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.