



## Online course design strategies that can support a student-centred approach

Evidence shows using “warmer” language (e.g., avoid 3<sup>rd</sup> person language, including a personalized welcome message) in an online course, both the content and communications can impact student success.

Students may feel isolated and often put more time and effort into an online course than face-to-face courses.

- Include ways to improve connections with other students (e.g., peer help & coffee chat discussion areas, group assignment), and the instructor (e.g., virtual office hours, frequent communications via announcements tool in Canvas, assignment feedback, video, even including a photo of the instructor helps to “humanize” online learning).
- Emphasizing ways to reduce students’ time-on-task when it comes to assignments/readings/resources helps to select materials that are “concentrated” on the learning goals, and designing scaffolded assignments (group work or with peer or instructor feedback opportunities) helps with this as well.
- Reduce student anxiety by providing clear expectations (due dates indicated, rubrics, or sample assignments, for example), keeping course content “chunked”, well organized, and accessible when the course opens so students will know what to expect and can prepare in advance.