



**IO2 – Training Course for School Leadership  
Teams, Teachers, and Staff**

**Self-Directed Learning Handbook**

**December 2022 – Final Version for Piloting**

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## Introduction to the Training Course for School Leadership Teams, Teachers, and Staff

The aim of this curriculum is to provide a training course for teachers and school leadership teams to prepare them to integrate online education into their teaching practices. The focus is on the basic elements needed to be able to effectively design, develop and implement innovative and interactive virtual lessons with secondary school students. It includes how to successfully create engaging and participative virtual lessons (delivered synchronously) and how to develop additional digital learning materials (such as videos, interactive presentations, games, etc.) to enhance the learning experience of students.

Through this course, school leadership teams and teachers will understand the complexities of online learning, and receive practical hands-on training on how to design, deliver, and support online courses. To support teachers to transfer their learning in this course to other educators in their schools and networks, this curriculum has been developed as a ‘train-the-trainer’-style curriculum as teachers will first be supported to develop their own skills and competences to adapt and apply online teaching in their practice and will then be supported to transfer this learning to other educators in their schools.

This 3-day (21-hour) blended learning training session has been developed in two distinct sections, consisting of both theoretical and practical activities, which support teachers to gain new knowledge, and to practice what they have learned so that they can develop their skills as facilitators of the methods and techniques presented in the learning content.

School leadership teams and teachers will acquire all the knowledge, skills, and competences needed for understanding the state-of-the art related how to teach online, review existing tools for online learning, and explore methods and pedagogies for the design and development of online courses, including the design, development, and assessment of learning.

The key objectives of the training course are to ensure that upon completion of the training; teachers and school leaders will be able to:

1. Understand the main principles of online teaching, including basic knowledge of the current state of the art for Virtual Schooling
2. Identify the most common eLearning tools and their basic pros and cons when applied to a secondary school context
3. Consider all factors in the design and delivery of online education
4. Prepare a plan for designing and deploying an online course
5. Select appropriate content, activities, learning outcomes, tools, and assessment for online education.
6. Evaluate pedagogical material of users online to provide recommendations and constructive feedback using online means

The in-service training comprises 12 hours of face-to-face learning supplemented by an additional 12-hours of online self-directed learning.

The 12-hours of face-to-face learning provides practical activities required to support teachers to implement online education best practice in their classrooms. The subjects covered in these face-to-face sessions include:

- Lesson planning for online education: designing and delivering online education
- Practical application of common eLearning tools in a secondary school context
- Selecting appropriate content, activities, learning outcomes, tools, and assessment for online education.

This is supported by 12-hours of self-directed learning content, which provides teachers and school leaders and staff with access to theoretical elements required in this curriculum.

Specifically, the following topics will be the focus of the 12-hours of self-directed learning:

- Introduction to the main principles of online teaching, including the current state of the art for Virtual Schooling
- Online safety for teachers, staff, and students – protecting all actors in online education
- Assessment and evaluation in online learning, including providing recommendations and constructive feedback using online means

## Chapter 1: Introduction to the main principles of online teaching, including the current state of the art for Virtual Schooling

### Chapter introduction and Overview

Welcome to the Module: Introduction to the main principles of online teaching.

In this chapter we will provide the state of the art of virtual schooling and show the main principles of online teaching. Therefore, we will show the results of a study on the topic, provide the main rules regarding online education and show best practices of how it can be done. This module provides the basic information on digital education and forms the basis for the following modules.

By the end of the module, you will be able to:

- name and differentiate between various concepts of digital teaching and learning
- supervise participants in digital offerings and accompany the offerings
- Enrich e-learning offerings through the use of various tools.
- name and identify difficulties and challenges on the provider and participant side and to react to them professionally

Teachers and school leadership teams can use this module to get an overview of their personal profiles and see how the team or each individual is qualified in terms of digital competences. In this way, school leadership teams learn about the qualities and resources their teams have individually and can make the best use of this information to provide highly qualified teaching. In addition, the need for further training can be evaluated and planned according to need.

### Chapter Learning Outcomes

Upon completion of this chapter, participants should be able to:

- Name and understand approaches of active learning through online education
- Name and understand approaches of how to foster collaboration between students and teachers in online learning
- Name and understand of how to ensure quality in online education
- Identify tools and practices to foster collaboration through online learning
- Develop project-based learning and peer learning activities for students to encourage active learning
- Research effective strategies to foster student-teacher to ensure quality in online education
- Recognise the importance of collaboration and active learning in online education
- Support students and faculty members to collaborate to ensure course quality
- provide engaging and meaningful online learning opportunities for students.

## Unit 1: Current state of virtual schooling

### Unit Overview

The Corona pandemic has led to the need to develop a concept for remote education and online teaching and learning in a very short time and has forced the school system to digitise quickly. The resulting challenges also offer opportunities for the future of the school system. In this unit we want to look at the challenges of this topic and highlight the barriers as well as the opportunities of virtual schooling.

For this purpose, aspects such as research results on the current status, systemic approaches for online teaching and various models will be examined in more detail.

### Unit Content

Digitisation in the classroom is currently creating many new possibilities, both in terms of the content of lessons and the didactic methods and materials used. This offers various possibilities: On the one hand, it has made distance learning possible during the Corona pandemic, on the other hand, digital methods correspond to the interests of the students and thus promote their motivation to learn. Furthermore, through digital didactic means, students are able to repeat the courses as often as needed and work through the content at their individual pace. For these reasons, despite many disadvantages and hurdles in digitalisation, we must not forget the great opportunity that virtual schooling offers. In the following, we would first like to shed light on the current state of digital education and also present various systemic approaches for successful digital lesson design.

#### **State-of-the-Art of in online teaching at secondary schools**

Practices, methods and approaches followed during distance education in secondary schools refer to strategies and plans, infrastructure, strategies on teaching and learning, assessment, additional support and privacy and well-being. While some aspects show different stages of development among the project partners' countries, the following challenges were faced by all:

- flexibility of educational pathways and re-design of curricula
- implementation of technology-based innovation (access to digital tools and technical assistance, trustworthy equipment)
- reliable infrastructure (Internet connection)
- adequate digital skills of teachers and learners
- dealing with heterogeneity and reduction of educational inequality (accessibility and usability)
- acquisition of digital skills to both use technology and create with it teaching and learning actions (innovative teaching methods for virtual schooling)
- setup of a proper home/parental environment for smooth participation in online learning.

Research carried out within the framework of the EUVHS project has shown that the current situation with regard to online learning and teaching in the project countries shows clear deficits. Having explored the state-of-the-art in online teaching at secondary level schools in

Germany, Italy, Greece, Ireland, and Cyprus the following main challenges have been identified:

1. providing all participants with access to adequate equipment, digital tools, technical assistance, and internet connection
2. acquisition of digital tools to both use technology and create with it
3. set up of a proper home/ parental environment for smooth participation in online learning

Despite all the challenges in online education, digital education will continue to be a central part of the education system, which is also an opportunity for many students to shape their learning more individually according to their needs. A systemic approach is needed for a successful implementation of online education.

A pedagogical framework that can be used as a reference for the design and delivery of online learning (e.g. for handling educational data and for promoting competencies for a culture of digital literacy) is not established in all countries in Europe. However – taking into account the results of the National Report – a framework should refer to strategic actions on the one side and to a methodology on how to design and deliver online learning on the other side. Whereas strategic actions should be undertaken by school leaders, in collaboration with teachers and staff, the methodology is for the use of the teaching staff mainly.

For the implementation of digital education, actions are necessary on three different areas:

- Leadership
- Resources and support
- Teaching and learning

### **Systemic approach as a basis for successful online/remote training**

A systemic approach involves the collective development of an action plan based on a coherent legal framework. The plan can emphasize the areas of (digital) infrastructure, digital accessibility, measures of support, skill training and development, collaboration, redesign of curricula, as well as evaluation of the progress and implementation.

