# Course Blueprint for *Course: Title*https://lh5.googleusercontent.com/c5kwI4v3aWpJ7jQfdQEN2QVLGsSjcoZ1L-NmIC3TTOe78k0fK7m0MoW3DvkE-t3fy9qdn_hZU_m09DbzXCCrjWBwB-QrPJNXP7m-YcmHxcN15CFSzxFmfcCwtpM6tgG25gEduVBk

## 

## Big Ideas

Begin the design process by identifying 1-2 ideas and a few essential questions that will serve as the narrative frame or the “hook” for your course. You might think of a big idea as a subtitle or unifying theme for your course.

|  |  |
| --- | --- |
| **Big Idea #1** |  |
| **Big Idea #2** |  |

## 

## Essential Questions

What are the big problems in your field? How does your field intersect with culture? What are some common misconceptions?

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| --- | --- |
| **Essential Question #1** |  |
| **Essential Question #2** |  |
| **Essential Question #3** |  |

## 

## Course Description

Enter your course description here (use the official TWU course description from the syllabus).

## Course Learning Outcomes

A course learning outcome is a statement of what a learner in your course will know, be able to do, or value after successfully completing your course. It is important to write outcomes using verbs that encourage appropriate engagement with the cognitive or physical skills required of the subject matter of the course. For example, if your course takes a critical view of a particular topic, the verbs in your learning outcomes need to align with that perspective and they need to be at an appropriate cognitive level (e.g., criticize, deconstruct, argue, defend, synthesize), as opposed to being aimed at different cognitive skills or at a lower level (e.g., remember, understand, recall, identify). Keep in mind that an outcome is not the same thing as an activity during your course, rather, it is a desired state of being in the world after the course.

**Considerations:**

* Encourage higher-order thinking where possible
* Use [Bloom’s Taxonomy verbs](https://tips.uark.edu/blooms-taxonomy-verb-chart/) (Shabatura, 2014)
* Write your outcomes in terms of what learners will be able to do after successfully completing the course (e.g., “The student will develop an appreciation for the discipline of sociology as a mode of inquiry deeply applicable to and engaged with education.”)

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| --- | --- | --- |
| **TWU Student Learning Outcomes Categories** | **Course Learning Outcomes**  **(from syllabus)** | **Possible Evidence/Artifacts of Learning**  *(How will students SHOW their understanding of course learning outcomes?)* |
| Knowledge and its Application |  |  |
| Cognitive Complexity |  |  |
| Aesthetic Expression and Interpretation |  |  |
| Inter- and Intra-Personal Wellness |  |  |
| Spiritual Formation |  |  |
| Social Responsibility and Global Engagement |  |  |
| Leadership |  |  |

**Note:** A clear success criteria is given. Instead of assessing the *task*, we assess the *course learning outcomes* demonstrated via the gathered evidence of learning. *(If you’re not sure of the categories for outcomes, or the artifacts for learning, feel free to jot down notes on learning outcomes below)*

## Assessments

**Summative Assessments**

The next step is to consider how each learner's performance will be transformed into a component of their final grade by determining 3-6 summative assessment activities. Each activity will be composed of tasks which require learners to demonstrate their competency in each of the priority learning outcomes in alignment with the proficiency indicators determined in the previous step. A summative assessment does not have to be an exam, but can instead be a portfolio, a website, a video, a conversation, a research paper, a performance, an installation, a plan, an application.

**Formative Assessments (Learning Activities)**

Once you know what learners will do and how well they will do it, consider the formative learning activities which will scaffold the learners' progress towards the proficiency targets for each outcome. Upon completion of a formative learning activity, learners should know how they performed relative to the priority course outcome and specifically how they can close the gap between their actual performance and the expected performance. Faculty, likewise, should know what each learner needs to do to close the gap and they should also know how to differentiate future learning activities in order to address misconceptions.

For now, focus on the graded assignments, outlining your assessment plan below. Formative activities will be addressed later in the Unit Plan chart.

## Student Evaluation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment** | **Description** | **Weight** | **Due** | **Connection to Course Learning Outcomes** |
| e.g. Discussions | e.g. Unit discussions addressing unit learning outcomes. | 10% | End of each Unit | e.g. 1, 2 |
|  |  |  |  |  |
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## Unit Plans

Finally, determine the sequence of the course by aligning each outcome and its associated formative and/or summative activities with a particular unit in your course. Many faculty divide their course into weekly units, but this is not necessary in every case. Some courses may fit better within a topical structure.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Units & Topics** | **Unit Learning Outcomes** | **Formative Learning Activities** | **Summative Assessments** | **Resources** |
| **Unit 1:**  Topic 1:  Topic 2:  Topic 3: | After completing this unit, students will be able to: | e.g. Questions after readings, H5P, etc. |  |  |
| **Unit 2:**  Topic 1:  Topic 2:  Topic 3: |  |  |  |  |
| **Unit 3:**  Topic 1:  Topic 2:  Topic 3: |  |  |  |  |
| **Unit 4:**  Topic 1:  Topic 2:  Topic 3: |  |  |  |  |
| **Unit 5:**  Topic 1:  Topic 2:  Topic 3: |  |  |  |  |
| **Unit 6:**  Topic 1:  Topic 2:  Topic 3: |  |  |  |  |
| **Unit 7:**  Topic 1:  Topic 2:  Topic 3: |  |  |  |  |
| **Unit 8:**  Topic 1:  Topic 2:  Topic 3: |  |  |  |  |
| **Unit 9:**  Topic 1:  Topic 2:  Topic 3: |  |  |  |  |
| **Unit 10:**  Topic 1:  Topic 2:  Topic 3: |  |  |  |  |

## Course Resources

You may want to use this last section of the blueprint to brainstorm course resources. Your Instructional Designer can direct you to Open Educational Resources to consider as they promote accessibility. (e.g. [Pressbooks directory](https://pressbooks.directory/?collec=Interactive%20OER), [OER Collection](https://collection.bccampus.ca/))