Week \_\_ Faculty Notes

This suggested Faculty Notes template aims to help you, the course developer, in creating a clear framework to guide faculty who will deliver the course. The course shell should provide enough content to facilitate meaningful learning, yet with enough flexibility so that faculty can bring their own experience to the classroom. Basically, Faculty Notes should be written so that someone else can follow the contents of the course shell you have created in a way that is meaningful for themselves and their students.

We suggest that the notes for the first few weeks of the course be more comprehensive in order to help faculty to visualize the flow and delivery of the course as they discover an effective way of delivering the materials provided to visualize the flow and delivery of the weekly lessons.

# Learning Outcomes for the Week

These can be copied over from the Course Outline for reference.

# List of Learning Resources and Tools

This can include a list of narrated PPTs, videos, quizzes, activities or links that have been created and housed in eConestoga in the corresponding week or module. There should be enough learning resources for faculty to have choice and ability to adapt for both synchronous and asynchronous learning for the week. List any specific 3rd party tools used (e.g., Mentimeter, Padlet, Kahoot, etc.)

# Suggested Learning Path/Lesson Plan

You can use [BOPPPS](https://tlconestoga.ca/creating-a-boppps-lesson-plan/), [CARD](https://tlconestoga.ca/creating-a-card-lesson-plan/), [ROPES](http://www.katabah.com/2013/02/teaching-plan-model-ropes-model.html), [GIRAFES](https://tlconestoga.ca/girafes-hybrid-plan/) (especially useful for hybrid and asynchronous courses) or other lesson planning frameworks to provide an outline of the learning pathway for the week or unit of learning. The idea is to identify a pathway for learning incorporating synchronous and asynchronous elements which faculty can use as you have set it up or adapt and share with their students.

## 3.1 Suggested Activities for Synchronous Session

This can include suggestions for how best to use the synchronous time for the week. There can be multiple suggestions to choose from OR initial suggestions for individual faculty to adapt. Refer to learning resources from the list you provide in 2 above for each task/activity described.

## 3.2 Suggested Supported Asynchronous Activities

This can include suggestions for how faculty direct students to engage with the supported learning materials and activities (such as discussion forum or group work) before and after the synchronous session. Again, refer to learning resources from the list above.

## 3.3 Suggested Independent Learning Time

It is reasonable to expect students to complete some independent learning for homework, assignment prep, etc. Give an overview of what activities students should complete on their own so that faculty may remind students of independent learning expectations for the course.

# Preparation for Assessments

Instructions and rubrics for assignments should be complete or close to complete by the time the course begins. Here the Curriculum Guide can help faculty gauge when to start discussing upcoming assessments and encouraging students to begin work, especially on larger projects.

In particular, any assessment which is keyed to another course in the program needs to be ready in advance and clear timelines and directions shared with teaching partners from the related courses.