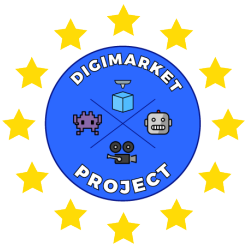


# ***ENGAGE!***

***METHODOLOGICAL GUIDE FOR  
TEACHERS***



**ENGAGE!**

**Methodological guide for teachers**

Edited by

**Anikó Vári PhD**

**2022**

**M-Around Tanácsadó és Szolgáltató Kft.**

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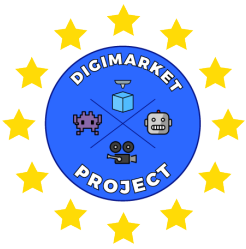
**Marketplace of Knowledge for Digital Education Methodology**

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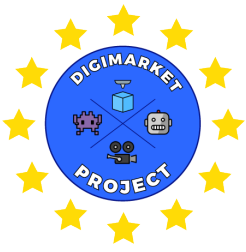
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# ABOUT STUDENTS' ENGAGEMENT

In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Generally speaking, the concept of “student engagement” is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise “disengaged.” Stronger student engagement or improved student engagement are common instructional objectives expressed by educators.

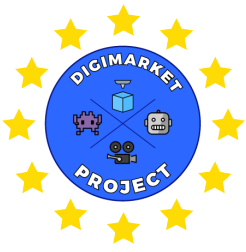
In many contexts, however, student engagement may also refer to the ways in which school leaders, educators, and other adults might “engage” students more fully in the governance and decision-making processes in school, in the design of programs and learning opportunities, or in the civic life of their community. For example, many schools survey students to determine their views on any number of issues, and then use the survey findings to modify policies or programs in ways that honour or respond to student perspectives and concerns. Students may also create their own questions, survey their peers, and then present the results to school leaders or the school board to advocate for changes in programs or policies. Some schools have created alternative forms of student governance, “student advisory committees,” student appointments to the school board, and other formal and informal ways for students to contribute to the governance of a school or advise superintendents, principals, and local policy makers.

## IMPORTANCE OF ENGAGEMENT

In education, the term student engagement has grown in popularity in recent decades, most likely resulting from an increased understanding of the role that certain intellectual, emotional, behavioral, physical, and social factors play in the learning process and social development. For example, a wide variety of research studies on learning have revealed connections between so-called “non-cognitive factors” or “non-cognitive skills” (e.g., motivation, interest, curiosity, responsibility, determination, perseverance, attitude, work habits, self-regulation, social skills, etc.) and “cognitive” learning results (e.g., improved academic performance, test scores, information recall, skill acquisition, etc.). **The concept of student engagement typically arises when educators discuss or prioritize educational strategies and teaching techniques that address the developmental, intellectual, emotional, behavioural, physical, and social factors that either enhance or undermine learning for students.**

It should be noted that educators may hold different views on student engagement, and it may be defined or interpreted differently from place to place. For example, in one school observable behaviors such as attending class, listening attentively, participating in discussions, turning in work on time, and following rules and directions may be perceived as forms of “engagement,” while in another school the



