NOTES ABOUT THE USE OF THIS FORM:

1. *This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any amount of text … but we suggest that you keep the narrative as succinct as possible!*

2. *Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!*

3. *This form assumes that the "unit of learning" is a module. The module, in turn, would be included in a "course" (which is not referred to here). Each module will have a series of components which have been called "units" – they may be called something different in your design (like "weeks", or "sections") and you are free to change the terminology.*

4. *In the section about the authors of and contributors to the course, we have provided space for 5 co-authors (or co-contributors). If there were more than six people on the team, please add additional rows to the table.*

5. *Please ensure that you use student-friendly language. So the intended learning outcomes will be framed using the word "you", and not "the student". (This may be at odds with what you understand to be "academic" language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)*

6. *Please note that module-level outcomes should be "overarching" outcomes onto which the unit-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) unit-level outcomes for each unit.*

7. *The unit-level template should be copied so that there is a copy of the template for EACH unit/week/section. Thus, if there are 15 units/weeks/sections in a module, you will copy the template 14 times and complete each copy for one unit/week/section.*

8. *In the unit-level template, there is a space for a detailed description of student and teacher engagement with the unit. Here we would expect to see a "blow-by-blow" account of how the unit "hangs together". What happens first? And then? What resources would students need to access for each part of the unit's work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the unit?*

   *This is NOT a list of things that students (or teachers) do. It is a **detailed description** of the **process**.*

   *We have used a generic set of headings in the template. You are free to change the headings to suit the particular unit, but you are **not** free to ignore any of the required information.*

   *Be sure, when completing the unit-level template to contextualise the content … by which we mean that content needs to be grounded in real life – even mathematical equations need to be demonstrably linked to real life! A student needs to know **why** they are engaging with the content.*

There are 2 templates on the following pages. The **Module-level template** should be completed once, and the **Unit-level template** should be completed in respect of each of the Units (or Sections, or Weeks) in the Module

MODULE-LEVEL TEMPLATE

Details of institution that has developed the module	
Name of University	KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
Name of institutional contact	PROF. ERIC APPAU ASANTE
Email address of institutional contact	eaasante.cass@knust.edu.gh

Details of Creative Commons licence (https://creativecommons.org/tag/kwame-nkrumah-university/)	
Licence type	Creative Commons Attribution licence

Details of the authors of/contributors to the course and their role *(You can delete any sections that don't apply.)*	
Original author (if applicable)	**Prof. Winston Kwame Abroampa and Team**
Lead author (+ email address)	**Prof. Eric Appau Asante (eaasante.cass@knust.edu.gh)**
Responsible for:	**Repurposing Module for online delivery**
Co-author/co-contributor	**Dr. Obed Broohm (obed.broohm@knust.edu.gh)**
Responsible for:	**Repurposing Module for online delivery**
Co-author/co-contributor	**Dr. Justice Enu (jenu@knust.edu.gh)**
Responsible for:	**Repurposing Module for online delivery**

Information regarding format of material to upload onto the OER Africa repository	
Primary resource (Not PDF)	YES
Will a Moodle common cartridge be uploaded as well?	YES

(A Moodle common cartridge is a .ZIP file of your module – if it is created in Moodle – that can be imported into another university's Moodle platform.)

Course details			
Module title:	Differentiated Planning, Learning and Multimedia Development		
Under- or Post-graduate?	Undergraduate	Year of study:	Year 2
Class contact time (hours):	2Hrs	Number of credits:	3
Private/online study hours:	2Hrs	Number of weeks of study:	14
Total student learning hours:	28Hrs	Number of units of study:	9

Programme(s) which might include this Module:	BEd Early Childhood Education, BEd Primary Education BEd Junior High School Education, MSc Language Education, MPhil Art Education, MPhil Science Education, MEd General Education
Pre-requisite student abilities and knowledge:	Introduction to ICT in Education, Human Development and Learning, Introduction to School-based Inquiry
Pre-requisite (or co-requisite) modules:	EDU 153 Introduction to School-based Inquiry

Aim of the module:	This course seeks to introduce student teachers to the concepts of differentiated learning, learning styles, the syllabus and their relationship to the curriculum for JHS learners. The course further spotlights various types of instructional media; how to develop, and adapt learning materials to suit diverse learners, develop adaptive and assistive technologies for learners with SEN.
Brief description of module:	The course will help you appreciate the concepts of differentiated learning, and learning styles, and identify and explain the various principles applied in the selection of the four basic components of the syllabus and the curriculum. You will have the opportunity to use various criteria in selecting materials and apply principles in developing and using varying multimedia and low-cost learning resources in facilitating and stimulating learning among differently-abled learners to improve learning during supported teaching in schools.

Intended learning outcomes:	*At the end of this* **module**, *you will be able to:*
	1. Design, select and justify multimedia learning resources for target students.
	2. Apply the concepts of differentiated learning, learning styles, curriculum terminologies, components of the syllabus and curriculum.
	3. Use differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.
Indicative content:	• Introduction and Getting Acquainted
	• The concept of learning and curriculum planning
	• Criteria for selecting basic components of the curriculum and syllabus for inclusive JHS settings
	• Creative approaches and indigenous pedagogies
	• Using questioning and Talk for learning approaches
	• Barriers, theories and principles of learning and instruction in multimedia development and use
	• Visual design and instructional media production
	• Models, material development, storage and evaluation I
	• Models, material development, storage and evaluation II
Form of final/summative assessment:	End of Semester Examination