The results of the Transnational Report show the need to follow a systemic approach covering the following three main areas:

Leadership includes the following actions

- Awareness rising on digital learning and its chances
- Aligning the online programme with the educational goals to be achieved
- Data protection and equity measures
- Establishing a coordination team
- Promoting communication and collaboration in and out of school
- Implementing psychological and emotional support strategies
- Applying evaluation strategies

Resources and Support refer to:

- Providing adequate content, materials, devices and tools
- Upskilling and training on how to exploit technologies to transform learning (For teachers' training the TPACK Model can act as a point of reference while online classroom management techniques should be taught and eventually adopted)

- Guidance for parents
- Promoting Students' mental health (work with a team of experts, incl. psychologists)
- Promoting a community of practice among all participants

In terms of Teaching and Learning the following is essential:

- (re)design curricula (inquiry-based learning, interdisciplinarity, personalisation, feedback, self-reflection); adequate digital material and resources for the online context
- Design and develop specific activities to cultivate students' digital competence (For guidance, we can consult DigComp framework, a tool aiming to build citizens' digital competence)

The systemic approach clearly shows that there is an overarching change of attitude in all levels of the school system, and this also means that there cannot be a clear separation here and that the overlaps in the different areas must be considered. Only if all levels: Leadership, Resources and Teaching are considered and work together, digital schooling can succeed.

### Unit Assessment

*Question: What are the three main areas that have to take action to guarantee qualified digital education?*

- a) **Leadership, Resources and Support and Teaching and Learning**
- b) Technicians, Teachers, and Students
- c) School, home environment and infrastructure

*Drag and drop:* Please allocate the following statements to the correct headlines:

1. Leadership
  - **Awareness rising on digital learning and its chances**
  - **Establishing a coordination team**
  - **Promoting communication and collaboration in and out of school**
  - **Implementing psychological and emotional support strategies**
2. Resources and Support
  - **Providing adequate content, materials, devices and tools**
  - **Guidance for parents**
3. Teaching and learning
  - **(re)design curricula (inquiry-based learning, interdisciplinarity, personalisation, feedback, self-reflection); adequate digital material and resources for the online context**
  - **Design and develop specific activities to cultivate students' digital competence (For guidance, we can consult DigComp framework, a tool aiming to build citizens' digital competence)**

*(There might be some overlapping here)*

*Question: Which of the following statements is **not** one issue regarding the deficits of digitalisation in education?*

- a) providing all participants with access to adequate equipment, digital tools, technical assistance, and internet connection



- b) acquisition of digital tools to both use technology and create with it
- c) **willingness to use digital tools and methods in teachers and students**
- d) set up of a proper home/ parental environment for smooth participation in online learning

## Unit 2: Main principles of online teaching

### Unit Overview

In theory, we now know the benefits and also the challenges of online teaching. In order for both teachers and students to make good use of the resources of virtual education, we want to present different models to adapt the lesson design accordingly.

This course unit focuses on the theoretical background of the pedagogical design of online teaching. Taking a systemic view of teaching and learning, the design of the teaching units, the technological and financial framework, the organisation, and the assessment are considered in addition to the actual teaching and learning situation.

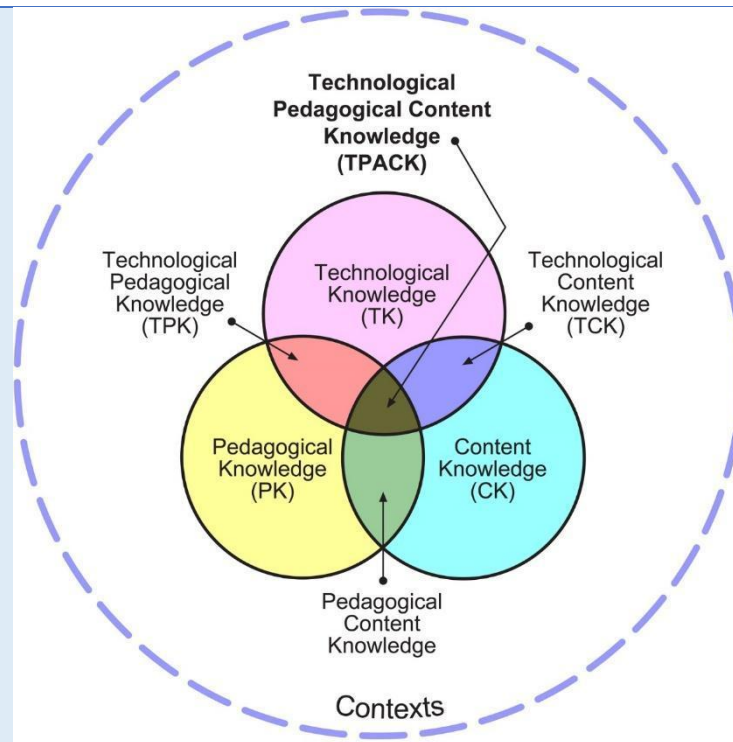
### Unit Content

Digital learning means much more than just using tablets and computers. Today, a reflective and constructive approach to digital media is just as relevant as maths, reading and writing. Furthermore, the added value that digital devices offer in the didactic transfer of knowledge is enormous. Through various educational programmes and learning tools, the nerve of the students is addressed, and effective learning is promoted. Therefore, it is relevant that teachers adapt their pedagogical knowledge and didactic content to the digital possibilities.

#### **Strategic actions and online learning methodology as essential parts of a systemic approach**

The TPACK (Technological Pedagogical Content Knowledge) model on the one hand has a focus on the complex relationship between content, pedagogy and technology and defines an organisational structure for the knowledge needed to integrate technology. The challenge of integrating traditional forms of knowledge and mediation in digital environments in a meaningful and reflective way requires certain abilities by teachers.

The DigCompEdu on the other hand refers to the European Framework for Teachers' Digital Literacy and describes what it means for teachers to be digitally literate. Whereas the DigCompEdu provides a general frame of reference to support the development of pedagogical digital literacy in Europe, the framework of the TPACK model is formed by the three knowledge domains that are relevant in teaching the learning content: technological (T), pedagogical (P), and content (C) knowledge (K). Both models can help to develop a pedagogical framework and will be explored during this self-directed learning module.



TPACK- Model

In order to take a look at virtual education in practice, we will use the conceptual approach of the TPACK model to look specifically at the use of technology in the classroom. The TPACK model according to Mishra and Koehler (2006) is a theoretical model for combining technological knowledge with other teaching methods in classroom design. To teach effectively with digital technologies, teachers need a combination of technological, pedagogical, and content knowledge to describe their media-related competence according to the TPACK model (Bos et al., 2016).

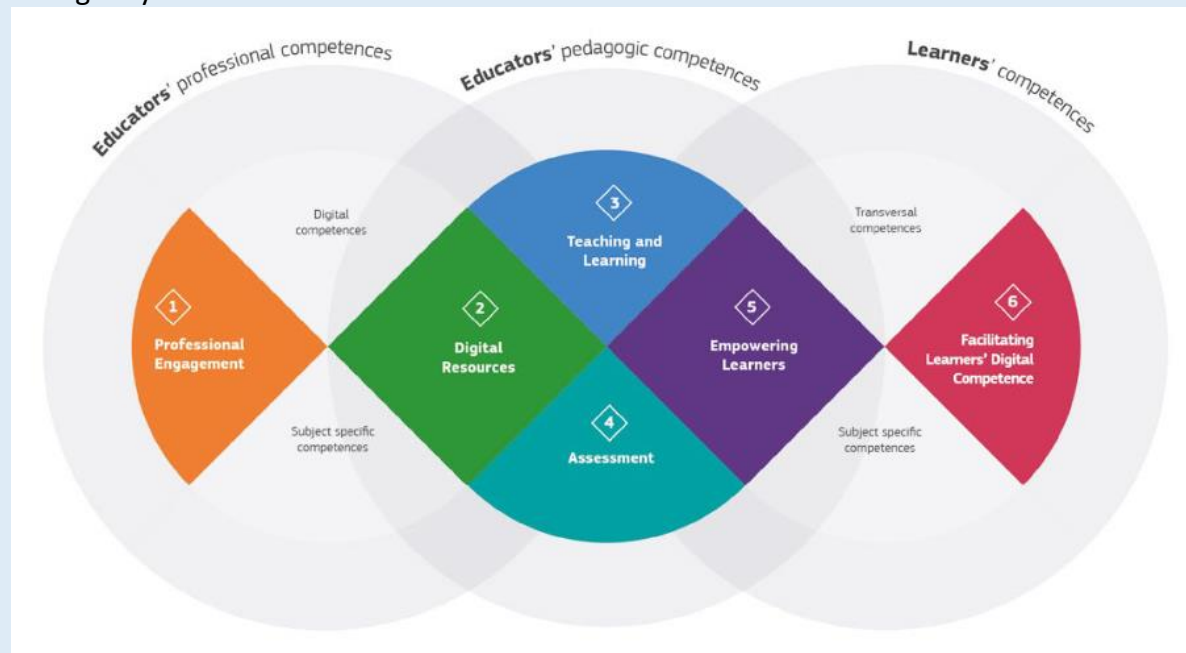
This intersection model combines technological pedagogical content knowledge and subject didactic knowledge on the use of technological tools in teaching. It also incorporates new technological developments, which requires a constant evolution of professional knowledge (Huer et al., 2019). According to an empirical study of competencies based on the TPACK model, it became clear in 2019 that the teachers in secondary schools had the highest level of knowledge in pedagogical content knowledge, PCK, and the lowest level of knowledge according to their own assessment in technical pedagogical knowledge, TPK, (Schmid et al., 2020). This type of knowledge is indeed crucial for the effective use of digital media in the classroom. When this is missing, there is a lack of methodology to use digital material in teaching situations.

