Getting online delivery right – some good practice guidelines

Successful online delivery has the same elements of normal classroom practices and the elements of RARPA still apply.

Planning:

- Decide on your intended model of delivery
- Plan and test your delivery activity
- Have contingency plans in place (especially for technology failure!)
- Team teaching – assign roles and activity leads
- Plan for opportunities to revisit key points (e.g. homework activities)

Tutor knowledge:

Make sure you are familiar with the tools you will be using (the technology/software), including audio and visual mute options and how to change roles/host. Test the platform first, trial them on a colleague. Do you need to complete some CPD to ensure you have the right skills? Remember you will need to be giving guidance to learners on how they can use the programmes effectively.

Familiarity might also relate to what devices learners are using and check layouts for i-pads/phones or macs in case they are different.

Accessibility – is your content and resources inclusive to learners and their needs?

- Make sure you let learners know how they can adjust settings including audio, visuals and mute options.
- Have captions on presentations
- Consider barriers to participation and how you can overcome these e.g. spelling worries in chat.
- Use whiteboard to pose questions/set tasks as well as verbal instructions

Safety – of yourself and learners (separate [guidance](#) has been issued)

Assessment:

- Plan for how you will be assessing progress, remember Blooms taxonomy and ensure assessment is at the appropriate level.
- Plan tasks within sessions (Q+A, polls, quizzes)
- Plan tasks for outside of session
- Consider how you will monitor progress – and follow up with learners who are not completing tasks etc
- Make sure you provide ongoing feedback which is constructive and clear so the learner can apply and learner how to improve their work.
- Reward and celebrate success

Learner engagement:

- Wherever possible use learner names, help learners to feel connected to both yourself and others in the group
- Create an open forum or discussion board
- Keep things moving – use a mix of learning tools, taking into account learner needs and preferences
- Build in activity – not just present information
- Use interactive features (whiteboard, pods, websites, screen share, file share, chat facilities, video links, whiteboard, presentations)
- Collaborative opportunities – breakout rooms, group tasks
- Provide self-paced learning – provide activities and tasks outside of any video sessions to enable reinforcement of learning or pre-work in preparation for next session

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On-line learning can feel isolating and impersonal. A key part of inclusive practice is to try to bring some humanity into the process.

Naming – name check as many people as you can.

Nurturing – keep active. Provide backup notes or references.

Nagging – don't be afraid of silence but keep asking for responses.

Naughty – use settings (muting, privacy, sharing etc) Clarify rules.

Prepare for the unexpected – make sure you have a backup for when things crash/malfunction. This could be an alternative activity or change in delivery e.g. if bandwidth is an issue turn off learner cameras, turn mic on when 'hand' is raised only.

Expectations: make sure you set clear expectations for the course/sessions, including appropriate times to contact you. Be clear about what you expect learners to be doing independently

Providing an inclusive learning environment with online learning:

- Have a **spare facilitator** wherever possible (eg team teaching). They can focus on supporting accessibility needs. It is extremely difficult to run a synchronous online lesson on your own until you know your participants are confident with their technology.
- Know (and tell) the **accessibility features** of your system, for example can you change the text size in the chat pane? Is the system keyboard accessible?
- Build in **appropriate presentation techniques**. For example, describing key content, pasting pre-prepared script into the text pane or other communication channel, building in staging points for summarising key info or chat threads, allowing a disabled delegate a

permanent open mic. Ensure activity instructions are visible on the screen. Going at the right speed for sign language interpreters. Using a web cam and lighting your face from the front to aid lip reading.

- Have opportunities to revisit content. If you used a presentation have this available afterwards. With presentations use the notes sections to expand on the slide content. If system allows record the session for learners to watch back. Any resources used or referred to during the session should also be available afterwards.

Further reading:

https://www.uscreen.tv/blog/list-of-online-teaching-strategies/

https://www.insidehighered.com/digital-learning/article/2017/07/12/7-guidelines-effective-teaching-online

https://www.pearsoned.com/9-strategies-for-effective-online-teaching/

https://www.pearsoned.com/5-tips-to-keep-learners-motivated-and-engaged-when-teaching-online/

https://www.pearsoned.com/using-discussion-boards-successfully-increase-online-class-engagement/