

ONLINE TEACHING

#1 PLANNING

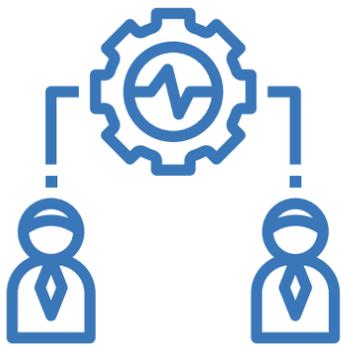
Link to:
Planning online sessions

PLAN FOR ONLINE

Start with the intended **outcomes** for learners. These will be achieved through a mix of activities in students' **own time** (asynchronous) and in **shared time** (live or synchronous). Shared time should focus on discussion, practice, exploration, feedback, and adaptive teaching. Own-time activities might include reading, listening, solo and collaborative assignments, practice and reflection.



Link to:
Learning activity cards



FOCUS ON ACTIVITIES

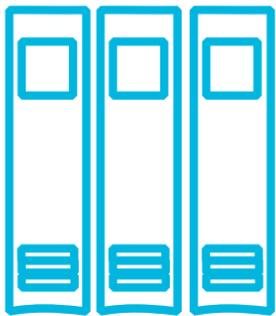
Learning at a screen quickly becomes passive, so focus on what students will be **doing** e.g. discuss, post, draw, answer, annotate. Every action should have a **tangible outcome** - something to revise or review, or submit as part of an assignment. Consider how activities and associated resources can be transferred across platforms, and can be managed by learners themselves.

CREATE A STORYBOARD

Create a **timeline** or **storyboard** of sessions and activities, e.g. using powerpoint, a visual design tool or a calendar. Give each session a time slot and each activity a time-on-task. Look for logic and flow, e.g. student responses to a quiz can help you shape a live online surgery. Note which activities can generate **feedback** (when and where?) and highlight activities that are formally **assessed**.



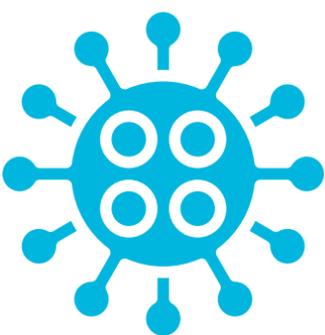
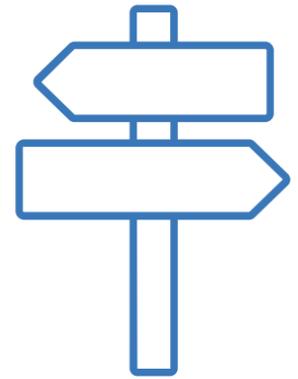
ORGANISE MATERIALS



Students need all their course materials in **one 'home' space**, e.g. a web site, design canvas or virtual learning environment. Include task briefs, learning materials and links/log-in details for any other platforms. Organise by timeline or theme, and make sure the space is **easy to navigate** on a mobile phone. Copy briefs from here to any **additional platforms** students will be using to work in.

SCHEDULE AND SIGNPOST

Create a final **schedule** and use it throughout the course to **signpost** where you are, where you have been, and where you are going. Students find it helpful to have a **task list** for each week or session. You could highlight '**just one thing**' as a minimum requirement e.g. a key reading or activity. Also signpost sources of **support**. Make it as easy as possible for students to re-join a class after time away.



KEEP IT REAL

The pandemic and shift to online learning create many **stresses** for teaching staff and students. Create a safe, welcoming space and check regularly that students are OK. Remember that learning is a positive experience that supports our mental health! Keep challenging students to succeed, and reflect on how the subjects they are learning can address **real-world problems**.



Online
Teaching
Series

#1 Planning for online

#2 Preparing students

#3 Teaching live

#4 Asynchronous learning

#5 Choosing platforms

#6 Media & materials

#7 Feedback/assessment

#8 Wellbeing

#9 Resource yourself