As a consequence of the TPACK model, it must also be mentioned that the design of teacher training must be adapted, since an isolated technological knowledge (TK) without inclusion of the other knowledge levels falls short (Schmid et al., 2020). Training that links the areas of technology, pedagogy and curriculum would therefore be ideal.

Mishra himself names as strengths with regard to the use of digital media in teaching and learning concepts that the model prompts teachers to reflect on their teaching, i.e. their

teaching methods and their previous use of media, and to question whether teaching methods, subject content, pedagogical approaches and methods, and the use of media are appropriately combined (Bos et al., 2016). In addition, the model gives teachers room for creativity and innovation in the future planning of their teaching units.

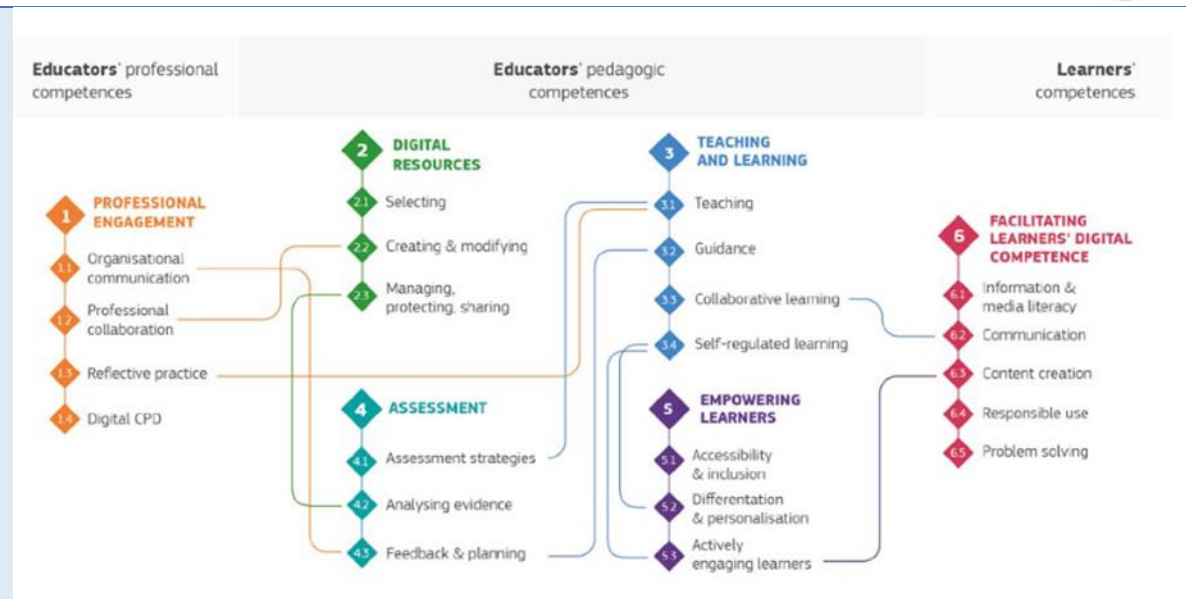
Another model for digital lesson design is the DigCompEdu. The European Framework for the Digital Competence of Educators (DigCompEdu) is a scientifically sound framework describing what it means for educators to be digitally competent. The European Framework for Teachers' Digital Literacy describes in a scientifically sound way what it means for teachers to be digitally literate.



### DigCompEdu

Various competence models provide national and international answers as to which digital competences are relevant in school and teaching. The DigCompEdu (European Competence Framework for Teachers' Digital Competences) is the most important and up-to-date and is used in education throughout Europe.

A total of 22 competences are listed in 6 areas, which are presented in the overview and give a first overview of the different competence fields. DigCompEdu is aimed at educators at all levels of education, from early childhood to higher and adult education, including education and training, special needs education and non-formal learning.



The DigCompEdu Check-in was developed in order to reflect on your own digital competences in your professional development and to develop them further. This offers you the possibility to determine your own competence profile on the basis of 22 questions and you will then receive detailed feedback with useful tips and the most important milestones for digitally supported teaching. You can test your competences here: [The Digital Competence Wheel \(digital-competence.eu\)](https://digital-competence.eu)

### Unit Assessment

Question 1: What does TPACK- Model stand for?

- Technical, practical, active, creative knowledge
- **Technical, pedagogical, content knowledge**
- Training, presenting, activating, creating knowledge

Question 2: What does a Study from 2019 on the knowledge of teachers in secondary schools show?

- The highest knowledge is in technological content knowledge (TCK)
- **The highest knowledge teachers have in pedagogical content knowledge (PCK)**
- The highest knowledge teachers have in technological pedagogical knowledge (TPK)

Question 3: What would be the ideal training according to the TPACK Model?


- Training that excludes pedagogic
- Training that focuses on technical knowledge
- **Training that links the areas of technology, pedagogy and curriculum**

Question 4: Which of the following is **not** one of the 6 areas listed in the DigCompEdu?

1. Professional engagement
2. Digital resources

3. *Assessment*
4. *Teaching and learning*
5. **Creating**
6. *Empowering learners*
7. *Facilitating learners' digital competence*

## Best Practice Profile of eLearning Tools

<p><b>Name of eLearning Tool</b></p>	<p>Webinar-Reihe. „So erstellen Sie einen Medienentwicklungsplan“</p>
<p><b>Logo/Image</b></p>	
<p><b>License/Fee Information</b></p>	<p>Free</p>
<p><b>Value of the eLearning Tool</b></p>	<p>In the 6-part webinar series, you will learn step-by-step what to do when creating a media development plan. Free handbooks for this series round out the information perfectly. The webinar series was created by expert and media educator Michael Weißer.</p> <p>It has been proven that the use of digital learning tools in the classroom is only successful if they are integrated into a concept. The media development plan creates the necessary clarity about pedagogical requirements, provides planning security for school management, administration, and school boards, and ensures that students receive a good education in the long term. The Media Development Plan is a pedagogical-technical concept between school and school board and ensures that the pedagogical requirements for the use of media match the financial circumstances of the school board.</p>
<p><b>Adaptations</b></p>	<p><i>As this is not exactly a tool it can be easily adapted.</i></p>
<p><b>Practical Application</b></p>	<p>In order to teach media literacy, schools need not only media-competent teachers but also, among other things, a powerful Internet connection, a school network, technical infrastructure, and equipment. In order for the technology to be aligned with the pedagogical ideas and requirements of a school, systematic planning is required, involving all those involved in school life and the school authority. Only if all those involved get together in good time and bring the financial possibilities of the school</p>



	authority into line with the pedagogical wishes and requirements of the school and its teaching staff will the school authority have the certainty that its investments in the school's media equipment will also lead to support for modern teaching. The need for a structured approach is often not yet considered.
<b>Pros of the eLearning Tool</b>	<ul style="list-style-type: none"> <li>• <i>Free</i></li> <li>• <i>Easy to use (Just watch)</i></li> <li>• <i>Self-learning tool, depending to individual needs/ interest</i></li> </ul>
<b>Cons of the eLearning Tool</b>	<ul style="list-style-type: none"> <li>• Videos are provided in German</li> </ul>
<b>Link to eLearning Tool</b>	<a href="https://www.netzwerk-digitale-bildung.de/fuer-schulen-und-schultraeger/medienentwicklungsplan/">https://www.netzwerk-digitale-bildung.de/fuer-schulen-und-schultraeger/medienentwicklungsplan/</a>

