



جامعة قطر
QATAR UNIVERSITY

مركز التميز في التعليم والتعلم
Center for Excellence in Teaching & Learning

Best-Practice Approaches for Teaching Online

(While Preserving Mental Health)

Dr. Chris Stryker

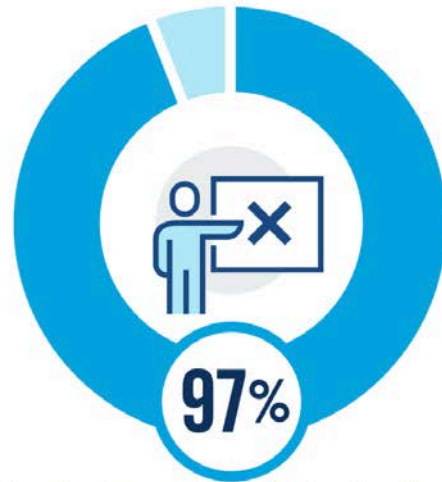


Coronavirus Disease 2019 Outbreak

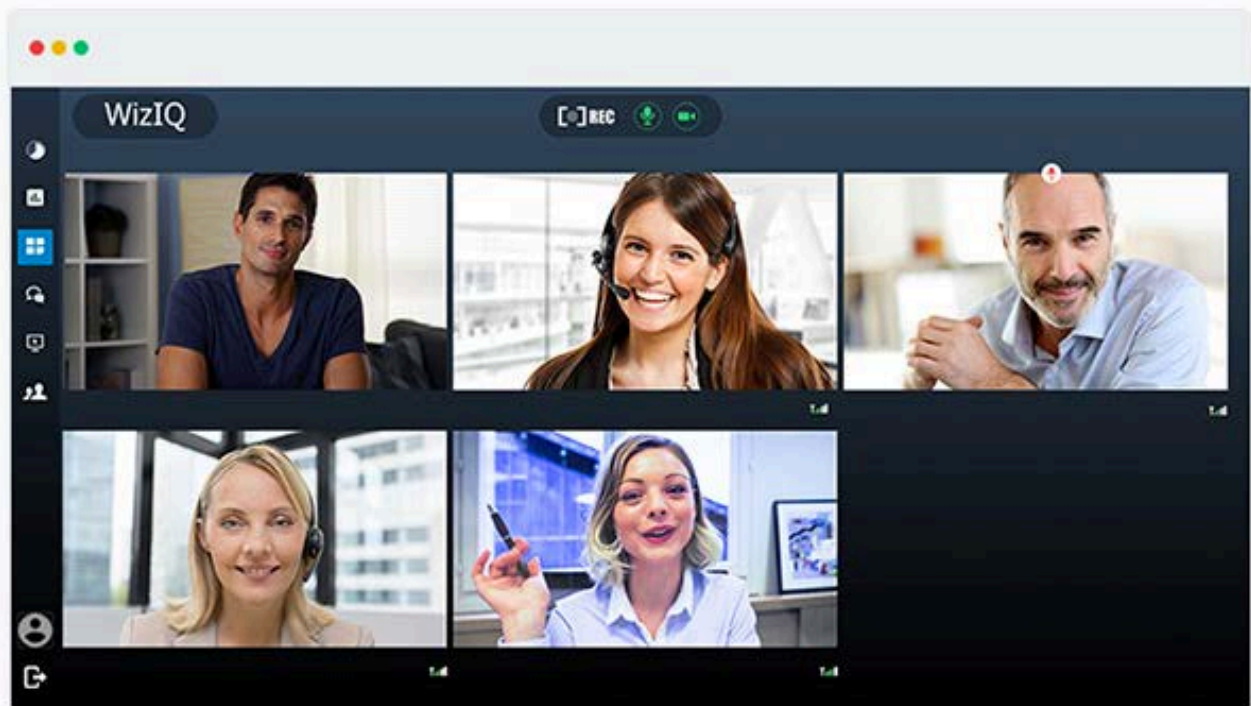
COVID-19



of institutions reported transitioning some or all of their classes online



of institutions reported using faculty with no prior online teaching experience for some of their courses





7 Stages of Grief

Shock	<ul style="list-style-type: none">• Initial paralysis at hearing the bad news
Denial	<ul style="list-style-type: none">• Trying to avoid the inevitable
Anger	<ul style="list-style-type: none">• Frustrated outpouring of bottled up emotion
Bargaining	<ul style="list-style-type: none">• Seeking in vain for a way out
Depression	<ul style="list-style-type: none">• Final realisation of the inevitable
Testing	<ul style="list-style-type: none">• Seeking realistic solutions
Acceptance	<ul style="list-style-type: none">• Finally finding the way forward



*I have GOOD news and
BAD news... which one
do you want to hear first?*

Parker J. PALMER



THE
COURAGE
TO
TEACH

EXPLORING THE INNER LANDSCAPE OF A TEACHER'S LIFE



LIFESTYLE

Kāpiti photographer recreates famous paintings in lockdown

23 Apr, 2020 5:04pm

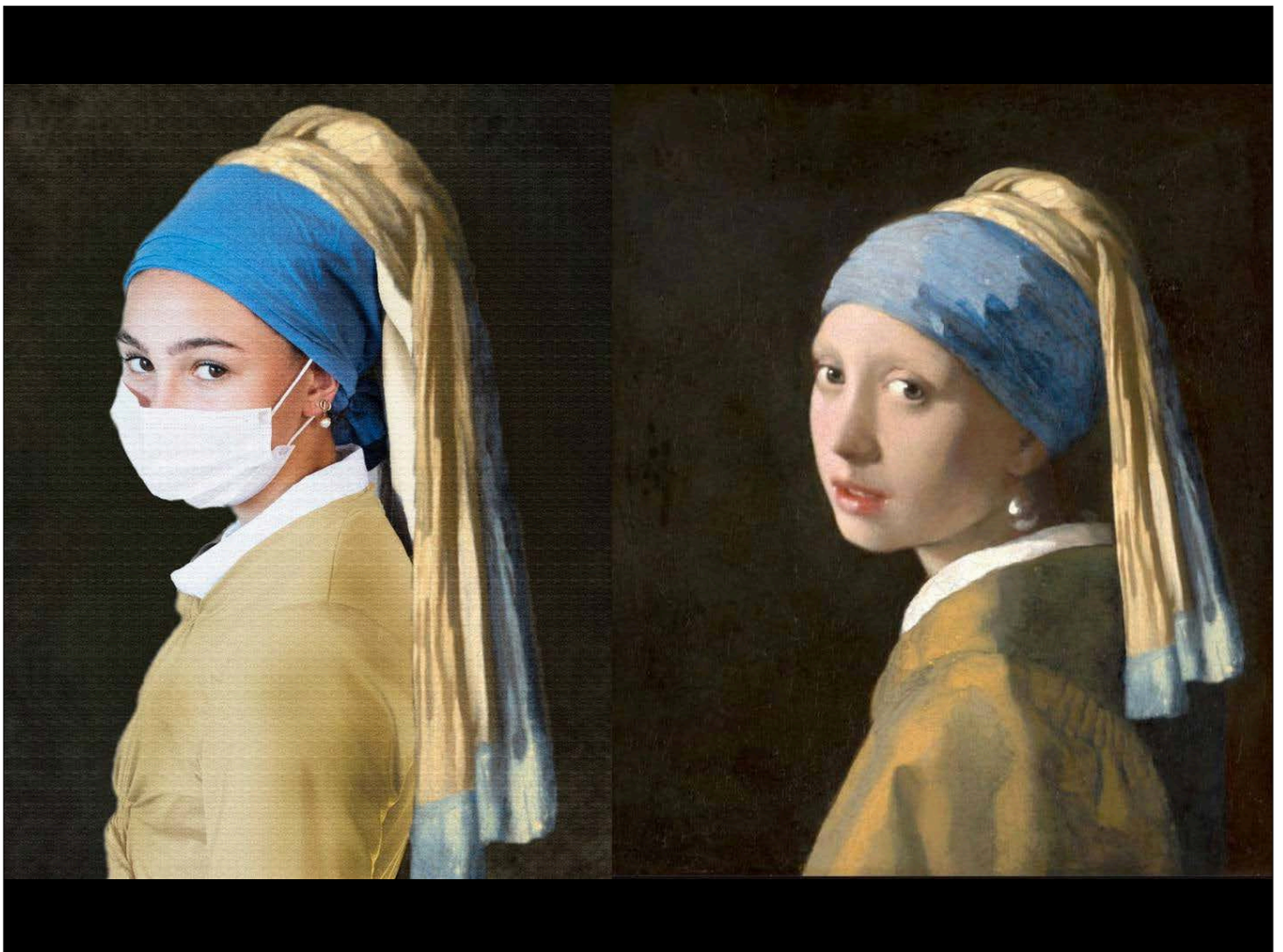
🕒 4 minutes to read

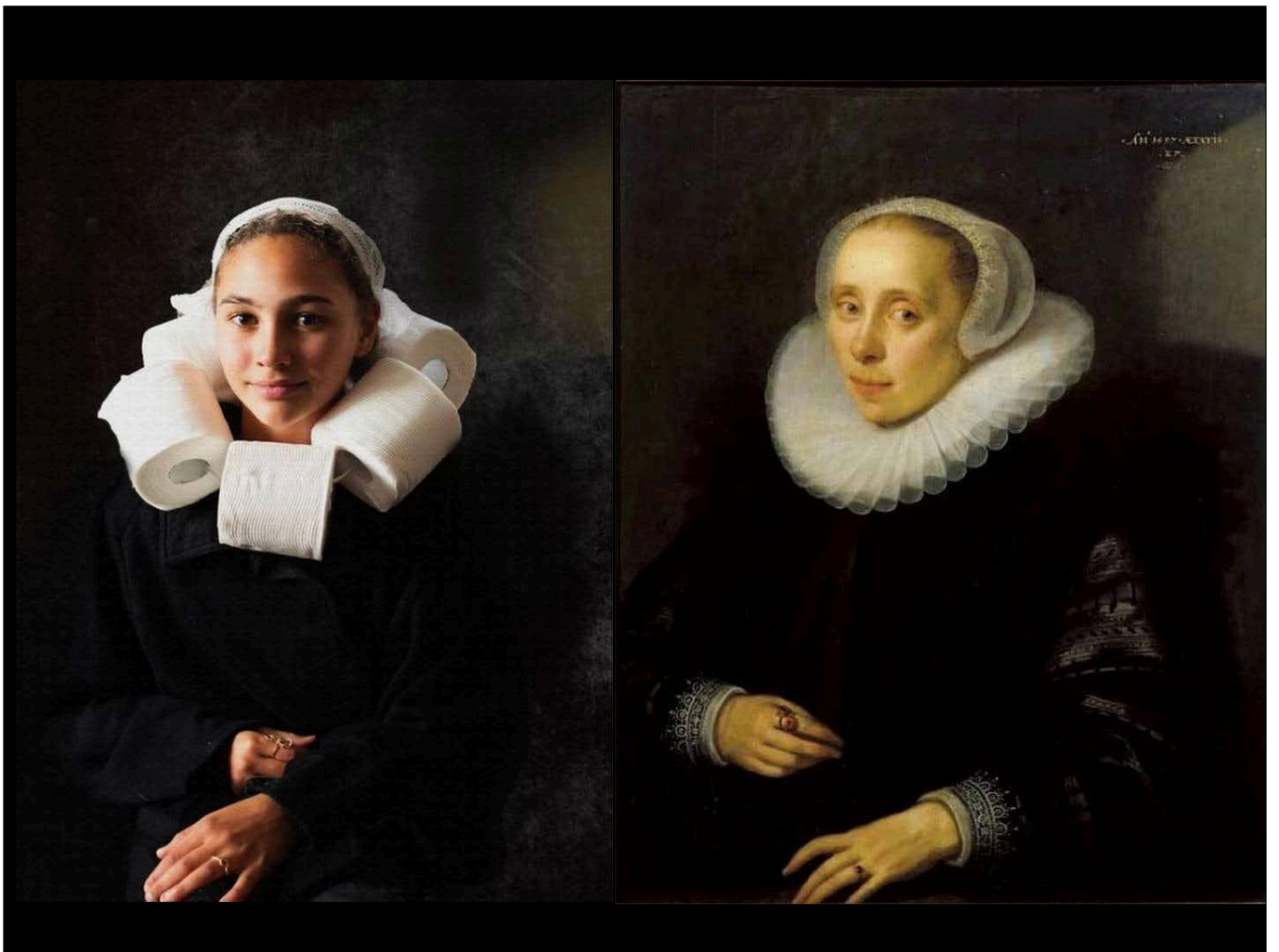


"What we are experiencing now is unprecedented in our lifetimes in New Zealand.

How we have handled it was something I wanted to capture, just as the paintings capture those things from the eras they were painted in."

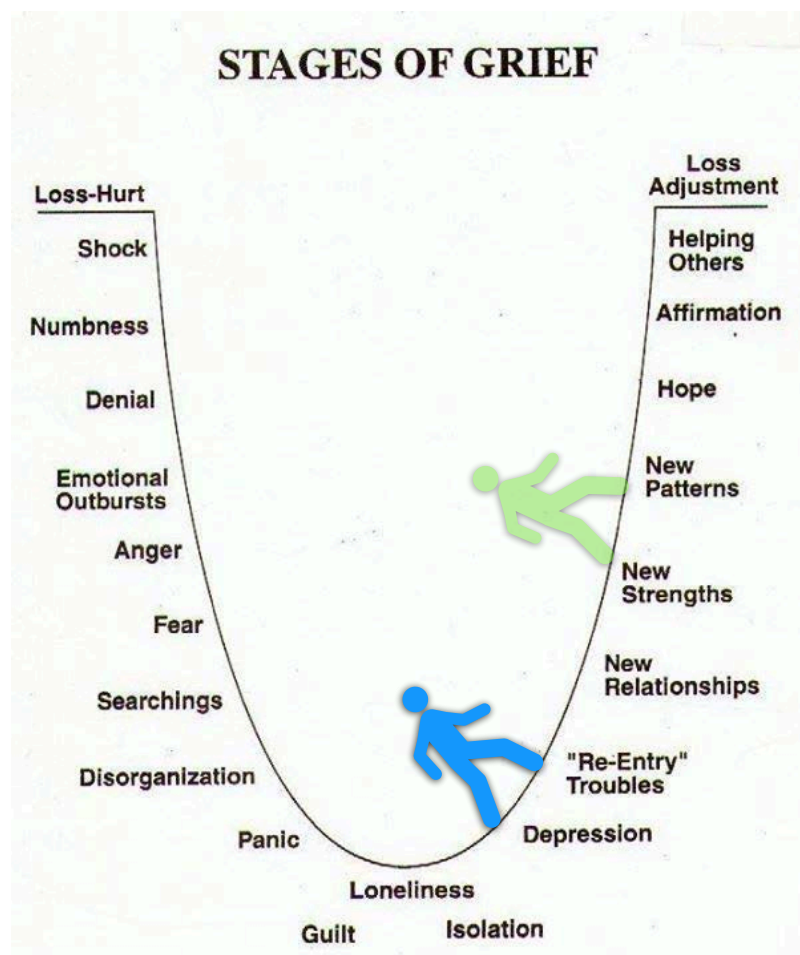
-Fairlie Atkinson





7 Stages of Grief

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SCIENCE

IF YOU'RE WORKING FROM HOME, MASTERING ONE MENTAL SKILL WILL KEEP YOU HAPPY

It's all about "psychological detachment."

It's about
"psychological
detachment."



