

## COURSE BLUEPRINT

### List of Important Terms

**Blackboard:** the college learning management system that hosts all the course content/activities.

**Course Blueprint:** a collection of documents that helps subject-matter-experts conceptualize the instructional layout of the course material.

**Course Map:** outlines the relationship between course description, learning outcomes, and assessments.

**Delivery Schedule:** a table that is included within the official Appendix A which outlines the weekly or module topics and assessments.

**Hybrid:** a course that substitutes a portion of the face-to-face lesson (F2F) with online learning. The division between F2F and online might vary according to the delivery schedule (e.g., 2 hrs F2F + 1 hr online).

**Learning Strategy – “Absorb/Do/Connect”:** an eLearning model developed by W. Holton that divides activities into three categories. ABSORB activities require students to consume knowledge, DO activities require them to practice their new found knowledge, and CONNECT activities require them to apply that knowledge to previous concepts or real-life situations.

**Online:** a course that is typically delivered asynchronously through Blackboard. Although faculty will guide students through the material, there are no required meeting times during the week.

**Have Questions?** Contact Andrea Seepersad, Manager Multimedia Design [aseepersad@sl.on.ca](mailto:aseepersad@sl.on.ca) or 613-544-5400 ext. 1448

## INSTRUCTIONS

The first step in the **DESIGN** stage is to review the course outline with a Curriculum Developer. This will enable you to create/review the course learning outcomes and familiarize yourself with effective writing techniques that will help you draft module-level learning objectives.

After you have reviewed the course outline, you will draft a **Course Blueprint**. This will help you:

1. Link the course learning outcomes/objectives to assessment strategies that will accurately measure students’ ability to understand the instructional material
2. Create a delivery schedule that outlines the sequential ordering of content topics using weekly lessons or modules
3. Create lesson plans that will help facilitate hybrid or online instruction.

### Hybrid Course Design

A large component of hybrid learning is finding effective ways to integrate the face-to-face learning experience with online components. The associated lesson/module breakdown in the course blueprint document will help you design a meaningful integration of content/activities.

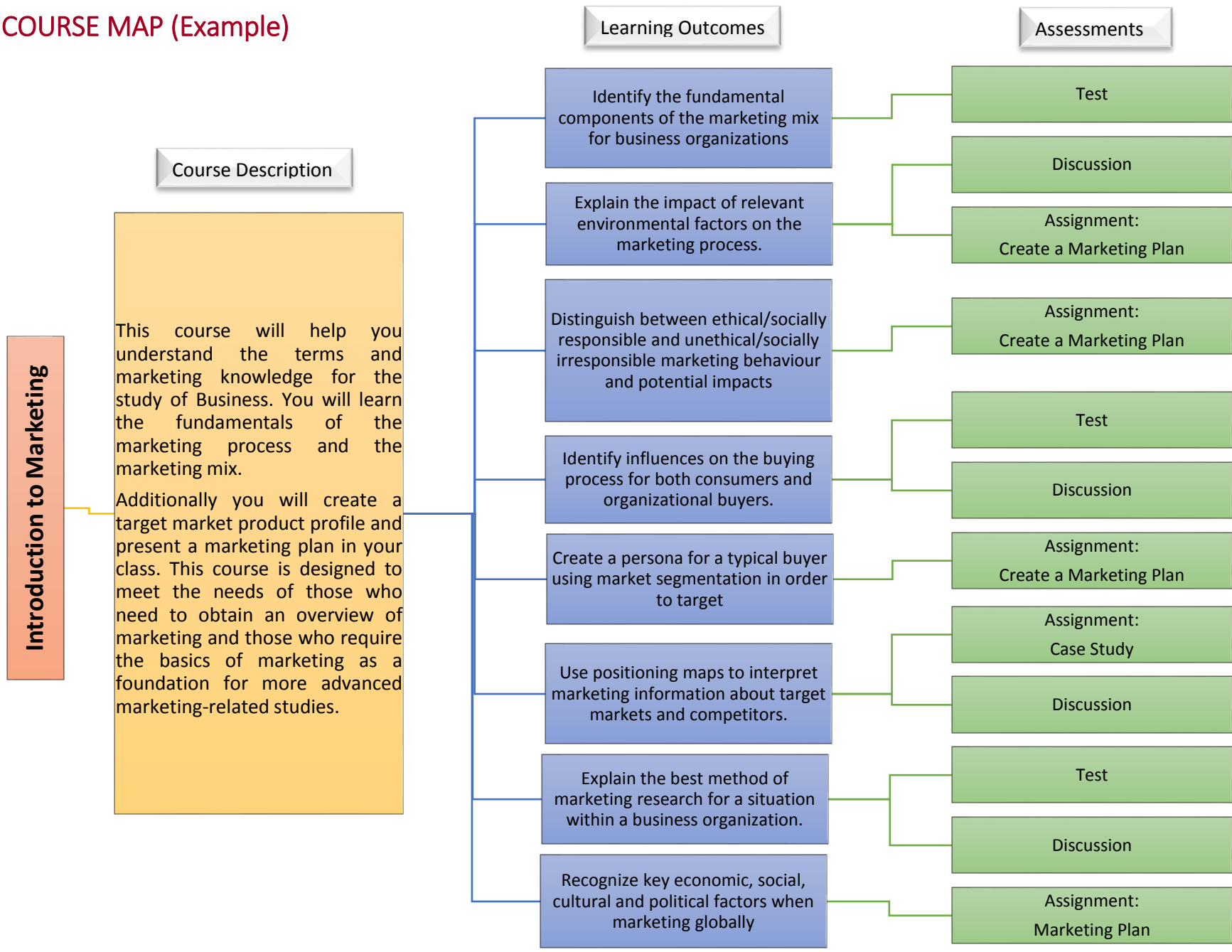
A successful integration of online and face-to-face content will also help mitigate any concerns over creating unrequired content and support a backwards design approach to building curriculum.