<b>Name of eLearning Tool</b>	<b>Evaluation criteria of inclusive apps or web platforms</b>
<b>Logo/Image</b>	/
<b>License/Fee Information</b>	Free
<b>Value of the eLearning Tool</b>	With the help of a list, the user can find the "perfect" app by means of evaluation criteria, in which all the criteria listed are positively evaluated. The list is used to get an overview of how the apps used can be viewed from an inclusive point of view and which aspects should be considered if necessary. Inclusion in school is not always considered when it comes to online education. Very often the language is a barrier.
<b>Practical Application</b>	Many learning apps or apps for distance learning that are offered have little or no use for inclusive education. This list should help to evaluate the apps and to filter them with regard to their ideal usability for inclusive education.
<b>Pros of the eLearning Tool</b>	<ul style="list-style-type: none"> <li>• <i>Inclusive</i></li> <li>• <i>Easy to use</i></li> </ul>
<b>Cons of the eLearning Tool</b>	<ul style="list-style-type: none"> <li>• It takes some time to work with the list and the user has to give the information on his/ her own.</li> <li>• List is only provided in German but can be translated easily.</li> <li>• Self-evaluation tool, few criteria for evaluation</li> </ul>
<b>Link to eLearning Tool</b>	<a href="https://leaschulz.com/wp-content/uploads/2020/10/2020_10_diklusiveKritierien-App_LSchulz.pdf">https://leaschulz.com/wp-content/uploads/2020/10/2020_10_diklusiveKritierien-App_LSchulz.pdf</a>



## Additional Learning Resources

<b>Module Title:</b>	Test your digital competence
<b>Title of Resource:</b>	Digital competence wheel
<b>Resource Code:</b>	<i>R1.1</i>
<b>Introduction to the resource:</b>	<p>The Digital Competence Wheel is developed by Center for Digital Dannelsen, and its purpose is to provide an overview of digital competences and offer concrete tools to how these competences can be elevated and improved. The Digital Competence Wheel is theoretically based on a major EU research project called DIGCOMP, derived from the European Parliament's inclusion of digital competence as one of the eight core competences for lifelong learning.</p>
<b>What will you get from using this resource?</b>	<p>Create your own customised competence model that targets the digital competences relevant to your specific organisation.</p> <p>Build measurable competence profiles, personas, on the digital skill sets that matter most to you.</p> <p>Get the full overview of your organisation's digital competence levels, enabling you to initiate purposeful digital transformation.</p> <p>Integrate your own learning materials into the platform, allowing you to create a direct link between the results and your resources.</p> <p>With just a few clicks you can generate visually impressive and interactive reports that allow you to measure your digital journey over time.</p> <p>Get a database foundation you can use for strategic development, performance reviews, recruitment and much more.</p>
<b>Link to resource:</b>	<a href="https://digital-competence.eu/">https://digital-competence.eu/</a>



<b>Module Title:</b>	Learn to teach digital literacy
<b>Title of Resource:</b>	6 Essential Steps: How to Teach Digital Literacy to Your Students
<b>Resource Code:</b>	R1.2
<b>Introduction to the resource:</b>	As an educator you can't leave digital content out of your classroom. Using the internet and delivering digital knowledge content is part of education nowadays. Videos, articles, quizzes etc. are used by both teachers and students in the same way. But how to ensure to find good and quality content online?
<b>What will you get from using this resource?</b>	<p><i>Digital literacy in education is the ability to find, evaluate, and use online information safely and responsibly. Here educators will learn how they teach digital literacy to their students and ensure a safe environment.</i></p> <p><i>As a part of this they will learn:</i></p> <ul style="list-style-type: none"> <li>- Teach students how to find reliable information from a Google search</li> <li>- Teach Google search techniques</li> <li>- Teach students how to encourage critical thinking online</li> <li>- Teach students about the ethical use of online resources</li> <li>- Teach students the basics of internet safety</li> <li>- Teach students about online bullying</li> </ul>
<b>Link to resource:</b>	<a href="https://www.educationcorner.com/how-to-teach-digital-literacy/">https://www.educationcorner.com/how-to-teach-digital-literacy/</a>

<b>Module Title:</b>	How to transform traditional teaching into digital teaching?
<b>Title of Resource:</b>	DigiTeaL
<b>Resource Code:</b>	R.1.3
<b>Introduction to the resource:</b>	<p><i>Since the Covid-Pandemic schools were forced to adapt new teaching practices and switched to online teaching. However, teachers hardly had a chance to develop key skills and competences, which would have made this transition easier.</i></p> <p><i>This project aims to cope with this deficits and provides courses to make teachers:</i></p>





	<ul style="list-style-type: none"><li>● Identify training needs and gaps around teachers' online teaching capability in the partner countries.</li><li>● Create a practical, step-by-step resource that guides teachers through the technical elements of setting up safe online teaching, using identified best practice, and giving them confidence if they have mainly focused on face-to-face teaching in the past.</li><li>● Inform teachers about the non-technical classroom management issues associated with online teaching and provide solutions.</li><li>● Make teachers aware of an internationally recognized online assessment system that they can adapt for their students in any subject</li></ul>
<b>What will you get from using this resource?</b>	<p><i>The developed activities aim to:</i></p> <ul style="list-style-type: none"><li>● research to identify teacher's needs and gaps regarding online teaching</li><li>● create a user guide which will show teachers the theoretical process of how to produce an Open Badge for any topic they teach.</li><li>● provide teachers with an easy-access guideline in how to transfer them in-person teaching materials to online teaching</li><li>● motivate teachers to use digital elements in their classes</li></ul>
<b>Link to resource:</b>	<a href="https://digitalproject.eu/project/">https://digitalproject.eu/project/</a>

## Chapter 2: Online safety for teachers, staff, and students – protecting all actors in online education

### Chapter introduction and Overview

As the COVID '19 pandemic has pushed schools into a remote-working environment, pupils and teachers have had to learn and interact through the screen rather than in the classroom. Whilst digital tools such as Zoom and Google Classroom have allowed teaching to continue when otherwise not possible, the safety of such online tools is not something most young people would have given much thought to. On the contrary, isolation has encouraged young people to be better connected with friends using social media and other online means and safety has likely not been their primary concern.

In this chapter, we will cover the main online safety concerns when remote working for online secondary school education. Then we will look at how digital tools can be used in the online classroom environment to improve online safety, including which types of settings and controls can be used and which types of services to avoid. Finally, we will cover the teacher's role in providing and promoting a safe online environment for children to learn from home.

By the end of this chapter, you should be able to identify and evaluate safety concerns when using online tools and platforms. You will understand how to use digital tools to reduce risks and improve safety for young learners. You will also have a better understanding of how teachers can motivate pupils in a safe online learning environment.

### Chapter Learning Outcomes

Upon completion of this chapter, participants should be able to:

- Identify and evaluate safety concerns when delivering education through online tools and platforms
- Use digital tools to mitigate risks in online education
- Motivate students for effective online education
- Use digital tools to provide students with prompt, constructive and meaningful feedback
- Create collaborative safe remote-working learning partnerships with students

### Unit 1: Safety Concerns with Online Education at Secondary Level

#### Unit Overview

As students, teachers, schools and parents adapt to a new world where remote learning and remote working become the new norm, the topic of safety in online education has

become ever more important. Young people need to better understand cyberbullying and become more aware of what information they are sharing and who they are sharing it with. When working in groups online, the digital tools and controls become important to ensure that only group members are involved and that the information they share within the group is appropriate.

