

CS8001-OOL Syllabus

Introduction to Online Learning Success, CS8001-OOL, 1 credit

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Instructor Information

Instructor

Bobbie Eicher

Ana Rusch

Email

beicher3@gatech.edu

arusch3@gatech.edu

General Course Information

Description

An online and asynchronous program like OMSCS removes much of the structure of traditional classroom study. This seminar focuses on the findings of cognitive science and educational psychology describing what current science says about how students succeed in this type of environment. It aims to provide a supportive environment where students can adjust to the program, build their own structure around their studies, and establish an understanding of human learning that will help them make the most of their time in the program.

The schedule of topics will be maintained in Canvas. The set of topics may be adjusted over the course of the semester to fit the interests and needs of the participants.

Course Learning Outcomes

The goal is for students to gain a set of knowledge, skills, and habits that will serve them in the program. This includes both practical issues like where important program resources are found and research-backed understanding of academic success at the graduate level.

By the end of the seminar, students should be able to:

- Navigate the structures and expectations of the OMSCS program
- Understand widely circulated learning and study recommendations and the evidence behind them, and then decide which ones they wish to adopt or discard
- Interpret their own results on a validated self-regulated learning instrument, and make decisions about how to use that information
- Set personal goals at both the course level and the program level, and plan out how to pursue them
- Make thoughtful research-based decisions on how to incorporate tools like artificial intelligence into their learning process

Topics are covered at a practical level, with the peer-reviewed literature behind each available for students who want to go further. Participants are free to decide how deeply to engage with each topic depending on their personal and academic goals. Going deeper will build skills useful throughout the OMSCS program, such as reading and interpreting academic literature, as well as familiarity with concepts helpful for future study of education, cognitive science, and artificial intelligence.

Pre- &/or Co-Requisites

The target audience for this seminar is students who are new to OMSCS (though it will often also be of value to others). As such, there are no pre-requisites.

There are no specific co-requisites, but it is likely to work best when taken alongside a regular course that students can use to practice their skills.

Required Course Materials

Any readings will be provided. No purchases will be required.

Grading Policy

This seminar does not attempt to judge the quality of your work. Students are welcome to decide how deeply they engage with each individual topic raised.

Seminars are graded on a Pass/Fail basis, and so long as you complete the required introductory survey, as well as at least 2/3 of the weekly check-ins, you will pass.

Description of Graded Components

There will be a required survey at the beginning of the semester to collect some initial feedback on what the group particularly wants to see from the seminar, along with some questions about your learning strategies to provide an initial understanding of where we are compared to research on online learning (with the option to take it again at the end of the semester to compare results).

There will also be short weekly check-in “quizzes” through Canvas (these are intended to be brief, around 5-15 minutes each depending on how much you choose to write and only judged based on whether you complete them).

Collaboration and Use of Generative AI

If you share work or post comments that you did not write or come up with the idea for, you are required to be honest about the source. If an idea or a piece of text came from another person, a book or website, or a generative AI tool, cite the actual source of the content clearly.

Additional Georgia Tech and USG Required Course Policies

Attendance and/or Participation

While synchronous sessions through platforms like Microsoft Teams or Zoom may be offered, they will not be mandatory.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

Not applicable.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.