

# ELEMENTS OF GOOD ONLINE LEARNING

## INSTRUCTIONAL STRATEGIES FOR SUCCESSFUL ONLINE COURSES

*In order to facilitate learning that meets the needs and demands of online students, instructors should engage in intentional course design. This document provides suggestions for constructing course elements that support good online learning.*

### Course Content

*More of this...*

- Vocabulary or key word/concept lists
- Study guides
- Roadmaps or outlines
- Accessible text content (HTML, Properly Formatted Word or PDF Documents)

*Less of this...*

- PowerPoint presentations
- Image-Based PDF documents
- Word docs with poor formatting

### Lectures

*More of this...*

- Screencasts (10 minutes max)
- Case studies
- Evaluations (peer, group)

*Less of this...*

- Long recordings (anything longer than 10 minutes)

### Videos

*More of this...*

- “Chunked” videos (5-7 minutes) by topic
- Screencasts (7-10 minutes max)
- High quality or professional videos with Closed Captioning (CC) and transcripts

*Less of this...*

- Videos or screencasts longer than 10 minutes
- Videos without Closed Captioning or transcripts

## Activities

*More of this...*

- Asynchronous discussions (dyads, small group, and whole class)
- Group projects
- Group presentations
- Podcasts
- Embedded quizzing/polling
- Student-led/determined synchronous sessions
- Student-created/collaborative course content

*Less of this...*

- Unmonitored group work (progress and participation)

## Assessments

*More of this...*

- Projects
- Presentations (group and individual)
- Products/deliverables
- Case studies
- Rubrics
- Evaluations (peer, group)
- Low stakes assessments
- Scaffolded assignments

*Less of this...*

- Proctored tests (use of proctored tests is dependent upon the field and/or departmental requirements)
- Attendance points

## Technology

*More of this...*

- Technological tools to support learning objectives/based on goals
- User-friendly, purposeful, affordable for students
- Tools integrated with UGA's eLC platform

*Less of this...*

- Multiple tools requiring extensive experience or training before use
- Multiple tools to accomplish a singular task
- Technology that does not account for accessibility guidelines