

CURRICULUM DESIGN

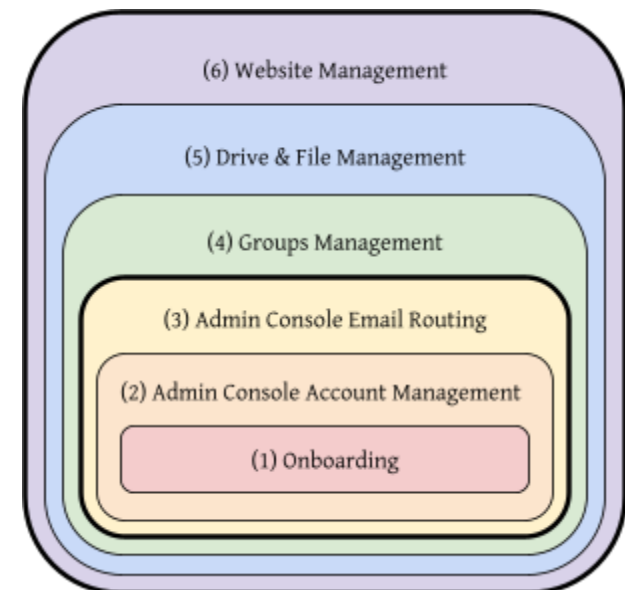
The curriculum design document is a breakdown of the learning experience. It is a key project artifact in learning design that organizes a course into goals, breaks them into individual objectives (with activities and assessments), and translates that course sequence into development requirements

COURSE CURRICULUM OVERVIEW

From our earlier analysis, we were able to construct the following focus statement:

The Polly Cooper Chapter is in need of an self-paced, online learning experience to support its online capability and continuity. Training will focus on account management, online communication tools, and digital file organization (including website updates) within the Google for Non-Profits platform. The completed product will be made available as optional skill development for both volunteer information specialists and executive board members. All learners will be women over the age of 18 and have, at minimum, a high school education. Upon completion, learners will be able to perform tasks such as creating new accounts and updating mailing lists as needed for the chapter.

To meet the requirements, a curriculum was designed with six major units in a sequence of nested prerequisites from onboarding to website management. Each unit is composed of individual objectives, activities, and assessments shaped according to the needs and abilities of previously identified personas.



OBJECTIVES SUMMARY

This course is composed of six unit goals and twenty-five lesson objectives, with assessments ranging from surveys and quizzes to hands-on activities. The first unit is devoted to onboarding, with identical surveys at the front and back of the course to evaluate overall effectiveness.

Unit	T/E#	Objective	F/S	PBA
1.0	T1	Board members and volunteer information specialists from the Polly Cooper Chapter (“learners”) will understand the course structure and be able to confidently navigate Google Classroom .		
1.1	E1	Within the first 20 minutes of this unit, learners ^A will recognize the demands of the course by reading the syllabus ^B from their home computer ^C and completing “knowledge and confidence” survey. ^D	F	
1.2	E2	Within the second 20 minutes, learners ^A will discover key features of the Google Classroom platform by watching videos ^B from their home computer ^C and completing a personal milestones calendar. ^D	F	
1.3	E3	In the last 20 minutes of this unit, learners ^A will post on a Google Classroom threaded discussion about this course ^B from their home computer ^C and self-assess their post according to a participation rubric. ^D	F	
2.0	T2	Learners will be able to successfully navigate the Google Admin Console for adding, deleting, and modifying chapter member accounts within the organization.		
2.1	E4	Within the first 5 minutes, learners ^A will recall key features of the Google Classroom platform from the previous unit ^B while on their home computer ^C and be able to pass a knowledge check review. ^D	F	
2.2	E5	Within 20 minutes, learners ^A will distinguish between operations necessary to add, edit, and delete accounts in Google Admin Console by watching videos ^B from their home computer ^C and correctly labeling worksheets. ^D	F	
2.3	E6	Over 10 minutes, learners ^A will identify the anatomy of an organization (from app permissions to members) by reviewing infographics ^B from their home computer ^C and completing a matching exercise. ^D	F	
2.4	E7	Within 15 minutes, learners ^A will differentiate a member’s email address from an alias by reading about that account attribute ^B from their home computer ^C and knowledgeably replying to a post on why aliases are useful. ^D	F	

