Learning Design	Learning Accoccment	Learning Technologies	Inclusive Teaching Practices	Reflective Practice
Design a pedagogically-sound	Learning Assessment  Explore and differentiate between	(1) Review the KPU Learning	Recognize the diversity and	Engage in the reflective process
course that is supported by	formative and summative	Technology Ecosystem and	uniqueness of the KPU student	and intentional reflective activities
learning approaches and	assessments based on KPU	Learning Spaces and select	population, their individual	to support the learning experience
frameworks to develop	policies, recognizing their effective	appropriate tools to support	experiences, and be able to	better
constructively aligned learning	implementation with appropriate	effective teaching and learning	demonstrate inclusive teaching	
outcomes for course lessons	assessment tools and strategies	practices, and subsequently	practices through JEDI and UDL	
	can also be used to mitigate	students, in meeting course	that support them on their	
	academic integrity violations	learning outcomes	learning journey	
		(2) Explore Moodle and Moodle		
		resources to be able to design and		
Velcome	Welcome	create your course effectively Welcome	Welcome	Welcome
ite banner	Site banner	Site banner	Site banner	Site banner
erritorial Acknowledgement	Territorial Acknowledgement	Territorial Acknowledgement	Territorial Acknowledgement	Territorial Acknowledgement
ntro Video Script	Intro Video Script	Intro Video Script	Intro Video Script	Intro Video Script
Glossary	Glossary	Glossary	Glossary	Glossary
Domain LO	Domain LO	Domain LO	Domain LO	Domain LO
Part 1	Part 1	Part 1	Part 1	Part 1
ection 1 – Getting Started	Section 1 – Assessment Basics	Section 1 – Getting Started:	Section 1 – Getting Started	Section 1 – Foundational
<ul> <li>Understanding</li> </ul>	<ul> <li>Understanding</li> </ul>	Learning Technologies	<ul> <li>Setting the Stage: Why</li> </ul>	Concepts
Constructive Alignment	Assessment Basics	<ul> <li>Ecosystem</li> </ul>	Inclusive Teaching?	<ul> <li>Setting the Stage: Why</li> </ul>
• UDL	<ul> <li>KPU Policies Related to</li> </ul>	<ul> <li>KPU Policies Related to</li> </ul>	<ul> <li>Introduction to Key</li> </ul>	reflective practice?
<ul> <li>The Pedagogy of Care</li> </ul>	Assessment	Technology	Terms and Concepts	<ul> <li>Developing a growth</li> </ul>
				mindset
ection 2 – Content	Section 2 – Assessment	Section 2 – Moodle (LMS)	Section 2 – Supportive and	Section 2 – The Value of
onsiderations	Strategies	Basics	Safe Classroom Communities	Reflection
Privacy, IP, and Copyright	<ul> <li>Assessment Strategies</li> </ul>	Moodle (LMS) Basics	Creating Supportive and	The Value of Reflection
Open Education and OER		Moodle (LMS) Key	Safe Classroom	
Course Design and     Delivery Made		Highlights	Communities	
Delivery Mode				
ection 3 – Course Design	Section 3 – Assessment and		Section 3 – Personal Identities	Section 3 – Approaches &
Moodle Templates	UDL		and Classroom Dynamics	Technologies
Best Practices to Build	<ul> <li>Assessment &amp; UDL -</li> </ul>		<ul> <li>Personal Identities and</li> </ul>	<ul> <li>Exploring Approaches to</li> </ul>
Moodle Blocks	Overview		Classroom Dynamics	Support Reflective
<ul> <li>Developing Your Course Syllabus</li> </ul>	Section 4 – Assessment and			Practice
Syllabus	Academic Integrity			
	Assessment and			
	Academic Integrity -			
	Overview			
Part 2	Part 2	Part 2	Part 2	Part 2
	Part 2 Section 1 – Reflecting on	Part 2 Section 1 – Media Creation	Part 2 Section 1 – Listening to	Part 2 Section 1 – Foundational
ection 1 – Contemporary		1 4 4 =		
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ection 1 – Contemporary  pproaches  Pedagogical Approaches  Reflective Practice-Based	Section 1 – Reflecting on Assessment	Section 1 – Media Creation Basics	Section 1 – Listening to Students' Stories	Section 1 – Foundational Concepts
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proaches Pedagogical Approaches Reflective Practice-Based Learning Problem-Based Learning Inquiry-Based Learning Discussion-Based Learning	Section 1 – Reflecting on Assessment	Section 1 – Media Creation Basics	Section 1 – Listening to Students' Stories  • Listening to Student	Section 1 – Foundational Concepts  • Developing a Beginner's
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Pection 1 – Contemporary Approaches Pedagogical Approaches Reflective Practice-Based Learning Problem-Based Learning Inquiry-Based Learning Discussion-Based Learning Course Design and Adult Learning Principles Course Design and Adult Learning Principles Epistemology & Course Design How to Develop a Lesson Plan (BOPPPS) Scholarship of Teaching & Learning (SoTL) Cection 2 – Design Frameworks Key Design Frameworks UDL Basics for Expert	Section 1 – Reflecting on Assessment  Reflecting on Assessment  Reflecting on Assessment  Assessment Tools Assessment Tools Reflective Assessment Tools  Section 3 – Assessment and UDL Assessments and UDL  Section 4 – Assessment and Academic Integrity Academic Integrity Academic Integrity Policies, Procedures and	Section 1 – Media Creation Basics  • Media Creation Basics  Section 2 – Video Conferencing Tools  • Video Conferencing Tools Basics  Section 3 – Classroom Technologies	Section 1 – Listening to Students' Stories  Listening to Student Stories  Section 2 – Understanding and Breaking Down Barriers  Understanding Barriers to Student Learning Breaking Down Barriers to Equality in Learning Environments  Section 3 -Promoting Student Agency Promoting Student Agency Fromoting Student Agency The KPU Faculty-Student Support Networks The KPU Faculty-Student Support Ecosystem  Section 5 – Reflection and	Section 1 – Foundational Concepts  Developing a Beginner's Mind  Section 2 – The Value of Reflection  The Role of Reflection in your teaching journey  The difference between reflective practice and research  Section 3 – Approaches & Technologies  Exploring Tools to Support Reflective Practice  Section 4 – Building a Teaching Philosophy Grounded in Reflective Practice  Critical Reflection as a Foundation of Your
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