



Erasmus+



ERASMUS+ Project Strategic partnership for the improvement of e-learning systems in border guard training institutions” No. 2018-1-LV01-KA202-047003

GUIDELINES FOR PLANNING AND IMPLEMENTING ONLINE LESSONS (things to be considered, practical ideas)

Online behavioural aspects:

1. Create and explain communication rules for effective communication in online lectures (Which conditions requires students to turn cameras on or off, their position, lighting, using microphones, limiting background noise, using student profile photos, etc.).
2. During online lectures, individual learners may have both technical and psychological problems (e.g. reluctance to use a camera). In this context, it is recommended to contact each individual to identify the cause of the problems and to find a common solution.
3. It is recommended that modes of communication be diversified periodically Promote active interaction and collaboration (student - student), such as using Cisco Webex “Enable breakout sessions” or Zoom “Breakout rooms”.
4. The response in remote lectures may not be immediate, usually with a pause. If necessary (shyness, lack of leadership in the group) ask questions to specific students, initiate and monitor group discussions.
5. Strategically plan and balance the distribution of online and independent work, allocate appropriate for completion of independent assignments.

Sustain feedback:

1. To reduce the lack of socialisation, ensure continuous, frequent individual support and feedback.
2. Regularly assess the results of online communication (e.g. self-assessment, group, pair work), pay special attention to those students who have failed and low grades, encourage colleague support.
3. Try answering written questions in a timely manner, if necessary, create a list of frequently asked questions to avoid duplication of your answers.
4. Specify exact requirements for learning the content of remote learning, if necessary, make negative comments in private.
5. Recall institutional policies on “cheating” and plagiarism.

Aspects of creating an effective collaborative environment in remote learning:

1. Create and maintain a friendly online collaborative environment in which students can feel safe and creative.
2. Include warming-up as needed by promoting friendly, collegial relationships (team formation).
3. Outline training materials and knowledge-testing tasks in Moodle (user-friendly and transparent presentation), use flexible time limits based on technical and household risks for performing tasks.
4. Create, as far as possible, online collaboration and communication capabilities Moodle, such as discussions, forums, chats, etc.
5. Specify additional sources of information, such as links to external sources, as needed.
6. Anticipate feedback at the closing of remote learning (survey) or the Cisco Webex, Q & A (questions and answers) section of online surveys.

Examples of good planning and organizing online lectures

Before meeting

1. It is recommended that beginners practice the online lecturing platform through a trial, such as colleagues or specialists in IT.
2. Check how the basic features of the online lecturing platform are working, i.e. "Mute" "Share screen" "Enable breakout rooms", perform a trial if needed.
3. Make sure that the "invitation" link to join an online lecture has been sent timely, we recommend that you add the meeting to your electronic calendar for reminders.
4. When using the online collaboration platform, make sure that students have met your videoconferencing platform, the application is installed on computers or smart devices.
5. Check your presentation, the display of knowledge-testing tasks on your smartphone (can all the text be readable on small screens? Colors, fonts and screen proportions, etc.).
6. For the videoconferencing platform to work perfectly, check regularly for the latest updates.
7. For the avoidance of various technical barriers, be prepared to begin the lecture at least five minutes before the actual time (recommended at least 10-15 minutes).
8. Check the security of the Internet connection (for example, the possibility of accidentally pulling out the cord, unlocking the connection, etc.)
9. Open the presentation in a timely manner and will appear in the "share content" section.
10. For confidence building, it is recommended to prepare an online lesson plan with a backup plan if, for example, there are problems with an Internet connection, Moodle, etc.

During the online lesson:

1. Provide time for students to connect to your videoconferencing platform in a timely manner (choose the most convenient settings for you to “connect automatically to your room” or “closed only with your permission”).
2. Turn on the message signals as needed, for example, to hear when students connect when a question is asked in the camera.
3. During the online lecture, try to look directly at the camera, eye contact is important for the perception of information (the viewing camera lens is equivalent to the human eye).
4. Make sure there is adequate lighting in the room to see your face.
5. Use the exact and clear instructions during the lecture, recall the purpose of the lecture and the expected results, use warm-ups, attention engagements.
6. Try to avoid long monologues, use interactive platforms like <https://www.sli.do/> /, <https://padlet.com/> /, <https://kahoot.it/> / and other tools as far as possible.
7. Create a positive climate for communication and debate by encouraging online discussions, seeking to resolve constructive disagreements, reaching unanimity, reinforcing participation in discussions.
8. Waiting for student answers to a question can be a small delay. It is recommended that you wait for an average of up to 20 seconds in online lessons compared to traditional hours until you receive an answer.
9. Encourage students to use “Raise hand” in a video conferencing application or use chat.
10. If your videoconferencing platform is limited, e.g. For 40 - 50 minutes, remind you of the possibilities for re-joining.

At the end of the online lesson:

1. Don't forget to thank the audience for your attention.
2. Ask if they have any issues, encourage you to write privately (for shy students).
3. Use a closing activity, such as a survey that summarizes the topic of the lecture.
4. Provide detailed guidance on self-learning tasks or advice for further learning.
5. If necessary, send home tasks to their e-mail or type in the chat section.
6. Stay online for a while so shy students ask you questions, be the last to leave the online platform.