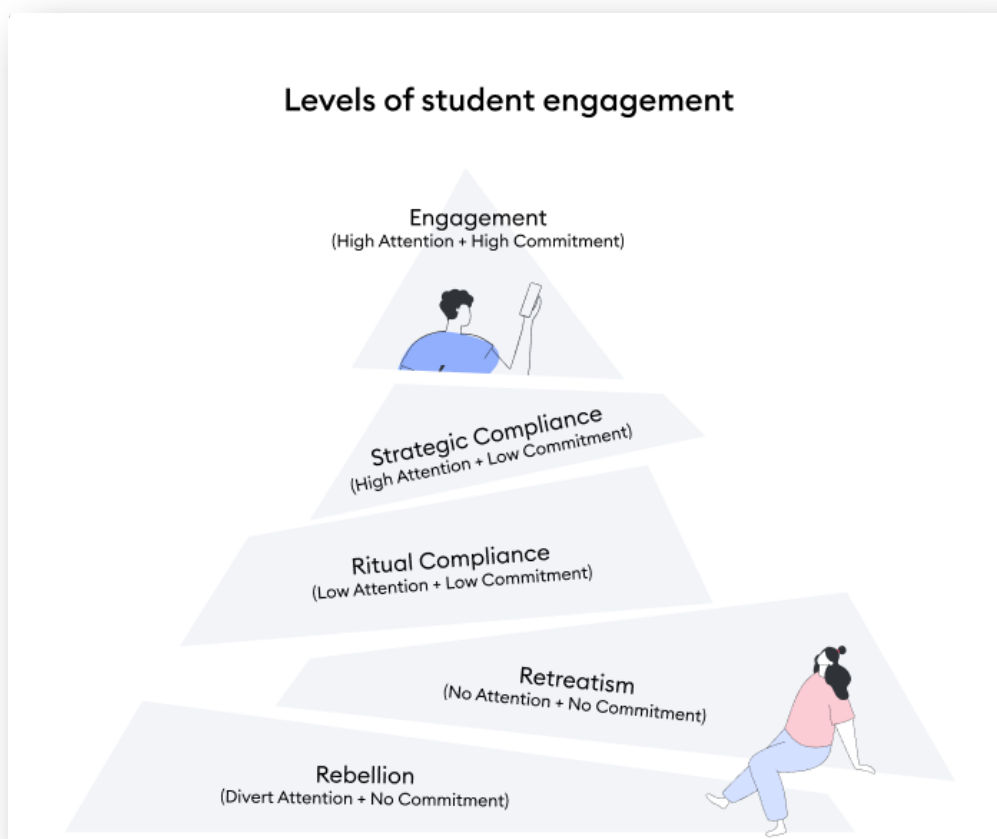


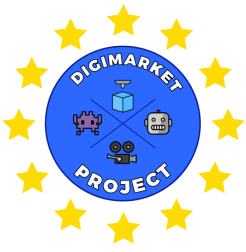
concept of “engagement” may be largely understood in terms of internal states such as enthusiasm, curiosity, optimism, motivation, or interest.

**According to studies, student engagement involves three dimensions:**

- **Behavioral engagement:** focusing on participation in academic, social, and co-curricular activities
- **Emotional engagement:** focusing on the extent and nature of positive and negative reactions to teachers, classmates, academics, and school
- **Cognitive engagement:** focusing on students’ level of investment in learning.

These wide-ranging definitions that involve multiple components are part of the reason why the topic has been discussed and written about so extensively. However, it’s the benefits of student engagement that keep it top of mind with educators.





## CHALLENGES OF ONLINE LEARNING

Engaging students in online learning has become one of the most important discussions in educational circles. **Teaching in an online educational environment may be more challenging because students might be easily distracted by family members or the temptations of the web. Students may also feel frustrated and isolated in an online classroom compared to in-person learning, making it harder to achieve positive outcomes.**

That said, an online learning environment presents unique ways to engage students that wouldn't be possible in a traditional classroom. For example, teachers can collect feedback from the entire class and adapt their teaching strategies based on the results. Likewise, online videos engage students in ways that a lecture alone never could.

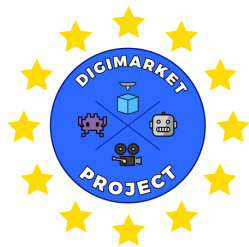


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## LINKS, EXTERNAL RESOURCES

1. <https://xello.world/en/blog/what-is-student-engagement/>
2. <https://www.ispringsolutions.com/blog/student-engagement-in-online-learning>
3. <https://www.frontiersin.org/articles/10.3389/feduc.2022.851019/full>





# HOW TO ENGAGE STUDENTS IN ONLINE ENVIRONMENT?

## PREPARATION AND LEARNING MANAGEMENT

- Introduce the online learning experience
- Increasing the presence of teachers
- Review learning outcomes

## DURING THE LESSON

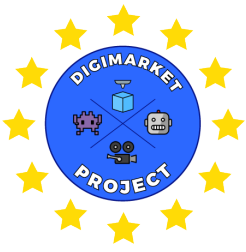
- Present clear and organized learning materials
- Use spaced learning, consider the 10 minutes attention span
- Get students to take actions

## SOCIALIZE STUDENTS

- Build a learning community
- Provide and require feedback
- Give freedom within the content area

## MAKE FUN





# I. PREPARATION AND LEARNING MANAGEMENT

## 1. INTRODUCE THE ONLINE LEARNING EXPERIENCE

### CHALLENGE TO RESPOND ON

The online and virtual learning environment is (was) new not only for teachers, but also for students and especially their parents. **Consider that the majority of parents are not e-learning education experts or IT professionals and especially not teachers.** It is therefore inevitable that they should be familiarised in some way with the virtual learning process and the learning platform to be used. We also organise open days and introductory meetings for young children enrolled in school and their parents, and we should not miss this before the learning process starts in the online space.

### DETAILS

Students who are used to learning in a classroom or meeting room may have trouble adjusting to the online learning experience. To help them thrive in this new environment, give them an introduction to online learning, your association's learning management system (LMS), and their online course.

**Require all students and preferably parents to go through the introduction to online learning the first time they, before they start the online program.** Organise a special preparatory online parent-child meeting and do a rehearsal lesson with the parents. This will help parents and students to know how the system works and to support the children during the online course.

