

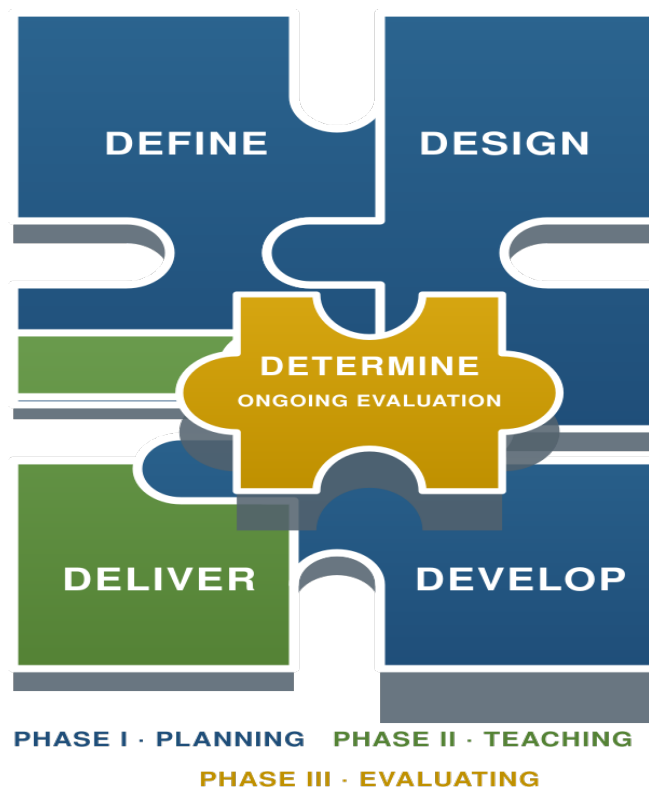
A STEP-BY-STEP IMPLEMENTATION GUIDE

Aisami's 5D Model

for Planning, Teaching, and Evaluating

Online Courses

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Aisami's 5D Model for Planning, Teaching, and Evaluating Online Courses: A Step-by-Step Implementation Guide

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Author Background

Dr. Riad S. Aisami is Professor Emeritus of Instructional Technology and Global Leadership at Troy University and Founder and President of the Global Institute for Digital Education. He developed the 5D Model for planning, teaching, and evaluating online courses and has applied it through university teaching, faculty development, instructional design, and professional training. This step-by-step Guide translates the model into a practical implementation process for creating, delivering, evaluating, and continuously improving online courses.

Target Population

This Guide is intended for university and college instructors, professional trainers, instructional designers, curriculum specialists, course developers, academic leaders, and other professionals responsible for planning, teaching, or evaluating online courses. Within GIDE, it is designed to support current and prospective instructors who develop or deliver online continuing-education, professional-development, workforce-training, and English-language programs.

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Introduction

Planning, teaching, and evaluating an effective online course require a rigorous and systematic process that integrates essential principles of instructional design with the purposeful use of digital technologies. Technology alone does not produce meaningful learning. An online course succeeds when its instructional components work together to enable the targeted learners to achieve clearly stated goals and measurable learning outcomes.

Aisami's 5D Model for Planning, Teaching, and Evaluating Online Courses provides a systematic framework for creating and delivering effective online learning experiences. Introduced in 2005 and subsequently refined through research, teaching, and professional practice, the model consists of five interrelated stages: the Define Stage, Design Stage, Develop Stage, Deliver Stage, and Determine Stage.

The model follows the systematic instructional-design tradition associated with frameworks such as ADDIE - Analyze, Design, Develop, Implement, and Evaluate. However, the 5D Model was developed specifically for web-based and online education. It distinctly emphasizes the Deliver stage because effective online teaching requires considerably more than posting instructional materials in an electronic environment. It requires instructor presence, learner orientation, communication, interaction, facilitation, collaboration, timely feedback, technical support, and purposeful course management.

The revised 5D Model organizes its five stages into three integrated phases:

- Phase I - Planning: Define Stage, Design Stage, and Develop Stage
- Phase II - Teaching: Deliver Stage
- Phase III - Evaluating: Determine Stage

Although these phases provide a clear sequence, the 5D Model is neither strictly linear nor limited to a one-time design process. The output of each stage becomes an essential input for the next stage, but evidence discovered during any stage may require instructors to revisit and refine earlier decisions. Evaluation is therefore continuous. It occurs through review, testing, learner feedback, assessment evidence, course analytics, instructor reflection, and ongoing improvement.

The 5D Model can be applied to academic courses, professional-development programs, workforce training, certificate programs, and other formal or informal online learning experiences. Depending on the course's purpose and institutional context, instruction may be delivered through a learning management system (LMS), videoconferencing platform, mobile application, collaborative workspace, or an appropriate combination of digital technologies.

Regardless of the delivery environment, the ultimate measure of course effectiveness remains clear: the extent to which the targeted learners achieve the established learning

outcomes and demonstrate their ability to apply the knowledge and skills acquired through the course. This principle is formally addressed in the Determine Stage, the final stage of the model, while evidence for evaluation is collected throughout the entire process.

This Guide translates the 5D Model into a practical, step-by-step implementation process. Each stage will include guiding questions, implementation steps, examples, practice activities, feedback criteria, templates, and an application-based assignment. By completing the five stages, instructors will gradually produce a comprehensive plan for developing, teaching, managing, and evaluating an online course.

How to Use This Guide

This Guide may be used independently for self-training, as the principal resource for an instructor-led professional-development course, or as a working reference during the planning and revision of an actual online course. Readers are encouraged to select a course that they currently teach or intend to teach and apply each stage directly to that course.

The application assignments are cumulative. Work completed during the Define Stage will provide the foundation for the Design Stage; the design plan will direct the Develop Stage; the completed course will be prepared for the Deliver Stage; and evidence collected throughout the process will support the Determine Stage. Readers should retain and revise each stage deliverable as their complete Online Course Implementation Portfolio develops. Instructors are also encouraged to establish an electronic course folder in which they can accumulate the application activities completed during the five stages and gather the instructional materials, media files, lectures, resources, and other course components they develop or select. By the end of the training, they will have an organized set of learner-ready materials that can be posted in the course website within a designated learning management system (LMS).

5D Model Overview

The figure below illustrates the 5D Model as a continuous and interrelated process involving five stages: the Define Stage, Design Stage, Develop Stage, Deliver Stage, and Determine Stage.

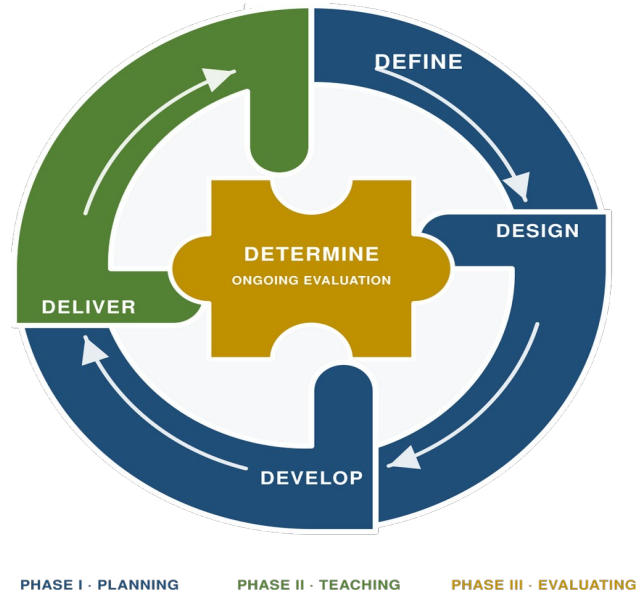


Figure 1. Aisami's 5D Model for Planning, Teaching, and Evaluating Online Courses.

The first three stages constitute the Planning phase. The Deliver Stage constitutes the Teaching phase, and the Determine Stage constitutes the Evaluating phase. The stages operate as an integrated system: each stage contributes to the effectiveness of the others, and continuous evaluation may lead to improvement at any point.

Table 1. Summary of the Three Phases and Five Stages

Phase	Stage	Perspective Work Outline	Principal Deliverable
I Planning	Define	Establish identity, need, learners, scope, goal, outcomes, prerequisites, environment, and support.	Course Definition Profile
I Planning	Design	Analyze tasks; write objectives; select instructional, interaction, assessment, participation, technology, access, and support strategies.	Course Design Blueprint
I Planning	Develop	Create, organize, build, test, and refine learning modules, materials, activities, assessments, the LMS, orientation, and support.	Course Development Package
II Teaching	Deliver	Launch and teach; orient learners; facilitate interaction; provide feedback and support; monitor progress; document evidence.	Course Delivery and Management Package
III Evaluating	Determine	Analyze achievement, experience, delivery, quality, and impact; decide what to retain or revise; document improvement priorities.	Course Evaluation and Improvement Package

PHASE I

Planning

Stages One–Three: Define, Design, and Develop

Building the foundation for an aligned, accessible, and learner-ready online course

Phase I: Planning

The Planning phase includes the Define Stage, Design Stage, and Develop Stage. During the Define Stage, the instructor establishes the online course essentials. During the Design Stage, the instructor transforms these essentials into a structured instructional plan. During the Develop Stage, the instructor creates or selects the required materials, activities, assessments, technologies, and learner-support resources and then builds, tests, and refines the digital course environment.

The output of each stage serves as an essential input for the next. Nevertheless, planning remains iterative. A limitation discovered during Development may require revising an activity created during the Design Stage. Similarly, an accessibility or technology review may reveal the need to modify an earlier decision about the targeted learners, prerequisites, content, or delivery environment.

Before instructional materials are placed in the digital learning environment, online instructors should know what will be taught, why it is needed, who the targeted learners are, what they will be expected to accomplish, and how the learning experience will be supported. Learners should also receive a clear roadmap explaining what they will learn, how they will participate, how their performance will be evaluated, which technologies they will use, and where they can obtain assistance.

Stage One: Define

Defining the Online Course Essentials

The purpose of the Define Stage is to establish a clear and defensible foundation for the proposed online course. Before instructors design lessons, select technologies, or develop instructional materials, they must determine what the course is intended to accomplish, why it is needed, whom it will serve, and what the targeted learners should be able to demonstrate upon completion.

Knowing the audience and the learning context can make a decisive difference in course outcomes. If instructors do not adequately understand the targeted learners, their needs, prior knowledge, and ability to participate online, they risk planning the right content for the wrong audience or creating a learning experience that learners cannot readily access.

Learning Outcomes

Upon completion of Stage One: Define, readers will be able to:

- State a clear and appropriate course identity and title.
- Demonstrate and articulate the need for the proposed course.
- Develop a relevant profile of the targeted learners.

- Define the course scope and summarize its principal content.
- Establish an overall course goal.
- Write clear and measurable learning outcomes.
- Identify academic prerequisites, digital readiness, and access requirements.
- Define an appropriate digital learning environment and learner-support system.
- Complete and evaluate an Online Course Definition Profile for an actual or proposed course.

The 5D Planning Lens

Throughout the planning process, online instructors should address four fundamental questions:

- **Where are the targeted learners now?** This question examines learners' needs, characteristics, prior knowledge, readiness, and present performance.
- **Where should the course take them?** This question identifies the course goal and measurable learning outcomes.
- **How will they get there?** This question guides decisions about content, instructional strategies, activities, assessments, technologies, and delivery.
- **What evidence will demonstrate success, and what should be improved?** This question establishes the basis for formative and summative evaluation and course revision.

A Lesson from Experience

In 1989, I was invited to speak about education in the Middle East at what I understood would be a small roundtable in a large high school in the Detroit metropolitan area. Based on the information provided, I prepared for approximately twenty administrators, faculty and staff members, and representatives of the parent-teacher organization. I carefully organized and rehearsed a presentation appropriate for that audience and setting.

When I arrived, I learned that the situation was entirely different. The occasion was the closing event of International Week, and I was expected to address a large audience assembled in the school auditorium. Although my presentation had been carefully prepared, it had been prepared for a different audience, purpose, setting, and delivery condition.

That experience taught me a lasting instructional lesson: preparation becomes effective only when it is grounded in accurate information. Before designing instruction, we must define and verify whom we are teaching, why the instruction is needed, what learners should accomplish, and under what conditions the learning will occur.

The Continuing Course Example

A single course example is used throughout this stage to show how the eight Definition Decisions work together. The example is intentionally different from the examples used in the book and does not use the 5D Model itself as the course subject.

Running example: Digital Communication Skills for Global Professionals is a six-week online professional-development course for early-career professionals who collaborate with international colleagues, clients, or partners. Each of the eight decisions below contributes to a complete definition of this course.

The Eight Definition Decisions

The Define Stage requires instructors to complete eight related decisions. Together, they establish the course's identity, justification, audience, scope, intended results, entry requirements, learning environment, and support structure. The decisions should be developed as an aligned whole rather than as isolated statements. This systematic emphasis on learners, goals, outcomes, and alignment reflects established instructional-design practice (Aisami, 2020; Dick, Carey, & Carey, 2015).

1. Course Identity and Title

State the official or proposed course title and number, when applicable. The title should be clear, accurate, concise, and suggestive of the principal subject or capability addressed by the course. Academic courses normally follow an institution's approved catalog. Continuing education, professional-development, and workforce courses may not carry course numbers, but their titles should still communicate the course's scope and intended value.

Guiding questions:

- What subject or capability does the title communicate?
- Is the title understandable to the intended audience?
- Does it accurately represent the course's actual scope?

Example: Digital Communication Skills for Global Professionals. The title identifies both the principal capability - digital communication - and the professional context in which learners will apply it.

2. Rationale and Demonstrated Need

State why the course is needed and identify the performance, knowledge, skill, access, or opportunity gap it is intended to address. A need is the difference between a present condition and a desired condition. The justification should be supported, when possible, by a

needs assessment, institutional requirement, stakeholder consultation, performance evidence, learner survey, or relevant research.

Guiding questions:

- What present condition or problem makes the course necessary?
- Who has identified the need, and what evidence supports it?
- Can an online course appropriately address the identified gap?

Example: Supervisors and new employees report that early-career professionals frequently understand common digital tools but have difficulty selecting the appropriate channel, writing concise professional messages, participating effectively in virtual meetings, and communicating across cultures and time zones. A short online course is appropriate because learners can practice these skills in the same kinds of digital environments used in their work.

3. Target Learners and Learner Profile

Identify and describe the learners for whom the course is intended. A useful learner profile considers educational and professional backgrounds, prior knowledge, language and communication needs, motivation, online-learning experience, digital competencies, devices and connectivity, time availability, geographic context, and accessibility requirements. The purpose is not to stereotype learners, but to recognize learner variability and remove unnecessary barriers.

Guiding questions:

- Who are the intended learners?
- What relevant knowledge and experience do they already possess?
- What factors may support or hinder participation?
- What information still needs to be collected directly from them?

Example: The targeted learners are early-career professionals working in geographically distributed organizations. Most have postsecondary education and routine experience with email, messaging, and videoconferencing, but their professional writing experience and familiarity with intercultural communication vary. Many participate outside regular work hours and may use mobile devices or inconsistent internet connections. A pre-course survey will confirm language needs, accessibility requirements, scheduling constraints, and technology access.

4. Course Scope and Content

Provide a concise description of the course and identify the principal concepts, competencies, topics, activities, and approaches it will encompass. The content should respond directly to

the identified need and remain appropriate for the targeted learners, available instructional time, delivery format, and expected level of performance. The instructor should also identify what lies outside the course's intended scope.

Guiding questions:

- What principal content must the course address?
- What content is outside its intended scope?
- Is the scope realistic for the available time?
- How does the content connect to professional requirements?

Example: The six-week course addresses digital professionalism, audience and purpose analysis, channel selection, concise email and message writing, virtual-meeting participation, intercultural communication, collaborative feedback, and the preparation of a practical communication plan. It does not provide advanced language instruction, technical software certification, or comprehensive organizational-communication theory.

5. Overall Course Goal

Establish a broad statement describing the principal capability or achievement that learners should develop as a result of the course. The overall goal connects the demonstrated need with the course content and expected learner performance. All subsequent instructional decisions should contribute to this destination.

Guiding questions:

- What should learners be broadly capable of doing after completing the course?
- Does the goal address the demonstrated need?
- Is it appropriate for the learners and course scope?

Example: The overall goal is to enable early-career professionals to communicate clearly, appropriately, and collaboratively through common digital channels in a global workplace.

6. Measurable Learning Outcomes

Identify what learners will be able to demonstrate upon successful completion. Learning outcomes translate the overall goal into observable and assessable performances. They should begin with appropriate action verbs and specify the knowledge, skills, products, decisions, or performances learners will demonstrate. Each major outcome should be taught and assessed.

Guiding questions:

- What observable performance will demonstrate learning?

- Can the outcome be assessed with appropriate evidence?
- Does each outcome contribute to the overall goal?
- Are the outcomes achievable within the course's duration?