2.5	E8	In the last 10 minutes of this unit, learners ^A will articulate , in words or images, the steps to add a new member account with an email alias ^B from their home computer ^C and self-assess their results with a rubric. ^D	S	
3.0	T3	Learners will be able to extend the concept of email aliases within Google Admin Console to include email routing for cross-coverage of incoming messages.		
3.1	E9	Within the first 5 minutes, learners ^A will recall key features of account management from the previous unit ^B while on their home computer ^C and be able to pass a knowledge check review. ^D	F	
3.2	E10	Within 20 minutes, learners ^A will remember key application controls after reading/listening to an overview of Gmail application management in Google Admin Console ^B from their home computer ^C and successfully complete a matching exercise. ^D	F	
3.3	E11	Within 15 minutes, learners ^A will categorize the steps needed to update Gmail email routing for two additional recipients ^B while at home ^C by completing a series of printed paper exercises. ^D	F	
3.4	E12	Within 20 minutes, learners ^A will apply their knowledge of application controls and email routing ^B from their home computer ^C by completing a 15-question quiz. ^D	S	
4.0	T4	Learners will be able to combine their knowledge of account management and application management to administrate Google Groups for Business .		
4.1	E13	Within the first 5 minutes, learners ^A will recall key features of email routing from the previous unit ^B while at their home computer ^C and be able to pass a knowledge check review. ^D	F	
4.2	E14	Within 20 minutes, learners ^A will recognize group membership management from within the Google Admin Console by reviewing flowcharts on functionality ^B while at their home computer ^C and writing steps to add/remove members in their own words. ^D	F	
4.3	E15	Within 15 minutes, learners ^A will associate features of Console-based group membership management with the member-facing Groups interface after watching videos ^B from their home computer ^C and posting a compare/contrast between the methods. ^D	F	
4.4	E16	Within 20 minutes, learners ^A will construct a personal Google Group, direct add new members, set delivery frequency, and make other adjustments ^B from their home computer ^C and fully complete an action checklist. ^D	S	✓

5.0	T5	Learners will be able to add, delete, and modify folders and files within Google Drive as well as build on their knowledge of account structures to manipulate their permissions.		
5.1	E17	Within the first 5 minutes, learners ^A will recall key features of mailing lists and groups from the previous unit ^B while on their home computer ^C and pass a knowledge check review. ^D	F	
5.2	E18	Within the next 15 minutes, learners ^A will recognize familiar functions such as creating folders and files in Drive after watching videos ^B from their home computer ^C and starting a file storage plan worksheet. ^D	F	
5.3	E19	Within 20 minutes, learners ^A will extend their knowledge with shared and personal drive permissions after watching videos ^B from their home computer ^C and updating their file storage plan worksheet. ^D	F	
5.4	E20	Within 20 minutes, learners ^A will demonstrate their understanding of the primary features of Google Drive ^B from their home computer ^C by completing a 15-question quiz. ^D	S	
6.0	T6	Learners will be able to plan, compose, and publish a simple website in Google Sites using their own Google Drive assets and evaluate the overall course.		
6.1	E21	Within the first 5 minutes, learners ^A will recall key features of file management and permissions from the previous unit ^B while on their home computer ^C and upload an image with open permissions to their Drive. ^D	F	✓
6.2	E22	Within the next 15 minutes, learners ^A will explore some basic features of Google Sites after watching videos ^B from their home computer ^C and wireframe a business card webpage. ^D	F	
6.3	E23	Within 10 minutes, learners ^A will prepare their own Google Site after reading a step-by-step illustrated guide ^B from their home computer ^C and publishing a “coming soon” placeholder. ^D	F	✓
6.4	E24	Within 20 minutes, learners ^A will fully construct their business card webpage after reviewing their notes and worksheets ^B while at their home computer ^C and self-assess it while in “incognito” mode according to a rubric. ^D	S	✓
6.5	E25	In the last 10 minutes, learners ^A will revisit what they’ve learned in the course ^B from their home computer ^C and complete the “knowledge and confidence” survey a second time for course evaluation purposes. ^D	F	