SCIENCE

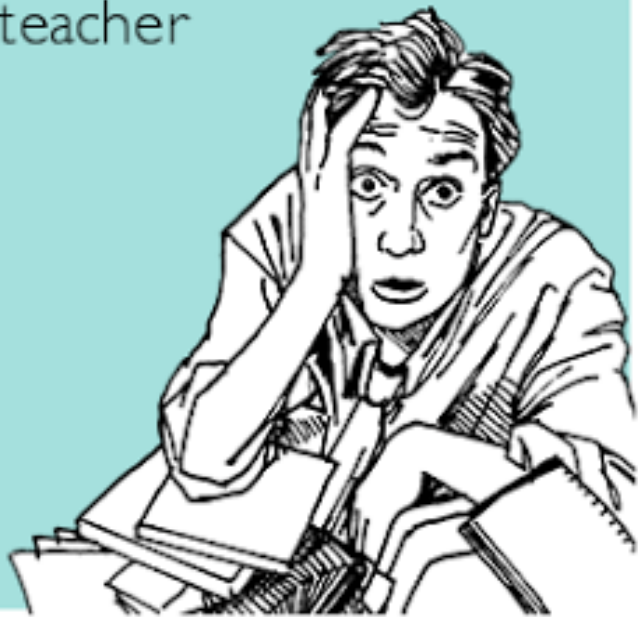
IF YOU'RE WORKING FROM HOME, MASTERING ONE MENTAL SKILL WILL KEEP YOU HAPPY

It's all about "psychological detachment."



There is no tired like
end of the year teacher
tired.

som^{ee}cards
user card



*I have GOOD news and
BAD news... which one
do you want to hear first?*

THE CHRONICLE REVIEW

Now Is Not the Time to Assess Online Learning

Good online teaching requires training, prep, and support. The current crisis provides none of that.

By Thomas J. Tobin | MARCH 25, 2020 ✓ PREMIUM



Harry Campbell for The Chronicle

In a recent *Chronicle Review* essay, Jonathan Zimmerman called the coronavirus outbreak a natural experiment during which colleges can, at last, perform research about the effectiveness of online learning. He claimed that the jury is out about "whether the move to online learning is good or bad for students" because

research to date is "marred by the problem of self-selection" and because colleges sell the convenience of online study while papering over how "people with less academic opportunity and skill were likely to suffer more from online instruction."

In short, the sudden shift to remote instruction in response to the coronavirus pandemic is not comparable to the online-course offerings in any other time period.

Comparing our current courses with fully planned and well developed online courses "is like deciding to give people a swimming test during a flood."

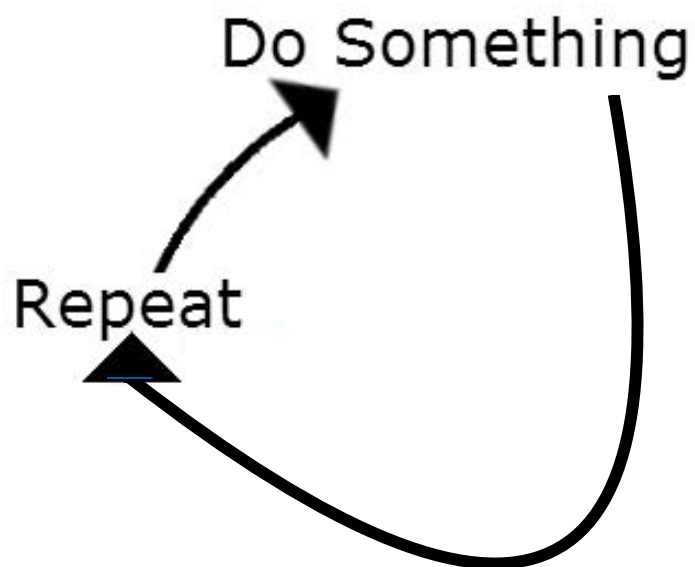
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"Rethinking how we do everything we do at a university is part of the process,"

-Edward J. Maloney, author of "Learning Innovation and the Future of Higher Education"

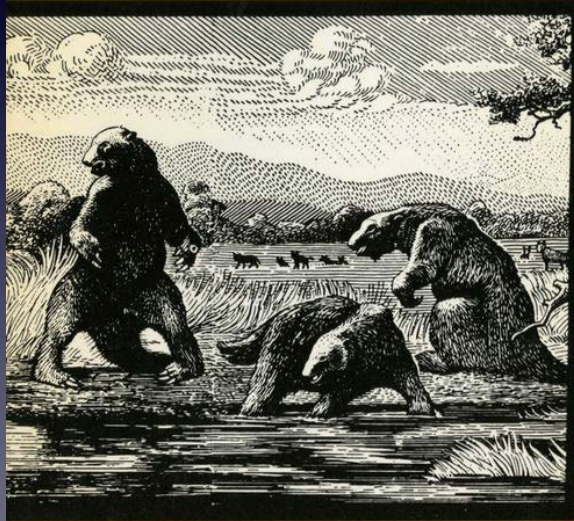




Was I the only one who had a
challenging transition
to only one function?

the mythical man-month

Essays on Software Engineering



Frederick P. Brooks, Jr.

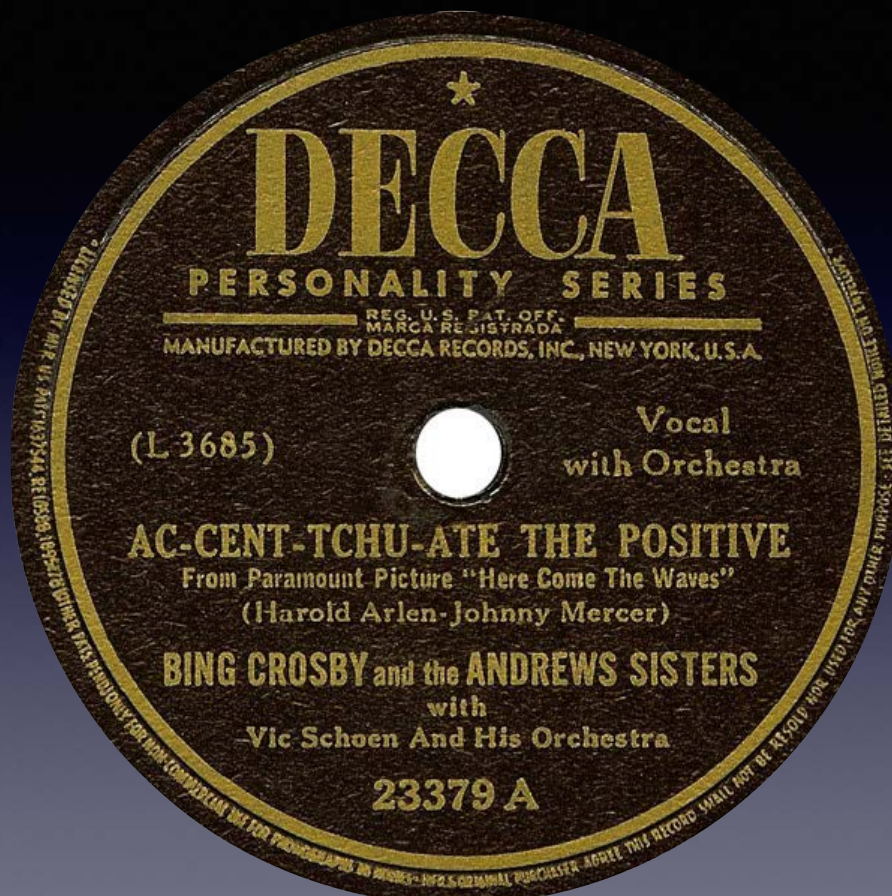
Throw One Away

"In most projects, the first system built is barely usable. The question, therefore, is not whether to build a pilot system and throw it away. You will do that anyway. Instead, plan from the start to build and throw one version away."

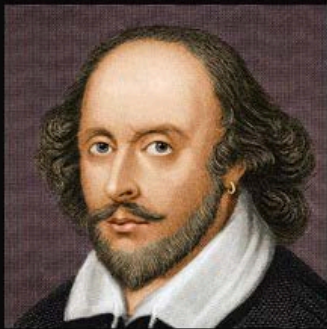
-Fred Brooks, The Mythical Man-Month

Within a given time frame, plan and try to achieve something worthwhile. Learn from the process and then throw it away.

Now, start rebuilding what has to be a better version, given the advantages of hindsight.



**ACCENTUATE
THE POSITIVE.
ELIMINATE
THE NEGATIVE.**



There is nothing so confining as
the prisons of our own
perceptions.

~ William Shakespeare





“Adversity is an opportunity for creativity,
because it forces one to dig deeper and
discover something new about oneself.”

-Dr. Paul Wong

“The Comfort Zone”





US Crime + Justice Energy + Environment Extreme Weather Space + Science

Universities begin considering the possibility of canceling in-person classes until 2021



By [Brian Ries](#) and [Meg Wagner](#), CNN

🕒 Updated 0613 GMT (1413 HKT) April 15, 2020



6 Ways College Might Look Different In The Fall

May 5, 2020 · 7:11 AM ET
Heard on All Things Considered



ELISSA NADWORNY



3-Minute Listen

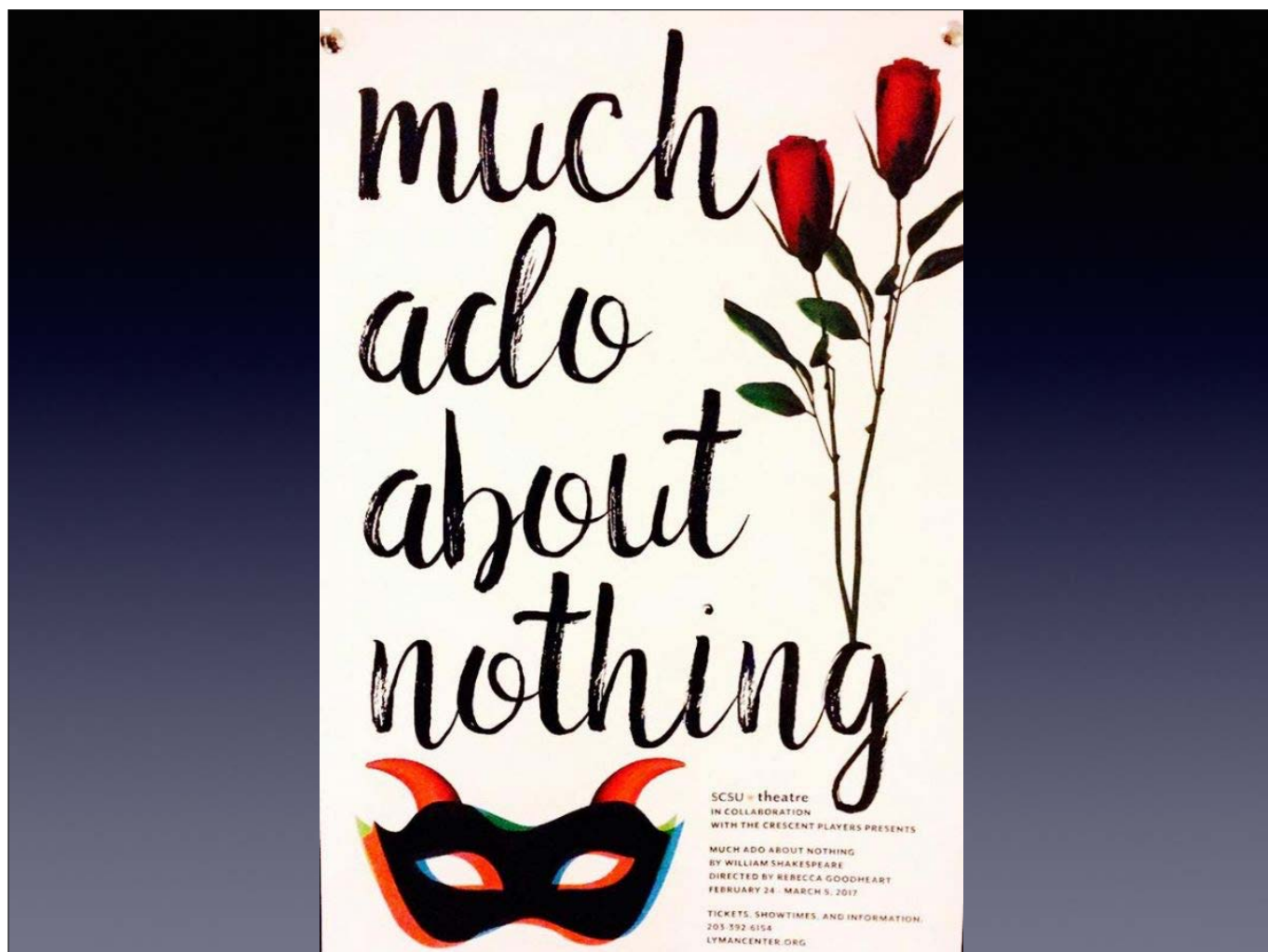
+ PLAYLIST

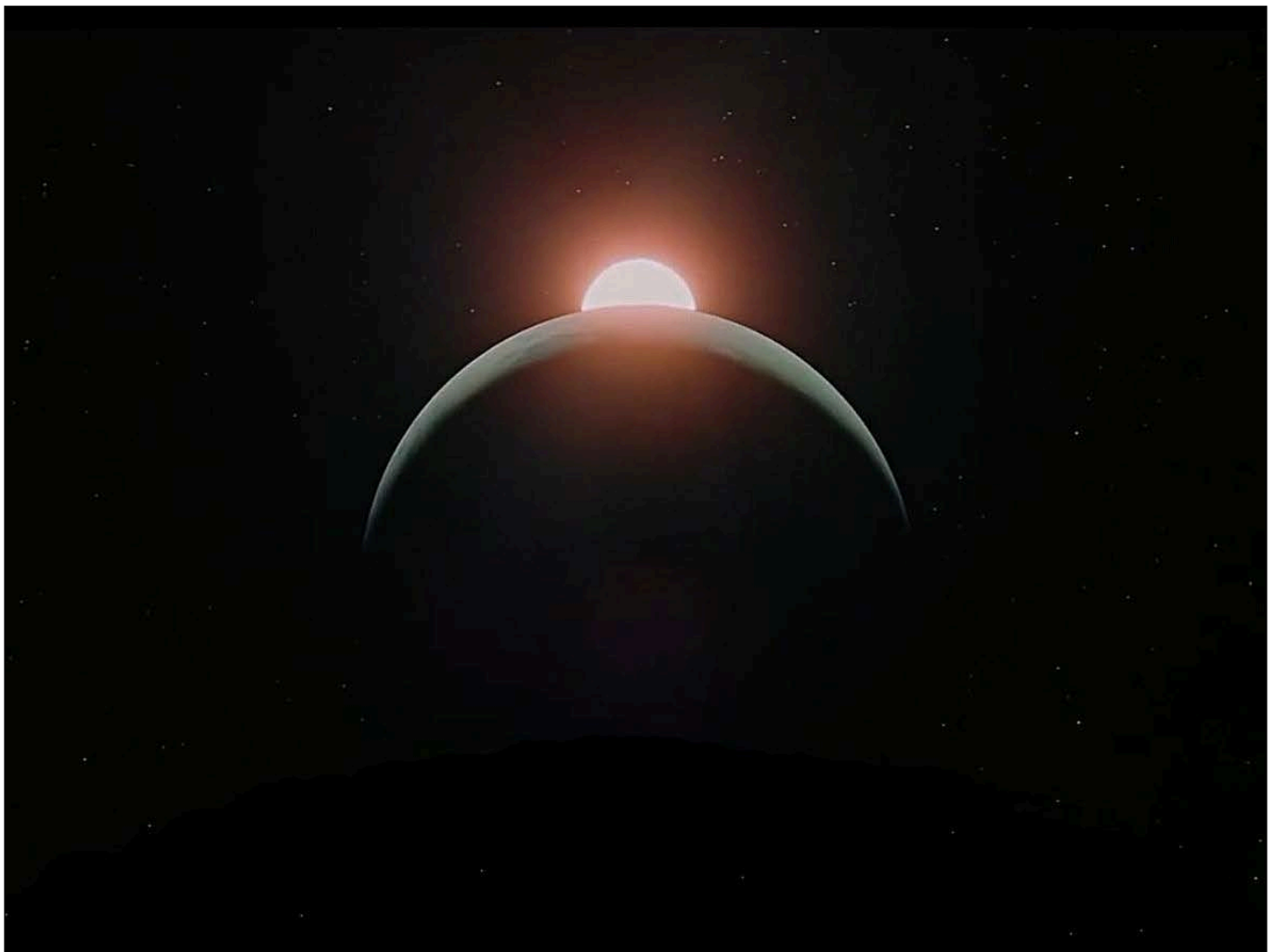


Hanna Barczyk for NPR

Possible Changes

- All Online
- Delayed Start
- Hybrid Courses (some Online, some F2F)
- Smaller "Block" Semesters
- Some Students, Not Others
- Modified On-campus Courses





