# Week #

To replace the instruction text within each section, you can select it all and then start typing. But don’t do that just yet! First check out a few tips to help you quickly organize your lesson.

Organize your online content by breaking it up into weekly modules. This helps students pace themselves and provides organization for students so that content is broken down by major course topics and into digestible pieces.

Introduction

Break up your module’s content into distinct chunks or subsections. Start with the unit introductionwhich can include:

* A module hook (something to capture student’s attention, sets the tone of the module, piques curiosity, or taps into previous knowledge) e.g., pose a real-world problem, tell a story, use an image or quote, poll students, create a video introduction etc.
* **Pro Tip:** Create an introduction video to explain what this module is about or hopes to achieve.

## Learning Outcomes (optional)

Upon completion of this module, you will be able to:

7.0 Insert leaning outcome

7.1 Insert leaning outcome

7.2 Insert leaning outcome

7.3 Insert leaning outcome

Copy the learning outcomes from the course outline that specifically are addressed in the module into the table. Review the action verbs of each of the learning outcomes. The action verb should align with how students will demonstrate their learning in an assessment and consequently will help you determine the type of activities to include in your module.

## Required Reading(s) and Resources

# Topic Title

Add a title for each new topic and subtopic.

Subtopic 1

* Present module content in a narrative format (i.e., as if you are having a dialogue with students)
* Model good referencing
* Talk about what you want students to take away from the readings and course activities
* Make direct connections between your module notes, and any videos, readings etc. that are assigned to provide an integrated whole

Subtopic 2

Embed learning activities (e.g., automated self-tests, reflective prompts, surveys, discussions etc.) into the body of your module notes – design them to help students: understand content, gauge their own learning, develop discipline specific knowledge and skills, or help prepare them for their exams and assignments. To help determine when to include an activity, consider creating activities that help provide students with practice for each module learning outcome.

# Activities

Activities which can be non-graded or small stakes will allow students to practice the learning outcome. For example, if the action verb used is “identify…….” Ensure you provide an activity in your module that allows students the opportunity to “identify” the course concept like a non-graded and automated multiple-choice quiz.

# Summary

Module summaries can include:

• Restating what you hoped students learned from the unit

• Linking individual unit to broader course

• Provide a link to or look ahead to the next unit

• Reminder of assessments that are due

# References

Include a full list of references for each unit. Not only does this model good practice, it also offers students a resource should they decide to pursue readings further. It also protects you from copyright infringement! Visit the [APA @ Conestoga website](https://apa.conestogac.on.ca/) to learn more about our standardized format for references.