

Module 1 Part 2: Instructional Design Plan

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Capstone Practical Application (EIDT-6910-2)

May 21, 2017

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Instructional Design Plan: Strategies for the Online Instructor

Project Description

The University of Idaho is slowly implementing a distance education model on a course by course basis. Traditional classroom instructors are encouraged to convert existing courses into a distance learning format to provide more options for non-traditional learners and increase enrollment at the institution. Currently there are 832 professors and assistant professors employed by the University of Idaho. (University of Idaho, 2017) The University of Idaho Division of Distance, and Extended Education (DEE) staff are supporting instructors as they convert their existing courses to an online format. DEE is also tasked with providing appropriate training for new online instructors.

New online instructors at the University of Idaho need targeted just-in-time (JIT) education that provides tools and strategies to improve their online courses and the learner experience presented in a flexible, focused, and time efficient format. The initial purpose of the proposed instructional module is improving the distance learning experience for both the instructor and student by providing tools for the online instructor, creating a meaningful online learning experience, and improving student engagement in a short, flexible online course.

The original course concept consisted of four main topics; build a learning community, engage your online audience, manage course chaos, and read between the lines. By dividing the proposed course content into multiple courses the material can be presented smaller courses that target specific topics. People learn better when information is presented in smaller segments rather than a larger continuous unit (Mayer, 2005). By dividing the learning topics into independent stand-alone courses, it will provide the ability for the learner to customize their

personal learning plan in a way that meets their individual needs. This process will provide JIT courses for the learner that provides flexibility and focus.

Table 1 Initial Project Concept		
Module	Topic	Description
1	Build a Learning Community (Build)	Provide best practices for building a learning community that provides effective instructor introductions, creates social presence, builds trust between students, and creates a safe structure for course interactions for all learners.
2	Engage Your Online Audience (Engage)	Discuss strategies for learner engagement including integrating real-world events or experiences, visual engagement tips, integrating learner goals/interests, and the importance of keeping your content relevant.
3	Manage Course Chaos (Manage)	This module includes tips and tricks for problem-solving. It also discusses best practices for learner communication, feedback, and how humor can humanize the content and build relationships.
4	Read between the lines (Reflect)	This module will provide tips for identifying issues and solutions to those issues in an online course by using reflection of both the learner and the instructor. It also provides tips for learning new technology and anticipating technology issues.

The Strategies for the Online Instructor Course will cover the first topic which is highlighted in the above table. This topic has been expanded to include a basic knowledge of the online environment, characteristics of the adult online learner and the role of the online instructor.

Planned future courses will address the other topics in the initial project concept.

History

The University of Idaho was established in 1889 and is one of only 72 land grant universities in the nation. The University of Idaho is fully accredited and currently provides education for 11,780 post-secondary full-time and part-time students (University of Idaho, 2017). The University of Idaho has extension campuses in four locations across Idaho where traditional

campus based courses are offered. In order to reach a greater number of learners, the University of Idaho is slowly implementing a distance education model. Instructors are encouraged to convert existing courses into a distance learning format to provide more options for non-traditional learners and increase enrollment at the institution. University of Idaho President Staben has expressed the need for expanding non-traditional learning models. The emphasis on developing a distance learning presence for the University of Idaho has created urgency in the institution to meet the needs of future online learners. This focus on offering a distance learning format is driving the current need for JIT training for University of Idaho instructors.

Instructional Context

A few instructors are open to the idea of teaching online courses but find that there is a learning curve to facilitating an online course. Instructors also discover that finding the time to improve a course is difficult. At the University of Idaho, instructors are responsible for the course creation and content, administration, and maintenance of their online courses. University Administrations have the misguided expectation that traditional classroom face-to-face teaching (f2f) is interchangeable with online teaching and instructors will seamlessly transition to the new online format (Boettcher & Conrad, 2010). Becoming an effective online instructor takes time, focus, and planning to develop the skill set needed. Although similar to a f2f format, online learning requires more structure and organization than traditional teaching (Simonson et al., 2015).