Forbes

[Billionaires](#) [Innovation](#) [Leadership](#) [Money](#) [Business](#) [Small Business](#) [Lifestyle](#)

EDITORS' PICK | 83,440 views | Apr 13, 2020, 06:34am EDT

The Coronavirus Pandemic Has Unleashed A Revolution In Education: From Now On, Blended Learning Will Be The Benchmark



Enrique Dans Senior Contributor

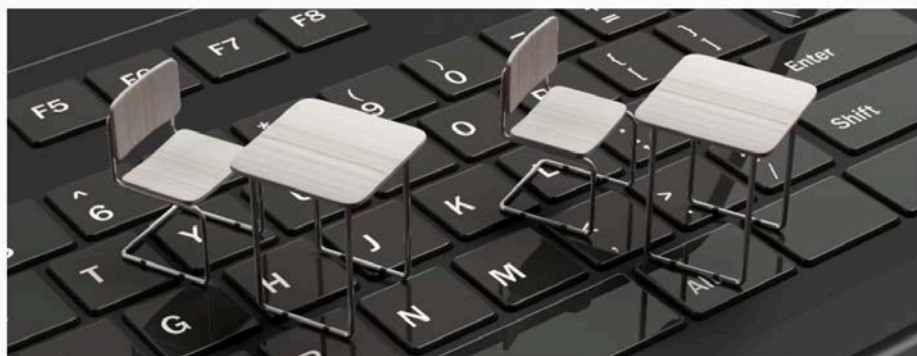
[Leadership Strategy](#)

Teaching and consulting in the innovation field since 1990

f

tw

in





Enrique Dans

Follow

Teaching Innovation at IE Business School since 1990, and now, hacking education as Senior Advisor for Digital Transformation at IE University. BSc (Universidade de Santiago de Compostela), MBA (Instituto de Empresa) and Ph.D. in Management Information Systems (UCLA). **Read Less**

"The change will be permanent: educational activity will no longer be face-to-face or online but a blend, able to move from one to another immediately fluidly, continually, through a student's life, way beyond the school, college or university years.

Institutions, academic directors, teachers or students who are unable to adapt will simply have no place in this new scenario."

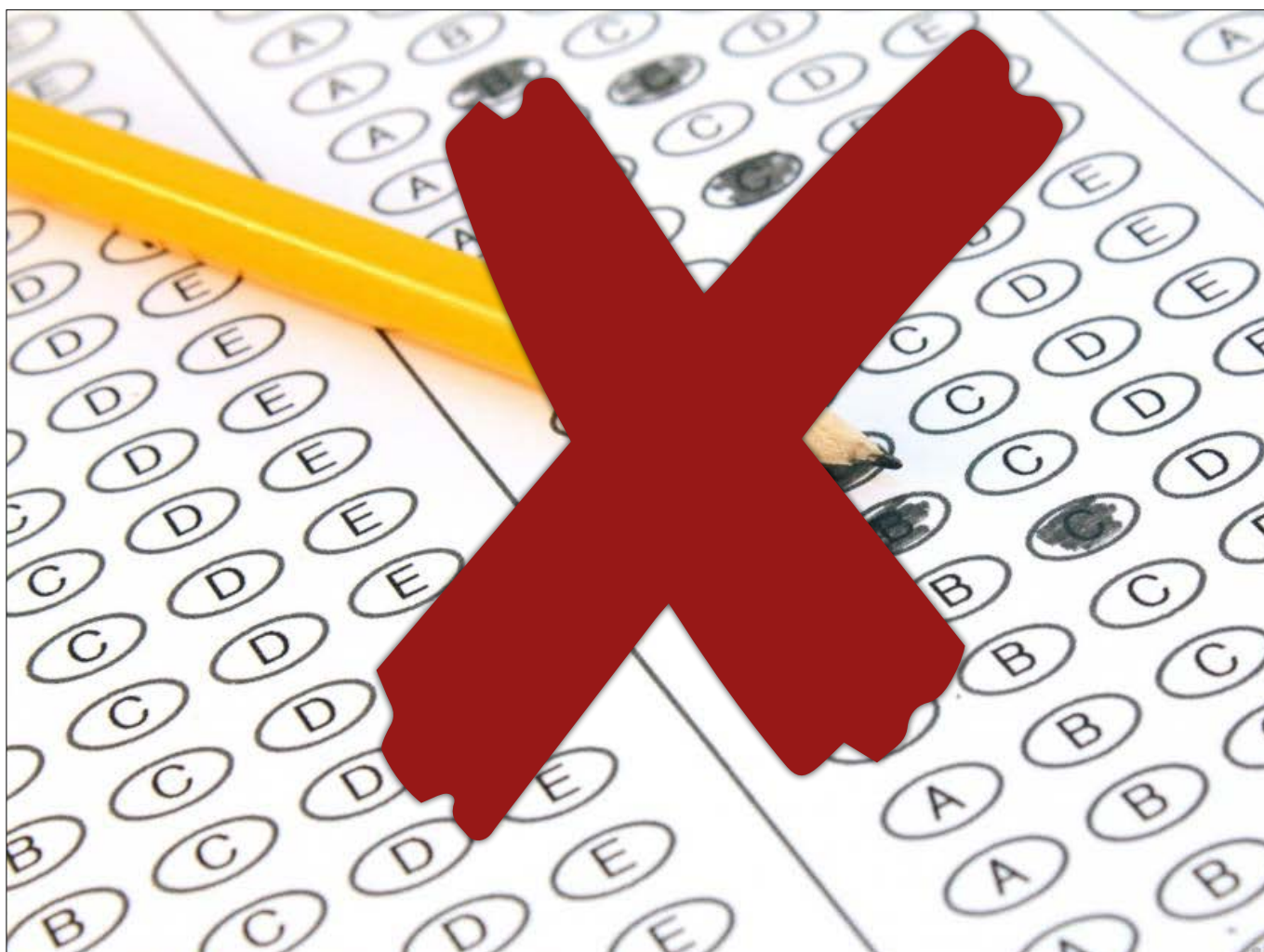
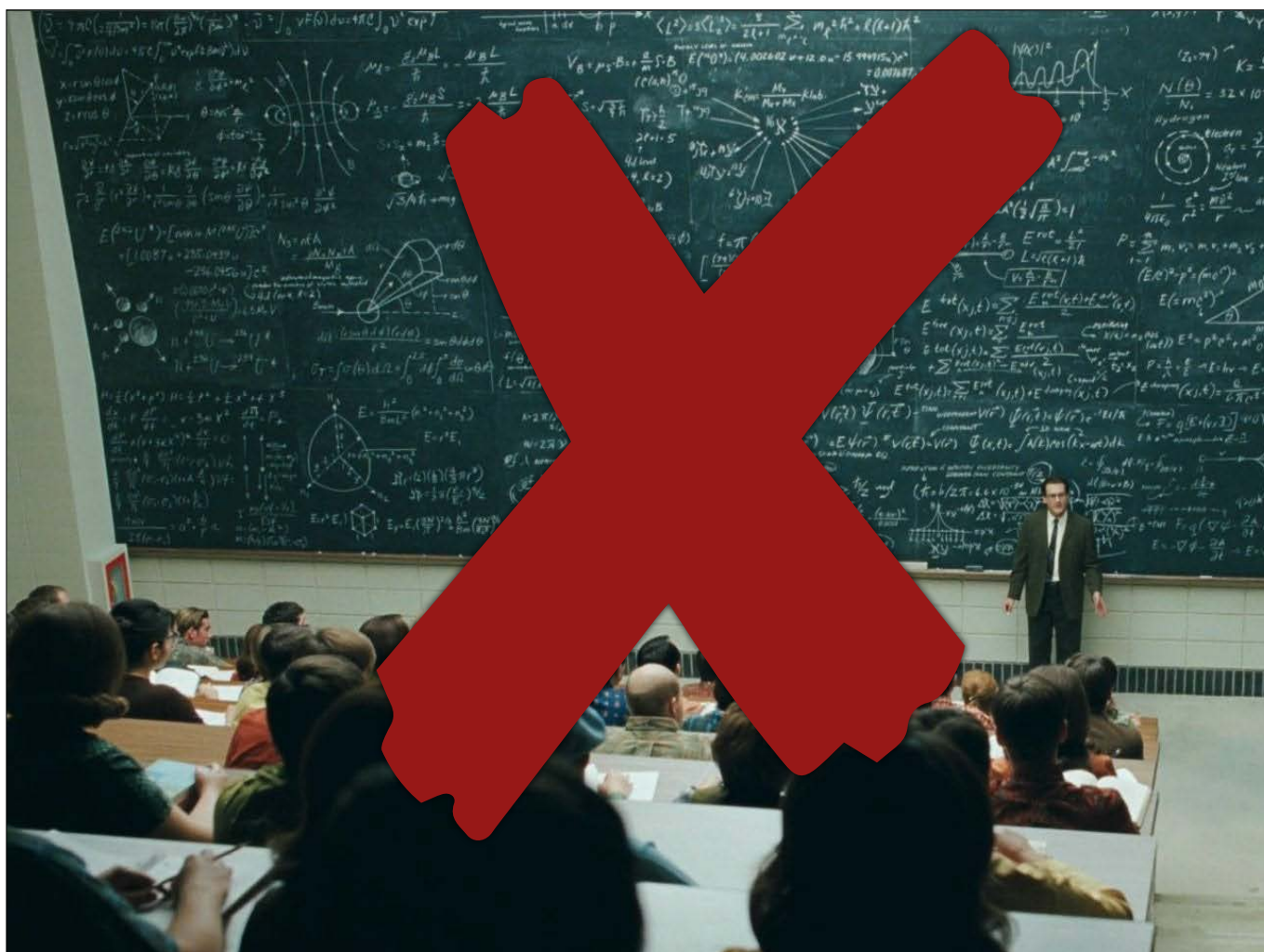
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Coronavirus Disease 2019 Outbreak
COVID-19





In-person exam responses



Online exam responses



EDUCATION

Without in-person classes, many students have essentially gone missing, teachers say

Ariel Gilreath Greenville News

Published 2:52 p.m. ET May 4, 2020 | Updated 3:57 p.m. ET May 6, 2020

In a survey of about 4,000 South Carolina teachers on April 1, only 17% said they had contacted all of their students.

About 21% of the teachers said they had been in contact with less than half of the students in their classes.

Between 40% and 97%
of Online Students
Simply Disappear



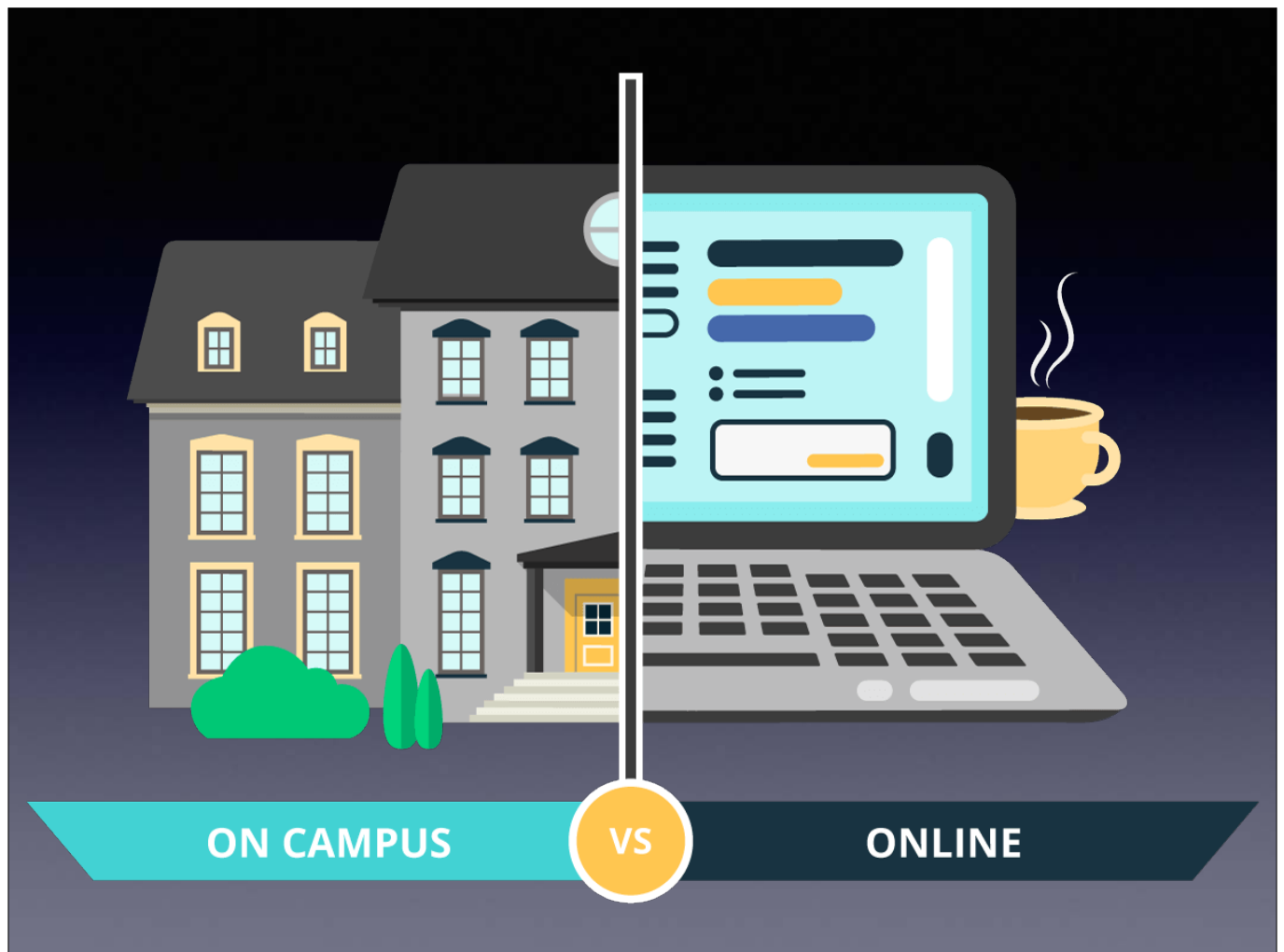
SINK OR SWIM



Best-Practice Approaches for Teaching Online

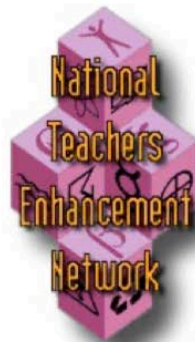
(While Preserving Mental Health)

