

ONLINE LESSONS

Teaching online doesn't have to be very different from teaching in a classroom. However, there are a few things that can be taken into account. The following eight cards provide you with a couple practical tips.

- Starting an online class
- Online interaction
- Giving instruction online
- Online collaborative learning
- Online formative assessment
- Giving feedback online
- Rounding off online
- Staying focused online

These tips are not meant to be interpreted as steps that need to be taken, but rather as suggestions to consider when designing and teaching your lessons. Online lessons, just like offline, require you to develop a method of teaching that you and your students are comfortable with. Please use the information on these cards to think about your teaching practice and how you want to teach (online), rather than as required elements.



STARTING AN ONLINE CLASS

1

Does everyone have access?

Test whether everybody has access to for instance the 'raise your hand' or the chat feature by using energizers (who's the first to raise their hand?) or simple statements ('Raise your hand if...').

2

What do you remember?

Start with a short quiz (for example in Quizizz) or simple true/false questions to activate prior knowledge and to see what students still remember from the previous lesson.

3

What if you have questions?

Clearly state how students can ask questions during your lesson, and what they can do if they have questions that they would rather not ask in the group chat.

4

What are we going to do today?

Give an overview of the agenda of your lesson, and add what you expect of your students (and what they can expect from you!).

5

What will you have achieved at the end of class?

State your lesson objectives and explain to your students what they will know or have done at the end of class.

ONLINE INTERACTION

1

Consider the basics

Or in other words: Check if students have access to all the features, and communicate what they can do if something doesn't work.

2

Communication?

How should your students communicate with you (and each other)? What do they do if they have questions? And how can they reach you outside of class?

3

Names and compliments

Use names and specifically mention that you appreciate students interacting with you. Give compliments when correct answers are given, and praise students using their names. If someone gives an incorrect answer, consider if the student feels safe before using names.

4

Interactive elements

Use interactive elements that engages students, for example by asking questions or playing competitive quizzes. Variation in learning activity also supports interaction.

5

Small groups

More informal and personal communication is almost impossible in large meetings. Facilitate 'real' interaction by letting students work in smaller groups.

GIVING INSTRUCTION ONLINE

1

What are we going to do?

Briefly introduce the assignment: What is it about and what are we going to do? Apart from that, explain what the final result should be: When is the assignment complete?

2

When are we going to do this?

Explain when the assignment should be finished, or - if it has to be done during a lesson - how much time students have to complete the assignment. And, very important: What to do when they are done (early)?

3

How are we going to do this?

Should students decide how they want to do the assignment themselves, or do they have to stick to a certain method? For instance: Can they use any online tool, or do you want them to make a PowerPoint presentation? And should they work individually or in pairs?

4

Is the assignment clear?

Before signing off or taking a break, determine if students understand the assignment. For example by typing 'I understand the assignment' and 'I don't understand the assignment' in the chat, so students can like the statement that applies to them. Apart from that, you can tell the students that if they understand the assignment or instruction, they can leave the meeting. For those who stay, you can explain it again or answer any lingering questions.

ONLINE COLLABORATIVE LEARNING

1

What are we going to do?

Briefly introduce the assignment: What is it about and what are we going to do? Apart from that, explain what the final result should be: When is the assignment complete?

2

Groups?

Can students form their own groups, or have you already created them (for example with an online random group generator)? If students have to form their own groups, give them input on how to do this. This avoids that the student with fewer social connections is left out.

3

Division of tasks

Is it a very complex assignment wherein students have to determine the different tasks and divide them, or have you listed the individual tasks already to make collaboration somewhat easier? You can also come up with different roles, such as time keeper, interviewer, and someone who takes the minutes.

4

Synchronous or asynchronous?

Coaching groups can be done synchronously (live) and asynchronously (with delay). Do the students need you, for example to ask questions or get feedback directly? Coach them synchronously! If not, give students more flexibility by allowing them to work on the assignment in their own time.

ONLINE FORMATIVE ASSESSMENT

1

What is the objective?

Formative testing can be used to get more insight into students' learning processes, and to adapt your lessons based on the results. However, it is very important to first determine which (learning) you want to focus on.

2

Type of 'assessment'?

Formative assessment doesn't have to be a traditional 'test'; it is about providing the student (and you!) with more insight into where they are in their learning processes. This can also be 'tested' by giving a presentation, creating a poster, or interviewing a peer. What's most important is that they can test their own skills and knowledge in relation to the set learning objective(s), and that you offer these opportunities continuously throughout the curriculum.

3

Automatic grading?

Many tools, such as MS/Google Forms, Quizizz or Quizlet, immediately allow the students to see whether their answers are (in)correct. This saves time, but is often only effective if you use multiple choice questions.

4

Synchronous or asynchronous?

Do you want to do a competitive quiz in class to see whether students for instance understand the instruction (synchronous), or do you want to give them an assignment to do in their own time (asynchronous)?

GIVING FEEDBACK ONLINE

1

Focus?

When giving feedback, it is useful for both students and for you to know what you are going to focus on. Will you be giving feedback on content, form, structure, or for instance process?

2

Where do you want feedback on?

Or, even more fun: Allow students to decide what they want feedback on! It works best if you give them a list that they can choose from.

3

Spoken or written?

Online feedback can be given in written form (comments in word or in text), or spoken form (voice recordings or in a meeting). Using both forms interchangeably has proven most effective, partly because written feedback tends to focus more on correction, while global feedback is more often given in spoken form.

4

Synchronous and asynchronous?

Apart from that, feedback can be given synchronously (directly), and asynchronously (with delay). With this, too, variation is most effective.

5

Follow up?

Discuss the feedback with students and make sure that they know they can ask you questions about your comments, for instance by facilitating this during an online meeting or scheduling feedback sessions.

ROUNDING OFF ONLINE

1

Objectives?

End with a short quiz (for example in MS or Google Forms) or another assignment that helps students to get insight into whether they reached the learning objectives.

2

How did it go?

Use a tool such as Exitticket or a short questionnaire to help students reflect on how the lesson went. What did they think of their own contribution? What would they do differently next time?

3

Feedback?

What did students like about the lesson, and what could be done differently next time? Noticing what students did and didn't enjoy is a bit more difficult online. Asking feedback, for instance through MS or Google Forms, can help you improve your lessons and create an environment wherein giving feedback comes naturally.

4

Next week

What can students expect from the next lesson? Briefly mention this.

5

Free to go!

Specifically mention when students are 'allowed' to leave the meeting, and perhaps say that if they have any questions, they can stay a bit longer. And, most importantly, don't forget to say goodbye and wave awkwardly!

STAYING FOCUSED ONLINE

1

Breaks!

Online teaching, just like regular teaching, can be very taxing. Make sure to take plenty of breaks, preferably before you start feeling tired.

2

Do assignment... see you in ten!

Give students (short) assignments that they can do during the lessons, while you take a short coffee break and check on how they are doing.

3

Variation!

Talking to a screen, monitoring the chat, muting microphones and checking your inbox at the same time can simply be exhausting. Make sure you have variation during the day, alternating between assignments, presenting, and giving feedback for instance.

4

Feedback, peer review or rubrics?

Giving feedback can take up a lot of your time. Investing time in good rubrics that can be used for peer assessment can definitely be worth it. Apart from that, making peer review a requirement for expert review can also be a very effective learning tool!

5

Informal and personal

Invest time in personal relationships and topics that may not be directly related to teaching. Make sure you reserve time and energy for the more informal conversations and checking up on each other's well-being.