Other instructors may be resistant to the idea that their traditional classroom course may not translate to the online environment without significant alteration. In those situations, distance learning courses at the University of Idaho are created as exact duplicates of the traditional classroom version. The instructional designers at the University of Idaho DEE program assist the

instructor in moving their courses initially to the online environment without changes. Knowing that the converted courses will require a redesign in the future, the DEE staff use this initial process as a basis for establishing trust and a working relationship with the instructor. The instructors in these situations are new to the task of online facilitation and overwhelmed by the task of course improvement. Once an online course is live and taught at least once, the instructors are open to considering strategies for improvement and suggestions for managing online course. The proposed online course is expected to alleviate some of the questions and issues that new online instructors encounter and provide tools to improve online courses.

The proposed course is designed as a self-paced asynchronous online course that learners can access from anywhere on campus. The total length of the course will be one to two hours to acknowledge the time constraints of the target audience. The course will be created using Adobe Captivate modules presented in a Learning Management System. The course will need to conform to the Family Educational Rights and Privacy Act (FERPA) as graduate students will be included in the pool of possible learners. For testing purposes the course will be created in CourseSites and will reside there until it is ready for publishing. Once testing is completed the course will be exported from CourseSites and uploaded to the University of Idaho Blackboard Learning Management System (UIIdaho BbLearn). Upon course final approval, this course will be administered and maintained by the DEE Staff once it is uploaded to UIIdaho BbLearn. DEE would like to implement the training module prior to the start of the Fall 2017 semester in August. This course will be designed using the ADDIE model to ensure course success.

Goal Analysis

New online instructors at the University of Idaho need to understand how the environment, communications, and interactions with online learners differs from the traditional

classroom. Providing strategies for online learning will enable the new online instructor to understand online learners and successfully facilitate positive learning outcomes. This course will also aid the online instructor by providing tools for future online course improvement of their individual courses. By understanding how to facilitate peer learning within the online environment the instructor can implement strategies to facilitate meaningful learning. The goal analysis for this project has yielded the following identified and ranked goals:

Table 2 Ranked Goals	
Rank	Goals
1.	Identify the characteristics of adult online learners.
2.	Explain the role of the instructor in the online learning environment.
3.	Identify best practices for establishing an online learning community.
4.	Identify strategies to create social presence in the online learning environment.

Learner Analysis

This course is intended for new online instructors including professors, assistant professors, and graduate teaching assistants employed by the University of Idaho. Secondary learners are comprised of DEE and other program support staff that assist the instructors in course improvement and maintenance. The University of Idaho promotes a culturally diverse learning environment that welcomes employees from all cultures and ethnicities. This course will be presented in English based on the requirement that all University of Idaho instructors be proficient in that specific language. This course will be created with accessibility in mind. All videos will be close captioned (CC), and transcripts provided for audio files. In this section, specific learner characteristics will be analyzed to ensure the course is tailored to the needs of the learner.

Characteristic	Analysis Result
Primary Audience	<ul style="list-style-type: none"> • New online instructors at the University of Idaho. • DEE Support Staff
Secondary Audience	<ul style="list-style-type: none"> • Program staff that support online instructors at the University of Idaho. • DEE Staff • Other specific program support staff
General Learner Characteristics	<ul style="list-style-type: none"> • Age: 22-72 years of age • Gender: All • Education: High school diploma to doctorate • Different cultures and ethnicities
Specific Entry Characteristics	<ul style="list-style-type: none"> • Learners will possess basic computer skills including navigation, keyboard, and mouse skills. • Proficient in the English language • Basic reading and writing skills • Ability to view a computer screen for extended periods of time • Collaboration skills
Attitudinal and Motivational	<ul style="list-style-type: none"> • Learner motivation will range depending upon their purpose for training. • This is a voluntary course so attitude will be positive. • Learners are life-long learners due to their career choice
Prior Experience	<ul style="list-style-type: none"> • Majority of learners will possess at least one semester teaching an online course. • Other learners will consist of staff responsible for course improvements.
Learning Styles	<ul style="list-style-type: none"> • Adult learners • Visual and auditory acuity may vary based on age and other factors. • Learning styles will vary. • Focused on meaningful learning based on their personal context. • Must provide accessibility tools where ever possible.

