**“A course map is a handy planning tool”**

It can be helpful to use a course map to outline a course before trying to develop content in Brightspace.

When building a course, there are 5 primary components:

1. The number and order of Modules (yellow)

2. The Learning Objectives of each module (green)

3. The Content used to achieve learning objectives (orange)

4. The Assessments to measure student learning (blue)

5. Engagement Strategies that can encourage student participation (pink)

A description of each of these components and how they fit into a course map are outlined in **Table 1** (below). Examples of specific tools that we use in UAkron courses, and which component they commonly fulfill are in **Table 2**. After reviewing Tables 1 & 2, you may be ready to create your own course map. **Table 3** is a blank template to help get you started. **Table 4** is a finished example of how one Module might be mapped within the template.

| **Table 1: Course Map Components** | | | |
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| **Course Learning Objectives (CLOs)**  These are the primary learning goals for your course and are often already in your syllabus and/or accreditation documents. | | | |
| **Module**  (e.g., Module, Week, or Unit #) | **Module Learning Objectives** | **Content** | **Assessments** |
| Sample Module | **Type Measurable Learning Objectives (MLOs) here** | * Readings | How are these objectives measured?  For example, these objectives will be **assessed** on:  - Homework 1  - Quiz 1  - Exam 1 |
| A module will typically have 1-5 MLOs | * Lecture |
| Note: Be specific here. You should make sure that your module level objectives match up (align) to your course level objectives. | * Activities |
| Engagement Strategy/ Instructor Presence:  How do you plan to communicate, support active learning, and encourage student participation? | |

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| **Table 2: List of Tools**  Here is a quick list of course components that may be helpful: | |
| :Content: | Lecture: Panopto, PPT, Teams / Stream, YouTube, H5P interactive video  Activities: (Note: Some of these may also be assessments and/or engagement strategies based on your objectives) Discussion, Video Assignment, Group Assignment, Final Paper/Report, Checklist, Reading / Publisher materials, Journal Articles, Social Bookmarking, Role Play/Simulation, Real World Activity, Games, Quiz/Exam Review |
| Assessments: | Quizzes/Exams, Assignments, H5P, Self-Assessment, Peer Evaluation, Interview, Rubrics |
| Engagement Strategies: | Post announcement video, utilize widgets, poll class/respond to formative assessment, intelligent agent email reminder / awards, class discussion |

To create your own course map:

**Use the List of Tools (Table 2) to fill in elements on your course outline (Table 4).**

NOTE: This activity is an optional step in the planning process. Many instructors have found it useful to create an outline before moving content around in Brightspace. Brainstorming is not generally a polished or linear process, but we recommend approaching course mapping in this order:

1. Grey Box: Course title, Course number, and course learning objectives.
   1. Courses may have as little as two or as many as 10 learning objectives depending on factors like accreditation.
2. Yellow & Green: Number of modules and module learning objectives
   1. Pro-tip: A textbook might be a good resource to find pre-written MLOs
3. Blue: Assessments
   1. Wait! Did we just skip a column? Yes, don’t worry; we’ll come back to it
   2. Think of the Brightspace Assignments Tab: What are you going to collect, review and provide feedback on?
4. Orange: Learning Activities and Content
   1. Think of the Brightspace Content Tab: How will students engage with content and prepare for assessments?
5. Pink: Engagement Strategies
   1. Think about how you plan to communicate, encourage student participation, and provide feedback throughout the course
6. Here are some possible considerations after creating your course Map:
   1. Course Syllabus
      1. After you complete the course map, you may want to use some of it in your syllabus
   2. Rubrics
      1. Decide if some of your assignments could be scored with a rubric
7. Build your course
   1. You can use your outlining tool to check that you have added everything you want in Brightspace
   2. Pink: Consider engagement strategies