**Explain how online learning is different from the traditional classroom experience. Provide tips on time management, goal setting, and planning and prioritizing work.**

Sometimes it can be difficult to reach parents and students at the same time, so a good solution is to record the rehearsal lesson or make a separate video that any student or parent can watch at any time.

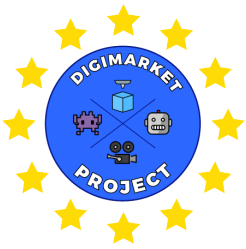
**Take them on a guided video tour through your LMS, pointing out the different features and functionality, including the online community. Show them how to find materials, assignments, and assessments, and how to communicate with their instructor and fellow students.**

### STEPS TO FOLLOW

1. Make a list of the online applications and platforms you want to use. Do not use more than 3-4 apps in a course.
2. For each application and platform, map out which features you will use. Again, use fewer and identify the ones you really need for effective learning.
3. Make a tutorial video or written material illustrated with lots of pictures (screenshots) on how to use them. Start with the web address where the application can be found, how to register and then log in and set up data. Demonstrate each feature.







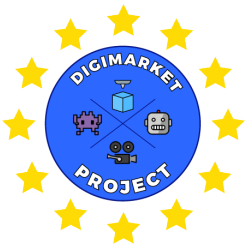
4. If you need to demonstrate multiple platforms, applications and complex functions, make shorter videos of 3-4 minutes.
5. Email or share these materials in the usual way. You can make a brochure with QR codes or a poster that they can put on their wall at home and, if they have trouble, they can quickly scan the QR code that will take them to the video.
6. Organize an online trial session involving parents and children where you can test the online environment and everyone can ask questions! You can record this trial lesson so that everyone can watch it back later if they get unsure.
7. Establish common rules for participating in online classes.

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## LINKS, EXTERNAL RESOURCES

1. <https://www.niu.edu/citl/programs/recordings/effective-online-instruction/welcoming-students-to-your-online-environment.shtml>





## 2. INCREASING THE PRESENCE OF TEACHERS

### CHALLENGE TO RESPOND ON

**For students, especially young learners, teacher presence is an essential part of the learning process.** On the one hand, the teacher's constant presence and instructions guide the learning process, and on the other hand, **the teacher's personality** and physical presence, movement and drive provide the unique "**secret ingredient**" to the learning process.

In online teaching, in virtual presence, it is precisely these extra factors that are missing and make the teacher's job very difficult.

**However, the teacher's presence should not be limited to the duration of the online lessons.** Just as in the normal educational process (face-to-face teaching) the teacher is available to students and their parents during breaks or regular office hours, or other in-person meetings as needed, in the virtual education process it is necessary to provide opportunities and follow-up with participants.

### DETAILS

**Students should feel as if the teacher (instructor) is right there with them.** The course shouldn't feel like it's running on auto-pilot. Students feel more connected to instructors who talk to them, as if in a one-on-one conversation, via instructional videos. Videos also relay a sense of an instructor's personality—another means of connection with the audience.

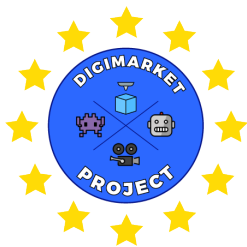
If a student hasn't logged into the session for a while, teachers should contact them to see what's going on. **The student may need help or encouragement.** These touchpoints will help students feel less isolated and less likely to abandon the course.

**Instructors should make it easy for students and parents to get in touch with them** via email, or other platforms. A regularly scheduled "office hour" encourages students to speak up if they have issues or questions.

If you have a larger group or class, consider **splitting the class into parts and working with smaller groups** at the same time. For example, if you have a class of 26 students who are scheduled for 2 lessons per week, divide the class in two (according to some criteria) and work with each group for 1-1 hour and produce additional video material that the students can work on independently. This will also make it easier to differentiate within the class (group).

It may also help to **involve**, at least occasionally, **a colleague or teaching assistant** who can work separately in a virtual small group during the online lesson with those who need more or different attention.