General Characteristics. The target audience is comprised of adult professors, assistant professors, part-time graduate teaching assistants and DEE Staff, ages 22-72 years of age. The initial group of learners will be a mix of instructors who teach online courses at the University of Idaho and DEE staff members who support course creation or improvement. The target audience is gender neutral, with a good grasp of the English language. Life experience is varied throughout the target training group as is education level with degrees ranging from bachelors to doctorate. Overall learner morale is positive and loyal to the University of Idaho institution.

Specific Entry Characteristics. Learners will have at least one semester online teaching experience. Required skills to successfully navigate this course include basic computer skills including typing, word processing and mouse skills, effective communication skills, basic grammar, and punctuation skills equivalent with a high school education. Knowledge of organizational mission, goals and educational theory will facilitate the learning process. The ability to sit for prolonged periods at a computer screen is required. The skill to collaborate with others is required. Analysis of the potential course learners indicate that learners meet or exceed the above requirements.

Attitudinal and Motivational Characteristics. Instructors at the University of Idaho are invested in their educational careers and dedicated to teaching and research. By contributing to student success and retention rates the staff of the University of Idaho are ensuring growth and job security at the institution. Although instructors maybe hesitant to embrace online teaching, they are highly motivated to contribute to the success of learners enrolled at the University of Idaho.

Learning Styles. Based on the age of the learners, adult learning theory should be applied. Learning materials should be designed with visual and auditory accommodations whenever possible. “Mix media and methods so that each subject or unit within a subject is taught in the best way known” (Simonson, Smaldino, & Zvacek, 2015, p. 42). Multimedia design principles will be utilized to enhance learning. The learning materials will be self-paced according to Wedemeyer’s Theory of Independent Study. This will allow learners to customize their experience by setting their own pace (Simonson et al., 2015). Real-world collaboration and situations will be utilized to provide context and relevance for learners. Universal design principles will be implemented whenever possible to assist all types of learners. “Universal Design for Learning (UDL) helps educators meet this goal by providing a framework for understanding how to create curricula that meets the needs of all learners from the start” (Center for Applied Special Technology, 2011).

Performance gap analysis:

Performance gap occurs when a task is performed but does not meet the intended outcome. This gap should be identified and addressed using performance enhancements such as additional education or training to overcome the deficit and meet the overall desired goal or outcome. (Morrison, Ross, Kalman, and Kemp, 2013). By using technology to address these gaps, learning can be provided in a timely and efficient manner that is cost effective and can be personalized to the learner.

Table 4 Performance Gap Analysis		
Current Problem	Gap	Goal
Lack of experience teaching online courses.	Create a timely and effective way for instructors to learn the basics of online teaching.	Understand the role of the instructor and learner in the online educational environment.

No experience establishing an online learning community.	Provide tools for establishing an online learning community in every online course.	Increase online learner engagement and motivation by creating online learning communities.
No direct knowledge of facilitating collaboration in the online environment.	Inform instructors how to create meaningful collaboration in the online environment.	Facilitate effective peer learning in an online course.
Lack of understanding of the needs of adult online learners.	Educate learners on best practices when creating online learning courses.	Create online environments that support positive learning outcomes.
No knowledge of the benefits of establishing social presence in the online classroom.	Provide training for effective communication with learners in the online environment.	Increase learner retention in online courses.

Contextual Analysis

The targeted learner for this course is new online course instructors who have taught at least one online course. This will provide the instructors with a frame of reference as they find themselves ready to consider improvements to their individual online courses. The course will need to acknowledge the educational level of the learner base by providing real-world strategies with supporting research that can be easily implemented by the instructor into their individual courses. Learning content needs to be in line with the educational level of the learners, and meet identified learner needs. Adults learners are self-motivated, and focused on learning that meets their needs in their lives and careers. They are looking for educational options that meet their time constraints and is customizable to meet their learning goals (Simonson et al., 2015). Instructors at the University of Idaho are focused on the current courses they are teaching and research projects, so any educational courses need to be adaptable to their schedules. The overall goal is to provide training that provides useful information that can be implemented by the new online instructors.

