

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 class sessions and ~~and~~ ^{or}