Example: By the end of the course, learners will be able to: (a) analyze an audience, purpose, and context before selecting a digital communication channel; (b) compose concise and professionally appropriate emails and workplace messages; (c) demonstrate effective participation in a virtual meeting; (d) adapt a communication for cultural, linguistic, accessibility, and time-zone considerations; and (e) create a digital communication plan for a realistic workplace situation.

7. Prerequisites, Readiness, and Access

Identify the academic prerequisites, entry knowledge, technical competencies, equipment, connectivity, and other conditions learners need to participate and succeed. Include only genuinely necessary requirements. When a readiness gap can reasonably be addressed through orientation, preliminary resources, practice, or technical support, provide that assistance rather than automatically excluding the learner.

Guiding questions:

- What prior knowledge or credentials are essential?
- What digital tasks must learners be able to perform?
- What devices, software, connectivity, or assistive technologies are required?
- How will readiness and access be assessed and supported?

Example: No specialized academic prerequisite is required. Learners need functional written English, regular access to a computer or tablet, an internet connection capable of supporting short live sessions, and the ability to use email, a web browser, and basic document tools. A technology check, orientation, captioned tutorials, downloadable materials, and an alternative participation procedure will support learners who need additional preparation or experience temporary connectivity problems.

8. Digital Learning Environment and Support System

Describe the environment in which online learning will take place and identify the academic, instructional, technical, administrative, and accessibility support available. Technology should be selected because it supports the intended learning. Decisions should also consider usability, accessibility, privacy, security, academic integrity, learner access, and institutional requirements.

Guiding questions:

- Which technologies are required for instruction, communication, interaction, and assessment?
- How will learners be oriented to the environment?
- Where will they obtain academic, technical, and accessibility support?
- What alternatives will be available when technology fails?

Example: The course will use an LMS as its central location, a videoconferencing platform for weekly practice sessions, and a shared document space for collaborative activities. Learners will receive a start-up orientation, technology checklist, accessibility information, instructor contact procedures, and a clearly identified technical-help channel. Recorded or equivalent asynchronous activities will be available when live participation is interrupted by documented access or connectivity problems.

Online Learner Needs, Readiness, and Access Survey

Before the course begins, instructors should collect sufficient information to confirm whether the targeted learners possess the entry knowledge, access, and digital readiness required for participation. The survey should address subject-matter preparation, digital confidence, devices and connectivity, language and communication needs, accessibility, time availability, online collaboration, artificial-intelligence literacy, privacy, cybersecurity, and available support. Collect only information that will be used to improve access, preparation, instruction, or support, and explain how learner information will be protected.

Completed Online Course Definition Profile

The following completed profile brings the eight examples together. Notice how each decision supports the others: the demonstrated need shapes the course goal; the learner profile influences the scope, requirements, environment, and support; and the measurable outcomes specify the evidence learners must produce.

1. Course identity and title:**2. Rationale and demonstrated need:****3. Target-learner profile:**

Early-career professionals in geographically distributed organizations. They have routine experience with common digital tools, but their writing experience, language needs, online-learning experience, schedules, accessibility needs, devices, and connectivity vary.

4. Course scope and content:

Digital professionalism; audience and purpose analysis; channel selection; email and message writing; virtual meetings; intercultural communication; feedback; and a workplace communication plan. Advanced language instruction and software certification are outside the course scope.

5. Overall course goal:**6. Measurable learning outcomes:****7. Prerequisites, readiness, and access:****8. Digital environment and support:**

LMS, videoconferencing platform, and shared document space, supported by orientation, tutorials, accessibility information, instructor guidance, technical help, downloadable resources, and alternatives for interrupted live participation.

Course Essential	Completed Digital Communication Example
1. Course identity and title	Digital Communication Skills for Global Professionals; six-week online professional-development course.
2. Rationale and demonstrated need	Early-career professionals commonly use digital tools but need stronger judgment and performance in channel selection, concise professional writing, virtual meetings, and communication across cultures and time zones. Workplace feedback and a learner survey will verify the need.
3. Target-learner profile	Early-career professionals in geographically distributed organizations. Their writing experience, language needs, online-learning experience, schedules, accessibility needs, devices, and connectivity vary.
4. Course scope and content	Digital professionalism; audience and purpose analysis; channel selection; email and message writing; virtual meetings; intercultural communication; feedback; and a workplace communication plan. Advanced language instruction and software certification are outside the scope.
5. Overall course goal	Enable early-career professionals to communicate clearly, appropriately, and collaboratively through common digital channels in a global workplace.
6. Measurable learning outcomes	Learners will analyze audience and context, select appropriate channels, compose professional digital messages, participate effectively in virtual meetings, adapt communications for diverse circumstances, and create a workplace digital communication plan.
7. Prerequisites, readiness, and access	Functional written English; computer or tablet; adequate internet access; and basic ability to use email, browsers, and documents. A pre-course survey and technology check will identify support needs.
8. Digital environment and support	LMS, videoconferencing platform, and shared document space, supported by orientation, tutorials, accessibility information, instructor guidance, technical help, downloadable resources, and connectivity alternatives.

Alignment Check for the Completed Example

- The identified workplace communication gap justifies the course.
- The learner profile explains the flexible schedule, orientation, accessibility provisions, and connectivity alternatives.
- The course goal directly addresses the demonstrated need.
- The learning outcomes translate the goal into observable performances.
- The course environment enables learners to practice the same forms of communication expected in the outcomes.

Check on Learning: Stage One - Define

This check assesses the eight Definition Decisions that establish the online course foundation.

Directions: Complete all eight questions before beginning the practice activity. Each question assesses one major decision or task in the stage. After answering all questions, consult the Answer Key and Feedback that follows the test.

1. Which course title provides the clearest course identity for the continuing example?

Option A: Communication

Option B: Digital Communication Skills for Global Professionals

Option C: Interesting Workplace Topics

Option D: Technology and Business

2. A proposed course is justified only by the statement, “Employees need better communication skills.” Which revision provides the strongest rationale and demonstrated need?

Option A: Communication is important in every workplace.

Option B: The instructor enjoys teaching professional communication.

Option C: Supervisor interviews, message audits, and client-feedback records show recurring problems with clarity, tone, and virtual-meeting follow-through among globally distributed staff.

Option D: Several competing organizations offer communication courses.

3. Which learner-profile information would most directly influence the design of an online professional-communication course for internationally distributed adults? Select the best combination.

Option A: Only the learners' job titles

Option B: Prior communication experience, language needs, time zones, device and connectivity access, accessibility needs, motivation, and work context

Option C: Only age and highest degree earned

Option D: The instructor's preferred teaching methods

4. Which statement appropriately defines course scope and content?

Option A: The course will teach everything learners may need to know about communication.

Option B: The course will cover audience analysis, concise professional messages, virtual-meeting communication, cross-cultural collaboration, and constructive feedback; advanced public-relations campaigns and technical-document production are outside its scope.

Option C: The course will use six modules and an LMS.

Option D: Learners will improve their communication skills.

5. Which statement is the most appropriate overall course goal?

Option A: Learners will list four parts of a professional email with 80 percent accuracy.

Option B: The course will use videos, discussions, and projects.

Option C: Learners will communicate clearly, appropriately, and collaboratively through common digital channels in a global workplace.

Option D: Learners will complete all assignments by Friday.

6. Which learning outcome is measurable and aligned with the continuing course goal?

Option A: Understand professional communication.

Option B: Know the importance of audience analysis.

Option C: Given a workplace scenario, produce an audience-appropriate digital communication plan that meets the established rubric criteria.

Option D: Appreciate effective meetings.

7. Learners need basic document skills, reliable access to audio and video, and the ability to participate across time zones. Where should these requirements be documented?

Option A: Only in a welcome announcement after the course begins

Option B: As relevant prerequisites, digital-readiness and access requirements, with a pre-course check and support or alternatives where feasible

Option C: Only in the final assessment instructions

Option D: They should not be stated because online learners are expected to manage independently

8. Which environment-and-support decision is most complete?

Option A: Use several popular tools and let learners determine how to obtain help.

Option B: Use the LMS for sequence and submissions, videoconferencing for rehearsal, and an accessible shared workspace for peer review; provide orientation, academic and technical help, privacy guidance, and an equivalent pathway for documented access barriers.

Option C: Use email for every course function.

Option D: Choose the newest platform available.

Answer Key and Feedback

1. Correct answer: Option B - Digital Communication Skills for Global Professionals.
Feedback: The title identifies the principal capability, the digital context, and the intended professional audience. The other titles are too broad or do not communicate the course's distinctive purpose. Review Definition Decision 1: Course Identity and Title.
2. Correct answer: Option C. Feedback: A defensible need statement identifies the performance gap and supports it with multiple forms of evidence. General importance, instructor interest, or competitor activity alone does not demonstrate that this audience needs this course. Review Definition Decision 2: Rationale and Demonstrated Need.
3. Correct answer: Option B. Feedback: A useful learner profile includes characteristics that can change content, examples, pacing, participation, access, support, and assessment. Demographic data should be collected only when relevant to a defensible instructional decision. Review Definition Decision 3: Target Learners and Learner Profile.
4. Correct answer: Option B. Feedback: Scope identifies the course boundaries, principal content, and purposeful exclusions. Option C describes format, and Option D resembles a broad goal rather than a content boundary. Review Definition Decision 4: Course Scope and Content.
5. Correct answer: Option C. Feedback: An overall goal states the broad capability the course is intended to develop. Option A is a specific objective, Option B describes methods, and Option D describes compliance rather than learning. Review Definition Decision 5: Overall Course Goal.
6. Correct answer: Option C. Feedback: The outcome states an observable performance and the evidence by which achievement can be judged. Understand, know, and appreciate do not by themselves identify what learners must demonstrate. Review Definition Decision 6: Measurable Learning Outcomes.
7. Correct answer: Option B. Feedback: Entry skills, digital readiness, equipment, connectivity, scheduling conditions, and available assistance should be defined early and verified before instruction. This allows learners and instructors to address barriers before they interrupt participation. Review Definition Decision 7: Prerequisites, Readiness, and Access.
8. Correct answer: Option B. Feedback: The decision connects each environment to a course function and identifies learner orientation, support, accessibility, privacy, and alternatives. Technology should be selected for instructional purpose and learner feasibility, not popularity or novelty. Review Definition Decision 8: Digital Learning Environment and Support System.

Readiness Check

Suggested readiness standard: Demonstrate accurate performance on at least seven of the eight tasks. More importantly, use the feedback to correct any misunderstanding before beginning the application practice. This check is formative and may be repeated.

Practice Activity: Define Your Online Course

Select an academic course, professional-development program, workforce course, or training program that you currently teach or intend to teach. Complete the eight sections below. Write responses clearly enough that another instructor could proceed to Stage Two: Design without making unsupported assumptions.

Course Essential	Guidance	Your Course Response
1. Course Identity and Title	State the official or proposed title and course number, if applicable.	
2. Rationale and Demonstrated Need	Describe the present condition, desired condition, gap, and evidence.	
3. Target Learners and Learner Profile	Describe relevant knowledge, experience, motivation, language, access, schedule, and support needs.	
4. Course Scope and Content	Summarize what the course includes and excludes.	
5. Overall Course Goal	State the broad capability learners should develop.	
6. Measurable Learning Outcomes	State observable, assessable end-of-course performances.	
7. Prerequisites, Readiness, and Access	Identify essential entry knowledge, skills, equipment, connectivity, and support.	
8. Digital Learning Environment and Support System	Identify technologies, orientation, support, accessibility provisions, and contingencies.	

Practice Assignment: Online Course Definition Profile

Review and refine the eight responses from the practice activity, then combine them into one Online Course Definition Profile. Conclude with a short alignment explanation addressing the following relationships:

- How does the demonstrated need justify the course?
- How does the learner profile influence the course scope, requirements, environment, and support?
- How does the overall goal respond to the need?
- How do the measurable outcomes support the goal?
- How will the selected environment and support system enable learners to achieve the outcomes?

Define Stage Practice Review Checklist

Use this checklist to evaluate your own assignment, guide peer feedback, or support facilitator review. Mark the level that best represents the current work and record a specific revision when improvement is needed.

Course identity

The title is clear, accurate, concise, and consistent with the course scope.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Demonstrated need

The need identifies a meaningful gap and is supported by appropriate evidence or verification plans.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Target learners

The profile identifies characteristics and variations that materially influence planning, participation, and support.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Scope and content

The content responds to the need, is realistic for the available time, and identifies appropriate boundaries.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Overall goal

The goal states the broad intended capability and directly addresses the demonstrated need.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Learning outcomes

The outcomes are observable, measurable, achievable, and aligned with the goal and anticipated assessments.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Prerequisites and access

Only necessary requirements are included, and remediable readiness or access gaps are supported.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Environment and support

The technologies, orientation, accessibility provisions, assistance, and contingencies enable participation and learning.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Internal alignment

The eight decisions reinforce one another and provide a sufficient foundation for Stage Two: Design.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Clarity and completeness

Another instructor could use the profile without making unsupported assumptions.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Reflection

What information about the learners or delivery context would most significantly change the way you plan this course? How will you verify that information before beginning Stage Two: Design?

Define Stage Deliverable

At the conclusion of Stage One, the instructor will produce a reviewed Online Course Definition Profile containing all eight Definition Decisions and a short alignment explanation. This profile becomes the first component of the Online Course Implementation Portfolio and the foundation for Stage Two: Design.

Transition to Stage Two: Design

The Define Stage establishes where the targeted learners are, where the course is intended to take them, and the conditions under which learning will occur. Stage Two: Design uses this

foundation to organize and sequence the content, select instructional strategies, plan interaction and engagement, develop the assessment strategy, and determine how the selected technologies will support learning.

Stage Two: Design

Designing the Online Course Instruction

The purpose of the Design Stage is to transform the decisions made during the Define Stage into a coherent instructional plan. The instructor determines how learners will progress from their present level of knowledge and skill to the intended course goal, what performances will demonstrate learning, what evidence will be accepted, and how instruction, interaction, assessment, and technology will work together.

The Design Stage is the blueprint stage. It precedes the production of lessons, media, activities, and assessments. A well-developed design reduces unnecessary development, reveals gaps before the course is built, and helps ensure that every course component serves the learners and the intended outcomes.

Design principle: Begin with the intended performance and acceptable evidence, then plan the learning experiences, interactions, assessments, and technologies that will enable learners to succeed.

Learning Outcomes

Upon completion of Stage Two: Design, readers will be able to:

- Conduct an instructional and task analysis for the online course.
- Identify the subordinate skills, enabling knowledge, and entry skills required for successful performance.
- Write measurable performance objectives that specify condition, behavior, and criteria.
- Classify intended performances by learning domain and level of complexity.
- Develop objective-based assessments and establish clear evidence of mastery.
- Sequence content and plan appropriate instructional and learning strategies.
- Design purposeful learner-content, learner-instructor, and learner-learner interaction.
- Determine an appropriate balance of synchronous, asynchronous, collaborative, and independent learning.
- Select digital and AI-supported technologies according to instructional purpose, access, accessibility, privacy, academic integrity, and responsible-use requirements.
- Complete and evaluate an Online Course Design Blueprint for an actual or proposed course.

From the Define Stage to the Design Stage

The Online Course Definition Profile completed in Stage One is the starting point for the Design Stage. The demonstrated need and learner profile guide the level and format of instruction. The overall goal and measurable learning outcomes identify the intended

destination. The prerequisites, digital environment, and support system establish the conditions within which the design must operate.

Continuing course example: Digital Communication Skills for Global Professionals remains the running example. During Define, the course need, learners, scope, goal, outcomes, prerequisites, environment, and support were established. During Design, those decisions are converted into a teachable and assessable plan.

A Lesson from Experience: The Blueprint Before the Building

During a visit to Dubai in 2016, I stood before Burj Khalifa and was struck by the relationship between architectural planning and instructional design. A tower does not reach its highest point merely because builders possess advanced equipment and materials. Its visible structure depends on an earlier blueprint that identifies the destination, the supporting levels, the sequence of construction, and the relationship among all parts.

Online instruction follows a similar principle. The course goal may appear at the top of the structure, but learners cannot be expected to reach it in a single step. The instructor must work backward from the intended performance, identify the required skills and subordinate skills, determine what learners already need to know, and then arrange the learning experiences in a logical order. Technology may assist the construction, but it cannot replace the instructional blueprint.

The Eight Design Decisions

Stage Two requires eight related decisions. The first four preserve the instructional-design foundation presented in the original model. The remaining decisions extend that foundation to the interaction patterns, delivery choices, accessibility responsibilities, and digital and AI-supported environments of contemporary online learning.

1. Conduct the Instructional and Task Analysis

Begin with each measurable learning outcome established during the Define Stage and identify the major tasks, subordinate skills, enabling knowledge, and entry skills required to perform it. Work backward from the intended performance, then arrange the identified elements in the order in which they must be learned or applied.