Online security may seem obvious, but not all homes are the same and pupils and parents need to be aware of the dangers of phishing and using unprotected websites and internet connections. A good dialogue between the school, parents and students will ensure that everybody understands about internet safety and how to keep students working in a safe online environment.

### Unit Content

Following the overnight change to remote teaching and learning during the pandemic, teachers and students have had to adapt to an online learning environment at a drop of a hat. Little or no preparation time was available for teachers and pupils to learn how to use online and digital platforms, such as Google Classroom, and other networking and social media tools for staying connected. In fact, the whole online world has become more important than ever in terms of a learning resource for students. Therefore, it's important for students and teachers to understand how to use tools safely early-on in their online learning journey.

One key concern in an online classroom environment is cyber-bullying. Given that students may not be used to interacting through online messaging, it's easy to see how cyberbullying can happen even by accident. In a typical online classroom situation, the teacher and pupils will interact through video and comments. It is very easy for students to type comments and reply to others' comments, focussing on getting in their reply or sounding 'cool' without taking the time to think about their comment first. What might seem like an innocent joke could easily be quite hurtful to another member of the class, especially if further comments/replies support it. If someone takes a screenshot of a post, it can also live on beyond the initial thread.

Self-awareness is an important factor in online learning. Not only in terms of how a young person's digital actions might affect others, but also about their surroundings in their own home environment. This is no more evident than now when video conferencing has become the medium of choice for connecting with others remotely. Without thinking about what is in the background of your screen, it is very easy to share sensitive information that you would not share if you were meeting people face-to-face. For example, a young person might leave a photo of their 3-year-old selves in the background or some other embarrassing relic that they don't want classmates to know about. There could be other members of the household in the background making noise or having private conversations. Once something has been seen or heard, it can no longer be unseen or unheard and there is no telling who might then be shared with.

As web-surfing becomes the main way for pupils to conduct research when studying from home, they need to realise which content is appropriate and which is not. With some basic guidance, it may be easy for them to understand how to ignore anything which isn't age appropriate. A bigger challenge from an educational point of view may be to understand and weed out "fake – news" from the truth in an online setting. Fake news travels faster and reaches more people than real news. Students need to learn to interrogate the information they see online and to determine fact from fiction. Is the source reliable? Is more than one source reporting the same information?

When considering group work, young people need to understand who the audience is they are communicating with through their digital media. Ensuring each person in the group is somebody they know or know of is important. There may be some information that a student would be happy to share with some friends but not others, so who is on the call and do you really want to tell them what you are thinking?

The right choice of communication tools is an important consideration for young people when learning online. There is a far higher risk of "stranger danger" in an online environment where students cannot see the person they are messaging. Young people need to understand which online tools or apps are safe for communicating with people and which are not. When pupils do communicate through digital means, they need to think about who can see what they are saying and how long what they have said will stay in the webspace.

Unfortunately, digital scammers are becoming ever more inventive and strive to find new ways to make their scams as believable as possible. Young people need to be aware of social media scams such as people using fake information to appeal to them when they are after something else. Some scammers may just be looking for you to click through to a certain webpage where they are selling something. Others may have more sinister intentions, such as trying to lure somebody into a relationship when they are not the person they are pretending to be or trying to scam people out of their money.

In most homes and especially where adults have been working from home, a secure internet service is probably already in use. Nonetheless, it is important for young adults and parents to understand that they need to have a password protected internet service with a good level of protection to avoid being hacked from external sources. Students should be aware that they should only connect to services that they know and that are well protected and avoid using public WI-FI to minimise the security risks.

Phishing is always a concern in the world wide web, with scammers coming up with ever more sophisticated ways and websites to trap people into believing they are the real deal. Often scammers will purport to be the opposite of who they are, for example by pretending that your security has been breached on your Google account and getting you to go to a website that looks identical to the Google login page only to steal your personal information once you login. Similar scams are often done with online banks to try and steal people's money or to sell fake goods. The key thing is for young people and parents to know how to spot fake websites and to interrogate what they are looking at, especially when landing on a webpage through a link.

Below are some tips for ensuring a safer internet use:

- Check website URLs and if you are going to share any personal information about yourself or others, make sure it is a secure site, with a padlock or https protocol in front of the web domain.
- Interrogate the domain name to check that the website is what it says it is and isn't just a very clever copycat out to scam you.
- Never click on links that look suspicious.
- Avoid public WI-FI services where possible and if you do need to use them, be extra-vigilant of the website URLs and pop-up windows that might appear.
- Ensure that passwords are not too easy for somebody to guess (including people who know you)
- Only share personal information if you are sure you don't mind that information being shared with your audience, also taking into consideration who they might forward or share it with. If you wouldn't say it to somebody in person, don't do it online either!
- Remember, always assume that if something looks too good to be true, it probably is.

The key to get on top of safety concerns when using online digital tools is to have good lines of communication between the school, pupils, and parents to ensure that everybody understands how they can work together in an online environment whilst remaining safe.

### Unit Assessment

- *Question 1: When taking part in a video conference it is important for students to...  
Type: (Multiple choice)*

*Option 1 : take account of what other people will see in the background of the camera shot*

*Option 2 : wear something bright so that they stand out and get noticed*

*Option 3 : wave at everybody to let them know they are joining the call*

*Correct answer: 1 : take account of what other people will see in the background of the camera shot*

*Feedback Correct Answer: Yes, it is important to be aware of what others will see in the screenshot and think about any personal information that you might want to take out.*

*Feedback Incorrect Answer: Wrong. When video conferencing it is important to be aware of what others will see in the screenshot and think about any personal information that you might want to take out.*

- *Question 2: When taking part in online group activities it is important for students to consider what they may or may not want to share with the other people involved:  
(True/False)*



*Option 1 : True*

*Option 2 : False*

*Correct answer: 1 : True*

*Feedback Correct Answer: Indeed, it's important to consider who is in the group and whether they would want to share the information with them face-to-face.*

*Feedback Incorrect Answer: Incorrect. It's very important to consider who is in the group and whether they would want to share the information with them face-to-face.*

- *Question 3: Which of the following is an example of a phishing scam scenario?*

*Option 1 : You receive an email from your electricity provider asking you to update your information.*

*Option 2 : A local shop you go to sends you a text message about a current deal they have in-store.*

*Option 3 : A company pretends to be your email provider to steal your login information and hack into your email account.*

*Correct answer: 3 : A company pretends to be your email provider to steal your login information and hack into your email account.*

*Feedback Correct Answer: Correct! This type of scam is becoming ever more common whereby a fake service provider website cleverly copied the real one's website to steal personal information.*

*Feedback Incorrect Answer: Wrong! A scam whereby a fake service provider website cleverly copies the real one's website to steal personal information is becoming increasingly common.*

- *Question 4: Can you match the following sentence beginnings and endings*

*Option 1 : You should avoid and be extra vigilant...*

*Option 2 : Make sure that URLs are secure ...*

*Option 3 : Only share personal information online..*

*Option A: when visiting websites*

*Option B: with people who you know you can trust*

*Option C: when using public WI-FI services*

*Correct answer: 3 : 1C, 2A, 3B*

*Feedback Correct Answer: Well done, you matched them up correctly.*

*Feedback Incorrect Answer: Wrong! The correct pairings were...*

*1C: You should avoid and be extra vigilant when using public WI-FI services*

*2A: Make sure that URLs are secure when visiting websites*

*3B: Only share personal information online with people who you know you can trust*

- *Question 5: Teachers and students need to collaborate for safe online learning to take place, but there is no need to involve parents/guardians in the process! (True/False)*

*Option 1 : True*

*Option 2 : False*

*Correct answer: 2 : False*

*Feedback Correct Answer: Indeed not. The involvement of parents is very important to ensure a safe home-learning environment for students. If everybody is on the same page, online safety is far more likely to succeed.*

*Feedback Incorrect Answer: On the contrary, the involvement of parents is very important to ensure a safe home-learning environment for students. If everybody is on the same page, online safety is far more likely to succeed.*

## Unit 2: Using Digital Tools to Mitigate Risks in the Online Classroom

### Unit Overview

The digital tools used by schools for teaching students will already have controls in place that allow teachers to determine who has access to what and should allow for a good exchange between pupils and their teacher, both at a group and at 1 to 1 level. However, students also need to understand how to set up their own digital tools and which ones to use to remain safe online.

