

Assessment #3

Online Design Plan Assignment (30%)

Introduction

The purpose of this assignment is to provide you with the opportunity to develop a design plan for an online teaching and learning experience within a specific educational context that you are familiar with. Following the initial design phase of the Integrated Course Design Model (Fink, 2003), you will analyze the situational factors, formulate the learning outcomes, design the feedback and assessment procedures, and select the teaching/learning activities to develop your online design plan.

Learning Outcomes

This assignment is aligned with the following course learning outcomes:

- Analyze selected learning and instructional design theories and assess the application of these theories in a variety of online teaching and learning contexts.
- Evaluate and implement a range of educational technologies to support online design and facilitation.
- Design and develop a theory-based design plan for an online teaching and learning experience within your own educational context.

Instructions

For this assignment, you will:

1. Identify a **specific educational context** that you are familiar with that you would like to design an online teaching and learning experience for. Your online teaching and learning experience can consist of **one module, unit, or week** within the educational context, and can be based on an existing online or face-to-face experience, or can be a new teaching and learning experience designed specifically for the online environment.
2. Complete the **initial design phase of the Integrated Course Design Model** and **develop an online design plan** that includes the following sections:
 - **Situational Factors** – This section should include an analysis of the specific and general context of the teaching/learning situation, the nature of the subject, and the characteristics of the learners and

teacher. You can use the Step 1 Worksheet from Fink (2003, pg. 7) as a guide to identify the situational factors for your educational context.

- **Description of Online Teaching and Learning Experience** – This section should provide a detailed description of the online teaching and learning experience that you are planning for your educational context, including the purpose, the main topic or focus, and justification based on the situational factors.
- **Learning Outcomes** – This section should include at least two measurable learning outcomes (and no more than five) that describe what the learners will be able to do by the completion of the online teaching and learning experience.
- **Online Assessment Strategy** – This section should describe at least one online assessment strategy that can be used to measure the learning outcomes of the online teaching and learning experience. It should also include a rationale for the assessment strategy with strong arguments and well-documented evidence.
- **Teaching and Learning Activities** – This section should include a description of at least two online teaching and learning activities that are in alignment with the learning outcomes and assessment strategies identified for the online teaching and learning experience. It should also include a rationale for the online teaching and learning activities with strong arguments and well-documented evidence.
- **Integration** – This section should describe how the components of the online design plan are integrated and how they support constructive alignment.
- **References** - You should support your online design plan with at least five sources and cite your references using the APA Format.

Writing Guidelines

The online design plan should be approximately 1200–1500 words in length using Times New Roman 12-point font, and double spaced. Please use proper APA referencing when citing any material (this includes both paraphrasing and direct quotes). The APA Citation Style – Quick Guide can be accessed through the TRU Library website.

Note: If you need assistance with writing, see the Help Available section of your Course Guide and/or visit the TRU Writing Centre website.

Grading Rubric

This assignment will be graded according to the following rubric:

Criteria	Excellent	Proficient	Satisfactory	Unsatisfactory
Situational Factors (5%)	Provides a thorough analysis of the situational factors addressing all elements in detail.	Provides an analysis of the situational factors addressing all elements with adequate detail.	Provides a limited analysis of the situational factors addressing some elements with minimal detail.	Does not provide an analysis of the situational factors or analysis is incomplete or unclear.
Description of Online Teaching and Learning Experience (2.5%)	Provides a comprehensive description of the online teaching and learning experience, delivering all relevant information necessary for full understanding.	Provides a description of online teaching and learning experience with sufficient information for general understanding.	Provides minimal description of the online teaching and learning experience making it difficult to understand.	Provides an incomplete description of the online teaching and learning experience impeding understanding.
Learning Outcomes (5%)	Includes at least two well-written learning outcomes that are clearly observable and measurable.	Includes two learning outcomes that are observable and measurable.	Includes one to two learning outcomes that are somewhat observable and measurable.	Does not include any learning outcomes, or the learning outcomes provided are not observable or measurable.
Online Assessment Strategy (5%)	Clearly explains the online assessment strategy and	Explains the online assessment strategy and	Identifies the online assessment strategy with	Online assessment strategy is not identified and/or

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	presents a detailed, realistic, and appropriate rationale with strong arguments and well-documented evidence.	presents an adequate rationale with logical arguments and documented evidence.	minimal explanation and presents a limited rationale with weak arguments and minimal evidence.	rationale is insufficient and does not include any supporting arguments or evidence.
Teaching and Learning Activities (5%)	Clearly explains the online teaching and learning activities and presents a detailed, realistic, and appropriate rationale with strong arguments and well-documented evidence.	Explains the online teaching and learning activities and presents an adequate rationale with logical arguments and documented evidence.	Identifies the online teaching and learning activities with minimal explanation and presents a limited rationale with weak arguments and minimal evidence.	Online teaching and learning activities are not identified and/or rationale is insufficient and does not include any supporting arguments or evidence.
Integration (2.5%)	Includes a thoughtful and thorough discussion of how the components of the online design plan are integrated and clearly explains how the online design plan	Includes a general discussion of how the components of the online design plan are integrated and explains how the online design plan supports	Includes a limited discussion of how the components of the online design plan are integrated and somewhat explains how the online design plan	Does not include a discussion of how the components of the online design plan are integrated and does not explain how the online design plan supports

Criteria	Excellent	Proficient	Satisfactory	Unsatisfactory
	supports constructive alignment.	constructive alignment.	supports constructive alignment.	constructive alignment.
References (2.5%)	Includes several supporting resources and materials. All citations and APA format are correct.	Includes some supporting resources and materials. Most citations and APA formatting are correct.	Includes a few supporting resources and materials. Some citations and APA formatting are correct.	Includes limited supporting resources and materials. Few citations and APA formatting are correct.
Style, Grammar, Spelling (2.5%)	Writing is clear and effective with minimal errors in grammar, spelling, mechanics, and punctuation.	Writing is clear and effective for the most part with minor errors in grammar, spelling, mechanics, and punctuation.	Writing is somewhat unclear and/or ineffective with multiple errors in grammar, spelling, mechanics, and punctuation.	Writing is unclear and ineffective with significant and repeated patterns of errors in grammar, spelling, mechanics, and punctuation.