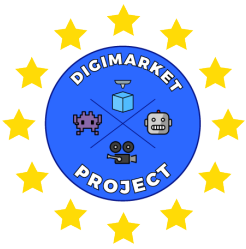
## STEPS TO FOLLOW

1. **When teaching online, don't try to replicate physical classroom work!**
2. **Structure the course material** according to which parts can be worked through by the students independently or on the basis of pre-recorded video instructions, and which points require personal, live participation.
3. **Plan** how you can divide the class into **smaller groups** and how you can use the time available.
4. **Find a colleague** with whom you can support each other's online classes.
5. **Assess** what **technical possibilities** are available to you, whether you can divide the class into parallel groups working independently on the virtual platform. Can you move between the virtual rooms of each group?
6. If you know the learners in the class, group them according to how much help, constant support they need, whether and to what extent they are able to work independently, to do autonomous activities, to progress. If you don't know the pupils that well, try to assess this during the first few sessions. Be aware that this may change over the learning process, and a student who previously performed well independently may require closer attention and a child who was previously less motivated in classroom work may find wings in the online space.
7. **Establish rules and transparent frameworks** for both students and parents. They need to feel that you are available and that they can reach you for support within a reasonable time. Have clear and enforceable commitments and timeframes that they can count on. For example, you will respond to email messages within 24 hours, arrange a face-to-face online meeting within 3 working days.

## LINKS, EXTERNAL RESOURCES

1. <https://www.ispringsolutions.com/blog/student-engagement-in-online-learning>
2. <https://www.niu.edu/citl/resources/guides/increase-student-engagement-in-online-courses.shtml>





### 3. REVIEW LEARNING OUTCOMES

#### CHALLENGE TO RESPOND ON

In the preparation phase and also during the teaching, it is very important that **pupils know and understand what learning objectives have been set** and what they will achieve in the lesson. In the classroom, we have a large wall space where we can visually display what the learning objectives are and each pupil can individually monitor their performance using a variety of visual aids. All this is not available when each learner is elsewhere, in his or her own, often less than ideal, environment.

**Learning objectives are fixed cornerstones that give direction, a sense of security and stability, and a clear sense of what to expect, so it is as important to visualise them in a virtual environment as in face-to-face teaching.**

#### DETAILS

The instructor's introductory video should also review the learning outcomes for the course. These learning outcomes should be included in the course description so students know what to expect and whether the course is right for them.

**Students want impact, not information.** Tell them what they'll be able to do after taking the course/lesson, not what information the curriculum contains. Remind students throughout the course/lesson about the results they can expect if they stick with it.

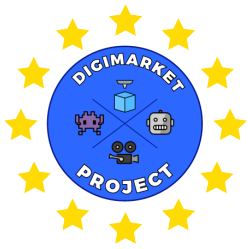
Teachers should explain the purpose of each activity and connect it to the learning outcomes for the course/lesson. **If students know why they're doing an activity and how it will impact them, they're more likely to invest themselves in it and complete the work.**

**Outline the learning objectives in the presentation** supporting the lesson or in the invitation with the link to the lesson and refer to it during the lesson.

**Create a poster** to send to students (digital or printed) and ask them to display it on the wall, creating a part of the classroom in their home.

#### STEPS TO FOLLOW

1. Create **detailed and meaningful** learning outcome descriptions for each lesson.
2. **Before starting** an activity, point out the learning outcomes they will achieve and **how they can apply them in their current or future lives.**
3. At the end of a given phase, **review what they have learned and what learning outcomes they have achieved.**
4. **Create** a digital or paper **visualisation** and distribute it to the learners. This will enable them to keep track of their own learning processes and achievements.

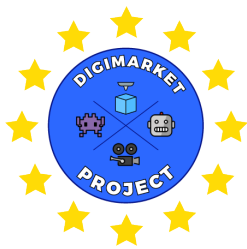


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## LINKS, EXTERNAL RESOURCES

1. <https://www.ispringsolutions.com/blog/student-engagement-in-online-learning>
2. <https://www.niu.edu/citl/resources/guides/increase-student-engagement-in-online-courses.shtml>





## II. DURING THE LESSON

### 4. PRESENT CLEAR AND ORGANIZED LEARNING MATERIALS

#### CHALLENGE TO RESPOND ON

Virtual learning environments also challenge learners in terms of what background materials they use, in what format, how they are stored and how they can access them. While in the classroom, the teacher's function is to make the books, notebooks and resources needed for learning easily accessible and logical to use, in the online learning environment this is also out of the teacher's control.

For some of the students on the course, the home environment may not be ideal at all to serve as a relaxed learning space, they may not have a desk or a desk that is suitable, they may have several people using the same computer and this may be a barrier to accessing the digital or paper content used in the learning process.

#### DETAILS

With well-organised and easily accessible learning materials, we reduce the stress on students. If their energy and attention is diverted from engaging in the learning process to finding the right content in the myriad of source materials, the opposite effect is achieved. We also need to take into account the stress caused if they feel that they stand out from their peers because they may not have the wide range of tools that we expect them to use.

These disadvantages are much less pronounced in the classroom, but online education magnifies the social and economic differences that we as teachers have to be very attentive to.

We should use a single platform consistently throughout our course, not inundate students with different options each time. Even if we may find a better platform along the way, we should not switch, but continue with the application and system we started with.

