

Template: chunking your course

Step 1: Primary Objective (the big picture)

In this section you will describe the course you will be teaching in English.

First of all, you'll start with the course as a whole :

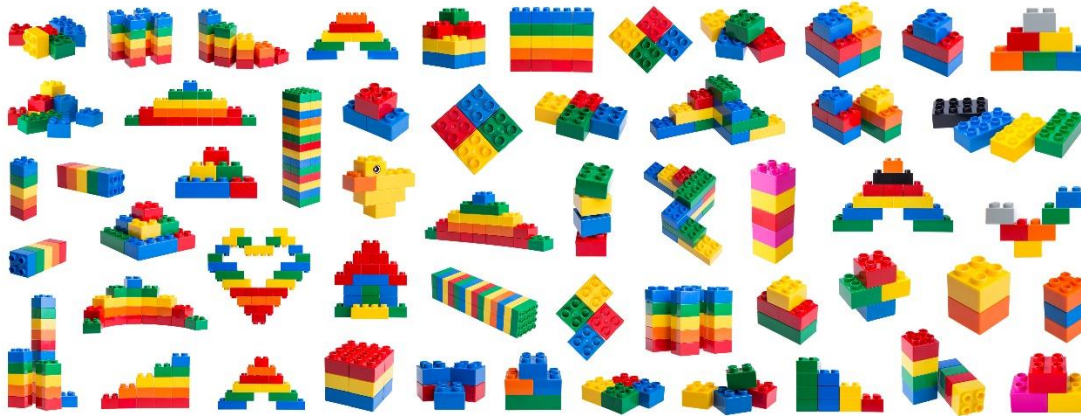


1. Give your course a title
2. Say how long it will last
3. State the learning objectives. Learning objectives are broad statements written from an instructor's perspective that give the general content and direction of a learning experience. What will the students be able to do once they have completed the course? How will they apply the skills and competencies to other fields? The learning goals aren't necessarily observable or measurable.
4. State what the student will be able to do (and what they are expected to do) at the end of the course (learning outcomes). It can be useful to think about the assignment (backward design) they should be able to complete at the end of the course to identify the learning outcomes. A learning outcome describes, in observable and measurable terms, what a student is able to do as a result of completing a learning experience. To find out more on learning outcomes and learning objectives visit: <https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx>
To write the learning outcomes, many professors like to use Bloom's Taxonomy. The verbs associated with each step in the Taxonomy can help define learning outcomes. To find out more about Bloom's Taxonomy visit: <https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/>
5. Do you expect your students to have some prior knowledge of the subject?
6. How will you be delivering this course? Will it be in person, in a classroom or will it take place online?
7. Will the classes be synchronous or asynchronous?
8. Will the course be blended or flipped? If yes, which virtual learning space will you be using (Moodle, Edunao, Miro board, Google Classrooms, Perusall, etc.)?

Put all this information in the table below :

You Course	
1. Title of the course	
2. Duration	
3. Learning objectives	
4. Intended learning outcomes	
5. Students' prior knowledge	
6. Online or face-to-face	
7. Synchronous/asynchronous (if online)	
8. Blended or flipped with a virtual learning space?	

Step 2: Secondary objectives - Dividing the course into chunks



Divide your lecture or course into chunks (sections/modules/lessons/concepts, etc.).

Module/section/lesson/concept 1	
Title of section/module/lesson	
Duration	
Learning objectives	
Intended learning outcomes (What should they be able to do when they have completed this part of the course?)	
Face-to-face/online	

Duplicate the above table into as many sections as you need.

Step 3: Select the chunk you would like to develop in this workshop

Please note that it only has to be a small part of your lecture, a concept; no more than a 15-minute lecture.

Once you have identified the sections of your course, you will need to choose the one you would like to design and create during this workshop. Describe the big picture of your chunk by filling in the table below :



The big picture of your chunk	
Title of section/chunk	
Duration	
Learning objectives	
Intended learning objectives (What should they be able to do when they have completed this part of the course?)	
Face-to-face/online	
Students' prior knowledge	
Number of activities with lecturer present (synchronous)	
Unsupervised activities (asynchronous or synchronous)	



Step 4: Designing your chunk

Now it's time for you to design the chunk.

Decide what activities it will include. Will you be giving some input? How will you be giving the input, live in a classroom, live on Zoom, or in the form of a video? How will you get your students interested in the topic? Do you need to find out how much they already know about the subject?

What activities will the students be asked to do? What kind of interactions will you have with the students? What will the students be expected to do (listen, watch, read, collaborate, discuss, investigate, practise, produce)? We advise you to include at least a few activities which include higher-thinking order skills (Bloom's Taxonomy). What is the learning objective, and the duration of each activity?

Activity 1	
Type of activity	(icebreaker, quiz, poll, lecture, video, exercise, project, reading an article, analyzing some results, etc.)
Duration	
Learning objectives	
Intended learning outcomes (What should they be able to do when they have completed this part of the course?)	Students understand the importance of knowing how to .../ Students will be able to ...
Students' prior knowledge	
Unsupervised activities	

Activity 2	
Type of activity	
Duration	
Learning objectives	
Intended learning outcomes (What should they be able to do when they have completed this part of the course?)	
Students' prior knowledge	
Unsupervised activities	

Activity 3	
Type of activity	
Duration	
Learning objectives	
Intended learning outcomes (What should they be able to do when they have completed this part of the course?)	
Students' prior knowledge	
Unsupervised activities	

Duplicate the above table to as many activities as your chunk will have.

