

# Course map: The Blueprint: Step Beyond a Syllabus



## 3 components of all learning:

Knowledge

Skills

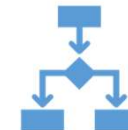
Values



**Outcomes:** What a student should know, do, and value at the end of Course.

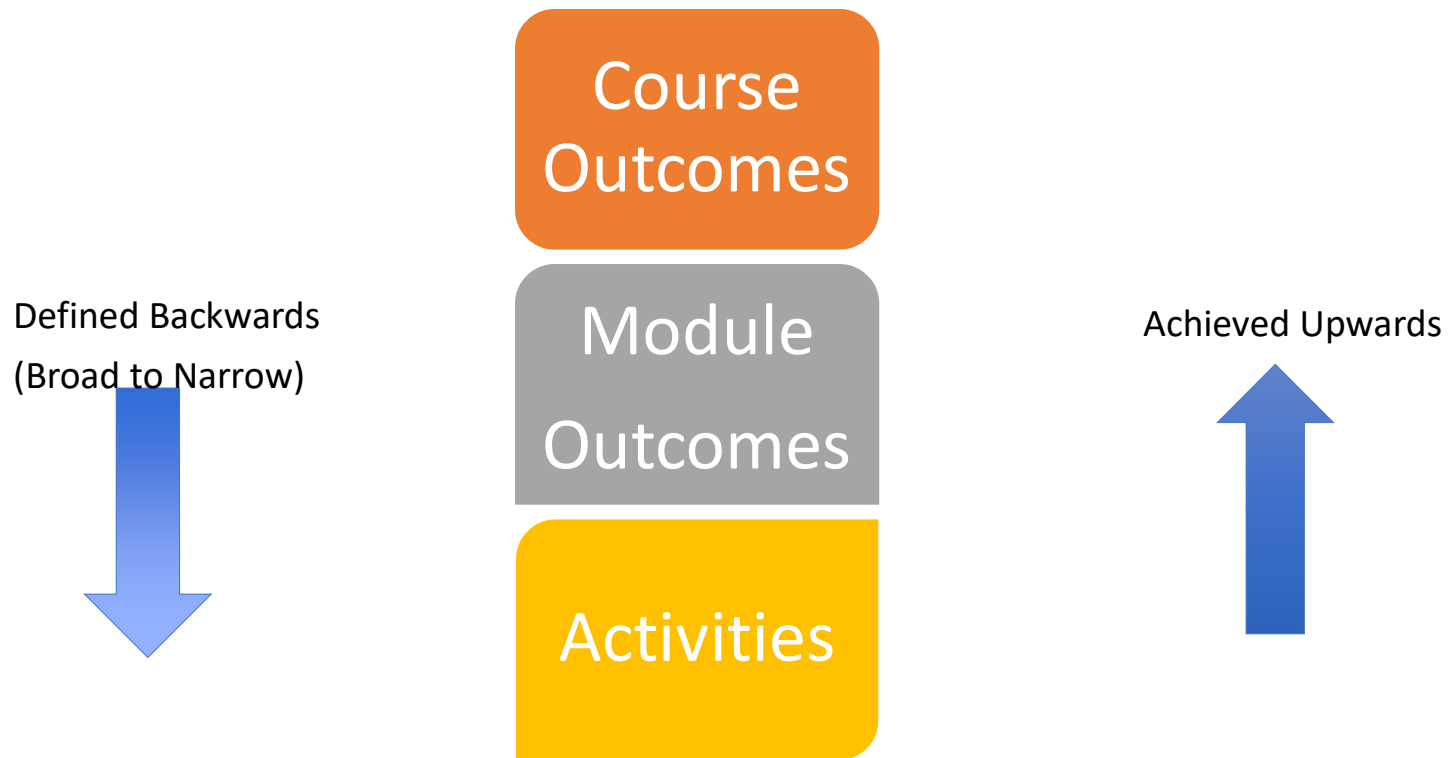


Broken down into modules/chunks of learning (topics, weeks, activities)



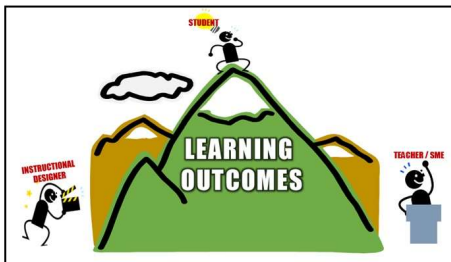
Each module contains the “3Ds”: Discover, Discuss, and Do/Demonstrate

# Best Practices Online Course Design – Modality Agnostic



## Aligning Outcomes at the Course Level

### Example of 1L Course Map Excerpt



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### JD Program Outcome (PO): At the end of this program, graduates will be able to:

**PO 1** **Legal Literacy:** *Analyze* fundamental U.S. law and the role of law in society.

### Course Outcomes (CO) - At the end of this course, students will be able to:

**CO 1** *Demonstrate* knowledge of the common law of torts.

### Topic Outcome (TO) - At the end of this Topic, students will be able to:

**TO 1** *Apply* the elements of the intentional tort of battery to a hypothetical fact pattern.

**LA 1** Learning Activity (LA): At the end of this quiz, Students will *identify* the elements of the intentional tort of battery.

# Online Design Techniques Are Adaptable & Agile

- Consider a shipping container with destination known. Well-designed shipping modules can be placed on a ship, train, truck, plane, stacked, unstacked, rearranged, repurposed, repacked. . . .
- If we can “chunk” all learning into modules mapped to an outcome (with time estimates for credit hour calculation) and pre-build or pre-script them, modules can be rapidly deployed in multi-modalities to respond to student, faculty, or institutional need.
- A well-designed course with a detailed Course Map can be deployed in myriad modalities informed by neuroscience, available tech, and teaching theory (e.g. how best to deliver content, learn skills, assess (e.g. lecture, quiz, discussion, group project, paper, timed exam)).



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**“education**

is the kindling of  
**a flame.**  
not the filling of a vessel.”

**Socrates**



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Don't Sweat the Tech; Just Teach