Dr. Chris Stryker





1995



Teaching Successful Telecourses

by Dr. Christian Stryker

Succeeding in Telecourses

by Dr. Christian Stryker

Online Teaching Core Competency:

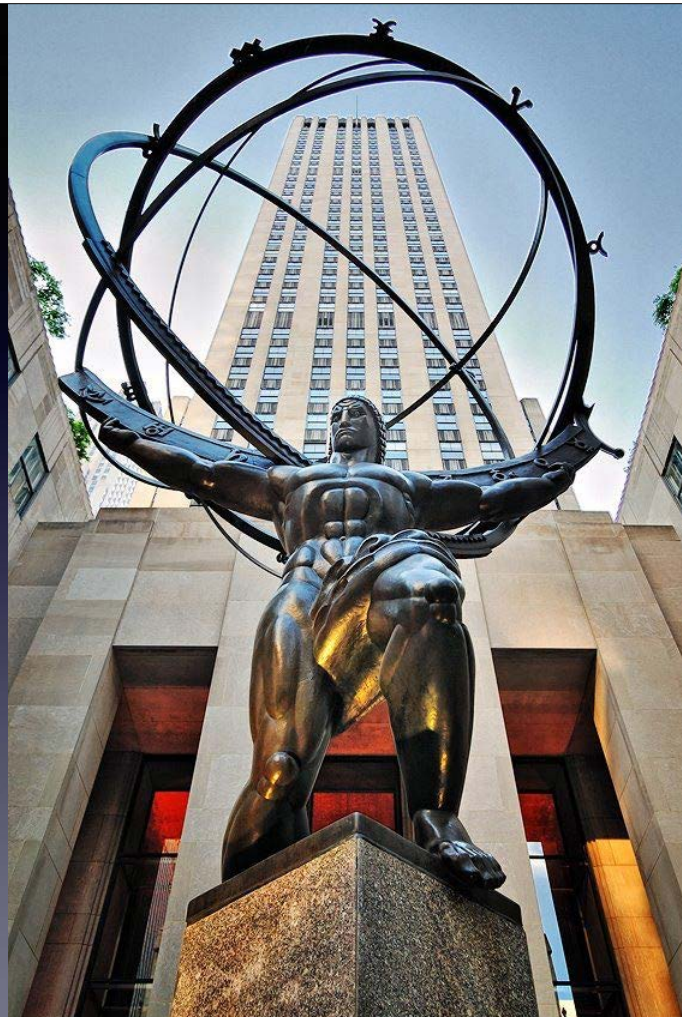
Online Teaching Core Competency:
Recalibrate Yourself
for Success Online

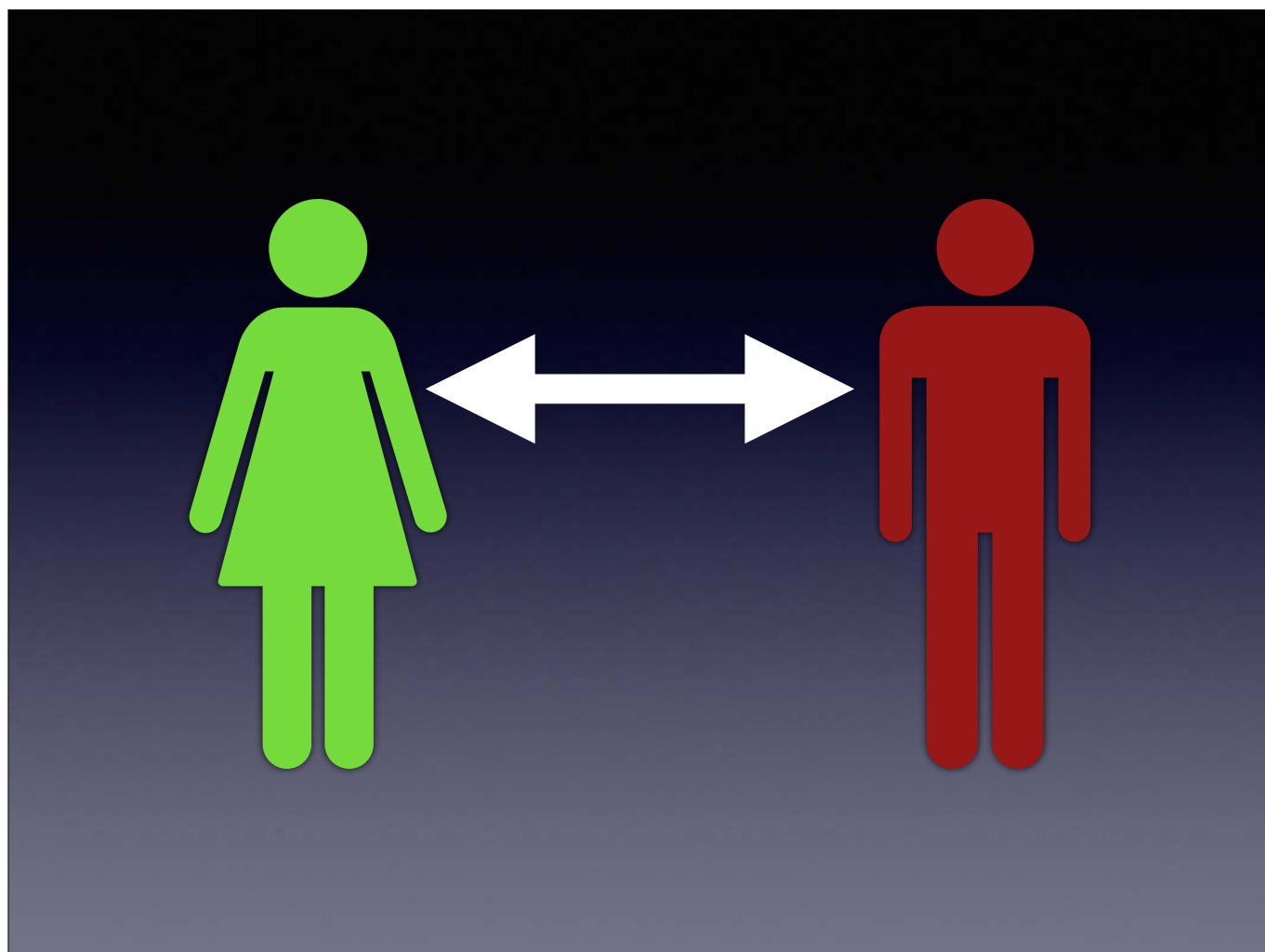
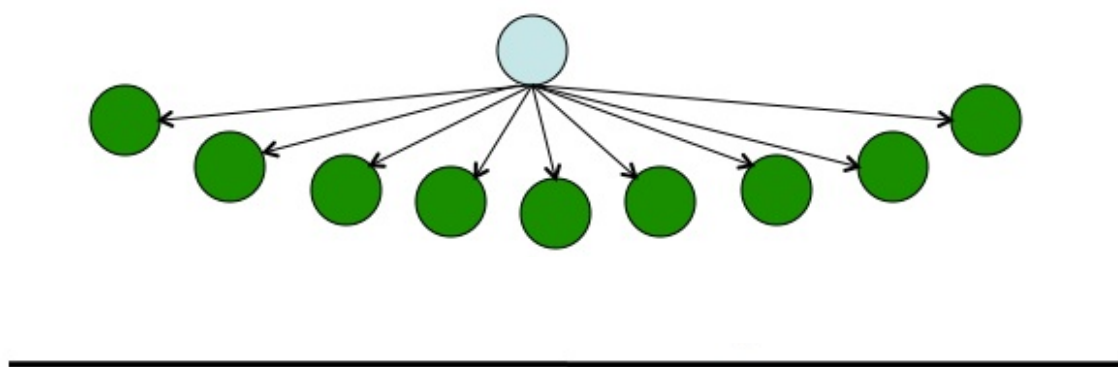
Parker J. PALMER



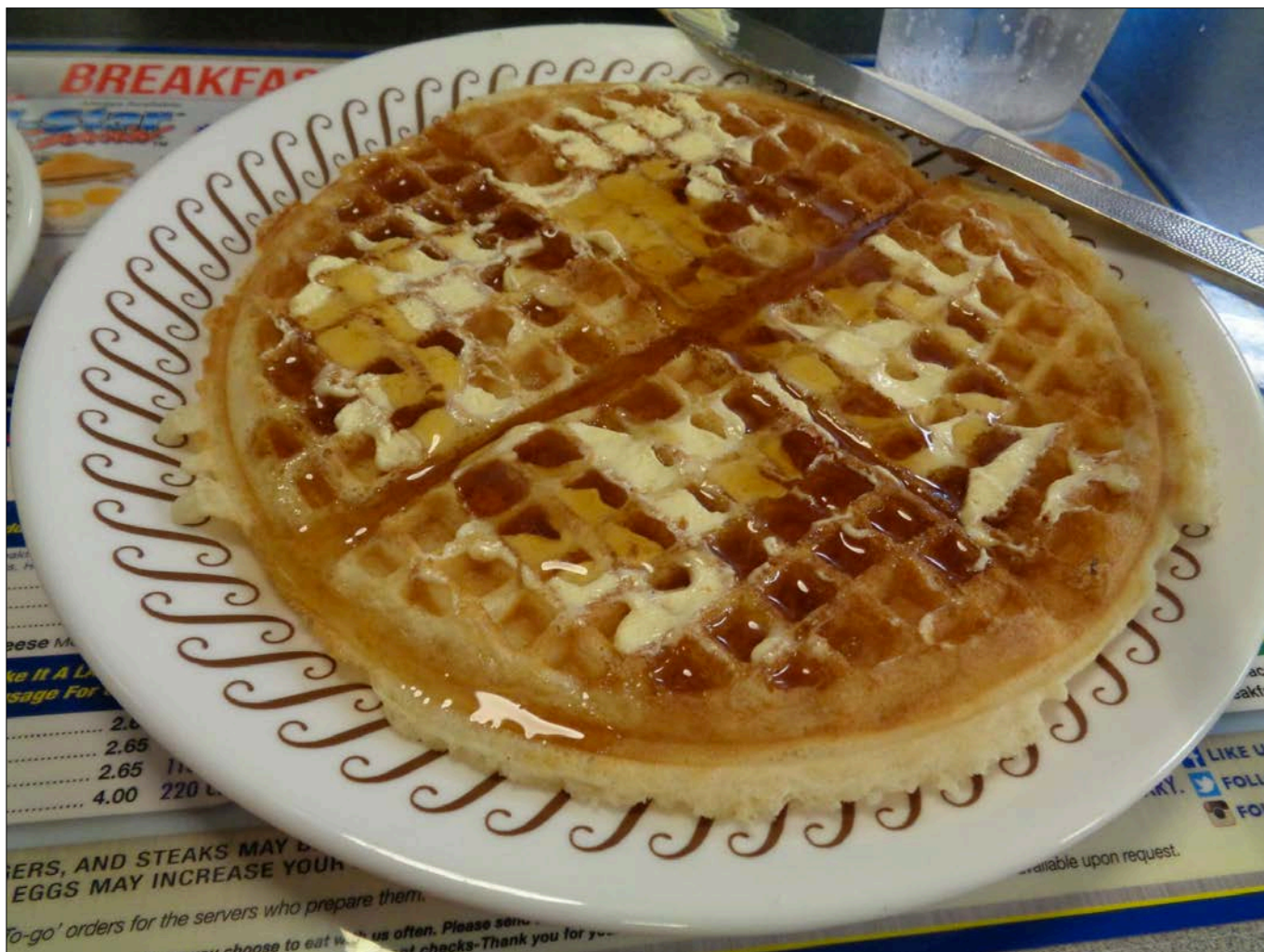
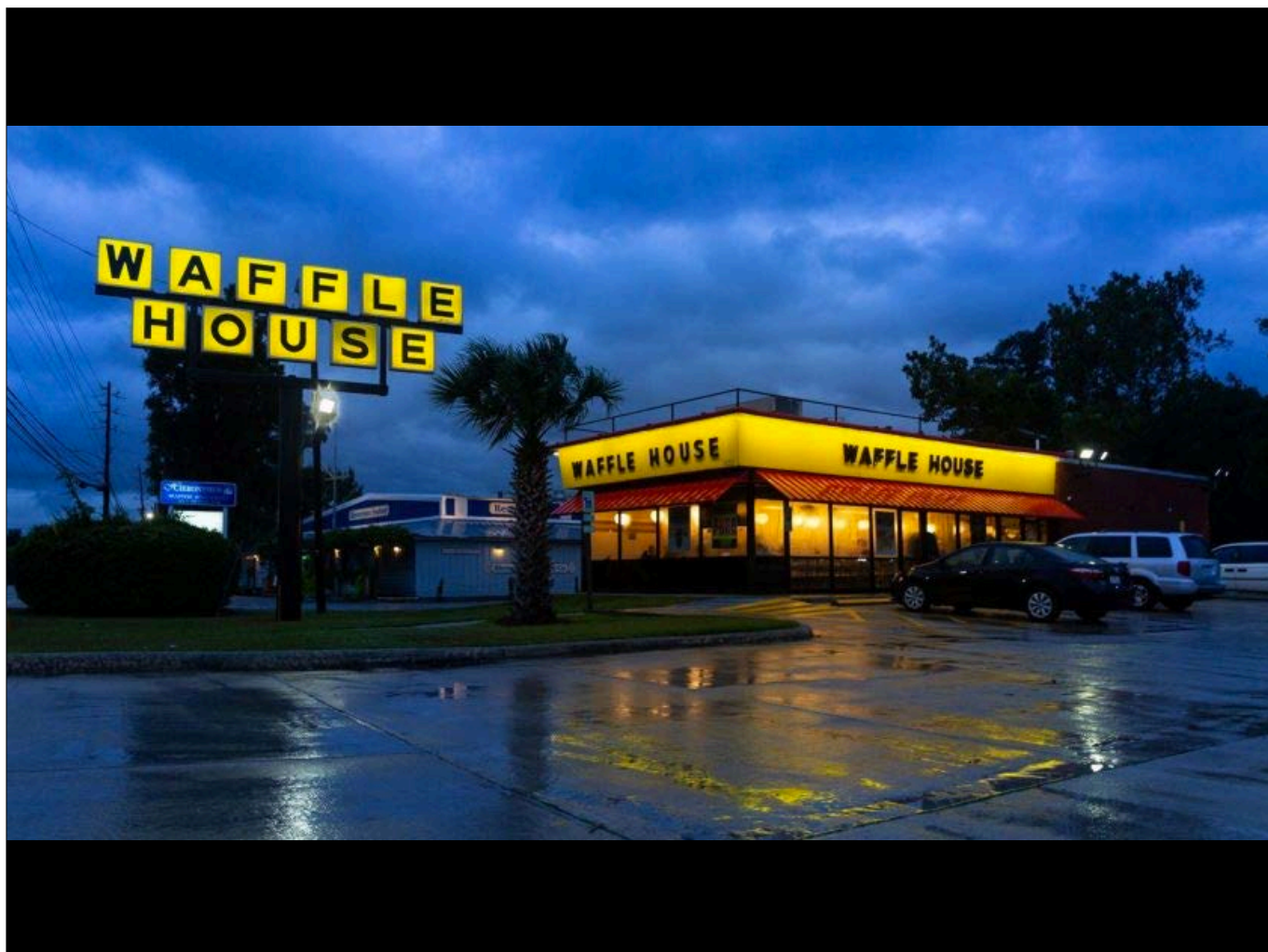
THE
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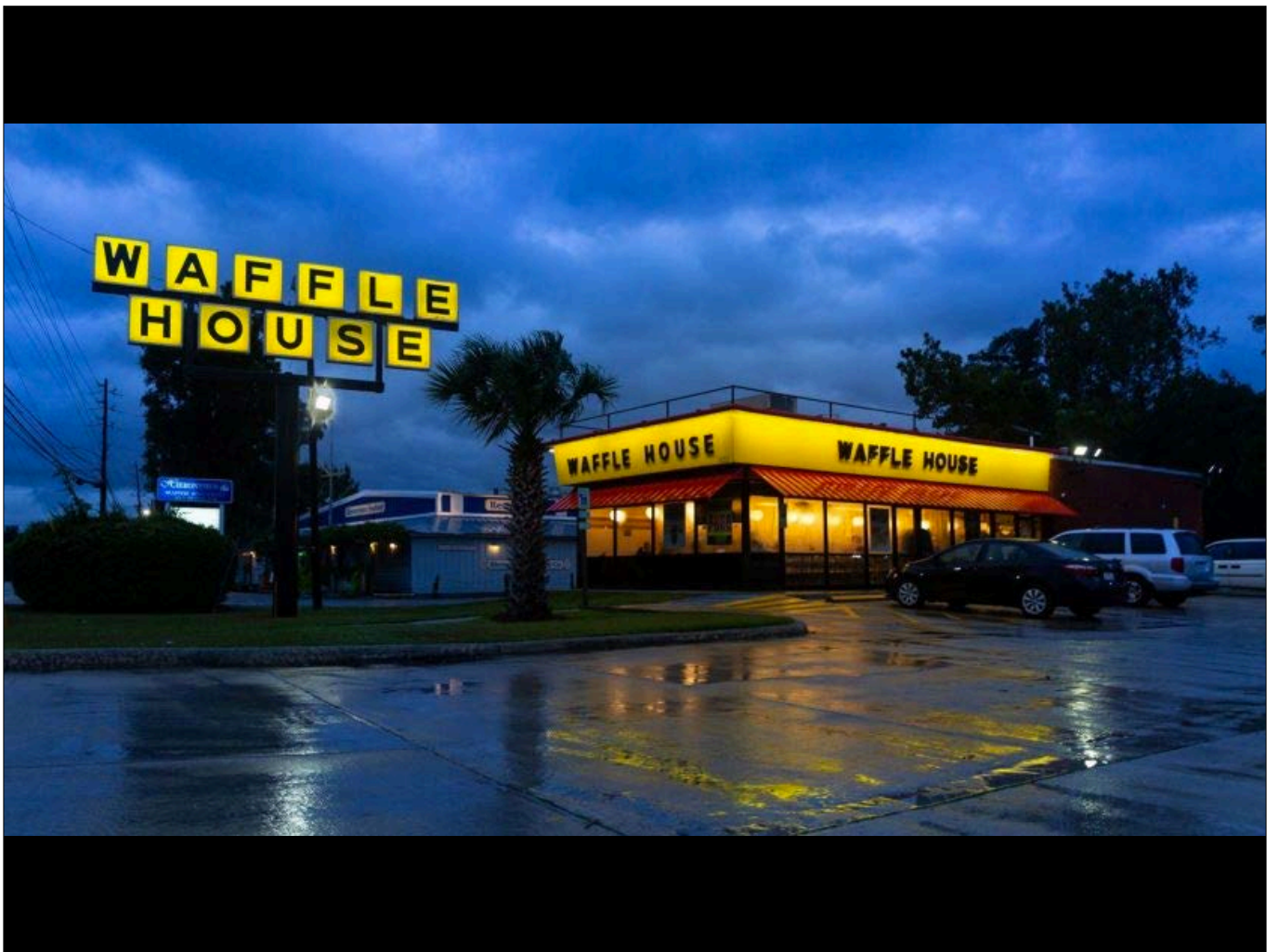
EXPLORING THE INNER LANDSCAPE OF A TEACHER'S LIFE











