



## Online Instruction and learning from...

... an **INSTRUCTIONAL DESIGNER** perspective

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### Design of the instruction

- align instructional goals, learning outcomes, assessments/tests
- organize instructions, activities, resources (flow, navigation, logic)
- purposeful integration of instructional/communication strategies, message/visual/motivational features, interaction and assessment, and appropriate technologies / resources to enhance content presentation and interactions

### Types of resources

- engage learners with the content, in viewing content in multiple ways, in reflecting about their learning and application of content, at the appropriate level for expected learning outcomes
- provide clear instruction on what to do with given resources and/or how to find required resources
- allow learners multiple ways to demonstrate their learning, share understanding, and extend their knowledge within and outside the course

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## Online Instruction and learning from...

... an **online INSTRUCTOR** perspective

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### Planning for online instructing and learning

- select optimal digital tools and online strategies to support instruction, learning, and assessment
- select online resources that exemplify key content points, examples, stories, data, etc.
- organize learning environment to ensure online tools, strategies, and resources are well integrated and easily / consistently used by learners
- confirm readiness of learning environment, online tools and resources

### Facilitating online learning

- engage (facilitate, demo, motivate, question, debrief) learners in content using multiple strategies (individual, collaborative, social, field work, etc.), resources, and tools
- use a variety of online tools to monitor group dynamics and learning, adapt the online environment, resources, and activities as appropriate
- employ a variety of online technologies and strategies to engage learners applying new knowledge and skills within and beyond the instructional context

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## Online Instruction and learning from...

... an online **LEARNER** perspective

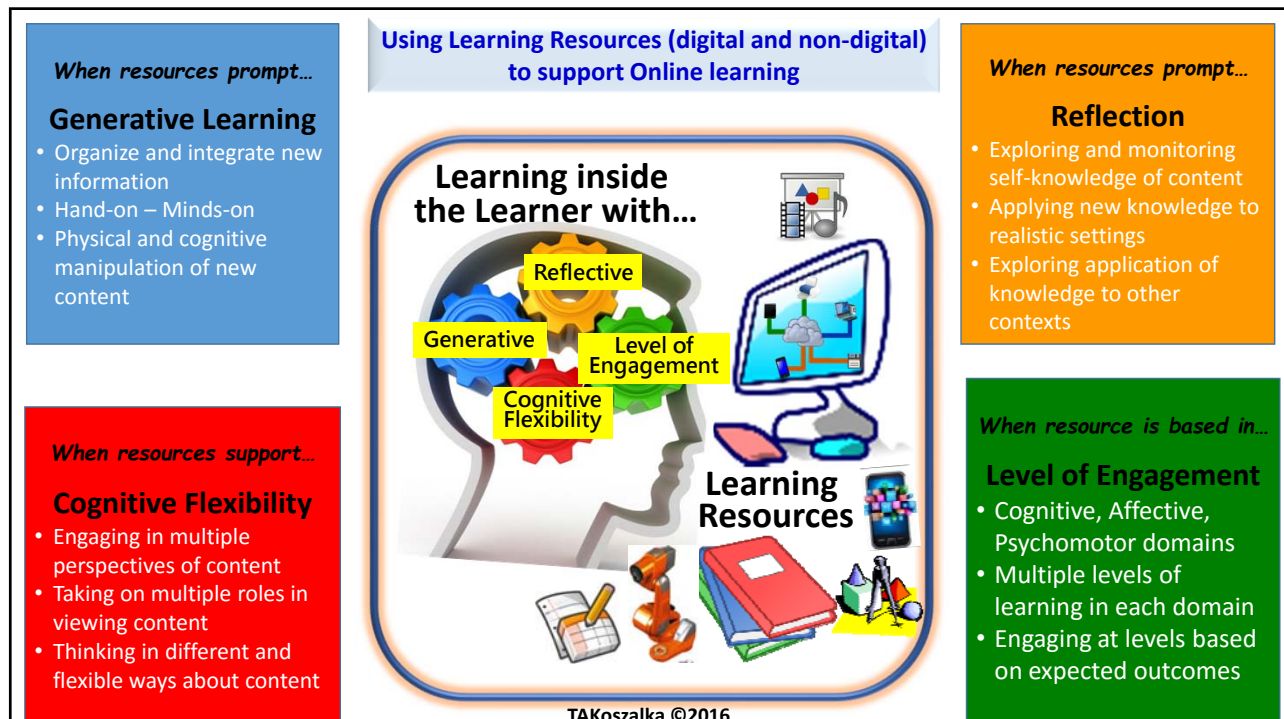
### The online learning environment supports my needs to ...

