MoteLOo
EDUCATION

HOW TO TEACH ONLINE

A Guide to Help Teachers Transition to the Online Classroom

JOANNE LAUTERJUNG
HAY MAR KHAING

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ပုံနှိပ်တိုက်အမည်

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ဂျိုအန်း လော်တာယျာန်၊ ဟေမာခိုင်
How To Teach Online : A Guide to Help Teachers Transition to the Online Classroom
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(၂) How To Teach Online : A Guide to Help Teachers Transition to the Online Classroom

Contents

FOREWORD

Background

In late 2021, Mote Oo Education conducted research with partners and thematic experts in both urban and rural areas of Myanmar, to learn about successes and challenges in making the switch to online teaching and learning. The contents of this guide are in response to the needs and wishes captured by the research, and informed by other research conducted on online education in low-resource settings. With this data we hope to cut through the overwhelming number of educational technology options and present what we believe are the best options for teachers (and learners) in Myanmar.

Aim of This Guide

The aim of this guide is to support online teachers in planning, teaching and assessing students, by providing step-by-step instructions, best practices and resources for further exploration.

Overview

Part 1 of this guide was written to familiarise you with:

- the concepts and the technology that you will need to understand to teach online successfully;
- the technology that you will need.;
- the approaches we take in this guide when presenting options to teachers.

We recommend that you read it before proceeding to Part 2: How to Teach Online, which will take you step by step through the process of online teaching.

Finally, Part 3 is a collection of annexes for further reading around the topics in this resource, as well as for planning your online teaching.

Note on This Edition

This version of *How to Teach Online* is intended as a limited first edition. Online teaching and learning continues to quickly evolve, and we learn new tips, trick and activities every day. We expect to soon replace this version with an expanded second edition. It will contain instructions for delivering common classrooms activities online, and guidelines for more effectively using Mote Oo Education textbooks as part of your online course. We hope this will be finished in mid 2023. A Myanmar language translation of this resource is due out in early 2023.

PART 1: INTRODUCTION TO ONLINE TEACHING

BEFORE YOU START

In Part 1, there are two sections: a short introduction to the resource and how it works, and a longer section on some foundational aspects of online teaching. We recommend that you read this section first, as it contains important information on online teaching concepts, technology and digital security, as well as the roles and responsibilities of everyone involved in online teaching and learning. However, if you are already familiar with these topics, you may want to go straight to Part 2, which will take you step by step through the teaching and learning cycle as it relates to teaching online. Additional information on the topics in Part 1 can also be found in Part 3.

1A Using *How to Teach Online*

IN THIS SECTION:

- Overview of *How to Teach Online*
- A Multi-Level Approach

1 Overview of *How to Teach Online*

This guide is written for teachers who are making the transition to online teaching. The idea for this guide began in response to the Covid-19 global pandemic, when teachers and students had to suddenly shift to online spaces unfamiliar to them, requiring them to learn and use new technology tools. Those in low-resource environments (with limited Internet access, limited prior technology experience, etc.) have shown incredible creativity and resourcefulness in continuing to deliver education to their students. This guide seeks to complement that initiative with evidence-based structures and processes to support the planning, delivery and assessment of online education.

Many of us are used to engaging with technology to consume content but have not really used it as a tool for learning. The shift to online learning requires new ways of thinking about how we deliver education, and the ways in which online delivery can bring education to people who previously have not had access.

This guide assumes a lot of knowledge about teaching, es well as experience. For more information on teaching knowledge and skills, see *An Introduction to Teaching* and *The New Teacher* series, both available at moteoo.org.

In this guide you will find:

- Overviews of concepts;
- Frameworks for understanding online teaching and learning;
- Best practices;
- Planning templates;
- Resources for further exploration (Note: some links may not be possible for certain phone models or circumstances).

A Multi-Level Approach

For various tasks throughout this guide, we offer "tech tips". These are suggestions for best-practice ways to use your technology. We present them as a table with three sets of options. The options are for three differing levels of technology, based on your circumstances, and the resources available to you. The table below explains those levels. Choose the level that is right for you and your students. The levels are provided as suggestions, and you may choose approaches from a combination of levels. For example, you may use an LMS but prefer using WhatsApp for your messaging and information sharing.

Overview of the Three Levels of Technology Referenced in This Guide

		
Messaging apps plus at-home, printed materials	**As Level 1, plus synchronous learning via video conferencing**	**As Level 2, plus using an LMS**
■ You and/or your students have limited access to the Internet. ■ You are able to provide physical materials to students such as text books, cassette tapes, or CDs. ■ At-home materials can be supported through the use of messaging apps such as WhatsApp, Telegram, Messenger and Signal.	■ You and your students have fairly consistent access to the Internet and are able to watch videos. ■ You and your students have a laptop or mobile phone with a camera. ■ You are able to use video conferencing apps such as Zoom, Skype, Microsoft Teams or Google Meet. ■ Self-study materials can be sent using email and messaging apps. ■ You are able to use common apps, e,g.: Google Slides/ Docs/Forms, Jamboard, Padlet, Mentimeter, Canva.	■ You are using a Learning Management System (LMS) such as Google Classroom, Moodle, Canvas, and Tutor LMS, to access course content, communicate with students, provide online discussions for students, and track coursework and grading. See page 14 for an introduction to LMS.

1B Foundations for Online Teaching

IN THIS SECTION:

- Making the Most of Teaching Online
- Online Teaching Concepts
- Finding the Right Balance for Your Class
- Technology Overview
- Digital Security
- Roles and Responsibilities
- Tech Tips: Using Your Technology to Communicate Better

1

Making the Most of Teaching Online

For many teachers, teaching online has been out of necessity, not by choice. For teachers used to traditional classroom teaching, teaching online can seem like quite a big challenge. Teachers must learn new tools and new ways of approaching all phases of planning, teaching and assessing. However, knowing how to make the most out of teaching online can help you create a better experience for you and your students.

In the short term, this helps create lifelong learners, and builds skills students will need throughout their working life. In the long run, having digital course materials can later compliment classroom teaching by accommodating students who cannot physically get to school, and by giving students more time to interact with course content so that teachers can spend time facilitating the discussion and application of new concepts.

To get the most out of online learning, students must also develop their ability to use technology and engage in self-study activities. For those that do learn these skills, online learning allows them greater flexibility in attending courses while also working or taking care of family members. It allows them to interact with a more diverse group of students, and gives greater exposure to different kinds of teachers. Students also gain confidence and motivation to seek out knowledge on their own, and develop skills that will help them throughout their lives.

Benefits and Challenges of Face-to-Face and Online Teaching

	Face to Face	Online
Benefits	■ Greater trust and bonding among students ■ Teachers have more control of the learning environment ■ Hands-on learning ■ Builds social skills ■ Teachers can read body language and feedback ■ Supplies are provided to students ■ Good for students who live near a school ■ More fluid discussions	■ Students can potentially interact with a more diverse group of people ■ Students can work at their own pace – less pressure to complete work at specific time ■ Digital lesson plans and content can easily be saved/recorded, re-used and shared ■ Online discussions allow students to think about, research and draft their discussion posts and responses ■ Allows students to work or take care of family while going to school
Challenges	■ Physical resources (books, tables/ chairs, materials) are needed ■ Less control over scheduling ■ Travel is required for students living far away from school ■ Physical risks in unsafe environments ■ Physical materials (handouts, flipcharts) must be newly created for each class	■ Technology tools are needed ■ Potential new costs such as data/ WiFi to access course materials and the need to update technology (computers, phones, etc.) ■ Both teachers and students must develop digital literacy and the confidence to use new technology tools. ■ Teachers need to rely on new ways of building relationships with students, and establish guidelines for online behaviour ■ To be successful, online students must be motivated, disciplined, self-directed and good at time management. ■ Home environment may be distracting ■ Less control over learning environment and student attendance ■ Lack of engagement/having video turned off limits communication

As the chart shows, both face-to-face and online teaching have their benefits and challenges.

Online education can provide an expanded toolkit, allowing teachers multiple options to complement face-to-face teaching. This may mean reaching students in remote areas, or those who have physical limitations. For situations where online teaching is the only option, knowing the benefits and challenges helps you prepare the best possible learning experience for your students.

Online Teaching Concepts

Online Engagement

As with face-to-face teaching, online teaching is interactive. There are three ways in which students engage with learning, and each supports your teaching goals:

- Student-to-Content
- Student-to-Teacher
- Student-to-Student

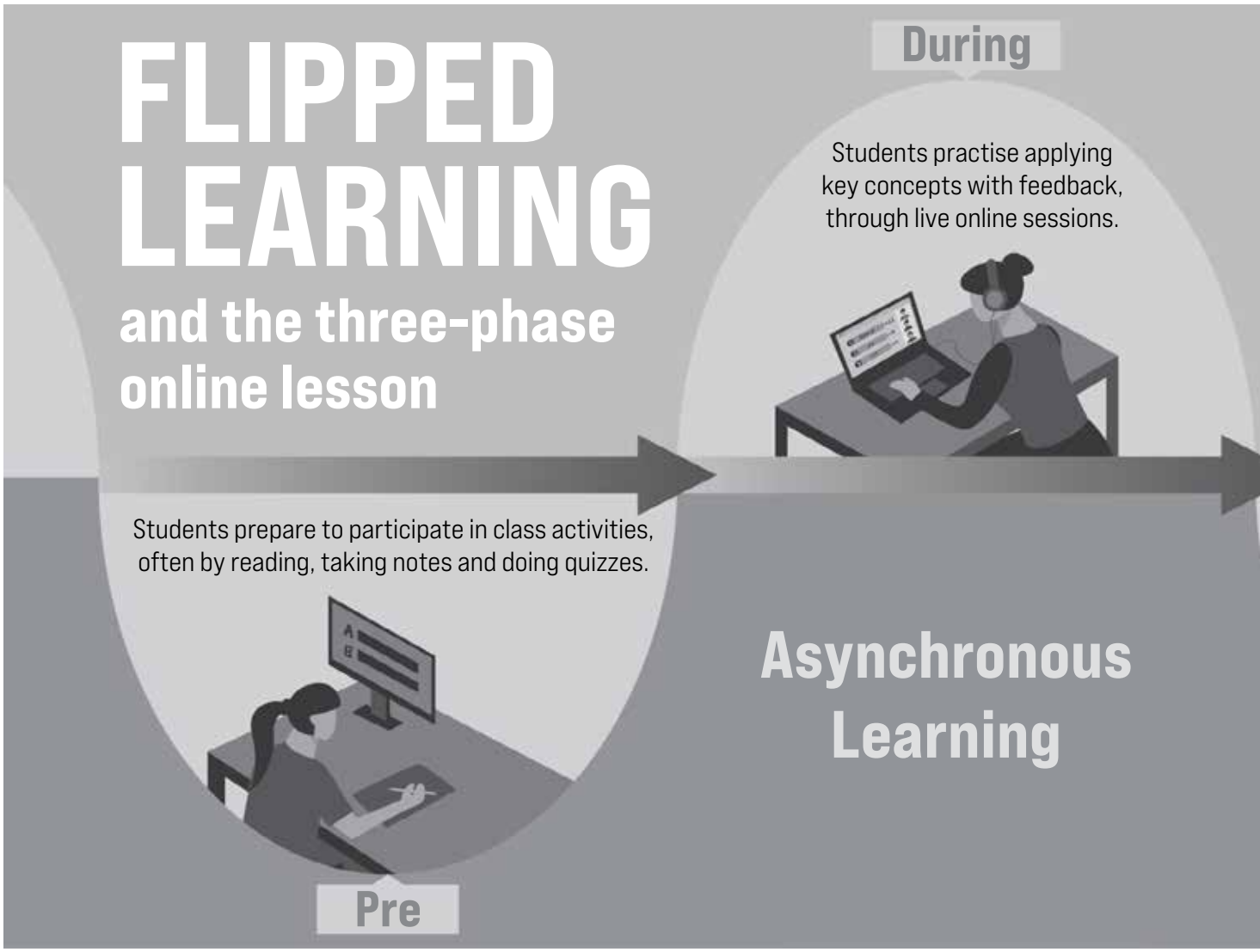
These categories of engagement can be applied to online teaching in different ways. They can help us identify what sorts of learning experiences we want to plan for our students. They can also help us identify which technology tools are right for different types of engagement.