Remember, this your course,
not a Waffle House!



SCHEDULE

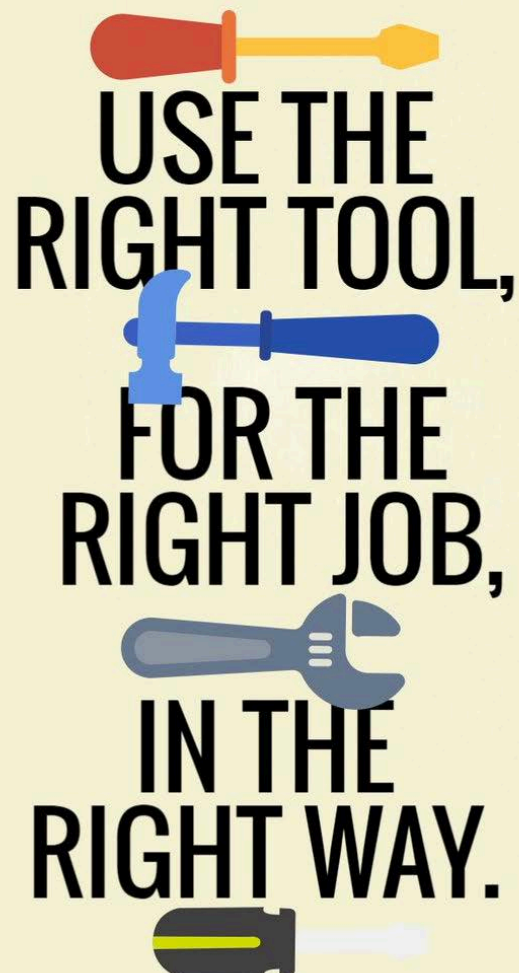
IF YOU'RE WORKING FROM HOME, MASTERING ONE MENTAL SKILL WILL KEEP YOU HAPPY

It's all about "psychological detachment."

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
MORNING	MORNING	MORNING	MORNING	MORNING	MORNING	MORNING
SWIMMING 07:00-08:00	STUDY 9:00-11:30 CH.7 PAGE 153-165	LECTURE 09:30-11:00	STUDY 8:30-10:00 CH.8 PAGE 236-245	FREE 08:00-10:00	FREE	FREE
STUDY 09:00-11:30 CH.7 PAGE 110-153				STUDY 10:00-12:00 CH.8 PAGE 245-270		
AFTERNOON	AFTERNOON	AFTERNOON	AFTERNOON	AFTERNOON	AFTERNOON	AFTERNOON
STUDY GROUP 15:00-17:00	STUDY 13:00-17:00 CH.7 PAGE 165-200	STUDY 12:00-14:30 CH.7 PAGE 200-217	EXAM 12:00-13:30	LECTURE 12:00-14:00	FREE	MATINEE 15:00 - 17:00
LECTURE 14:30-16:00		STUDY GROUP 15:00-17:00	FITNESS 14:00-15:30	STUDY 15:30-17:00 CH.8 PAGE 270-282		
EVENING	EVENING	EVENING	EVENING	EVENING	EVENING	EVENING
FREE 19:00-22:00	CLIMBING 19:00-20:00	STUDY 18:30-19:30 CH.7 PAGE 217-236	PARTY 21:00-03:00		DINNER 18:00-20:00	FREE

Manage Your Availability

- Permitted Contact Methods
 - Blackboard email (strongly/only suggested)
- Response Expectation "Window"
 - 24 hours (weekdays)
 - 36 hours (weekend)



Online Teaching Core Competency:

Online Teaching Core Competency:
Synchronous
vs.
Asynchronous



Synchronous & Asynchronous Classes

1 What is Asynchronous Learning?

Asynchronous learning allows you to take online courses on your own schedule.

Instructors provide materials, lectures, tests, and assignments that can be accessed at any time.

Students may be given a time frame – usually a one week window – during which they need to connect at least once or twice.

Overall, students are free to contribute whenever they choose.



E-mail

Virtual Libraries



Discussion Boards

Social Networking



Chat



Telephone

Podcasts



Video Conferencing

2 What is Synchronous Learning?

Synchronous online classes are those that require students and instructors to be online at the same time.

Lectures, discussions, and presentations occur at a specific hour.

All students must be online at that specific hour in order to participate.

eLearners[®].com

Chat



2 What is Synchronous Learning?



Telephone

Podcasts



Video Conferencing

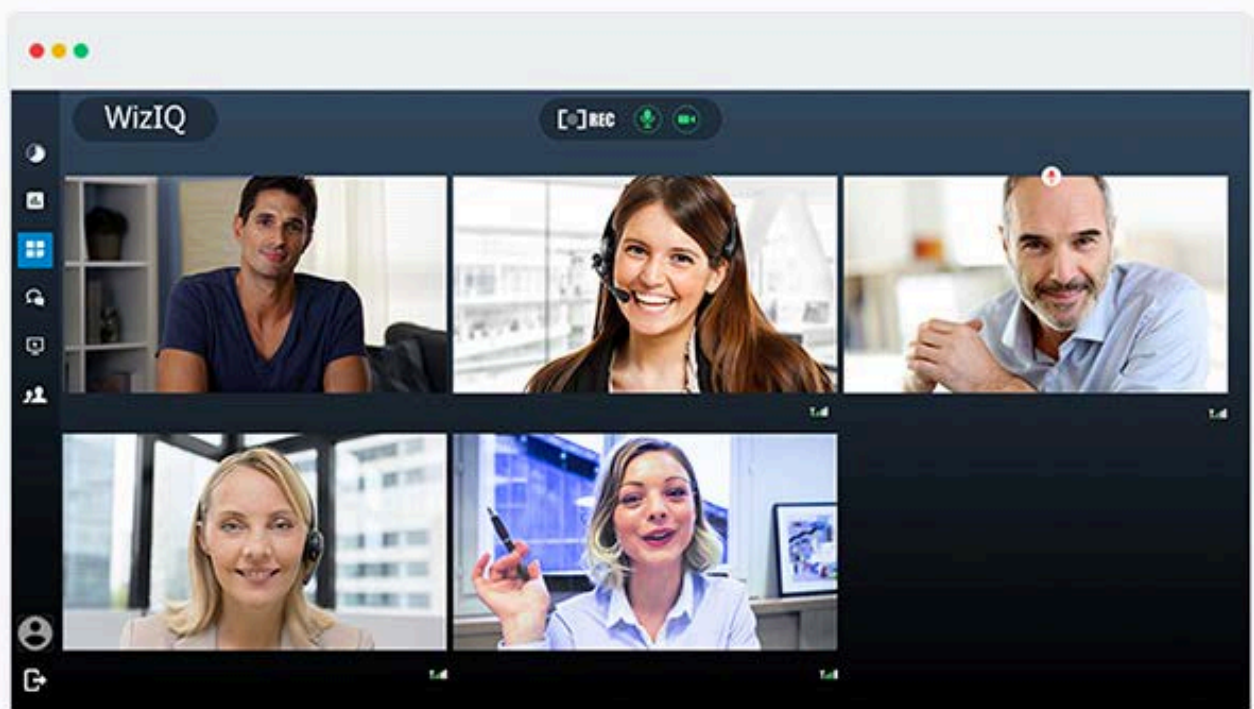
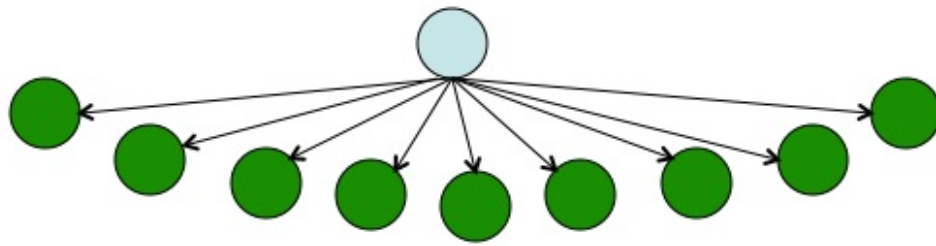
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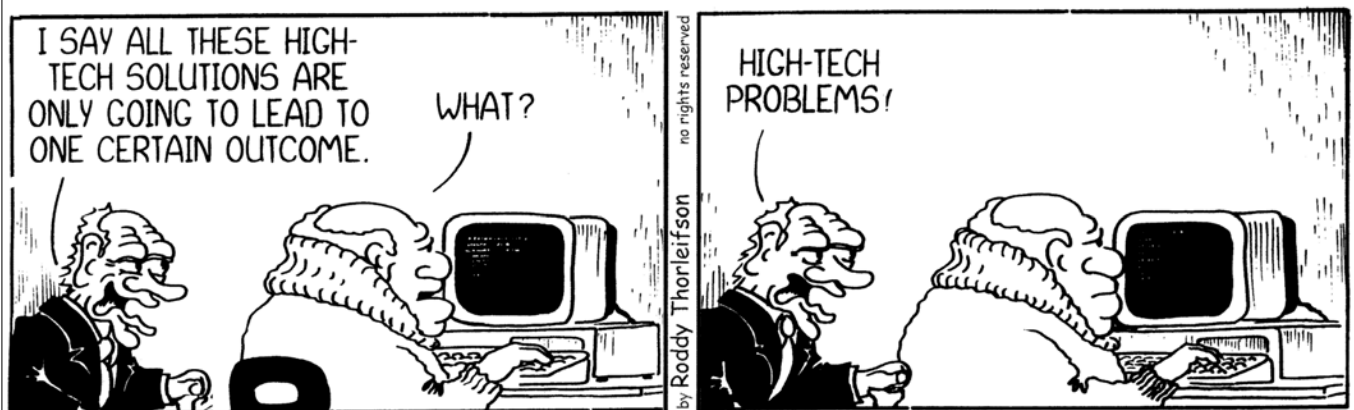
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eLearners[®].com





