**Compassion Care Simple Essentials Accommodate Flexible**

**Content**

**Communicate + Support**

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**Content**

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**Content**

**Planning an Aligned Course**

**Learners**

Describe your learners….

* What knowledge, skills and abilities do students bring to my course related to the core course concepts?
* What are the interests, goals and needs of my students?
* What misconceptions or misunderstandings may students have about course content or concepts?
* What technology competencies do I think students may already have or do not have? (file management, productivity software, web tools, web conferencing, searching/finding info on Internet, video watching, attaching files/uploading, etc.)
* What technology access do I think my students have? (access to reliable/frequent internet, bandwidth, access to laptop/computer, mobile phones, web cam, headset?)
* What challenges, limitations and obstacles do I feel my students may typically encounter with learning in my course?
* What teaching methods most likely will engage my students?
* How can I respect the diverse abilities and needs of my students (e.g., language or cultural differences, students who learn in different ways, official accommodations for learning etc.)?

**Communicate + Support**

**Core Course Concepts**If nothing else, what do I want my students to learn by the time they have finished my course? What do you I want them to remember 3-5 years from now? What are the core concepts / essential learning / big ideas in my course?   
(NB: these core concepts are the focus for your assessments of student learning)

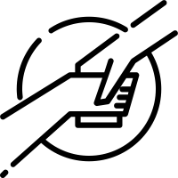
**Six Core Learning Components**: **A** (Assess) **C** (Content) **C** (Communicate) **E** (Engage) **S** (Summarize) **S** (Support) = **ACCESS***When planning – keep these 6 core components in mind. They provide* ***access*** *for learners. They are the building blocks of a good course.*

**Learning Outcomes**

Outline 5-7 learning outcomes for your students

1. Insert here
2. Insert here
3. Insert here
4. Insert here
5. Insert here
6. Insert here
7. Insert here

**Communicate***How will you communicate with students, how will students communicate with each other, how will students ask questions, how will you manage office hours? How can you communicate compassion, care and understanding in your ways of staying in touch with students throughout the course? How can you provide space and place for students to share ideas, for you to provide essential information and to encourage a community of learners?*

**Support***How will you provide supports to learners in terms of the learning platforms and technologies, study strategies, accommodating those with English as an Additional Language (EAL), learners with disabilities and those students who need additional time and learning experiences to grasp concepts? How can you support them with their needs and challenges while valuing their strengths and abilities?*

| **Weeks / Topics** | **LO#** | **Assess** | **Engage Learners** | **Summarize** | **Content** |
| --- | --- | --- | --- | --- | --- |
| *What is the topic(s) for the week(s) of your course?* | *List numbers of learning outcomes* | ***Assessment:*** *What will you do informally to give students feedback on their learning?*  ***Evaluation:*** *How will you allow students to demonstrate their understanding, application and consolidation of learning in a variety of ways and means?* | *Through what ways will you engage your students in applying the core concepts and content? How will you give them multiple ways of making connections, collaborations and reflections about their learning?* | *How will you consolidate learning throughout the course, so students see the big ideas and build strong connections between concepts? How can students provide summarized experiences to help them make learning stick?* | *What content will engage learners in understanding the core concepts and learning outcomes for the course? How will students access the content in multiple ways and means?* |
| **SAMPLE:** Week 1: Six Core Components of a Course | # 2  # 5 | * Feedback from peers in breakout groups * Feedback from teacher in discussion groups, * Ticket out the door with key learning from class posted in discussion forum * Evaluation: Assignment to design course, hand in via assignments tool with self-reflections | * Discussion forum in Blackboard * Breakout Groups – Think Pair Share in BJ live class * Create a collaborative document with responses throughout week * Build plan for homework * Read couple articles on key components for aligned course * Share key points from readings in concept map | * Provide summary email to students after sessions * (in BJ chat) Students provide the top ideas they learned from the class and ideas gathered and put in common document to post in Blackboard | * Six Components for a course * Matrix of Digital Instructional Formats * Template for Kickstarter session for building plan * John Biggs – on [Constructive Alignment](http://www.ucdoer.ie/index.php/Using_Biggs%27_Model_of_Constructive_Alignment_in_Curriculum_Design/Introduction) * Dee Fink on [Planning Significant Experiences](https://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf) |
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