Given the availability and variety of visually stimulating materials online, as well as applications (apps) and websites for creative interaction, online learning offers many options for students to engage with content, their teacher and each other.

In order to learn, students need to maintain a certain level of concentration. For face-to-face teaching, we are able to sustain students' focus by taking breaks, moving around, and engaging socially. For online teaching, we must change certain tasks and activities that are normally done in the classroom to shorter tasks and activities that students engage with on their own. This requires teachers to prepare materials for independent study, and students must learn study skills to engage with course content in new ways. There are many options for students to engage with content on their own. An increase in independent self-study can then foster greater ownership of one's own learning and lifelong learning skills.

Ways That Students May Engage When Learning Online

Student-to-Content	Student-to-Teacher	Student-to-Student
		
What Is It?	**What Is It?**	**What Is It?**
■ Interaction with content that creates change in understanding, perception, or cognitive structure. ■ Students construct meaning, relate content to previous knowledge and apply their new learning to problem solving.	■ Interaction with teacher stimulates and maintains interest in content and motivates learning and self-direction	■ Interaction among students is good for cognition and motivational support. Can be threatening in remote learning if identities of students participating is unknown.
For Example...	**For Example...**	**For Example...**
■ Students read, watch, or listen to a text then do a short, closed-answer quiz to check their understanding.	■ Teacher teaches new content. ■ Teacher facilitates discussion with students. ■ Teacher clarifies learners' misunderstandings. ■ Teacher provides feedback to students.	■ Students work on a group project. ■ Students post to a discussion forum and reply to classmates' posts. ■ Students discuss content on a messaging app.



Above: The diagram illustrates flipped learning and a typical three-phase lesson, showing also which phases are likely synchronous (and done in class), and which are asynchronous (and done outside class).

Synchronous and Asynchronous Learning

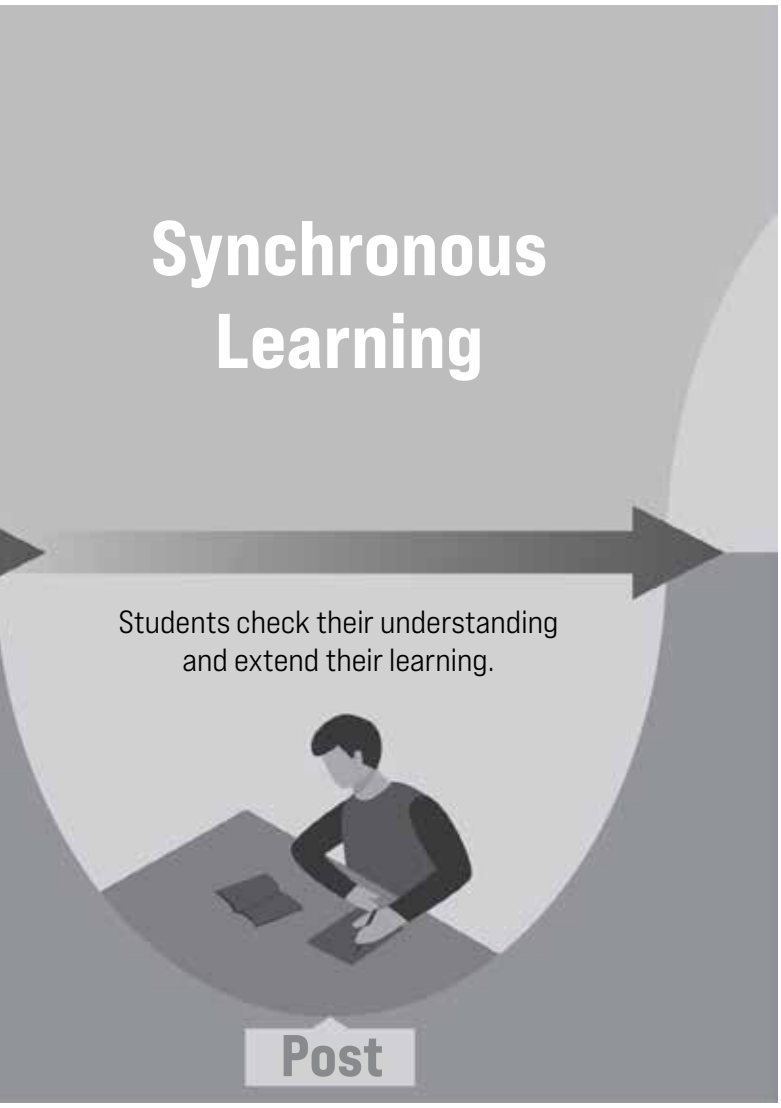
To understand how time is divided for online teaching, we will use two terms in this guide that you may already be familiar with:

- **Synchronous learning** – happens at the same place and time (i.e., real-time video call and text-based chats)
- **Asynchronous learning** – does not happen at the same place and time (i.e., self-study through video, audio, and reading materials, teacher sending feedback to students by email, etc.).

Synchronous learning is what happens when teachers and students interact face-to-face in a classroom, or on an online video conferencing session. Asynchronous learning is what happens when students do homework after class, watch a video by themselves, or write a post for an online message forum.

Flipped Learning

"Flipped" learning occurs when students spend time outside the classroom engaging with course content and spend time inside the classroom using the course content they have learned. This is in contrast to more traditional learning in



Suitability of Tasks to Synchronous and/or Asynchronous Sessions, Examples

Synchronous

- Live lecture
- Live demonstration
- Games, quizzes
- Live discussion

Asynchronous

- Recorded video
- Recorded audio
- Reading material
- Games, quizzes
- Discussion forums

Synchronous or Asynchronous

- Group work
- Polls
- Questionnaires

B

which students spend most of their time inside the classroom engaging with course content (such as through lectures) and time outside the classroom using course content (such as with homework).

Online teaching often uses flipped learning. Students may be given content to study and learn on their own so that synchronous class time can be used applying what they have learned through real-time interaction with the teacher and other students. This approach allows students the ability to study asynchronously on their own time, when it is convenient for them, and to engage with the content as many times as needed to gain understanding. Synchronous sessions then focuses on the application and processing of concepts, and less time presenting concepts.

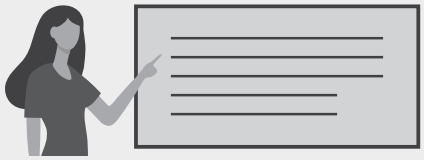
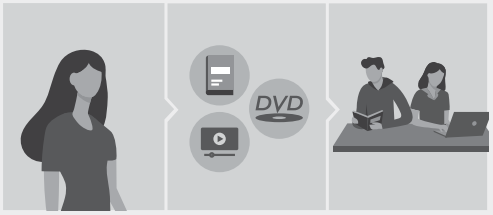
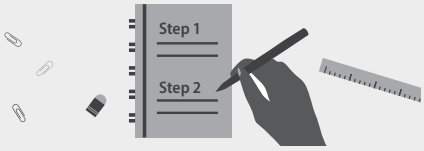
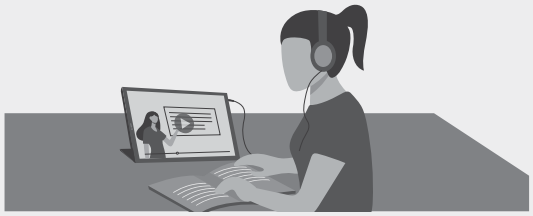
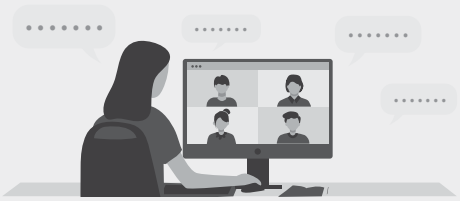
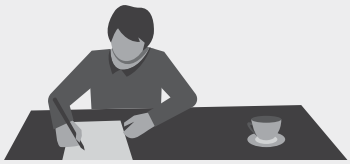
The Three-Phase Lesson

One common sequencing of online lessons involves three phases:

- Phase 1: Pre-Class (usually asynchronous)
- Phase 2: Class (usually synchronous)
- Phase 3: Post-Class (usually asynchronous)

The length of each phase will depend on you, your students, and the course.

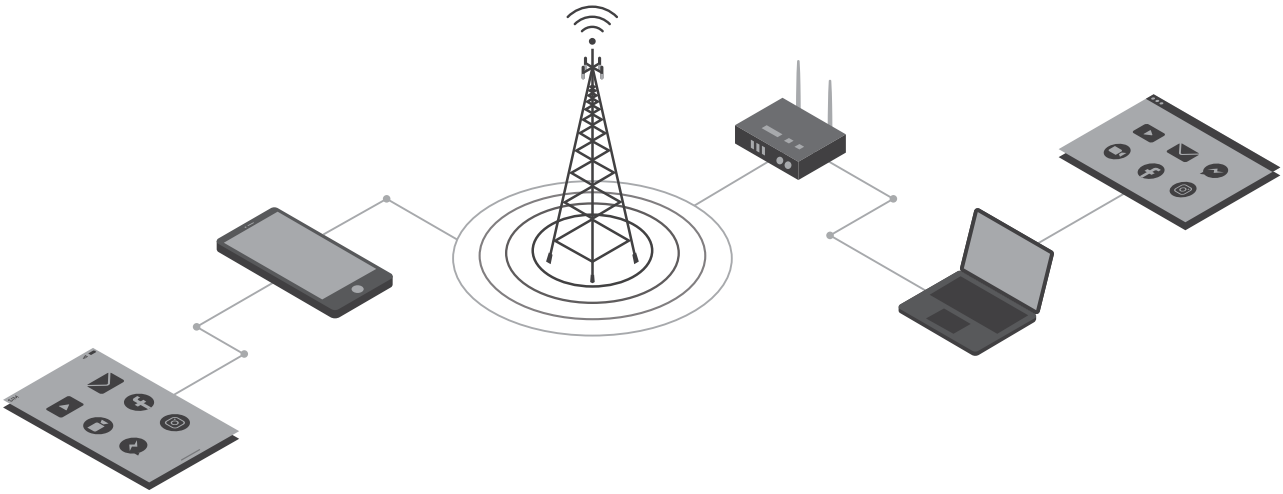
Traditional Classrooms vs a Flipped Classroom

Traditional Classroom	Flipped Classroom
■ The teacher instructs 	■ The teacher instructs through self-study materials such as books, videos, CDs or slides. 
■ Students take notes 	■ Students engage with much of the course content on their own, without the teacher. 
■ Students follow guided instruction 	■ Students work in the classroom, or through live (synchronous) online sessions, on gaining a deeper understanding of concepts, how to apply these new concepts, and can receive support as needed. 
■ The teacher gives assessments 	
■ Students have homework 	

Finding the Right Balance for Your Class

Finding the right balance between synchronous and asynchronous learning for your course may take some experimentation. Students from very traditional educational settings that have relied on lecture and rote memorisation may need time and training to switch to asynchronous learning, such as more self-study engagement with the course content. If you have been trying to replicate a full face-to-face course online using mostly synchronous lectures, you can slowly increase the amount of asynchronous tasks you assign students. This can give you more time to learn how to prepare materials and it allows students to gradually adjust to taking more study time outside of synchronous video sessions.

Developing and collecting materials to use asynchronously does take time. You will spend time preparing these new materials, but it will be useful in the long run, because you build up your library of materials that can be re-used and modified later on.



