

The following instructional design process can be used as a guide to assist faculty as they design and develop an online course. The process outlines the goals, activities necessary to meet the goals, and the outcomes that can be expected. This process connects with the categories identified in the online course evaluation rubric. The six categories include *Learner Support and Resources*, *Online Organization and Design*, *Instructional Design and Delivery*, *Assessment and Evaluation of Student Learning*, *Innovative Teaching with Technology*, and *Faculty Use of Student Feedback*.



Figure 1 eCampus Logo

INSTRUCTIONAL DESIGN PROCESS

	Goals	Activities	Objectives
Phase 1	Introduce and understand basic D2L functions	Provide a general overview of the steps of the process	<ol style="list-style-type: none"> 1. Successful completion of the D2L short course or D2L Getting Started course 2. Update profile on D2L
	Introduce and understand ID process	Participants highlight syllabus information	<ol style="list-style-type: none"> 1. Re-develop clear goals and objectives and enter into D2L Learning Objects 2. Create an introductory news greeting
	Determine the instructional tools that will be included in the course	<p>Videos - can be watched anytime</p> <p>Provide resources that display the different tools possible for use</p>	<ol style="list-style-type: none"> 1. Complete syllabus (green sheet) and upload to D2L 2. Complete T-Chart Template
	<p>Select and develop assessments that measure the learning goals and objectives set forth</p> <p>RUBRIC: CATEGORY 4</p>	<p>Links to resources regarding the following quizzes, rubrics, assignments, grade book</p> <p>Formative and summative feedback</p>	<ol style="list-style-type: none"> 1. Have a clear course grading policy posted 2. Course assessments [rubrics (at least one if possible), quizzes, etc...] are developed in D2L 3. Assessments are aligned with objectives 4. Course expectations are clear
	Checkpoint #1 - Review with instructional designer	Brief review of the proposed course	1. Get feedback from the instructional designer

	Goals	Activities	Objectives
Phase 2	Provide adequate learner support and resources RUBRIC: CATEGORY 1	Tutorials on creating content Information regarding copyright policies (library references)	<ol style="list-style-type: none"> 1. Clearly state instructor contact information 2. Develop a process for student contact and feedback if they are having difficulty 3. Include links to resources related to technical questions, campus resources, content questions, and content materials 4. Self-assessment checklist for copyright
	Develop a course that is organized and easy to navigate	Design: navigability and consistency	1. Self-assessment checklist for the course
	Design a course that is accessible to all students RUBRIC: CATEGORY 2	Resources from the faculty development department on accessibility	1. Check course materials for accessibility
	Design a course with opportunities for interaction and communication Develop a course that addresses a variety of learning styles Create a course with a variety of activities RUBRIC: CATEGORY 3	Learning online issues and pedagogies	<ol style="list-style-type: none"> 1. Acknowledge a variety of techniques and tools that can be incorporated into the course design 2. Work on the development and design of the course
	Meeting #2 - Review with instructional designer	Assist with proposed course	1. Get feedback from instructional designer

	Goals	Activities	Objectives
Phase 3	Develop an online course	Continue with course development Meet/discuss with instructional designer as needed	1. Have major components of the course designed and developed
Phase 4	Examine innovative teaching with technology RUBRIC: CATEGORY 5	Review/incorporate components that facilitate and enhance online learning Course includes multimedia elements (audio/video recording) Course design promotes student engagement	1. Course includes the use of multimedia elements (a minimum of one time, if possible) 2. Peer evaluation activity - Have a peer explore your course and offer feedback using a rubric
	Explore the use of feedback as it related to the development of a course RUBRIC: CATEGORY 6	Interpreting feedback	1. Course is completed
	Meeting #3 - Review with instructional designer	Assist with proposed course	1. Get feedback from the instructional designer
Phase 5	Teach the developed course	Receive assistance as needed from instructional designer Address student feedback	1. Make changes to the course based upon learners' needs