A subordinate skill is a component that must be learned as part of the course. An entry skill is knowledge or performance that learners should possess before instruction begins. The learner analysis determines where to draw the line. If a required entry skill is absent among a meaningful portion of the learners, the instructor may provide orientation, prerequisite review, supplemental support, or revise the scope.

Guiding questions:

- What must learners do to demonstrate each course outcome?
- Which steps and sub-steps make the performance possible?
- Which knowledge, judgments, attitudes, or physical actions support those steps?
- Which skills must be taught, and which are legitimate entry requirements?
- What sequence reflects prerequisite relationships rather than merely the order of topics?

Example: To compose a concise and professionally appropriate workplace email, learners must analyze the audience and purpose, select an appropriate subject line and opening, organize the message, state the requested action, use a suitable tone, review accessibility and clarity, and revise before sending. Basic use of email and a document editor is treated as an entry skill; professional audience analysis and revision are taught in the course.

2. Write Performance Objectives

Translate the tasks and subordinate skills into precise statements of learner performance. A useful performance objective identifies the condition under which the performance will occur, the observable behavior expected from the learner, and the criteria by which acceptable performance will be judged. The audience is ordinarily already established in the Define Stage and should remain consistent throughout the design.

- Condition: the situation, information, tools, resources, or limitations under which the learner will perform.
- Behavior: the observable action, decision, product, or performance expected from the learner.
- Criteria: the quality, accuracy, completeness, time, standard, or other measure required for mastery.

Avoid relying on broad verbs such as know, understand, learn, or appreciate unless the statement also identifies an observable demonstration of that learning.

Example: Given a realistic workplace situation and a choice of common digital channels (condition), the learner will select and justify the most appropriate channel (behavior) using the stated audience, urgency, confidentiality, accessibility, and documentation criteria (criteria).

3. Classify the Intended Learning

Classifying objectives helps the instructor select suitable instruction, practice, feedback, and assessment. The Guide retains four broad learning domains associated with the model's

instructional-design foundation. An objective may involve more than one domain, but the instructor should identify the principal performance and any supporting performances.

Learning domain	Primary emphasis	Typical online evidence
Verbal information	Recall, state, name, identify, or describe information.	Short answer, explanation, annotated example, or knowledge check.
Intellectual skills	Discriminate, classify, apply a rule, solve a problem, analyze, decide, or create.	Case analysis, decision with justification, problem solution, plan, or product.
Psychomotor skills	Coordinate mental and physical actions to perform a procedure.	Live or recorded demonstration, simulation, process checklist, or produced artifact.
Attitudinal skills	Choose or consistently demonstrate a valued course of action.	Observed choices across situations, reflection supported by behavior, participation pattern, or action plan.

Example: Selecting a suitable communication channel is principally an intellectual skill because learners must interpret circumstances and apply decision criteria. Demonstrating respectful intercultural communication also includes an attitudinal dimension because the learner must consistently choose appropriate and inclusive practices.

4. Develop Objective-Based Assessment

Determine what evidence will demonstrate that each performance objective has been achieved. In objective-based assessment, the required behavior, condition, and criteria direct the assessment method. If the objective requires a learner to create, perform, decide, or collaborate, the assessment should require the same essential performance rather than measure only recall.

Design assessment at the same time as the performance objective. This provides an immediate test of clarity: if acceptable evidence cannot be described, the objective may be too vague, incomplete, or impractical. Plan both formative assessment, which guides improvement during learning, and summative assessment, which documents achievement at an appropriate concluding point.

Guiding questions:

- What direct evidence will demonstrate the intended performance?
- Does the assessment reproduce the essential condition and behavior stated in the objective?
- Are the criteria transparent, fair, and appropriate for the learning domain?
- What practice and feedback will occur before the final performance?

- How will accessibility, academic integrity, privacy, and responsible AI use be addressed?

Example: Learners receive a workplace scenario and prepare an email response. A rubric evaluates audience and purpose alignment, organization, concision, tone, requested action, accessibility, and accuracy. Learners first analyze a sample, draft their response, exchange structured peer feedback, revise, and submit a short explanation of their decisions.

5. Sequence Content and Select Instructional Strategies

Organize content and tasks in a sequence that supports learning. The sequence may proceed from prerequisite to advanced performance, simple to complex application, familiar to unfamiliar situations, chronological order, whole task to supporting parts, or a carefully chosen combination. The sequence should reflect how competence develops, not merely how information appears in a textbook.

For each objective, plan the instructional support learners will need: explanation, modeling, demonstration, examples and nonexamples, guided practice, independent practice, feedback, reflection, and transfer to a realistic situation. Provide additional scaffolding early and gradually reduce it as learners become more capable.

Example: The continuing course begins with audience, purpose, and context because these decisions influence every later communication task. Learners then select channels, compose messages, participate in virtual meetings, adapt communication across circumstances, and integrate the competencies in a final workplace communication plan.

6. Design Interaction, Engagement, and Feedback

Plan the interaction required for learning rather than treating participation as an added requirement. Each interaction should have a clear purpose, directions, expected contribution, timeframe, and feedback process. A balanced design may include learner-content interaction, learner-instructor interaction, learner-learner interaction, and learner-technology interaction.

- Learner-content: analyze, annotate, practice, solve, create, or reflect upon the subject matter.
- Learner-instructor: receive guidance, clarification, modeling, encouragement, and timely feedback.
- Learner-learner: discuss, compare perspectives, practice, collaborate, review, and solve authentic problems.
- Learner-technology: use the digital environment to access, practice, create, communicate, and demonstrate learning.

Engagement should be designed through meaningful work, relevance, achievable challenge, learner choice where appropriate, visible progress, and useful feedback. The quantity of messages or discussion posts is not by itself evidence of meaningful interaction.

Example: Learners compare two responses to a cross-cultural workplace misunderstanding, identify the assumptions in each, revise one response collaboratively, and receive instructor feedback tied to the communication rubric.

7. Determine the Learning Format and Participation Pattern

Determine the appropriate balance of synchronous, asynchronous, collaborative, and independent learning. The choice should reflect the objectives, learner profile, time zones, connectivity, accessibility, need for immediate interaction, and value of reflection or flexible participation. Equivalent access does not always require an identical activity, but alternatives should address the same objective and demand comparable effort and performance.

Format	Most useful when	Design cautions
Synchronous	Immediate practice, demonstration, coaching, discussion, or social presence materially improves learning.	Time zones, bandwidth, recording and privacy, accessibility, attendance expectations, and an equivalent contingency.
Asynchronous	Learners benefit from flexibility, reflection, repeated access, or geographically distributed participation.	Clear deadlines, visible instructor presence, manageable workload, response expectations, and prevention of isolation.
Collaborative	The objective requires dialogue, negotiation, peer review, shared decisions, or a group product.	Roles, group size, accountability, conflict procedures, accessible tools, and fair evaluation.
Independent	Learners need focused study, individual practice, personal application, or evidence of individual mastery.	Guidance, feedback, progress checks, workload, and opportunities to request help.

Example: The continuing course uses short asynchronous explanations and analyses for preparation, independent writing practice for individual mastery, peer review for alternative perspectives, and a weekly live or equivalent recorded practice option for virtual-meeting skills.

8. Align Technology, Accessibility, Integrity, and Responsible AI Use

Select technology only after the instructional purpose is clear. For every proposed tool, identify the learning function it serves, the benefit it adds, the access and support it requires,

the information it collects, and the workable alternative when it is unavailable. Avoid adding a tool merely because it is new, popular, or already licensed.

Accessibility, privacy, cybersecurity, academic integrity, and responsible technology use are design requirements, not final checks. Plan accessible formats, captions and transcripts, keyboard and assistive-technology compatibility, readable documents, flexible access where appropriate, clear data practices, and realistic alternatives. When artificial intelligence may be used, state whether it is required, permitted, limited, or prohibited for each activity; explain acceptable assistance and attribution; protect confidential information; and preserve meaningful evidence of learner performance. Current accessibility and inclusive-design guidance includes CAST's UDL Guidelines 3.0 and WCAG 2.2; responsible-AI provisions also reflect UNESCO's human-centered guidance (CAST, 2024; Miao & Holmes, 2023; World Wide Web Consortium, 2024).

Instructional purpose	Possible technology	Required design question
Central course access	Learning management system	Can learners locate the sequence, expectations, materials, grades, support, and next action?
Immediate practice	Videoconferencing or simulation	Does real-time interaction materially support the objective, and is an equivalent contingency available?
Collaborative production	Shared document or workspace	Are roles, access, revision history, privacy, and individual accountability clear?
Practice and feedback	Quiz, annotation, recording, or feedback tool	Does the tool provide useful evidence and accessible, timely feedback?
AI-supported learning	Approved generative or analytic system	What learning purpose does it serve, what human judgment remains essential, and how will use be disclosed and evaluated?

Example: Learners may use an institutionally approved AI tool to compare alternative subject lines after writing their own. They must document the prompt, identify what they accepted or rejected, revise through their own judgment, and avoid entering confidential workplace information. The instructor evaluates the final message and the learner's reasoning, not the tool's output.

The Alignment Chain

A defensible course design shows a visible chain from need to evidence. Each element should support the next, and no major activity, assessment, or technology should remain disconnected from an intended outcome.

Design Element	Question it Answers
Demonstrated need and learner profile	Why is the course needed, and for whom is it being designed?
Course goal and learning outcome	Where should the course take the learners?
Task analysis and performance objective	What must learners know and do, and under what standard?
Assessment evidence	What will demonstrate successful performance?
Sequence, instruction, interaction, and feedback	What learning experiences will prepare learners to produce that evidence?
Format, technology, accessibility, and support	Under what conditions can learners participate and succeed?
Evaluation information	What evidence will be collected to improve the design and later stages?

Completed Online Course Design Blueprint

The following completed blueprint illustrates how the eight Design Decisions can be applied to selected outcomes from Digital Communication Skills for Global Professionals. It is intentionally concise. A complete blueprint may contain additional objectives and module-level details appropriate to the course.

A. Instructional and Task Analysis

Major outcome	Required subordinate performances	Entry skills
Analyze audience, purpose, and context and select an appropriate channel.	Identify the intended audience; clarify purpose and urgency; judge confidentiality, accessibility, record, and response needs; compare channel features; justify a selection.	Use common email, messaging, browser, and document functions; read a short workplace scenario.
Compose a concise, professionally appropriate digital message.	Plan the message; write a useful subject line and opening; organize essential information; state the requested action; apply suitable tone; revise for clarity, accessibility, and accuracy.	Type and edit text; send and receive email; attach or share a document.
Participate effectively in a virtual meeting.	Prepare an agenda contribution; test access; join appropriately; listen and respond; use verbal and nonverbal meeting practices; document decisions and next actions.	Join a videoconference and use basic microphone, camera, chat, and accessibility controls.

Major outcome	Required subordinate performances	Entry skills
Create a workplace digital communication plan.	Analyze stakeholders and situations; select channels and protocols; establish accessibility, privacy, escalation, response, and documentation practices; justify decisions; revise from feedback.	Apply the preceding course performances and use a planning template.

B. Objective–Assessment–Instruction Alignment

Performance objective	Domain	Assessment evidence	Learning and feedback plan
Given a workplace scenario and five common digital channels, select and justify the most appropriate channel using all stated decision criteria.	Intellectual skills	Scenario decision and written justification scored with a five-criterion checklist.	Model decision; compare examples; guided cases; peer explanation; instructor feedback; independent case.
Given an authentic workplace purpose and audience, compose and revise a digital message that meets at least six of seven rubric criteria.	Intellectual skills / verbal information	Initial and revised message, decision note, and analytic rubric.	Annotated examples; instructor modeling; guided drafting; peer review; revision; focused feedback.
During a live or equivalent simulated meeting, demonstrate the required preparation, participation, listening, and follow-up behaviors on the performance checklist.	Psychomotor / attitudinal skills	Observed or recorded performance and follow-up summary.	Demonstration; rehearsal; role-play; self-review; instructor or peer checklist feedback.
Given a realistic organizational case, create a communication plan that meets all required sections and earns at least Proficient on each essential rubric criterion.	Intellectual skills / attitudinal skills	Authentic final plan, rationale, and short reflection.	Case analysis; template; milestones; consultation; peer critique; revision; final instructor evaluation.

C. Course Sequence and Participation Pattern

Module	Principal performance	Participation pattern
1. Digital professionalism and context	Analyze audience, purpose, urgency, confidentiality, accessibility, and cultural context.	Asynchronous analysis; independent reflection; instructor feedback.
2. Channel selection	Select and justify an appropriate communication channel.	Guided cases; learner-learner comparison; independent decision.
3. Professional digital messages	Compose and revise email and workplace messages.	Modeling; independent draft; structured peer review; revision.

Module	Principal performance	Participation pattern
4. Virtual meetings	Prepare, participate, listen, respond, and document follow-up.	Synchronous or equivalent simulation; collaborative rehearsal; checklist feedback.
5. Intercultural and accessible communication	Adapt a communication for varied cultural, linguistic, accessibility, and time-zone circumstances.	Case discussion; collaborative revision; instructor clarification.
6. Workplace communication plan	Integrate course competencies in a practical plan and justify the decisions.	Independent project; consultation; peer critique; final revision and reflection.

D. Technology, Access, Integrity, and AI Plan

- The LMS provides the course sequence, instructions, materials, submissions, grades, and support links.
- Videoconferencing supports meeting practice; an equivalent recorded or simulated option addresses documented scheduling, accessibility, or connectivity barriers.
- A shared document space supports peer review and collaborative revision, with clear permissions and individual contribution records.
- All essential resources use accessible formats; recordings include captions or transcripts; documents follow readable structure; downloadable alternatives are available where feasible.
- No confidential workplace or personal information may be submitted to course or AI systems. Approved AI assistance must be disclosed and documented. Learners remain responsible for analysis, final decisions, accuracy, and original performance.

Alignment Check for the Completed Example

- Each assessment requires the same essential performance stated in its objective.
- The instructional activities prepare learners for the assessment rather than introducing unrelated work.
- Interaction is used where comparison, rehearsal, feedback, or collaboration improves the intended performance.
- The participation pattern responds to distributed schedules and variable connectivity without weakening the outcomes.
- Technology choices have stated instructional purposes and include access, accessibility, privacy, integrity, and support provisions.
- The final communication plan integrates the course outcomes and provides authentic evidence of transfer.

Check on Learning: Stage Two - Design

This check assesses the eight Design Decisions that transform the Definition Profile into an aligned instructional blueprint.

Directions: Complete all eight questions before beginning the practice activity. Each question assesses one major decision or task in the stage. After answering all questions, consult the Answer Key and Feedback that follows the test.

1. A course outcome requires learners to conduct a short virtual meeting. Which analysis best prepares the instructor to design instruction?

Option A: List only the software features used in the meeting.

Option B: Break the performance into planning an agenda, opening the meeting, facilitating participation, managing time, confirming decisions, and documenting follow-up; identify enabling knowledge, entry skills, and prerequisite relationships.

Option C: Select a video before analyzing the task.

Option D: Ask learners whether they enjoy meetings.

2. Which performance objective contains an appropriate condition, observable behavior, and criterion?

Option A: Learners will understand virtual meetings.

Option B: Learners will know how to communicate.

Option C: Given a workplace scenario and a meeting template, learners will prepare an agenda that states the purpose, sequence, participants, timing, and intended decisions, meeting at least four of five rubric criteria.

Option D: The instructor will explain meeting agendas.

3. An objective asks learners to respond constructively during a simulated workplace disagreement. Which learning-domain decision is most defensible?

Option A: It is only cognitive because all learning involves thinking.

Option B: Its principal domain is psychomotor because the learner speaks.

Option C: It integrates cognitive judgment, interpersonal performance, and affective dispositions; the principal domain should be assigned according to the performance and criteria emphasized in the assessment.

Option D: Learning domains are unrelated to instructional strategy.

4. The objective requires learners to deliver a five-minute virtual presentation. Which assessment provides the most direct evidence?

Option A: A ten-item quiz defining presentation terms

Option B: A learner-delivered live or recorded presentation evaluated with an aligned performance rubric

Option C: A discussion post about why presentations matter

Option D: A survey asking whether learners feel confident

5. Which sequence and strategy best supports learning to write an audience-appropriate professional email?

Option A: Assign the final email first and explain the concepts afterward.

Option B: Present all communication theories before revealing the assignment.

Option C: Activate prior knowledge, model audience analysis and message structure, compare examples and non-examples, provide guided practice and feedback, require independent performance, and prompt transfer to a new context.

Option D: Allow learners to choose unrelated activities.

6. Which interaction plan is most purposeful?

Option A: Require three discussion posts every week regardless of the objective.

Option B: Use peer review before the final email because comparing messages and applying the rubric helps learners improve a performance; specify preparation, contribution, timing, criteria, and feedback.

Option C: Add a chat room because the LMS includes one.

Option D: Count every login as meaningful engagement.

7. Learners work in several time zones and have uneven connectivity, but the course includes meeting practice. Which participation pattern is best aligned?

