

## Mapping Your Course

A course map identifies and communicates how the course flows and how the components interact with each other so the learning outcomes are met. The map becomes a visual representation of how the elements fit to create a coherent sequence that's most effective.

### The Use of Modules

You can begin to conceptualize your online course in various ways. Some faculty begin to think about their course in terms of content themes, while others will contextualize their course by competencies, skills, and learning outcomes. Some faculty will think about their course in terms of weekly content, and still others by a larger influence: department, college and university goals. One benefit of using a learning management system is the ability to organize and group content in any of the ways previously mentioned. Through the use modules, a class can be compartmentalized yet remain cohesive. In addition, content modules facilitate modifications to course delivery timeframes.

Diaz and Strickland (2009) identify a process to map a course through modularization, which may be a good starting point for faculty transitioning to an online format for the first time. These are the five key steps Diaz and Strickland recommend:

- Identify the module's objectives. Note that objectives are typically granular, action-oriented, and more specific than course goals, which may be more general in describing what students are meant to accomplish. Consider what you will do to support or meet those objectives and what the students will be asked to do to meet those objectives.
- Identify student-to-instructor, student-to-material, and student-to-student interactions. For instance, an instructor may use a mix of the following strategies: mini-lectures, readings, videos, group or individual activities, research, writing, projects, discussions, demonstrations, multimedia, cases, team work, or assessments.
- Define the components of your module. Identify activities that students may be required to complete on a regular basis such as case-studies, readings, or discussion posts.



- Determine how you will measure student learning and the assessments that effectively show learning objectives are being met.
  
- Determine the relationship of your objectives to the course goals or other content in the course and identify how the module’s content aligns or supports the rest of the course.

Creating a table, or using another graphic organizer, can help you visualize this information and facilitate the mapping process.

Course Module:				
Objective	Online Delivery	Activities/Assignment/Interaction	Assessment(s)	Relationship to course goals and content

Diaz & Strickland. (2009). Mapping your course: re (Designing) a course into modules for blended delivery. <http://www2.pvc.maricopa.edu/hybrid/docs/crsemaptemplate.pdf>