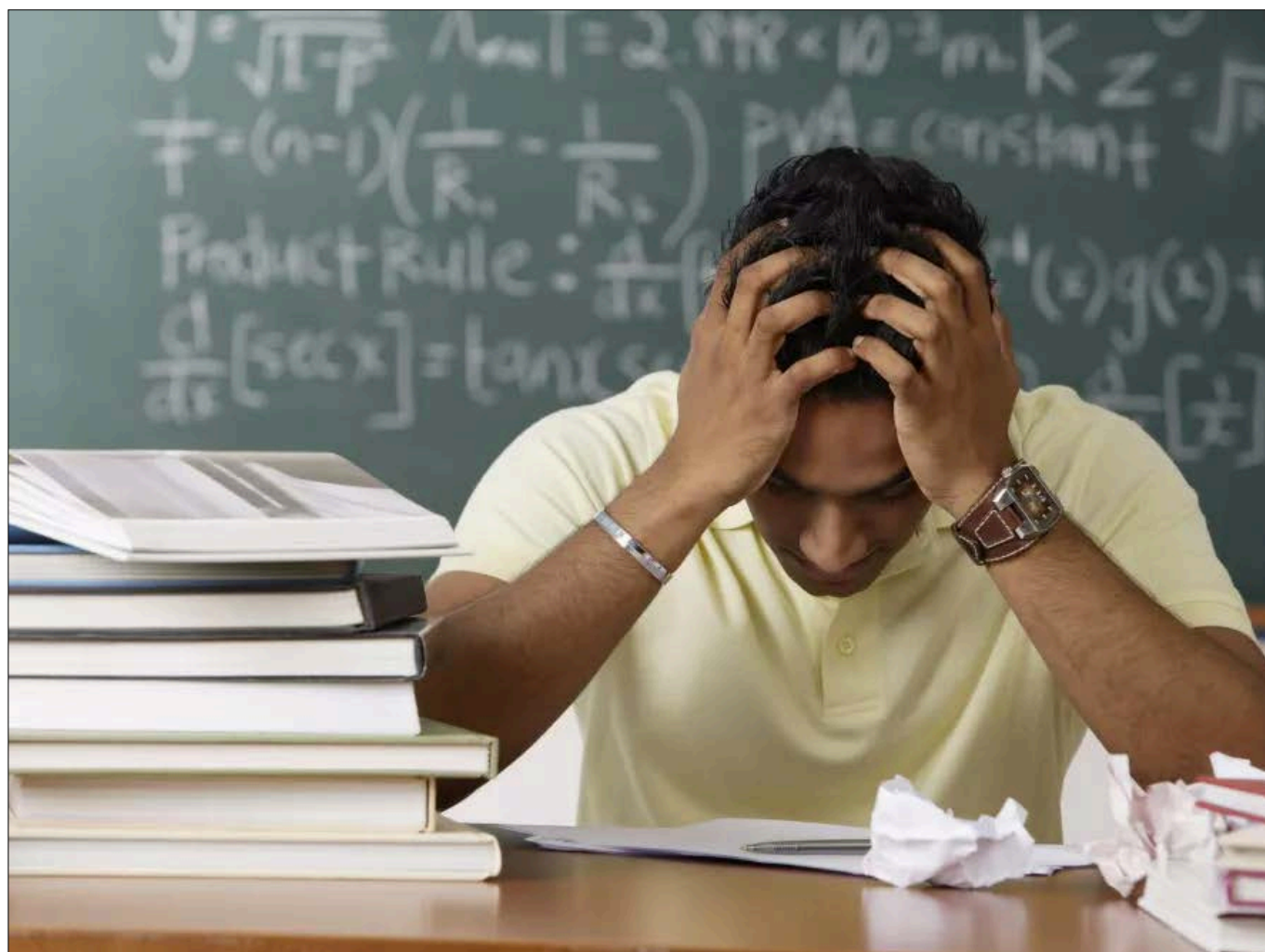
Blackboard collaborate™

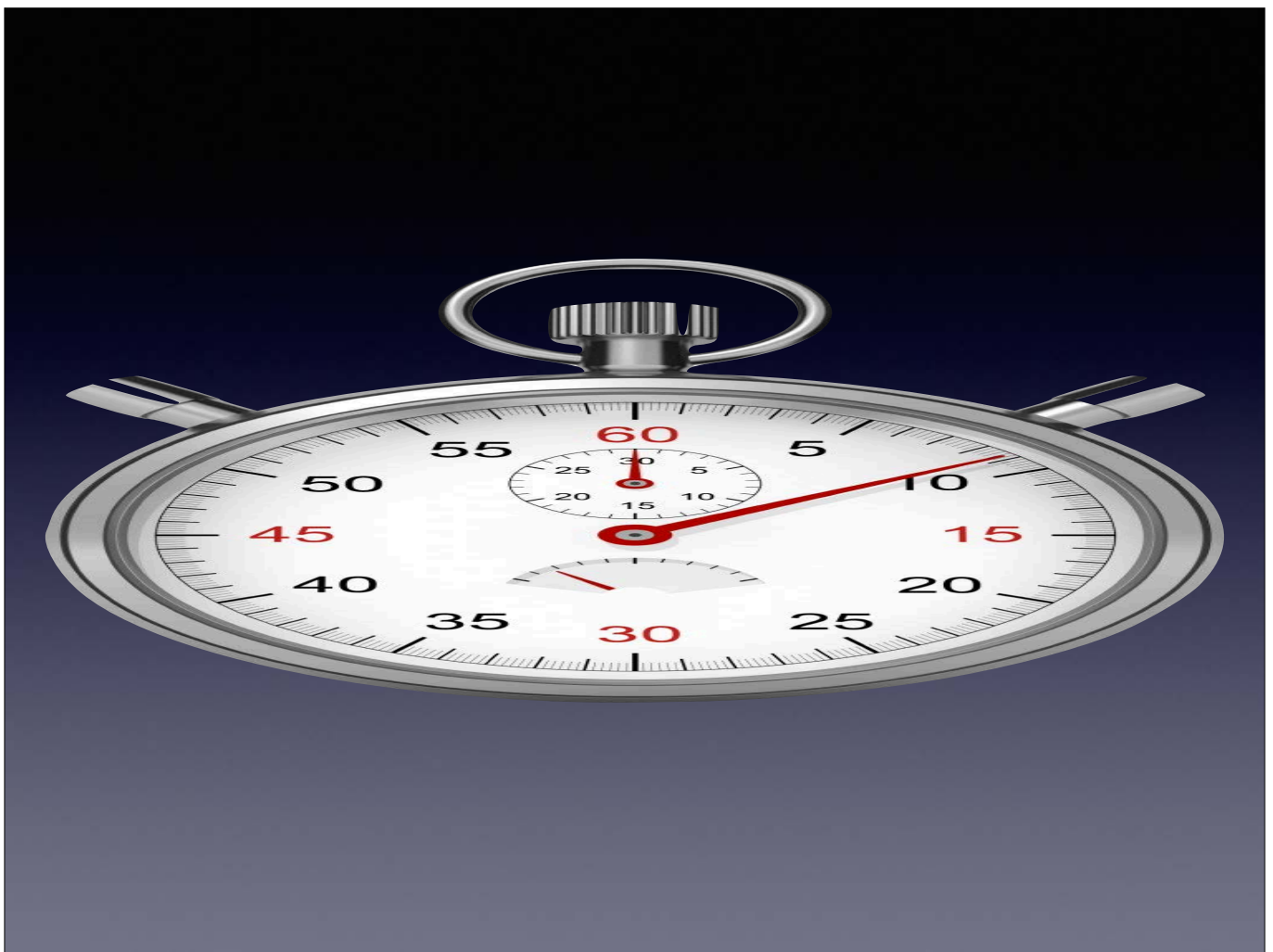




York Dept of English @UoYEnglish · May 1

A couple of people have asked what might happen if we needed to start next term partly online. Here's a little video I've made, reflecting on that question.





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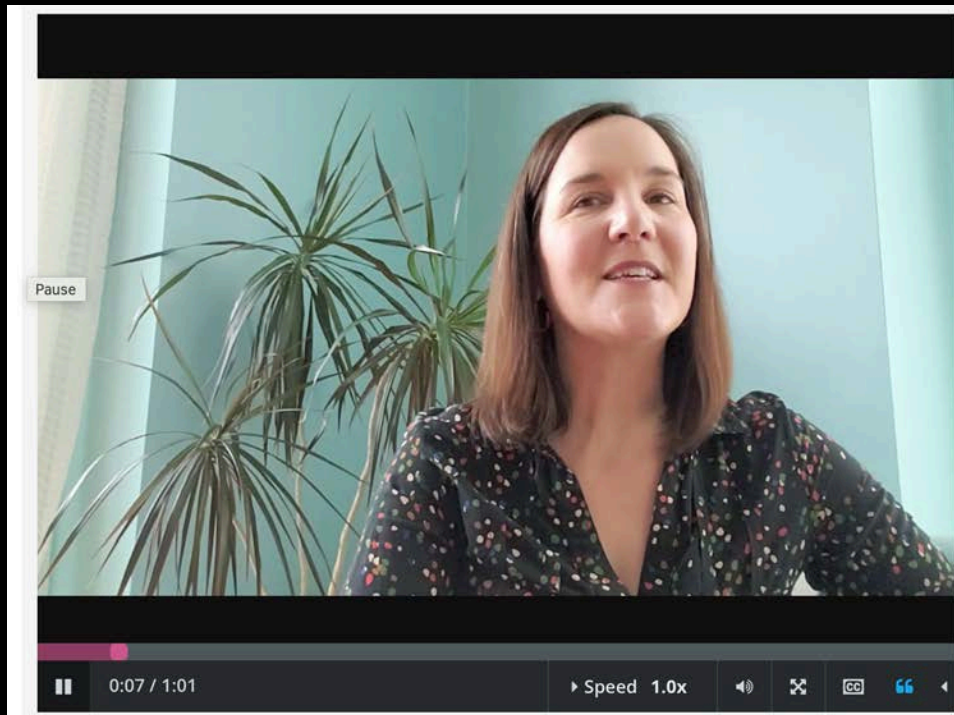
Virtual Libraries



Discussion Boards

Social Networking







Video lectures - Ag... x / Part 1: Lecture Dr. O'Connor x

<https://mediasite.unimaas.nl/Mediasite/Play/1d497ea54890483ab555c0f1c4840b261d>


Apps Chrome New Tab Other bookmarks

 **Maastricht University** *Leading in Learning!*

 **Canterbury Christ Church University**

Developing an International Quality of Life Assessment Tool: The EORTC ELD15

Dr Stephen J. O'Connor
PhD., MSc., Grad Dip Onc., BSc(Hons), FHEA, RN.
Associate Professor (Reader),
School of Nursing, Faculty of Health and Wellbeing,
Canterbury Christ Church University.



Paused 00:03 / 21:46

Thread: What is Educational Technology?

Search Refresh

Select: All None

Message Actions

Expand All

Collapse All

5 Posts in this Thread

5 Unread



Read
Unread
Set Flag
Clear Flag
Collect

ogy?

1 year ago

ment educational technology is so much than I believed before reading chapter 1. As a educator today's educational system we of ISTE into lesson planning and classroom. Our students are being bombarded with many opportunities to touch the world on a global bases but, why we keep them in less the 21st century because our lack of knowledge and unwillingness to ramp our teaching methodology.



Demo Student Two

RE: What is Educational Technology?

1 year ago

Right now and for the near future it's money. I wonder what the objections will be when money is not the issue.

Reply

Quote

Edit

Delete



Demo Student Three

RE: What is Educational Technology?

1 year ago

My take on what I believe your post emphasizes is that many of the historical models of educational technology were hampered by limitations imposed by closed systems. The natural order of the business world is to lock in customers and protect profits at all cost, even when the end user experience is hampered. The pressures of lower cost and more openly available tools should help overcome this barrier moving forward.



Demo Student Four

RE: What is Educational Technology?

1 year ago

I agree wholeheartedly Renisha. All educators have a role to play in shaping our next generation. Teachers must move from simplicity to complexity and design lessons that prepares this generation to compete in a global technological society.



Demo Student Five

RE: What is Educational Technology?

1 year ago

I agree. Our students have more exposure to the world than some of our teachers do so we most definitively have to reconsider our old teaching styles to meet the needs of this new generation.


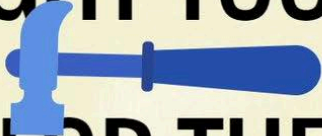


Select: All None

Message Actions

Expand All

Collapse All

OK


**USE THE
RIGHT TOOL,

FOR THE
RIGHT JOB,

IN THE
RIGHT WAY.
**

Online Teaching Core Awareness

If you are going to bring students together online synchronously, then you should do something that can be done best synchronously!

In other words, don't make them all attend a live-video session just to sit there and watch you lecture.

Live sessions should be used for rich communication and interaction, not one-way transmission.

Interactive Processing/Reflection



Interactive Processing/Reflection

Discussion?

Calling on Students?

Debates?

Flor

Away Leave Session

Feedback

😊 Happy	😞 Sad
😮 Surprised	😕 Confused
🔊 Faster	🔊 Slower
✅ Agree	❌ Disagree

👤 🔇 🗨️ 👤

5 Attendees

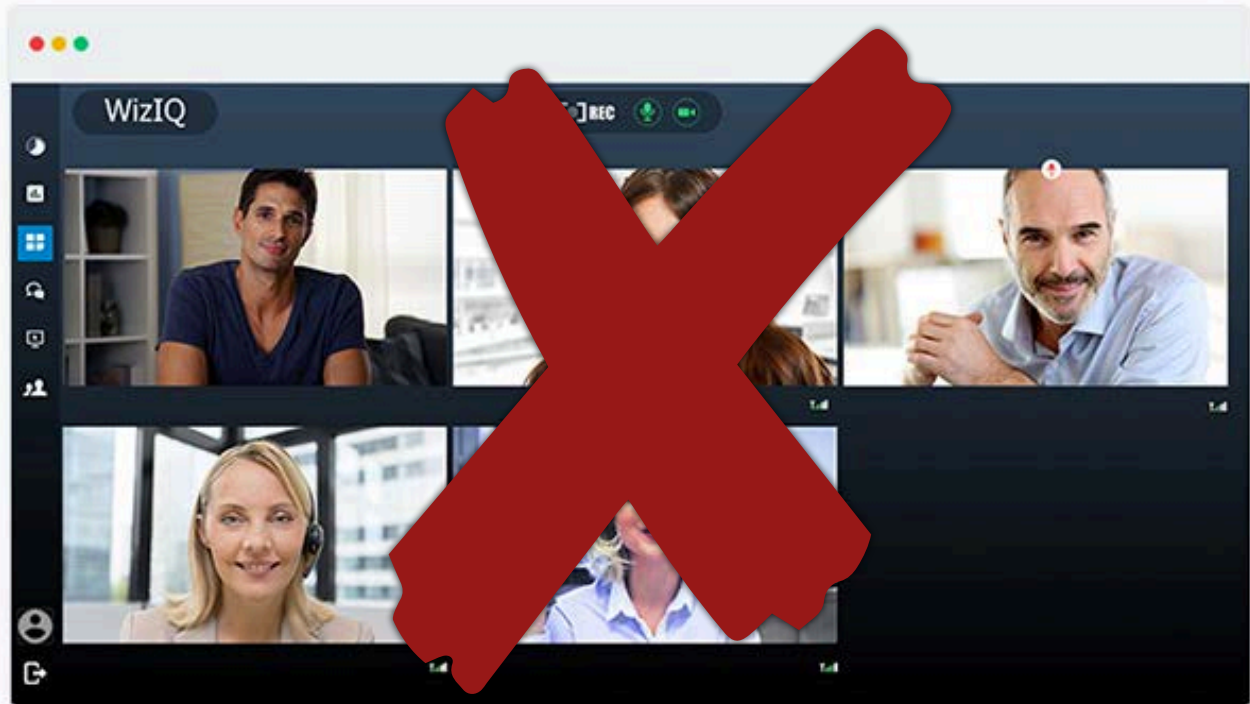
🔊 1

Moderator (1)

👤 Beth Carlson

Participants (4)