Assessment of module-level learning outcomes

Module-level learning outcome	Module assessment task
1. Design, select and justify multimedia learning as a way of demonstrating understanding of the concepts of differentiated learning, learning styles, curriculum terminologies, components of the syllabus and curriculum	a. Explain the concepts of differentiated learning, learning styles, syllabus and their relationship to the curriculum. b. Discuss the curriculum terminologies c. Explain the basic components of the syllabus and the curriculum
2. Apply the concepts of differentiated learning, learning styles, curriculum terminologies, components of the syllabus and curriculum.	a. Explain the criteria for selecting components of the syllabus/ curriculum. b. Apply the criteria for selecting the components in planning learning during supported teaching in JHS settings.
3. Use differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.	a. Use creative and indigenous approaches to stimulate learning in inclusive early adolescent classrooms. b. Use collaborative and experiential learning approaches in facilitating learning in inclusive early adolescent classrooms. c. Use questioning and talk for learning approaches in facilitating learning in inclusive early adolescent classrooms.
4. Create visual designs using different media production techniques with low/no-cost materials and evaluating the materials.	a. Develop a learning material/model for learning any concept in a specific subject area by applying the basic elements and principles of visual design using imitative media production technique
5. Design and facilitate learning for JHS students with diverse strengths and backgrounds in diverse learning contexts, and design Individual Learning Plans (ILPs) to support learning of students who need support.	a. Apply various instructional strategies in planning learning for early adolescent learners and ILPs for early adolescent learners with peculiar strengths and abilities.

Significant features or elements of module

This repurposed module shall be handled in the blended mode. Course materials, lecture videos and related PowerPoint slides shall be uploaded to the Learning Management System (LMS) of the university for easy access.

Student profile in the context of this module:

What is the target group of students who would do this module?	2nd Year Undergraduate Students
What **skills** should a *student* have **already** mastered before starting this Module?	• Teaching Skills • Instructional Design Skills • Basic Computer Skills
What **prior knowledge** of the subject matter should a *student* have?	• Instructional design knowledge • Knowledge in Planning

Non-expert support:	
What **skills** and **prior knowledge** of the subject matter should *facilitators* have **already** mastered before starting to deliver this Module?	• Instructional Design knowledge and skills • Knowledge and Skills in using LMS • Experience with Learning Technology
What **skills** do *support staff* need in order to support the delivery of this module?	• Experience with Learning Technology • Time management • Communication Skills

Quality assurance matters	
How will feedback on module be obtained from students?	Feedback will be obtained from students assessment of the course.
How will student feedback be used to improve module?	The feedback gathered from students' assessments will be available to course facilitators for their attention and action. Where feedback curriculum boarders of the curriculum. Steps shall be taken to factor them into the review of the module.
A certificate, signed by the university's Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached.	Yes ☐ No ☐

UNIT/WEEK/SECTION-LEVEL TEMPLATE

Unit-level overview	Unit/week/section	0.
Topic name:	Introduction and Getting Acquainted	
Aim of the topic:	This unit welcomes you to the course. You will meet your facilitators and have the opportunity to introduce yourselves. The focus this week is on some of the basic rules that guide our communication on the internet and some strategies you can adopt to improve your experience in blended learning.	
This topic covers:	• Self-Introduction (facilitating team and students) • Sharing netiquette and strategies for blended studies with learners	
Intended learning outcomes:	*At the end of this **topic**, you will be able to:* 1. List at least four (4) netiquette 2. Highlight four (4) strategies that can help you master your journey into blended learning.	

Overview of student activity:	You would introduce yourself to three of your coursemates using the discussion forum. Read the netiquettes and the blended learning strategies shared on the LMS.

Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment
(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)

Intended unit learning outcomes:	No of module-level outcome	Activity where students engage with this outcome	Where and how is this outcome assessed?
At the end of this unit, you will be able to:			
1. List at least four (4) netiquette	3	Class Discussion and online discussion forums	Online using the "Forum" feature on the LMS and in-person class discussions.
2. Highlight four (4) strategies that can help you master your journey into blended learning.	3	Hands-on project	Face-to-Face in the lecture hall Synchronous session online

Detailed explanation of ALL student and teacher engagement with the unit:

(This should be presented in the order that the activities take place. So if students do work online before coming to the lecture, that should be shown ahead of what happens in class.

If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)

*Content – such as lecture material – can EITHER be shown here OR added as **clearly identifiable** addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)*

Module-level outcomes addressed:

3. Use differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.

Purpose of the unit/week/section:

The purpose of this week's activity is to get you acquainted with your facilitators and colleagues. This week's activity will help create a comfortable learning environment where you can share ideas and basic information about online learning including; netiquette and online learning rules.

Over to you: *(a description of the process of the section)*

In this week's class, you will learn about the Virtual Learning Environment (VLE) and some of the rules and strategies used in this environment. You will also get the opportunity to acquaint yourself with your facilitators and course mates. Andin the last activity this week, you will share what you have leant on VLE with your facilitators and colleagues.

Pre-topic activity:	Number of hours	0:30

Read on Virtual Learning Environment and study some of the netiquette and the blended learning strategies used on the VLE.

Face to face time: *(if applicable)*	Number of hours	0:30

The facilitators will be present and introduce themselves to you. They will give you their names and contact information and share with you their expectations for the class. After this, walk up to the front of the class when the instructor points you out and introduce yourself to the class. Tell us your name and share your expectations for this course with us.

Online activity:	Number of hours	0:40

What should students do?	You will engage with the questions your facilitator raises on the platform, sharing what you learnt from the Pre-topic activity.
Where do they do it?	You will use the "forum" feature on the KNUST Vclass.
By when should they do it?	You will have 30 minutes to engage with the questions raised by your facilitator.

E-moderator/tutor role

The tutor will supervise all the activities for this week, making sure that every student participates in the activities.

How are the learning outcomes in this unit assessed?	Number of hours	0:20

Your total number of responses out of the total number of questions raised by your facilitator will be your assessment criteria.

How does this section link to other sections of the module?

