

Guiding Principles for Remote Teaching (developed by the English Language Centre)

1) Creation of **community** is paramount

- i) Consider integrating a regular “share” meeting or activity in which students share something about themselves with the group (weekend activity, favourite meal, a good book etc.) this helps students get to know each other and establish a sense of connection.
- ii) Consider the creation of designated working groups that “breakout” together during class to plan specific project work.
 - a. Assign roles during breakout room activities so that students are accountable for undertaking and reporting back on tasks (facilitator, notetaker, reporter).
- iii) Consider the creation of homework groups (could be the same as project groups, but not necessarily) that e-meet together after class to undertake specific homework tasks (forum discussions, vlogging, collaboration on quizzes).
- iv) Consider the creation of a Wellbeing Working Group. Encourage students to plan specific class activities (bingo, quizzes, meditation, singing). Assign time in class to discuss welfare resources (MQ Care, MQ Wellbeing App, MQ medical & counselling services).
- v) Work towards integrating Academic Integrity as part of the community code.

2) **Empowerment** in times of stress is key

COVID-19 has taken choices away from people, so think critically about empowering students through shared decision making.

- i) Use group consensus to establish class protocols and Zoom etiquette.
- ii) Ensure students understand the value in having cameras on for *connected* learning and teaching – negotiate, if necessary, when cameras can be on/off.
- iii) Build trust - always establish agreement with students before taking any screen shot of the Zoom room, or before sharing work with the class group.
- iv) Demonstrate how students can select not to see their own video image if it bothers them.

3) Flexibility to ensure **accessibility**

Intermittent internet issues may deprive students of opportunity to participate in every class encounter. Think critically about how to support students whose internet fails.

- i) Record key teaching moments each day that will support students in catching up to work missed. (e.g. Input on a particular language point, assessment task instructions or feedback).
 - a. Set your Zoom to record only the screencast and speaker. Remove the option of recording the ‘gallery’ (students).
- ii) Future curriculum development needs to build in more asynchronous activities so that students with internet difficulties can still access lessons.