Technology Overview

Teachers do not need multiple apps or expensive hardware to teach online. Good teaching is still good teaching, whether face-to-face or online. A few, easy-to-use tools can go a long way in creating engaging content and facilitating robust learning opportunities. The options can be overwhelming, but this guide provides several options using a limited number of tools. Once you have mastered those, you can go on to explore more advanced options.

At a minimum, you will need to fulfil three basic requirements to teach online – internet access, devices and applications (apps). More information is in the table below.

Basic Requirement	One or More of the Following Is Necessary for Each Requirement		
1. Access to the Internet:	■ Mobile hotspot turned on to connect to the Internet + ■ Internet plan;	and/or	■ Wifi router that sends and received signals from a laptop or mobile phone to the Internet + ■ Data package.
2. A device to create, store, send and receive information and files:	■ Mobile phone, and/or;		
	■ Laptop, and/or;		
	■ Tablet		
3. Apps for interaction:	■ Email		
	■ Messaging apps		
	■ Social media		
	■ Video conferencing apps		

Technology Test-Runs

If possible, learn the technology ahead of time, and have a level of comfort moving between different features and setting preferences to give participants a seamless learning experience while they are with you. Prioritise becoming familiar with these features for interactive learning:

- Screen sharing and sound sharing, for viewing videos and slides;
- Assigning and managing breakout rooms;
- Using the chat box and instant polls to engage with participants;
- Preparing activities to use with a digital whiteboard.

If possible, have a test run with participants to make sure they have the right apps and understand how to use the technology. Check which tasks and tools are appropriate for your participants. For example, if they are working on mobile phones, you will need to adapt slides and visual content for a smaller screen. If participants are on mobile phones, it might be difficult to use Zoom's annotation features in collaboration tasks. Therefore, you might consider using simpler collaboration apps, such as Google Docs, or participants might take photos of their group work and share these with the class.

Test-Run Guidelines

A technology test-run allows you to test out your own system, and make sure you're prepared to move in and out of different features such as:

- Interactivity;
- Pop-up polls (for Zoom or Facebook);
- A tour of video conferencing features including microphone/camera on and off buttons, using the chat box, reactions or emojis, getting familiar going in and out of breakout rooms, and using the whiteboard.
- Sharing music from your laptop for best sound quality;
- Screen sharing for viewing visual content;
- Setting up breakout rooms and assigning participants.

Co-teaching can be useful when using Zoom or other video conferencing apps. That way one of you can be speaking directly to participants, and the other person can be watching the chat box for questions, assisting those that need technical help, or helping admit people to the meeting or to breakout rooms.

Plan Ahead

Using technology requires some planning ahead to make sure you are prepared to manage the technical side, or to coordinate with a technical support person so that their role is clear and supports your teaching. With a little practice, these tools become easier.

A Note on Fonts

For all the apps referenced in this guide, not all of them display both Zawgyi and Unicode properly. It is recommended that you do a test on both a laptop and mobile phone to see if students will be able to use and view them.

Ways to Share Content with Students, by Category

Traditional Media	Messaging Apps	Social Media	Video Conferencing
■ Print materials: textbooks, manuals, newspapers, magazines ■ CDs, cassette tapes ■ Television ■ Radio	■ Email ■ Messenger ■ WhatsApp ■ Telegram ■ Viber ■ Signal	■ Facebook ■ TikTok ■ YouTube ■ Twitter ■ Instagram	■ Zoom ■ Skype ■ Google Classroom ■ Microsoft Teams

Sharing content

There are several different ways to share content.

- **Traditional media** (print, cassettes, TV, radio) can be used when the Internet is not available. Most teachers are familiar with teaching from printed textbooks, but in some parts of the world radio is now being used to provide audio content to rural areas without Internet access. The World Bank has a list of ways that radio is being used in online education in low-resource areas.
- **Messaging apps** are a good way to supplement print materials to engage and encourage students by sending updates and reminders.
- **Social media** provides ways of engaging students through their engagement with the content, sending updates, and facilitating online discussion. Using social media can help build a bridge between education and daily life. Sprout Social's website has several tips for using social media in education.
- **Video conferencing** is for synchronous, "live" sessions which are needed for facilitating real-time discussions, and building relationships between teachers and students, and among students. The goal of the live sessions is to ensure the students understand the content, not to teach the content.

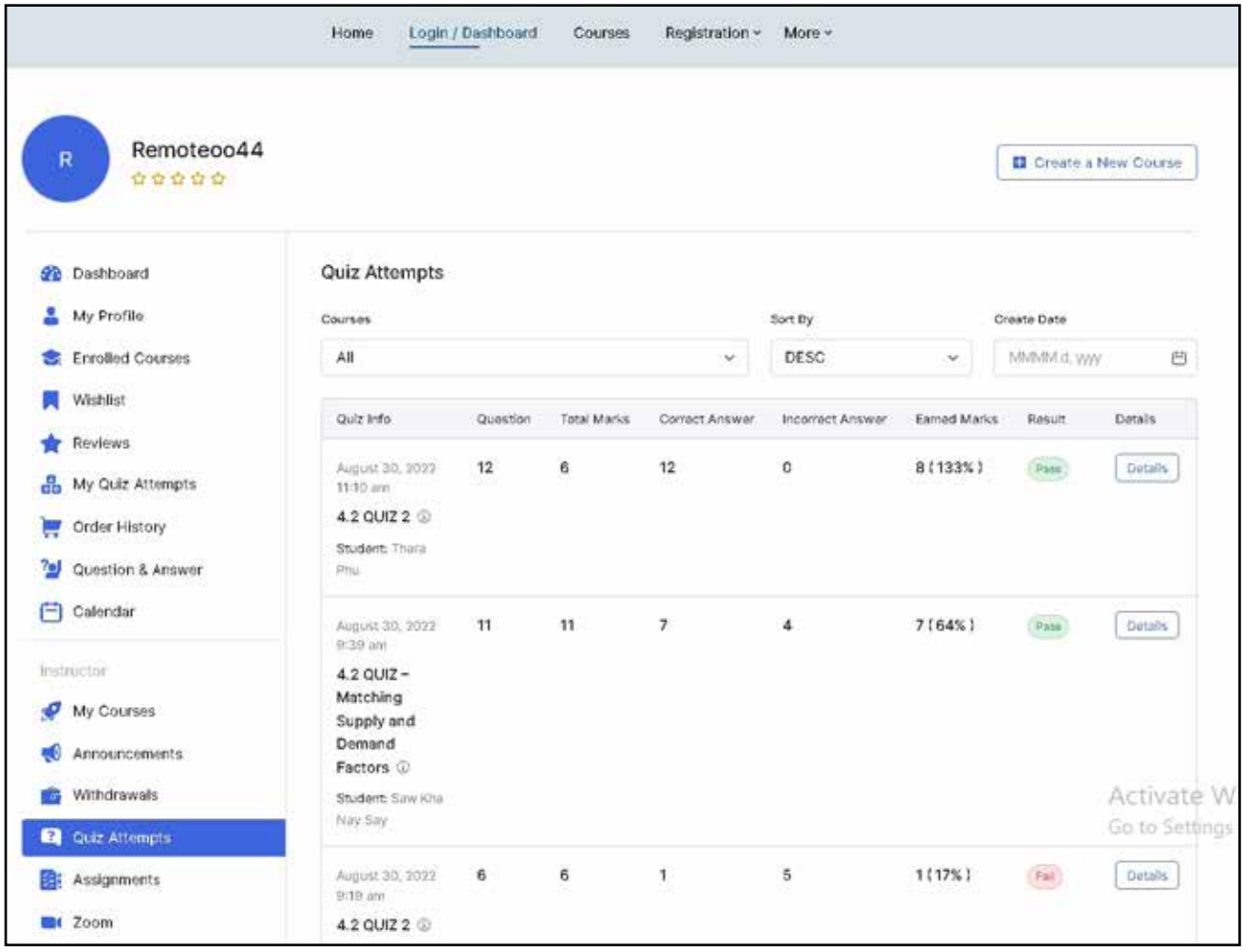
Learning Management Systems (LMS)

A learning management system, or LMS, is an online tool for organising, storing and sharing course content (such as Moodle, Google Classroom, or a WordPress plugin like Tutor LMS). It can also be used for managing student homework, grades and assessment, and some LMS offer discussion forums to encourage student interaction. The advantage of using an LMS is that it keeps all course materials and interactions in one, easy-to-manage place. The disadvantage is that it can be difficult to choose one, or learn how to use them without support and guidance.

Organising Your Documents

Keep your files organised, both in terms of storing in folders on your laptop (Image 1,) or online drive (Image 2), and also in your lesson plans, by making clear notes of which content you will share, when, and how (Image 3) Use links in lesson plans to help you find and go to documents more easily..

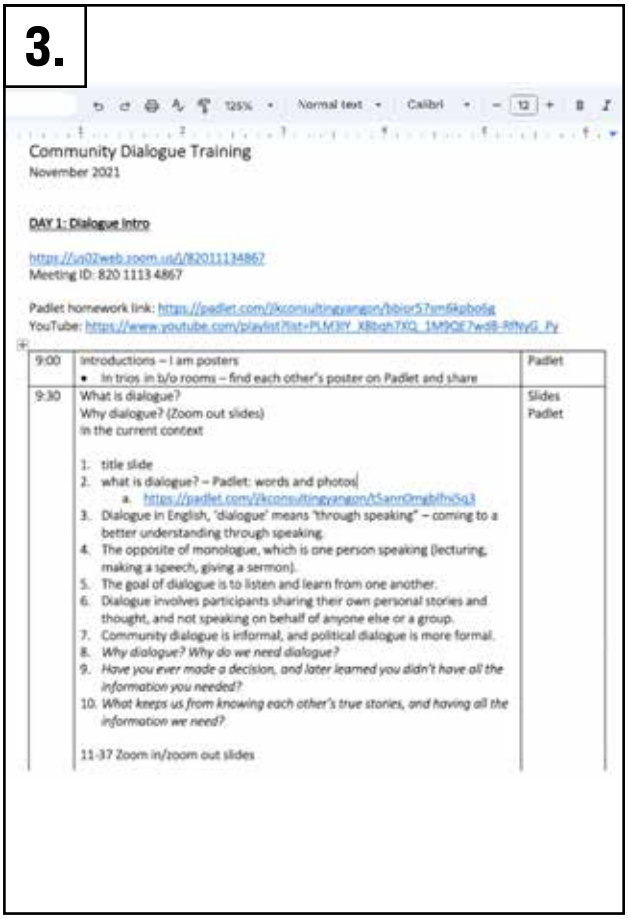
If you are using online drives such as Dropbox and GoogleDrive to store documents, make sure that you understand how they work, especially if multiple users have access to files, so that people's documents are not deleted, replaced or edited by mistake.



An example of an LMS dashboard.

Examples of ways to organise documents.

3.



