### Do this...

**Identify Learning Outcomes**
Be intentional and identify clear learning objectives that align to the formative and summative assessments and to the active learning strategies.¹

**Less is More**
Assign a reasonable workload and be realistic. Prioritize what is a “must” for students to know versus “should” to know. Focus on the “must” content.

**Give Explicit Instructions and Specify Expectations**
Outline deliberate instructions and specify the requirements and length of time to complete tasks.²

**Asynchronous Learning**
Teachers create learning experiences for students to work at their own pace and take time to absorb content. Various active learning strategies using UM Learn tools can be built into the course to engage students.³

**Regular Communication**
Be present online by posting announcements, weekly summaries, and responses in the discussion forum. Be online during office hours to provide support, answer questions, or clarify confusion.⁴

**Giving and Receiving Feedback**
Provide students with ongoing feedback on their progress in the course. Seek student feedback about their workload, learning preferences, and learning pace.⁵

### Don’t...

**Give Random Activities**
just to keep students busy doing online activities that do not connect to the learning objectives and assessments.

**Be Unrealistic**
by assigning online classwork followed by extra homework and request students to complete within a short timeline.

**Be Unclear and Vague**
by communicating in lengthy paragraphs with instructions that may be difficult to follow or tasks that are overly vague.

**Rely on Synchronous Learning**
unless it is critical to the content to teach “live”, the technology can be very limiting for many students. Lecturing online is also not conducive to student learning. If you do plan to use some synchronous sessions, also provide a recording of those lectures.

**Log Into the Course Infrequently**
with minimal presence online and/or respond to every email right away and leave no break for yourself. Unless it’s urgent, it can wait until office hours.

**Decrease Feedback**
or provide feedback only after a mid-term and final exam and/or teach in a way that does not give students an opportunity to voice their feedback.

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² Nilson, L., Goodson, Ludwik, A., & ProQuest. (2018). Online teaching at its best: Merging instructional design with teaching and learning research / Linda B. Nilson, Ludwik A. Goodson. (First ed.).


⁵ The Centre for the Advancement of Teaching and Learning, University of Manitoba. Providing Feedback to Students. Retrieved from: https://centre.cc.umanitoba.ca/development/resources/providing-feedback-to-students/