- develop realistic expectation for working and learning online
- maintain determination to achieve learning goals (commit myself)
- manage challenges of online learning (organize, adhere to instructions, adjusts to or resolve problems)
- manage my time (to meet my and course expectations)
- be compliant with academic, ethical, legal standards (course requirements/ deadlines, intellectual property, confidentiality, respect)
- use technology proficiently (use tools effectively, explore online capabilities, manage digital data, seek tech problem solutions)

### The online instruction prompts me to...

- be active, resourceful, reflective, self-monitoring learners who apply their learning
- engaged in online communication, interactions, and collaborative work

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**Designing and Enhancing online instruction from multiple perspectives:  
Thinking like... instructional designer, online instructor, and online learner**

<b>Instructional Designer</b>	<b>YES</b>	<b>NO</b>	<b>NOT SURE</b>
<b>For each unit...</b>			
do instructional goals, learning objectives, pedagogical strategies, technology tools, and assessments align with each other?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do instructions/guidelines clearly describe assignments (e.g., introduce, explain goals of activities, describe how to complete the assignment, provide learning outcomes, describe how learning will be assessed)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do assignments have a summary/debrief to help learners reflect on new content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is there integration of communications among instructor, peers, and/or others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are there grading guidelines or rubrics to support each assignment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do resources (e.g., readings, graphics, presentations) support expected learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is it organized in a logical order that supports learner navigation through the content presentation, assignments, activities, and assessments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are graphics, motivational features, interactive events, and resources purposefully integrated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>For resources...</b>			
do they engage the learner with the content/subject matter to be learned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do they prompt the learner to think or act in a variety of different ways with the content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do they prompt the learner to reflect on knowledge and application of content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do they prompt the learner at an appropriate level of expected learning outcome (e.g., recall, comprehension, problem solving)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have clear instructions on how they should be used?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide learner with multiple ways to demonstrate content learning, share understanding, and extend content learning within and beyond the unit?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Instructor ...</b>			
<b>Planning...</b>			
optimal digital tools and online strategies are selected to support <i>instructional</i> activity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
optimal digital tools and online strategies are selected to support <i>learning</i> activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
optimal digital tools and online strategies are selected to support <i>assessments</i> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
online resources are selected (or developed) that exemplify key content, examples, illustrative stories, necessary data, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning environment is organized to ensure learners can find, access, and use resources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning environment effectively integrates online tools, strategies and resources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>While facilitating online learning you are...</b>			
engaging (e.g., facilitate, demonstrate, motivate, question, summarize, debrief) learners in content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
engaging learners with multiple pedagogical strategies (e.g., individual, collaborative, social, field work) as they align with expected learning outcomes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
engaging learners with multiple types of tools and resources, aligned with pedagogy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using a variety of online tools to monitor group dynamics and learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adapting the online environment, resources, and activities as necessary?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
employing a variety of appropriate online tools and online/offline strategies to engage learners in applying new knowledge and skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Designing and Enhancing online instruction from multiple perspectives:  
Thinking like... instructional designer, online instructor, and online learner**

<b>Online Learner</b>	<b>YES</b>	<b>NO</b>	<b>NOT SURE</b>
<b>Online environment supports learners' needs to ...</b>			
develop realistic expectation for working and learning online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
maintain determination of achieving learning goals (commit to one's self)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
manage challenges of online learning (organize, adhere to instructions, meet deadlines, adjusts to or resolve problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
manage time to meet own expectations and course expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be compliant with academic, ethical, legal standards (course requirements/deadlines, intellectual property, confidentiality, respect)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use technology proficiently (use tools effectively, explore online capabilities, manage digital data, seek tech problem solutions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Online instruction prompts students to...</b>			
be active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be resourceful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be reflective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be self-monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply and extend learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in online communication, interactions, and collaborative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NOTES:

These questions are designed to help you think about how your online instructions meets minimal design and technology principles, instructor planning and facilitation activities, and online learner support mechanisms. It is not intended as a full list of all aspects for designing online instruction, as instruction should be purposeful, consider technological pedagogical content knowledge principles, and follow accessibility guidelines. All of this should be considered as you understand the online environment, features, and tools that is available.