering on this table should line up with the numbering that you used above. For example, the assessments that you list in row #1 in this table should go along with the objectives & topics listed in row #1 of the previous table.

|  |  |  |
| --- | --- | --- |
|  | Assessments used during each module | Optional: What effect will [teaching in a ‘hybrid’ model](https://teaching.unl.edu/flexible-hybrid-model-fall-2020-teaching-and-learning/) have on your assessments? |
|  | Please include both [summative and formative assessments](https://www.cmu.edu/teaching/assessment/basics/formative-summative.html#:~:text=The%20goal%20of%20summative%20assessment,a%20midterm%20exam) |
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## Phase 4: Student Learning Experiences

The numbering on this table should line up with the numbering that you used above. For example, the activities that you list in row #1 in this table should go along with the topics, objectives, and assessments listed in row #1 of the previous tables.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Activities | Content Presentation | Materials, Texts, & Other Support | Additional Resources Needed | Optional: What effect will teaching in a 'hybrid' model have on your activities & content presentation? Are there specific activities or demonstrations you would like to do with your students that you feel cannot feasibly be adapted for online delivery, but are still feasible with facemasks and 6' social distancing at play? |
|  | How are students interacting with the course content? These may have a graded component or be entirely ungraded | How are you delivering information? What is your pedagogical approach? | What resources do students have to help them learn? | What else will students need to be successful beyond what you are providing them? |
| 1 |  |  |  |  |  |
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| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
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| 16 |  |  |  |  |  |