Table 5 Environmental Factors	
Environmental Factors	Impact
Lighting Level	Is overhead lighting controllable for optimum viewing of the computer screen or mobile device?
Noise Level	Is the training area isolated from distractions such as phone calls, learners, or other staff interruptions?
Temperature	Is the temperature controllable to avoid fluctuations that may distract the learner?
Seating	Does the training location have an ergonomic/comfortable chair and a desk/table if needed?
Equipment	<ul style="list-style-type: none"> • Does the training area have a computer/laptop or other mobile device? • If using mobile technology, is the screen size adequate to facilitate learning? • Does the learner have a reliable connection to the Internet? • Does the learner have speakers/microphone to listen to audio or multimedia presentations? • Does the user have a printer available to print syllabus and handouts?

Transfer Context

Learners have access to computers/laptops as employees of the University of Idaho. By offering this course in the online environment instructors will experience the same online environment as their students. This experience is a valuable tool for the purposes of this course and will provide context for future course interactions and improvements. The use of Blackboard for the course will also increase the transfer of knowledge after the completion of the training course. Learners are motivated to engage and increase the effectiveness of learner outcomes and increase retention of students at the University of Idaho.

Task Analysis

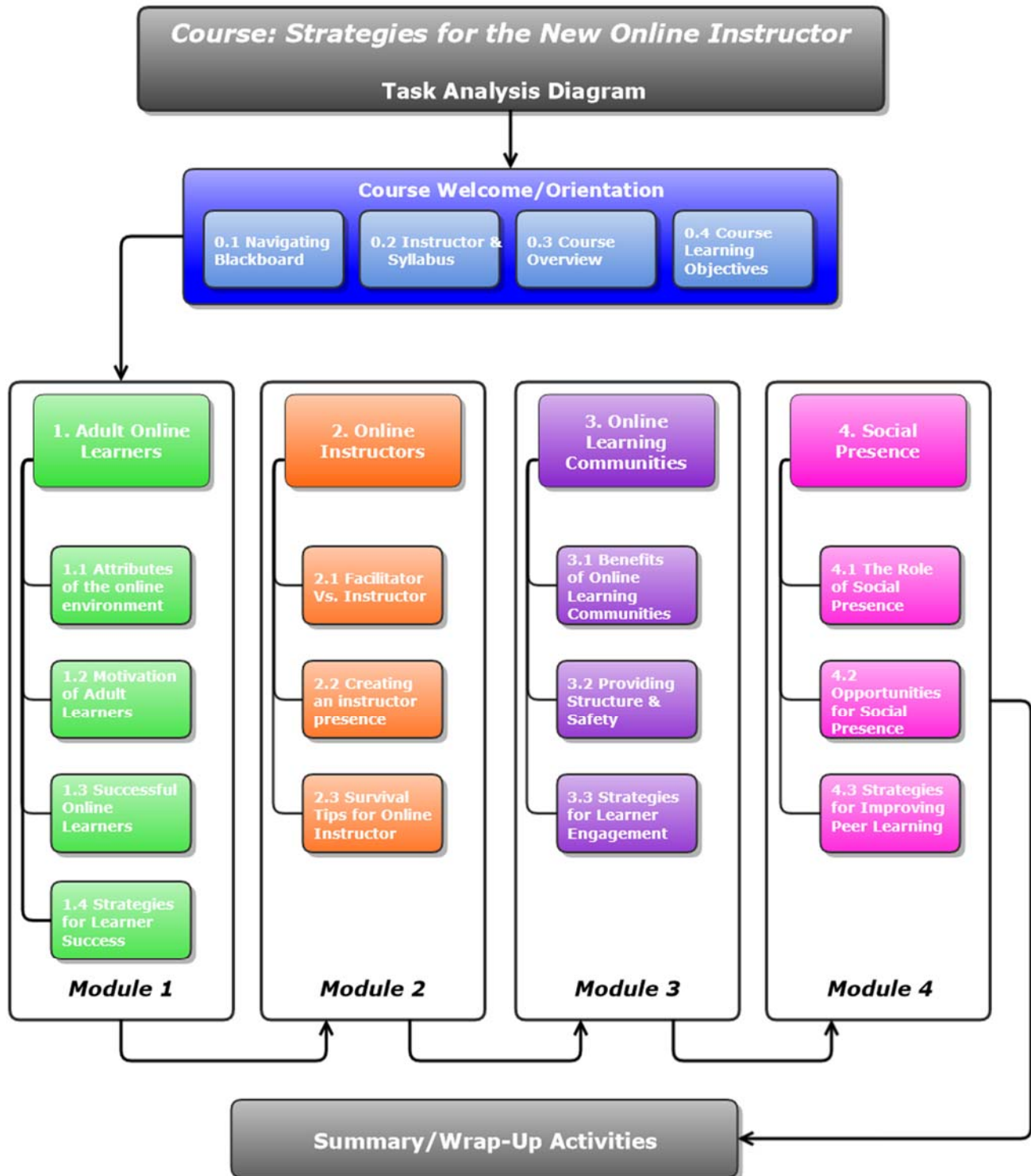
Task analysis is an important process that connect the learner knowledge as it relates to the topic. Task analysis identifies what skills the learner must master in order to meet the learning objectives for a course. Knowledge types can be classified in order determine an

