



# Checklist for online teaching

## Tech check

- If teaching on a laptop ensure it is fully charged and plugged in (in case of power cuts).
- You might want to think about having an uninterruptable power supply (UPS) to safeguard against a power cut.
- Have another PC, laptop or tablet handy in case the main one crashes.
- Make sure you are using an Ethernet cable to connect to the internet and use Wi-Fi as your first backup. Ensure you know how to hotspot from your phone to your PC or laptop in as your second backup option.
- Get to know your classroom like the back of your hand. Rehearse what you need to do in the lesson beforehand. This will help with smooth transitions, put learners at ease and avoid wasting time in the lesson unnecessarily.
- Do you need to remind students of your acceptable user policy (AUP), for example, raising hands to ask a question; camera and microphone on?

## Planning

- As they enter, ask learners to indicate how they are feeling. Perhaps they point, choose or share an emoji which reflects their mood. Why not tell them how you are feeling first and why. Be accepting of any learners who do not want to share at this time.
- Think about having different types of warmers and lead-ins depending on the dynamic of the group as they enter. Have a motivating one which allows learners to work together quickly and another which is less active. Keep it short and sweet but enough to engage them on the lesson theme.
- Aim to get to the main aim of your lesson promptly to allow students to practise as much as possible.
- Keep the Pareto rule in mind (80% of the results come from 20% of the activities). Ensure the activities have very clear aims and they build on one another. Remember, learners have access to the internet so they have quick and easy access to all the information they need for your lesson in any language. Why not utilise this and get them doing the work in a guided way to maximise the use of the lesson time and provide hands-on learning.
- Include frequent opportunities for students to work together with different classmates and/or alone at times.
- Anticipate technical problems and find various solutions for each stage of your lesson.
- Use digital tools you know all your students can access quickly and easily and for free without having to register beforehand.
- Ensure you have technological, pedagogical and content knowledge (TPACK framework by Mishra & Koehler, 2006) about the digital tools you plan to use to engage your students and allow them to use the language as much as possible.
- When choosing digital tools, remember the SAMR model (Puentedura, 2009) and ideally ensure the tool adds something additional to the learning experience.

# Checklist for online teaching (continued)



- Include brain breaks and screen breaks if necessary. Remember to ensure students can move while in the lesson too.
- Have your plan on an online document with all the links and materials. Send the link to this document to yourself perhaps via email. If you have to change devices in the middle of the lesson you can quickly access the materials in the cloud.

## Execution

- As learners arrive in your lesson, measure their emotional baggage and adapt your lead-in accordingly.
- Look into the camera to maintain eye contact.
- Remember, just because you are teaching online you don't have to sit down. Alternate, just like you would in an in-person classroom. Sitting down tells your body to go slow and this can de-energise you and cause you to become a BOT! Allow students to get up too!
- Name students to answer. When in an in-person classroom, you can look at the learner when you speak to them, online nobody knows who you are looking at! Ask students to justify their answers and encourage them to think critically.
- Provide all the materials learners need for the lesson in one, easily accessible place, for example, your own lesson website or an online tool like Padlet.
- Ensure all students are participating equally.
- When working in groups or pairs monitor them closely but unobtrusively i.e. with the camera off and adapt intervene only if necessary.
- Deal with any tech issues and perhaps encourage learners to help one another using the target language. This will provide natural interaction using the language.

## Reflection

- List all the tech issues and find solutions to ensure they do not repeat.
- List the things that worked well and remember to repeat them.
- Make changes to your online lesson plan and save it for the future.
- Identify what you did this lesson that helped you move slightly towards your idea of a perfect teacher and what you would like to work on next lesson.