As an additional motivator for safe online learning, there are also some apps and games that help promote and understand internet and device safety. These are good at getting young people to understand the importance of safe online learning and what can go wrong if they take unsafe actions in an online connected space.

### Unit Content

If used correctly, digital tools can provide a very powerful and effective medium for young people to learn and study. Use of the likes of Google Classroom by teachers and students

has risen immeasurably since the pandemic. Often the online sphere can be perceived negatively as a less safe space than the traditional school classroom. However, if used correctly, digital tools can offer a perfectly safe and secure learning environment.

Firstly, schools and learning institutions have many controls they can put in place on what children can or cannot do and who can view what. For example, if submitting work online to the teacher, it is important that the work and feedback remains private between the individual and teacher. Schools should also ask pupils not to post their results or achievements to others in the class. The advantage of learning portals like Google Classroom is that they are a collaborative space, which allows teachers to control what students can share and what remains private between teacher and individual student.

Video conferencing is a good way to keep pupils engaged in classes and to encourage communication and group learning. If present then the teacher can manage or enforce correct online etiquette, but students need to understand the expectations of group-learning activities or projects where the teacher might not be directly involved all the time. It is important that pupils understand how to use online tools in a safe manner. Students should use encrypted programmes where possible so that only the intended participants can take part in collaborative activities and ideally, somebody in the group should manage group security and ensure there are no intruders or that members do not share information with people outside of the study group.

Below are some key tips on ways to ensure students use digital tools in a way that helps the home-working environment to remain safer for group work:

- Social media pages should only be visible to the relevant groups and have the correct security and privacy settings enabled to prevent everyone from viewing all content. If anybody outside of the intended group does intrude, they should be encouraged to leave, or the group should disband and form a new group where only intended participants are allowed in.
- Group page discussions should be secure and closed off after use. Once a discussion is finished it can be saved for reference but should not be widely visible to all.
- Secure approved forums should be used rather than publicly open web chat services that could be open to being hacked or infiltrated by non-members of the group.
- All members of the group should have the ability to and should be encouraged to contribute to discussions. This can be controlled by the teacher in an online classroom environment but may be harder to manage where students are allowed to meet virtually without supervision.
- Somebody in the study group should have the responsibility for managing security and deleting any inappropriate posts or excluding anyone from outside the study group.

As well as the safe use of digital tools there are also digital tools developed specially to assist young people in staying safe online. An example of this is [Securly](#), a cloud-based software that keeps students safe from inappropriate and harmful webpages through web-filtering and monitoring. It can be used on multiple digital devices and is targeted at schools primarily.



Virtual Private Networks (VPN) can prove to be popular with online users to view location-restricted content. A good VPN service will also add a strong layer of safeguarding and protections in terms of filtering out unsafe content and phishing scams. Essentially a VPN creates an encrypted private connection between a device and the web. A good VPN service should block exact location information and prevent devices from being tracked or seen by others in the digital sphere.

Nowadays there are even Apps and Games that help promote and understand internet and phone safety, which are specifically targeted at young adults and their parents. For example, [ZIPIT](#) is a safety App designed to help teenagers combat Sexting and difficult flirting situations. [Finn Goes Online](#) is a free adventure game app where young people guide extra-terrestrial Finn the fox through earth, learning about online safety, cyberbullying, passwords, and safe use of digital tools.

### Unit Assessment

- *Question 1: Schools have no control over what students can or cannot do or access online and are at the mercy of the students willingness to comply with online rules (True/False)*

*Option 1 : True*

*Option 2 : False*

*Correct answer: 2 : False*

*Feedback Correct Answer: Correct. Teachers can control what students can or cannot do with online tools through built-in programme permissions.*

*Feedback Incorrect Answer: Incorrect. Teachers can control what students can or cannot do with online tools through built-in programme permissions.*

- *Question 2: Which of the following is correct when pupils are doing online group-work?: (Multiple choice)*

*Option 1: Students should not be afraid of sharing anything at all with the people in their online group as long as the software they are using is encrypted.*

*Option 2: One student should be assigned to lead group safety so that nobody else in the group needs to worry about it.*

*Option 3: Students should take responsibility for ensuring that only people who are supposed to be on the call are involved and any additional people should be asked to leave.*



*Correct answer: 3: Students should take responsibility for ensuring that only people who are supposed to be on the call are involved and any additional people should be asked to leave.*

*Feedback Correct Answer: Yes, it is important for young people to be aware of who should be involved in a study group. Anybody who is not in the group should be asked to leave or excluded so that only relevant people share in any discussions.*

*Feedback Incorrect Answer: Wrong. It is important for young people to be aware of who should be involved in a study group. Anybody who is not in the group should be asked to leave or excluded so that only relevant people share in any discussions. This does not however mean that personal information should be shared with the group or that one person should be solely responsible for safe group-work.*

- *Question 3: Can you match up the below tips on using digital tools to help online safety for students?*

*Option 1 : Social media pages should...*

*Option 2 : All members of a study group should ...*

*Option 3 : Somebody in the group should..*

*Option A: be encouraged to take part and contribute in online group work as much as possible*

*Option B: be as private as possible with the maximum information hidden only to group members.*

*Option C: be responsible for leading group security and deleting any inappropriate comments*

*Correct answer: 3 : 1B, 2A, 3C*

*Feedback Correct Answer: Well done, you matched them up correctly.*

*Feedback Incorrect Answer: Wrong! The correct pairings were...*

*1B: Social media pages should be as private as possible with the maximum information hidden only to group members.*

*2A: All members of a study group should be encouraged to take part and contribute in online group work as much as possible*

*3C: Somebody in the group should be responsible for leading group security and deleting any inappropriate comments*

- *Question 4: What are Virtual Private Networks (VPNs)?: (Multiple choice)*

*Option 1: A VPN is a digital tool that serves to encrypt your internet service so that your device and location remains private, and you are less easy to target for cybercrime.*

*Option 2: A VPN is a type of internet service that freezes your screen during video conference calls so that nobody can see what you are doing in the background.*

*Option 3: A VPN is a network of private individuals who like to work in a private space and commit to not sharing any personal information publicly.*

*Correct answer: 1: A VPN is a digital tool that serves to encrypt your internet service so that your device and location remains private and you are less easy to target for cybercrime.*

*Feedback Correct Answer: Yes, A VPN is a digital tool that serves to encrypt your internet service so that your device and location remains private and you are less easy to target for cybercrime.*

*Feedback Incorrect Answer: Wrong. A VPN is a digital tool that serves to encrypt your internet service so that your device and location remains private and you are less easy to target for cybercrime.*

- *Question 5: There are free online games for young people that help them learn about online safety in a fun a relevant way (True/False)*

*Option 1 : True*

*Option 2 : False*

*Correct answer: 1 : True*

*Feedback Correct Answer: Indeed, these types of games are a very positive way of reinforcing online digital safety for young people.*

*Feedback Incorrect Answer: On the contrary, there are free online games for young people that help them learn about online safety in a fun and relevant way. These types of games are a very positive way of reinforcing online digital safety for young people.*

### Unit 3 Title: The Teacher's Role in Online Safety

#### Unit Overview

For remote learning to work effectively, it is important that schools have a clear structure for students that enables them to learn in a safe online environment. Teachers have an important role in determining what students have access to and how they use digital tools. It is a delicate balance for teachers to try to control pupils' safety, but still allow them the freedom and motivation to take part. By giving young people some responsibility for their own online safety, teachers can also make them more aware of the ways they should behave online.

Students need to be aware of the immediate and future impacts of their digital footprint and teachers can guide them here by getting them to create their own class digital netiquette rules. Furthermore, in most cases pupils' remote-working environment will be the home, so it is particularly important to get parents on board and involved to ensure the children, parents and school are all on the same page when it comes to online safety.