Option A: Require one live session at a single time with no alternative.

Option B: Remove all interaction from the course.

Option C: Use flexible asynchronous preparation and discussion, offer multiple small-group rehearsal times, and provide an equivalent recorded or simulated performance option that addresses the same objective and criteria.

Option D: Let each learner omit any difficult activity.

8. A proposed AI tool can improve drafting feedback but requires learners to enter workplace messages into an external system. What is the best design decision?

Option A: Require the tool because it is innovative.

Option B: Prohibit all technology-supported feedback.

Option C: First determine the instructional benefit, data and privacy risks, accessibility, cost, integrity implications, acceptable-use and disclosure rules, support, and a workable alternative; never permit confidential information to be entered.

Option D: Let learners decide privately how to use it without guidance.

Answer Key and Feedback

1. Correct answer: Option B. Feedback: Instructional and task analysis identifies the major performance, subordinate skills, enabling knowledge, entry skills, and learning relationships. Tool selection and learner preference may inform later decisions but cannot replace analysis of the required performance. Review Design Decision 1.

2. Correct answer: Option C. Feedback: The condition is the scenario and template; the observable behavior is preparing an agenda; and the criterion is meeting at least four of five rubric criteria. The other responses do not state measurable learner performance. Review Design Decision 2: Write Performance Objectives.

3. Correct answer: Option C. Feedback: Authentic performances often involve more than one domain. Classification should follow what the learner must demonstrate and what the criteria emphasize, while acknowledging supporting domains. Review Design Decision 3: Classify the Intended Learning.

4. Correct answer: Option B. Feedback: The assessment requires the same essential behavior as the objective and applies stated criteria to the actual performance. Quizzes, discussions, and self-reports may provide supporting formative evidence but do not directly demonstrate presentation competence. Review Design Decision 4.

5. Correct answer: Option C. Feedback: The sequence moves from prerequisite understanding and modeling through guided and independent practice, feedback, and transfer. It is aligned with the performance rather than organized around content coverage alone. Review Design Decision 5.

6. Correct answer: Option B. Feedback: Purposeful interaction is connected to an objective and identifies what learners do, why it matters, when it occurs, and how feedback supports improvement. Message volume or tool availability alone does not establish instructional value. Review Design Decision 6.

7. Correct answer: Option C. Feedback: The pattern preserves the intended performance while responding to schedules and connectivity. Equivalent access does not require an identical activity, but it should require comparable effort and evidence. Review Design Decision 7.

8. Correct answer: Option C. Feedback: Technology and AI decisions must follow instructional purpose and include access, accessibility, privacy, security, integrity, transparency, human responsibility, support, and contingency provisions. Review Design Decision 8.

Readiness Check

Suggested readiness standard: Demonstrate accurate performance on at least seven of the eight tasks. More importantly, use the feedback to correct any misunderstanding before beginning the application practice. This check is formative and may be repeated.

Practice Activity: Design Your Online Course

Use the Online Course Definition Profile completed in Stage One. Complete the eight sections below for the same course. Keep the plan at the design level: specify what will be developed and why, but do not yet produce all lessons, media, assessment instruments, or LMS pages.

1. Instructional and Task Analysis

For each major learning outcome, identify the required tasks, subordinate skills, enabling knowledge, and entry skills. Show prerequisite relationships and the order in which the performances should be learned.

Your response: _____

2. Performance Objectives

Write performance objectives for the major tasks and essential subordinate skills. Identify the condition, observable behavior, and criteria for acceptable performance.

Your response: _____

3. Learning Domains

Classify each objective by its principal learning domain and note important supporting domains or levels of complexity.

Your response: _____

4. Objective-Based Assessment

Identify the direct evidence, formative practice, feedback, and mastery criteria for each objective.

Your response: _____

5. Content Sequence and Instructional Strategies

Organize the objectives into a logical course or module sequence. Plan explanation, modeling, examples, practice, feedback, reflection, and transfer as appropriate.

Your response: _____

6. Interaction, Engagement, and Feedback

Plan purposeful learner-content, learner-instructor, learner-learner, and learner-technology interaction. State the purpose and feedback process for each major interaction.

Your response: _____

7. Learning Format and Participation Pattern

Determine where synchronous, asynchronous, collaborative, and independent learning will be used. Explain the rationale and any equivalent alternatives.

Your response: _____

8. Technology, Accessibility, Integrity, and Responsible AI

Match each technology to an instructional purpose and specify access, accessibility, privacy, security, academic-integrity, AI-use, support, and contingency provisions.

Your response: _____

Blank Objective–Assessment–Instruction Alignment Template

Complete one row for every major course objective and add rows as needed.

No.	Performance objective	Domain	Assessment evidence and criteria	Instruction, practice, interaction, and feedback	Format and technology
1					
2					
3					
4					
5					
6					

Blank Course Sequence and Participation Template

Module or Unit	Outcomes and objectives	Content and learning sequence	Interaction and participation pattern	Assessment evidence
1				
2				
3				
4				
5				
6				

Practice Assignment: Online Course Design Blueprint

Review and refine the work completed in the practice activity, then combine it into one Online Course Design Blueprint. The blueprint should be sufficiently clear that another instructor or course-development team could proceed to Stage Three: Develop without making unsupported assumptions.

Your blueprint should include:

1. An instructional and task analysis showing major performances, subordinate skills, entry skills, and prerequisite relationships.
2. Measurable performance objectives stating condition, behavior, and criteria.
3. A learning-domain classification for each objective.
4. An objective-based assessment plan identifying formative and summative evidence and mastery criteria.
5. A logical course or module sequence with instructional strategies, practice, feedback, and transfer opportunities.
6. A purposeful interaction and engagement plan.
7. A justified balance of synchronous, asynchronous, collaborative, and independent learning.
8. A technology plan addressing instructional purpose, accessibility, privacy, security, academic integrity, responsible AI use, support, and contingencies.
9. A short alignment explanation showing how the design responds to the Definition Profile and prepares for Development.

Save the reviewed blueprint after the Define Stage deliverable in your Online Course Implementation Portfolio.

Design Stage Practice Review Checklist

Use this checklist to evaluate your own assignment, guide peer feedback, or support facilitator review. Mark the level that best represents the current work and record a specific revision when improvement is needed.

Instructional analysis

Each major outcome is broken into the tasks, subordinate skills, enabling knowledge, and entry skills needed for successful performance.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Learning relationships and sequence

Prerequisite relationships are visible, and performances are arranged in an order that supports learning.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Performance objectives

Objectives are derived from the analysis and state an observable behavior under appropriate conditions with clear criteria.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Learner appropriateness

Objectives, conditions, expectations, and workload are appropriate for the defined learners, prerequisites, access, and course duration.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Learning-domain classification

Each objective is classified according to its principal performance, with supporting domains recognized where necessary.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Objective-based assessment

Every objective has direct and appropriate assessment evidence, and the assessment requires the essential stated performance.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Criteria and directions

Assessment criteria and directions are transparent, fair, accessible, and sufficient to guide learner performance and evaluation.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Practice and feedback

Learners receive suitable modeling, guided and independent practice, timely feedback, revision, and transfer opportunities.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Content and instructional sequence

The course or module sequence reflects the development of competence and avoids gaps, unnecessary repetition, and unrelated content.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Interaction and engagement

Learner-content, learner-instructor, learner-learner, and learner-technology interactions are purposeful and connected to outcomes.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Participation pattern

The balance of synchronous, asynchronous, collaborative, and independent learning is justified and includes appropriate alternatives.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Technology-purpose alignment

Each selected technology serves a stated instructional purpose and does not create unnecessary complexity or barriers.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Accessibility and inclusion

The design anticipates learner variability and provides accessible resources, participation, communication, assessment, and support.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Privacy, security, integrity, and AI

The design establishes appropriate safeguards, clear academic-integrity expectations, and responsible AI-use boundaries.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Internal alignment and readiness

The blueprint aligns need, learners, goal, objectives, assessment, instruction, interaction, format, and technology and is sufficiently clear for Stage Three: Develop.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Reflection

Which design decision most strongly changed or clarified your original course plan? What evidence will you collect during Development and Delivery to determine whether that decision should be revised?

Design Stage Deliverable

At the conclusion of Stage Two, the instructor will produce a reviewed Online Course Design Blueprint containing the instructional and task analysis, performance objectives, learning-domain classifications, objective-based assessment plan, course sequence, instructional and interaction strategies, participation pattern, and technology and responsibility provisions. The blueprint becomes the second component of the Online Course Implementation Portfolio and the working plan for Stage Three: Develop.

Transition to Stage Three: Develop

The Design Stage determines what the online course should contain, how learning should progress, what evidence will demonstrate success, and how learners will participate. Stage Three: Develop converts this blueprint into the actual learning modules, instructional materials, learning activities, assessment instruments, media, directions, support resources, and digital course environment. The course is then tested and refined before learners enter.

Stage Three: Develop

Developing and Preparing the Online Course

The purpose of the Develop Stage is to convert the Online Course Design Blueprint into a complete, accessible, usable, and tested online course. During the Design Stage, instructors determined what learners should accomplish, how learning should progress, what evidence would demonstrate success, and how learners would participate. During the Develop Stage, those decisions become the actual modules, instructional materials, media, learning activities, assessment instruments, directions, support resources, syllabus, schedule, and digital course environment.

The Develop Stage is the third and final stage of Phase I: Planning. Its practical standard is readiness: the essential course components should be present, aligned, functional, understandable, and tested before learners enter the course. Development is iterative. Testing a module, activity, assessment, or technology may reveal the need to revise an earlier Define Stage or Design Stage decision.

Learning Outcomes

Upon completion of Stage Three: Develop, readers will be able to:

- Organize the course into coherent and manageable learning modules.
- Develop each module through a five-component web-based instructional strategy.
- Create, select, adapt, and document accessible instructional materials and media.
- Develop purposeful learning activities, interaction, practice, and feedback resources.
- Produce objective-based diagnostic, formative, and summative assessments.
- Build and organize the digital course environment for clear learner navigation.
- Develop a comprehensive online course syllabus, schedule, orientation, and support resources.
- Test, review, revise, and document the course's readiness for delivery.
- Complete and evaluate an Online Course Development Package for an actual or proposed course.

From Blueprint to Course

A sound design is a promise; development makes that promise usable. Instructors should resist the temptation to transfer face-to-face materials directly into an LMS without adapting them for online learning. Information alone does not constitute instruction. Materials, activities, feedback, assessments, technologies, and support must operate together as an organized learning system.

The Design Blueprint is the controlling document for Development. Every major item created or selected should serve an identified objective, assessment, instructional strategy, learner

need, or support requirement. Attractive materials or novel technologies should not be added when they do not strengthen learning, access, engagement, or performance.

Guiding Questions

- What must be created, selected, adapted, licensed, or linked for each objective?
- How will each module prepare learners, present content, involve them in meaningful work, provide feedback, and reinforce learning?
- Are the instructions, workload, sequence, due dates, criteria, and support clear from the learner's perspective?
- Do the materials and technologies meet accessibility, privacy, security, copyright, and responsible-AI requirements?
- Can learners navigate the course, complete required tasks, and recover from common technology or access problems?
- What evidence from review and testing shows that the course is ready to deliver?

The Continuing Course Example

The Develop Stage continues the example course Digital Communication Skills for Global Professionals. The completed example below shows how selected decisions from the Definition Profile and Design Blueprint become a six-week online course containing instructional modules, authentic communication practice, objective-based assessment, accessible resources, and a tested learning environment.

The Eight Development Decisions

The Develop Stage requires eight related decisions and production tasks. They are presented in sequence, but instructors may move among them as materials are created, tested, and revised.

1. Organize and Map the Learning Modules

Group related performance objectives into coherent learning modules. Give each module a clear title, purpose, duration, estimated workload, prerequisite relationship, and place in the course sequence. A module should be large enough to produce meaningful progress but small enough for learners to understand what to do and complete the work within the allotted time.

- Identify the objectives and assessments addressed in the module.
- List the required materials, activities, technologies, interactions, and support.
- Establish a consistent opening and closing pattern across modules.
- Verify that the sequence reflects prerequisite relationships and increasing competence.

2. Develop the Five-Component Module Strategy

Develop each module as a complete instructional unit using the 5D Model's five-component web-based instructional strategy: The strategy adapts systematic instructional-strategy traditions and events of instruction to modular online learning (Aisami, 2020; Dick et al., 2015; Gagné, Wager, Golas, & Keller, 2005).

1. Module overview: connect prior learning to the new work, establish relevance, explain the module's purpose, and provide a motivating roadmap.
2. Module objectives: state what learners should be able to demonstrate by the end of the module.
3. Instructional content and guidance: present concise explanations, demonstrations, examples, non-examples, job aids, and guidance needed for performance.
4. Instructional activities and feedback: provide checks on learning, discussion, rehearsal, application, collaboration, assessment, feedback, and revision opportunities as appropriate.
5. Module recap and transition: reinforce the central learning, prompt reflection or transfer, and prepare learners for the next module.

The five components provide consistency without requiring every module to look identical. Their form should respond to the objectives, learning domain, learners, and delivery conditions.

3. Create, Select, and Adapt Instructional Materials and Media

Produce or select only the materials required by the module strategy. Materials may include readings, instructor explanations, presentations, demonstrations, videos, audio, graphics, worked examples, simulations, cases, job aids, downloadable documents, and external resources. Determine whether each resource will be created, adapted, adopted, linked, or replaced. Multimedia-development decisions should manage essential processing, reduce extraneous processing, and support generative learning (Mayer, 2021).

Evaluate every resource for accuracy, currency, authority, objectivity, instructional adequacy, learner appropriateness, accessibility, technical compatibility, cost, licensing, and reliability. Keep multimedia focused. Segment long explanations, remove decorative content that competes with essential information, and provide captions, transcripts, meaningful headings, alt text, readable contrast, and accessible document structure.

When artificial intelligence assists development, verify the accuracy and appropriateness of all output, document significant use when required, protect confidential information and intellectual property, and retain instructor responsibility for the final course content.

4. Develop Learning Activities, Interaction, Practice, and Feedback

Convert the activity and interaction plans from the Design Stage into complete learner-ready tasks. Every activity should state its purpose, connection to the objective, required preparation, procedure, expected product or participation, timeframe, submission method, criteria, feedback process, and available support. Provide models or exemplars when they clarify quality without encouraging imitation.

Develop feedback at the same time as the activity. Feedback may be automatic, instructor-provided, peer-generated, self-evaluative, or embedded in a model or checklist. It should be timely, specific, respectful, and usable for improvement. For consequential work, build in opportunities to practice, receive feedback, and revise before final evaluation.

5. Develop Objective-Based Assessments

Build each assessment from the objectives and assessment plan rather than from whatever content is easiest to test. The assessment should require the essential behavior stated in the objective, under appropriate conditions, and apply the established criteria.

- Diagnostic assessment or pre-assessment identifies relevant prior knowledge, entry skills, misconceptions, or support needs.
- Formative assessment checks progress during learning and provides feedback that helps learners improve.
- Summative assessment determines achievement after a module or course and may include projects, demonstrations, presentations, portfolios, examinations, or other authentic evidence.
- A brief check on learning may confirm readiness to proceed from concept study to discussion or application. It should include explanatory feedback and permit review and retry when its purpose is formative.

Develop directions, scoring guides, rubrics, answer keys, feedback messages, retake rules, integrity expectations, accommodations, and grading procedures along with the assessment itself. Test scoring, branching, time limits, file-submission settings, and gradebook connections before release.

6. Build and Organize the Digital Course Environment

Construct the course in the selected LMS or digital environment using a simple, predictable learner path. A consistent module structure reduces avoidable cognitive and technical demands. Place instructions where learners need them, use descriptive names, minimize unnecessary clicks, and ensure that essential information is not hidden in announcements or scattered across disconnected tools.

- Create the home or start page, course orientation, syllabus, schedule, modules, activities, assessments, communication spaces, gradebook, and support links.
- Apply consistent titles, dates, availability settings, navigation labels, submission locations, and feedback procedures.

- Check learner permissions and the learner view rather than relying only on the instructor view.
- Provide workable alternatives and recovery instructions for predictable access, device, connectivity, or tool failures.
- Configure privacy, security, data, copyright, academic-integrity, and responsible-AI provisions before learners submit work.

7. Develop the Syllabus, Schedule, Orientation, and Support Resources

The online course syllabus is the principal agreement and roadmap connecting the course design to the learner experience. It should explain what the course requires, how learning will occur, how performance will be evaluated, how the instructor will communicate and provide feedback, which policies apply, and where learners can obtain academic, accessibility, and technical support.

The course schedule should align modules, topics, objectives, activities, assessments, synchronous sessions, feedback points, and due dates. Verify that every date agrees across the syllabus, LMS calendar, module pages, assessment settings, and announcements. Include the time zone and explain any recurring weekly rhythm.