appropriate instructional strategy. The six knowledge classifications are facts, concepts, principles and rules, procedures, interpersonal skills, and attitudes (Morrison et al., 2013). In order to determine the appropriate content a task analysis has been conducted and a specific outline has been created that shows the proposed course content:

Task Analysis Outline

0. Course Orientation
 - 0.1 Navigation in the Blackboard environment
 - 0.2 Instructor Introduction & Syllabus
 - 0.3 Course Overview
 - 0.4 Course learning objectives
1. Identify strategies to support adult online learners.
 - 1.1 Attributes of the online environment
 - 1.2 Motivation of adult online learners
 - 1.3 Characteristics of successful adult learners
 - 1.4 Strategies to support online learner success
2. Identify the role of the online instructor.
 - 2.1 Facilitator vs. instructor roles
 - 2.2 Creating an effective instructor presence
 - 2.3 Survival tips for the online instructor
3. Identify best practices for establishing an online learning community.
 - 3.1 The benefits of online learning communities
 - 3.2 Providing structure and a safe environment
 - 3.3 Strategies for increasing learner engagement
4. Identify strategies to create social presence in the online learning environment.
 - 4.1 The role of social presence in online courses
 - 4.2 Opportunities for creating social presence
 - 4.3 Strategies for improving peer learning

Below is a visual representation of the course topics and content structure for the task analysis:



Task Analysis Diagram

As this project utilizes an independent instructional designer and Subject Matter Expert, for this course the instructional designer has consulted with the instructional designers on the DEE staff to ensure the course design meets the needs of the clients by performing a review of this design plan. A review of the design plan was also conducted by other independent instructional designers from the Capstone Practical Application Course (EIDT-6910-2).

Instructional Objectives

Instructors transitioning from the traditional classroom (f2f) model to an online or distance learning model need to understand changes to the environment, learners, and their own role. Based on the instructional problem defined in this analysis document, there are five main concepts that will be covered within this course. The four main concepts are:

1. Understand adult learners in the online environment.
2. The role of the online instructor.
3. Develop online learning communities.
4. Social presence in an online course.

Using the above four concepts as a starting point, effective instruction will be designed that will be useful for the new online instructors as they teach and refine their online courses. Each instructional objective was examined to ensure that it related to an appropriate and consistent level of Bloom's Taxonomy (Conrad & Donaldson, 2011).

Table 6 Instructional Objectives		
Learning Goal	Instructional Objectives	Objective Domain
Identify strategies to support adult online learners.	<i>The learner will be able to:</i>	Revised Bloom's