🌟 Flor	📋 ⋮
👤 Maki	📋 ⋮
👤 Raghu	📋 ⋮
👤 Steve	📋 ⋮



Material Exposition/Delivery

Interactive Processing/Reflection

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E-mail

Virtual Libraries

Discussion Boards

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Chat

Telephone

Podcasts

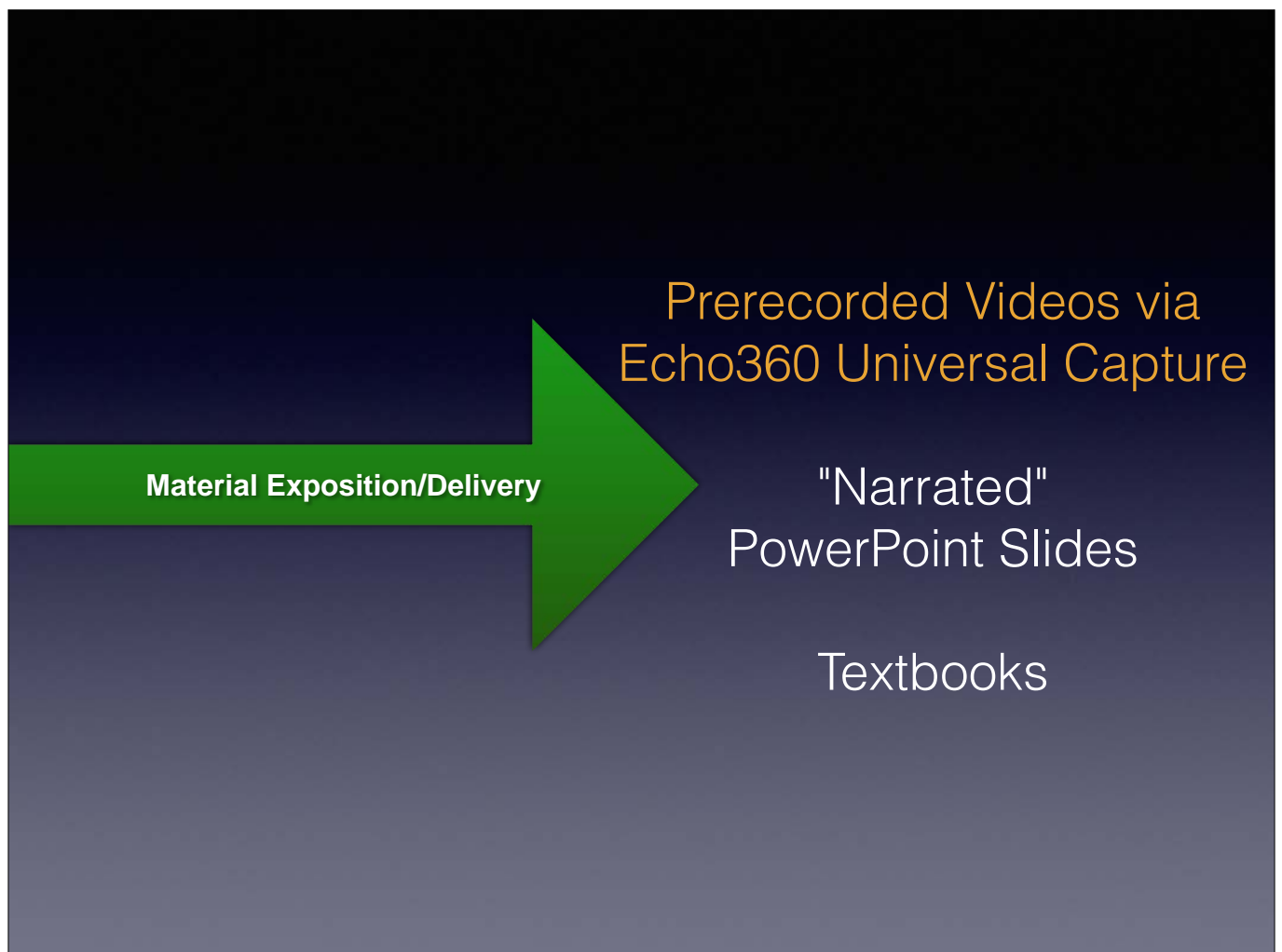
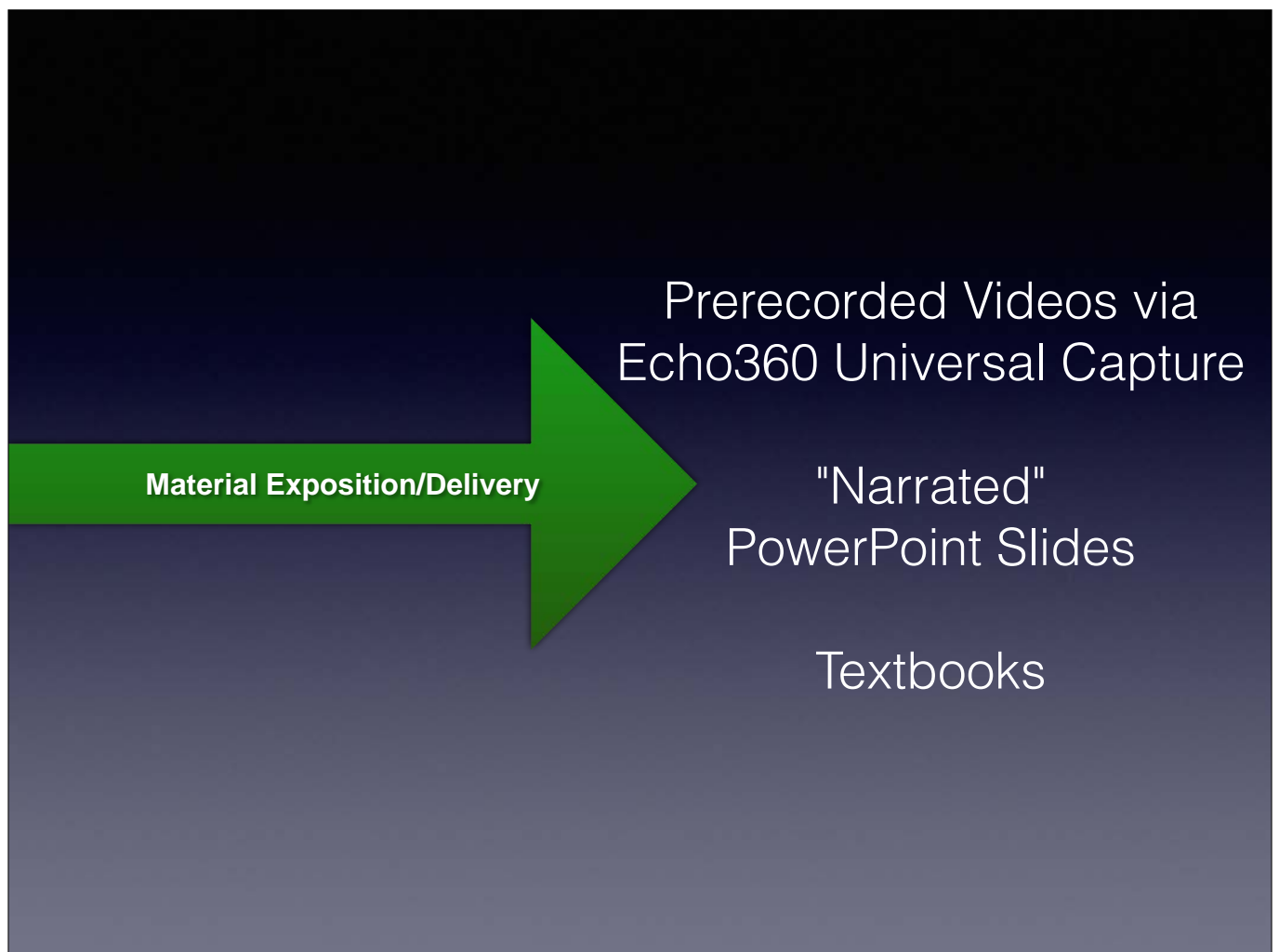
Video Conferencing

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[http://www.qu.edu.qa/
offices/cetl/distance-learning](http://www.qu.edu.qa/offices/cetl/distance-learning)



Remote learning Resources



ECHO360 UNIVERSAL CAPTURE

...

Offices and Departments / Center for Excellenc... / Remote Learning Tool...

T+ | T- | Share | Print | Info

Printed Instructional Material :

- [Echo360 - Download Universal Capture Personal](#)
- [Echo360 - Download Universal Capture Personal - \(Arabic\)](#)
- [Echo360 - Start recording](#)
- [Echo360 - Start recording - \(Arabic\)](#)
- [Echo360 - Link Blackboard Course to Echo360 System](#)
- [Echo360 - Link Blackboard Course to Echo360 System - \(Arabic\)](#)
- [Echo360 - Editing your recording](#)
- [Echo360 - Editing your recording \(Arabic\)](#)

Video Material

- [Echo360 - Download Universal Capture Personal - Video](#)
- [Echo360 - Download Universal Capture Personal - Video \(Arabic\)](#)
- [Echo360 - Install Universal Capture Personal and Start recording - Video](#)
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- [Echo360 - Link Blackboard Course to Echo360 System - Video](#)
- [Echo360 - Link Blackboard Course to Echo360 System - Video \(Arabic\)](#)
- [Working with Echo360 Classes - Video](#)
- [Using the Echo360 Library - Video](#)
- [Embedding Echo360 recordings into Blackboard - Video](#)



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Center for Excellence in Teaching & Learning

Linking your Blackboard Course to Echo360



Prerecorded Videos via
Echo360 Universal Capture

Material Exposition/Delivery

"Narrated"
PowerPoint Slides

Textbooks

Record a slide show with narration and slide timings

PowerPoint for Office 365, PowerPoint for Office 365 for Mac, [More...](#)

Narrations and timings can enhance a web-based or self-running slide show. If you have a sound card, microphone, and speakers, and (optionally) a webcam, you can record your PowerPoint presentation and capture narrations, slide timings, and ink gestures.

After you have made the recording, it's like any other presentation that can be played for you or your audience in Slide Show—or you can save the presentation as a video file.

Record presentations

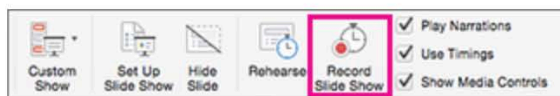


Record your slide show

If you want to add narration or commentary to the slide show, make sure your microphone is set up and working.

To start recording:

1. Click the **Slide Show** tab, select the slide where you want the recording to begin, and then click **Record Slide Show**.



<https://support.office.com/en-us/article/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c>

Then, just upload your
recorded content
to Blackboard.



Material Exposition/Delivery

Prerecorded Videos via
Echo360 Universal Capture

"Narrated"
PowerPoint Slides


Textbooks






Material Exposition/Delivery



Online Teaching Core Competency:



USE THE
RIGHT TOOL,

FOR THE
RIGHT JOB,

IN THE
RIGHT WAY.




Blackboard

Blackboard
collaborate™

Hey, what about...

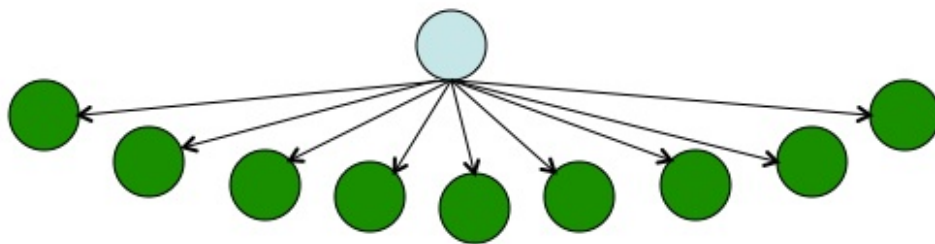


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LESS IS MORE.



Online Teaching Core Competency: Recalibrate Yourself for Success Online





Modified T&L Timelines

Live Interactions -> Asynchronous Interactions

- 100% -> 0%
- 25% -> 75%?
- 15% -> 85%?

Online Teaching Core Competency: Recalibrate Your Students for Success Online





Students Need Structure!

Students **Want** Structure!



NEWS HAPPENS AT NIGHT, TOO



WHERE'S MY STIMULUS CHECK?

Why you can't track

STAYING APART, TOGETHER

It's hard right now.

[News]

Sports

Entertainment

Life

Money

Tech

Travel

Opinion



EDUCATION

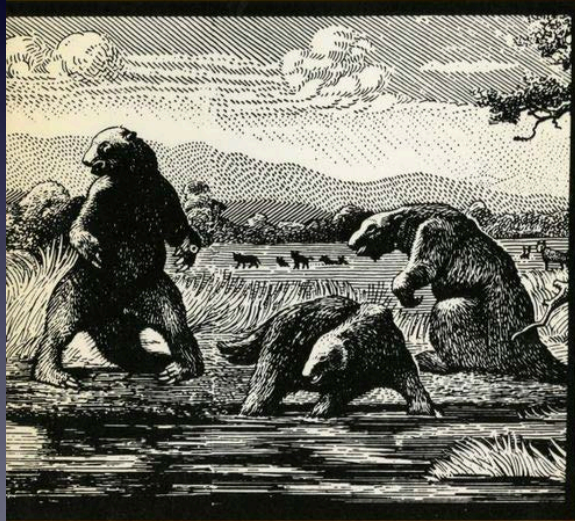
Without in-person classes, many students have essentially gone missing, teachers say

Ariel Gilreath Greenville News

Published 2:52 p.m. ET May 4, 2020 | Updated 3:57 p.m. ET May 6, 2020

the mythical man-month

Essays on Software Engineering



Frederick P. Brooks, Jr.

Frame the Experience

EXPECTATION



OUTCOME

DISAPPOINTMENT

Make Your Expectations
for Everything in Class
Crystal Clear from Day #1

Online learning is not
for everyone!

Online learning is **not**
for everyone!





Online-Learning Manifesto



ST. VRAIN ONLINE GLOBAL ACADEMY
WHERE THE WORLD IS YOUR CLASSROOM

[About](#)

[Academics](#)

[Faculty](#)

[Athletics & Activities](#)

[News](#)

[Courses](#)

Online curriculum and course work is not any easier or any harder than the curriculum or course work found in a brick and mortar classroom. Online courses are not a condensed version of the same class in the brick and mortar setting, and online courses still require *active participation*. The difference between the two environments is that students self-direct and facilitate their own learning in the online environment. **Online learning is not for everyone.** *Students who traditionally are non-attenders in a brick and mortar classroom will continue to be non-attenders in an online environment.* Students must have some intrinsic desire to want to work for and complete courses.

The result is that online students must be *self-starters, self-motivated and self-disciplined*. They must be able to work independently and understand that while there is flexibility in when to work each day, there needs to be a time set aside daily to work on and actively participate (turn in assignments daily) in each of their courses. **Online learning is not for everyone.** Students who cannot set schedules for themselves and have the self-discipline to work on their own with little supervision will find themselves unable to complete courses in the online environment. *Students who are easily distracted and unable to sit still will not be able to meet the demands of the online environment.* Many students who do well on the computer playing video games are unsuccessful because they do not have the self-discipline to be online completing their course work.

Online curriculum and course work is not any easier or any harder than the curriculum or course work found in a traditional classroom.

Online courses are not a condensed version of the same class in the traditional setting, and online courses still require active participation.

The difference between the two environments is that students self-direct and facilitate their own learning in the online environment.

Online learning is not for everyone. Students who traditionally are non-attenders in a traditional classroom will continue to be non-attenders in an online environment. Students must have some intrinsic desire to want to work for and complete courses.

Online learning is not for everyone. Students who traditionally are non-attenders in a traditional classroom will continue to be non-attenders in an online environment. Students must have some intrinsic desire to want to work for and complete courses.

Online students must be self-starters, self-motivated and self-disciplined. They must be able to work independently and understand that while there is flexibility in when to work each day, there needs to be a time set aside daily to work on and actively participate (turn in assignments daily) in each of their courses.

Most importantly, students must be able to read and follow directions. Online learning takes place in front of a computer with all instructions, reading materials, and assignments/assessments completed utilizing the computer.

Online learning is not for everyone. Students who traditionally are non-readers or who do NOT know how to read or who are unwilling to take the time to read in a traditional classroom will be unsuccessful in the online environment.

Most importantly, students must be able to read and follow directions. Online learning takes place in front of a computer with all instructions, reading materials, and assignments/assessments completed utilizing the computer.

