University of Saskatchewan
Module Template

Instructions:
- Work in the white space and then delete the green information boxes when you’re done.
- Use Arial 11 font.
- Space only once after a period at the end of a sentence.
- Indicate the levels of headings as outlined in this template.
- It should take an average student approximately 10 hours to complete all of the readings, activities, and review questions in a module. Therefore, the entire module should be 12 – 15 pages long, on average. A guideline is to include about 10 pages of Learning Material, plus the other sections.

Course Number [#]: [Course Title]

Learning Module [#]: [Module Title]
Developed by
[Please insert author name, and author’s affiliation]

Introduction

How to Write the Introduction
- The introduction should tell the student how the module relates to the field of study and the overall course. Provide a context for the content of the module.
- The introduction may be written like an abstract.
- Briefly introduce the major topics in the module.
- Write introduction in the white space below.

Remember to delete these green boxes.
Learning Objectives

How to Write the Learning Objectives

Learning Objectives are written statements of what you expect learners will be able to DO and what they should know after completing the module. Therefore, the Learning Objectives will guide you on what content to include in the module.

Note: If you are making significant changes to the learning objectives for a course, check U of S policy and your Department Head regarding potential curriculum changes.

- Copy and paste the module learning objectives from the Course Design Plan.
- Use the preface statement shown below.
- Write 5-7 learning objectives for each module.

When you have finished this module, you should be able to do the following:

1.
2.
3.
4.
5.

Module Instructions

How to Write Instructions to students

Outline the sequence of readings and activities for students to follow as they work through the module. What should students do first, second, third, fourth, etc.?  

See completed module sample.

1.
2.
3.
4.
5.
Required Readings

*How to Write Instructions to students*
Outline the sequence of readings and activities for students to follow as they work through the module. What should students do first, second, third, fourth, etc.?

See completed module sample.

1.
2.
3.
4.

Key Terms and Concepts

*How to Write Key Terms and Concepts*

- Provide a list of approximately 5 - 7 major terms and concepts that will be discussed in the module.
- List the terms in the order that they appear in the module (not alphabetically).
- After completing the module, students should be able to look back at this list and check that they understand each of the terms in the context in which they have been presented.
- Please insert the Key Terms and Concepts in the white space below in bullet form.

•
•
•
•
•
Learning Material

How to Write the Learning Material

- The purpose of the Learning Material is to provide the content that will support the learning objectives. This section is often considered to be the equivalent of the face-to-face lecture. Explain the basic concepts of the content, emphasizing important points and providing examples where appropriate. Specifically, include information about topics that students typically have difficulty with. This section also provides an opportunity for the instructor to add context to the readings.

- Write a brief Introduction for the Learning Material where appropriate.

- To create major headings in the learning material, drop the verb from each of the learning objectives and use the remainder for the headings. This structure makes it easy for you to organize your content and also ensures that the student can relate the content to the appropriate objectives. So if you have 5 Learning Objectives for the module, you will have 5 major headings in the Learning Material. See module sample.

- Add subheadings where needed to chunk the Learning Material into reasonable sections of content.

- Insert graphics (images, maps, illustrations, figures, tables, etc.) to appeal to visual learners, to break up the text, and to increase student interest. Remember to cite the source of all copyrighted materials used under the Fair Dealing Guidelines. You will be asked to sign off on your usage of all copyrighted materials before the course can go live.

- You may want to further chunk the content by providing Learning Highlights and Learning Activities.
  - Learning Highlights are points that you want to emphasize or items of additional interest. Think of Learning Highlights as the points in a textbook that are highlighted in color or set off in a sidebar. A general guideline is to write 3 to 5 Learning Highlights for each module.
  - Provide Learning Activities throughout the module to help students self-test their learning as they work through the material. In a lecture the instructor provides activities throughout the class to help determine if students are learning. Learning Activities help students demonstrate for themselves that they are achieving the learning objectives. Activities should prepare the student for learning the material, complement it, or connect the student’s own prior knowledge to what is being taught. Learning Activities are not meant to be a part of the student evaluation. Provide Learning Activities throughout the module that engage students and should motivate their learning. A general guideline is to provide at least one Learning Activity for each Learning Objective in the module.

- Bold key terms the first time they are used in the text, e.g. where you will provide a definition or where you discuss such terms in depth. Also include these terms in the Glossary.

- Write a brief Summary or Conclusion for the module where appropriate.
Introduction

Major Headings
[Add major headings to match each learning objective.]

Conclusion

Discussion Questions

How to Write Discussion Questions

- The Discussion Questions should promote reflective thinking and learning in a group environment. The goal is to promote the development of a community of learners across geographic boundaries.

- There are a variety of ways to create discussion questions that engage students in debate and help create community. Explore ways to develop innovative discussion questions online.

- It is recommended that you write 2 – 3 Discussion Questions for each module so that you develop a bank of questions to draw from for future course deliveries.

1.
2.
3.
Review Questions and Answers/Self-Test and Answers

How to Write Review Questions

- Use the quiz tool in Canvas to create a self-test and provide suggested answers.
- These are for students to self-assess and should not be included in the grading scheme.
- The questions must reflect the learning objectives for this module. If you have four learning module objectives, there should be a minimum of four study questions and answers.

1. Answer
2. Answer
3. Answer
4. Answer
5. Answer

Glossary

How to Write a Glossary

- Provide definitions of terms that are
  o Important for understanding the learning objectives.
  o Included in the Key Terms and Concepts.
  o Unfamiliar to the student who might not have previous knowledge about the topic of discussion.
- Alphabetize the terms.

Formatted Sample:

Hegemony: Processes by which individuals or groups assert dominance and control over others.
References

How to Write References

- Reference all of the resources used in the Learning Material.
- Provide full bibliographic information formatted according to your department or college referencing guidelines.

Supplementary Resources

How to Select Supplementary Resources

- Authors are encouraged to find resources that can supplement the Learning Material.
- These resources will benefit students who want to read more about the topic for their assignments or further interest.
- Try to select resources that can be easily accessed by students, such as web sites and other online resources.
- Provide full bibliographic information formatted according to your department or college referencing guidelines.

1.

2.

3.