**ONLINE TEACHING @ KIS - TIPS FOR ONLINE TEACHING** TAKEN FROM ALISON YANG <https://alisonyang.weebly.com/blog> is a useful and practical document that we have uploaded to [www.fess.ie](http://www.fess.ie) . We have been thinking about the key points in the context of providers supported by FESS and have added, in italics, some comments that might be of use to you.

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| **Asynchronous learning**   * **Teachers create learning experiences for students to work through at their own pace and take time to absorb content** * *You know your learners and will know the types of activities that interest them while meeting the assessment requirements of their programme* | Synchronous learning   * Teachers and students meet online and in real time through videoconferencing or live chatting * *It may not always be possible to adhere to a strict timetable for teachers and learners. In FET very often we have part time learners, evening courses, these learners may be available at differing times* |
| **Less is more**   * **Assignments likely take twice as long to complete at home because of different factors; prioritise and be realistic** * *For certification purposes it may be necessary to adhere to existing deadlines. However, if possible it might be useful to revisit deadlines for assignments already distributed* | 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** * *Students may need more direct and explicit instructions when working remotely. Make sure these are communicated in writing as the message may be confused without classroom contact. It may be appropriate to amend existing assessment instruments / briefs, in line with your provider’s QA procedures. The standard must not compromised and learners must continue to work at the level as determined by the NFQ (C/F Grid of Level Indicators* [*www.nfq.ie*](http://www.nfq.ie) *)* | Being unclear and vague   * Communicatee 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)** * *Students may need more direct and explicit instructions when working remotely. Again ensure that learners continue to work to the standards as outlined by the NFQ* | Being too open ended   * Assign tasks that are too open ended (e.g. make a video about the moon; write and essay about pollution) |
| **Be empathetic**   * **Assign a reasonable workload, encouraging students to balance online with offline and connect with one another** * *Encourage the learners to communicate with each other remotely to discuss their programme requirements* | 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 ….** * *Not everyone has access to a variety of social media, it is best to ‘check in’ through one channel. Also be mindful of differing wifi capacity* | Mixed communication   * Use multiple platforms inconsistently (e.g. email followed by google classroom etc) |
| **Seek student feedback**   * **Seek student feedback about their workload, emotional state, learning preferences, and learning pace** * - *Perhaps not emotional state, but it is good to involve the learners in the process, this will also adhere to QA requirements around feedback* | 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** * *Be sure that what you will use with your learners will function for them. Familiarise yourself with requirements around user accounts and licensing* | Try new and 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)** * *- In uncertain times it is useful to outline precise content and assessment requirements for the learner, this will help to focus everyone when working remotely* | Give random activities   * Keep students busy doing online activities and do not think about the lesson objectives and assessments |

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