Community Dialogue Training
November 2021

DAY 1: Dialogue Intro

https://us02web.zoom.us/j/82011134867
Meeting ID: 820 1113 4867

Padlet homework link: https://padlet.com/jlkconsultingyangon/bbior57im6kpbo6g
YouTube: https://www.youtube.com/playlist?list=PLM3IY_XBbqh7XQ_1MPQE7wd8-RfNyG_Py

9:00	Introductions – I am posters • In trios in b/o rooms – find each other's poster on Padlet and share	Padlet
9:30	What is dialogue? Why dialogue? (Zoom out slides) In the current context 1. title slide 2. what is dialogue? – Padlet: words and photos a. https://padlet.com/jlkconsultingyangon/tSannOmgblfni5q3 3. Dialogue in English, 'dialogue' means 'through speaking" – coming to a better understanding through speaking. 4. The opposite of monologue, which is one person speaking (lecturing, making a speech, giving a sermon). 5. The goal of dialogue is to listen and learn from one another. 6. Dialogue involves participants sharing their own personal stories and thought, and not speaking on behalf of anyone else or a group. 7. Community dialogue is informal, and political dialogue is more formal. 8. *Why dialogue? Why do we need dialogue?* 9. *Have you ever made a decision, and later learned you didn't have all the information you needed?* 10. *What keeps us from knowing each other's true stories, and having all the information we need?* 11-37 Zoom in/zoom out slides	Slides Padlet

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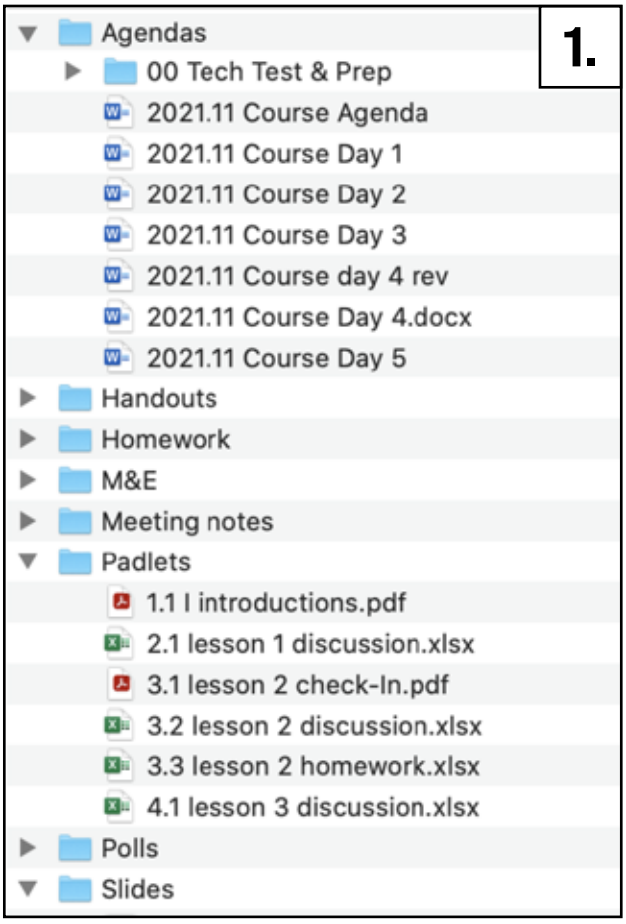

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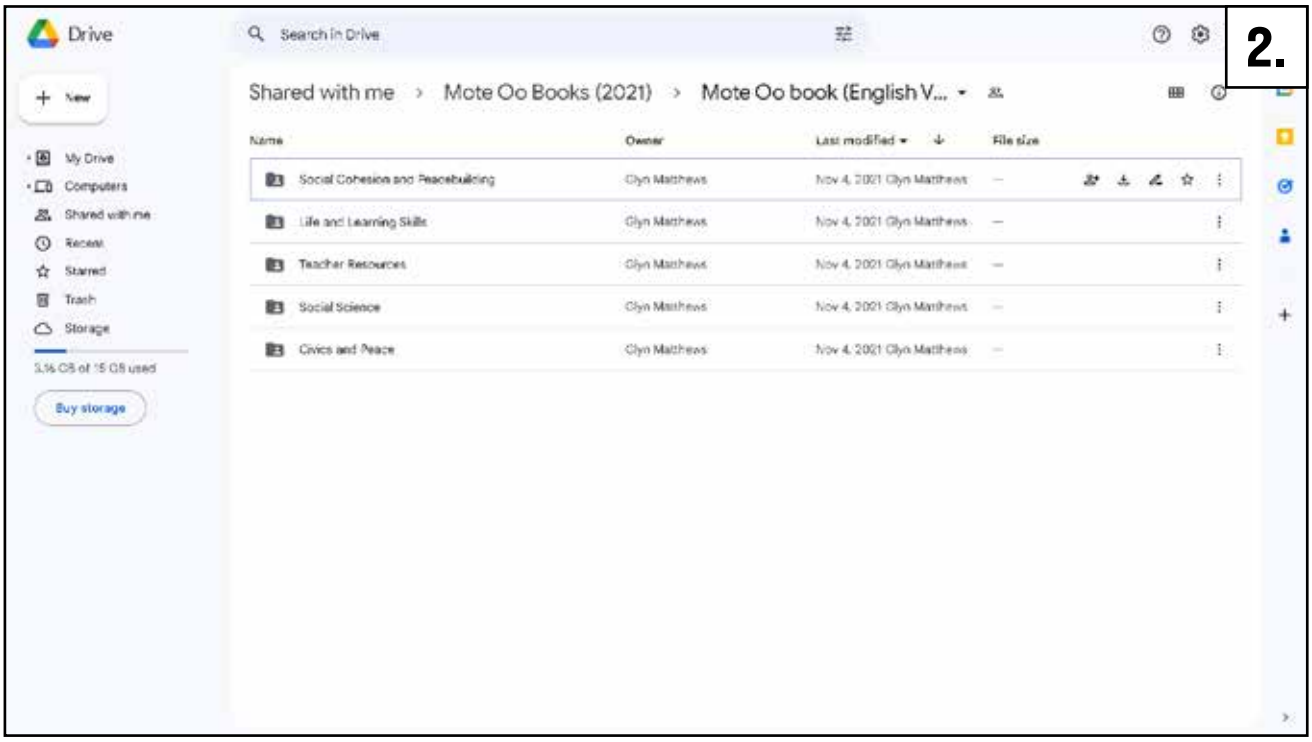


B

Digital Security

The safety and security of both teachers and students is just as important online as it is when we are teaching face to face. We want to make sure that:

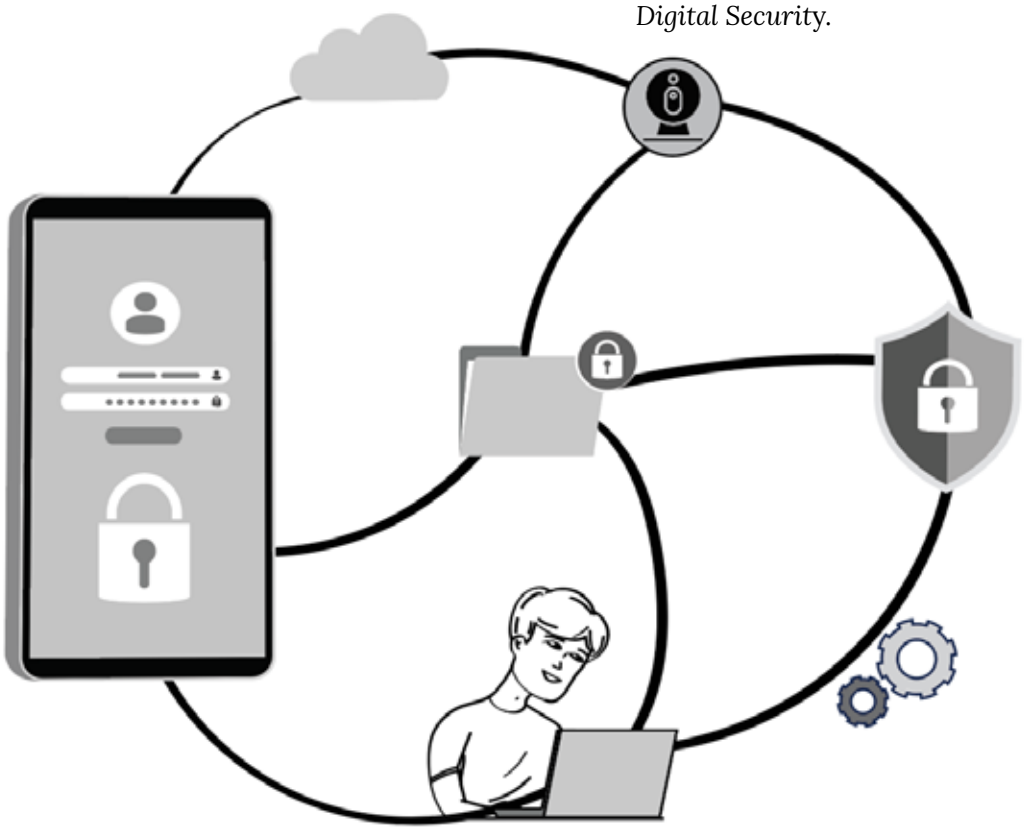
- our classroom environment is safe;
- our students are in a safe and comfortable situation, and;
- our digital network is safe.

Digital security is important because being online presents opportunities for personal information to be leaked, which may lead to someone accessing our bank accounts or harassing us on social media or email. As a teacher, you need to make sure that whatever tools or services you use with students are safe.

The most important steps you and your students can take to create digital secure are:

- If it is legal to do so, use a virtual private network (VPN) to enhance the security of a device being used for online learning;
- Be careful with emails or messages you received, and do not click on links from anything you do not recognise;
- Be cautious with attached files (especially groups of files that have been zipped or condensed), or email attachments from someone you do not know; and
- Avoid sharing detailed personal information such as email, phone number, address, birthday, on social media platforms.
- Students should not be allowed to take screenshots or to share the screenshots on social media without permission from the whole class.

For more information about digital security, including different kinds of online attacks and how to establish digital security, see *Annex 3A: Digital Security*.



Roles and Responsibilities

Online education introduces new considerations and expectations for all involved. Teachers are now expected to have more technology skills, students are expected to manage increased self-study tasks, principals and managers must rebudget and restructure to allow online education, and those working from home must find a work/life balance. It can be helpful to clarify roles and responsibilities to ensure that everyone is working efficiently to avoid chronic stress or burnout, and using their skills appropriately and realistically.

Roles and Responsibilities When Teaching and Learning Online

Who	What
Teachers	■ Establish a warm, inviting, predictable environment that fosters connection and trust among participants.
	■ Encourage all participants to participate fully, giving quieter voices opportunities to be heard.
	■ Model inclusion at all times.
	■ Provide a clear structure for learning by outlining objectives and expectations, guiding participants to create their own ground rules, and holding yourself and participants accountable for following those agreements.
	■ Prepare all materials and run online sessions as efficiently as possible.
Students	■ Invest in one's own learning experience by taking responsibility for asynchronous learning assignments.
	■ Do whatever is possible to create the right environment at home for learning, such as asking relatives or care-givers for quiet time.
	■ Learn the necessary skills to use their mobiles or laptops for online learning.
	■ Commit to engage fully with an online course the same way they would for face-to-face learning.
Administrative and/or Technical Support	■ Make sure the most current or appropriate version of software is loaded into the devices used.
	■ Maintain current subscriptions for any services needed.
	■ Take good physical care of equipment.
	■ Provide timely technical support to ensure that the course schedule is not interrupted or negatively affected.

Tech Tips: Using Your Technology to Communicate Better

Your technology gives you additional ways to communicate with your students. Review the three levels of technology from 1A and assess which technology tips and recommendations will work best for your level.

Recommendations for Communicating With Your Students, by Level of Technology

		
Messaging apps plus at-home, printed materials	**As Level 1, plus synchronous learning via video conferencing**	**As Level 2, plus using an LMS**
■ Create group chats in smaller groups for discussion that you can monitor. ■ Collaboration can be done through phone calls, or using the group call feature in your messaging app.	■ As Level 1, but also: ■ Collaborative work can be done through group messaging or video conferencing breakout rooms, Students can also collaborate on group work using digital whiteboards, Padlet or a collaborative online document such as Google Docs.	■ As levels 1 and 2, but also: ■ Explore the LMS that you have chosen, or that your institution uses. Find out what additional communication features it has. Some have places for questions and answers, or for comments and discussions about topics. ■ Become confident with giving instructions via your LMS. Don't spend time explaining things and sending documents if your LMS can simplify these tasks for you.

