Teaching Online: Principles and Tips: Engaging and motivating learners

Hopefully these tips will help to increase your comfort and satisfaction with teaching online. Learners are motivated when they perceive value and believe they can be successful. These Tips are designed to help you to create a supportive learning environment and meaningful learning activities.

Expectations and Learning Objectives (LOs)

Expectations should be clear and consistent

LOs should specific and measureable, consider Bloom's Taxonomy*

Determine an attendance policy and how it will be monitored

Create a communication strategy and communicate regularly with learners

Determine how you will communicate with learners and how they should communicate with you. (email, Blackboard)

Make sure expectations for assignments and timelines are clear and easily accessed

Ensure language in course expectations is welcoming

Learners may need to learn new tech too

Assignments

Assignments should align with LOs and overall learning goal/s

Instructions should be clear and consistent

Consider using a video message in addition to written instructions

Consider using rubrics and examples (provide several examples if possible)

Make sure that the technology is not a barrier or distraction to the LOs

Consider who and how assignments will be graded/evaluated, complex assignments may require a lot of effort to grade

Consider using learner and/or peer grading opportunities

You can use video or audio messages to provide feedback on assignments, this is more personal and may save time

If using a Learning Management System (LMS), try to have all instructions and materials/resources for assignments in the same section

Enhancing learning interactions: Teacher - learner and learner - learner

Consider using video messages in addition to email to create a more personal interaction

You can also use video messages to explain assignments in addition to written instructions

This can save time both in terms of creating instructions and by minimizing clarification questions that students may have

Clarify online etiquette and expectations, make sure learners know how to access all information and assignments and can also use online platform to turn in assignments (if necessary)

Consider using a low stakes assignment to get learners comfortable with the online LMS (have students make a short video introducing themselves, or submit a document on recommendations for online etiquette) (learners could submit suggestions for online teaching that has worked well for them in the past)

Be aware of ways that learners may interact with you and with other students, make sure everyone knows of the appropriate ways to connect

If conducting live, synchronous sessions be aware of and confident in using different capabilities that may enhance learner-learner and learner-teacher interactions

If possible, create live online office hours

ZOOM functions and tips for teaching online

Tips for maximizing participation (these may vary based on number of participants)

Encourage/require participants to join by video

Make sure names are accurate (participants can rename their device by hovering over their name/image and clicking on more, rename)

Make sure everyone knows how to mute and create expectations about how participants will communicate (via chat, hand raise option, speaking)

Make sure you know how to mute all participants

Tips for Chat boxes in Zoom:

Consider turning private chat between participants off (the host can do this)

Following active chat in real time may be challenging if you are focused on delivering content, you may want to ask learners to hold off on sending questions until you pause

Chats cannot be saved, you can take screen shot before ending the meeting

A separate moderator such as a TA could monitor and collate questions

Tips for break out rooms in Zoom:

You must be the meeting HOST to create breakout rooms

Look for Breakout option on toolbar

Break out rooms can be created on the fly (learners are randomly put in rooms this can be adjusted by the host who can manually move learners from one room to another),

Learners must click a button to join the room

Randomly selected breakout rooms will be maintained if you open them again

A timer can be set for the breakout rooms, a 60 second warning will be given

If you are sharing a screen (PP etc) this will not be visible to participants when they go to break rooms

Break out rooms can also be created in advance at the time of scheduling the meeting or editing the meeting.

Tips for polling (see Harry Goldberg's tutorial)

https://vimeo.com/408042813/e6e684feff

Tips for screen share

You can use the annotate toolbar to annotate slides

The annotation will stay when you advance the slide, so you will need to erase

To advance to the next slide you will need to close the annotation toolbar

If you allow participants to annotate you can enable Zoom to show the names of participants who annotate

Tips for whiteboard

Whiteboard can be found under share screen, the whiteboard will appear as a screen option (to the right of your computer screen option)

Whiteboards can be saved

Locate the annotate option to use white board

Text box allows you to type but if you leave the textbox you cannot go back and edit it, you can create a new textbox or keep a single textbox open)

Multiple people can annotate/contribute to a whiteboard (click on share screen options and choose "multiple participants may share screen)

In this mode, participants can contribute to whiteboard and can use different color fonts to identify themselves

https://www.chronicle.com/interactives/advice-online-teaching#1

https://www.davinci-ed.com/resources/9-best-practices-for-distance-ed

https://ai.umich.edu/keep-teaching/teaching-strategies/

For Zoom FAQs and video tutorials

https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials

*Bloom's Taxonomy

https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/