Centre for Teaching & Learning

Learning Plan

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Learning Plan Template

The Learning Plan forms the basis for the self-access learning content and activities that students will work through in each of the six modules in the **Southern Cross Model (SCM)**. The core features (tenets) of the SCM that characterise quality self-access modules should guide your *Learning Plan*:

1. Focus on what students **need to know** (revisit your unit overview to help here)
2. **Guide** students through the curriculum (add the ‘‘narrative” to develop and connect the content)
3. Use **media-rich resources**
4. Ensure there are **interactive** and **responsive** elements (the ABC Design Approach/ Curriculum Mapping will help here)
5. Use **signpost links (**explain the ‘why’ to the students for what they are doing, connecting to assessments/ class and learning outcomes)
6. Provide opportunities for developing a **community of inquiry** (The ABC Design Approach/ Curriculum Mapping will help here)

(Revisit the ISCM blackboard site: [Designing Unit Modules](https://learn.scu.edu.au/webapps/blackboard/content/listContent.jsp?course_id=_144905_1&content_id=_4925157_1) for a refresh.

In this *Learning Plan,* you will write and curate the Module’s content, identify media-rich resources, create a narrative that develops a teacher presence and guides students, signpost links in the curriculum (incl. assessment) and outline interactives/ activities that are engaging and responsive.

Your **Educational Designer** can also guide how you can achieve these core features.

*TIP: Putting your content into word (turning on grammar check) and/or using* [*Grammarly*](https://spark.scu.edu.au/kb/ts/help-with-general-software-systems/grammarly/accessing-your-scu-grammarly-account) *to help with your writing and typo checking.*

If using the **ABC Design Approach/ Curriculum Mapping**, make sure to title each part of the section to match your ABC Cards as follows:

### Content *(Acquisition*) (text-based information/ content for the Bb site)

### Read (*Acquisition*) (e.g. textbook or readings and is inside a text box)

### Watch (*Acquisition*) (e.g. YouTube videos or your own videos to explain concepts and Inside a text box)

### Practice (e.g. quizzes in Blackboard, practice problems on pdf, interactives or other and inside a text box)

### Also, you will be providing instructions for

### *Investigations –* This could be a research project for a case study or lab work etc…

### *Collaborations –* This would be a team project or a collaborative wiki or blog in Blackboard

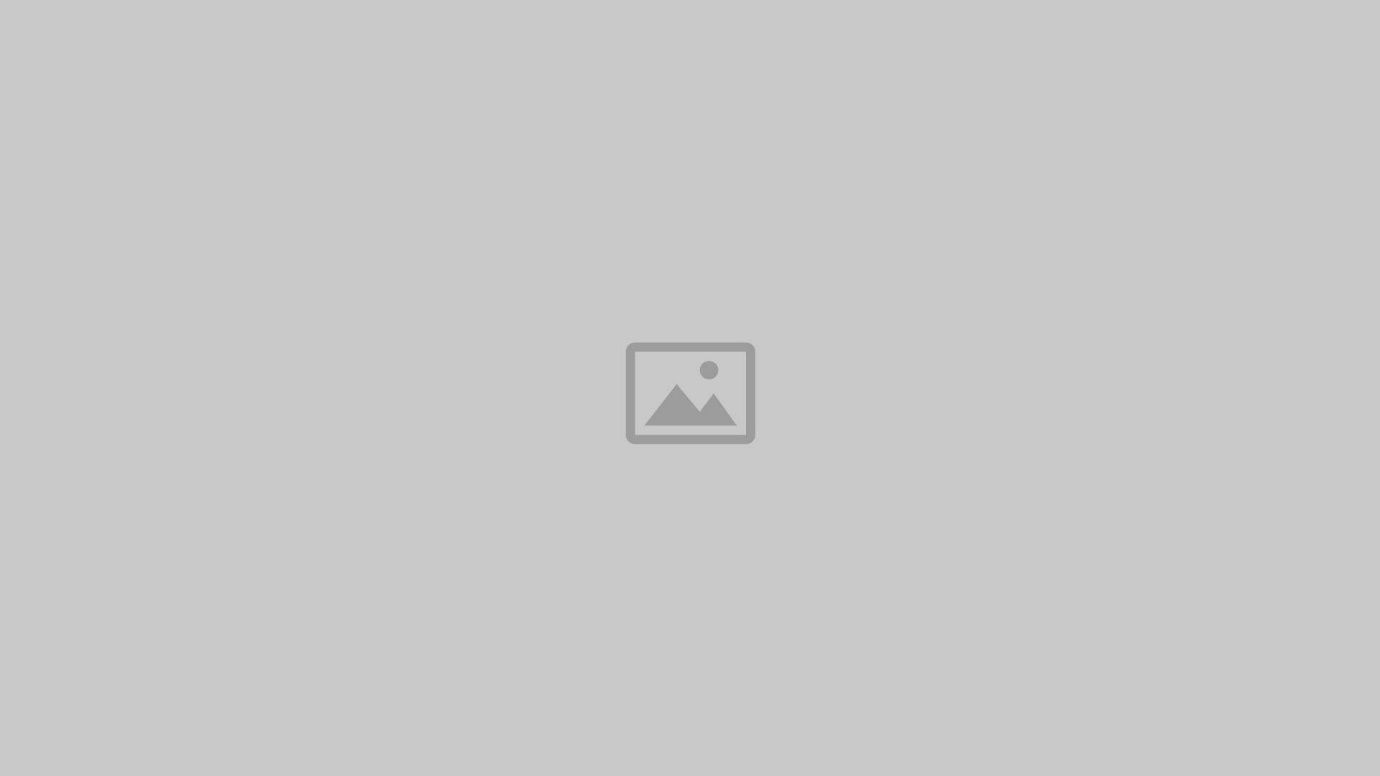
### *Discussions –* In the discussion forum or live in Blackboard collaborate Ultra