	<ul style="list-style-type: none"> • Identify three unique attributes of the online learning environment. • Explain possible motivating factors for adult learners. • Identify three characteristics of the successful adult online learner. • Develop three strategies to support online learner success. 	Taxonomy Levels: Understanding Applying
Identify the role of the online instructor.	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> • Compare the role of the online instructor to a traditional classroom instructor. • Analyze the importance of establishing an instructor presence in an online course. • Identify three ways to establish an instructor presence in an online course. • Create an instructor introduction that demonstrates a strong instructor presence. • Identify three strategies to effectively manage the online classroom. 	Revised Bloom's Taxonomy Levels: Understanding Applying
Identify best practices for establishing an online learning community.	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> • Identify three ways an online learning community can improve learner engagement in a course. • Construct a strategy to provide a safe learning environment. • Identify three structures needed to support an online learning community. • Relate three strategies for establishing a learning community. • Identify three strategies to increase learner engagement. 	Revised Bloom's Taxonomy Levels: Understanding Applying
Identify strategies to create social presence in the online learning environment.	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> • Identify three benefits of building social presence in the online classroom. • Identify three strategies to promote social presence. • Plan an icebreaker activity that supports the development of learner social interactions. • Explain the connection between social presence and humor. 	Revised Bloom's Taxonomy Levels: Understanding Applying

	<ul style="list-style-type: none"> • Identify three strategies for promoting peer learning. 	
(Anderson and Krathwohl, 2001)		

Instructional Strategies

Instructional strategies assist the learner in building connections between existing knowledge and new knowledge (Morrison et al., 2013). By using instructional strategies, it will assist the learner to apply their personal context to new concepts which can result in a meaningful learning experience. The table below defines the instructional strategies for this course.

Goal 1	Instructional Objectives	Instructional Strategies	
		Generative Category	Initial Presentation and Suggested Strategies
Identify strategies to support adult online learners	1. Identify unique attributes of the online learning environment.	Recall and Integration	Learners will view an interactive video that highlights the differences between online and traditional classrooms. Additional resources will be provided.
	2. Explain possible motivating factors for adult learners.	Recall and Integration	Learners will brainstorm motivations for online adult learning.
	3. Identify three characteristics of the successful adult online learner.	Recall and Integration	Multimedia content will be presented that highlights the attributes of successful adult online learners. Self-assessments will be integrated into the content. Additional resources will be provided.
	4. Develop three strategies to support online learner success.	Elaboration	Learners will evaluate an example of a course introduction to theorize how it can be changed to improve learner success.

Goal 2	Instructional Objectives	Instructional Strategies	
		Generative Category	Initial Presentation and Suggested Strategies
Identify the role of the online instructor	1. Compare the role of the online instructor to a traditional classroom instructor.	Recall and Integration	Learners will view an interactive video that highlights the differences between online and traditional instructors. An interactive quiz will be used to gauge self-knowledge.
	2. Analyze the importance of establishing an instructor presence in an online course.	Integration	An interactive video will be used that utilizes scenarios with proposed courses of action/feedback for the learner to select.
	3. Identify three ways to establish an instructor presence in an online course.	Recall and Integration	Self-paced multimedia content will be presented that highlights ways that an instructor can establish presence in the online environment. An interactive quiz will be used to gauge self-knowledge.
	4. Create an instructor introduction that demonstrates a strong instructor presence.	Organization	Presented as a real-world activity in which the learner will create an online instructor introduction that they can use in their own course.
	5. Identify three strategies to effectively manage the online classroom.	Elaboration	Self-paced multimedia content will be presented that highlights ways that an instructor can manage their online classrooms. Self-assessments will be integrated into the content. Additional resources will be provided.

Goal 3	Instructional Objectives	Instructional Strategies	
		Generative Category	Initial Presentation and Suggested Strategies
Identify best practices for establishing an online learning community	1. Identify three ways an online learning community can improve learner engagement in a course.	Recall and Integration	Self-paced multimedia content will be presented that highlights the benefits of establishing a learning community. Self-assessments will be integrated into the content.
	2. Construct a strategy to provide a safe learning environment.	Elaboration	The learner will take a pre-test to determine their knowledge of Netiquette. The learner will form responses to several examples of student discussion board postings that have questionable netiquette to assist the student in making better responses.
	3. Identify three structures needed to support an online learning community.	Recall and Integration	Presentation will discuss why structure is required when building an online learning community. Learners will view examples of types of structures that will benefit online learning community formation.
	4. Relate three strategies for establishing a learning community.	Elaboration	Self-paced multimedia content will be presented that highlights strategies for establishing a learning community. Self-assessments will be integrated into the content.
	5. Identify three strategies to increase learner engagement.	Recall and Integration	Self-paced multimedia content will be presented that discusses why online learners need a learning community. Self-assessments will be integrated into the content.