- Course identity, description, purpose, goal, learning outcomes, format, duration, and prerequisites.
- Instructor identity, professional introduction, contact methods, availability, office hours, and response-time expectations.
- Required and optional materials, technologies, accounts, costs, digital skills, and access requirements.
- Instructional methods, participation expectations, assignments, grading, rubrics, feedback, and course-completion requirements.
- Communication, attendance or engagement, late-work, make-up, academic-integrity, AI-use, privacy, accessibility, conduct, and institutional policies.
- Orientation, LMS and technology guidance, library and learning resources, accommodations, technical assistance, and contingency procedures.
- A complete course schedule with module dates, activities, assessments, synchronous events, and due dates.

8. Test, Review, Revise, and Establish Readiness

A course is not ready merely because all materials have been uploaded. Conduct a structured quality review from both the instructor and learner perspectives. Test the course with representative devices and browsers when possible, and invite a colleague, facilitator, or sample learner to complete key paths without additional explanation. This readiness emphasis is consistent with external online-course quality standards addressing alignment, learner support, accessibility, usability, and clear navigation (Quality Matters, 2023).

- Content review: accuracy, currency, clarity, completeness, tone, copyright, and source acknowledgment.
- Alignment review: objectives, materials, practice, interaction, assessment, criteria, and grading support one another.
- Learner-experience review: navigation, instructions, workload, dates, feedback expectations, help, and recovery paths are clear.
- Technical review: links, files, media, captions, submissions, quizzes, rubrics, gradebook, permissions, release conditions, and integrations function correctly.
- Accessibility and inclusion review: content, activities, communication, and assessment provide equitable access and workable alternatives.
- Pilot and revision: record each issue, its effect, the correction made, the person responsible, and the verification result.

Development concludes when critical issues are corrected, remaining limitations are documented with workable contingencies, and the course is sufficiently complete for learner orientation and instructional delivery.

Completed Online Course Development Package

The following abbreviated example illustrates how selected components are developed for Digital Communication Skills for Global Professionals. It is a model of alignment and readiness rather than a complete six-week course.

A. Course Module Map

Week / Module	Primary Performance	Key Learning Experience	Evidence
1. Audience and Purpose	Analyze audience, purpose, context, and channel	Annotated workplace messages and short case analysis	Communication analysis
2. Clear Professional Messages	Draft concise, audience-appropriate messages	Model comparison, guided rewrite, peer response	Revised email and rationale
3. Virtual Meeting Communication	Plan and conduct an effective virtual meeting segment	Agenda design, demonstration, rehearsal	Recorded or live meeting segment
4. Cross-Cultural Collaboration	Adapt communication across cultural and professional contexts	Case discussion and response planning	Case response with justification
5. Feedback and Conflict	Provide constructive feedback and respond to disagreement	Scenario analysis, role practice, reflection	Feedback conversation plan

Week / Module	Primary Performance	Key Learning Experience	Evidence
6. Integrated Communication Plan	Integrate course skills for an authentic workplace need	Proposal studio, consultation, peer review	Final communication plan and presentation

B. Completed Five-Component Module Example

Module 2: Clear Professional Messages

Overview: Learners revisit the audience-and-purpose analysis completed in Module 1 and examine how structure, tone, subject lines, and calls to action affect professional messages. The module connects these choices to an authentic workplace email that learners will revise and explain.

Objectives: Given a workplace communication scenario and organizational guidelines, learners will draft a concise professional email that communicates the purpose, uses an appropriate tone and structure, and meets at least four of five rubric criteria. Learners will also justify two major revisions by connecting them to the audience and context.

Instructional content and guidance: A short accessible presentation explains message structure and tone; two annotated examples compare effective and ineffective choices; a downloadable planning guide supports drafting; and a captioned demonstration models revision decisions.

Activities and feedback: Learners complete an eight-item, feedback-rich check on learning; revise a weak message; exchange structured peer feedback using the rubric; submit a revised email and rationale; and receive instructor feedback identifying one strength and one priority for improvement.

Recap and transition: Learners identify the revision that produced the greatest improvement and add one personal guideline to a communication checklist. The module closes by connecting clear written directions to the planning of a virtual meeting in Module 3.

C. Instructional Materials and Media Register

Resource	Purpose and status	Access and responsibility check
Accessible presentation: Structure and Tone	Instructor-created; explains and models Module 2 concepts	Readable headings and contrast; tagged PDF; source notes included
Annotated email examples	Instructor-created example and non-example; ready after peer review	Fictional names and data; accessible document structure

Resource	Purpose and status	Access and responsibility check
Revision demonstration	Captioned six-minute video; final transcript pending	Captions verified; downloadable transcript; low-bandwidth alternative
Professional Email Planning Guide	Downloadable job aid for drafting and transfer	Accessible DOCX and PDF; keyboard-tested
Peer-feedback rubric	Guides review and supports revision	Plain language; criteria align with objective; learner-view tested

D. Assessment and Feedback Package

- The check on learning for Module 2 contains eight mixed concept-and-application items, explanatory feedback for every response, links to the relevant review material, unlimited attempts, and an 80-percent readiness recommendation rather than a punitive grade.
- The email assignment includes the scenario, audience profile, organizational constraints, submission directions, model excerpt, five-criterion rubric, AI-use boundary, confidentiality reminder, peer-feedback procedure, and revision opportunity.
- The final communication plan requires learners to integrate written, meeting, cross-cultural, and feedback strategies for an authentic workplace need. The analytic rubric maps directly to the course outcomes.
- The gradebook categories, points, due dates, rubric totals, and feedback-release settings have been tested with a sample learner submission.

E. Course Environment and Readiness Record

- All six modules use the same Overview - Objectives - Learn - Practice - Apply - Recap structure.
- The start page directs learners to orientation, syllabus, schedule, technology check, support, and Module 1.
- A learner-view review confirmed that required pages, files, assessments, rubrics, and feedback information are visible in the intended sequence.
- Links, captions, transcripts, document accessibility, quiz feedback, due dates, time zone, calendar, gradebook, and mobile navigation were checked; identified issues were corrected and retested.
- The syllabus explains response times, participation, grading, accessibility, privacy, academic integrity, responsible AI use, and alternatives for connectivity or scheduling barriers.
- The course is ready for learner orientation, with minor noncritical improvements recorded for the next revision cycle.

Check on Learning: Stage Three - Develop

This check assesses the eight Development Decisions that convert the Design Blueprint into a tested, learner-ready course.

Directions: Complete all eight questions before beginning the practice activity. Each question assesses one major decision or task in the stage. After answering all questions, consult the Answer Key and Feedback that follows the test.

1. Which module map best demonstrates sound Development?

Option A: A list of weekly topics only

Option B: A sequence showing each module's purpose, objectives, major learning experience, assessment evidence, duration, workload, prerequisites, and relationship to other modules

Option C: A folder containing every resource the instructor has collected

Option D: A calendar listing due dates without objectives

2. A module contains an overview, a reading, and a quiz but no explicit objectives, guided application, feedback, recap, or transition. Which revision is most appropriate?

Option A: Add more readings.

Option B: Apply the five-component strategy: strengthen the overview; state measurable objectives; develop content, guidance, and examples; add activities, practice, assessment, and feedback; and close with recap, transfer, and transition.

Option C: Remove the overview.

Option D: Replace the quiz with an announcement.

3. The instructor is choosing a six-year-old video that explains an essential procedure. What should determine whether it is used?

Option A: The video has many online views.

Option B: The instructor has used it before.

Option C: Its accuracy, currency, authority, objectivity, instructional adequacy, learner appropriateness, accessibility, compatibility, cost, licensing, reliability, and availability of a suitable alternative or adaptation

Option D: Its visual style matches the course colors.

4. Which activity package is learner-ready?

Option A: Discuss the chapter with your classmates.

Option B: Post something meaningful by Friday.

Option C: A prompt stating the objective and purpose, preparation, steps, expected contribution or product, timeframe, submission location, quality criteria, feedback process, technology directions, and support; it includes a model or checklist when helpful.

Option D: An assignment title with a point value.

5. A formative module quiz is intended to determine whether learners are ready for application practice. Which design is most appropriate?

Option A: Eight items aligned with the module's major tasks, using question formats matched to the required behaviors, explanatory feedback for correct and incorrect responses, directed review, and another attempt

Option B: Twenty-five recall questions chosen because they are easy to grade

Option C: One opinion question with no feedback

Option D: A high-stakes final examination administered before instruction

6. Which LMS build provides the clearest learner path?

Option A: Different labels and locations in every module

Option B: A consistent start page and orientation followed by modules using predictable Overview - Objectives - Learn - Practice - Apply - Recap organization, descriptive links, visible support, tested permissions, and minimal unnecessary clicks

Option C: All content placed in announcements

Option D: Resources organized according to the instructor's computer folders

7. The syllabus lists due dates that differ from the LMS calendar. What should be done before the course opens?

Option A: Leave both versions and clarify dates only if learners ask.

Option B: Use the LMS dates because technology automatically overrides the syllabus.

Option C: Reconcile and verify the syllabus, schedule, LMS calendar, module pages, assessment settings, and announcements; state the time zone and recurring weekly rhythm.

Option D: Remove all dates from the syllabus.

8. Which evidence most strongly supports a decision that the course is ready to deliver?

Option A: The instructor uploaded all intended files.

Option B: The course looks attractive in the instructor view.

Option C: A structured content, alignment, learner-experience, accessibility, and technical review—including learner-view testing and representative task completion—identified issues that were corrected and retested; remaining limitations have workable contingencies.

Option D: The semester begins tomorrow.

Answer Key and Feedback

1. Correct answer: Option B. Feedback: A module map converts the Design Blueprint into manageable units and preserves alignment among purpose, objectives, learning experience, evidence, timing, workload, and prerequisite relationships. Review Development Decision 1.
2. Correct answer: Option B. Feedback: The five components operate as an instructional sequence rather than a collection of files: overview; objectives; instructional content and guidance; instructional activities and feedback; and recap and transition. Review Development Decision 2.
3. Correct answer: Option C. Feedback: Instructional usefulness and responsible access must be verified before adoption. Popularity, familiarity, or appearance cannot compensate for inaccurate, outdated, inaccessible, or improperly licensed material. Review Development Decision 3.
4. Correct answer: Option C. Feedback: Learner-ready directions reduce unsupported assumptions and clarify performance, process, standards, feedback, and help. Feedback should be developed with the activity so learners can use it to improve. Review Development Decision 4.
5. Correct answer: Option A. Feedback: The number and type of questions should reflect the major learned tasks and their required behaviors. Because the purpose is formative readiness, feedback, review, and retry are more important than punitive grading. Review Development Decision 5.
6. Correct answer: Option B. Feedback: Predictable organization, descriptive naming, learner-view testing, visible support, and purposeful navigation reduce avoidable cognitive and technical demands. Review Development Decision 6.
7. Correct answer: Option C. Feedback: The syllabus and schedule are the course roadmap and should agree with every operational date and expectation in the learning environment. Inconsistency creates preventable learner error and disputes. Review Development Decision 7.
8. Correct answer: Option C. Feedback: Readiness requires evidence that the course works from the learner's perspective, not merely that materials are present. Testing, correction, retesting, and documented contingencies complete Development. Review Development Decision 8.

Readiness Check

Suggested readiness standard: Demonstrate accurate performance on at least seven of the eight tasks. More importantly, use the feedback to correct any misunderstanding before beginning the application practice. This check is formative and may be repeated.

Practice Activity: Develop Your Online Course

Use the Online Course Definition Profile and Online Course Design Blueprint completed in Stages One and Two. Develop the following components for the same course. If the full course cannot yet be built, develop one representative module completely and prepare a production-and-readiness plan for the remaining modules.

1. Course Module Map

List the modules in sequence. For each module, identify its purpose, objectives, major learning experience, assessment evidence, duration, and estimated learner workload.

Your response: _____

2. Five-Component Module Strategy

Develop at least one module containing an overview, objectives, instructional content and guidance, activities and feedback, and a recap and transition.

Your response: _____

3. Materials and Media

Identify what will be created, selected, adapted, licensed, linked, or replaced. Record its instructional purpose and accessibility, copyright, cost, technology, privacy, and maintenance requirements.

Your response: _____

4. Activities, Interaction, Practice, and Feedback

Write learner-ready directions and develop the required prompts, models, checklists, feedback messages, peer-review processes, or collaboration resources.

Your response: _____

5. Assessments

Develop the required diagnostic, formative, and summative instruments, including directions, criteria, scoring tools, feedback, retake or revision rules, accommodations, integrity expectations, and AI-use boundaries.

Your response: _____

6. Digital Course Environment

Build or storyboard the learner path, home page, orientation, modules, communication spaces, assessments, gradebook, and support. Explain the navigation and contingency plan.

Your response: _____

7. Syllabus, Schedule, Orientation, and Support

Develop the complete online syllabus and schedule and prepare the orientation, technology guidance, communication expectations, accessibility information, and support links.

Your response: _____

8. Testing and Readiness

Conduct a learner-view, alignment, accessibility, technical, and usability review. Record issues, corrections, retesting results, remaining limitations, and the final readiness decision.

Your response: _____

Blank Five-Component Module Development Template

Component	Development Record
Module identity	Title, purpose, duration, workload, prerequisites, and place in sequence:
1. Overview	Prior-learning connection, relevance, motivation, purpose, and roadmap:
2. Objectives	Measurable module objectives aligned with course outcomes:
3. Content and guidance	Explanations, demonstrations, examples, media, readings, job aids, and support:
4. Activities and feedback	Check on learning, interaction, practice, application, assessment, feedback, and revision:
5. Recap and transition	Key learning, reflection or transfer, and preparation for the next module:
Quality and access	Accessibility, technology, privacy, copyright, integrity, AI, and contingency checks:

Blank Development Asset and Readiness Register

Item	Objective / Purpose	Status / Owner	Quality, access, and test notes

Item	Objective / Purpose	Status / Owner	Quality, access, and test notes

Practice Assignment: Online Course Development Package

Review and refine the work completed in the practice activity, then combine it into one Online Course Development Package. The package should be sufficiently complete and clear that learners can enter the course, understand what to do, access the required resources, complete the intended learning experiences, receive feedback and support, and demonstrate the established outcomes.

Your Development Package should include:

1. A complete course module map showing sequence, objectives, major activities, assessments, duration, and learner workload.
2. A five-component instructional strategy developed for every module, with at least one representative module fully produced in the digital environment.
3. An instructional materials and media register, together with the created, selected, adapted, or linked resources required for the developed module or course.
4. Complete learner-ready activities, interaction directions, practice opportunities, feedback resources, and revision processes.
5. Objective-based diagnostic, formative, and summative assessments with directions, criteria, rubrics or scoring guides, feedback, integrity provisions, and accommodations.
6. A clearly organized digital course environment or complete course storyboard with learner navigation, communication, gradebook, support, and contingency provisions.
7. A comprehensive online course syllabus, aligned schedule, learner orientation, technology guidance, and academic, accessibility, and technical support resources.
8. A completed test-and-readiness record documenting reviewer evidence, issues, corrections, retesting, remaining limitations, and the decision to proceed.
9. A short alignment explanation showing how the developed course implements the Definition Profile and Design Blueprint.

Save the reviewed package after the Define Stage and Design Stage deliverables in your Online Course Implementation Portfolio.

Develop Stage Practice Review Checklist

Use this checklist to evaluate your own assignment, guide peer feedback, or support facilitator review. Mark the level that best represents the current work and record a specific revision when improvement is needed.

Module organization and sequence

Modules group related objectives coherently, reflect prerequisite relationships, state duration and workload, and provide a manageable learning path.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Five-component strategy

Each module includes an effective overview, measurable objectives, instructional content and guidance, activities and feedback, and a recap and transition.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Objective and assessment alignment

Materials, activities, practice, feedback, and assessments directly support the established objectives and criteria.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Instructional materials and media

Resources are accurate, current, authoritative, relevant, appropriately segmented, and sufficient for the intended performance.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Learner-ready directions

Activities and assessments provide clear purposes, steps, timeframes, products, submission procedures, criteria, feedback processes, and support.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Practice, interaction, and feedback

Learners receive purposeful interaction, meaningful practice, timely feedback, and opportunities to improve or transfer learning.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Assessment quality

Diagnostic, formative, and summative evidence is valid, fair, appropriately challenging, and supported by scoring and feedback resources.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Course navigation and consistency

The digital environment uses predictable organization, descriptive labels, consistent dates, minimal unnecessary complexity, and a visible learner path.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Syllabus completeness

The syllabus clearly communicates course identity, expectations, methods, assignments, grading, communication, policies, support, and completion requirements.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Schedule alignment

The syllabus, LMS calendar, module pages, activities, assessments, and synchronous events use consistent dates, due times, and time-zone information.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Orientation and learner support

Learners receive usable orientation, technology guidance, communication expectations, academic resources, accessibility information, and technical support.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Accessibility and inclusion

Materials, media, navigation, interaction, and assessment are accessible and include appropriate alternatives or accommodations.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Copyright, privacy, security, integrity, and AI

The course protects people and information, respects intellectual property, and communicates clear integrity and responsible-AI expectations.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Testing and correction

Links, files, media, permissions, submissions, quizzes, rubrics, gradebook, learner view, and major navigation paths were tested; identified problems were corrected and retested.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Overall alignment and readiness

The developed course faithfully implements the Definition Profile and Design Blueprint and is ready for learner orientation and Stage Four: Deliver.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Revision needed: _____

Reflection

Which Development test or learner-view review revealed the most important improvement to your course? What will you monitor during Delivery to determine whether the revised component is working as intended?

