

# TOP 5 TIPS FOR ONLINE LEARNING DESIGN

1

## Start with your outcomes

- What do you want participants to leave your session able to know, do, or value?
- Write these out and structure your training around them - what content, activities and/or evaluation will you need to do for each?

2

## Chunk your content

- As you plan your content and activities, "chunk" them into the same small "bites" of information.
- Start with the most basic building block and move to the more complex
- Aim for no more than 7-10 minute "chunks" of content

3

## Keep it relevant

- Adults learn best when they can sense the immediate value or application of their learning
- Connect to prior experience
- Use real-world scenarios in activities (i.e., a current project at work or a case study)

4

## Develop your assets

- Prepare everything ahead of time
- Write out a specific agenda with time markers
- Write out activity instructions that can be quickly pasted into a chat box
- Have all worksheets, external websites, videos ready

5

## Keep it simple

- Keep it as simple as possible for you and your participants, know that what is new for you may be new for them too
- Choose one or two tools to use in a session – practice with the tools and make sure you are prepared to give simple instructions for students

For further support, contact John and Lindsay

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# TOP 5 TIPS FOR ONLINE LEARNING FACILITATION

1

## You set the tone

- If you greet people coming in warmly, they will be put at ease and participate more fully.
- Authenticity and genuineness breeds authenticity and genuineness.
- Remember, provide unconditional positive regard

2

## Paraphrase

- Reflect and/or summarize what was said- it is powerful when people feel heard. Show them you heard them before pivoting

3

## Use big groups/small groups effectively

- Before asking the big group a question, have them process in small groups first
- When asking the big group a question, ask for a specific number of responses, i.e., "I would like to hear from two people"

4

## Give prompts in multiple ways

- First, give prompts on the white board, then verbally, then ask participants to write the prompt down
- Blast prompts to participants when in break out rooms

5

## Be intentional to try to get everyone to participate

- Do quiet check-ins in the beginning
- Call on people - consider calling on everyone but allow "passes"
- Ask folks to first talk in breakout rooms and elect someone to report you
- Use the chat feature to get students to write ideas and call on students to elaborate on their answers

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# WHO WE ARE

## Dr. John O'Malley



Dr. John O'Malley is a Clinical Assistant Professor in the Counseling Psychology Department at the University of Denver's Morgridge College of Education. Dr. O'Malley received a BM from the University of Denver, a M.S.Ed. from the University of Nebraska-Kearney and a PhD in Counseling Education and Supervision from the University of Wyoming. Dr. O'Malley teaches MA courses in Morgridge's School Counseling, Clinical Mental Health and the Higher Education programs. Dr. O'Malley maintains a private practice ([omalleycounseling.com](http://omalleycounseling.com)) serving individuals and couples in the Lowry neighborhood in Denver, CO. He continues to do research on learning disabilities as well as runs the Lived Experience and Narrative Research Project (LEAN Lab), which seeks to lean into lived and told stories to improve mental health and educational spaces.

## Lindsay Brunhofer

Lindsay Brunhofer is the Instructional Designer at the Morgridge College of Education at the University of Denver. She previously served in roles in online learning at the Graduate School of Social Work at DU, Denver Public Schools, Extension Engine, and Nature Publishing Group. Lindsay has an Ed.M. in Learning Design and Innovation from the Harvard Graduate School of Education. Lindsay's focus is on effective, inclusive course design for online learning and innovative approaches to graduate and non-degree education.



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