### Online Course Design

Although an online course doesn’t require proper integration of different teaching modalities, it does necessitate additional planning as all the instructional material must be provided for asynchronous delivery. It’s therefore important that the individual lessons follow a clear structure and offer students guidance on their learning tasks.

The lesson/module structure handout is meant to highlight some key ingredients to a typical online lesson. Use this as a guide when planning out your lesson content.

**COURSE BLUEPRINT**  
**COURSE MAP (Example)**



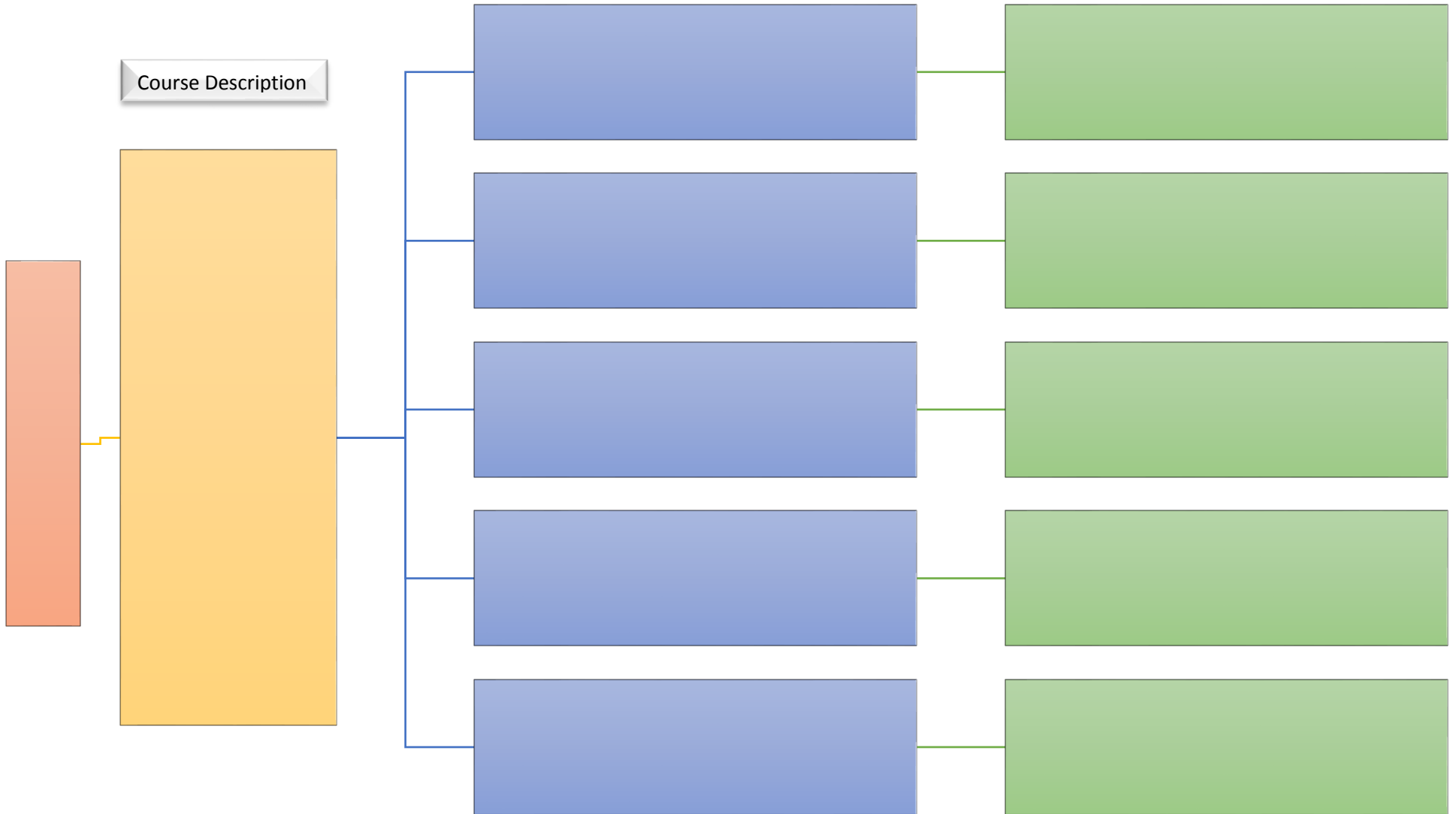
# COURSE BLUEPRINT

## COURSE MAP

Learning Outcomes

Assessments

Course Description



## COURSE BLUEPRINT

### DELIVERY SCHEDULE – APPENDIX A

The information below can be transferred directly into the course Appendix – A. For more information on these categories, please refer to the [Course Outline Appendix Guide](#).

				Evidence of Learning	
Week/Module	Intended Learning	Resources and References	Intended Delivery Process	Assessment Strategy	Evaluation and Weighting

## COURSE BLUEPRINT

### LESSON/MODULE BREAKDOWN (hybrid course)

Designing a hybrid course requires careful planning as the course must successfully integrate both face-to-face lessons with online learning. Faculty members are encouraged to use this table to help plan their individual lessons or modules so that they may create stronger linkages between both modalities of instruction.

Lesson or Module	LEARNING OBJECTIVE What should the student be able to do at the end of the lesson?	FACE-TO-FACE (i.e., onsite) What topic or list of activities will you cover onsite with students?	ONLINE What topic or list of activities will students complete online?	INTEGRATION How will you ensure a link between both F2F and online components?	ASSESSMENTS Are there any formative/summative evaluations tied to either modalities?
1					
<b>Additional Notes</b> (e.g., technology requirements, instructional reminders, etc...):					

## COURSE BLUEPRINT

### LESSON/MODULE STRUCTURE (online course or online component of hybrid course)

#### Introduction

- Brief description of the lesson or module topic.

#### Learning Objectives

- Provide a list of learning objectives that help outline the goals for the individual lesson/module (reminder: “learning objectives” are smaller in scope than “course learning outcomes”). For more information on writing objective statements, visit <http://teachonline.asu.edu/objectives-builder/>.

