

Online Teaching @ KIS

Objective Responsibility Expectation Organization

Do This



Asynchronous learning

Teachers create learning experiences for students to work at their own pace and take time to absorb content

Less is more

Assignments likely take twice as long to complete at home because of different factors; prioritize and be realistic

Give explicit instructions

Outline deliberate instructions and specify the length of time to complete the session of learning

Specify expectations

Specify task requirements and length clearly (e.g. 2 minute audio recording with a bulleted checklist)

Be empathetic

Assign a reasonable workload; encourage students to balance online with offline and connect with one another

Communicate consistently

ALL instructions and assignments **SHOULD** be communicated via Bard Moodle or Google Classroom.

Be online for 'office hours'

Be online during office hours to provide support, answer questions, or clarify confusion via a **system**.

Seek student feedback

Seek student feedback about their workload, emotional state, learning preferences, and learning pace

Boost learning retention

Curate multimedia materials to boost learning retention and use digital tools to create interactive lessons

Identify lesson objectives

Be intentional and identify clear learning objectives and assessment outcomes (formative and summative)

Not That



Synchronous learning

Teachers and students meet online in real time through videoconferencing or live chatting

Being unrealistic

Assign "class work" and 'homework' every day and request students to complete according to short timelines

Being unclear and vague

Communicate in lengthy paragraphs with instructions that may be difficult to follow or tasks that are overly vague

Being too open-ended

Assign tasks that are too open ended (e.g. make a video about the moon; write an essay about pollution)

Be overly task-oriented

Assign online classwork followed by extra homework without a clear focus on student wellbeing

Mixed communication

Use multiple platforms inconsistently (e.g. email followed by Google Classroom w/ MB submission)

Stand by at all times

Respond to every email right away and leave no break for yourself (unless it's urgent, it can wait until office hours)

Use the same approach

Teach in a way that does not give students voice and/or choice, leaving them feeling overwhelmed

Try new & unused tools

Trying new tools that you've never used may lead to technological difficulties and increase challenge

Give random activities

Keep students busy doing online activities and do not think about the lesson objectives and assessments