Preparing for Online Teaching

QUEEN'S UNIVERSITY BELFAST

🔴 LIVE Synchronous LEARNING

Asynchronous LEARNING ⏰ ANY time

📖 Content Delivery:

- Scheduled / Live video conferences
- Live demonstration
- Guest lectures / workshops
- Digital Whiteboard

- Canvas course content pages / materials
- Videos / Webinar Recordings / Screencasts
- Podcasts / Blogs
- Readings
- Open Educational Resources (OER)
- PowerPoint slides

👍 Student Engagement:

- Live scheduled chat
- Live collaborative task
- Live group tasks using breakout rooms
- Pre-set questions for live session
- Pre-set activities for discussion
- Polling / other tech tools

- Individual tasks
- Group tasks
- Discussion Forum / Social Media
- OneDrive or OneNote collaboration
- Virtual field trips
- Polling / other tech tools

✅ Assessment Types:

- Live Q&A / Polling
- Chat function
- Discussion Forums
- Presentation
- Open book
- Self assessment / Peer review

- Discussions / formative tasks
- Reflective Journal / ePortfolio
- Self assessment / Peer review
- Online Quiz / MCQs (automatic feedback)
- Podcast / Vodcast / Case Study
- Essay / Report / Blog / Wiki / Sway
- Pre-recorded / Poster presentation
- Mind map / Graphic Organisers
- Simulation / Demonstration / Virtual Lab

Top Tips:

- Think no tech, low tech, high tech (e.g. what technology access your students have)
- Provide clear communication around support hours and availability
- Set clear guidance, expectations and a roadmap on weekly tasks
- Provide equitable and accessible content and materials
- Build a Community of Inquiry to ensure learner and teacher social / cognitive presence
- Chunk content into bite size sections to avoid cognitive overload
- Break up live sessions with Q&A or breaks
- Build in scaffolding and support for learning including timely and mastery-oriented feedback

Some questions to think about:

- Are all tasks and assessments aligned to the learning outcomes?
- What are the various barriers that your learners face with access to materials, technology, timezones and language?
- Have you established online learner etiquette?
- Are you intentional and flexible in your approach and do you provide choice where possible?
- Are opportunities provided for students to become independent learners and to self-regulate?
- Have you checked with the library that the readings are available online?
- Do your videos have closed captions? (And have you checked these for accuracy?)