

Best Practices for Online Teaching and Learning

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Tips for Transition to Online Learning

- Record reading stories and engage students to record themselves reading (great for language learners)
- Tunisia Ministry of education platform for sharing resources and Public TV educational channel 2
- Flipped classroom - Students receive their lesson in WhatsApp then meet for the lesson in Zoom - students can ask questions and turn in work on WhatsApp
- Training offered by many platform organizations
- Recording and narrating PowerPoints and Slideshare
- Messenger groups for students who don't have laptop access
- Ask students to draw pictures, etc. so that they have time away from the computer
- Have students send screenshots of their work to show they are actively working
- Chat platforms can be used for backchannel communication and support for other teachers
- Be aware that students can annotate or comment on some platforms - plan when they can use that tool or block during instruction
- [iEARN Teachers Guide](#)

Engaging Students

- Invite people outside of the classroom as special guests
- [Energizers](#) - break the monotony of the classroom and help students stay focused
- Deal with unengaged students individually
- Have students choose what they will learn (and what will be left out) so they feel they are part of the lesson
- Break long class into different parts and share videos and other visuals to break up face to face computer time
- Project work with interactive products such as a recorded music performance where students translated one verse into another language and they were all recorded together
- Integrate new vocabulary into music translation
- Have students use new vocabulary in chat
- Include a lot of repetition so students get plenty of practice
- Practice grammar in a lesson, then send a song that reinforces the lesson
- When platforms don't let you see students, give personalized questions such as "describe your room to practice prepositions" as a follow up assignment
- Give students live assignments during videoconferencing
- In Live video sessions on FaceBook students can type comments and get feedback
- Use polls for interaction
- Use pictures to make presentations more visually appealing
- [iEARN Teachers Guide for Global Collaboration](#)

Personal Connections

- Chat box
- Personal question to open the session
- Small groups or pairs for personal discussion
- Visual body language - muted participants use signals such as high fives, heart signals, thumbs up, and jazz hands

Classroom management

- [Student Small Grouping](#)
- Roles in breakouts - facilitator, timekeeper, recorder, reporter
- [Choosing who goes first](#)

Technology Logistics

[iEARN Video Conferencing Guide](#)

Platforms/Tools

- [Blackboard](#)
- [Canvas](#)
- [Doodly](#) and [VideoScribe](#) has engaging animation
- [Padlet](#)
- [Genial.ly](#)
- [Whatsapp](#)
- [Microsoft Teams](#)
- [Zoom](#)
 - [Zoom breakout rooms](#)
 - Extra tip: If you want to have different participants for subsequent breakout rooms without moving attendees manually, you can click the "recreate" button (found to the left of the "add a room" button in the "breakout rooms" pop-out window) to automatically reassign participants; this button can be clicked multiple times to randomize participants

Troubleshooting

Audio Echo and Background Noise

- Use headphones
- Mute when not speaking

Delay

- Close other programs
- Turn off video when not speaking
- Use ethernet cable
- Log out and back in again