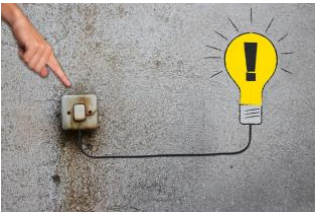


## PREPARING FOR ONLINE TEACHING: 'SWITCHING ON' LEARNING

ACTIVITY	TEACHERS SAY ...
 <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Creating atmosphere</li><li><input checked="" type="checkbox"/> Engaging learners</li><li><input checked="" type="checkbox"/> Interacting</li><li><input checked="" type="checkbox"/> Connecting with industry</li></ul>	<p><b>CREATE ATMOSPHERE</b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> If you usually play music as students arrive to class, you can still do so by <a href="#">playing audio through Zoom</a>, eg, from a video or audio clip</li></ul> <p><b>ENGAGE YOUR LEARNERS</b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> A great way to gain attention and get everyone 'switched on' is to start the class with a quick <a href="#">Zoom poll</a> or quiz – quizzes work well on Zoom, whether you're using <a href="#">Kahoot</a> (or similar) or questions on a PP slide</li><li><input checked="" type="checkbox"/> <a href="#">Teaching with an iPad</a> enables 'live' interaction with students – you can problem solve, draw graphs and diagrams, highlight errors or important points, and provide instant feedback</li><li><input checked="" type="checkbox"/> If you like using the whiteboard in class, you can use <a href="#">Zoom whiteboard</a>, eg, you could add something to the whiteboard and then invite students to view and annotate what's there, or get them to doodle/write notes on the whiteboard while completing an activity or listening to a guest speaker (NOTE: information on the whiteboard can be saved and emailed)</li><li><input checked="" type="checkbox"/> Students (and particularly EAL students) are more likely to engage if they can see how everything links to course assessment – well-structured assessment tasks that <a href="#">constructively align</a> with weekly classes and activities will help 'drive' student learning</li><li><input checked="" type="checkbox"/> If you have time, keep Zoom open for 15 minutes after class – this gives students the opportunity to ask questions (just like they would on campus) and helps you to get to know your students better</li></ul> <p><b>PROMOTE INTERACTION</b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Use <a href="#">active and collaborate learning tools</a> to generate discussion, such as UQpoll and PadletUQ – it's opinion based and anonymous</li></ul>



- ☑ “Shorter is better” when selecting case studies and articles for use in zoom classes, eg, choose 1-2 page cases, rather than 4-6 page cases – this is particularly helpful for EAL students
  - ☑ Teach students how to share their screen so that you and/or their peers can comment on their work more easily – it also enables students to deliver presentations (eg, orals, pitches, poster displays, slide decks, etc)
  - ☑ Build in time for small group [ice breakers](#), particularly over the first few weeks, as it helps students to get to know one another before working together to complete activities in the break out rooms
  - ☑ If you use inquiry based or problem based learning, encourage students to create and share content in response to an issue or problem they’re investigating – a [course Facebook page](#) or [discussion board](#) works well here, and doesn’t depend on the teacher to ‘drive’ it (though it should still be monitored)
- CONNECT WITH INDUSTRY**
- ☑ Many teachers have reported how much easier it was to organise and involve industry speakers and ‘clients’ in their online classes – the use of Zoom for presentations and meetings enables real world connections and learnings to continue

**ATTENTION:** Do you have another ‘*Switching on Learning*’ tip to share? Please add it [here](#).