

Instructional Equivalencies for Online Courses

The decision to choose the type of activity is fully up to the instructor. Activities should:

- Be related directly to the objectives of the course/program.
- Be measurable.
- Have the direct oversight or supervision of the faculty member teaching the course.
- In some form be equivalent of an activity conducted in the classroom.

Some examples of instructional activities include:

- Live video chat sessions facilitated by the instructor. Some instructors hold these weekly. The live chat can focus on a specific course learning outcome or have students submit their “muddiest” concept to be discussed in more depth, or both.
- A Discussion Board structured to provide guided or instructor-mediated threaded discussion with specified timeframes and expectations for participation.
- Chat rooms for class or group projects that provide opportunities for collaborative learning and that have specific expectations for participation and feedback.
- Case studies and problem solving scenarios utilizing higher order analytical skills with instructor and class feedback loop.
- Blogs, journals, or logs in which students share their reflections on course concepts or learning with instructor and classmates.
- Web search activities in which students find Internet sites or articles that address specific course objectives and then share with class and instructor for mediated discussion.
- Library research in which instructor directs students to locate certain information or resources and relate them to course objectives and present them to class in a designated manner.
- Use “Each One Teach One.” Have students become an expert in a particular topic and then create a strategy to teach the others.
- Lecture materials—Video, audio recordings --from which students are expected to develop questions, comments, or observations shared with class and instructor through discussion board postings or participation in chat rooms. Recorded PowerPoints fall under this bullet.
- Instructional videos to be viewed.
- Field trips or tours in which students may participate as an individual or group in analyzing an activity (concert, museum, art exhibit, religious service, political debate, etc.) and prepare a paper or presentation to share with instructor and class.
- Final group projects which represent a culmination of learning objectives and by which students collaborate via e-mail, chat rooms, discussion boards, and “face-to-face” contact to research, analyze, synthesize, and prepare project with instructor receiving periodic updates and providing guidance to group.