Develop Stage Deliverable

At the conclusion of Stage Three, the instructor will produce a reviewed Online Course Development Package containing the course module map; developed five-component module strategies; instructional materials and media; learner activities, interaction, practice, and feedback resources; objective-based assessments; the organized digital course environment; the syllabus, schedule, orientation, and support resources; and a documented test-and-readiness record. The package becomes the third component of the Online Course Implementation Portfolio and completes Phase I: Planning.

References Consulted for Phase I: Planning

The following sources informed the revision of the Define, Design, and Develop Stages. They supplement Aisami's original 5D Model and support the Guide's treatment of systematic design, measurable performance, interaction, multimedia, accessibility, online-course quality, and responsible technology use.

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Transition to Phase II: Teaching - Stage Four: Deliver

The Define Stage established the course foundation. The Design Stage transformed that foundation into an aligned instructional blueprint. The Develop Stage converted the blueprint into a complete, tested, and learner-ready online course. Stage Four: Deliver shifts the emphasis from preparing instruction to actively teaching it. The instructor will orient learners, establish presence, communicate expectations, facilitate interaction and collaboration, monitor participation and progress, provide timely feedback and support, manage the course environment, and respond to emerging learner needs while preserving the intended outcomes and standards.

PHASE II

Teaching

Stage Four: Deliver

Transforming the planned and developed course into an active online learning experience

Phase II: Teaching

The Teaching phase consists of Stage Four: Deliver. In this phase, the completed plans and developed course components become an active online learning experience. Delivery begins before the official first day, when the instructor transfers, configures, tests, and opens the course environment. It continues through orientation, instruction, interaction, feedback, course management, and responsive adjustment.

The LMS is the principal operating environment for many online courses, but it is not the teaching method. It organizes access to learning resources and supports communication, assessment, collaboration, progress tracking, and feedback. The instructor must therefore translate the Design Blueprint and Development Package into a course environment that learners can understand and use without unnecessary confusion.

5D Teaching Principle: A well-developed course does not deliver itself. Effective online teaching requires visible instructor presence, explicit learner directions, purposeful interaction, timely feedback, and continuous attention to evidence of learning.

Stage Four: Deliver

The Deliver Stage is the stage in which the instructor launches, teaches, facilitates, and manages the online course. The stage retains the two major responsibilities presented in the original model: (1) build and prepare the online course environment, and (2) teach and manage the course instruction online. In this Guide, these responsibilities are organized into nine Delivery Decisions so that instructors can apply them clearly in an LMS or comparable web-based environment.

Stage Purpose

The purpose of the Deliver Stage is to ensure that learners can enter a functional, accessible, welcoming, and well-organized course; understand exactly what to do; participate in meaningful learning activities; receive appropriate support and feedback; and progress toward the established learning outcomes. Delivery also requires the instructor to monitor participation and performance and to make warranted adjustments while preserving course expectations and academic standards.

Learning Outcomes

After completing the Deliver Stage, the instructor will be able to:

- Translate the approved Design Blueprint and Development Package into a learner-ready LMS course environment.

- Construct an intuitive course entry point, navigation structure, and sequence of learning modules.
- Configure activities, assessments, gradebook settings, availability rules, notifications, and support links accurately.
- Test the complete course from the learner perspective for function, clarity, accessibility, and consistency.
- Orient learners and establish instructor presence, communication expectations, participation norms, and a learning community.
- Facilitate synchronous, asynchronous, collaborative, and independent learning activities as designed.
- Provide timely, constructive, and equitable feedback connected to objectives and performance criteria.
- Monitor engagement and learning evidence and respond appropriately to learner needs, technical problems, and emerging course conditions.
- Document the delivery plan and evidence needed for the Determine Stage.

Guiding Questions

- Can a first-time learner enter the course and determine where to begin within two or three minutes?
- Does every module tell learners what they will learn, what they must do, in what order, by when, and how success will be judged?
- Do LMS settings accurately implement the intended sequence, deadlines, scoring, feedback, and learner access?
- Have all critical functions been tested using the learner view or a test account?
- How will instructor presence be visible without overwhelming learners with unnecessary communication?
- How will synchronous, asynchronous, collaborative, and independent activities work together?
- How quickly and through what channels will questions, submissions, and learner difficulties receive a response?
- What evidence will prompt the instructor to clarify, intervene, provide additional support, or revise an activity?

From Development to Delivery

Input from Phase I	Delivery Application
Definition Profile	Use learner characteristics, prerequisites, access conditions, support needs, and course outcomes to guide orientation and delivery.
Online Course Design Blueprint	Build the planned sequence, interaction pattern, assessment evidence, technology use, and synchronous/asynchronous balance.

Input from Phase I	Delivery Application
Online Course Development Package	Place the completed modules, media, activities, assessments, syllabus, rubrics, and support resources into the delivery environment.
Development Readiness Review	Correct remaining issues, verify learner access, and authorize the course for launch.

A Lesson from Experience

During an early Blackboard faculty workshop, an experienced retired teacher expressed concern that she might not be able to learn how to use the Internet for teaching. After guided, hands-on practice, she moved from apprehension to active experimentation. She uploaded her photograph, created course areas, and posted instructional files. At the end, she celebrated: “Yes! I did it.”

The lesson is not that technology is automatically easy. The lesson is that clear demonstration, meaningful practice, immediate support, and a usable course shell can turn anxiety into confidence. The same principle applies to students entering an online course: instructors should not assume that access equals readiness. They should show learners where to begin, how to act, where to obtain help, and how to confirm that they are progressing successfully.

The Nine Delivery Decisions

Delivery Decision 1: Establish and Secure the Course Environment

Set up the official course shell and confirm that the people, dates, permissions, integrations, and policies needed for instruction are correct before adding or releasing learning activities.

Application Steps

1. Confirm the official course title, section, term, start/end dates, time zone, and enrolled roster.
2. Confirm instructor, co-instructor, teaching-assistant, and learner roles; provide only the permissions each role requires.
3. Review institutional requirements for course availability, data privacy, copyright, student records, approved technology, and third-party tools.
4. Copy or import content only from an approved source; after copying, recheck dates, links, visibility rules, groups, rubrics, and gradebook settings.
5. Create a protected backup or export when institutional policy permits, and record the version used for launch.

Required evidence: Environment setup record: course identity, roles, term dates, approved integrations, policy checks, and source version.

Delivery Decision 2: Build the Learner Entry Point and Navigation

Create a clear “Start Here” path that reduces uncertainty and enables learners to begin successfully.

Application Steps

1. Set the opening page or first course item to a visible Start Here area.
2. Post a concise welcome from the instructor in accessible text, audio, or video; provide captions or a transcript for recorded media.
3. Present a course map explaining what learners will find, where they will find it, and what they should do first.
4. Place the syllabus, schedule, communication policy, technology requirements, support contacts, accessibility information, and academic-integrity/AI-use expectations where learners can locate them easily.
5. Include a low-risk orientation task that requires learners to practice the essential LMS actions: open content, post or reply, submit a file or text entry, locate feedback, and check grades.
6. Limit competing menu choices, use descriptive labels, and keep navigation terminology consistent throughout the course.

Required evidence: Start Here module and learner navigation test.

Delivery Decision 3: Construct Consistent Learning Modules

Build each module as a recognizable learning pathway rather than as a collection of disconnected files.

Application Steps

1. Create modules according to the sequence and time structure established during the Design Stage.
2. Use the same internal pattern in every module: overview and relevance; measurable objectives; materials and guidance; learning activities and feedback; recap and transition.
3. Provide one step-by-step To-Do List stating the sequence, estimated effort, due dates with time zone, submission location, and completion criteria.
4. Use descriptive item names such as “Submit Module 2 Audience Analysis” instead of vague labels such as “Assignment.”
5. Place instructions, rubric, submission link, and support information together whenever the LMS permits.
6. Configure prerequisites, completion requirements, or release conditions only when they serve a learning purpose; explain them to learners.
7. Avoid deep or inconsistent folder structures and unnecessary duplication.

Required evidence: Completed module set and module-consistency review.

Delivery Decision 4: Configure Assessments, Gradebook, Access, and Notifications

Make the operational settings match the assessment and feedback plan exactly.

Application Steps

1. Create or verify every quiz, assignment, discussion, project, survey, and other required evidence of learning.
2. For each graded activity, verify instructions, points, rubric, attempts, availability, due date, late policy, feedback-release rule, and accommodation settings.
3. Build the gradebook categories, weights, totals, labels, and display settings; calculate sample grades to test accuracy.
4. Check that learners can see how performance on each activity contributes to the final result.
5. Coordinate dates across the syllabus, module To-Do Lists, LMS calendar, announcements, and gradebook.

6. Configure notifications intentionally; do not rely on automated reminders to replace instructor communication.
7. Use secure, equitable assessment settings and provide an alternate pathway when an approved accommodation or technology failure requires it.

Required evidence: Assessment-settings and gradebook verification record.

Delivery Decision 5: Verify Quality, Accessibility, and Learner Readiness

Test the course as a learner would experience it before release.

Application Steps

1. Use learner view or a test account to complete each major navigation path and representative activity.
2. Open every required link and file; test media playback, captions, transcripts, downloads, embedded tools, and mobile display.
3. Confirm that headings, lists, tables, link text, color contrast, alternative text, keyboard access, and document formats support accessibility.
4. Submit sample work, complete a quiz, post to a discussion, join a group if applicable, locate feedback, and verify grade calculations.
5. Confirm that hidden content is intentionally hidden and visible content is available at the correct time.
6. Ask a colleague or representative learner to perform a brief usability review without coaching.
7. Record each problem, correction, retest result, and readiness decision.

Required evidence: Prelaunch Quality and Accessibility Checklist with documented corrections.

Delivery Decision 6: Launch and Orient Learners

Open the course in a way that establishes confidence, expectations, and early participation.

Application Steps

1. Make the course available according to institutional policy, preferably early enough for learners to review orientation information before substantive work begins.
2. Send a welcome message stating the start date, where to begin, required first actions, and how to obtain help.
3. Post a first-week announcement that summarizes priorities without repeating the entire syllabus.
4. Conduct an orientation through an accessible recording, live session, guided Start Here module, or suitable combination.

5. Require an early, low-risk activity that confirms access and reveals learners who may need support.
6. Use introductions or another purposeful community-building activity appropriate to the learners and course.
7. Contact nonparticipating learners promptly through approved channels and document outreach.

Required evidence: Launch communication, orientation activity, and early-engagement record.

Delivery Decision 7: Establish Instructor Presence and Three-Way Communication

Create reliable instructor-to-learner, learner-to-instructor, and learner-to-learner communication without producing unnecessary message overload.

Application Steps

1. State which communication channel should be used for private matters, general questions, content questions, and urgent technical help.
2. Publish realistic response and feedback timeframes and follow them consistently.
3. Use a predictable announcement rhythm to preview work, clarify common questions, and summarize progress.
4. Address learners by name and connect feedback to their specific work.
5. Maintain a general questions forum so that answers useful to the class can be shared once.
6. Protect privacy: never discuss grades, accommodations, or personal concerns in a public course space.
7. Model a respectful, inclusive tone and intervene when communication violates established norms.

Required evidence: Communication and instructor-presence plan.

Delivery Decision 8: Facilitate Interaction, Active Learning, and Collaboration

Facilitate the planned learning activities so that interaction contributes directly to the course objectives.

Application Steps

1. For asynchronous discussions, pose purposeful prompts, define the required contribution, establish deadlines and evaluation criteria, monitor participation, and synthesize the learning.

2. For synchronous sessions, publish the purpose, agenda, access link, preparation requirements, participation options, and contingency plan; record or provide an equivalent alternative when appropriate.
3. For collaborative work, define the product, roles, milestones, communication method, accountability process, rubric, and procedure for resolving nonparticipation.
4. Use multimedia, simulations, cases, demonstrations, and practice only when they support a stated objective.
5. Facilitate without dominating: question, redirect, connect ideas, correct consequential misconceptions, and invite evidence-based reasoning.
6. Ensure that participation requirements are equitable across time zones, access conditions, disability needs, and approved accommodations.

Required evidence: Facilitation plan for synchronous, asynchronous, collaborative, and independent learning.

Delivery Decision 9: Monitor, Support, Provide Feedback, and Adjust

Use evidence during instruction to keep learners engaged and moving toward the outcomes.

Application Steps

1. Review participation, submissions, assessment patterns, questions, and available LMS indicators at planned intervals.
2. Distinguish between a learning difficulty, unclear instruction, access barrier, technology failure, motivation issue, and personal circumstance before responding.
3. Provide feedback that is timely, specific, criterion-referenced, actionable, and appropriate to the task.
4. Offer clarification, examples, practice, office hours, referrals, or approved flexibility when evidence shows a legitimate need.
5. Correct broken links, ambiguous directions, scoring errors, and other course problems promptly; notify affected learners clearly.
6. Document significant adjustments so that fairness is maintained and the Determine Stage has usable evidence.
7. Avoid treating LMS activity counts as proof of learning; interpret analytics together with the quality of learner performance.

Required evidence: Weekly teaching-management record and delivery evidence log.

Continuing Course Example: Digital Communication Skills for Global Professionals

The instructor now implements the course that was defined, designed, and developed during Phase I. The course serves adult professionals who need to communicate clearly and appropriately through common digital channels in culturally diverse workplace settings.

Example LMS Delivery Map

Course Area	Learner-Facing Contents	Key Configuration
Start Here	Welcome video and transcript; course map; syllabus; technology check; communication and AI-use expectations; orientation task.	First item; visible before Module 1; completion required before selected graded work.
Announcements	Opening message; weekly preview; clarification and progress summaries.	Scheduled rhythm plus time-sensitive updates; concise subject lines.
Learning Modules	Six consistent modules organized by workplace communication task.	Overview, objectives, materials, guided example, practice, check-on-learning, application, recap.
Discussions and Collaboration	Audience-analysis discussion; cross-cultural message critique; team communication plan.	Clear prompt, contribution rules, deadlines, rubric, group assignments, and private support route.
Assessments and Grades	Module quizzes; application tasks; feedback; final digital communication portfolio.	Points and weights verified; rubrics attached; feedback visible; sample total checked.
Support	Technology help; accessibility contact; library/writing resources; course questions forum.	Accessible from Start Here and persistent course navigation.

Example Module 2 Learner Path

Order	Learner Action	LMS Location or Setting	Evidence of Completion
1	Read the module overview and objectives.	Top of Module 2.	Page viewed or orientation acknowledged.
2	Study the mini-lesson on analyzing audience, purpose, context, and channel.	Accessible page plus downloadable alternative.	Embedded knowledge check completed.
3	Examine two contrasting workplace-message examples.	Example and annotation page.	Learner records three differences.
4	Complete the check-on-learning quiz.	Five items; two attempts; explanatory feedback.	At least 80%, or review and retry.

Order	Learner Action	LMS Location or Setting	Evidence of Completion
5	Post an audience analysis for a selected workplace scenario.	Discussion with prompt and rubric.	Initial post by Thursday; substantive reply by Sunday.
6	Revise a poorly targeted message and submit the rationale.	Assignment with template and rubric.	File or text submission by Sunday, 11:59 p.m. course time.
7	Review instructor feedback and note one transfer principle.	Gradebook feedback and module recap.	Reflection recorded in portfolio log.

Example Weekly Teaching and Management Plan

When	Instructor Action	Purpose or Evidence
Before Monday	Verify release, links, dates, accommodations, and gradebook column; schedule weekly announcement.	Module opens correctly for all intended learners.
Monday	Post preview and connect the module to prior learning and workplace application.	Instructor presence and relevance established.
Tuesday-Wednesday	Review quiz patterns and course-questions forum; clarify emerging misconceptions.	Early formative evidence used.
Thursday-Friday	Facilitate discussion with probing and connecting questions; contact learners who have not begun.	Interaction deepened; early outreach documented.
Weekend	Monitor submissions and technical issues; avoid changing requirements without clear notice and equitable treatment.	Fair, stable completion period.
Within stated feedback period	Score with the rubric; provide specific next-step feedback; summarize classwide patterns without identifying individuals.	Performance feedback and improvement guidance provided.
After module	Record issues, adjustments, learner evidence, and changes recommended for the next offering.	Evidence retained for the Determine Stage.

