### Online Teaching @ KIS

**Objective**

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

**Responsibility**

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

**Expectation**

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

**Organization**

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

**Do This**

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

- Communicate consistently: ALL instructions and assignments SHOULD be communicated via Bard Moodle or Google Classroom.

- 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