Planning the First Sequence and Feedback Cycle

Learning sequences make up the instructional pathway of the course. An online course is often structured into 6-9 sequences (also known as modules), each of which consists of practice and feedback cycles designed to support student progress toward some of the desired learning outcomes for the course.

The practice and feedback cycles consist of the discussions and learning activities you have identified as essential for student learning along with the feedback you provide through grading and responding to students. The sequence and pacing of instruction must ensure that student learning builds over the sequence and that students have opportunities to incorporate feedback into subsequent work in the sequence.

When planning learning sequences,

- ask yourself how each discussion and learning activity informs the others to decide the sequential order of the learning sequence, and
- ask yourself how students will receive meaningful feedback in time to reflect on it and incorporate it into subsequent work in the sequence.

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Examine the following plan for a learning sequence. Notice how this instructor is planning to facilitate student growth through careful ordering of activities to develop the skills and understandings needed through essential feedback to guide and deepen student learning.

Activities in Sequential Order	Pacing of Activities	Feedback Opportunities	Pacing of Feedback
*Select a book on family literacy from the annotated bibliography provided, then read the book in full and submit a reflection in your journal (according to the prompt provided) before joining the class discussion.	Days 1-3 (overlaps the last day or two of previous sequence)	*Instructor will comment on the journal entry to guide thinking toward the class discussion prompt.	Days 2-4
*Discussion to share accounts of diverse family practices as depicted in the book you read, explain how these accounts differ from your own experience, and pose questions for consideration	First post is due on Day 4; replies to peers' posts are due on Days 5-6	*Student responses, questions, and interplay provide feedback and help to expose misconceptions, clarify ideas, and challenge	Throughout the 5-day discussion

Activities in Sequential Order	Pacing of Activities	Feedback Opportunities	Pacing of Feedback
about contradictions or patterns noted.	and Days 7-8	students to greater depths of understanding.	
*Examine two different scenarios and sort elements into patterns and relationships according to components of literacy encountered in the course materials to date (in the previous learning sequence) and connect to emerging ideas about family literacy.	Scenario assignment is due on Day 5	*Instructor marks up the assignment and provides comments to incorporate into the next assignment.	Days 5-6
*Read the articles, view the videos, and listen to the podcast provided on Cognitive Apprenticeship and Legitimate Peripheral Participation, then submit a reflection in your journal (according to the prompt provided) before joining the class discussion.	Days 4-5	*Instructor will comment on the journal entry to guide thinking toward the class discussion prompt.	Days 5-6
*Discussion to examine Cognitive Apprenticeship and Legitimate Peripheral Participation as socialization processes in relation to emerging understandings of family literacy practices.	First post is due Day 6; at least two replies to peer's posts are due on Days 7-8 and Days 9-10	*Student responses, questions, and interplay provide feedback and help to expose misconceptions, clarify ideas, and challenge students to greater depths of understanding.	Throughout the 5-day discussion
*Re-examine the two scenarios sorting the elements of each into its relationship with aspects of Cognitive Apprenticeship and Legitimate Peripheral Participation. Each scenario activity will include small group discussion and facilitated debriefing.	Scenario assignment due Day 9; small group discussions on Day 9-10	*Instructor mark up and feedback. *Small group comments and interplay help clarify and deepen learning.	Days 9-10 Throughout the 2-day discussion

Activities in Sequential Order	Pacing of Activities	Feedback Opportunities	Pacing of Feedback
*Generate the next version of the graphic representation of course concepts and relationships. Peer and instructor feedback from the previous sequence must be incorporated into the developing graphic as well as developing the section on emerging ideas from this sequence. Peer and instructor feedback will be provided for the next iteration.	Due on Day 10; peer assessment of two classmates is due on Day 11	*Instructor feedback will be provided to inform the next iteration.

*Student feedback will be provided to inform the next iteration. | Day 10

Day 11 |
| *Submit a draft of a position paper on the value of family literacy practices in the socialization of literacy in children. | Draft due on Day 12

(Days 12-14 overlap with Days 1-2 of next sequence) | *Instructor provides detailed feedback through mark up and commentary to guide the student's final draft to be submitted later in the course. | Day 12-14 |