Check on Learning: Deliver Stage

Complete the following ten questions before beginning the practice activities. The questions assess the principal tasks of the Deliver Stage. Answer feedback follows the questions so that this activity may be used for self-study or instructor-guided review.

1. Which statement best describes the principal purpose of an LMS during the Deliver Stage?

- A. It replaces instructional planning once content is uploaded.
- B. It provides an operating environment for access, interaction, assessment, feedback, progress tracking, and course management.
- C. It determines the course objectives automatically.
- D. It guarantees that learners will participate.

2. What should a learner encounter first in a newly opened online course?

- A. A complete list of every external website used in the course.
- B. The final examination.
- C. A clear Start Here path explaining what to do first, how the course works, and where to obtain help.
- D. An unstructured repository of course files.

3. Which module structure most clearly supports learner navigation?

- A. A different organization and naming system every week.
- B. Overview and relevance; objectives; materials and guidance; activities and feedback; recap and transition.
- C. Files arranged by the order in which the instructor created them.
- D. All activities placed on the home page.

4. After copying a prior LMS course into a new term, what is the instructor's most important next action?

- A. Publish the course immediately because copied settings are preserved.
- B. Delete all rubrics.
- C. Recheck dates, visibility, links, groups, assessment settings, and gradebook calculations.
- D. Hide the syllabus.

5. Which action provides the strongest prelaunch verification?

- A. Reading the instructor view once.
- B. Asking students to report problems after graded work begins.
- C. Completing representative course paths and activities through learner view or a test account.
- D. Confirming that the course banner is attractive.

6. Which practice best establishes effective instructor presence?

- A. Posting many messages regardless of need.
- B. Maintaining a predictable communication rhythm, responding within stated timeframes, and giving specific feedback.
- C. Participating in every learner exchange before peers can respond.
- D. Limiting communication to grade release.

7. What should be specified for a collaborative online assignment?

- A. Only the final due date.
- B. Product, roles, milestones, communication process, accountability, rubric, and response to nonparticipation.
- C. A requirement that learners resolve every problem without instructor support.
- D. Different grading rules for each group.

8. Which feedback is most instructionally useful?

- A. “Good job.”
- B. A score released without criteria.
- C. Timely feedback that identifies performance relative to criteria and states a usable next step.
- D. Feedback postponed until the course ends.

9. LMS activity data show that a learner logged in frequently but performed poorly. What is the most defensible conclusion?

- A. Frequent access proves that the learner mastered the outcomes.
- B. The learner lacked motivation.
- C. Activity data should be interpreted with the quality of the learner’s work and other evidence before action is taken.
- D. No instructor response is appropriate.

10. What is the final output of the Deliver Stage?

- A. A collection of uploaded files only.
- B. A learner-ready and actively managed course, supported by a documented delivery plan and evidence log for the Determine Stage.
- C. A new set of course objectives unrelated to Phase I.
- D. A technology purchase list.

Answer Key and Feedback

1. B - Correct. The LMS supports the instructional process, but it does not replace sound design, instructor presence, or learner effort.

2. C - Correct. Start Here reduces uncertainty and supplies the immediate directions and support needed for successful entry.

- 3. B** - Correct. A stable, repeated module pattern lets learners concentrate on learning rather than repeatedly decoding the course structure.
- 4. C** - Correct. Copied courses often retain dates, visibility, release rules, group settings, and other term-specific configurations that must be verified.
- 5. C** - Correct. Learner-view performance testing reveals access, navigation, submission, feedback, and gradebook problems that instructor view may conceal.
- 6. B** - Correct. Presence is created through meaningful, reliable interaction, not through message volume or instructor domination.
- 7. B** - Correct. Collaboration requires structure, accountability, and a clear process for completing the shared work fairly.
- 8. C** - Correct. Effective feedback is connected to criteria and helps the learner decide what to retain, correct, or improve next.
- 9. C** - Correct. A login or click is an indicator of activity, not direct evidence of achievement. Multiple forms of evidence are needed.
- 10. B** - Correct. Deliver produces both the operating learning experience and the evidence needed to evaluate and improve it during the Determine Stage.

Guided Practice Activity

Use an actual LMS course shell, a demonstration shell, or a clearly labeled paper/digital prototype. Apply the first five Delivery Decisions to one complete module from your course project.

Practice Task

1. Create or verify the course entry point and Start Here pathway.
2. Build one learning module using the five-component structure developed during Stage Three.
3. Add the module To-Do List, materials, check-on-learning, interaction, application task, rubric, and recap.
4. Configure dates, availability, completion rules, submissions, feedback, and the related gradebook item.
5. Test the entire path in learner view and record every correction.
6. Draft the opening announcement and the weekly facilitation plan for that module.

Feedback Criteria for Guided Practice

- A learner can identify where to begin and what to do next without instructor coaching.
- The module components appear in a purposeful and consistent order.
- Instructions specify action, location, sequence, due time and time zone, submission method, and success criteria.
- LMS settings match the written directions and assessment plan.
- Files, links, media, and activities function in learner view and meet applicable accessibility requirements.
- The announcement and facilitation plan establish presence while preserving learner responsibility.
- Testing evidence shows the problem found, correction made, and result of the retest.

Practice Template A: LMS Course-Build Map

Course Area or Module	Learner Purpose	Items to Build or Post	Settings to Configure	Test Evidence / Revision
Start Here				
Persistent navigation/support				
Module 1				
Module 2				

Course Area or Module	Learner Purpose	Items to Build or Post	Settings to Configure	Test Evidence / Revision
Assessments and Grades				
Communication and collaboration				

Practice Template B: Module Delivery Sequence

Sequence	Learner-Facing Component	Exact Direction to Learner	LMS Tool / Location	Completion Evidence
1	Overview and relevance			
2	Objectives			
3	Materials and guidance			
4	Practice / check-on-learning			
5	Interaction / application			
6	Feedback / assessment			
7	Recap / transition			

Practice Template C: Prelaunch Quality and Accessibility Checklist

No.	Verification Item	Status	Evidence / Correction
1	Course identity, roster, dates, time zone, and roles are correct.	☐ Pass ☐ Revise	
2	Start Here, syllabus, schedule, communication rules, support, accessibility information, integrity expectations, and AI-use guidance are visible.	☐ Pass ☐ Revise	
3	All modules use consistent labels and a predictable internal sequence.	☐ Pass ☐ Revise	
4	Every required item has correct visibility, dates, due times, completion rules, and release conditions.	☐ Pass ☐ Revise	
5	Assignment instructions, rubrics, submission settings, attempts, and feedback-release rules agree.	☐ Pass ☐ Revise	
6	Gradebook categories, weights, points, totals, and learner display have been tested.	☐ Pass ☐ Revise	
7	Links, files, embedded tools, and media work from learner view.	☐ Pass ☐ Revise	
8	Videos have accurate captions; audio has transcripts when needed; images have meaningful alternative text.	☐ Pass ☐ Revise	
9	Headings, lists, tables, links, contrast, and keyboard access support accessibility.	☐ Pass ☐ Revise	
10	Mobile or narrow-screen presentation has been reviewed for critical activities.	☐ Pass ☐ Revise	
11	A test learner can submit work, complete a quiz, participate in a discussion, locate feedback, and interpret grades.	☐ Pass ☐ Revise	
12	Orientation and first-week messages state where to begin and how to obtain help.	☐ Pass ☐ Revise	
13	A colleague or representative learner has completed a usability review.	☐ Pass ☐ Revise	
14	Problems, corrections, and retest results are documented.	☐ Pass ☐ Revise	
15	The course has been approved as ready for launch.	☐ Pass ☐ Revise	

Practice Template D: Weekly Teaching and Management Plan

Time / Trigger	Instructor Action	Communication Channel	Expected Response Time	Evidence to Monitor	Adjustment / Follow-up
Before module					

Time / Trigger	Instructor Action	Communication Channel	Expected Response Time	Evidence to Monitor	Adjustment / Follow-up
Module opening					
Early checkpoint					
Mid-module					
Before deadline					
After submission					
After grading					

Practice Template E: Delivery Evidence Log

Date	Evidence or Issue	Source	Interpretation	Action Taken	Result / Next Review

Application-Based Assignment: Deliver Your Online Course

Using the Definition Profile, Design Blueprint, and Development Package completed during Phase I, build and prepare the course environment and develop the plan for teaching and managing the course. If an institutional LMS shell is not available, use an authorized demonstration shell or a clearly labeled prototype that shows the intended learner experience and operational settings.

Required Actions

1. Establish the course shell, roles, dates, time zone, and approved integrations.
2. Create the Start Here pathway, welcome, course map, syllabus, schedule, policies, support information, and orientation activity.
3. Build the complete course structure and at least one fully functioning representative module. When feasible, build all modules before launch.
4. Configure representative assessments, rubrics, gradebook, availability, completion or release rules, and notifications.
5. Test the course in learner view for navigation, accessibility, submission, interaction, feedback, and grades; correct and retest all significant problems.
6. Develop the communication, instructor-presence, facilitation, feedback, and learner-support plan.
7. Develop the Weekly Teaching and Management Plan and Delivery Evidence Log.
8. Use the Deliver Stage Review Checklist to evaluate the work, revise it, and obtain peer or facilitator review when available.

Submission Package

- Access to the demonstration course or a structured collection of annotated screenshots showing the learner path and principal settings.
- Completed LMS Course-Build Map and Module Delivery Sequence.
- Completed Prelaunch Quality and Accessibility Checklist.
- Completed Weekly Teaching and Management Plan.
- Opening announcement and orientation directions.
- Completed Deliver Stage Review Checklist and a short revision note identifying the most important improvement made.
- Initial Delivery Evidence Log ready for use during instruction.

Deliver Stage Review Checklist

Alignment with Phase I

The course environment faithfully implements the Definition Profile, Design Blueprint, and Development Package.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Course entry and orientation

Start Here clearly states where to begin, how the course works, the first required actions, and where to obtain help.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Navigation and organization

Labels, menu choices, and module structures are consistent, concise, and easy to follow.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Module completeness

Modules contain overview, objectives, materials and guidance, activities and feedback, and recap/transition.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Learner directions

Directions state what to do, in what order, where, by when and in what time zone, how to submit or participate, and how performance will be judged.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Assessment configuration

Activities, attempts, points, rubrics, dates, late rules, feedback release, accommodations, and integrity controls match the plan.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Gradebook accuracy

Categories, weights, points, totals, labels, and learner display are correct and have been tested.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Access and release

Visibility, prerequisites, completion requirements, group access, and release conditions operate as intended and are explained.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Function and usability

Links, files, media, integrations, submissions, discussions, and critical learner paths work in learner view.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Accessibility and inclusion

Content and activities meet applicable accessibility requirements and provide appropriate alternatives or accommodations.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Welcome and early engagement

Launch communication, orientation, and a low-risk first activity reduce anxiety and reveal support needs.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Instructor presence and communication

Channels, purposes, response timeframes, announcement rhythm, privacy expectations, and interaction norms are explicit.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Facilitation of interaction

Synchronous, asynchronous, collaborative, and independent activities are facilitated in ways that support the objectives.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Feedback and learner support

Feedback is timely, specific, criterion-referenced, actionable, and supported by clear referral and outreach procedures.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Monitoring and adjustment

The instructor identifies evidence to review, thresholds or concerns that warrant action, and a fair process for documenting adjustments.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Privacy, security, copyright, and AI

The course follows institutional requirements and communicates responsible technology and AI use.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Prelaunch testing and correction

A learner-view test and usability review have been completed; problems, corrections, and retest results are documented.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Readiness for the Determine Stage

The Delivery Evidence Log will preserve usable evidence of participation, performance, learner experience, technical conditions, and instructional adjustments.

Rating: ☐ Fully demonstrated ☐ Partially demonstrated ☐ Not yet demonstrated

Evidence or revision needed: _____

Reflection

Which part of your online course would be most difficult for a new learner to understand or use without assistance? What did you change to reduce that difficulty? During live delivery, what evidence will help you distinguish between a learner problem and a course-design or course-configuration problem?

Deliver Stage Portfolio Deliverable

At the conclusion of Stage Four, the instructor will produce a reviewed Online Course Delivery Package containing the learner-ready course environment, Start Here orientation, course-build map, module delivery sequence, prelaunch test record, teaching and

management plan, communication and facilitation plan, opening announcement, assessment and gradebook verification, Deliver Stage Review Checklist, and Delivery Evidence Log. This package becomes the principal operational input for Stage Five: Determine.

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Transition to Phase III: Evaluating - Stage Five: Determine

The Define Stage established what the course must accomplish and for whom. The Design Stage established the instructional architecture. The Develop Stage produced and tested the course components. The Deliver Stage transformed those components into an active learner experience and generated evidence about participation, performance, communication, support, technology, and instructional decisions. The Determine Stage will now organize and interpret that evidence to judge learner achievement, course effectiveness, and priorities for revision and improvement.

PHASE III

Evaluating

Stage Five: Determine

Part of one continuous cycle of planning, teaching, evidence, and improvement

Phase III: Evaluating

Evaluation is the connecting process that keeps the 5D Model responsive, evidence-based, and capable of improvement. The Determine Stage is the formal stage in which evidence is brought together and decisions are documented; however, evaluation begins in the Define Stage, is designed in the Design Stage, is tested in the Develop Stage, is monitored in the Deliver Stage, and is synthesized in the Determine Stage. In this sense, evaluation is not an ending. It is the continuous quality-improvement process that returns the instructor to any earlier stage requiring revision.

Continuous-evaluation principle. The central question is not whether the course website looks sophisticated or whether the instructor uses the newest technology. The central question is whether the targeted learners achieved the intended outcomes under conditions that were accessible, engaging, academically sound, and instructionally efficient.

Stage Five: Determine

Determining Online Course Effectiveness and Guiding Continuous Improvement

Stage Purpose

The purpose of the Determine Stage is to judge the effectiveness, quality, impact, and continuing value of the online course; identify specific strengths and weaknesses; and convert trustworthy evidence into an actionable revision plan. The stage combines formative evaluation, summative evaluation, analysis, interpretation, and revision. For academic courses, the summative evidence from one offering becomes formative evidence for the next offering. For professional training, evaluation may also examine transfer to the workplace, organizational results, and return on investment when appropriate.

Learning Outcomes

Upon completion of Stage Five, the instructor will be able to:

- Distinguish assessment of learner performance from evaluation of course effectiveness.
- Design a continuous evaluation plan that collects evidence before, during, and after course delivery.
- Design and conduct formative evaluation of objectives, content, activities, assessments, technology, accessibility, support, and the learner experience.
- Design and conduct summative evaluation of learning outcomes, course value, learner impact, and—when appropriate—transfer, results, and return on investment.
- Integrate quantitative and qualitative evidence without relying on a single score, comment, survey, or LMS indicator.

- Analyze assessment items and results by learning objective to locate instructional strengths and weaknesses.
- Develop, prioritize, document, implement, and verify revisions across the Define Stage, Design Stage, Develop Stage, Deliver Stage, and Determine Stage.
- Complete an Online Course Evaluation and Continuous-Improvement Package for the final implementation portfolio.

Guiding Questions

- What evidence will demonstrate that learners achieved each stated outcome?
- What evidence should be collected before instruction, during learning, during delivery, and after completion?
- What do learner-performance data, learner feedback, instructor observations, accessibility findings, and LMS analytics show when examined together?
- Which findings require immediate adjustment, which require redesign before the next offering, and which should be monitored over time?
- How will revisions be assigned, completed, tested, documented, and verified?

Assessment and Evaluation: Related but Different

Process	Principal Question	Primary Focus	Typical Evidence
Assessment	What and how well did learners learn?	Learner knowledge, skill, performance, or attitude	Pretests, practice, projects, discussions, demonstrations, posttests, rubrics
Evaluation	How effective, usable, equitable, and worthwhile was the course?	Course design, content, delivery, technology, support, learner experience, outcomes, and impact	Assessment results plus surveys, interviews, observations, accessibility reviews, analytics, completion and transfer evidence

Assessment provides essential evidence for evaluation, but the two are not interchangeable. A high satisfaction rating cannot substitute for evidence of learning, and a test score alone cannot explain whether navigation, feedback, access, pacing, support, or teaching practice affected performance.

