











EEB4 Distance Teaching & Learning

Do	Don't
 <p>Asynchronous learning Create or select short video-clips (5 minutes maximum) to introduce new content.</p>	 <p>Asynchronous learning Do not use too long or irrelevant video-clips.</p>
 <p>Synchronous learning Meet your pupils briefly at the beginning of each lesson or at certain established times during the day. Explain the learning objectives. Check at the end of the lesson or at certain established times that objectives have been attained.</p>	 <p>Synchronous learning Do not attempt to deliver a full lesson on-line. Avoid too much frontal teaching also on-line.</p>
 <p>Be online during your timetable Be available online during your timetable / school day to give explanations, provide support, answer questions, monitor progress, encourage your pupils...</p>	 <p>Be on line all the time You also need to have your breaks and free time for yourself. Do not overwork yourself.</p>




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Do	Don't
 <p>Rules of participation Establish clear rules of participation (See TEAMS charters) and monitor interaction.</p>	 <p>Born to be wild School rules also apply on-line!</p>
 <p>Follow your planning Build up your lessons to convey a sense of progress. Aim at covering all the syllabus or at least the core competences.</p>	 <p>Give random activities Avoid unconnected activities. Avoid activities that fall outside the syllabus.</p>
 <p>Down to earth Do not plan too much for a lesson. Give tasks that can be done during lesson time. Plan time for peer assessment, self-assessment and feedback.</p>	 <p>Be unrealistic Do not give too much work that cannot be done during the lesson. Avoid homework as much as possible.</p>
 <p>Think differentiation Plan extra tasks for fast workers, revision activities for pupils with learning difficulties and extension activities for high achievers.</p>	 <p>Same fits all Do not ignore learners' differences.</p>

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Do	Don't
 <p>Give explicit instructions Short, simple, to the point instructions. Check that pupils know exactly what to do and what you expect from them.</p>	 <p>Be unclear and vague Avoid long sentences or paragraphs. Avoid too general or vague instructions. E.g.: Write an essay about climate change.</p>
 <p>Fair and transparent assessment Explain your assessment criteria and the grades you award. Praise your pupils, encourage them, give them advice.</p>	 <p>Just giving marks Avoid giving marks without any richer feedback on the pupils' performance.</p>
 <p>GDPR wise Use only the tools provided by the OSGES.</p>	 <p>GDPR non-compliant Avoid tools and resources that request pupils data (name, email...)</p>

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Do	Don't
 <p>Communicate consistently</p> <p>SMS to indicate material to be covered and main assignments. This helps pupils and parents to have an overview.</p> <p>Teams for your lessons and assignments. These two platforms should organize all your teaching.</p>	 <p>Use mixed communication</p> <p>Avoid multiple platforms and emails to organize your lessons.</p>
 <p>Seek student feedback</p> <p>Ask pupils what they think about the lessons, their learning preferences, the learning pace, their progress in order to adjust your teaching. Give pupils a voice. Make your teaching varied. Surprise them!</p>	 <p>Use always the same tricks</p> <p>Avoid using repetitive teaching, always the same type of activities, the same type of interaction mode...</p>
 <p>Be empathetic and calm</p> <p>Ask your pupils how they feel about distance learning, the workload, the problems with the use of IT resources...</p> <p>Take in consideration the important role that parents are playing in this new situation of confinement. Get in their shoes and try to get them to cooperate with you.</p>	 <p>Be Confrontational</p> <p>Avoid confrontation. Avoid futile arguments. Avoid putting the blame on others. Avoid making excuses all the time.</p>



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Do	Don't
 <p>Sense of community</p> <p>We are a team. Share materials and practice with your colleagues.</p> <p>Ask the education advisors for support to contact pupils and parents if there are issues.</p> <p>Ask the lab technicians and librarians for help trying to find teaching resources.</p> <p>Ask the learning support teachers and SEN assistants to help you with individual pupils.</p> <p>Ask the nurses if there are any health-related issues.</p> <p>Contact the school psychologists if you are worried about your pupils' wellbeing.</p> <p>Contact our DPO if you have questions about an online tool or resource.</p> <p>The PAS staff and the management are also here to help and support you.</p>	 <p>Be alone</p> <p>We know your superpower is being a teacher but some help may always come handy.</p>

Inspired by <https://alisonyang.weebly.com/blog/online-teaching-do-this-not-that>

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