### Online Teaching

<table>
<thead>
<tr>
<th>Objective</th>
<th>Responsibility</th>
<th>Expectation</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asynchronous learning</strong></td>
<td>Teachers create learning experiences for students to work at their own pace and take time to absorb content</td>
<td><strong>Synchronous learning</strong></td>
<td>Teachers and students meet online in real time through videoconferencing or live chatting</td>
</tr>
</tbody>
</table>

### Do This

- **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, and 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

- **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