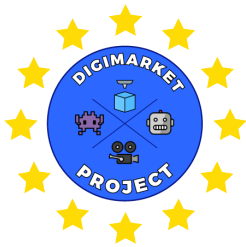
Consistently use the same system for naming files and make it meaningful and clear. Make it clear to the learners what they will find, where they will find it, show them, and prepare information material on this beforehand.

If it is physically necessary to use a textbook, workbook, other tools, experimental equipment, then only design something that all pupils can produce with certainty and make sure that the quality of the equipment used is never the main focus.

#### STEPS TO FOLLOW

1. **Identify the tools and learning materials** you need and make a list in advance of what you will need.





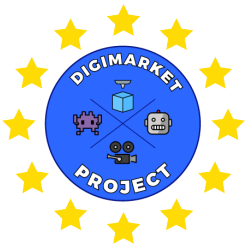
2. Before each lesson or teaching session, send a **reminder checklist** to students, clearly identifying what they will need.
3. Make it clear to the learners that if they cannot find or produce something, they can indicate this in advance and we will help them with **alternative solutions**.
4. **Files stored** on the platform used for virtual classroom work should be organised into a **logical directory structure**, with file naming to help them to be easily found.
5. **Do not modify your system on the fly!**

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## LINKS, EXTERNAL RESOURCES

1. <https://digitalcommons.sacredheart.edu/edl/11/>
2. <https://www.ispringsolutions.com/blog/student-engagement-in-online-learning>





## 5. USE SPACED LEARNING, CONSIDER THE 10 MINUTES ATTENTION SPAN

### CHALLENGE TO RESPOND ON

In 2020, as COVID-19 disrupted traditional K–12 education, even the most experienced teachers felt suddenly thrown back into their first day, or first years, of teaching. Appearing in their virtual classrooms, many teachers found themselves looking at an array of squares on a screen, some with students looking back, some with a bare desktop and chair, some missing entirely. For many, this new environment felt foreign as their go-to strategies in the classroom setting did not seem to translate readily online. As a result, teachers were left with many questions and few clear answers. In face-to-face settings, teachers typically rely on perceiving and responding to overt student behaviours as evidence of their attention. In an online setting, teachers may be able to see only a student's head and shoulders at most, which limits the information available. In these circumstances, teachers must turn to other sources of input.

### DETAILS

**Many of the strategies that teachers use to increase student engagement in face-to-face classrooms can also be adapted to structure online teaching.** For example, it is important to recognize the types of learning for which synchronous (active online) and asynchronous (offline) modalities are advantageous and to use each modality strategically.

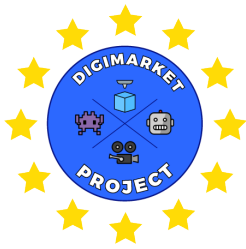
**The synchronous format** is useful for introducing new topics, discussing complex ideas and challenging work, and promoting collaborative learning and student-teacher interactions. One of the disadvantages of the synchronous format is that students might find it difficult to remain engaged for long durations, and teachers should expect the duration of engagement to drop with age—ninth-graders will be able to stay engaged longer than fifth-graders, fifth-graders longer than third-graders, and so on.

**Asynchronous learning** could be used to reinforce what was taught and discussed during synchronous sessions and for tasks and activities that can be self-paced and that might require more time to complete, such as long-term projects. Because students work independently during asynchronous learning, it is important to break up activities into smaller chunks as well as to vary the types of activities, such as answering questions after watching a brief video or writing a short essay after reading assigned pages of a book. Asynchronous learning also has the advantage of promoting student self-regulation and sense of control over the learning process, factors known to increase student engagement.

**Make course content easy to digest and retain by delivering it in bite-sized chunks.** Neuroscience has proven that our attention span is 10 minutes. After that, our attention starts to wane. **Chunking content into ten minute segments and then allowing learners 10 minutes to digest is the best way to learn.**







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## STEPS TO FOLLOW

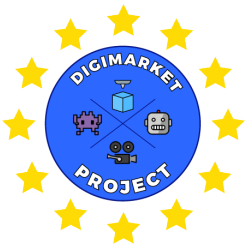
1. Build the lesson in units of no more than **10 minutes**.
2. The consecutive units should be **different**.
3. Wherever possible, focus the activity on a **real-life problem**.
4. Use **visual** cues, pictures, videos.
5. Use questions to **activate the learners**.
6. Create an **emotional connection** between the learners and the topic.
7. Use **storytelling**.
8. Bring together **controversial**, astonishing things that grab the learners' attention!

