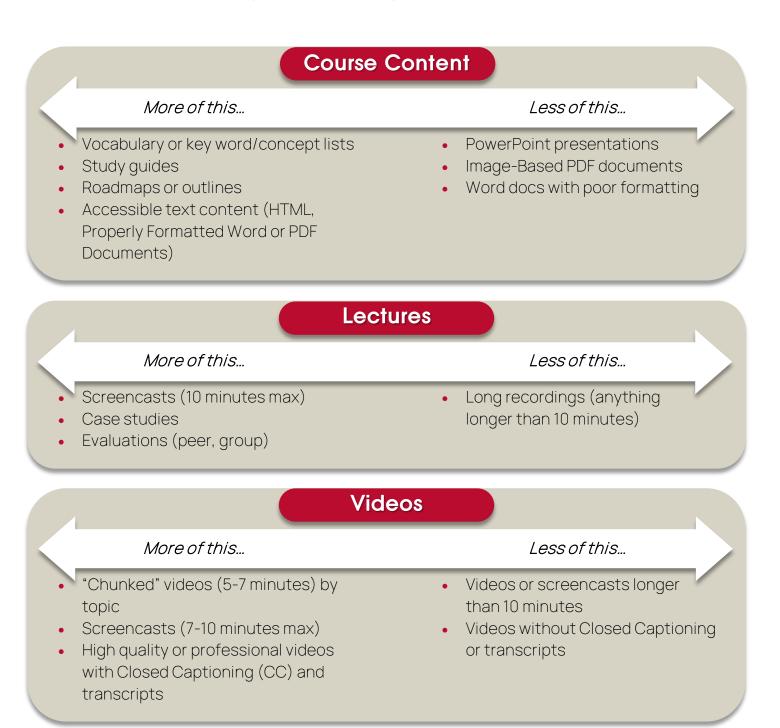
## INSTRUCTIONAL STRATEGIES FOR SUCCESSFUL ONLINE COURSES

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.



University of Georgia, Office of Online Learning

Activities	
More of this	Less of this
<ul> <li>Asynchronous discussions (dyads, small group, and whole class)</li> <li>Group projects</li> <li>Group presentations</li> <li>Podcasts</li> <li>Embedded quizzing/polling</li> <li>Student-led/determined synchronous sessions</li> <li>Student-created/collaborative course content</li> </ul>	Unmonitored group work (progress and participation)
Assessn	nents
More of this	Less of this
<ul> <li>Projects</li> <li>Presentations (group and individual)</li> <li>Products/deliverables</li> <li>Case studies</li> <li>Rubrics</li> <li>Evaluations (peer, group)</li> <li>Low stakes assessments</li> <li>Scaffolded assignments</li> </ul>	<ul> <li>Proctored tests (use of proctored tests is dependent upon the field and/or departmentarequirements)</li> <li>Attendance points</li> </ul>
Techno	ology
More of this	Less of this
<ul> <li>Technological tools to support learning objectives/based on goals</li> <li>User-friendly, purposeful, affordable for students</li> <li>Tools integrated with UGA's eLC platform</li> </ul>	<ul> <li>Multiple tools requiring extensive experience or training before use</li> <li>Multiple tools to accomplish a singular task</li> <li>Technology that does not account</li> </ul>

Technology that does not account • for accessibility guidelines

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