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| **Table 3: Course Map Template** | | | |
| Course Number: Course Title:  Course Learning Objectives:  CLO 1:  CLO 2: | | | |
| **Module**  **(e.g., Module #, Week # or Unit #)** | **Module Learning Objectives** | **Content** | **Assessments** |
| Module 1 | **(MLO1):** | * Reading |  |
| **(MLO2):** | * Lecture |  |
| **(MLO3):** | * Homework |  |
| **(MLO4):** | * Optional |  |
| Engagement Strategy: | | |
| Module 2 | **(MLO1):**  **(MLO2):**  **(MLO3):** | Reading:  Lecture:  Homework:  Optional: |  |
| Engagement Strategy: | | |
| Module 3 | **(MLO1):** |  |  |
| Engagement Strategy: | | |
| Module 4 | **(MLO1):** |  |  |
| Engagement Strategy: | | |
| Module 5 | **(MLO1):** |  |  |
| Engagement Strategy: | | |
| Module 6 | **(MLO1):** |  |  |
| Engagement Strategy: | | |
| Module 7 | **(MLO1):** |  |  |
| Engagement Strategy: | | |
| Module 8 | **(MLO1):** |  |  |
| Engagement Strategy: | | |
| Module 9 | **(MLO1):** |  |  |
| Engagement Strategy: | | |
| Module 10 | **(MLO1):** |  |  |
| Engagement Strategy: | | |
| Module 11 | **(MLO1):** |  |  |
| Engagement Strategy: | | |
| Module 12 | **(MLO1):** |  |  |
| Engagement Strategy: | | |
| Module 13 | **(MLO1):** |  |  |
| Engagement Strategy: | | |
| Module 14 | **(MLO1):** |  |  |
| Engagement Strategy: | | |
| Module 15 | **(MLO1):** |  |  |
| Engagement Strategy: | | |

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| **Table 4: Example Course Map** | | | |
| Course Level Learning Objectives:  CLO 1: Define the national fire problem and main issues relating thereto.  CLO 2: Recognize the need, responsibilities, and importance of fire prevention as part of an overall mix of fire protection.  CLO 3: Discuss training programs for fire prevention.  CLO 4: Review minimum professional qualifications at the state and national level for Fire Inspector, Fire Investigator, and Public Educator.  CLO 5: Define the elements of a plan review program.  CLO 6: Identify the laws, rules, codes and other regulations relevant to fire protection of the authority(ies) having jurisdiction.  CLO 7: Recognize the need, responsibilities, and importance of fire prevention organizations.  CLO 8: Discuss the major programs for public education; Create a community Risk Reduction plan; design media programs. | | | |
| **Module**  (e.g. Module #, Week # or Unit #) | **Module Learning Objectives** | **Content** | **Assignments** |
| Module 3 – Public Fire Prevention Organizations and Functions | **(MLO1):** Discuss the role of federal, state, and local governments in the prevention of fires and the reduction in fire deaths and injuries. (CL02)  **(MLO2):** Contrast the roles among the three levels of government in the prevention of fires. (CL02)  **(MLO3):** Name the watershed federal fire programs and describe the events or national conditions that led to their creation. (CL02)  **(MLO4):** List the fire prevention functions performed by traditional fire prevention bureaus and describe nontraditional systems for delivery of those services. (CL02)  **(MLO5):** List federal agencies involved in fire prevention and describe their missions and programs. (CL02) | Reading:   * Chapter 2 – Controlling: How Businesses Measure for Results * Article: Analysis of California NFIRS Data (FEMA/US Fire Administration)   Lecture:   * Chapter 2 PowerPoint * Chapter 2 Note Outline   Homework:  HW #1 – 1918 Poster Discussion  Optional Class Activity:   1. H5P Drag & Drop 2. YouTube video:   <https://youtu.be/QnKwzijH5Ug> | HW #1 – 1918 Poster Discussion (MLO 1 & 4)  (APPLICATION & ANALYSIS – apply, compare, categorize)  Class Activity:  Public Education/Risk Reduction Program Project  (COMPREHENSION & APPLICATION – explain, relate, compute, practice)  Exam 1 and Final. |
| Engagement Strategy: Post announcement video, intelligent agent email reminder, class discussion | | | |