After 5 days of discussing "The Good Practice"..

How do you plan for the ideal online class? What is important?

- **IT**:
    - Identify the objective
    - Use the correspondent software/platform to attend the defined task
    - Be present as teacher (communication, agile didactics and collaboration)
    - Evaluate the methodology/technology used to improve it
    - Evaluate Students feedback.
- **ES**:
    - Choose a good platform, in our case, Teams.
    - Explain our students how the platform works.
    - Focus on the class goal and what we want the students know at the end of this class.
    - Choose the most suitable learning contents.
    - Control the evolution and participation of students in the class.
    - Evaluate the learning process and obtain feedback.

- **NO**: Clarify and inform students about subject, time, platform, link/invitation, equipment, preparation, expectations and behavior.

- **EE**: Before you begin, you must have a clear objective, which focuses on what you want your students to be able to do at the end of the task/lesson/course. All the activities should help the student achieve the objective. It helps to use lots of visuals in order to retain attention since most of us remember things we see.

- **DK:** Preparation of the students, putting down some ground rules for the online teaching. Ex. Class start at 08:00 (log on to the session)
Teaching start at 08:15 (The students have 15 minutes to get online and be prepared)
Webcam must be on, if it is off it equals to be absent. Mute the mike if you are not saying anything. To remove background noise ect.
Throughout the school day the student must be online and accessible if the teacher needs to

get in contact with them. In the breaks it is okay to be absent. If the teacher can't get in contact with the student over a period, it equals to be absent from the teaching environment.

Could you start the online class up by using an icebreaker, a greeting, a small task etc.?

- **IT**: Sure, Short video up to 5 minutes, or
  Little debate about the last lesson, or
  Shot game (Kahoot.it), or
  Up to 10 mins. of free debate.

- **ES**: Yes, it's very important start class with a short activity to check that students are online and ready to start class. You could do it for example, using a Kahoot test because everybody must check in with the pin share by the teacher.

- **NO**: Actually yes, of course. Ideas: Share student pictures, memes, silly questions, give a group of students the icebreaker task in turn, what tv-show/game did you see/do before you went to sleep, kahoots from last lecture.

- **EE**: We often use mentimeter.com to gauge the students` knowledge or capture their interest about a certain topic. Any short interactive game or quiz can be used for this purpose. You may even show them a photo and ask them to tell you what they think is going on before you reveal what is happening and what they are going to learn.

- **DK**: Using Kahoot that one of the students have created form the last period of theory is a good way to start up the morning. The 15 min from where the students can logon to the session can also be used to small talk.

How do you keep the students focused/ motivated?

- **IT**: Try to stimulate the competitiveness between them
  During the lesson, we try to involve them
  Use breaks and games to give the students a moment for relax.

- **ES**: Ask students if they are interested in the topic to study and how they would explain it. Suggest students to come up with ideas to improve the learning process.
Let students collaborate with their classmates and teachers to improve the class.

- **NO**: Make the lessons interactive, involve the students, small quizzes, group-rooms, do something funny, short lessons then good breaks for reflections, involve and ask the students what motivates them, visualizing goals and the content for the lecture.
- EE: Visuals, visuals and more visuals. Also, students need a break from staring at their screens, so they could stay focused and motivated.

- **DK**: I have created the different groups where I ask the students to go out into and continues the group work in a online call in each group so they can help each other and small talk also. Also, to tell the students that they can always get in contact with the teacher just writhe to the teacher on (TEAMS) then the teacher will get in contact with them ASAP.

How do you interact with students – and when?

- **IT**: Using the best platform, we can easily interact with students before, after and during the lesson.
If it's possible, face to face contact.

- **ES**: We use a corporative email and the platform (teams) to interact with students and to the when question, the answers is always because we could be connected 24/7.
In addition, whenever possible, we will try to make physical contact to improve social inclusion.

- **NO**: With questions written in chat or oral, group-rooms, signs/applications, quizzes/voting.
when: depends on the students (silent classes need more activation), normally after
         some input, short lesson/instruction.