PART 2: HOW TO TEACH ONLINE

BEFORE YOU START

In this part there are five sections, each of which focuses on a different stage of the teaching cycle. This is the same teaching cycle that is covered in Mote Oo's *The New Teacher* modules. This part presumes familiarity with all stages of the teaching cycle. The stages/sections are as follows:

- Identifying student needs;
- Planning (coursework and content);
- Teaching (online content delivery);
- Online assessment (of students);
- Evaluation (of teaching).

Additional information on the topics in Part 2 can also be found in Part 3.

2A Identifying Student Needs

IN THIS SECTION:

- Collecting Student Information
- Designing a Needs Assessment
- Sample Topics and Questions
- Using a Needs Assessment
- Best Practices for Identifying Student Needs
- Tech Tips: Using Your Technology to Identify Student Needs

2

Learning about student needs is a necessary step in order to make decisions about course content and delivery. Online learning introduces several factors that can affect student learning, such as access to technology, technology skills, and whether or not they have an environment that will allow them to participate fully.

Collecting Student Information

Gathering information about students can be done using a variety of online methods. Surveys or pre-tests can be distributed and collected using either messaging apps or using Google Forms and sent via email. Online interviews can be conducted by telephone, online chat or video conferencing.

Designing a Needs Assessment

Whether you are looking for information about your students before a course, or during the course, there are four key questions to ask yourself in order to select the right tool for assessment.

1. What do you want to learn about your students?
2. What needs assessment method(s) will you use?
3. When will you conduct the needs assessment?
4. How will you conduct the needs assessment?

Sample Topics and Questions

Below are the topics you will want to learn about, and the kinds of questions you can ask.

Prior Knowledge

- What do you already know about the topic that we are going to study?

Technology (For Levels 2 and 3)

- How will you access the online course? Will you use a mobile or laptop?
- Will you access the Internet from home, or in a public place?
- In general, how reliable is your Internet access? For example, do you have a good enough data plan to make it through each session without losing connection?
- How comfortable are you using Zoom or other video conferencing apps?
- What language fonts do you use (i.e., Zawgyi or Unicode)?

Learning Preferences

- What learning preferences do you have? For example, do you learn best by reading, watching a video, or physically acting out a new concept? What kinds of activities will help you to learn?
- How much time can you dedicate to self-study activities? Do you have support at home for self-study?
- (For Levels 2 and 3): Do you have a quiet place in order to concentrate during live video sessions?
- Do you anticipate any challenges in completing the work required for this course? If so, please describe.

Motivation

- What motivates you to take this course?
- What short-term and long-term goals do you have?
- What are you most interested to learn about?

Best Practices for Identifying Student Needs

- Use a needs assessment as an opportunity to build a strong relationship with each student. The questions you ask can show students that you want to get to know them personally, which can create a more inclusive and inviting online environment.
- Use a mixture of quantitative and qualitative methods. For quantitative information you may want to learn about the age, location and kinds of technology students will use in order to get an overall picture of the class as a whole. Qualitative questions help you discover more about students – what kind of support systems they have, in what ways they are motivated or prepared to take an online course, or what their perceptions about learning are.
- Use your needs assessment to make sure your teaching plan meets the needs of the whole class. At the same time try to make sure that your plan will also accommodate individual needs.
- To ensure confidentiality when communicating with students, either communicate directly with each student, or ask that they send their responses directly to you.

Using a Needs Assessment

Once you have learned more about your students' needs, you can make changes to your lesson plans to address those needs. For example, if a majority of students have difficulty accessing the Internet and are attending classes on their mobile phones, you might want to design your course to rely heavily on text messaging apps which do not require as much data as video conferencing.

Tech Tips: Using Your Technology to Identify Student Needs

Your technology gives you additional ways to get information from your students. Review the three levels of technology from 1A and assess which technology tips and recommendations will work best for your level.

Tips and Recommendations for Identifying Needs by Level of Technology

L1	L2	L3
Messaging apps plus at-home, printed materials	**As Level 1, plus synchronous learning via video conferencing**	**As Level 2, plus using an LMS**
■ Using text messaging apps, you can type questions and ask students to reply with their answers. For students on mobile phones, when it is difficult to type detailed responses, you can invite students to submit short audio or video responses. ■ If students are able to print materials, you can scan and send forms via text messaging apps, and ask students to fill it out and return.	■ As Level 1, but also: ■ Online tools that are useful for collecting student information include Google Docs, Google Sheets, Google Forms or Survey Monkey. ■ Some video conferencing apps include instant polling for immediate responses during synchronous sessions.	■ As levels 1 and 2, but also: ■ Most LMS include a variety of options to collect student information either through customised collection tools, or linking to online apps (such as Jamboard, Google Docs or Padlet).

2B Planning Coursework and Content

IN THIS SECTION:

- Establishing Course Objectives for Online Learning
- Online lesson planning
- Effective Use of a Course Syllabus
- Content Options
- Content Preparation
- Best Practices in Developing Online Content
- Tech Tips: Using Your Technology to Plan Lessons

2

Establishing Course Objectives for Online Learning

Setting course objectives is the foundation for all course planning, whether for a traditional course or an online course. Good learning objectives have several characteristics. They are:

- specific, clear, easy to read and understandable;
- achievable and realistic, so they are possible for students to successfully reach;
- measurable and observable, so they can show what students have learned.

Online courses have unique challenges that must be factored into your course objectives. For example, you will have less control over how students engage with self-study materials and assignments, which may open the door to cheating and plagiarism. As well, students may require new skills to use the technology needed to participate fully in an online course. For online learning, there is a shared responsibility between teacher and student to engage with course material in order to obtain the course objectives.

For these reasons, you may want to add a set of objectives that seek to accomplish the following:

- Build student capacity and motivation for self-study and independent learning.
- Select apps and/or websites that best support your lessons according to your level. For an overview of apps, see Annex 3B: Applications for Online Teaching.

Online Course Planning and Lesson Planning

Once you have established your course goals and objectives, you will need to create an online course plan to guide you in both preparing and delivering lessons. An online course plan is similar to a traditional course plan, with some added elements that are unique to online teaching. An online course plan may include:

- a description of what students will study during the course;
- the overall learning goals and objectives;
- the order that topics will be taught;
- the method of delivery for each topic (such as synchronous video sessions and asynchronous self-study materials);
- how students will be graded, and the major assessments to be used (such as exams and projects);
- a list of physical resources students will need (such as texts, materials for assignments or experiments) as well as online resources (such as video clips, apps, links to online platforms and/or websites);
- a schedule of class times and deadlines for coursework.

After you have created your overall course plan, you can now begin to make decisions about how to break up the content into online lesson plans.

Lesson plans are detailed outlines of what will be done within a particular lesson, and may include:

- the topic and learning objectives of the lesson;
- the stages of the lesson, the order they will be presented, and how long each stage will take;
- which activities students will do, and how (i.e., self-study assignments and synchronous group work to be done in video conferencing sessions);
- how students will be organised (i.e., working in pairs, small groups, rotating or mixing groups);
- the resources needed for each stage of the lesson (i.e., messaging app, Internet connection, video on);
- notes that the teacher can refer to while they teach.

There is no one universal way to write a course plan or a lesson plan. Although there are templates that you can use, most teachers personalise their plans. Some teachers may choose to exclude certain elements or include additional components. *Annex 3C-1: Online Course Plan Checklist* and *Annex 3C-2: Online Lesson Plan Checklist* may help you in your course planning and lesson planning.

A Course Syllabus

Once you have created both a course plan and lesson plans, you can then create a less detailed version of your course plan in the form of a syllabus to share with students. A course syllabus is an effective tool for setting and managing student expectations, especially those new to online courses who may not be aware of the necessity and importance of increased self-study time and attention needed for asynchronous learning. It is important to set expectations from the beginning, and to raise awareness of how online learning is different from traditional classroom learning.

In addition to the elements listed from the course plan, a syllabus should also include:

- your contact information (email, mobile number, etc.), preferred ways that students can contact you (WhatsApp, Messenger, etc.), and virtual office hours when you will be available for students with specific questions or issues.
- time commitment for asynchronous activities (such as how many pages per day they should read, or how much time to devote to self-study activities);
- information on how student coursework will be assessed and graded, and what is required to pass the course;
- guidelines for communication during the course (such as: defining hours when posts are allowed, posting only course-related content, expected time to wait for teacher replies, etc.);
- expectations of student participation and behaviour (such as active participation in video conferencing sessions such as keeping video on for synchronous activities);
- tips for creating an appropriate environment for online learning (such as reducing background noise, asking family members to support, and not interrupt, students);
- policies of the institution (such student absences, academic and/or technical support available to students).

You may want to ask students to send confirmation that they have read and understood the syllabus and agree to the policies and expectations. This may help you later on, if students are not following policies. You can remind them that they agreed to them, and go back and review them. *Annex 3C-3: Course Syllabus Checklist* may help you to plan a syllabus.

Organising Your Content

The biggest difference between face-to-face teaching and online teaching is in how you approach preparing content for your course. A teacher's time must be divided in new ways in order to teach online. Content must be divided into synchronous and asynchronous activities, which requires a bit more planning and organising. The following chart outlines recommendations for dividing up content between synchronous and asynchronous delivery.

Understanding the different purposes for synchronous and asynchronous activities can help you decide how to divide content between these options:

- Synchronous activities provide opportunities for students to clarify and expand their understanding, and motivate them to engage with self-study materials.
- Asynchronous activities introduce students to new content, deepen their understanding of topics presented in synchronous activities, and connect learning to their daily lives.

Once you have decided which activities can be synchronous or asynchronous, you can then organise into how you would like to sequence the activities in terms of pre-lesson, during the lesson, and post-lesson. The table below has some ideas. Additionally, *Annex 3C-4: Lesson Plan Sequencing: Asynchronous and Synchronous* may help you plan which activities are done asynchronously, and which are done synchronously.

Examples of Types of Activities That Can Be Used at Different Stages of an Online Lesson

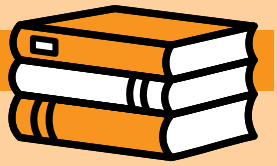
Pre-Lesson (asynchronous)	During Class (synchronous)	Post-Lesson (asynchronous)
■ assess student knowledge with a survey or questionnaire ■ send pre-reading material ■ ask students to make a list of ideas	■ lecture ■ demonstration ■ group work ■ students share their list of ideas in groups ■ discussion on the reading material ■ organise a debate ■ games, puzzles ■ poll students	■ have students do a writing task ■ send a video or audio clip providing extra information about the topic ■ assign a group project ■ create discussion forums for various topics ■ games, puzzles

Content Preparation

Getting organised is essential because you will have to keep track of all your synchronous and asynchronous materials. Start with your course plan and then, as you break that down into lesson plans, decide for each lesson:

- which content can be asynchronous, and which needs to be synchronous;
- what format this content should be in;
- how much time you will need to create the content.

Traditional Materials (such as textbooks and print materials)

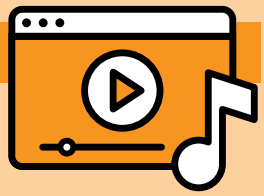


- Keep file sizes small so that students can easily download them. You can reduce the file size of PDFs by saving pages as JPGs, by taking screenshots of only the pages you want to send, or by cutting and pasting text from a PDF into a Word document.
- It's always best to send only the pages you want students to read, and send additional pages as you are ready to cover the related topics. So plan ahead and decide how to group the content, and prepare and save those documents ahead of time.

Slides

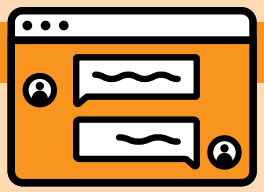
- Slides are most effective when they emphasise only the key points that you want students to remember.
- Avoid using too much text on slides.
- It's not an effective teaching method to ask students to both read a slide and listen to you at the same time. It is much better to use slides as a summary of key take-aways.
- Include the course and lesson information on every slide. That way, if you share the slides before or after a lesson, students know which lesson it is for.
- Slides can be saved as JPGs to reduce the file size and make them easier to share on messaging apps.

