Presently, many online courses have mainly printed material for the student to read. The printed word is static. Much of the content in a face-to-face class is dynamic or interactive: for example, a drawing that is modified while an instructor explains a concept. Sometimes it is difficult to present this kind of content in an online classroom, and online instructors may be frustrated with the fact that some of the content that they found easy to deliver in a face to face classroom are difficult to deliver in an online classroom. What are some good ways to model this content in an online environment? Do students learn more, or are they more involved, when there is more dynamic content? The objectives in this presentation are: 1) to show some dynamic content that was created to model instructional techniques used in face-to-face classrooms; 2) to explain why this dynamic content was needed; 3) to show how this content can be integrated into an online environment. My presentation is will illustrate some results of my year-long project, presently in its eighth month, that involves creating and studying the effects of adding dynamic content to online courses. As this study continues, a number of larger issues about the direction of online learning emerge, such as: 1) What is the limit to adding online content such that it becomes too much for the student to attend to? 2) How are different models of online instruction best enabled with dynamic content?