|  |  |  |
| --- | --- | --- |
|  | **Module/Class Session 1** | **Module/Class Session 2** |
| **TOPIC, FOCUS** or **QUESTION** |  |  |
| Primary **DESIRED LEARNING OUTCOME** |  |  |
| **ACTIVITIES** & **CULMINATING PROJECT** |  |  |

## I | Sequence of Learning Activities

What sequence of learning activities will enable students to achieve the desired learning outcome? Consult the [**Learning Activities Outline**](https://docs.google.com/document/d/1ROcamEIrVWknk_mKl_pxf_TO-sGgxVTTlH5i3faTOKA/view?usp=sharing)as a guide. *(Try to include as much information for A, B, C, & D as possible.)*

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|  | **Module/Class Session 1** | **Module /Class Session 2** |
| 1. **Acquire new information, perspective, ideas**  * Readings (print, online) * Video, audio presentations |  |  |
| 1. **Do, create something**  * Answer thought questions, solve problems, analyze, compare, evaluate, etc. * Completed individually or in groups? |  |  |
| 1. **Dialogue with others**  * With other learners, other experts, teacher |  |  |
| 1. **Reflect***\**  * On the subject of the course * On their own learning |  |  |

\* Reflection can be an activity within a module and/or part of a culminating project that ties together topics and key concepts from several modules.

## 2 | Feedback/Assessment Activities

What feedback can you provide to help learners know how well they are progressing toward the desired learning outcome and/or prepare for activities/the culminating project?

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|  | **Module/Class Session 1** | **Module /Class Session 2** |
| 1. **Self-Assessment**   When/in what format will students generate feedback on ***their own*** work? |  |  |
| 1. **Instructor Feedback**   Whatfeedbackwill students receive from the ***instructor*** on activities listed in Section 1, i.e.,   * Periodic tests (item A) * Comments on their work (item B) * Comments on their thoughts & interactions (items C & D)? |  |  |
| 1. **Peer Feedback**   When will students receive comments and feedback from ***other learners*** on A, B, C, or D? |  |  |

**Source**

This blueprint was designed to complement [Dr. L. Dee Fink’s significant learning model](https://drive.google.com/a/maine.edu/file/d/1c64947Pv54OP4gZ1Q5vaRGC7FGkjWMcP/view?usp=sharing), which is outlined in brief in his “Self-Directed Guide to Designing Courses for Significant Learning” [[**download PDF copy**](https://drive.google.com/a/maine.edu/file/d/1c64947Pv54OP4gZ1Q5vaRGC7FGkjWMcP/view?usp=sharing)] and explained in detail in his book, [*Creating Significant Learning Experiences*](https://ebookcentral-proquest-com.ursus-proxy-1.ursus.maine.edu/lib/usmmaine-ebooks/detail.action?docID=1394307).