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## LINKS, EXTERNAL RESOURCES

1. <https://www.ispringsolutions.com/blog/student-engagement-in-online-learning>
2. <https://www.shiftelearning.com/blog/bid/351150/10-things-that-learners-pay-attention-to-and-how-to-use-them-in-elearning>
3. <https://ewyse.agency/blog/why-attention-spans-are-short-and-five-useful-tricks-that-show-how-online-learning-can-improve-them/>





## 6. GET STUDENTS TO TAKE ACTIONS

### CHALLENGE TO RESPOND ON

Students' classroom activity and participation in the virtual space lags behind that of face-to-face teaching. This is clearly due to the fact that in front of a screen, it is more difficult to connect with the subject matter, to get involved and to feel the impact of the community. At the same time, a fundamental pedagogical assumption is that as student activity increases, so does learning effectiveness and engagement.

### DETAILS

Activating students is important to take into account when you design and develop your instructional strategies. Activating students is already often a challenge in a face-to-face setting. Variation in activities is key here. But what can you do in a distance situation?

The active learning strategies you select should serve the course learning objectives for your students. Remember, the goal of active learning is not simply for your students to do things, but to also think about what they are doing. As you learn more about the following strategies, consider how effective each would be in promoting the learning you desire from your students.

Here are some questions to think about when selecting an active learning strategy:

- What skill should my students be able to perform by the end of our online class session?
- Which active learning strategy will allow my students to practice this skill?
- When will my students encounter and engage with information and ideas? When will they reflect on what they've learned? (Any of these active learning components can be done before, during, or after the online class session.)

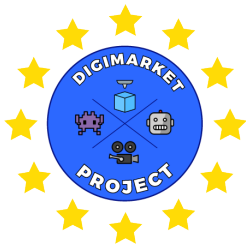
Help students cross the knowing-doing gap by having them immediately apply what they've learned. Each lesson should consist of a piece of information and a student action. These actions could include:

- Participating in an online forum.
- Providing examples or scenarios.
- Solving a problem.
- Writing a short essay or opinion piece.
- Having a conversation (online or offline) with a fellow student.
- Reviewing what they've learned in notes or journaling.

### STEPS TO FOLLOW

1. **Use polling:** polling is a quick, easy way to check the opinions or thought processes of your students by posing a statement or question and gathering their responses in real time.





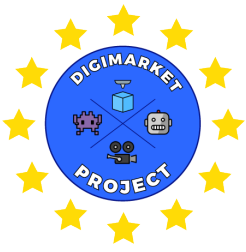
2. **Think-Pair-Share:** this active learning strategy involves posing a short problem, scenario, or question to your students and giving them the time and opportunity to complete the following steps:
  - Think through the problem, scenario, or question individually.
  - Pair with a partner to discuss.
  - Share their findings or takeaways with the rest of the class.
3. **Minute Paper:** A minute paper is a short “paper” that students individually complete in a minute (or more realistically, under five minutes) in response to a given prompt. Minute papers provide students with opportunities to reflect on course content and disciplinary skills as well as their self-awareness as learners. This active learning strategy simultaneously allows you to quickly check your students’ knowledge. Minute papers can be assigned at the start, during, or at the end of your online class session as you see fit.
4. **Small group discussions** are one way for your students to delve more deeply into a given problem or issue. You can pose an open-ended question or problem, or provide your students with a scenario or case study to work through. The duration is dependent on the task. Groups can then present their results or findings to the rest of the class.
5. **Short presentations** provide an opportunity for students to engage in peer instruction. This type of activity invites students to synthesize and communicate their knowledge. Students can be asked to research an issue of interest to them that is related to the course topic or work on a problem outside of class, and to present their findings during an upcoming online class session. This allows students to link course content with their own interests and lived experiences, and learn from their peers.

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## LINKS, EXTERNAL RESOURCES

1. <https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/active-learning/>
2. <https://www.utwente.nl/en/telt/online-lectures/online-pedagogy/design-develop/activating-students-online/>





### III. SOCIALIZE STUDENTS

#### 7. BUILD A LEARNING COMMUNITY

##### CHALLENGE TO RESPOND ON

**A supportive and collaborative learning community helps students acquire and retain knowledge. Even though they're alone while reading coursework and watching videos, they're not working in isolation. The community helps to instill a sense of belonging and camaraderie which keeps students engaged and motivates them to persevere.**

Because of the community's discussion forums, students have the opportunity to develop relationships with fellow students. They soon realize they're all in it together and can rely on their mutual support system when having trouble. A learning community holds each other accountable. You don't want to be the one who doesn't show up to do the work.

An online course and community is a more comfortable environment for introverts than a traditional classroom setting. They have time to think about what they want to say before 'raising their hand.' They can refine their comments before clicking the 'send' button.

