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INTRODUCTION

This document is intended to provide high-level instructional design ideas and inspiration to faculty working to create courses. Each framework, strategy, and approach in this document has a body of literature associated with it. This document should be thought of as a gateway into investigating and implementing innovative instructional design.
LEARNING DESIGN FRAMEWORKS

Community of Inquiry
The community of inquiry model encourages students to participate in teacher-led authentic investigations as a driver of education. This model strongly acknowledges the interdisciplinary and fallible nature of knowledge. For more information, see https://bit.ly/uga-ool-coi

Community of Practice
Communities of practice are focused around a specific craft. This concept is particularly useful in courses where (a) students are focused on production or action, (b) the goals of the course are flexible enough for students to help define them, and (c) knowledge sharing amongst participants is seen as beneficial. For more information, see https://bit.ly/uga-ool-cop

Problem-Based Learning
Problem-based learning engages students in an open-ended process of developing solutions to problems that are important to the domain being studied. This approach encourages students to be active in the learning process as they engage with course content using real-world scenarios. For more information, see https://bit.ly/uga-ool-pbl-2

Case-Based Learning
Case-based learning uses real-world scenarios to encourage engagement with realistic domain-specific situations. Students work, often collaboratively, to construct solutions for the case. Cases can range in their complexity, but they often present ill-structured problems in order to more closely mirror real-world scenarios. For more information, see https://bit.ly/uga-ool-cbl

Universal Design for Learning
Universal Design for Learning promotes the development of flexible learning environments that give learners choice in how to acquire knowledge, demonstrate understanding, and find motivation. For more information, see https://bit.ly/uga-ool-udl-2

Writing Across the Curriculum
Online courses can provide students with multiple and varied opportunities to demonstrate knowledge via writing in private, public, and semi-public venues. Additionally, the steps in the writing process can be put into practice deliberately to help students become better written communicators. For more information, see https://bit.ly/uga-ool-wac-2
LEARNING DESIGN STRATEGIES

Gamification
Amplify your course using the principles of collaboration, competition, achievement, and engagement. Gamification borrows from the design of various games (e.g., videos games and board games) to make learning more dynamic. For more information, see http://bit.ly/uga-ool-gamify-2

Group Work
Having students work collaboratively can lead to rich discussion, critical thinking, and superior learning outcomes. Structuring group work to move beyond cooperation and facilitate collaboration is essential to success. For more information, see https://bit.ly/uga-ool-grp

Didactic Learning
Didactic learning promotes the transmission of knowledge from the instructor to the student, often via lecture. In the didactic environment, the instructor can expose student to an expert's thinking -- filling in gaps left behind by textbooks. For more information, see https://bit.ly/uga-ool-lecture

Metacognitive Strategies
Metacognitive strategies encourage students to become aware of their own understanding their progress towards achieving objectives. For more information, see https://bit.ly/uga-ool-meta

Peer Review
Using peer review on your online course gives students an opportunity to engage with the work of their classmates in order to provide meaningful feedback. When structured correctly, this activity can help students see new ideas to improve their own work while helping foster skills of evaluation and communication. For more information, see https://bit.ly/uga-ool-peer

Guided Practice
Guided practice provides scaffolding for learner who are practicing a new skill or putting new knowledge to use. During guided practice, students are asked to complete tasks with the direct and immediate support of the instructor. For more information, see https://bit.ly/uga-ool-gp-2
ASSESSMENT

Formative Assessment
Offer students immediate feedback that they can use to improve their learning experience. Instead of simply providing a grade, instructors help students identify strengths and weaknesses. Formative assessments help with planning remediation activities and facilitating communication about difficult concepts.

Formative Examples
- Self-Assessments
- Study Guides
- Knowledge Checks
- Problem Sets
- Journals / Portfolios
- Group Presentations
- Reflective Activities

Summative Assessment
Used to determine whether or not a student has achieved stated learning objectives and reached the desired level of mastery. These assessments typically occur at the end of a module, unit, or course.

Summative Examples
- Quizzes/Exams
- Online Presentations
- Websites
- Portfolios
- Group Projects
- Papers/Essays

Authentic Assessment
These assessments focus on applying concepts that students have learned to real world situations and require them to complete meaningful tasks. This type of assessment engages a variety of skills and measures higher levels of learning than traditional assessments. Authentic assessments can be general or domain-specific. If your students can create something, then it can probably be used as an authentic assessment.

Authentic Assessment Examples
- Case Studies
- Lab Reports
- Grant/Research Proposals
- Media Projects
- Podcasts
- Portfolios
- Journal Article
- Business Plan
- Experiential Learning
- Software Production
- Art Production
- Group Critique
- Interviews
- Role Playing
- Technical Report
- Policy Brief
- Debates
- Open Publishing
ACCESSIBILITY

WCAG 2.0

The World Wide Web Consortium (W3C) provides four guiding principles to guide creating accessible content:

Perceivable
Information and user interface components must be presentable to users in ways they can perceive. This means that users must be able to perceive the information being presented (it can’t be invisible to all of their senses).

Operable
User interface components and navigation must be operable. This means that users must be able to operate the interface (the interface cannot require interaction that a user cannot perform)

Understandable
Information and the operation of user interface must be understandable. This means that users must be able to understand the information as well as the operation of the user interface (the content or operation cannot be beyond their understanding)

Robust
Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies. This means that users must be able to access the content as technologies advance (as technologies and user agents evolve, the content should remain accessible). For more information, see [http://bit.ly/uga-ool-wcag](http://bit.ly/uga-ool-wcag)

Universal Design for Learning

Universal Design for Learning applies three principles to positively affect learning; “what”, “how”, and “why” of learning:

“What” is being learned
Present content in ways that engage students on multiple cognitive levels.

“How” content is being learned
Provide options for students to organize and express their knowledge.

“Why” learning is occurring
Accessibility Considerations

Images
Ensure that all images have Alt Tags and that these are descriptive.

PDFs
Identify any existing PDFs that are images and help identify options for generating text-based alternatives.

Video and Audio Content
All media must be captioned. Media can be captioned manually by college personnel or contracted through a third party with coordination from OOL.

Text Content
Ensure text content is chunked into digestible paragraphs with clear, ordered structure using formatting styles.

Course Structure
During the design of your course, organize the instructional-flow in a way that is both structured and logical.

Course Activities
Identify and develop options for course activities that encourage learners to engage in multiple competencies.

Color
Make color choices that are beneficial to learning and help all learners.