Goal 4	Instructional Objectives	Instructional Strategies	
		Generative Category	Initial Presentation and Suggested Strategies
Identify strategies to create social presence in the online learning environment	1. Identify three benefits of building social presence in the online classroom.	Recall and Integration	Self-paced multimedia content will be presented that highlights ways that an instructor can manage their online classrooms. Self-assessments will be integrated into the content.
	2. Identify three strategies to promote social presence.	Recall and Integration	Learners will brainstorm ways to create social interactions for online adult learning by playing an educational game.
	3. Plan an icebreaker activity that supports the development of learner social interactions.	Elaboration	A discussion board activity in which the learner plans an icebreaker activity and responds to two other learner's posts.
	4. Explain the connection between social presence and humor.	Organization	Learners will view an interactive video that discusses the relationship between social presence and humor in the online classroom.
	5. Identify three strategies that promote peer learning.	Elaboration	Learners will be presented with an interactive scenario and must select different strategies based on the situation.

Instructional Sequencing and Strategies

An important factor in structuring the content of a course involved the order in which the information is presented. By presenting the prerequisite knowledge of a topic first and then building upon the knowledge through context or demonstration, the learner is provided with a sound base upon which to build more complex ideas. Sequencing assists the learner by efficiently presenting the goals and objectives based on the selected strategies. The strategy

below is based on the learner analysis as well as the learner interests, familiarity with the material, and difficulty level (Morrison et al., 2013). Most of the learners have a background in traditional classroom (f2f) teaching and so the topics are focused on acquiring the new knowledge of online teaching without a need to review basic educational concepts.

Sequence	Description	Objective(s)
1	Identify strategies to support adult online learners.	1.1, 1.2, 1.3, 1.4
2	Identify the role of the online instructor	2.1, 2.2, 2.3
3	Identify best practices for establishing an online learning community.	3.1, 3.2, 3.3
4	Identify strategies to create social presence in the online learning environment.	4.1, 4.2, 4.3

Sequencing Justification. Sequencing provides structure, lessen anxiety, manage expectations, and provide positive learner outcomes (Morrison et al., 2013). This course will utilize concept-related sequencing that will present the content based on relationships between concepts (Morrison et al., 2013). The course is organized logically and each module builds upon the previous modules to meet the goals of the course and correspond to the learner's zone of proximal development.

Sequence event one will provide the learner with a base knowledge of adult online learners and the online environment. This knowledge is clearly prerequisite to the learning concepts presented in event two. Learners will use that knowledge to build understand what learners need to be successful in the online learning environment.

Sequence event two introduces the role of the online instructor. This knowledge builds on the concepts presented in event one and provides prerequisite knowledge that will be required in sequence events three and four. The learner will utilize that knowledge to understand online interactions between learners and instructors and how to create an instructor presence.

Sequence event three will build upon the concepts learned in the previous events. By using their established instructor presence and their knowledge of online students, the learner will tackle the concept of online learning communities and how to establish and nurture it once created. They will also learn how an online learning community can improve learner retention, engagement, and learning outcomes.

Finally, in sequence event four, the instructor will learn how to foster social connections between students. This event builds on the concept of online learning communities. By fostering social connections, they can implement a successful model of peer learning.

Goal	Phenomenon	Instructional Sequencing Rationale
1. Identify strategies to support adult online learners.	Logical prerequisite	By grouping concepts in a logical manner and focusing on larger to smaller concepts the information can be easily understood by learners (Morrison et al., 2013). It is important that new online instructors understand the differences between online and traditional classrooms. By providing a basic knowledge (content) of the online environment, and the unique characteristics of adult online learners it will create a foundation for the entire course.
2. Identify the role of the online instructor	Class Relations	Understanding the attributes of a topic is important step in comprehending a concept (Morrison et al., 2013). Once the learner understands the attributes of the online environments and the adult online learner, it is