#### Checklist

- A “to do” list that outlines all the required activities for the lesson/module (e.g., “read the article by Braithwaite”, “complete the practice quiz”, etc.).
- This should also highlight any graded assessments that are featured within the module.

#### Content (i.e., Absorb)

- It’s important that we “chunk” content into smaller pieces – try to find good places to divide the content and insert learning activities (see below) for students to test their knowledge and interact with the course material.
- Use various types of mediums to accommodate different learning styles (e.g., video = visual and auditory learning VS simple reading).
- Web resources are great but it’s important to provide context so make sure that you introduce different items in the lesson or module by giving them proper context. This can be done by highlighting some key elements from the source material before asking students to access the content.
- Remember to draw upon your professional experience in providing context to the content. Students prefer to learn from subject matter experts’ professional experience rather than a textbook so they can make linkages between theory and practice (e.g., consider using professional vignettes to highlight case studies or practical examples).

#### Learning Activities (i.e., Do)

- These should be included in between content items and act as a “checkpoints” for students so that they can reflect on the material and interact with peers. Examples: practice quiz, digital scavenger hunt (find a resource), sample debate, open discussions (non-graded working groups), etc.
- Although a fully-online course could have multiple learning activities within one lesson/module, the number of online learning activities in a hybrid course will vary according to the delivery structure and time allocation (e.g., 2 hours face-to-face + 1 hour online).

#### Assessments (i.e., Connect)

- The assessment strategy should make use of formative (low stakes) and summative (high stakes) types of activities.
- Online courses tend to have more frequent and smaller assessments to ensure the creation of a learning community.
- Hybrid courses should have a proper mixture of online and face-to-face assignments so that students are committed to completing coursework in both modalities.

#### Summary & Additional Resources

- A simple wrap up of the lesson/module that helps link this content to larger course themes. In short, you are trying to demonstrate the importance of the material within the context of the entire course. You can also include additional resources that were not mandatory within the lesson/module.