



Online teaching: eight core practices and a personal skills checklist

Which of these do you do already?	What new skills would you like to develop in this area?
1. Planning/preparation	
<ul style="list-style-type: none"><input type="checkbox"/> Use a design rubric or checklist to plan your session(s)<input type="checkbox"/> Plan live and asynchronous, online and f2f sessions to make best use of each modality<input type="checkbox"/> Match digital activities to the intended learning outcomes<input type="checkbox"/> Review students' digital skills and choose activities to progress them<input type="checkbox"/> Review students' learning needs including access to devices and data<input type="checkbox"/> Plan to use a range of tools or apps (set up, log-ins, licensing, accessibility)<input type="checkbox"/> Plan how students will work in groups (break-out rooms, facilitation, feeding back)<input type="checkbox"/> Build in flexibility for responsive teaching<input type="checkbox"/> Look online for relevant teaching ideas<input type="checkbox"/> Provide alternatives (media, activities) in case of technical issues or access problems<input type="checkbox"/> ...<input type="checkbox"/> ...	
2. Using learning resources	
<ul style="list-style-type: none"><input type="checkbox"/> Identify quality digital resources relevant to the topic and student learning needs<input type="checkbox"/> Understand and apply the rules of digital copyright and licensing<input type="checkbox"/> Adapt and embed digital resources into your class<input type="checkbox"/> Provide digital materials in a format that students can access, annotate and work with<input type="checkbox"/> Produce digital presentations with an awareness of good multi-media design<input type="checkbox"/> Produce lecture recordings and make them available<input type="checkbox"/> Know how to make and use visual materials (photos, videos, infographics, maps etc) in teaching<input type="checkbox"/> Choose and use simulations, virtual reality media or games for case-based/situational learning<input type="checkbox"/> Produce: quiz voice-over slides clickable image infographic revision card(s) online tutorial e-textbook animation web page multimedia object...<input type="checkbox"/> ...<input type="checkbox"/> ...	

Which of these do you do already?	What new skills would you like to develop in this area?
3. Accessibility and diversity	
<ul style="list-style-type: none"> <input type="checkbox"/> Assess digital tools for their accessibility and suitability <input type="checkbox"/> Provide learning materials in a range of media to suit different learners <input type="checkbox"/> Offer a choice of activities so learners can showcase their strengths <input type="checkbox"/> Assess students' digital capabilities and signpost any additional support they need <input type="checkbox"/> Help learners to use assistive software, adaptations or interfaces <input type="checkbox"/> Use legible fonts and colour contrasts <input type="checkbox"/> Provide text alternatives to visual media <input type="checkbox"/> Provide mobile-accessible and low-bandwidth resources/tasks <input type="checkbox"/> Choose examples from a range of cultures and contexts (OERs can be useful here) <input type="checkbox"/> Assess digital media, data sets and databases for bias <input type="checkbox"/> Consider whether digital platforms are collecting student data and how this is used <input type="checkbox"/> ... 	
4. Teaching face-to-face	
<ul style="list-style-type: none"> <input type="checkbox"/> Use polling/quizzing in class <input type="checkbox"/> Use internet searches or other live tasks in class <input type="checkbox"/> Use bulletin boards, shared documents, design canvas etc for students to share ideas in class <input type="checkbox"/> Have learners present ideas in digital media in class <input type="checkbox"/> Have students record their class learning to review later (video, audio, photo) <input type="checkbox"/> Set pre-class digital activities and use class time to review, respond, practice, extend <input type="checkbox"/> Capture lectures/classes live, adapting to ensure a quality recordings support learning <input type="checkbox"/> ... 	
5. Teaching online (live) Teaching online (asynchronously)	
<ul style="list-style-type: none"> <input type="checkbox"/> Set up a webinar/video environment with presentations, polls and tasks <input type="checkbox"/> Set up and use break-out rooms <input type="checkbox"/> Confidently share screen and presentation media Set up and facilitate these online activities: <ul style="list-style-type: none"> <input type="checkbox"/> Live discussion (audio/chat) <input type="checkbox"/> Threaded discussion (text-based) <input type="checkbox"/> Collaborate on a sketch or presentation <input type="checkbox"/> Open/public authoring e.g. wikis, web pages <input type="checkbox"/> Collate notes, links or references <input type="checkbox"/> Review or annotate each other's work <input type="checkbox"/> Ask or answer questions <input type="checkbox"/> Engage with ideas on public/social media 	

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6. Supporting students

<ul style="list-style-type: none"> <input type="checkbox"/> Welcome students to class and check in regularly with their progress and wellbeing <input type="checkbox"/> Encourage students to participate online (video, audio, chat, text, other responses) <input type="checkbox"/> Use preferred pronouns and allow students to use online avatars, camera on/off as they prefer <input type="checkbox"/> Address safe, responsible behaviour online <input type="checkbox"/> Signpost sources of additional support e.g. learning skills, IT, mental health <input type="checkbox"/> Provide informal opportunities for students to discuss course-related and other issues <input type="checkbox"/> Build the course community with shared tasks, a shared identity, celebrations, group work, buddying <p>Help learners to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assess the credibility of online content <input type="checkbox"/> Build a positive online presence and identity <input type="checkbox"/> Learn subject-specialist software <input type="checkbox"/> Develop good digital study habits e.g. note-making, time management <input type="checkbox"/> Use plagiarism reports to develop their writing <input type="checkbox"/> ... <input type="checkbox"/> ... 	
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7. Assessment and feedback

<ul style="list-style-type: none"> <input type="checkbox"/> Set online quizzes and tests, using a range of question types <input type="checkbox"/> Set assignments that use digital skills and require production of digital media <input type="checkbox"/> Assess the quality of work in different digital media e.g. video <input type="checkbox"/> Give feedback in a variety of formats e.g. digital annotations, audio/video <input type="checkbox"/> Set up and facilitate online peer review, external review <input type="checkbox"/> Mark online quizzes and tests <input type="checkbox"/> Use a dashboard or learning data to review how learners are doing collectively & individually <input type="checkbox"/> Keep learners' data safe e.g. when marking <input type="checkbox"/> ... <input type="checkbox"/> ... 	
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Which of these do you do already?	What new skills would you like to develop in this area?
8. Reflection and CPD	
<ul style="list-style-type: none"> <input type="checkbox"/> Keep up to date with current practice in digital teaching/ learning <input type="checkbox"/> Access training in core systems and find out about CPD/ workshops for teaching staff <input type="checkbox"/> Share and discuss digital practice with other teachers e.g. in meetings, conferences, email lists <input type="checkbox"/> Identify and try out fresh digital approaches e.g. using 'how-to' videos and review sites <input type="checkbox"/> Consider and discuss issues in digital education such as the use of student data, surveillance, impact on academic work <input type="checkbox"/> Join online events and social media threads about topics that interest you in digital education <input type="checkbox"/> Talk to a mentor / head of department about your digital CPD <input type="checkbox"/> Record your teaching practice (e.g. video, reflective blog) for appraisal and review <input type="checkbox"/> ... <input type="checkbox"/> ... 	