COURSE DESIGN IN DETAIL

1	Unit 1: Course Introduction		
	T1/Unit Goal: Board members and volunteer information specialists from the Polly Cooper Chapter (“learners”) will understand the course structure and be able to confidently navigate Google Classroom .		
	Prerequisite: Learners will need prior experience with browsing the internet and interacting with email.		
	Lesson 1.1	Lesson 1.2	Lesson 1.3
	20-minutes	20-minutes	20-minutes
	Objective	Objective	Objective
	Learners^A will recognize the demands of the course by reading the syllabus^B from their home computer^C and completing a “knowledge and confidence” survey.^D • Mission: Learners will recognize the demands of the course. • Method: Learners will read the syllabus of the course. • Metric: Learners will be able to complete a “knowledge and confidence” survey.	Learners^A will discover key features of the Google Classroom platform by watching videos^B from their home computer^C and completing a personal milestones calendar.^D • Mission: Learners will discover key features of Google Classroom. • Method: Learners will watch videos about Google Classroom. • Metric: Learners will be able to complete a personal milestones calendar.	Learners^A will post on a Google Classroom threaded discussion about this course^B from their home computer^C and self-assess their post according to a participation rubric.^D • Mission: Learners will post in a threaded discussion. • Method: Learners will use Google Classroom’s discussion board. • Metric: Learners will be able to self-assess their post according to a participation rubric.

2	Unit 2: Account Management		
	T2/Unit Goal: Learners will be able to successfully navigate the Google Admin Console for adding, deleting, and modifying chapter member accounts within the organization.		
	Prerequisite: Learners will need to complete Unit 1's lessons on using Google Classroom before beginning.		
	Lesson 2.1	Lesson 2.2	Lesson 2.3
	5-minutes	20-minutes	10-minutes
	Objective	Objective	Objective
	Learners ^A will recall key features of the Google Classroom platform from the previous unit ^B while on their home computer ^C and be able to pass a knowledge check review. ^D ● Mission: Learners will recall key features of Google Classroom. ● Method: Learners will complete a knowledge check review. ● Metric: Learners will be able to pass the knowledge check (4/5 correct).	Learners ^A will distinguish between operations necessary to add, edit, and delete accounts in Google Admin Console by watching videos ^B from their home computer ^C and correctly labeling worksheets. ^D ● Mission: Learners will distinguish between operations necessary to add, edit, and delete accounts. ● Method: Learners will watch videos about Google Admin Console. ● Metric: Learners will be able to correctly label worksheets.	Learners ^A will identify the anatomy of an organization (from app permissions to members) by reviewing infographics ^B from their home computer ^C and completing a matching exercise. ^D ● Mission: Learners will identify the anatomy of an organization. ● Method: Learners will review custom infographics. ● Metric: Learners will be able to complete a matching exercise.
	Lesson 2.4	Lesson 2.5	
	15-minutes	10-minutes	
	Objective	Objective	
	Learners ^A will differentiate a member's email address from an alias by reading about that account attribute ^B from their	Learners ^A will articulate , in words or images, the steps to add a new member account with an email alias ^B from their	

	home computer^c and knowledgeably replying to a post on why aliases are useful.^d • Mission: Learners will differentiate between a member's email address and an alias. • Method: Learners will read about the account attribute. • Metric: Learners will be able to knowledgeably reply to a post on why aliases are useful.	home computer^c and self-assess their results with a rubric.^d • Mission: Learners will articulate, in words or images, the steps to add a new member account with an alias. • Method: Learners will write, sketch, create a flowchart, or otherwise map the needed steps. • Metric: Learners will be able to self-assess their results according to a participation rubric.	
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3	Unit 3: Email Routing		
	T3/Unit goal: Learners will be able to extend the concept of email aliases within Google Admin Console to include email routing for cross-coverage of incoming messages.		
	Prerequisite: Learners will need to complete Unit 2's lessons on using the Google Admin Console before beginning.		
	Lesson 3.1	Lesson 3.2	Lesson 3.3
	5-minutes	20-minutes	15-minutes
	Objective	Objective	Objective
	Learners^A will recall key features of account management from the previous unit^B while on their home computer^C and be able to pass a knowledge check review.^D • Mission: Learners will recall key features of account management.	Learners^A will remember key application controls after reading/listening to an overview of Gmail application management in Google Admin Console^B from their home computer^C and successfully complete a matching exercise.^D	Learners^A will categorize the steps needed to update Gmail email routing for two additional recipients^B while at home^C by completing a series of printed paper exercises.^D • Mission: Learners will categorize the steps needed to update Gmail

	• Method: Learners will complete a knowledge check review. • Metric: Learners will be able to pass the knowledge check (4/5 correct).	• Mission: Learners will remember application controls. • Method: Learners will read or listen to an overview of Gmail application management. • Metric: Learners will be able to complete a matching exercise.	email routing for two additional recipients. • Method: Learners will complete a series of printed paper exercises. • Metric: Learners will be able to attest that they completed the challenge successfully.
	Lesson 3.4		
	20-minutes		
	Objective		
	Learners^A will apply their knowledge of application controls and email routing^B from their home computer^C by completing a 15-question quiz.^D • Mission: Learners will apply their knowledge of application controls and email routing. • Method: Learners will complete a 15-question quiz. • Metric: Learners will be able to pass the quiz (12/15 correct).		