		time to define the new role they will play in the online environment as an instructor.
3. Identify best practices for establishing an online learning community.	Sophistication	<p>Once the learner has a basic understanding of the components of online learning it is time to learn more abstract or complex concepts which build upon the basic concepts (Morrison et al., 2013).</p> <p>The learner is now cognizant of the possible isolation and challenges associated with online learning. This module will introduce the learner to the importance of online learning communities and their role in the online learning environment. This module will provide tools to establish connections between course learners.</p>
4. Identify strategies to create social presence in the online learning environment.	Sophistication	<p>Understanding the relationship between concepts is paramount before creating strategies that define new relationships (Morrison et al., 2013).</p> <p>Interactions with adult online learners are an important factor in online learning. This module will assist the instructor in creating a social presence that can improve learner engagement and learner retention.</p>

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Criterion /(Standard)	1 Unacceptable	2	3 Acceptable	4	5 Target
Design Document (AECT 3.3.1) (AECT 3.4.3) (AECT 1.3)	Evidence shows that: Does not identify learner characteristics Does not identify learning styles Does not identify unit goals or learning objectives Does not identify contextual factors Does not include task analysis Instructional strategies are not identified	Needs Improvement	Evidence shows that: Identifies specific learner characteristics Identifies general learning styles of intended audience. Identifies unit goals and learning objectives appropriate for specific content Clearly identifies contextual factors Analyzes general instructional tasks Instructional strategies are identified and appropriate for practice within real world contexts.	Emerging Mastery	Evidence shows that: Identifies specific learning characteristics and notes entry competencies Identifies specific learning styles of intended audience and includes references to theory and research Identifies unit goals and learning objectives appropriate for specific content, outcome levels and instructional domains. Clearly identifies contextual factors with detail and examples Analyzes specific instructional tasks using relevant topics and procedures and displays task analysis in graphical form. Multiple instructional strategies are identified and demonstrate appropriate contextualized application within practice in complex, interactive environments. Design document is supported by Learning Resources and additional research.

<p>Written Expression and Formatting</p> <p>The extent to which scholarly, critical, analytical writing is presented using Standard Edited English (i.e. correct grammar, mechanics).</p> <p>When referencing web-based sources, an active hyperlink to the original source must be included.</p> <p>Stated fair-use, copyright, licensing, and/or creative commons guidelines should be followed for all web-based resources.</p> <p>*APA formatting guidelines need only be followed if applicable to assignment.</p>	<p>Evidence shows that:</p> <p>Major points do not reflect appropriate elements of communication.</p> <p>No effort to express ideas clearly and concisely.</p> <p>Work is not written in Standard Edited English. Contains many grammatical or mechanical errors</p> <p>Web-based sources are not credited.</p> <p>Fair-use, copyright, licensing, and/or creative commons guidelines are not followed.</p> <p>* The quality of writing and/or APA formatting is not acceptable for graduate level work.</p>	<p>Needs Improvement:</p> <p>Contains some elements of "Unacceptable" and some, but not all elements of "Acceptable"</p>	<p>Evidence shows that:</p> <p>Ideas are clearly and concisely expressed.</p> <p>Elements of effective communication such as an introduction and conclusion are included.</p> <p>Work is written in Standard Edited English with few, if any, grammatical or mechanical errors.</p> <p>Few, if any, errors in crediting web-based sources.</p> <p>Few, if any, errors following fair-use, copyright, licensing, and/or creative commons guidelines.</p> <p>*Work is well organized with correct APA formatting throughout.</p>	<p>Emerging Mastery:</p> <p>Contains some elements of an "Acceptable" and some, but not all of the elements of "Target"</p>	<p>Evidence shows that:</p> <p>Work is unified around a central purpose with well-developed ideas, logically organized in paragraph structure with clear transitions.</p> <p>Effective sentence variety; clear, concise, and powerful expression are evident.</p> <p>Work is written in Standard Edited English. No prominent errors interfere with reading.</p> <p>All web-based sources are credited through embedded links.</p> <p>Fair-use, copyright, licensing, and/or creative commons guidelines are followed.</p> <p>*Represents scholarly writing in a correct APA format.</p>
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