Pre-Recorded Audio or Video Files



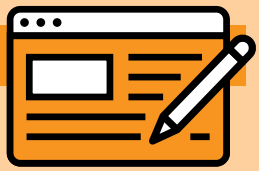
- You can easily use your mobile or laptop to record audio or video. Or you can record yourself in a video conferencing app which allows you to share your screen to show slides or graphics.
- Be sure to write a script that you can follow, and keep each file short – no more than ten minutes, preferably five minutes. Audio files are smaller, and can be longer in length. Video files are bigger, and should be kept short. It is better to send multiple five-minute recordings than one longer recording.
- If you are using a video conferencing app, you can occasionally stop the video, and restart it to keep the files small. The program will automatically save both a video and audio version that you can share.
- Try to record during quiet times so there is as little background noise as possible.
- Good lighting is important. You can either position yourself in front of a window so there is light on your face, or invest in a small, portable USB device that provides lighting. Try to find a neutral, calm background like a blank wall. You want to minimise distractions in both your videos and audio.
- Plan your pre-recorded files by keeping in mind that you can later have a synchronous discussion or Q&A, so include questions or prompts you want students to be thinking about.
- You can include time for reflection by asking a question, then telling students to stop the video and write down or record their response.

Discussion Forums



- For discussions, decide which topics you want students to discuss, and create separate groups in your messaging app for each topic. This way you can mix students into different groups, and you will be ready with the group chat when a new topic is introduced.
- If you are using another method for discussion forums (such as Padlet, Jamboard or an LMS), organise and create those files ahead of time, and then include the link in your teaching notes or agenda. This process helps you think through when and how to invite students into asynchronous discussions.

Video Conferencing Preparation (Levels 2 and 3)



- Be clear, strategic and efficient in planning synchronous sessions. Create a dedicated agenda document for each lesson that lists the topics to be covered, slides or content to be used, and links to interactive sites (such as Google Docs, Google Slides, Padlet or Jamboard.
- Live sessions should include:
  - welcoming;
  - Q&A and/or self-study assignment(s) from previous session;
  - brief presentation of new concept(s);
  - participatory activity and/or group work;
  - debrief;
  - wrap-up, self-study assignments and information about the next session.
- Schedule synchronous sessions, and then include the link to each session in your lesson plan. That way if students need a reminder, you can easily copy and paste the link to share.

2 Planning Best Practices

- It is best to limit synchronous video sessions to two hours with a ten-minute break provided. More time than that reduces student concentration and focus, and is not effective for comprehension or retention.
- Preparing a pre-recorded introduction video allows students to "meet" you before the course begins, and helps establish trust and respect. Include a brief introduction to yourself, and list the topics to be covered in the course. If you will share the video using messaging apps, it should be brief – no more than five minutes in length.
- Online teaching offers an opportunity to include guest speakers and/or debate moderators in your synchronous sessions. Bringing in thematic experts exposes students to different perspectives, and gives them the opportunity to interact with professionals in a given field. Synchronous video sessions also allow for panel discussions followed by Q&A. As well, school assemblies, debate clubs, essay competitions and webinars can all be created online. Schedule guests ahead of time, include their participation in your lesson plans, and be sure to send reminders a day or two ahead of time.

Tech Tips: Using Your Technology to Plan Lessons

Your technology gives you additional ways to plan your lessons and courses. Review the three levels of technology from 1A and assess which technology tips and recommendations will work best for your level.

Tips and Recommendations for Planning by Level of Technology

L1	L2	L3
Messaging apps plus at-home, printed materials	**As Level 1, plus synchronous learning via video conferencing**	**As Level 2, plus using an LMS**
■ Decide when and how you will share materials with students – either by mail, bus or sending scans via text messaging apps. ■ Add a note to each lesson plan that indicates what you need to communicate to students, and when you will send it (such as pre-test notifications, reminders, etc.) ■ Also in your lesson plans, indicate when you will need to create a group chat, and how you will organise students into different groups.	■ As Level 1, but also: ■ Indicate in your course plans which content will be delivered in synchronous sessions using video conferencing, and which will be delivered as asynchronous activities. Make sure to include dates and times for the sessions. ■ Make a list of synchronous activities you will need for each lesson (such as brainstorming, slide presentations, and group work), and the app that you will need for that activity. ■ Make a list of materials you will share asynchronous activities for each lesson (such as handouts, audio or video files, or links to websites), and how you will share it (such as via email, social media or messaging app).	■ As levels 1 and 2, but also: ■ Register/Log in to the LMS and familiarise yourself with how to access different parts of the system. ■ Read any tutorials or 'how-to' guides provided within the LMS or externally by your school or organisation. ■ Familiarise yourself with the learning content, and try to anticipate any questions your students might have, and note down the answers, so that you can respond quickly to queries. ■ Set up login steps for students. ■ Set up discussion forums and assessment tools. ■ Do a test run of each lesson to make sure all the features work, the steps are clear and that any quiz answers are correct.

2C Teaching Online: Content Delivery

IN THIS SECTION:

- Connecting with Students
- Fostering Inclusion Online
- Self Care for Teachers and Students
- Best Practices for Teaching Online
- Tech Tips: Using Your Technology to Deliver Content

2

Due to the physical and mental limitations of being online for long periods of time, online teaching relies more on asynchronous interaction than synchronous, or "live", sessions. However, this does not have to mean a lower quality of interaction, or less effective methods of teaching. When students commit more of their own time engaging with course content through asynchronous activities (self-study), there is less need for lecture during synchronous sessions, and more time and attention can be spent engaging and interacting with students. The combination of these approaches creates a partnership between students and teachers, with both roles taking part in knowledge creation and comprehension, working towards a shared goal.

Whether students are engaging with asynchronous activities, or in a synchronous video session, you are always teaching. The materials you prepare for asynchronous learning require a teacher's expertise to design them in ways that foster critical thinking and curiosity, just like materials for synchronous activities. Good teaching is good teaching, and it can be done using very simple tools. The most important element that will lead to student success is your ability to interact with students regardless of the method or application.

Connecting with Students

Creating connections for online learning requires some extra effort. The following suggestions are ways to connect with students to enhance their learning, build trust with you as the teacher, and help you get feedback to monitor their progress.

- Virtual office hours are specific times that you are available to students for direct interaction outside of synchronous video sessions. These could be offered through messaging apps, or established Zoom sessions that students can log into if they need some extra help or have questions.
- Infuse technology with warmth by being extra friendly and welcoming when you are online with students. For messaging apps, use emojis, send audio messages and illustrations and cartoons. On video conferencing apps like Zoom, being in little boxes can seem impersonal, so be a little more animated and encourage students to use the reaction buttons and emojis both during lectures and in the chat box.
- Encourage interaction as much as possible. Most people are used to being passive consumers of information while using Facebook or YouTube, and need encouragement to interact at the same level as they would in a classroom. This takes effort, but pays off in the long run which makes teaching and learning more enjoyable for everyone.
- Ask students to keep video on, whenever possible. We get many clues about what someone is thinking or feeling through facial expression and tone of voice. It will help you connect to students, and help students connect to each other if you can see each other's faces and body movements.

Fostering Inclusion Online

Like with face-to-face teaching, inclusive learning pedagogy is needed to teach effectively online. This starts with creating course content that includes diverse perspectives, and also requires creating an inclusive environment during synchronous sessions.

Creating an inclusive learning environment during synchronous sessions can be challenging, especially if you and/or your students are in a low-resource setting. You want to hear everyone's voice, but if the Internet is unreliable it may be difficult to clearly hear some students. This can also make it difficult to observe and respond to student needs, or recognise when there are tensions among them.

We know that students are more motivated and inclusive when they can control their own learning process, when they feel understood, that the course content connects with their daily lives, and when they feel teachers are concerned about their problems and needs. The following list are tips for fostering inclusion in both synchronous and asynchronous activities:

- Make it easy to hear from everyone. If a student cannot access a Google Form survey, send the questions as a text message. You can also encourage open communication by allowing students to share discussions, opinions, feedback in different channels such as messaging apps, virtual whiteboards, video conferencing chat options, etc. Time is limited during synchronous sessions, and not everyone can speak. Therefore, it is important to offer these other ways to allow all students to share.
- Create a buddy system for support and follow-up between synchronous sessions. Assign and rotate partners for check-ins during asynchronous activities. This helps build trust among students, and can also deepen learning if students check in with each other to discuss course activities and share what they have learned.

Video conferencing offers the option for students to raise their hand, but you need to make sure the same students are not always allowed to speak. You want to offer quieter students the opportunity to participate. Once you establish a culture of inclusion, you may find this is less and less necessary – that students will take turns and allow everyone a chance to speak.

You may want to prioritise these values of inclusion by signing, and asking students to sign, an inclusion statement. Here's an example of an inclusion statement:

> "This class strives to be an inclusive community where we can all learn from the many perspectives that come from having different backgrounds and beliefs. We reject all forms of prejudice and discrimination, and faculty and students are expected to commit to creating an environment that encourages curiosity and self-expression, and try to understand how others' viewpoints may be different from their own."

Self Care for Teachers and Students

A good way to address some of the challenging aspects of sitting in front of the computer for long periods of time is to build in opportunities for creativity and physical movement: drawing instead of typing, stretching, chair yoga, breathing exercises, singing, moving or dancing.

If you are able to deliver art supplies to your participants, this gives them a great tool for processing new information, and their creations can be photographed and shared – both during synchronous sessions, via messaging apps or an LMS.

Best Practices for Teaching Online

Making the most of the time you have with students in synchronous sessions will rely on building personal connections with students, and encouraging student interaction. Begin by learning students' names and calling on them rather than waiting for volunteers to speak. Options are to put a list of student names in the chat box in the order you'd like them to speak, or to call on the students randomly. Once students know that you will call on them to speak, they are more likely to come prepared and ready to answer questions or offer responses.

It is important to prepare students for asynchronous activities. Set expectations in your course syllabus, and in ongoing communications with students. Help them understand the goal of asynchronous learning, and let them know ahead of time how long they will spend on self-study activities.

Provide multiple ways for students the results of, or their responses to, their self-study activities (such as in writing, an audio file, or visual response using photos or drawings), and then recognise their sharing during synchronous sessions.

Set deadlines for completion of coursework, and send reminders.

Be clear, consistent and fair – make sure quieter students are given an opportunity to speak, but do not force them. Communicate to students that you'd like to hear all voices, and try to prevent more talkative students from dominating the session.

Tech Tips: Using Your Technology to Deliver Content

Your technology gives you additional ways to deliver your lessons and courses. Review the three levels of technology from 1A and assess which technology tips and recommendations will work best for your level.

Tips and Recommendations for Teaching by Level of Technology

	
Messaging apps plus at-home, printed materials	**As Level 1, plus synchronous learning via video conferencing**
■ You can facilitate synchronous sessions using messaging apps, some of which have both audio and video calling. ■ Communicate clearly when you want text-only responses, and when audio is acceptable. Using audio adds a more personal element, and builds relationships by being able to hear more nuanced meaning in someone's voice. ■ Include a video option in areas where both teachers and students have enough data coverage to accommodate larger file sizes.	■ As Level 1, but also: ■ Request students to keep their videos on when possible so that you can read their expressions and body language to see whether or not they are engaging with the content and each other. This also allows for creative ways to interact such as holding up post-it notes, photos or pictures to the camera, or striking a pose. Students can also "give" and "receive" imaginary objects by reaching towards their webcam. This kind of interaction builds community. ■ Using instant polls during video conferencing, or anonymous surveys using Google Forms encourages student interaction. These approaches can be a good way to get honest feedback, and sharing the results right away gives students more information about what others think without putting them on the spot. ■ For facilitating discussions and capturing discussion points, use apps such as Google Docs, Google Slides, Jamboard, Padlet and Zoom's whiteboard. These tools allow students to build on each other's ideas, and can be used either synchronously or asynchronously. ■ To maximise learning, debrief each activity even if that activity is seen as a game. Every game used should relate to the learning content, and support the concepts you are teaching. This will help participants connect their experience to the learning objectives and their everyday lives. ■ For participants with less experience using technology, work in smaller groups during video conferencing sessions.