This section will give you a general idea on two things:

4. What you should expect from this module
5. What resources you will need to engage productively with this course

	= Total number of hours	2:00

Some important questions	
Which learning resources/ references will scaffold the students' learning?	KNUST's Powerpoint on Netiquette and PBELs resource of Blended Learning
How are students enabled to access the resources?	The resources shall be uploaded to the virtual classroom
Where in this unit are students expected to work collaboratively?	Using the discussion forum online and meeting in-person
How has an inclusive approach been incorporated in this unit?	All categories of learners have been catered for. During the in-person and online meetings, learners with special needs shall be given equal opportunities to express themselves.
How will feedback on unit be obtained from students?	From the discussions forum
How will student feedback be used to improve unit?	Feedback from students shall inform my revision of the unit for the next semester.
At which point(s) will students receive formative feedback on the work they have done in the unit?	After each activity (discussion and hands-on project)

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

You should copy sufficient unit templates so that there is one for each unit of your module in the space below.

UNIT/WEEK/SECTION-LEVEL TEMPLATE

Unit-level overview	Unit/week/section	1.

Topic name:	The concept of learning and curriculum planning
Aim of the topic:	This unit introduces you to various procedures used for addressing the misconceptions, prejudices and barriers to teaching. Moreover, this unit will give you a deeper understanding of the concepts of learning and curriculum planning
This topic covers:	• Concepts of differentiated learning and learning at the junior high school level. • Principles applied in the selection of the four basic components of the JHS syllabus. • Terminologies, the nature of the curriculum and the relationship between the curriculum and syllabus.
Intended learning outcomes:	*At the end of this **topic**, you will be able to:* 1. Define curriculum terminologies 2. Describe the concepts of differentiated learning and learning styles 3. Explain the components of the syllabus and curriculum

Overview of student activity:	You will get the time and opportunity to reflect and indicate your thoughts/feelings about the various concepts on pieces of paper. To encourage you to be genuine and free in your written thoughts, you will not write down your names. Moreover, to prepare you for the learning tasks for e-tivity 1.1 of week one, you will engage in a discussion with your tutor on the various conceptions.

Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)*			
Intended unit learning outcomes:	No of module-level outcome	Activity where students engage with this outcome	Where and how is this outcome assessed?
At the end of this unit, you will be able to:			
1. Define curriculum terminologies	1	Short Quizzes	Online using the LMS
2. Describe the concepts of differentiated learning and learning styles	2	Class Discussion	Face-to-Face in the lecture hall
3. Explain the components of the syllabus and curriculum	2	Class Discussion	Online using the "Forum" feature on the LMS

Module-level outcomes addressed:

1. Design, select and justify multimedia learning resources for target students.
2. Apply the concepts of differentiated learning, learning styles, curriculum terminologies, components of the syllabus and curriculum.

Purpose of the unit/week/section:

This unit will help you explain the concepts "learning", "differentiated learning" "Learning styles" and "learning strategies" leading you to describe the nature of the curriculum and the relationship between the curriculum and syllabus.

Over to you: *(a description of the process of the section)*

In this week's class, you will share your ideas on various learning concepts after watching a YouTube video. You will then have the opportunity to interact with an accomplished teacher/educationist.

Pre-topic activity:	Number of hours	1:00

The tutor should initiate a discussion with a concept cartoon to explain the varying conceptions: "learning", "differentiated learning," "learning styles" and "learning strategies

Face to face time: *(if applicable)*	Number of hours	0:45

An accomplished teacher/educationist shares perspectives and experience with syllabus and curriculum with students.

Online activity:	Number of hours	0:20

What should students do?	You will watch a YouTube lecture video on differentiated learning using the link https://www.youtube.com/watch?v=h7-D3gi2lL8 and respond to the post in the discussion forum.
Where do they do it?	YouTube
By when should they do it?	Before the scheduled date and time of the Face-to-Face activity.

E-moderator/tutor role

The tutor will supervise all the activities for this week, making sure that every student participates in the activities.

How are the learning outcomes in this unit assessed?	Number of hours	0:30

Through contributions of students in the discussion forum.

How does this section link to other sections of the module?

This section introduces you to the concept of inclusion as we explore the curriculum in the next section.

	= Total number of hours	2:05

Batch 4

Some important questions	
Which learning resources/ references will scaffold the students' learning?	Link to the video on differentiated learning: https://www.youtube.com/watch?v=h7-D3gi2lL8
How are students enabled to access the resources?	They have previous knowledge of how to access data online using hyperlinks
Where in this unit are students expected to work collaboratively?	During the online discussion forums
How has an inclusive approach been incorporated in this unit?	Learners would not only watch videos, but they would also interact with each other and write their impressions as well. This activity and e-tivity cater for the different learning styles.
How will feedback on unit be obtained from students?	Through the response from the activities and the grades obtained.
How will student feedback be used to improve unit?	The feedback would be factored into revisions to be made on the instructional design and the teaching methods. It might even influence future revisions of the curriculum.
At which point(s) will students receive formative feedback on the work they have done in the unit?	At the end of each activity

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

You should copy sufficient unit templates so that there is one for each unit of your module in the space below.

UNIT/WEEK/SECTION-LEVEL TEMPLATE

Unit-level overview		Unit/week/section	2.
Topic name:	Criteria for selecting basic components of the curriculum and syllabus for inclusive JHS settings		
Aim of the topic:	This unit helps you form a clear understanding of the principles in selecting the components of the syllabuses and curriculum. It also shows how you can use and apply the concept in teaching students from diverse backgrounds (SEN) as a professional teacher.		
This topic covers:	• Taxonomies of educational objectives and criteria for selecting components of the curriculum and syllabus (selection of objectives, selection of content, selection of learning activities/experiences, assessment and evaluation). • Identifying and explaining the various principles applied in the selection of the four basic components of the syllabus and the curriculum		
Intended learning outcomes:	*At the end of this **topic**, you will be able to:* 1. Identify the criteria for selecting components of the syllabus/curriculum for Junior High Schools 2. List the four basic components of the syllabus and the curriculum 3. Explain the various principles you can apply in the selection of the four basic components of the syllabus and the curriculum.		

Overview of student activity:	You will have to attend Face-to-Face sessions and online (synchronous and asynchronous) sessions. This would help you work effectively on the activities in this unit.

Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment			
(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)			
Intended unit learning outcomes:	No of module-level outcome	Activity where students engage with this outcome	Where and how is this outcome assessed?
At the end of this unit, you will be able to:			
1. Demonstrate an understanding and use of the criteria for selecting components of the syllabus/curriculum for Junior High Schools	2	Classroom Discussion	Online using the "Forum" feature on the LMS
2. List the four basic components of the syllabus and the curriculum	2	Short Quiz	Online using the LMS
3. Explain the various principles you can apply in the selection of the four basic components of the syllabus and the curriculum.	2	Classroom Discussion	Face-to-Face in the lecture hall

Detailed explanation of ALL student and teacher engagement with the unit:

(This should be presented in the order that the activities take place. So if students do work online before coming to the lecture, that should be shown ahead of what happens in class.

If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)

Content – such as lecture material – can EITHER be shown here OR added as clearly identifiable addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)

Module-level outcomes addressed:

2.   Apply the concepts of differentiated learning, learning styles, curriculum terminologies, components of the syllabus and curriculum.

Purpose of the unit/week/section:

This unit will help you identify the taxonomies of educational objectives and describe the criteria for selecting components of the curriculum and syllabus (selection of objectives, selection of content, selection of learning activities/experiences, assessment and evaluation)

Over to you: *(a description of the process of the section)*

In this week's class, your facilitator will divide you into groups to discuss this unit 2's topic.

Pre-topic activity:	Number of hours	0:30

You will be placed in groups by your facilitator based on the day of the week to discuss curriculum terminologies and the basic components of the curriculum and the syllabus for inclusive JHS settings

Face to face time: *(if applicable)*	Number of hours	1:00

Your facilitator will initiate a discussion using pyramid discussion by asking you to indicate the various taxonomies of educational objectives and using the same pyramid he/she will lead you to discuss the various taxonomies of educational objectives. These discussions would be posted on the virtual class and graded.

Online activity:	Number of hours	0:30

What should students do?	You will have the opportunity to discuss the components of the curriculum as well as the terminologies
Where do they do it?	You will use the "forum" feature on the KNUST Vclass
By when should they do it?	A day after the Face to Face session

E-moderator/tutor role

The tutor will put the students into groups and facilitate all discussions for this week, making sure that every student participates in the activities.

How are the learning outcomes in this unit assessed?	Number of hours	0:30

Group presentations on taxonomies of educational objectives. Oral presentation of individual reflective notes on criteria for selecting components of the curriculum and syllabus

How does this section link to other sections of the module?

This unit provides you with enough technical knowledge of the syllabus for inclusive JHS settings so you can discover and understand creative ways to achieve curriculum objectives.

	= Total number of hours	2:30

Some important questions	
Which learning resources/ references will scaffold the students' learning?	Link to a PDF file on Pedagogy: Foundation of Education in Ghana http://resourceshub.ncte.edu.gh/files/CurriculumResources/student-teacher/UG/All%20specialisms/Yr1%20Sem1%20-%20All%20Specialisms%20-Foundation%20of%20Education%20in%20Ghana-course%20manual.pdf
How are students enabled to access the resources?	They have previously undertaken a course in Foundation of Education and Inclusive School-Based Inquiry in the first year. They might have undertaken STS in the first year. These might have exposed them to the basic school syllabuses and how teaching and learning interactions occur in Junior High Schools
Where in this unit are students expected to work collaboratively?	During the seminar and the online forum.
How has an inclusive approach been incorporated in this unit?	Content is cross-cutting- having in mind learner differences
How will feedback on unit be obtained from students?	Feedback would be elicited during the seminar and the discussions
How will student feedback be used to improve unit?	The feedback would serve as enforcers to improve upon the content of the unit during future revisions.
At which point(s) will students receive formative feedback on the work they have done in the unit?	At the end of both classroom discussions and short quizzes.

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

You should copy sufficient unit templates so that there is one for each unit of your module in the space below.

UNIT/WEEK/SECTION-LEVEL TEMPLATE

Unit-level overview	Unit/week/section	3.
Topic name:	Creative approaches and indigenous pedagogies	
Aim of the topic:	In this unit, you will learn programming fundamentals and how to give solutions to real-life problems using a combination of various control structures. You will cover topics such as basic concepts in programming, data types, flow control structures, bugging and debugging.	
This topic covers:	• Planning, designing and facilitating learning among learners with diverse needs and backgrounds in diverse inclusive. • Using differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.	
Intended learning outcomes:	*At the end of this **topic**, you will be able to:* 1. Demonstrate how to use differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.	

Overview of student activity:	You will be able to attend Face-to-Face sessions and online (synchronous and asynchronous) sessions you will also have the opportunity to surf the online for related data. This would help you work effectively on the activities aimed at achieving learning outcomes of unit 4

Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)*			
Intended unit learning outcomes:	No of module-level outcome	Activity where students engage with this outcome	Where and how is this outcome assessed?
At the end of this unit, you will be able to:			
1. Demonstrate how to use differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.	2	Individual Presentation	Face-to-Face in the lecture hall

Detailed explanation of ALL student and teacher engagement with the unit:

(This should be presented in the order that the activities take place. So if students do work online before coming to the lecture, that should be shown ahead of what happens in class.

If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)

*Content – such as lecture material – can EITHER be shown here OR added as **clearly identifiable** addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)*

Module-level outcomes addressed:		

2. Apply the concepts of differentiated learning, learning styles, curriculum terminologies, components of the syllabus and curriculum.

Purpose of the unit/week/section:		

This unit will allow you to demonstrate and use a variety of skills and tactics in planning, creating, and guiding learning for students with a variety of needs and backgrounds in a diverse inclusive setting. It would also help you exhibit understanding and application of differentiated instructional approaches and strategies in a variety of learning situations to aid early adolescent development.

Over to you: *(a description of the process of the section)*		

In this week's class, you will learn how to apply the various differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.

