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| --- | --- | --- | --- |
| Course code and name |  | | |
| Semester to be offered  (e.g. F17) |  | Mode of Delivery  (i.e. remote, in-person, blended, online, remote) |  |
| Expected number of students |  | Expected instructional support  (i.e. number of TAs?) |  |

**1. Situational Factors**

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| Why is this course offered?  -Where does it fit within the curriculum? Is it required? Optional?  -What is the nature of the course subject matter?  -How/why is it relevant to the learners, other courses in the curriculum, and to society?  -Have there been any current and important developments in this field? |  |
| How would you describe students who typically take this course?  -What is their life experience/situation (e.g. new to university, mature, professional)?  -What are their disciplinary backgrounds, prior knowledge and experiences related to the subject matter?  -What are their expectations for the course? |  |
| What are some key strengths of this course?  -What works effectively?  -What makes it unique and innovative?  -What key areas of the course would you like to strengthen and build upon?  -What constitutes knowledge? What knowledge is privileged in this course? |  |
| What are some key challenges of this course?  -What key obstacles would you like to address, improve upon or change? |  |
| How does ‘Who you are’ impact your teaching preferences? your curriculum development? your students’ learning experiences?  -your citizenship, immigration status or Indigenous heritage  your race, gender, ethnicity, ability, linguistic background, sexual orientation, or socioeconomic status?  -Your cultural orientations in teaching & learning?  -Your education experience as a student (particularly in higher  education)?  -Growing up, how was I taught to perceive or react to differences? |  |

**2. Curriculum Planning**

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| Learning outcomes | Assessment methods | Teaching and learning activities (TLAs) | Teaching resources and materials | Supporting Technologies |
| -What will students know, value and be able to do by the end of the course / module?  n.b.: A typical course will have between 5-8 course-level learning outcomes. | -What assessment methods will provide evidence that students have achieved the LO?  -How will feedback be given to students regarding their achievement of the LO?  -What assessment methods will help to inform and improve student progress toward this LO? | -What TLAs will students actively engage in as they progress towards this learning outcome?  -What TLAs will help to support students in their ability to achieve the LO? | -To help facilitate the teaching and learning activities, what instructional resources (e.g. PowerPoint slide deck, video, readings, artifacts) will you need to select, develop or adapt?  -What materials will be needed to support direct instruction? | -What tools could students use to achieve the LO?  -What techniques could you use to help facilitate learning?  -Are there eLearning technologies or tools that could be used to help achieve / demonstrate achievement the LO? |
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| 2. |  |  |  |  |
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| Social presence | Teaching presence |
| -How will the course design help all members be seen as “real” people?  -How will students get to meaningfully interact with other class members?  -How will the course design help support a collaborative learning environment?  -How will a course climate be created that is both intellectually challenging yet respectful? | -How will students meaningfully engage with the instructor or teaching team?  -How will the instructor set and maintain a climate for learning?  -How will the instructor be present in the direct instruction of course material?  -How will the instructor be present in the facilitation of course learning experiences? |
|  |  |

**3. Development Plan**

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| I will develop… | I will seek assistance developing… |
|  |  |
|  | (n.b. you can add new rows by selecting the tab button in the lower right cell) |