The Continuous Evaluation Cycle

Point in the Cycle	Evaluation Purpose	Illustrative Evidence	Resulting Action
Before instruction	Establish need, readiness, baseline, and course quality	Needs analysis, learner profile, entry assessment, accessibility and technical review, expert or pilot feedback	Clarify the course, repair barriers, and establish the baseline

Point in the Cycle	Evaluation Purpose	Illustrative Evidence	Resulting Action
During learning modules	Check progress and improve learning while time remains	Practice results, misconceptions, questions, discussion quality, short pulse checks	Reteach, clarify, add feedback, adjust pacing or support
During delivery	Monitor participation, access, teaching presence, technology, and emerging risk	LMS activity patterns, submissions, messages, help requests, observation, technical incidents	Intervene, support, communicate, and document adjustments
After completion	Judge achievement, quality, impact, and future status	Posttest and project results, objective-level analysis, survey, interview, completion, transfer and results evidence	Retain, revise, redesign, expand, pause, or discontinue
Before the next offering	Verify that approved revisions work	Revision log, updated materials, learner-view test, accessibility and link checks	Release the improved course and begin the cycle again

The Eight Determine Decisions

1. Establish the Evaluation Questions and Standards

Begin with the course need, goal, learning outcomes, performance objectives, institutional expectations, accessibility requirements, and—where applicable—workplace or accreditation standards. Translate them into answerable evaluation questions and success indicators before choosing instruments.

Application Steps

Write one evaluation question and at least one credible indicator for every course outcome and every major quality dimension.

2. Build the Continuous Evidence Plan

Specify what evidence will be collected, from whom, by which instrument, at what point, by whom, and how it will be protected and used. Include baseline, module-level, delivery, completion, and follow-up evidence as appropriate.

Application Steps

Create the Evaluation Evidence Map and schedule all data-collection points in the course and instructor calendar.

3. Design and Conduct Formative Evaluation

Use expert review, small-group or pilot testing, learner-view testing, accessibility review, practice performance, early-course feedback, and teaching observations to find weaknesses while revision can still improve learning. Formative evaluation applies to the whole course—not only quizzes.

Application Steps

Field-test objectives, content, activities, assessments, media, navigation, communication, accessibility, technology, and learner support; record findings and immediate actions.

4. Monitor Learner Performance by Objective

Connect every graded and ungraded assessment item to its intended objective. Review patterns in pretest, practice, authentic performance, and posttest evidence. Averages alone may hide an objective that many learners did not master.

Application Steps

Complete an objective-level performance analysis; identify weak items, difficult objectives, learner groups needing support, and possible instructional causes.

5. Collect and Interpret Learner-Experience Evidence

Gather concise, purposeful feedback about clarity, relevance, workload, engagement, interaction, feedback, navigation, accessibility, technology, and support. Combine end-of-course feedback with earlier pulse checks so that problems can be addressed before the course ends.

Application Steps

Use a short pulse survey during delivery and a comprehensive course survey or interview after completion; protect anonymity when feasible.

6. Design and Conduct Summative Evaluation

Judge overall achievement, quality, impact, and worth after sufficient evidence is available. For academic courses, examine outcome attainment, completion, progression, equity, and institutional requirements. For professional training, also consider transfer, workplace behavior, results, and ROI when those claims are feasible and supported.

Application Steps

Prepare an evaluation summary that states findings, limitations, conclusions, and a defensible recommendation about the course's future status.

7. Triangulate Evidence and Make Decisions

Interpret quantitative and qualitative evidence together. Verify an isolated low score or negative comment against other evidence before revising. Distinguish a course-design problem from a learner-readiness issue, technology barrier, assessment flaw, or delivery problem.

Application Steps

For each important finding, document the evidence sources, likely cause, confidence level, affected learners or objectives, and decision.

8. Revise, Verify, and Re-enter the 5D Cycle

Convert conclusions into prioritized revisions that name the affected 5D stage, responsible person, due date, verification method, and status. Preserve what worked as carefully as correcting what did not.

Application Steps

Complete the Continuous-Improvement Plan, implement high-priority revisions, test them in learner view, and carry unresolved questions into the next evaluation cycle.

Continuing Course Example: Digital Communication Skills for Global Professionals

Completed Evaluation Evidence Map

Evaluation Question	Indicator / Evidence	Timing	Decision Use
Did learners compose an audience-appropriate professional email?	Analytic rubric: purpose, organization, tone, clarity, mechanics; pre/post writing comparison	Baseline and Module 1 completion	Revise modeling, examples, feedback, or practice if criteria remain below standard
Did learners facilitate a focused virtual meeting?	Recorded simulation and rubric; peer and instructor feedback	Practice and Module 3 performance	Adjust rehearsal, role guidance, technology orientation, or rubric
Could learners participate equitably across time zones and connectivity conditions?	Access survey, participation patterns, missed-session reasons, alternative-path use	Before and throughout delivery	Revise scheduling, asynchronous alternatives, file formats, and support

Evaluation Question	Indicator / Evidence	Timing	Decision Use
Was feedback timely and useful?	Feedback turnaround log, learner pulse item, quality sample	Weekly and end of course	Adjust workload, feedback protocol, exemplars, or automated support
Did learning transfer to professional communication?	Learner self-report plus optional supervisor/work-sample evidence	Four to eight weeks after training	Retain, revise, or extend transfer supports

Illustrative Evidence Interpretation

Suppose 84 percent of learners met the overall course standard, but only 61 percent met the “audience adaptation” criterion on the final email task. Learner comments also report that the strong and weak email examples were useful, but too few examples represented cross-cultural situations. LMS records show that the optional audience-analysis practice was opened by fewer than half of the class. Taken together, these findings suggest a targeted instructional revision rather than a conclusion that the entire course failed.

Recommended revision: Move the audience-analysis practice into the required learner path; add two cross-cultural examples and a brief guided comparison; revise the rubric language for audience adaptation; provide an early low-stakes practice with feedback; and examine the same criterion in the next offering. This decision is supported by assessment, learner feedback, and participation evidence—not by a single source.

Check on Learning: Stage Five - Determine

1. Which statement best represents evaluation in the revised 5D Model?

- A. It begins after grades are submitted.
- B. It is a continuous process embedded across all five stages and synthesized in the Determine Stage.
- C. It is equivalent to the end-of-course satisfaction survey.
- D. It is primarily a test of the LMS.

2. Which evidence most directly answers whether learners achieved a performance objective requiring them to lead a virtual meeting?

- A. Number of logins
- B. Learner satisfaction with the instructor
- C. A recorded meeting performance scored with an aligned rubric
- D. The visual quality of the LMS home page

3. What is the principal purpose of formative evaluation?

- A. Rank instructors publicly
- B. Identify weaknesses and improve instruction while revision can benefit learners or the next offering
- C. Calculate ROI in every academic course

- D. Replace summative evaluation

4. In an academic online course, how may formative and summative evaluation be connected?

- A. They must use unrelated evidence.
- B. The summative findings from one offering can become formative evidence for revising the next offering.
- C. Summative evaluation occurs before the course opens.
- D. Formative evaluation occurs only after final grades.

5. A course receives high satisfaction ratings, but many learners fail an aligned final performance task. What is the most defensible conclusion?

- A. The course is effective because learners liked it.
- B. The performance task should be ignored.
- C. The evidence conflicts and requires investigation of instruction, assessment, support, and learner conditions.
- D. The LMS should automatically pass the learners.

6. What is the value of item-by-objective or criterion-by-objective analysis?

- A. It identifies which objectives and assessment items show patterns of strength or difficulty.
- B. It replaces all qualitative evidence.
- C. It proves that every low score is caused by poor teaching.
- D. It measures the attractiveness of course graphics.

7. Which revision decision is best supported?

- A. Redesign the whole course after one anonymous negative comment.
- B. Remove an objective because one learner disliked it.
- C. Revise an activity when weak performance, learner feedback, and participation evidence point to the same barrier.
- D. Keep all materials unchanged because the class average passed.

8. For professional training, which sequence best represents an expanded summative evaluation?

- A. Reaction only
- B. Learning only
- C. Reaction, learning, transfer or behavior, results, and ROI when appropriate and measurable
- D. Logins, clicks, and download counts only

9. LMS analytics show frequent logins by a learner who performed poorly. What can the instructor conclude?

- A. The learner was highly engaged and the course was effective.
- B. Login frequency alone cannot explain the performance; other evidence is needed.
- C. The learner lacked motivation.

- D. The assessment was invalid.

10. What is the most important final output of the Determine Stage?

- A. A collection of raw survey comments
- B. A final grade distribution
- C. An evidence-based evaluation report and verified continuous-improvement plan linked to the five stages
- D. A new technology purchase list

Answer Key and Feedback

1. B - The Determine Stage formalizes the judgment and revision process, but evaluation evidence is planned and collected before, during, and after instruction.
2. C - Direct, criterion-referenced performance is the strongest evidence for a performance objective.
3. B - Formative evaluation produces evidence for improvement; it complements rather than replaces summative evaluation.
4. B - The course cycle turns end-of-offering conclusions into improvement evidence for the next group of learners.
5. C - Reaction is important but cannot substitute for evidence of learning. Conflicting evidence calls for triangulation.
6. A - Objective-level analysis locates where learning or measurement may be breaking down and guides targeted investigation.
7. C - Important changes should be based on corroborated evidence and linked to a plausible cause.
8. C - Training evaluation may extend from reaction and learning to application, organizational results, and ROI; not every course can support every level.
9. B - Activity counts are contextual evidence, not proof of meaningful engagement, learning, motivation, or assessment quality.
10. C - The Determine Stage must turn evidence into decisions, revisions, responsibilities, timelines, and verification.

Readiness Check

Before proceeding to guided practice, explain—in your own words—why evaluation begins before delivery and why no single data source is sufficient to determine course effectiveness.

Guided Practice Activity

Practice Task

Using the continuing course example or one module from your own course, prepare a small evidence set and make one defensible revision decision.

1. Select one measurable learning outcome and one related performance objective.
2. Identify one direct assessment measure, one learner-experience measure, and one delivery or access indicator.
3. Create a small illustrative or actual data summary. Do not include personally identifiable learner information.
4. Compare the evidence sources and state what they agree on, where they differ, and what remains uncertain.
5. Recommend one retain, revise, redesign, or monitor decision.
6. Identify the affected 5D stage, responsible person, completion date, and method for verifying the change.

Feedback Criteria for Guided Practice

- The outcome, objective, assessment, and success criterion are aligned.
- The evidence includes both quantitative and qualitative information or clearly explains why one type is unavailable.
- The interpretation does not confuse activity counts or satisfaction with learning.
- The proposed revision is proportional to the evidence and addresses a plausible cause.
- The revision is assigned to a 5D stage and includes a verification method.

Practice Template A: Continuous Evaluation Evidence Map

Evaluation Question	Indicator / Success Standard	Evidence Source / Instrument	Timing / Owner	Decision Use

Practice Template B: Objective-Level Performance Analysis

Outcome / Objective	Assessment Items or Criteria	Baseline	During Learning	Final Result	Interpretation / Action

Practice Template C: Learner Experience and Course Quality Review

Quality Statement	Evidence	Rating	Revision Needed
Outcomes and requirements are clear and measurable.			
Content and examples are accurate, current, relevant, and aligned.			
Learning activities provide meaningful practice, interaction, and feedback.			
Assessments directly measure the stated objectives and use clear criteria.			
Navigation, instructions, schedule, and due dates are consistent and understandable.			
Materials, media, and technologies are accessible and functional.			
Instructor presence, communication, feedback, and support are timely and effective.			
Learner workload, pacing, and participation expectations are appropriate.			

Practice Template D: Summative Evaluation Summary

Evaluation Dimension	Principal Finding	Evidence / Limitation	Conclusion / Recommendation
Learner reaction and experience			
Learning and outcome attainment			
Participation, completion, access, and equity			
Transfer or behavior, when applicable			

Evaluation Dimension	Principal Finding	Evidence / Limitation	Conclusion / Recommendation
Institutional or organizational results, when applicable			
Costs, benefits, or ROI, when appropriate			
Overall course status			

Practice Template E: Continuous-Improvement and Revision Plan

5D Stage	Finding / Evidence	Priority	Approved Revision	Owner / Due Date	Verification / Status
Define					
Design					
Develop					
Deliver Stage					
Determine Stage					

Application-Based Assignment: Determine Your Online Course Effectiveness

Required Actions

- State the major evaluation questions and success indicators derived from the course need, goal, outcomes, and standards.
- Complete a Continuous Evaluation Evidence Map covering evidence before, during, and after instruction.
- Develop or adapt formative evaluation instruments for learner performance, course quality, accessibility, technology, support, and learner experience.
- Develop a summative evaluation plan addressing overall learning, course impact, future status, and—when appropriate—transfer, results, and ROI.
- Analyze an actual, pilot, or clearly labeled illustrative evidence set by outcome or objective.
- Triangulate evidence, acknowledge limitations, and make a defensible conclusion about course effectiveness.
- Complete a prioritized revision plan linked to all affected 5D stages.
- Implement and verify at least one feasible high-priority revision in the course demonstration shell or development package.

Submission Package

- Continuous Evaluation Evidence Map and data-collection schedule.
- Formative evaluation instruments and administration directions.

- Summative evaluation plan and instrument(s).
- Objective-level evidence analysis and interpretation.
- Concise evaluation report with findings, limitations, conclusions, and course-status recommendation.
- Continuous-Improvement and Revision Plan with evidence of at least one verified change.

Determine Stage Review Checklist

No.	Review Criterion	Fully Demonstrated	Partially Demonstrated	Not Yet Demonstrated	Evidence / Revision Needed
1	Evaluation questions are explicitly linked to the course need, goal, outcomes, objectives, and applicable standards.	☐	☐	☐	
2	The plan treats evaluation as continuous across Define, Design, Develop, Deliver, and Determine.	☐	☐	☐	
3	Baseline or pre-instruction evidence is identified and collected when appropriate.	☐	☐	☐	
4	Module-level practice and feedback evidence is collected during learning.	☐	☐	☐	
5	Delivery evidence includes meaningful participation, communication, support, access, and technical conditions—not login counts alone.	☐	☐	☐	
6	Direct learner-performance evidence is aligned with each important outcome or objective.	☐	☐	☐	
7	Formative evaluation covers content, instructional design, activities, assessment, media, navigation, accessibility, technology, and support.	☐	☐	☐	
8	Learner feedback instruments are concise, purposeful, and timed so that some findings can improve the current offering.	☐	☐	☐	
9	Summative evaluation addresses overall outcome attainment, course quality, impact, and future status.	☐	☐	☐	
10	Professional-training evaluation addresses transfer, results, and ROI only when appropriate and measurable.	☐	☐	☐	
11	Quantitative and qualitative evidence is summarized accurately and interpreted together.	☐	☐	☐	
12	Results are analyzed by objective, assessment item, or performance criterion where useful.	☐	☐	☐	
13	Equity, accessibility, privacy, and differing learner conditions are considered in interpretation.	☐	☐	☐	
14	Isolated comments or scores are corroborated before major revisions are made.	☐	☐	☐	
15	Findings distinguish possible design, development, delivery, assessment, readiness, and technology causes.	☐	☐	☐	
16	The evaluation report states limitations and avoids unsupported causal claims.	☐	☐	☐	

No.	Review Criterion	Fully Demonstrate	Partially Demonstrate	Not Yet Demonstrate	Evidence / Revision Needed
17	Revision priorities reflect instructional importance, learner impact, urgency, effort, and available resources.	☐	☐	☐	
18	Every approved revision identifies the affected 5D stage, owner, due date, status, and verification method.	☐	☐	☐	
19	At least one high-priority revision is implemented and tested from the learner perspective.	☐	☐	☐	
20	The revised course and unresolved evaluation questions are carried forward into the next offering.	☐	☐	☐	

Reflection

Which finding most changed your understanding of the course? What evidence supports it? Which revision will have the greatest effect on learner success, and how will you know whether that revision worked in the next offering?

Determine Stage Portfolio Deliverable

At the conclusion of Stage Five, the instructor will produce a reviewed Online Course Evaluation and Continuous-Improvement Package. Together with the outputs from the Define Stage, Design Stage, Develop Stage, and Deliver Stage, this package completes the Online Course Implementation Portfolio and begins the next cycle of evidence-informed planning, teaching, evaluation, and improvement.

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Concise Guide Summary

Aisami's 5D Model provides a systematic but flexible process for planning, teaching, and evaluating online courses. The five stages are organized into three integrated phases:

Phase	Stage(s)	Essential Result
Phase I: Planning	Define Stage, Design Stage, Develop Stage	A clearly justified, aligned, accessible, and learner-ready online course
Phase II: Teaching	Deliver Stage	An actively facilitated learning experience supported by clear communication, interaction, feedback, monitoring, and timely adjustment
Phase III: Evaluating	Determine Stage	An evidence-based judgment of effectiveness and a verified plan for continuous improvement

The sequence is purposeful, but the work is cyclical. The Define Stage clarifies the need, learners, goal, and outcomes. The Design Stage constructs the instructional blueprint. The Develop Stage builds and tests the learning experience. The Deliver Stage brings the course to life through teaching, communication, interaction, feedback, and support. The Determine Stage gathers and interprets evidence, judges effectiveness, and directs revision back to the stage where improvement is needed.

Plan purposefully. Teach actively. Evaluate continuously.

A course is never improved by evaluation evidence alone. Improvement occurs when the evidence is interpreted carefully, translated into responsible action, tested from the learner perspective, and carried into the next offering. That continuing cycle is the practical promise of the 5D Model.