Online Teaching @ KIS

Objective **R**esponsibility **E**xpectation **O**rganization

Do This 👍

Not That 👎

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

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

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

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

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

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

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

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

Be overly task-oriented
Assign online classwork followed by extra homework without a clear focus on student wellbeing

Communicate consistently
All instructions and assignments **must** be communicated via ManageBac, our online hub

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

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

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)

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

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

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

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

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

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