

**MAP YOUR REMOTE COURSE**  
Starting with Learning Outcomes

Looking for a place to start developing your remote course? Want to decrease the time it takes to build your iLearn or Canvas course site? Mapping your course before you build it, is similar to creating a blueprint before you build your house. The top three XCITE recommendations when designing your remote course are:

<b>1</b>	<b>Start Small.</b> Start by redesigning an activity or a week. Don't think of it as a full course yet.
<b>2</b>	<b>Chunk Your Content.</b> Make your online lectures no longer than 10 – 15 minutes. Divide them into specific topics.
<b>3</b>	<b>Have a Plan and be Consistent.</b> Map your remote course to speed up the course development process, be consistent in your design, and provide thoughtful activities to promote deeper understanding of important ideas.

Start mapping your remote course by creating five columns and ten rows in a Word document. Name the columns from left to right as Week, Learning Outcomes, Assessments, Activities, Technology. Identify which week in your course will have the most interaction. Starting with your most active week will give you a good idea of what tools are available to support your vision and how much time it will take you to complete your course design. For example:

**Course Name:** Introduction to Beer and the Science of Brewing

	<b>Learning Outcomes</b>	<b>Assessments</b>	<b>Activities</b>	<b>Technology</b>
<b>Week 1</b>				
<b>Week 2</b> <b>MALT: The Soul of Beer</b>	Identify the properties of barley that facilitate good malt.  Classify types of malts and when to use them.  Explain the nature of the malting process.  Articulate the reason for the stage of the malting process.	Lecture imbedded quiz questions  Unit quiz  In class polling	<b>Read:</b> <ul style="list-style-type: none"> <li>Text Book: P. 103 – 120</li> <li>Malting article</li> </ul> <b>Watch Video Lectures:</b> <ul style="list-style-type: none"> <li>Lecture 1: <i>Barley the Properties that Facilitate Good Malt.</i></li> <li>Lecture 2: <i>The Malting Process</i></li> <li>Lecture 3: <i>Types of Malt</i></li> </ul> <b>Activities (Do):</b> <ul style="list-style-type: none"> <li>Barley Identification activity</li> <li>Malting Process activity</li> <li>Deconstruct a Beer activity</li> </ul>	Canvas (LMS) – content delivery, unit quiz, and communication  Articulate Storyline – interactive online activities (Barley/Malting) & office hours  YUJA – lecture recordings, video transcriptions, video embedded quiz questions, media storage.  Google Docs (Deconstruct a Beer)  Poll Everywhere

Work left to right, starting with the end in mind. When writing your learning outcomes use measurable active verbs. Next, identify what types of assessments you will use to measure if students have reached the learning outcomes. Identify the types of activities you will offer students to help students be successful on the assessments and reach the learning outcomes. Finally, identify the technology needed to build and distribute the content.

If you would like to discuss the first draft of your mapped activity or week, reach out to an XCITE consultant at [xcite-help@ucr.edu](mailto:xcite-help@ucr.edu).

Adapted from: Wiggins G. and McTighe J. (2005). *Understanding by Design*. Alexandria, VA: ASCD