Common Components of Online Content

- Welcome page/front door
- Announcements
- Syllabus
- Lessons/notes/lectures
- Course documents and readings
- Faculty and student profiles/information
- Discussion area
- Assignments, quizzes and/or tests
- Online resources
- Help (course and tech support)

Best Practices: Instructional Design/Facilitating Online Learning

- Use range of media and technologies (i.e. offer robust content)
- Use technology for a good reason (is it justified, relevant and appropriate?)
- Clearly define learning objectives, requirements and performance expectations (communicate everything)
- Know your learners (purpose and audience)
- Integrate learning objectives, assessment techniques and other instructional strategies and materials
- Integrate face-to-face (f2f) aspects of course with online components
- Design your instruction for multiple learning styles
- Encourage contact and interaction between students and faculty
- Create social (informal?) spaces
- Encourage collaborative/cooperative learning and peer feedback
- Offer prompt and substantive feedback
- Include active learning techniques and exercises (the earlier the better)
- Take advantage of existing online resources
- Use consistent design with easy navigation
- Assess, evaluate and revise your course through student feedback
- Include student self-assessment before taking course
- First day and week are crucial (have content ready and establish your presence and role)
- Don’t disappear