Pre-topic activity:	Number of hours	1:00

Before the lesson, you will get the opportunity to surf the internet and download relevant literature required for analyses of various creative approaches (games, songs and storytelling) using this link
https://libguides.vcc.ca/c.php?g=710283&p=5060633

Face to face time: *(if applicable)*	Number of hours	0:30

You will have the chance to share your perspectives based on various videos you watched.

Online activity:	Number of hours	0:30
What should students do?	Upload your lessons on the perspectives gathered from the video.	
Where do they do it?	In the folder dedicated for that purpose on the KNUST v-class.	
By when should they do it?	After the face-to-face session.	

E-moderator/tutor role		

The tutor will supervise all the activities for this week, making sure that every student participates in the activities

How are the learning outcomes in this unit assessed?	Number of hours	1:00

You will be assessment will be based on the content of your assignment.

How does this section link to other sections of the module?		

The topic for this unit is in two parts. This unit helps you understand the fundamentals in Creative approaches and indigenous pedagogies in preparation for the next unit.

= Total number of hours	3:00

Some important questions	
Which learning resources/ references will scaffold the students' learning?	YouTube videos on creative approaches and indigenous pedagogies (https://www.youtube.com/watch?v=wo4yzXdJeDk; https://www.youtube.com/watch?v=bTtihbCG-JE)
How are students enabled to access the resources?	Student teachers have previously taken a lesson on criteria for selecting basic components of the curriculum and syllabus for inclusive JHS settings. They have also undertaken STS that has prepared them to appreciate learning in a different context and surfing online.
Where in this unit are students expected to work collaboratively?	They shall collaborate during discussions and online research.
How has an inclusive approach been incorporated in this unit?	Content is cross-cutting- having in mind learner differences
How will feedback on unit be obtained from students?	Feedback would be elicited during the seminar and the discussions
How will student feedback be used to improve unit?	The feedback would serve as enforcers to improve upon the content of the unit during future revisions.
At which point(s) will students receive formative feedback on the work they have done in the unit?	By the end of the individual presentations

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

You should copy sufficient unit templates so that there is one for each unit of your module in the space below.

UNIT/WEEK/SECTION-LEVEL TEMPLATE

Unit-level overview		Unit/week/section	4.
Topic name:	Creative approaches and indigenous pedagogies		
Aim of the topic:	This unit will help you understand and use differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents		
This topic covers:	• Planning, designing and facilitating learning among learners with diverse needs and backgrounds in diverse inclusive. • Using differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.		
Intended learning outcomes:	*At the end of this **topic**, you will be able to:* 1. Demonstrate how to use differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.		

Overview of student activity:	The activity shall border on practical activities and seminars. Students shall also do independent studies.

Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)*			
Intended unit learning outcomes:	No of module-level outcome	Activity where students engage with this outcome	Where and how is this outcome assessed?
At the end of this unit, you will be able to:			
1. Demonstrate how to use differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.	2	Individual Presentation	Face-to-Face in the lecture hall

Detailed explanation of ALL student and teacher engagement with the unit:		
(This should be presented in the order that the activities take place. So if students do work online *before coming to the lecture, that should be shown ahead of what happens in class.*		
If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)		
Content – such as lecture material – can EITHER be shown here OR added as **clearly identifiable** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)*		

Module-level outcomes addressed:		
2. Apply the concepts of differentiated learning, learning styles, curriculum terminologies, components of the syllabus and curriculum.		

Purpose of the unit/week/section:		
This unit will allow you to demonstrate and use a variety of skills and tactics in planning, creating, and guiding learning for students with a variety of needs and backgrounds in a diverse inclusive setting. It would also help you exhibit understanding and application of differentiated instructional approaches and strategies in a variety of learning situations to aid early adolescent development.		

Over to you: *(a description of the process of the section)*		
In this week's class, you will learn how to apply the various differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.		

Pre-topic activity:	Number of hours	0:30
Watch YouTube videos on approaches and indigenous pedagogies (https://www.youtube.com/watch?v=wo4yzXdJeDk; https://www.youtube.com/watch?v=bTtihbCG-JE)		

Face to face time: *(if applicable)*	Number of hours	0:30
Your facilitators will pair you up to discuss and share opinions on this unit's topic. Your facilitator will use Question and Talk to facilitate the discussion.		

Online activity:		Number of hours	0:25
What should students do?	You will get the opportunity to surf the internet and download relevant literature required for analyses of various creative approaches.		
Where do they do it?	www.google.com		
By when should they do it?	After the face-to-face session.		

E-moderator/tutor role		
The tutor will supervise all the activities for this week, making sure that every student participates in the activities.		

How are the learning outcomes in this unit assessed?	Number of hours	0:25
Group dramatization to illustrate the various differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among middle childhood learners.		

How does this section link to other sections of the module?		
In the next section, we will use our understanding to explore one more learning approach.		

	= Total number of hours	2:50

Some important questions	
Which learning resources/ references will scaffold the students' learning?	• Farrant, J.S. (1982). Principles and practice of education. London: Longman • Ornstein, A. (1995). Strategies for effective teaching. London: Brown and Benchmark Publishers. • Pratt, D. (1980). Curriculum design and development. New York: Harcourt Brace Jovanovich Publishers
How are students enabled to access the resources?	These resources shall be made available to students for easy use.
Where in this unit are students expected to work collaboratively?	During the Discussion and lecture sessions.
How has an inclusive approach been incorporated in this unit?	Activities carefully pay attention to inclusivity among learners with special needs.
How will feedback on unit be obtained from students?	Through quizzes and online presentations
How will student feedback be used to improve unit?	Feedback from students would be used to revise the content of the unit for improvement and future use.
At which point(s) will students receive formative feedback on the work they have done in the unit?	At the end of the individual presentations

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

You should copy sufficient unit templates so that there is one for each unit of your module in the space below.