L3

As Level 2, plus using an LMS

- As levels 1 and 2, but also:
- Become familiar with the functions of your LMS so that you know what tools it has that can aid you in your teaching.
- Put course content on the LMS ahead of teaching it.
- Use the LMS to communicate which classes you will be teaching, when, what work must be done in preparation for the class and what apps or other tools students might need to install or have ready for class.
- Check that links work before class.

2D Assessing Student Learning

IN THIS SECTION:

2

As with face-to-face teaching, we use assessment throughout the teaching cycle, beginning with identifying student needs (see 2A: *Identifying Student Needs*). As we teach, we want to know how well students are learning. Assessment should be closely integrated into learning, and happen during and after the teaching stage. We look at what students have learned and see if it matches the learning objectives. Planning, teaching and assessment need to match, and to work together.

Formative and Summative Assessments

This section focuses on two specific kinds of assessment:

1. **Formative assessment** measures how well students learn the concepts you have been teaching. This may involve weekly quizzes or regular homework assignments.
2. **Summative assessment** tells you how well students have learned material at the end of a unit or course. This may involve final or midterm course marks, or provide information to pass or fail a student.

Assessment should always be connected to teaching goals. The chart opposite shows the goals of synchronous and asynchronous assessment options for both formative assessment and summative assessment, as well as examples of each.

Examples of Formative and Summative Assessments

Formative Assessment		
Goals	**Synchronous Examples**	**Asynchronous Examples**
■ Help students identify strengths and weaknesses throughout a unit. ■ Inform teachers of where students are struggling in order to provide support or modify content delivery.	■ Interactive, digital whiteboard activity, using Zoom or Jamboard. ■ Zoom instant poll. ■ Jamboard mapping.	■ Discussion forums. ■ Quizzes. ■ Google Forms survey. ■ Homework assignments.
Summative Assessment		
Goals	**Synchronous Examples**	**Asynchronous Examples**
■ Measure how well students have met learning objectives. ■ Inform teachers' decisions for subsequent courses.	■ Zoom instant poll. ■ Google Forms test conducted during Zoom session. ■ Photo gallery of work on Jamboard or PowerPoint/ Google Slides. ■ Presentation or performance (live or pre-recorded) shared in Zoom.	■ Final project or paper. ■ Google Forms mid-term or end-term exam.

Cheating and Plagiarism

Because students have access to so much information online, some of them may choose to copy and paste, and not do the assignments that you have set. We cannot control student motivation or commitment to learning, however there are ways to minimise the possibility of cheating and plagiarism.

- Students are more likely to engage in dishonesty when they're under stress and pressure, or when the norms are unclear. Communicate your expectations from the beginning by including a policy for cheating, and how it may affect students' grades.
- For documents in English, you can use submission sites such as PapersOwl or Dupli Checker.
- Focus discussions with students on the benefits of doing the work for their own benefit, rather than the punishment of cheating.
- In order to motivate students to avoid cheating, ask yourself, "What's the best teaching and learning experience I can give that will benefit the majority who are there to learn authentically and who want to succeed?"

You can use quizzes or polls during synchronous sessions to monitor student performance and compare with homework and assignments.

Tech Tips: Using Your Technology to Assess Learning

Your technology gives you additional ways to assess your students' learning. Review the three levels of technology from 1A and assess which technology tips and recommendations will work best for your level.

Tips and Recommendations for Assessing Learning by Level of Technology

L1	L2	L3
Messaging apps plus at-home, printed materials	**As Level 1, plus synchronous learning via video conferencing**	**As Level 2, plus using an LMS**
■ Create a dedicated group chat on a specific topic, and post a question or prompt for discussion. Monitor and document student responses to discussions, either through text or audio. ■ Monitor student completion of tasks assigned.	■ As Level 1, but also: ■ Monitor and document student logins and/or attendance. ■ Monitor how often they have their video on, and how often they show reactions and give responses to you or to other students. ■ For anonymous feedback, both Zoom polls and Google Forms provide a way for students to respond to yes/no and multiple-choice questions. Google Forms also allows for essay questions and responses.	■ As levels 1 and 2, but also: ■ Tests in most LMS have the ability to randomise questions so that each student gets their own version. This means students cannot share the answers. ■ Grades from quizzes, tests, exercises and homework can be stored and tracked. A report graph can be generated to share with students, helping them see their progress more easily.

2E Evaluating Your Course

IN THIS SECTION:

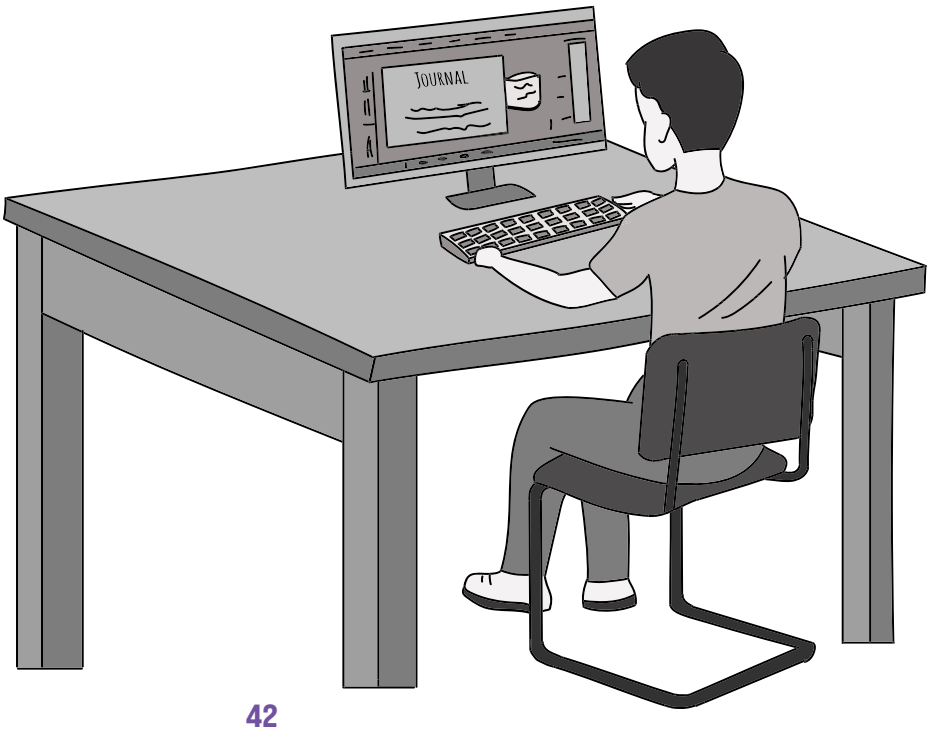
- Course Evaluation
- Self Evaluation
- Tech Tips: Using Your Technology to Evaluate Teaching

2

While assessment is used by teachers to see how well a student is learning, evaluation is used to see how well the course goals and objectives were achieved through both the content and teaching methods used. Collecting such information involves giving students opportunities to give feedback, and taking time to reflect on your own confidence and skills to teach online.

Evaluation can be done by your students, your administrator or manager, your colleagues or yourself. This guide will focus on two types of evaluation done by teachers:

- Course evaluation.
- Self evaluation.



Course Evaluation

Online courses can be evaluated using the same criteria as face-to-face courses:

- Clarity of course objectives.
- Clarity of student responsibilities and requirements.
- The teacher's communication skills;
- User-friendliness of course materials.

Additional evaluation topics for online learning may include:

- effectiveness of links provided pre- or post-lessons;
- technical support for platforms and apps used;
- effectiveness of asynchronous materials to help students understand course topics;
- effective use of time during lessons for Q&A, practice and presentation.

Receiving feedback from students is the most common way of knowing if a course has met its goals and objectives. You will want to plan when and how you will ask for input from students, and think about which methods can be pre-lesson, during the lesson, or post-lesson. Most evaluation information can be collected at any time in the process – it's up to you to decide what makes the most sense for your course.

The chart over the page shows evaluation topics and when you might collect feedback from students. You don't need to use all of these – you can pick and choose the questions that relate to your course.

Self Evaluation

Self observation and reflection for teachers is important in order to take responsibility for your work, as well as help you feel in control of your own professional development. It's important to develop your own critical reflective practice, and be willing to keep learning and improving so that you can provide the best possible experience for your students.

Some suggestions of questions to ask yourself:

- What went well?
- What didn't go well?
- Were the learning objectives met?
- Which tools am I most comfortable using, and are these effective for student learning?
- Was I able to support student learning with the technology tools I used?
- Did the technology tools help meet the learning objectives?
- What new tool would I like to learn next?

An online teaching journal can be very useful, especially for reflective observation. A number of apps can be used and adapted for your particular needs. For a text-based journal, you can use Google Docs, and for the inclusion of photos or videos you can use Jamboard or Padlet. Padlet has the added benefit of being able to organise your journal content in columns, allowing you to add entries every week, or month, or year, and then later review your thoughts looking at entries side-by-side.

During the Course	After the Course
Feelings	
■ How are you feeling about this topic right now? ■ How do you feel about the balance of self-study and live video sessions? ■ What was the most fun part of today's lesson, and why? ■ What was the most boring part of today's lesson, and why?	■ How do you feel about the topics presented in the course? ■ How do you feel about communication with the teacher? ■ How do you feel about the way the course was structured in terms of self-study and live video sessions? ■ Overall, what did you most enjoy about this course? ■ What did you least enjoy? ■ What is one suggestion that you have to make the course more fun?
Learning	
■ Was the lesson effective in helping you understand the content? ■ Did pre- and post-lesson activities help you understand the topic?	■ What are three things you liked about the course, and why? ■ How relevant is this topic for your life? ■ What is one suggestion that you have for improvement?
Memories	
■ What do you remember about the latest pre-lesson reading material? ■ What did you hear in this lesson that was funny or surprising?	■ Which topics were memorable, and why? ■ What do you remember about the online lessons that made them memorable?
Technology	
■ Were you able to download self-study materials for the current lesson? ■ Are you able to participate during synchronous sessions as much as you would like? ■ Do you know who to ask for help with any technology problems?	■ Were you able to download self-study materials? ■ Were you able to successfully log into the live video sessions and participate in the activities? ■ Did you receive help as needed from either the teacher, the school or your peers in dealing with the technology? ■ What is one suggestion that you have to make using the technology easier or more effective?

Tech Tips: Using Your Technology to Evaluate Teaching

Technology gives you additional ways to evaluate your teaching. Review the three levels of technology from 1A and assess which technology tips and recommendations will work best for your level.

Tips and Recommendations for Evaluation of Teaching by Level of Technology

L1	L2	L3
Messaging apps plus at-home, printed materials	**As Level 1, plus synchronous learning via video conferencing**	**As Level 2, plus using an LMS**
■ Solicit feedback from students using messaging apps as to the relevance of the topics, the effectiveness of the reading material and their overall comprehension and retention. ■ Follow-up at the end of the course with a course evaluation survey – either sent using a messaging app, or a print version mailed to students. ■ Maintain a teaching journal reflecting on your ability to organise the materials and make effective use of available technology.	■ As Level 1, but also: ■ Document your perceptions of student comprehension and retention both with self-study materials, and during live video sessions. ■ Keep records of questions that many students get wrong, using site analytics, and make notes for future courses/teachers. ■ Use polls and surveys for anonymous feedback on student perceptions of course effectiveness and technology used. ■ Follow-up at the end of the course with an online course evaluation survey. ■ Reflect in your journal on your ability to organise synchronous and asynchronous sessions and facilitate video sessions. Note where you would like to gain confidence and/or skills.	■ As levels 1 and 2, but also: ■ Keep a note of questions that are frequently asked by the students about how to navigate through the course content/around the LMS. Consider adding an FAQ's section on the site after several batches of students have completed courses within the LMS. ■ Invite other teachers to review the course content and/or take the course, and give peer feedback.

