

Action-Oriented Course Design

Focus on: Intent

This approach reflects the desire of the instructor to be action-oriented while using purpose-related questions to help learners prepare to engage with each module component. The first word of each module component indicates the actions that the learners will need to do for that piece of the instructional content

⋮	Watch: The Social Contract	Video	1	✓
⋮	Watch: What Is Fake News?	Video		✓
⋮	Read: Is It Share-worthy?	PDF document	2	✓
⋮	Think Ahead: Connection to Summative Assessment	Web Page	3	✓
⋮	Discuss: Can You Trust This?	Discussion Topic	4	Visibility <input checked="" type="checkbox"/> ✓
⋮	Submit: Approve or Reject?	Assignment	5	Visibility <input checked="" type="checkbox"/> ✓
⋮	Extra Credit Option: Special Topics in HERstory	Assignment		Visibility <input checked="" type="checkbox"/> ✓
⋮	Week 1, In Review	Web Page	6	✓

1

Watch, as Instructions

By leading with the word “Watch,” learners are clued into the fact that this content is going to be a video or other visual illustration.

2

Use Questions Instead of Statements

The purpose of the module component is given away by posing questions that the instructional material is designed to answer.

3

Priming and Planning for Future Assessment

This is an approach to scaffolding a large assessment that will need to have drafting components completed over the course of several weeks

4

Action: Discussion Forums

“Discuss” is a textual indicator that this component is a discussion forum and will ask learners to build a conversation around the question

5

Submit: Action Required

“Submit” or “Do” can indicate action will be required from the learners. It is not passive content to be consumed but a task to be completed.

6

Intentional Wrap-Up of Week

This summary page reminds the learners of where essential context, due dates and is an obvious statement that the work for this module is complete.