Online learning is not for everyone. Students who traditionally are non-readers or who do NOT know how to read or who are unwilling to take the time to read in a traditional classroom will be unsuccessful in the online environment.

Communicating via email, text messaging, and video conferences are critical components for students in an online environment. Instructors are no longer standing up in front of the students and available for face-to-face interactions. The online learner communicates with the online instructor through a variety of media.

Online learning is not for everyone. Students who are not willing to open and respond to email, read and respond to posts in Blackboard forums, or participate in online video conferences **will be unsuccessful in the online environment.**

Make Your Expectations
for Everything in Class
Crystal Clear from Day #1

Conduct a Complete
Course Welcome &
Practice Week

Intro/Demo Week

Gradual introductions, practice and feedback re:

- Online Manifesto
- Course Schedule
- Technology Tools Use
- Evaluation Examples
- Student Roles
 - Participation Expectations
 - Group-work Examples



Frame the Experience

"Enough is enough and
too much is plenty."



If your course is:	time for reading the assigned text (per week)	time for homework assignments (per week)	time for review and test preparation (average per week)	total study time (per week)
3 credits	1 to 2 hours	3 to 5 hours	2 hours	6 to 9 hours
4 credits	2 to 3 hours	3 to 6 hours	3 hours	8 to 12 hours
5 credits	2 to 4 hours	4 to 7 hours	4 hours	10 to 15 hours

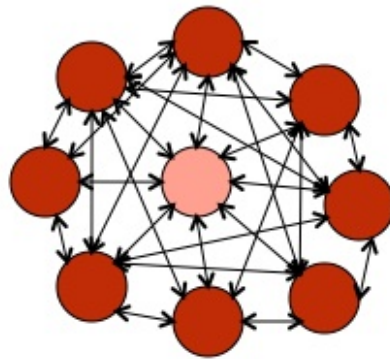
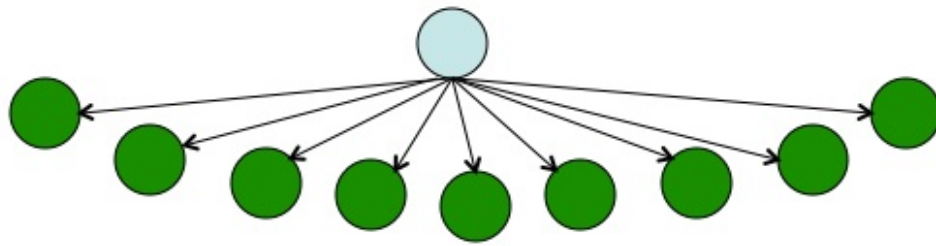
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Independent Arrival Skills - Morning Hygiene - Morning Activity				
9:00	Table Top Activities	Physical Education	Table Top Activities	Physical Education	Table Top Activities
9:30	Morning Meeting	Table Top Activities	Whole Group Activity	Table Top Activities	Morning Meeting
10:00	Whole Group Activity	Morning Meeting		Morning Meeting	Whole Group Activity
10:30	Small Group Work	Community-based Learning	Small Group Work	Community-based Learning	Indoor Choice Time
11:30	Outdoor Choice Time		Outdoor Choice Time		Outdoor Choice Time
12:00	Indoor Choice Time		Indoor Choice Time		Special Event of the Week and Lunch
12:30	Story Time				Story Time
1:00	Lunch				
1:30 to 2:00	Review of Classroom Activities and Dismissal				

Intro/Demo Week

Gradual introductions, practice and feedback re:

- Online Manifesto
- Course Schedule
- Technology Tools Use
- Evaluation Examples
- Student Roles
 - Participation Expectations
 - Group-work Examples





Modified Student Roles

- Presenters / Clarifiers
- Spotters / Questioners
- First Responders
- Discussers
- Critiquers
- Summarizers

Clear Schedules/Expectations

Sunday

- Login to BB
- Get weekly assignment specs (who does what this week)
- Do readings / problem sets as assigned
- Create 3 (minimum) questions or observations re: content
- "Presenter / Clarifier" group(s) prep 5-10 minute overview via text, voice or video

Clear Schedules/Expectations

Monday

- Continue readings/problems as assigned
- Continue creating your 3 questions
- "Presenter / Clarifier" group(s) finish prep of 5-10 minute overview via text, voice or video

Clear Schedules/Expectations

Tuesday

- "Presenter / Clarifier" group(s) give 5-10 minute overview via text, voice or video
- "Spotters / Questioners" react by posting questions on Blackboard Class Discussion
- "First Responders" engage and respond

Clear Schedules/Expectations

Thursday

- "Summarizers" post "big picture" summaries
- Professor adds key insights and content connections / expansions
- Professor adds follow-up content or activities
- Online discussions continue

Modified T&L Timelines

Friday / Saturday

- Make-up work for and missed deadlines
- Planning and Prep for the next week
- Ongoing work on long-term projects?

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**IS IT OKAY
TO BE
STRICT?**



UP YOUR GAME!

Online Teaching Core Competency:
Recalibrate Your Students
for Success Online

Opinion

Why I'm Learning More With Distance Learning Than I Do in School

I'm 13 years old. I don't miss the other kids who talk out of turn, disrespect teachers and hit one another.

By Veronique Mintz

Ms. Mintz is an eighth-grade student.

May 5, 2020



I have been doing distance learning since March 23 and find that I am learning more, and with greater ease, than when I attended regular classes.

Distance learning gives me more control of my studies. I can focus more time on subjects that require greater effort and study. I don't have to sit through a teacher fielding questions that have already been answered. I can still collaborate with other students, but much more effectively. I am really enjoying FaceTiming friends who bring different perspectives and strengths to the work; we challenge one another and it's a richer learning experience.

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I've also found that I prefer some of the recorded lessons that my teachers post to Google Classroom over the lessons they taught in person. I stop, start and even rewind the teacher's recording when I need to and am able to understand the lesson on the day it's taught. If I am confused, I attend my teacher's weekly online office hours (which are 60-90 minutes long); there are never more than two or three other students present.

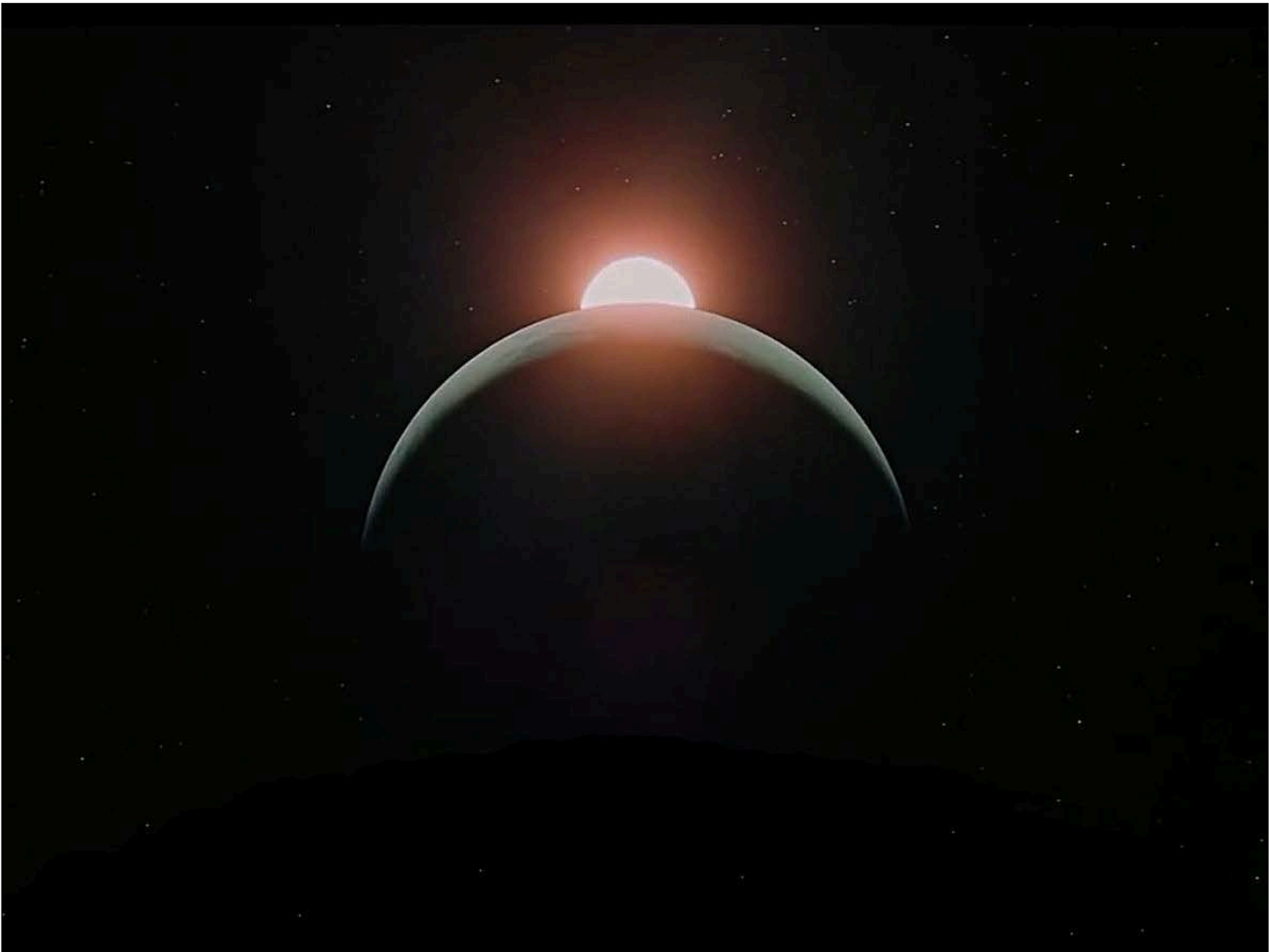
The fact that I am learning so much better away from the classroom shows that something is wrong with our system. Two weeks ago, my school began experimenting with live video teaching on Google Meet. Unfortunately, the same teachers who struggle to manage students in the classroom also struggle online.

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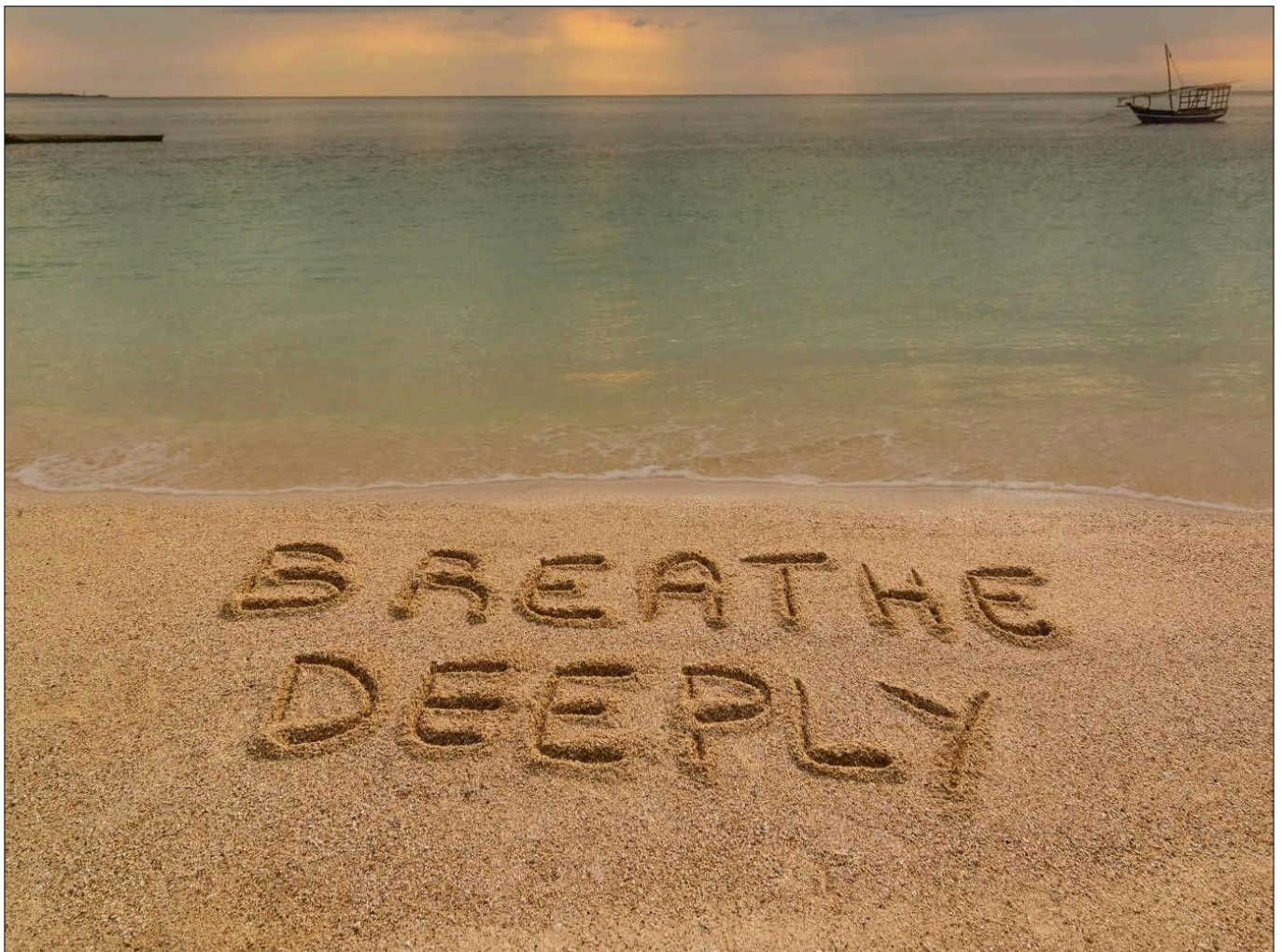
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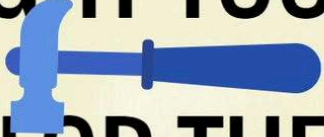


"The Comfort Zone"





**USE THE
RIGHT TOOL,
FOR THE
RIGHT JOB,
IN THE
RIGHT WAY.**



INVERSE

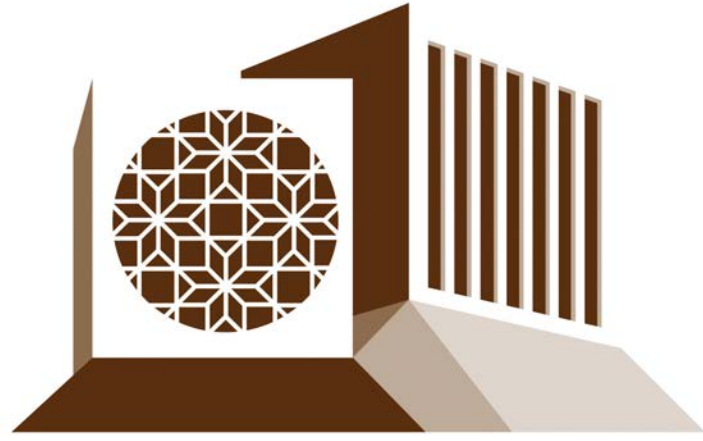
WILANISLAW RIVKIN

12 HOURS AND

BOOKEND

**IF YOU'RE WORKING FROM
HOME, MASTERING ONE
MENTAL SKILL WILL KEEP YOU
HAPPY**

It's all about "psychological detachment."



جامعة قطر
QATAR UNIVERSITY

مركز التميز في التعليم والتعلم
Center for Excellence in Teaching & Learning

Thank You
for Watching

cetl@qu.edu.qa