EXCEL IN YOUR ONLINE TEACHING
AN OVERVIEW

LESSON PREPARATION

Plan ahead all lesson resources

Encourage students' **online learning behaviors** in preparation of lesson structure and flow

Decide which **online teaching model** (full online or blended learning) best fit students' profiles
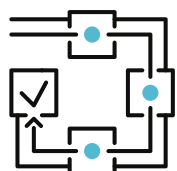
Choose from an array of synchronous - asynchronous teaching models to suit your learners' needs: flipped classroom | project-based course | self-directed course

- Join us at **TLC's Digital Learning workshops.** More info **here**
- Visit our **TLC resource page** for access to our professional sharings on online teaching

Rehearse through sequence of lesson with the relevant online tools to prepare for seamless delivery of lesson, and for familiarity with the online teaching environment

LESSON DELIVERY

Use the *Canvas* and *Zoom* platforms as **communal learning spaces** to facilitate **collaboration and interaction** among students, and students with the subject content:
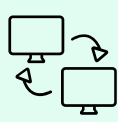
Share screen	Virtual whiteboard	Annotation	Chatbox	Polling	Breakout rooms	Discussion forum

Provide **clear instructions**, timely **feedback** and regular **checks for understanding**

End off/Start off with a **review/recap** of the lesson, and provide **assessment for learning** (self or peer) where possible

Synchronous: polls, quick reactions, chatbox, virtual classroom   **Asynchronous:** *Canvas* forum for threaded discussions, wikis, recorded videos, self-paced quizzes

Provide *Zoom* recording of lessons for students' reference and revision

LESSON FOLLOW-UP

Synergise the use of *Canvas* and *Zoom* platforms by **extending lesson discussion** as part of asynchronous learning

Asynchronous activities can also be used as **pre-activities** for **synchronous** lesson

Canvas activities (e.g. forum discussions, quizzes, readings) to establish a **connection between synchronous** **and asynchronous** learning

HELP
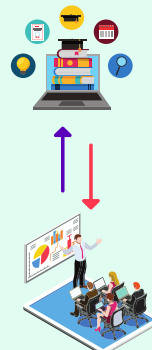
- **Zoom Set-up Starter Guide**
- **Instructor Zoom User Guide**
- **Student Zoom User Guide**

STUDENT ENGAGEMENT & INTERACTION

Cultivate a **community of learning** built upon **inclusivity and trust**:

SET EXPECTATIONS

- In terms of **students' preparation and participation** for all aspects of course
- **Netiquette**: Expectations on the use of online tools and communication – regulation of the chatbox, reaction function etc

BUILD RAPPORT

- Establish and **humanise your online presence**
- Allocate first 5 to 10 mins before start of planned lesson, to conduct **informal check-ins and chats** with students
- Have varying modes of communication (*e.g. email, chatgroup*) to encourage students' engagement online and offline

FOSTER OWNERSHIP OF LEARNING AND COLLABORATIVE LEARNING

- **Provide readings/resources before lesson** for students to prepare ahead, as well as **contingency plans** for possible students' unpreparedness (e.g. call on more active students/ high performers to provide response)
- **Activity instructions and outcomes to be presented on screen** for students to screenshot with **clear timing** set for Breakout rooms activities
- **Visit and/or facilitate Breakout rooms** to encourage and moderate discussions
- **Assign students' roles** for Breakout room discussions, student-led activities

ONLINE TOOLS

Below are suggested online tools to **complement your online lessons** via *Zoom* and *Canvas*. When employing the tool(s), consider how it might best fit the **delivery** and **construction** of knowledge.

Flipgrid Quizlet miro YouTube slido SOCRATIVE padlet MURAL nearpod kahoot! lino it Mentimeter

DELIVERY + CONSTRUCTION OF KNOWLEDGE

Visit our **T&L Online Space** for:

- **Comprehensive lists** of online teaching and learning tools
- **Examples of applications** of (free) collaborative online tools
- **Current discussions, reviews and insights** on online teaching
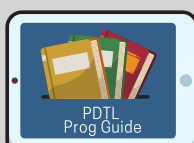
Click for more details on TLC's **P**rofessional **D**evelopment in **T**eaching and **L**earning (PDTL) offerings

PDTL Prog Guide