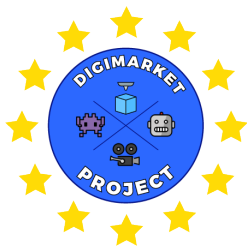
A learning community is a safe space where students can share ideas, take risks, and ask for help. At the start of the course, instructors should review community guidelines—the standard for all your online programs. Instructors and students share the responsibility for maintaining a safe and productive community space.

##### DETAILS

**Online learning communities can be educationally and personally fulfilling when students approach their courses with a commitment to initiate, respect, value, and fully engage in the material, dialogues, and group work.** Much has been written about the importance of the relationship between students and faculty in online courses. More and more attention is being given to the tremendous influence of the online peer community.

The concept of peer learning recognizes that students are an important source of knowledge in addition to faculty and course material. Students are not passive receptacles to be filled with information, instead, they are active learners. Being a member of a learning community means engaging in reciprocal learning activities, soaking in new ideas and sharing perspectives and experiences to make meaning of the information. Learning happens through discussion, reflection, collaborative teamwork, and most importantly, taking initiative and responsibility to listen, question, and think critically within the community of fellow learners.





Active learning helps information go from short-term to long-term memory. Information doesn't stick when it's received passively and nothing further is done to recall it. For information to become knowledge, learners must engage in activities that help them make meaning of the content they've digested.

A learning community helps put that information in context. In discussion forums, students recall information to answer the instructor's or classmates' questions, participate in discussions, help explain difficult concepts, go deeper into a subject, or pursue related topics.

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### STEPS TO FOLLOW

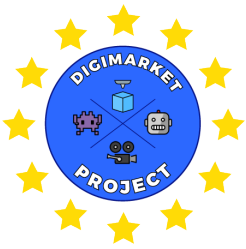
1. Plan time and space for students to meet and talk outside the classroom.
2. Establish the rules for the virtual community space.
3. Plan conversations around a specific topic, when students can share their thoughts on it.
4. Allow space for free, informal conversations, but supervise the conversation and guide it in the right direction.
5. Hold weekly video chats, 'live' teacher's hours, when students can come to you and share their questions, problems and successes.

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### LINKS, EXTERNAL RESOURCES

1. <https://blog.online.colostate.edu/blog/uncategorized/the-importance-of-building-online-learning-communities/>
2. <https://www.wbtsystems.com/learning-hub/blogs/improve-student-success-online-learning-community>





## 8. PROVIDE AND REQUIRE FEEDBACK

### CHALLENGE TO RESPOND ON

In conventional classroom settings, teachers and students can interact easily, having discussions in real time without any risk of “technical issues.” This creates countless opportunities for educators to provide incisive feedback — opportunities which may seem harder to find in a virtual teaching space.

### DETAILS

Feedback helps students feel a sense of progress and rescues them from isolation. Instructors, TAs, or peers should provide feedback on all assignments with suggestions for improvement and kudos for good work. To convey a personal sense of connection, instructors should use video every now and then to deliver feedback.

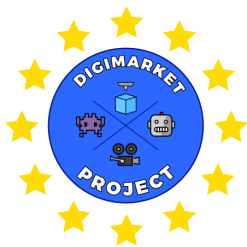
Remind participants that everyone watches their behaviour in online community discussions. You should model the type of responses and feedback you want students to give each other. Draw students out in discussions. Ask them to go further, elaborate, or think of the topic from another angle—anything that helps them revisit what they’ve learned and make it stick.

Examples of obstacles and challenges that educators can face when providing virtual feedback include:

- Encouraging students to provide peer feedback. Not all feedback needs to come from the instructor. In fact, students can benefit more from hearing a range of commentary, including feedback from their peers. However, the virtual format of online courses may cause students to hold back their opinions.
- Ensuring that feedback is personalized. Depending on what sort of learning management system (LMS) you’re using, it may be challenging to direct personalized feedback toward individual students, rather than sharing comments publicly.
- Ensuring that feedback is timely. Teaching can place enormous demands on educators’ time. In many cases, workloads are heavy, yet resources are limited — factors that can make it difficult to provide students with timely feedback.

Obviously, assessments are about more than just grades. When meaningful and well-constructed, they help students gear up for success by challenging them to reflect, interact, and apply their knowledge to answer questions, solve problems, and communicate information.

The best method to use will vary, based on the learning needs and objectives. For example, an online quiz will be appropriate if your goal is to measure knowledge gains quickly. But if you want to test your students’ interviewing skills, you’re better off using a dialogue simulation.