### Unit Content

Schools need to think about the online learning environment carefully and weigh up how to replicate the learning experience children would get in a classroom environment as much as possible in a remote working space. Whilst the online forum is completely different, teachers need to consider that the outcome of their teaching should not be drastically different due to the difference in location wherever possible. For example, where a young person would have a 1 to 1 exchange over their performance on a particular piece of work or test, this should remain private in an online environment too, so the result and any associated comment should only be visible to the pupil in question.

The teacher plays a critical role in providing a safe and secure online learning environment for students. As such, it is important that online teachers understand how to use web-tools and apps themselves and where teachers come from a traditional physical classroom environment, training will undoubtedly be necessary to fully understand best practice for teaching young people remotely. If a teacher or tutor is to teach students how to work safely from a remote space, they need to grasp how to do it themselves. Even those who are well versed in how to teach remotely will need to keep up to speed in view of the rapidly changing cyber world.

In a shared digital space managed by the school or learning facility, teachers can control what pupils can and can't do and what they can have access to. To some extent teachers have a role in sensitising what young people can contribute and access so that they remain safe. However, if students are truly to learn in a safe and secure online environment, teachers need to facilitate educating them in how to use online and digital tools and what not to do. There is undoubtedly a huge benefit in teachers also involving parents and trying to encourage reinforcing a safe online environment in the home setting.

Of key importance, is educating students about their digital footprint and how posting anything can lead to it being undeletable. How many famous people and sportspeople have regretted a throwaway comment they tweeted 10 years previously when they were young and naïve? In today's immediately connected world, it's very easy to say or type something you regret only to realise the moment after that you now have no way of taking it back. With the possibility of screengrabs, even content which is only posted short-term has no guarantee of not resurfacing at some later stage in life.

Due to the non-physical nature of online learning, there can be a false impression that actions are untraceable. Where people might otherwise hold their tongues, they can become keyboard warriors with the protection of being hidden behind their screens.

Teachers have an important role in forming pupil's online and digital behaviour. By getting pupils to think of the future consequences of their online actions, we can build a safer online future for them. Students need to understand online rules and netiquette (digital etiquette) to steer clear of the pitfalls of digital exposure. This is also important for teachers and educators in terms of keeping the classroom respect, as the lack of physical presence can also embolden potential trouble-makers to create havoc and be disrespectful online.

In a traditional classroom setting, a teacher might get young adults to come up with their own classroom rules. In much the same way, a good way for educators to get students thinking along the right lines online is to get them to come up with their own 'online charter'. As with a classroom setting, there should also be consequences for straying from the charter and 'bad' digital behaviour such as cyber-bullying or talking over other people all the time on video calls. Ultimately classmates need to learn to respect each other's privacy and personal information online.

In terms of the tools used by teachers for online learning, it is important to consider which ones will aid remote learning the best, whilst also being secure. Clearly, it makes sense to limit participation in the online classroom to the students involved in that class by providing secure invitations by email or password protected sign-ins. By turning on or off certain features on the online learning platforms, teachers can control which functionality students can have. For example, the chat feature is probably best left mostly turned off and only enabled when it is specifically being used during a lesson. It's also important to consider how young people share their work with you: if you would not normally share the piece of work in question with other pupils in the physical classroom, then make sure that only the individual child and teacher can view the equivalent file online.

The teacher should also make young people aware of online security and of tips to ensure that they navigate the web in a safe way. The teacher should recommend the programmes to use for virtual communication and which to avoid. A list of websites and resources approved by the school are essential to give pupils and parents confidence in using web-communication tools and apps. Children also need to understand how to spot disingenuous websites and apps and to be aware of how to avoid the dangers of phishing and stranger danger.

Clear alignment between the home and school environment is key for safe remote learning to work properly. Some parents may be aware of and already practice a safe online home environment, especially if they are working remotely, but this will not always be the case. It's a good idea to organise remote catch ups with parents on a regular basis to share the guidance you are giving to their children and in the hope that they also reinforce this at home. This will give parents who are perhaps less internet-savvy a chance to find out how to apply safe digital usage themselves. Parents who already know about digital safety will get to understand the programmes and apps that students are using and will be able to reinforce the school's guidance in the remote home working space for their children.

A good event to partake in for students and teachers is 'Safer Internet Day'. This initiative stems from the EU funded SafeBorders project that started in 2004 as part of its safer internet action plan. From this initial plan, a network of European "Safer Internet Centres"

was born with the objective of raising awareness and running campaigns and helplines for young people using the internet. Since its inception, the safe internet movement has grown beyond Europe to the point where over 200 countries worldwide now promote and support “Safer Internet Day”. The purpose of safer internet day is to raise awareness of the dangers of current online safety issues.

### Unit Assessment

- *Question 1: For online education it is important that teachers... (Multiple choice)*

*Option 1: accept that some children will be distracted and not pay attention to them as they are in a new and different setting at home.*

*Option 2: try to ensure that the things that would normally only be shared between teacher and pupil on a 1 to 1 basis in class remain private through online mediums too.*

*Option 3: get pupils to video themselves doing their schoolwork to prove that they are learning from home as they should be.*

*Correct answer: 2: For online education it is important that teachers try to ensure that the things that would normally only be shared between teacher and pupil on a 1 to 1 basis in class remain private through online mediums too.*

*Feedback Correct Answer: Yes, teachers should try to make sure that what would be private conversations at school remain private online. Online platforms are far more open to sharing information by nature, so teachers need to think carefully about privacy when interacting with students.*

*Feedback Incorrect Answer: Wrong. Teachers should try to make sure that what would be private conversations at school remain private online. Online platforms are far more open to sharing information by nature, so teachers need to think carefully about privacy when interacting with students.*

- *Question 2: Teachers do not need much prior knowledge or guidance on how to teach remotely when taking an online class (True/False)*

*Option 1 : True*

*Option 2 : False*

*Correct answer: 2 : False*

*Feedback Correct Answer: Correct. Teachers need to have a very good understanding of how remote teaching works and how their interaction with students will differ from a physical classroom scenario.*

*Feedback Incorrect Answer: Incorrect. Teachers need to have a very good understanding of how remote teaching works and how their interaction with students will differ from a physical classroom scenario.*

- *Question 3: When a young person shares personal information online or through digital devices... (Multiple choice)*

*Option 1: there is no telling where the information might end up in an online space or for what length of time it will remain or resurface.*

*Option 2: they can always go back and delete it afterwards and that way nobody else will ever be able to see it again.*

*Option 3: it will end up being spread throughout the web and everyone will know their personal business.*

*Correct answer: 1: When a young person shares personal information online or through digital devices there is no telling where the information might end up in an online space or for what length of time it will remain or resurface.*

*Feedback Correct Answer: Correct. If you share something online, someone can easily re-share it with others and store it to re-shown later. Young people should be very cautious about which information they share online and with whom.*

*Feedback Incorrect Answer: Wrong. If you share something online, someone can easily re-share it with others and store it to re-shown later. Young people should be very cautious about which information they share online and with whom.*

- *Question 4: Which of the following is a good way for teachers to encourage students to behave appropriately online? (Multiple choice)*

*Option 1: Tell them to think about how they would behave in the classroom and apply the same standards to working online.*

*Option 2: Get them to come up with an “online charter” for correct online behaviour and netiquette.*

*Option 3: Ask them to Google “how to behave” online and follow whatever information they find.*

*Correct answer: 2: A good way to encourage online behaviour is to get the class to come up with an online charter for correct online behaviour and netiquette.*

*Feedback Correct Answer: Correct. If young people are involved in creating their own online charter, they are more likely to understand the importance of online safety and how to behave accordingly.*

*Feedback Incorrect Answer: Wrong. Young people need to understand how online safety affects them. By getting them involved in creating an online charter, they are more likely to understand why they are doing it and how to behave safely online.*

- *Question 5: It is a good idea for teachers to communicate closely with parents regarding online safety measures so that they can collaborate with ensuring this happens in the learn-from-home environment. (True/False)*

*Option 1 : True*


*Option 2 : False*

*Correct answer: 1 :True*

*Feedback Correct Answer: Correct. Communication with parents on the school's online safety measures is very important as their children's online learning space is now in the home.*