4	Unit 4: Google Groups
	T4/Unit goal: Learners will be able to combine their knowledge of account management and application management to administrate Google Groups for Business .
	Prerequisite: Learners will need prior experience with email and knowledge of internet-based discussion boards.

Lesson 4.1	Lesson 4.2	Lesson 4.3
5-minutes	20-minutes	15-minutes
Objective	Objective	Objective
Learners^A will recall key features of email routing from the previous unit^B while at their home computer^C and be able to pass a knowledge check review.^D • Mission: Learners will recall key features of email routing. • Method: Learners will complete a knowledge check review. • Metric: Learners will be able to pass the knowledge check (4/5 correct).	Learners^A will recognize group membership management from within the Google Admin Console by reviewing flowcharts on functionality^B while at their home computer^C and writing steps to add/remove members in their own words.^D • Mission: Learners will recognize group membership management from within the console. • Method: Learners will review flowcharts on functionality. • Metric: Learners will be able to write steps to add/remove members in their own words.	Learners^A will associate features of Console-based group membership management with the member-facing Groups interface after watching videos^B from their home computer^C and posting a compare/contrast between the methods.^D • Mission: Learners will associate features of Console-based group membership management with the member-facing Groups interface. • Method: Learners will watch videos about the Groups interface. • Metric: Learners will be able to post a compare/contrast between the two methods to the discussion board.
Lesson 4.4		
20-minutes		
Objective		
Learners^A will construct a personal Google Group, direct add new members, set delivery frequency, and make other adjustments^B from their home computer^C and fully complete an action checklist.^D		

	• Mission: Learners will construct a personal Google Group. • Method: Learners will direct add new members, set delivery frequency, and make other adjustments. • Metric: Learners will be able to fully complete an action checklist.		
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5	Unit 5: Google Drive		
	T5/Unit goal: Learners will be able to add, delete, and modify folders and files within Google Drive as well as build on their knowledge of account structures to manipulate their permissions.		
	Prerequisite: Learners will need to complete Unit 4's lessons on using Google Groups before beginning.		
	Lesson 5.1	Lesson 5.2	Lesson 5.3
	5-minutes	15-minutes	20-minutes
	Objective	Objective	Objective
	Learners^A will recall key features of mailing lists and groups from the previous unit^B while on their home computer^C and pass a knowledge check review.^D • Mission: Learners will recall key features of mailing lists and groups. • Method: Learners will complete a knowledge check review. • Metric: Learners will be able to pass the knowledge check (4/5 correct).	Learners^A will recognize familiar functions such as creating folders and files in Drive after watching videos^B from their home computer^C and starting a file storage plan worksheet.^D • Mission: Learners will recognize familiar functions such as creating folders and files. • Method: Learners will watch videos about core Google Drive functions.	Learners^A will extend their knowledge with shared and personal drive permissions after watching videos^B from their home computer^C and updating their file storage plan worksheet.^D • Mission: Learners will extend their knowledge with shared and personal drive permissions. • Method: Learners will watch videos about Google Drive permissions.

		Metric: Learners will be able to start a file storage plan worksheet.	Metric: Learners will be able to update their file storage plan worksheet.
	Lesson 5.4		
	20-minutes		
	Objective		
	Learners^A will demonstrate their understanding of the primary features of Google Drive^B from their home computer^C by completing a 15-question quiz.^D Mission: Learners will apply their knowledge of Drive's features. Method: Learners will complete a 15-question quiz. Metric: Learners will be able to pass the quiz (12/15 correct).		