UNIT/WEEK/SECTION-LEVEL TEMPLATE

Unit-level overview		Unit/week/section	5.
Topic name:	Using questioning and Talk for learning approaches		
Aim of the topic:	In this unit, we will learn how to use differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.		
This topic covers:	• Applying various skills and strategies in planning, designing and facilitating learning among learners with diverse needs and backgrounds. • Using questioning and talk for learning approaches in facilitating learning in inclusive early adolescent classrooms.		
Intended learning outcomes:	At the end of this **topic**, you will be able to: 1. List some differentiated instructional approaches and strategies used in diverse learning environments to facilitate learning among early adolescents.		

Overview of student activity:	Your facilitator will engage you online on the various ways of questioning. There shall also be online and in-person discussions.

Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)*			
Intended unit learning outcomes:	No of module-level outcome	Activity where students engage with this outcome	Where and how is this outcome assessed?
At the end of this unit, you will be able to:			
1. List some differentiated instructional approaches and strategies used in diverse learning environments to facilitate learning among early adolescents	3	Class discussion	Online using the "Forum" feature on the LMS

Detailed explanation of ALL student and teacher engagement with the unit:		
(This should be presented in the order that the activities take place. So if students do work online before coming to the lecture, that should be shown ahead of what happens in class.		
If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)		
*Content – such as lecture material – can EITHER be shown here OR added as **clearly identifiable** addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)*		

Module-level outcomes addressed:		
3. Use differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.		

Purpose of the unit/week/section:		
The purpose of this unit is to demonstrate how to use questioning and Talk for learning approaches in instruction.		

Over to you: *(a description of the process of the section)*		
In this week's activity, you learn more about the use of questioning and the Talk approach in instruction.		

Pre-topic activity:	Number of hours	0:30
Before our face-to-face session, find an appropriate time to read Farrant, J.S. (1982). Principles and practice of education. London: Longman		

Face to face time: *(if applicable)*	Number of hours	0:20
You will get the opportunity to share your perspectives from your experiences with the STS		

Online activity:	Number of hours	0:40
What should students do?	Watch the following videos (https://www.youtube.com/watch?v=aHAYLcUPZac) (https://youtu.be/1xGmK_AJPNQ) and give your perspectives based on your experiences from the STS.	
Where do they do it?	The "forum" feature on KNUST Vclass	
By when should they do it?	Before the scheduled Face-to-Face session.	

E-moderator/tutor role		
The tutor will supervise all the activities for this week, making sure that every student participates in the activities.		

How are the learning outcomes in this unit assessed?	Number of hours	0:30
Group presentations on effective questioning and Talk for learning techniques and how to use them in diverse learning environments to facilitate learning among middle childhood learners.		

How does this section link to other sections of the module?		
After learning how to use some differentiated instructional approaches and strategies, the next unit will present you with the concept of learning and instruction in multimedia development and use.		

	= Total number of hours	2:00

Some important questions	
Which learning resources/ references will scaffold the students' learning?	https://www.youtube.com/watch?v=aHAYLcUPZac This resource will scaffold the students' learning.
How are students enabled to access the resources?	Students have previously been introduced to how to access resources from YouTube and other related sources.
Where in this unit are students expected to work collaboratively?	Throughout the learner activity section.
How has an inclusive approach been incorporated in this unit?	Learner differences and inclusivity have been factored into the content and its delivery.
How will feedback on unit be obtained from students?	Feedback would be obtained from the online and face-to-face engagements
How will student feedback be used to improve unit?	Comments and feedback would be factored into the revision of the unit
At which point(s) will students receive formative feedback on the work they have done in the unit?	At the end of the class discussion

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

You should copy sufficient unit templates so that there is one for each unit of your module in the space below.

UNIT/WEEK/SECTION-LEVEL TEMPLATE

Unit-level overview	Unit/week/section	6.
Topic name:	Barriers, theories and principles of learning and instruction in multimedia development and use	
Aim of the topic:	This unit teaches you how you can address barriers to developing and using materials. It also teaches you how you can apply constructivist theories and principles of learning in multimedia development and use.	
This topic covers:	• Barriers to developing and using multimedia materials to support learning • Theories and principles of learning • Constructivist theories and application to resources development and selection (Vygotsky and Piaget)	
Intended learning outcomes:	*At the end of this **topic**, you will be able to:* 1. Describe some barriers to developing and using materials. 2. Explain how you can apply constructivist theories and principles of learning in multimedia development and use	

Overview of student activity:	Your facilitators will engage you online on the various ways of questioning. You will also get the chance to have both online and in-person discussions.

Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment			
(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)			
Intended unit learning outcomes:	No of module-level outcome	Activity where students engage with this outcome	Where and how is this outcome assessed?
At the end of this unit, you will be able to:			
1. Describe some barriers to developing and using materials.	3	Class Discussion	Online using the "Forum" feature on the LMS
2. Explain how you can apply constructivist theories and principles of learning in multimedia development and use	2	Group Presentation	Face-to-Face in the lecture hall

Detailed explanation of ALL student and teacher engagement with the unit:

(This should be presented in the order that the activities take place. So if students do work online before coming to the lecture, that should be shown ahead of what happens in class.

If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)

*Content – such as lecture material – can EITHER be shown here OR added as **clearly identifiable** addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)*

Module-level outcomes addressed:

2. Apply the concepts of differentiated learning, learning styles, curriculum terminologies, components of the syllabus and curriculum.
3. Use differentiated instructional approaches and strategies in diverse learning environments to facilitate learning among early adolescents.

Purpose of the unit/week/section:

The unit will help you identify some of the barriers to developing and using multimedia materials to support learning. You will get the opportunity to explore the relevance of the constructivist theories to the use of learning materials in diverse contexts and apply the principles of learning in the use of learning resources in diverse learning settings.

Over to you: *(a description of the process of the section)*

In this week's class, you will share your insights on barriers, theories, and principles of learning and instruction in multimedia development and use.

Pre-topic activity:	Number of hours	0:30

Read Farrant, J.S. (1982). Principles and practice of education. London: Longman before the scheduled face-to-face session.