- **DK**: I connect to the different groups and join them in there call to see how the progress is and if they have questions or issues that we must talk about.
Also, I call students individually to get 1 on 1 talk to hear about their well-being in the online community.

Are there issues with 24/7 interacting between teachers and students?

- **IT**: We do it only for the students of the last year or for students with a critical situation, we try to minimize as possible this kind of communication in order to protect our teacher (private life, stress release, etc.)

- **ES**: Yes, there are. Teams platform allows us to be connected with our students 24/7 though mail, the chat, calendar, meetings and work teams. But the most important thing is establishing rules for the proper use of tools.

- **EE:**
  (Merilen): I generally do not respond 24/7. In my opinion, students need to respect my private life outside work. I have told them that they can contact me only in extreme cases and everything else can wait until the next working day.
  (Marelle): Opposite Merilen, i am responding to students almost any time when I can see their message. Yes, there is days when i won´t answer them or talk, but I'm trying to be available.

- **NO**: Yes, everyone needs a break sometimes. Clarify the expectations. Depends on tasks and issues.

- **DK**: Yes, diffidently the students are active at different time periods of the day/night sometimes. It also questions the work/family life availabilities balance. Is it rude to ignore the student's communication outside office hours?

How did you keep yourself motivated?

- **IT**: Experiment new tools, have fun with students, ask them what they want to learn and try to find a match with the school objective (challenge yourself). Try to do an open dialogue.

- **ES**: Looking for new tools and self-learning on YouTube. The help of our students to find new tools and make change possible.

- **EE**: It helps me to stay motivated when I can see that what I do makes a difference. When a student who never spoken in class before meeting me gives a presentation at the end of the course, for example, and understands that they acquired a vital public speaking skill.

- **NO**: Try something new or creative, experience mastery for both teacher and students, see the stars in the pupil's eyes, good energy.

- **DK**: The way I have better control and connection to the students is giving motivation. Also, the opportunity to do and try new things and new teaching possibilities.

Did you feel your students understood and gained from the online teaching?

- **EE**: Yes and no. Those who are generally able to grasp concepts quicker were able to manage their time better and work more effectively. The ones who need more encouragement and/or help needed more support online or even in-person at school before the end of the course.

- **IT**: think they gained a lot of digital skills but they're not aware of it

- **NO**: Mally yes, Ruben not sure. Depends on the content and how they/we were prepared.

- **ES**: Yes, we did. Our students are natives in new technologies, and they learned to use it properly. In addition, the new situation gives self-control and autonomy to the students though their learning process.

- **DK**: I would say that in certain subjects it is more difficult to teach online based on the students can't "touch and feal" the equipment. There are some dimensions that is removed in online teaching.
And in other case the subject is very good as an online teaching session, better that physical in a classroom.

Would you consider hybrid teaching in the future (online and in class teaching)?

- **EE**: It depends on the lesson and the contents of the lesson. When teaching English, someone who is ill at home can participate as long as their illness doesn't hinder them from communicating. I can turn to them with questions just like I turn to any other students. When I teach Linux operating systems, I cannot really do the same in practical lessons when the student`s hardware doesn`t support what we`re trying to do.

- **IT**: Sure, but we need also face to face teaching. But we must improve our teaching methodology. It should be a very strong challenge for teachers and students.

- **NO**: Yes, especially with content who looks better/clearer in close-up screen, like some digital instructions and teaching theory. Maybe one day a week out of school (home-teaching) could be suitable.

- **ES**: Completely yes, in fact, nowadays a lot of teachers are trying to improve and do hybrid teaching. We could propose doing the theory classes online and do practical classes face-to-face.

- **DK:** Parallel teaching would be a defiantly: No, I have done it, it is exhausting, time consuming also you very quickly can't have the focused on both the present students and the students that is sitting at home. Some of them will slip into the background. It will need another technology setup to have focuses on both classrooms.
  I will defiantly do online teaching again where the hole class is attending online sessions. There are subjects where this is a very good substation to a physical classroom and there are also benefits in the online session.