PART 3: ANNEXES FOR FURTHER READING

BEFORE YOU START

This part contains four sections. They add supporting information to help you teach better online. The first, 3A, on digital security, is a more detailed version of the information in the introduction. 3B is a list of common apps that are useful when teaching online. 3C is a collection of templates that will assist in your planning, from the course level down to the lesson planning level. Finally, 3D is a list of resources for further reading.

3A Digital Security

What is Digital Security?

When we shift to online teaching and learning, we need to consider whether our online environment and our students are safe. This is the same as face-to-face teaching. We want to make sure:

- our classroom environment is safe;
- our students are in a safe and comfortable situation;
- our digital network is safe.

It is always important to be aware that there may be someone, some organisation or institution that intends to steal our data, or attack us personally (such as stealing our bank account information). Therefore, before proceeding with online teaching and learning, some digital security awareness and setting up is needed for our online classroom environment.

Digital security means protecting our online identity, data and other valuable things. Digital security is a process used to protect our online identity, such as our profile on social media. Privacy, data protection and security are linked to our rights, freedom and responsibilities, and should be introduced to everyone as soon as they begin learning and/or working online.

Why is Digital Security Important?

From the moment we enter a digital space, our private information can be leaked, voluntarily or accidentally, or we may experience cyberbullying. If this happens, the entire classroom is not safe. Everyone's security should be our highest priority. Students need to think critically about what information is private, what data is confidential, and what/to whom they can share and how that can have unexpected consequences. As a teacher you need to be aware of which online services are safe and legal.

Different Kinds of Digital Attacks

When people manipulate someone in order to gain personal information such as passwords or bank information, this is called "social engineering." Accessing your user information depends on your awareness and online behaviour. Someone may send you an email or message, pretending to be a reliable organisation. This message may contain "malware", a kind of software that automatically downloads onto your device. This may occur in a wide variety of scenarios:

- a memory stick you took to a shop that was then "infected" by a virus on the shop's computer;
- a message that contains a link offering a free service;
- asking for help or donations after a disaster;
- a message saying you need to verify a problem by clicking on a link and entering your personal information;
- a notification that you have won a lottery or lucky draw, and they promise to send you money if you click on a link.

All of these efforts are an attempt to get your personal data by tricking you into sharing it. One specific kind of social engineering is called "phishing". This is when someone is specifically seeking your user name, password or credit card information. These attacks are mainly done through email, malware and on social media. Examples include:

- **EMAIL PHISHING:** You receive an email saying, "Someone is trying to use your mobile bank account/ your email account. Please change your password by clicking on the following link".
- **MALWARE PHISHING:** You may receive a message that has zip files or Microsoft Office documents attached, and these files may have dangerous coding in them. They are trying to get the data from your device when you open those files or documents. They can then threaten you in many ways to get money.
- **SOCIAL MEDIA PHISHING:** You may receive a message through social media giving you some incentive. request that you send money in order to receive incentives, or mention a problem and request that you log in.

How to Establish Digital Security

Here are some tips on establishing digital security for yourself and your students:

- Before beginning your lessons, make sure that your and your students' devices and online services are protected.
- Use a Virtual Private Network (VPN) to enhance the security of a device being used for online learning. A VPN can turn any system into an unknown machine that is difficult to track online by encrypting the data, so that your information is secure when sharing back and forth between students, teachers and school administrators.
- Update all software (especially antivirus software). By ignoring updates it can create an open door for attackers to access your information due to existing security gaps. However, be careful and avoid updates sent from fake websites by making sure you know what software you're using, and the current version numbers.
- Be careful with emails or messages you received and do not click on links from anything you do not recognise. You can check to see whether a website link is reliable or not by visiting the Global Site Safety website, and entering the suspicious URL.
- Be cautious with attached files (especially groups of files that have been zipped or condensed) or email attachments to someone you do not know. If the email is from an organisation or institute, contact them first before opening. Even if you know the sender, be cautious and contact them first. It could be that he or she has been the victim of a cyber-attack.
- Never leave your device in an insecure or untrusted place. Attackers can insert malware into your device in minutes. Also, avoid public WiFi if you can, especially if it is a new location that you don't trust.
- Avoid sharing detailed personal information such as email, phone number, address, birthday, or your vacation plans on social media platforms.
- For every device and every account you have, use strong passwords that would be difficult for someone to guess. In general, the longer the password, the harder it is for someone to hack into your account. Using your phone number, birth date, or partner's name are not good passwords. Use different passwords for different services (email account, Facebook account, or devices). Never share your passwords with anyone, even people you trust.
- If you have trouble remembering all your passwords, you can install and use password management software in your device. Change your passwords at least every two months.
- Never share a one time password (OTP) for any account. Attackers may pretend to appear like a responsible person from a particular service, but then cheat the users.
- Be aware of your "digital footprint" (such as your web browser history, your device location, and location request within apps).

3B Applications for Online Teaching

This section is an overview of apps and tools available. Some teachers use only one or two, some use more – it depends on your level of comfort with technology. It should be noted that technology can change rapidly, and some of these apps may or may not be available, and/or new apps have become available. This list was created in April, 2022 so be sure to check and see what is most current.

Apps listed in blue are appropriate for students to use with mobile phones.

Purpose	Apps Available	Useful for:
■ Creating Content	■ Google Docs, Google Slides and Google Sheets ■ Microsoft Office (Word, Excel, PowerPoint) ■ Zoom ■ Slido ■ Screen Cast-o-Matic ■ Mobile recorder ■ Mobile camera	■ Documents ■ Slides ■ Illustrations ■ Videos ■ Audio
■ Messaging	■ Messenger ■ WhatsApp ■ Telegram ■ Signal	■ Text, audio and video messages ■ Broadcast channels (Telegram) ■ Video and audio calls
■ Video conferencing	■ Zoom ■ Skype ■ Microsoft Teams ■ Google Meet	■ Synchronous sessions ■ Presenting content ■ Q&A ■ Discussion and group work

Purpose	Apps Available	Useful for:
■ Interacting	■ Google Docs ■ Google Sheets ■ Google Slides ■ Padlet ■ Jamboard ■ Zoom Whiteboard	■ Live annotation ■ Discussions ■ Brainstorming
■ Quizzes, polls, surveys	■ Google Docs, Slides ■ Google Forms ■ Zoom polls ■ Survey Monkey ■ Slido	■ Assessment ■ Evaluation
■ File storage	■ Google Drive ■ DropBox ■ Microsoft OneDrive ■ Learning Management Systems (LMS) ► Google Classroom ► Moodle ► Tutor LMS	■ Store and organise course content

3C Online Planning Templates

1. Online Course Plan Checklist

This checklist is for overall planning of your online course.

√	Online Course Plan
	■ Course description of what students will study
	■ Overall learning goals and objectives
	■ Order of topics to be taught
	■ Method of delivery for each topic (such as synchronous video sessions, and asynchronous self-study materials)
	■ How students will be graded, and the major assessments to be used (such as exams and projects)
	■ List of physical resources students will need (such as texts, materials for assignments or experiments)
	■ A list of online resources (such as video clips, apps, links to online platforms and/or websites)
	■ A schedule of class times and deadlines for coursework

2. Online Lesson Plan Checklist

This checklist is for planning each individual online lesson.

√	Online Lesson Plan
	■ The topic and learning objectives of the lesson
	■ The stages of the lesson, the order they will be presented, and how long each stage will take
	■ Order in which lessons will be presented
	■ Length of each lesson
	■ Which activities students will do, and how (i.e., self-study assignments and synchronous group work to be done in video conferencing sessions)
	■ How students will be organised (i.e., working in pairs, small groups, rotating or mixing groups)
	■ The resources needed for each stage of the lesson (i.e., messaging application, Internet connection, video on)
	■ Notes that the teacher can refer to while they teach.

3. Course Syllabus Checklist

This checklist is for creating a course syllabus to be shared with students.

√	Course Syllabus Checklist
	■ Contact information
	■ Virtual office hours
	■ Time commitment for asynchronous activities
	■ Overview of course: description, goals and topics
	■ Coursework assessment and grading guidelines
	■ Communication guidelines – how and how often you will communicate with students
	■ Expectations of student participation and behaviour
	■ School policies (if applicable)
	■ Tips for students to create an appropriate environment

4. Lesson Plan Sequencing: Asynchronous and Synchronous

This template provides a way of organising and tracking your course content in terms of synchronous and asynchronous activities to help you plan ahead for when to share pre-class and post-class content with students, as well as what content you need to prepare for all activities.

Lesson Plan:	**Date:**
Pre-Class – Asynchronous	
Activity:	Content to Prepare:
During Class – Synchronous	
Activity:	Content to Prepare:
Post-Class – Asynchronous	
Activity:	Content to Prepare:

3D Online Resources and References

Online Resources

The following online resources are freely available, and were used in the development of this guide.

Introduction to Online Teaching

General: Mote Oo Education The New Teacher
moteoo.org/en/teacher-education

Making the Most of Teaching Online

Benefits of both face-to-face and online teaching
miamioh.edu/regionals/eccoe/news/2019/01/differences-between-f2f-and-online.html

Online Teaching Concepts

Flipped classroom
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Comparison of traditional and flipped learning using Bloom's Taxonomy
researchgate.net/figure/Traditional-flipped-learning-sequences-In-the-flipped-classroom-model-the-learning_fig1_338398140

Technology Overview

Ways in which radio is being used in education
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12 ways to use social media in teaching
sproutsocial.com/insights/social-media-for-education/

Global Site Safety
https://global.sitesafety.trendmicro.com/

How to delete your browser history
https://www.howtogeek.com/304218/how-to-clear-your-history-in-any-browser/

How to Teach Online

Planning Content and Course Work

Getting organised
everythingjustso.org/blog/organize-to-simplify-four-steps-to-organizing-teaching-resources

Teaching Online: Content Delivery

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Teaching an online synchronous session – CTE resources:
cteresources.bc.edu/documentation/synchronous-teaching-considerations/teaching-an-online-synchronous-session/

Checking for plagiarism
techlearning.com/news/best-free-plagiarism-checking-sites-for-teachers

Online Assessment

7 ways to do formative assessments in your [online] classroom
https://www.edutopia.org/article/7-ways-do-formative-assessments-your-virtual-classroom

Summative assessment in distance learning
https://www.edutopia.org/article/summative-assessment-distance-learning

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itdl.org/Journal/Jan_05/article04.htm

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HOW TO TEACH ONLINE

A Guide to Help Teachers Transition to the Online Classroom

How to Teach Online is a guide for Myanmar teachers who are adapting their practices for a greater focus on online teaching. It is broken into several parts, covering key questions such as why we should consider teaching online, and examining the types of apps and other software that will bring depth and interactivity to the online classroom.

It also breaks down the process of teaching online into four stages – identifying needs, planning, teaching and assessing students, showing best practices at each stage.

Finally, it contains detailed annexes for further reading, so that teachers can continue their journey into the world of online teaching and learning.

A Myanmar language version is also available, and coming soon there will be an interactive course based upon this text, and an accompanying course showing how to create online courses and materials.

Our Vision: All peoples of Myanmar can access quality, inclusive education.

Our Mission: To promote social justice through context-appropriate education materials and services for the adult education sector.

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