### *Production* *–* This is usually a type of formative or summative assessment as the end product is something they have produced – report, video, presentation

# [Unit CODE]

# [Unit Name]

# Module [Number][A Descriptive Module Name]



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[Image size minimum of 1050px wide and similar ratio to the placeholder above*]*

## Overview [What will students learn in this module and what is important about it. This paragraph can be used to explain the rationale for the module, what is expected of the learner, provide an overview of upcoming content, learning activities and class/es, how these are structured, and how this connects with prior knowledge.]

## Module purpose *(should not have more than 2 or 3)*

By the end of this module you will be able to:

* [WRITE LEARNING GOALS/STATEMENTS HERE]
* [Statement1]
* [Statement 2 etc.]

### Introduction *[Provide a brief intro to this topic]*

### [Use your introductory paragraph to capture your learner's attention. Using probing or pre-instructional questions begin with asking our learner to recall a previous learning experience related to the upcoming content. Having stimulated your learner, they can now make sense of the new information they are about to encounter. Using your final few sentences, inform your learner of the importance of the module and how it will benefit them. It’s essential to keep this information relevant, and where possible, include real-life situations, as it will contextualise their learning and maintain their interest throughout the upcoming modules].

### Section 1 *[this is a topic area/essential concept, so you will need a title here]*

[Pay careful attention to the layout of your content when you are writing for online learning. Main headings act as a directional signpost for learners allowing them to organise and process the information contained on the page.

Using a conversational tone when writing for online delivery allows learners to see the personal excitement and enthusiasm you have for your subject. This will help the learner identify with you, in a personal way, as their teacher and help them engage with the content].

#### Subheading 1.1 [this heading is related to section 1]

### Activity 1.1 [this is an activity that students need to complete]

[Use Activities to guide your learner and provide them with the opportunity to process and retain content delivered in a passive way (e.g., watch video, listen to podcast, read article/ content). Use the ABC Cards to help develop learning activities (see the start of this Learning Plan) and/or consider the following examples:

**Reading**: Your reading activity could provide stimulus questions or points of focus to guide the reader and link to the library, an online reading or to myReadings.

**Discussion**: Students need to reflect on the content covered in this activity and post a response in the discussion board. Enter a description of the activities for students to complete.

**Practice:** A practice activity would include a specific example in which they could be involved, interacting with peers rather than instructors in the course.

**Reflection:** A reflection activity is a stand-alone activity that enables the student to observe, take action and then respond.

Whatever activity you choose should relate directly to the previous content, reinforcing what learners have studied to memory and applying these concepts to solving problems. Ideally, activities should have built-in feedback].

### Section 2 – Next Topic/Concept

[Add paragraph text here].

#### Subheading 2.1 [this heading is related to section 2]

[Add paragraph text here].

### Section 3 – Next Topic/Concept

Final activity: Reflect [Suggestion]

[A final reflection activity, where students make connections between content sections, can be a helpful way to finish a module. Reflection activities can address the different learning styles of students as they are personalised. The reflection activity should link directly with the Module’s purpose and encourage students to construct connections between the new information they have engaged within each section. This process can be helpful to create memory links.

If done weekly as a personal journal, it may be submitted periodically to the teacher, or form the basis for an assessment task (e.g. learning journal, reflective essay)].

Summary

[WRITE BRIEF TOPIC SUMMARY HERE: The Summary is a re-cap of the content to aid the learner in the transfer of knowledge. This is where you provide your learner with the opportunity to transfer what they have just read to real-life applications. A quick summary, tied back to the learning outcomes, will provide the learner with confidence that they have successfully completed the topic.]  
  
The key concepts for this module were:

* [Concept 1]
* [Concept 2]
* [etc]