# Online Teaching @ KIS

***O**bjective* ***R**esponsibility* ***E**xpectation* ***O**rganization*

## 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 **must** be communicated via ManageBac, our online hub

### 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

Alison Yang

**Online Teaching @ KIS: Do This, Not That** by Alison Yang is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. In short, you can share the work, but you must attribute the work. The work is no derivative and not for commercial purposes.