

KEEPING YOUR STUDENTS ENGAGED AND MOTIVATED REMOTELY – A TOOLBOX

KEEPING A CLEAR STRUCTURE:

- Create an introductory module in Canvas, where you introduce the class, the lecture plan and yourself
- Keep a clear modular structure on Canvas – and stick to it each week
- Be explicit about what you expect students to do – what do they need to prepare for each class? How should they contribute to class participation?
- Make it clear where students can find help. You could include a Q&A discussion board in Canvas, link to the student IT Helpdesk or Student counseling
- Get feedback from the students – do they know where to find course material or figure out the structure?

MAINTAINING SOCIAL RELATIONS:

- Ask the students to add a profile picture in Canvas – and do it yourself
- Ask the students to re-name themselves if they are not shown by their name (in Zoom/Teams). Then it's easier for you to call on specific students – and calling them by name if they're raising their hand.
- In the first class/session, share professional and personal information about yourself – _i.e. research interests, where you are from, your relation to this course, why/how you got into this field of research, etc. This could also be done in an introductory video and uploaded to Canvas.
- Use breakout rooms in your online live teaching and encourage group work when applicable
- Enter the live online session 5-10 minutes early to greet students and start up an informal chat. Think of it as the physical classroom, where students turn up one-by-one and slowly transition into the learning environment.

- Use anonymous polls or the chat to ask non-teaching related questions (“What is your favourite TV-show, Where are you located right now, How are you feeling today...”). This could be done in Zoom’s polling feature, but also via TurningPoint, Kahoot or sli.do. Remember that the chat is not anonymous, so you might consider asking more ‘generic’ questions here, where students do not feel embarrassed or shy about their answers.
- Suggest that student groups work together and collaborate outside of classes – and not only when you facilitate them in class

CREATING A SAFE AND INCLUSIVE ONLINE CLASSROOM:

- Besides unmuting and turning on their camera, add a way for student to contribute via the chat, a poll or ‘reactions’ (in Zoom)
- Be considerate and mindful when responding to student questions in online classes – it takes courage to virtually ‘stand up’ in front of classmates when sitting at home
- Ask students what they think – and add multiple ways for them to give feedback, i.e. writing an e-mail, writing a post in a discussion thread, writing in the chat when you’re meeting live with them, etc.
- When doing breakout rooms, visit all student groups at least once. In that way, you get to hear from the more quiet or reluctant students and also get insights into student participation and contributions

COMPASSION:

- Take breaks – and a lot of them. A starting point could be 10 minutes for each 60 minute lecture/online session
- Acknowledge that online teaching can be difficult – both for you and your students. Be explicit about the challenges that you’ve had and ask the students what they’re struggling with right now
- Get used to delayed feedback from both your students and yourself. When working online, everything takes just a little bit longer – be compassionate to yourself and your students.