



Funded by the
Erasmus+ Programme
of the European Union



PREPARING STUDENTS TO FOLLOW AN ONLINE COURSE

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INTRODUCTION

This document provides professors with a checklist to follow before an online course starts, and make sure that the students are aware of:

- o the equipment they need in order to attend the course
- o the prerequisites in terms of knowledge and skills
- o any changes in the content and development of the course after it was transferred online

This information applies to all types of online teaching: synchronous, asynchronous or hybrid

1. Recommendations from the IDEA Quality Assurance Framework:

Course delivery

- Use a variety of tools to avoid broadcast (or one-way) type of lecturing



2. Examples and recommendations

2.a. Students are informed of which equipment should be used to follow and participate to the course

Using a variety of instruments augments the digital class and enhances the students' learning experience. These tools can be grouped in five major sets: hardware, communication, classroom management, content management, and additional resources.

1. Hardware

Special attention has to be paid on the infrastructure requirements and the technical devices which must be communicated to the learners well in advance. In addition to stable internet connection, communication device(s) should be in place to support the appropriate communication methods i.e., text, voice, video or mixed, as well as content delivery device(s) to support the appropriate presentation mode i.e., content editors, file uploading, screen sharing, video/audio sharing, live discussions, whiteboards and sketching.

2. Communication tools

Various communication tools should be used to support the use of text, voice, video and the mix of them in both, synchronous and asynchronous modes of interaction. For synchronous communication, the tools that can be used are:

- text – text chats, live Q&A sessions
- voice – voice channels, live discussion boards, breakout rooms
- video – video conference, online meetings
- mixed media – collaboration environments

For asynchronous communication, the tools that can be used are:

- text – email, discussion forums, offline discussion boards, Frequently Asked Questions boards
- voice – audio lectures, audio podcasts, audio messages and reminders
- video – video lectures, video learning content, educational snippets, films
- mixed media – rich web content, social media elements

3. Classroom management tools

The management of a digital classroom covers different phases and includes various steps that can be structured as:

- participants' enrolment, authorisation and authentication management
- class scheduling tools
- student information tools
- discussion / interaction moderation tools
- support infrastructure
- feedback tools
- assessment tools

4. Content management tools

The delivery of the learning content can be digitally supported also using a variety of tools, such as:

- digital content creation tools
- text / document editing tools
- presentation tools
- audio editors

- video editors
- interaction tools e.g., quizzes, tests, puzzles, online challenges (games), voting tools, polls
- teamwork tools e.g., document sharing tools, collaboration tools, change management systems
- digital content management systems
- learning management systems
- learning platforms and e-educational platforms

5. External references and additional resources

The learning experience can be enriched and extended outside of the classroom with the use of:

- e-Books
- online articles
- open scientific resources
- open educational resources
- infographics



3. Useful links and references

The links below are being provided as a convenience and for informational purposes only; they do not constitute an endorsement or an approval by the IDEA partners

All Aboard developed a “digital skills framework” in the form of a Metro Map that attempts to make sense of the increasingly complex digital landscape that can be found here: <https://www.allaboardhe.ie/>.

