**Module Template**

Follow this format for consistency throughout your course.

In Blackboard, create the following:

# 1 Module Overview, or “About Week x”

A Blackboard Item welcoming students to the module and stating the objectives and activities they will engage in this week, with estimates of expected student time commitments. Include due date. Note- if you include supplemental resources, be sure to identify which tasks are required and which are optional.

Example:

**About Week 11, Chapter 10 – The Medieval World**

Hi Everyone -

Welcome to the Medieval World - wars, diseases, plague, chaos.

This week please complete the following:

* Read Chapter 10 (*required, approximately 90 minutes*)
* Review the Chapter 10 PowerPoint and supporting videos (*required, 30 minutes*)
* Complete InQuizitive Chapter 10 (*required, 2 hours*)
* Participate in Discussion 7 for CLO #8, Black Death (*required, one hour*)
* Participate in Metacognitive Cafe #10 (*required, 30 minutes*)
* Track anything in this chapter related to your CLO #1 topic (*recommended, 15 minutes*)
* View the Extra Resources folder (*optional, as needed*)

Plan to spend about 5 1/2 hours on course work this week.

Please get started by reading Chapter 10.

Week 11 work is due by 11:59 pm Friday, November 13, 2020.

# 2 Link to eBook, articles, websites, or the PDF of an article, etc

Whatever the first activity is - in the example above, this would be the link to Chapter 10 in the eBook.

# 3 Supporting materials

PowerPoints, narrated presentations, etc – in the example above, this is the Chapter 10 PowerPoint and corresponding videos.

# 4 Formative Assessment

Practice materials, self-tests, mastery quiz – low stakes activity for students to identify their knowledge gaps and improve metacognition. In the example above, this is the “InQuizitive Chapter 19” mastery quiz from Norton.

# 5 Summative Activity/Assessment

The higher stakes activity where students demonstrate their attainment of the learning outcome associated with this module.

This is where you put your Equivalent Learning Activities from your Plan of Activities.

The activity should take the roughly the same amount of time whether the students are with you in the classroom or remote – avoid overloading remote activities.

Be sure to include clear directions for both modalities; see example below.

 Example:

 Participate in Discussion 7 for CLO #8, Black Death (required, one hour)

**Directions:** For the second part of CLO #8, "Evaluate historical evidence (primary and secondary sources) to identify the author's bias or perspective," re-read pages 280 - 281 in Chapter 10, "Competing Viewpoints - Responses to the Black Death."

Two of the elements Critical Thinking are bias and point of view:

Bias = a mental leaning or inclination, which can be neutral (noticing things based on one's point of view), or negative (blindness or irrational resistance to weaknesses within one's own point of view or to the strength or insight within a point of view one opposes).\*

Point of View = perspective; literally "the place" from which you view something. It includes what you are looking at and the way you are seeing it. All reasoning is done from some point of view.\*

Read the two accounts on those pages (280 - 281) and look for the bias and point of view of each author.

In your discussion, state each author's bias and point of view.

In your view, do these two perspectives display a rational approach to the horrors of the Black Death? Why or why not?

 In Class: Be prepared to discuss in small groups and share a group summary.

 If Remote: Use the Discussion Board in Blackboard.

\*<https://www.criticalthinking.org/ctmodel/logic-model1.htm>

# 6 Reflection or Transfer Activity

In a reflection activity, students are thinking about their learning process.

In a transfer activity, students are applying what they’ve learned in a new context, such as comparing the Black Death to the COVID-19 pandemic.

In the example above, this is “Participate in Metacognitive Cafe #10 (*required, 30 minutes*)” – a low-stakes discussion in which the students share learning strategies.

# 7 Scaffolding or Connecting Activity

Remind students of any ongoing projects or assignments that they need to build on or to connect their learning to earlier modules.

In the example above, this is “Track anything in this chapter related to your CLO #1 topic” – this is a reminder that the students are required to submit a timeline of historical events related to a specific topic as a final project.

# 8 Supplemental Resources

Any supporting resources that can help students as needed, or for further exploration.