6	Unit 6: Google Sites		
	T6/Unit goal: Learners will be able to plan, compose, and publish a simple website in Google Sites using their own Google Drive assets and evaluate the overall course.		
	Prerequisite: Learners will need to complete Unit 5's lessons on using Google Sites before beginning.		
	Lesson 6.1	Lesson 6.2	Lesson 6.3
	5-minutes	15-minutes	10-minutes
	Objective	Objective	Objective

	Learners ^A will recall key features of file management and permissions from the previous unit ^B while on their home computer ^C and upload an image with open permissions to their Drive. ^D ● Mission: Learners will recall key features of file management and permissions. ● Method: Learners will use their Google Drive. ● Metric: Learners will be able to upload an image with open permissions.	Learners ^A will explore some basic features of Google Sites after watching videos ^B from their home computer ^C and wireframe a business card webpage. ^D ● Mission: Learners will explore some basic features of Google Sites ● Method: Learners will watch videos about its functions. ● Metric: Learners will be able to complete a hand-drawn wireframe of a business card webpage.	Learners ^A will prepare their own Google Site after reading a step-by-step illustrated guide ^B from their home computer ^C and publishing a “coming soon” placeholder. ^D ● Mission: Learners will prepare their own Google Site. ● Method: Learners will read a step-by-step illustrated guide. ● Metric: Learners will be able to publish a “coming soon” placeholder to the web.
	Lesson 6.4	Lesson 6.5	
	20-minutes	10-minutes	
	Objective	Objective	
	Learners ^A will fully construct their business card webpage after reviewing their notes and worksheets ^B while at their home computer ^C and self-assess it while in “incognito” mode according to a rubric. ^D ● Mission: Learners will fully construct their business card webpage. ● Method: Learners will review their notes and worksheets. ● Metric: Learners will be able to self-assess their work according to a rubric.	Learners ^A will revisit what they’ve learned in the course ^B from their home computer ^C and complete the “knowledge and confidence” survey a second time for course evaluation purposes. ^D ● Mission: Learners will participate in a course evaluation. ● Method: Learners will revisit what they’ve learned. ● Metric: Learners will be able to complete the “knowledge and confidence” survey a second time.	

LEGEND FOR LEARNING OBJECTIVES

Throughout curriculum design, objectives are written to satisfy learning in ways that incorporate best practices - such as ABCD model formatting and verbs from Bloom's Taxonomy for leveled cognition. Assessments within those objectives (measurable ways to ensure degree of mastery) may be formative, summative, and/or performance-based. The final product is compared against the S.M.A.R.T. checklist before being incorporated into a curriculum. Below is a complete legend for the learning objectives found in this document:

T/E - Terminal or Enabling Objective
T denotes Terminal Objective (synonymous with a goal) and focuses on overall outcomes such that, "The learner will be able to..." E denotes Enabling Objective which exists in tandem with a terminal objective and specifies precisely how to build up a learner's knowledge or skills. Enabling objectives are written using Bloom's taxonomy and the ABCD model in order to be S.M.A.R.T. (see below).
ABCD Model (Heinich, et al., 1996)
A denotes Audience from the A. B. C. D. method B denotes Behavior from the A. B. C. D. method C denotes Conditions from the A. B. C. D. method D denotes Degree of Mastery from the A. B. C. D. method
Bloom's Taxonomy (Bloom, et al., 1956)
● A level 1 thinking skill as classified in Bloom's Taxonomy (ie., remembering) ● A level 2 thinking skill as classified in Bloom's Taxonomy (ie., understanding) ● A level 3 thinking skill as classified in Bloom's Taxonomy (ie., applying) ● A level 4 thinking skill as classified in Bloom's Taxonomy (ie., analyzing) ● A level 5 thinking skill as classified in Bloom's Taxonomy (ie., evaluating) ● A level 6 thinking skill as classified in Bloom's Taxonomy (ie., creating)
F/S - Measurement Using a Formative or Summative Assessment
[F]ormative assessments help students to practice throughout the course - they are <i>instructional</i>. [S]ummative assessments provide evidence of proficiency or mastery - they are <i>evaluative</i>.

PBA - Measurement Using a Performance Based Assessment
Authentic assessments constructed around real-world applications which measure the knowledge or skill developed in training.
S.M.A.R.T Checklist (Doran, 1981)
☐ Is the objective specific? Does it target a specific area for improvement? ☐ Is the objective measurable? Does it quantify or at least suggest an indicator of progress? ☐ Is the objective assignable? Does it specify who will achieve it? ☐ Is the objective realistic? Does it state what results can realistically be achieved, given available resources? ☐ Is the objective time-bound? Does it specify when the result(s) can be achieved?

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