# Pre-work planning template

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| --- | --- |
| Week number and title |  |
| Module title |  |
| Resource overview(total of each asset type) | Quizzes | iRAT | Activities | Videos | Animations | Pre-existing videos | Other |
| Aim |  |
| Learning outcomes | 1 |
|  | 2 |
|  | 3 |
|  | 4  |
|  | 5 |
|  |  |
|  | Step description and details (see notes overleaf) | LO(s) |
| Step 1  |  |  |
| Step 2 |  |  |
| Step 3 |  |  |
| Step 4 |  |  |
| Step 5 |  |  |
| Step 6 |  |  |
| Step 7 |  |  |
| Step 8 |  |  |
| Step 9 |  |  |
| Step 10 |  |  |
| Step 11 |  |  |
|  |  |
| Dependencies/issues |  |
| Other requirements |  |
|  |  |

## Notes

This is a suggested breakdown of each pre-work step and the information you should provide within this template in order to effectively meet the required Learning Outcomes. It is not intended to be prescriptive, but adhering to a consistent format will be helpful for students so any significant deviations should be carefully considered and discussed. Please supply all the details requested.

|  |  |  |  |
| --- | --- | --- | --- |
| Step | Suggested activity | Information required (Details) | Learning Outcomes |
| 1 | Introductory video – if first week of a module, course director welcome/introduction | Outline overall themes and key terms module will cover. If available, provide script as appendix to this document. Please bear in mind that we are aiming for videos of 3-5 minutes long, and that people typically speak at a rate of around 80-100 words per minute. Give details of any slides or other material to be included in this asset. Length of up to 3 minutes max. | Note which LO(s) is/are met by this step |
| 2 | (If course director video at Step 1, Step 2 should be module lead PTF welcome/introduction) | Outline overall themes and key terms this week will cover. If available, provide script as appendix to this document. Please bear in mind that we are aiming for videos of 3-5 minutes long, and that people typically speak at a rate of around 80-100 words per minute. Give details of any slides or other material to be included in this asset. Length of up to 5 minutes max. | Note which LO(s) is/are met by this step |
| 3 | Pause for reflection and thought | A few key questions to allow students an opportunity to reflect on what they have just watched in the video(s) and make connections with previous content, with real-life experience or other relevant comparisons. |  |
| 4 | Reading(s) | Links to agreed/appropriate readings, plus some brief text to introduce them and place them in context. If a single reading is longer than 10 pages, it is suggested that you break it into halves and create a reflective quiz/activity in the middle to ensure comprehension. | Note which LO(s) is/are met by this step |
| 5 | Reflective practice quiz | Approximately five questions relating both to the content of the readings and the week’s LOs to ensure students’ comprehension. Format could be e.g. MCQs with right/wrong response and generic feedback or free-text response questions which students self-assess against provided answers. Questions to be provided as an appendix to this document. | Note which LO(s) is/are met by this step |
| 6 | Quiz feedback/reflection | Brief generic feedback reiterating the main points being ‘tested’ and recommending sections, readings or steps to reread or work through again if a score below a certain level was achieved. | Note which LO(s) is/are met by this step |
| 7 | Case study or video to extend and/or consolidate understanding | Extant case study video or reading which introduces material for application of learning (or a clear brief if a new item is to be commissioned) and which ideally lends itself to being picked up and extended in the in-class app exes. Length of up to 10 minutes max (videos) or within overall maximum page length for whole pre-work of 30 sides of accessible text maximum). | Note which LO(s) is/are met by this step |
| 8 | Reflective activity to support comprehension and give opportunity for application of acquired knowledge | Short activity requiring demonstration that students are able to apply basic knowledge from preceding material, e.g. a drag and drop or labelling activity followed by two or three questions based on very short scenarios. | Note which LO(s) is/are met by this step |
| 9 | Activity feedback/reflection | Brief generic feedback reiterating the main points being ‘tested’ and recommending sections, readings or steps to reread or work through again if a score below a certain level was achieved. | Note which LO(s) is/are met by this step |
| 10 | Assessed quiz  | MCQ question bank of around 15-20 questions, of which 5 will be randomly selected for each student (a time limit imposed for answering). Scores will be sent to Cecil. Questions to be supplied as an appendix to this document. | Note which LO(s) is/are met by this step |
| 11 | Concluding video by module lead PTF | Congratulate students for completing pre-work. Reiterate key points to take away, draw connections with LOs and what will happen in TBL session, and wrap up. Provide script as appendix to this document. Length of up to 2 minutes max (based on script of 80-100 words per minute). | Note which LO(s) is/are met by this step |

To discuss ideas about planning learning sessions, you may wish to contact the Innovative Learning and Teaching team – https://www.link.auckland.ac.nz/learning-teaching/contact-us