

Online Instruction Design Sequence



The purpose of this document is to serve as a guide for instructors, instructional technology specialists, and librarians when having the first conversations about online instruction projects. The aim is to emphasize a collaborative plan focused on clear learning outcomes.

Plan – The planning stage considers learning goals and student outcomes for the online instruction. The key questions: What does the instructor want students to learn? How will those outcomes be evaluated or measured? The next four steps are planned out at this stage: what will be *created*, how will it be *implemented*, how will students *engage* with it, and how will it be *assessed*.

Create – Once learning goals and outcomes have been established, instructional technology specialists and librarians collaborate with instructors on Canvas course design, and creation of other online content, such as research guides, that best suits their needs.

Implement – Once online instruction content has been created, it will be implemented by sharing, uploading, publishing, etc. the finalized content via Canvas, another Learning Management System (LMS), or other online tools (such as websites or LibGuides).

Engage – Students and instructors engage with the online instruction content through synchronous or asynchronous learning, over a period of time as determined in the *Plan* stage.

Assess – Assessment may happen concurrently with the *Engage* stage and may involve: assessment of student proficiency with learning goals / achievement of outcomes; feedback from students and instructors on the online instruction content, how it was implemented, and how they engaged with it; reflection by instructors, instructional technology specialists, and librarians on what worked and what could be better.