Instructional partnering online design is an intentional planning by instructors to develop and deliver mixed mode and online courses. Our I-POD grew through regularly scheduled brainstorming and work sessions at the TAMUCC Fishbowl (aka CCH Computer Lab).

Our partnership compelled us to:
- Move out of our comfort zone
- Explore using technology effectively
- Try new 2.0 web applications
- Test our creativity
- Share our mutual love for teaching and learning

Theoretical Framework

The need for a theoretical framework emerged as we encountered ethical dilemmas regarding the integrity of the instructional design including academic rigor, sound learning theory, and the paradigm shift required to teach in an online venue.

Our collaboration led to a critical analysis and utilization of:
- Universal Design for Learning
- Communication, Collaboration, and Interaction Tools
- Critical Thinking Skills (including Bloom’s Taxonomy)
- Formative and Summative Assessments
- Predictable Design Structure

Design the Learning Experience

With your online partner:
- Explore the online tools available to help you determine the best fit for your class and your students
- Select the tools that will help you to implement your course objectives
- Start with the syllabus

In our collaborative effort, we chose to use the Lesson Plan Format. The Lesson Plan Format provides a predictable design structure. Some of the elements we created and selected include:
- Weekly LOls (lessons online)
- Lesson Objectives (aligned with discipline-specific competencies)
- Student Learning Outcomes and Competencies
- Student Assessments (linked directly to Lesson Objectives)