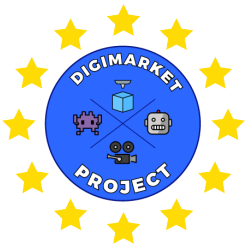
## STEPS TO FOLLOW

1. Plan the necessary assessment points for the curriculum, the formative and summative assessments.
2. During each online learning session, provide feedback of some kind on the learners' activities, performance or even your own performance.
3. Give learners the opportunity to give feedback at every session.
4. Feedback from learners can be about their own activities, their experiences, their achievements in the learning process, the work of the teacher, each other, or any other circumstance that plays a role in the learning process and that can be influenced.
5. In online assessments, use a variety of methods, including the following:
  - online quizzes
  - essay questions
  - drag&drop applications
  - online interview
  - simulated dialogue
  - online voting
  - gamified activities
  - peer review
  - forum posts

## LINKS, EXTERNAL RESOURCES

1. <https://www.nu.edu/blog/how-to-provide-effective-online-course-feedback-to-students/>
2. <https://www.niu.edu/citl/resources/guides/increase-student-engagement-in-online-courses.shtml>





## IV. MAKE FUN

### CHALLENGE TO RESPOND ON

Online education is an opportunity, but in recent times it has been more of a constraint, especially for young learners. Suddenly, overnight, they are disconnected from the familiar school environment and deprived of the social experiences that have one of the greatest impacts on their daily lives. Their friends, the laughter, the funny situations, the experiences all changed. But for children, the most important and effective way of learning remains play, even when they are temporarily confined to a screen.

Practising teachers and parents around the world have reported that their children's psychological and mental health has deteriorated and an increasing number of children and adolescents have reported depressive symptoms. The reasons for this are manifold, but it is important that the learner finds pleasure in what he or she is doing, even if it is just a small burst of joy, a short game or a funny situation.

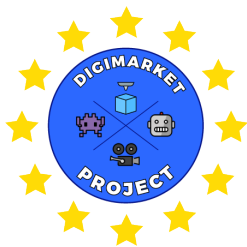
### DETAILS

Basically, what works offline also works online. The challenge is how to transfer best practices to the virtual space. There are countless ways to do this, using the creativity of the teacher, but the main advice is to try surprising, unexpected things that are safe and do not inconvenience any of the participants. Remember that all pupils are in the same conditions in school, where we provide the conditions. However, there can be big differences in the opportunities for each pupil in online education.

Here are some ideas to get students excited and get the classroom atmosphere going.

- a) Scavenger hunt: give students 3-5 minutes to find something in their room/home.
  - a. E.g. put something on their head (hat, kapal, towel, turban, paper basket...);
  - b. find something that rhymes with "purple";
  - c. something that is soft/that is blue/that you can drink, etc.
- b) Theme days: plan the day around a theme that the children can simply prepare for, that will make them excited.
  - a. E.g. Monday - my favourite sport (wear something or create a wallpaper), Tuesday - red day (dress in red, decorate your background with red things, Wednesday - pyjama day (set up a picture in pyjamas as a profile picture), Thursday - my favourite book (display a character or feature from your favourite book) - Friday - pets day (display real or imaginary pets)
- c) Let's play! Play and tell stories with the class.
  - a. Each student builds a LEGO/draws on paper a character from a chosen fairy tale and we tell the story while the children illustrate the story with their own characters.





- b. You can also form groups and each day a different group entertains the others with the story.
- d) Create a digital comic book of the lesson, showing the elements of the curriculum.
  - a. Have the pupils create a digital comic book on a given topic, which can be exhibited.

## STEPS TO FOLLOW

1. Find a fun activity **for every day** that your pupils will enjoy.
2. Most importantly, they should **laugh and be happy** while doing the activity.
3. Also give them a chance to **calm down** after the fun and games. To do this, **relax** together and listen to soothing music.
4. Make the fun part **the same time** each session and **develop a system** for this.
5. If someone doesn't feel like playing, **give them a choice**.

## LINKS, EXTERNAL RESOURCES

1. [https://mta.hu/tudomany\\_hirei/a-covid-19-jarvany-hosszabb-tavu-pszichologiai-hatasai-kulonos-tekintettel-a-gyerekekre-2-resz-111388](https://mta.hu/tudomany_hirei/a-covid-19-jarvany-hosszabb-tavu-pszichologiai-hatasai-kulonos-tekintettel-a-gyerekekre-2-resz-111388)
2. <https://unicef.hu/mentalis-egeszseg/kutatas>
3. <https://www.teachaway.com/blog/increase-engagement-in-online-classroom>
4. <https://www.timeshighereducation.com/campus/make-virtual-learning-fun-using-break-rooms-online-teaching>
5. <https://www.weareteachers.com/virtual-theme-week/>
6. <https://www.weareteachers.com/virtual-theme-week/>