Face to face time: *(if applicable)*	Number of hours	0:20

You will participate in the lesson by volunteering to share your perspectives from their experiences from the STS

Online activity:	Number of hours	0:40

What should students do?	Watch this video on barriers, theories, and principles of learning and instruction using this link (https://youtube/qn1p3qXuzQQ)
Where do they do it?	YouTube
By when should they do it?	Before the scheduled face-to-face session.

E-moderator/tutor role

The tutor will supervise all the activities for this week, making sure that every student participates in the activities.

How are the learning outcomes in this unit assessed?	Number of hours	0:30

Group presentations on principles of learning in the use of learning resources in diverse learning settings and a group project work.

How does this section link to other sections of the module?

From your understanding in this unit, you will explore how to use them in visual design.

	= Total number of hours	2:00

Some important questions	
Which learning resources/ references will scaffold the students' learning?	This resource will scaffold the students' learning. (https://youtube/qn1p3qXuzQQ)
How are students enabled to access the resources?	Students have previously been introduced to how to access resources from YouTube and other related sources.
Where in this unit are students expected to work collaboratively?	Throughout the learner activity section.
How has an inclusive approach been incorporated in this unit?	Learner differences and inclusivity have been factored into the content and its delivery.
How will feedback on unit be obtained from students?	Feedback would be obtained from the online and face-to-face engagements
How will student feedback be used to improve unit?	Comments and feedback would be factored into the revision of the unit
At which point(s) will students receive formative feedback on the work they have done in the unit?	At the end of both class discussions and group presentations.

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

You should copy sufficient unit templates so that there is one for each unit of your module in the space below.

UNIT/WEEK/SECTION-LEVEL TEMPLATE

Unit-level overview	Unit/week/section	7.

Topic name:	Visual design and instructional media production
Aim of the topic:	This unit helps you apply basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluating the materials and use the same knowledge in your teaching
This topic covers:	• Basic elements and Principles for creating visual design; • Classification of instructional media • Techniques of instructional media production
Intended learning outcomes:	*At the end of this **topic**, you will be able to:* 1. State and apply the basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluate the materials.

Overview of student activity:	Your facilitator will engage you online on the various ways of questioning. You will have time for both online and in-person discussions.

Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment
(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)

Intended unit learning outcomes:	No of module-level outcome	Activity where students engage with this outcome	Where and how is this outcome assessed?
At the end of this unit, you will be able to:			
1. State and apply the basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluate the materials.	2	Final Individual Project	Face-to-Face in the lecture hall

Detailed explanation of ALL student and teacher engagement with the unit:

(This should be presented in the order that the activities take place. So if students do work online before coming to the lecture, that should be shown ahead of what happens in class.

If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)

Content – such as lecture material – can EITHER be shown here OR added as clearly identifiable addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)

Module-level outcomes addressed:

2. Apply the concepts of differentiated learning, learning styles, curriculum terminologies, components of the syllabus and curriculum.

Purpose of the unit/week/section:

This week's unit will help you apply basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluating the materials and using the same knowledge in your teaching.

Over to you: *(a description of the process of the section)*

In this week's class, you will share your insights on Visual design and instructional media production.

Pre-topic activity:	Number of hours	0:30

Read Farrant, J.S. (1982). Principles and practice of education. London: Longman before the scheduled face-to-face session.

Face to face time: *(if applicable)*	Number of hours	0:20

You will participate in the lesson by volunteering to share your perspectives from their experiences from the STS

Online activity:	Number of hours	0:40

What should students do?	Watch this YouTube video on Visual design and instructional media production (https://https://www.youtube.com/watch?v=pSTYJuc8-mU).
Where do they do it?	YouTube
By when should they do it?	Before the scheduled face-to-face session.

E-moderator/tutor role

The tutor will put the students into groups and facilitate all discussions for this week, making sure that every student participates in the activities.

How are the learning outcomes in this unit assessed?	Number of hours	0:30

Individual end of semester project using imitative and adaptive production techniques. Apply the principles of design on media development using creative production technique to develop TLMs for teaching specific concepts at JHS. All projects MUST come with report of why, what, and how it should be used and how to store them.

How does this section link to other sections of the module?

Using your knowledge from this unit as criteria for selecting the best materials in Models, material development, storage and evaluation.

	= Total number of hours	2:00

Some important questions	
Which learning resources/ references will scaffold the students' learning?	This resource will scaffold the students' learning. (https://https://www.youtube.com/watch?v=pSTYJuc8-mU)
How are students enabled to access the resources?	Students have previously been introduced to how to access resources from YouTube and other related sources.
Where in this unit are students expected to work collaboratively?	Throughout the learner activity section.
How has an inclusive approach been incorporated in this unit?	Learner differences and inclusivity have been factored into the content and its delivery.
How will feedback on unit be obtained from students?	Feedback would be obtained from the online and face-to-face engagements.
How will student feedback be used to improve unit?	Comments and feedback would be factored into the revision of the unit
At which point(s) will students receive formative feedback on the work they have done in the unit?	At the end of the semester project

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

You should copy sufficient unit templates so that there is one for each unit of your module in the space below.

UNIT/WEEK/SECTION-LEVEL TEMPLATE

Unit-level overview		Unit/week/section	8.
Topic name:	Models, material development, storage and evaluation I		
Aim of the topic:	This unit helps you apply basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluating the materials and using the same knowledge in your teaching.		
This topic covers:	• Types of models (solid, cross-section, construction and working models) • Diorama and puppets • Ways of developing learning materials using low/no-cost resources and Criteria for selecting materials		
Intended learning outcomes:	*At the end of this **topic**, you will be able to:* 1. Apply the basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluate the materials.		

Overview of student activity:	Your facilitator will engage you online on the various ways of questioning. You will have time for both online and in-person discussions.

Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)*			
Intended unit learning outcomes:	No of module-level outcome	Activity where students engage with this outcome	Where and how is this outcome assessed?
At the end of this unit, you will be able to:			
1. Apply the basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluate the materials.	2	Group Presentation	Face-to-Face in the lecture hall

Detailed explanation of ALL student and teacher engagement with the unit:
(This should be presented in the order that the activities take place. So if students do work online before coming to the lecture, that should be shown ahead of what happens in class.
If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)
*Content – such as lecture material – can EITHER be shown here OR added as **clearly identifiable** addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)*

Module-level outcomes addressed:
2. Apply the concepts of differentiated learning, learning styles, curriculum terminologies, components of the syllabus and curriculum.

Purpose of the unit/week/section:
This week's unit will help you apply basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluating the materials and using the same knowledge in your teaching.

Over to you: *(a description of the process of the section)*
In this week's class, you will share your insights on Diorama and puppets.

Pre-topic activity:	Number of hours	0:30
Read Farrant, J.S. (1982). Principles and practice of education. London: Longman before the scheduled face-to-face session.		

Face to face time: *(if applicable)*	Number of hours	0:20
You will participate in the lesson by volunteering to share your perspectives from their experiences from the STS		

Online activity:		Number of hours	0:40
What should students do?	Watch this YouTube video on Diorama and puppets (https://www.youtube.com/watch?v=Cqcn1_aIU1c).		
Where do they do it?	YouTube		
By when should they do it?	Before the scheduled face-to-face session.		

E-moderator/tutor role
The tutor will put the students into groups and facilitate all discussions for this week, making sure that every student participates in the activities.

How are the learning outcomes in this unit assessed?	Number of hours	0:30
Group presentations on ways of developing learning materials using low/no cost resources and criteria for selecting materials.		

How does this section link to other sections of the module?
The next session will build upon what we studied here.

	= Total number of hours	2:00

Some important questions	
Which learning resources/ references will scaffold the students' learning?	(https://www.youtube.com/watch?v=Cqcn1_aIU1c). This resource will scaffold the students' learning.
How are students enabled to access the resources?	Students have previously been introduced to how to access resources from YouTube and other related sources.
Where in this unit are students expected to work collaboratively?	Throughout the learner activity section.
How has an inclusive approach been incorporated in this unit?	Learner differences and inclusivity have been factored into the content and its delivery.
How will feedback on unit be obtained from students?	Feedback would be obtained from the online and face-to-face engagements
How will student feedback be used to improve unit?	Comments and feedback would be factored into the revision of the unit
At which point(s) will students receive formative feedback on the work they have done in the unit?	At the end group presentations

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

You should copy sufficient unit templates so that there is one for each unit of your module in the space below.

UNIT/WEEK/SECTION-LEVEL TEMPLATE

Unit-level overview		Unit/week/section	9.
Topic name:	Models, material development, storage and evaluation II		
Aim of the topic:	This unit helps you apply basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluate the materials and use the same knowledge in your teaching.		
This topic covers:	• Factors behind ineffective materials • Adaptive and Assistive Technologies (AATs) for SEN • Need for storage of resources and gender audit/evaluation of resources using a checklist		
Intended learning outcomes:	*At the end of this **topic**, you will be able to:* 1. Apply the basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluate the materials.		

Overview of student activity:	Your facilitator will engage you online on the various ways of questioning. You will have time for both online and in-person discussions.

Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment			
(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)			
Intended unit learning outcomes:	No of module-level outcome	Activity where students engage with this outcome	Where and how is this outcome assessed?
At the end of this unit, you will be able to:			
1. Apply the basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluate the materials.	2	Individual Oral Presentation	Face-to-Face in the lecture hall

Detailed explanation of ALL student and teacher engagement with the unit:
(This should be presented in the order that the activities take place. So if students do work online before coming to the lecture, that should be shown ahead of what happens in class.
If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)
*Content – such as lecture material – can EITHER be shown here OR added as **clearly identifiable** addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)*

Module-level outcomes addressed:		
2. Apply the concepts of differentiated learning, learning styles, curriculum terminologies, components of the syllabus and curriculum.		

Purpose of the unit/week/section:		
This week's unit will help you apply basic elements and principles of creating visual designs using different media production techniques with low/no-cost materials and evaluating the materials and use same knowledge in your teaching.		

Over to you: *(a description of the process of the section)*		
In this week's class, you will share your insights on adaptive technologies.		

Pre-topic activity:	Number of hours	0:30
Read Farrant, J.S. (1982). Principles and practice of education. London: Longman before the scheduled face-to-face session.		

Face to face time: *(if applicable)*	Number of hours	0:20
You will participate in the lesson by volunteering to share your perspectives from their experiences from the STS		

Online activity:	Number of hours	0:40
What should students do?	Watch this YouTube video on adaptive technologies (https://www.youtube.com/watch?v=SIm2MuJUCTE)	
Where do they do it?	YouTube	
By when should they do it?	Before the scheduled face-to-face session.	

E-moderator/tutor role		
The tutor will put the students into groups and facilitate all discussions for this week, making sure that every student participates in the activities.		

How are the learning outcomes in this unit assessed?	Number of hours	0:30
Individual oral presentations on factors behind ineffective materials and ways of storing types of resources and demonstrate auditing of resources using checklists		

How does this section link to other sections of the module?		
This is the final section of the module		

	= Total number of hours	2:00

Batch 4

Some important questions	
Which learning resources/references will scaffold the students' learning?	(https://www.youtube.com/watch?v=SIm2MuJUCTE). This resource will scaffold the students' learning.
How are students enabled to access the resources?	Students have previously been introduced to how to access resources from YouTube and other related sources.
Where in this unit are students expected to work collaboratively?	Throughout the learner activity section.
How has an inclusive approach been incorporated in this unit?	Learner differences and inclusivity have been factored into the content and its delivery.
How will feedback on unit be obtained from students?	Feedback would be obtained from the online and face-to-face engagements
How will student feedback be used to improve unit?	Comments and feedback would be factored into the revision of the unit
At which point(s) will students receive formative feedback on the work they have done in the unit?	At the end of individual oral presentations

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

You should copy sufficient unit templates so that there is one for each unit of your module in the space below.