*Feedback Incorrect Answer: Incorrect. Communication with parents on the school's online safety measures is very important as their children's online learning space is now in the home.*

## Best Practice Profile of eLearning Tools


<p><b>Name of eLearning Tool</b></p>	<p><b>Webwise Youth Panel</b></p>
<p><b>Logo/Image</b></p>	
<p><b>License/Fee Information</b></p>	<p>Free Irish resource</p>
<p><b>Value of the eLearning Tool</b></p>	<p><i>Have you experienced or come across inappropriate or hurtful online behaviour? If you are interested in speaking out about online safety abuses alongside like-minded young people, you can join the Webwise Youth Panel.</i></p>




<b>Adaptations</b>	<i>This resource offers the opportunity to join a panel of young people who take an active role in promoting internet safety and tackling cyberbullying.</i>
<b>Practical Application</b>	<p><i>Activities involved include</i></p> <ul style="list-style-type: none"> <li>● <i>6 Meetings (Online and Face-to-Face)</i></li> <li>● <i>Involvement in the Safer Internet Day Training Programme</i></li> <li>● <i>Supporting the development of internet safety resources</i></li> <li>● <i>Developing and reviewing social media awareness raising campaigns</i></li> <li>● <i>Supporting the promotion and development of Safer Internet Day campaigns and events</i></li> </ul>
<b>Pros of the eLearning Tool</b>	<ul style="list-style-type: none"> <li>● <i>Good opportunity to actively be involved in online safety</i></li> <li>● <i>Getting your message regarding online safety across</i></li> <li>● <i>Group work with like-minded young people</i></li> <li>● <i>Develop leadership and communication skills</i></li> <li>● <i>Receive training from professionals on online safety</i></li> </ul>
<b>Cons of the eLearning Tool</b>	<ul style="list-style-type: none"> <li>● <i>Time commitment with number of meetings and activities</i></li> <li>● <i>Some may not like to be involved in group activities</i></li> </ul>
<b>Link to eLearning Tool</b>	<a href="https://www.webwise.ie/trending/join-the-webwise-youth-panel/">https://www.webwise.ie/trending/join-the-webwise-youth-panel/</a>

<b>Name of eLearning Tool</b>	Childnet
<b>Logo/Image</b>	
<b>License/Fee Information</b>	Free UK online resources
<b>Value of the eLearning Tool</b>	<i>If you are looking for bite-size advice and information on safe gaming, live-streaming, expiring content or cyberbullying this is a good place to start.</i>
<b>Adaptations</b>	<i>Childnet is a UK based charity Childnet is a UK-based charity. It supports children and young people in their online lives, and its mission is to work with others to make the internet a great and safe place for children and young people. This resource gives information and answers FAQs on e-learning topics for children, young people, parents, and teachers.</i>

<b>Practical Application</b>	Bite-size reading and video resources about online safety targeted at the main groups of people involved in secondary school e-learning.
<b>Pros of the eLearning Tool</b>	<ul style="list-style-type: none"> <li>• <i>Easy to read information in a bite-sized style</i></li> <li>• <i>Possibility to contact via email</i></li> <li>• <i>Link to YouTube channel for further videos on online safety</i></li> </ul>
<b>Cons of the eLearning Tool</b>	<ul style="list-style-type: none"> <li>• <i>Mainly information service rather than an interactive tool</i></li> </ul>
<b>Link to eLearning Tool</b>	<a href="https://www.childnet.com/young-people/11-18-year-olds/">https://www.childnet.com/young-people/11-18-year-olds/</a>

<b>Name of eLearning Tool</b>	<b>Webwise Youth Videos</b>
<b>Logo/Image</b>	
<b>License/Fee Information</b>	Free Irish state-funded resource
<b>Value of the eLearning Tool</b>	<i>Do you ever post videos or participate in live streams with friends and classmates? Look at these videos to understand more about how appearances can be deceptive.</i>
<b>Adaptations</b>	<i>The videos and campaigns centre around online safety for young people. Most situations involve uncovering real feelings behind the screen and the pitfalls of sharing personal digital content.</i>
<b>Practical Application</b>	<i>The videos are short 2–3-minute clips of young people caught up in online communication without truly understanding the impact of their actions or behaviours.</i>
<b>Pros of the eLearning Tool</b>	<ul style="list-style-type: none"> <li>• <i>Short well-presented video content</i></li> <li>• <i>To the point and delivering a clear message/learning for young people</i></li> <li>• <i>Some are linked to Webwise campaigns with further information available.</i></li> </ul>
<b>Cons of the eLearning Tool</b>	<i>Not applicable</i>
<b>Link to eLearning Tool</b>	<a href="https://www.webwise.ie/taq/the-full-picture-campaign/">https://www.webwise.ie/taq/the-full-picture-campaign/</a> <a href="https://www.webwise.ie/videos/connected-2/">https://www.webwise.ie/videos/connected-2/</a> <a href="https://www.webwise.ie/videos/youth-videos/beinctrl-campaign-video/">https://www.webwise.ie/videos/youth-videos/beinctrl-campaign-video/</a>

## Additional Learning Resources

<b>Module Title:</b>	<b>Safety Concerns with Online Education at Secondary Level</b>
<b>Title of Resource:</b>	
<b>Resource Code:</b>	R1.1 Free UK
<b>Introduction to the resource:</b>	<i>Large bank of resources founded by a range of UK Telecoms and media organisations covering advice and resources for children, parents, schools about staying safe online.</i>
<b>What will you get from using this resource?</b>	<i>You will find a wide range of advice and materials including advice packs for schools to give out to parents regarding online safety, posters, leaflets, infographics, advice for children on the website, including videos and guides.</i>
<b>Link to resource:</b>	<a href="https://www.internetmatters.org/">https://www.internetmatters.org/</a>

<b>Module Title:</b>	<b>Using Digital Tools to Mitigate Risks in the Online Classroom</b>
<b>Title of Resource:</b>	Common Sense Digital Tools for the Classroom
<b>Resource Code:</b>	R1.2
<b>Introduction to the resource:</b>	<i>Common sense.org provides a listing and full review of resources teachers and students can use to facilitate online learning.</i>
<b>What will you get from using this resource?</b>	A good overview of the different digital resources available to teachers and students and a full review of their advantages and disadvantages.
<b>Link to resource:</b>	<a href="https://www.commonsense.org/education/top-picks/tools-for-classrooms-with-in-person-and-remote-students">https://www.commonsense.org/education/top-picks/tools-for-classrooms-with-in-person-and-remote-students</a>

<b>Module Title:</b>	<b>The Teacher's Role in Online Safety</b>
<b>Title of Resource:</b>	ThinkB4UClick
<b>Resource Code:</b>	R1.3



<b>Introduction to the resource:</b>	<i>ThinkB4UClick is designed for teachers of Junior Certificate CSPE and looks at online privacy, rights, and responsibilities. It aims to empower students to be effective, autonomous, and safe users of new media. This is an Irish government funded resource created by Webwise.</i>
<b>What will you get from using this resource?</b>	This resource includes 10 engaging lesson plans that get students to reflect and engage on their online actions and responsibilities. A comic strip and 2 project lesson plans also feature.
<b>Link to resource:</b>	<a href="https://www.webwise.ie/thinkb4uclick/">https://www.webwise.ie/thinkb4uclick/</a>

<b>Module Title:</b>	<b>The Teacher's Role in Online Safety</b>
<b>Title of Resource:</b>	Cybersafe Kids
<b>Resource Code:</b>	R1.3
<b>Introduction to the resource:</b>	<i>Cybersafe Kids is an Irish charity that provides talks and advice for school children and parents and an assessment tool for the school</i>
<b>What will you get from using this resource?</b>	The Cybersafe Tool for Schools provides a free online tool that allows schools to assess their approach to online safety. Results are based on a survey methodology with participation from teachers and pupils.  All participating schools are given the level of award they have achieved, and a full report and digital badge can also then be purchased.
<b>Link to resource:</b>	<a href="https://www.cybersafekids.ie/">https://www.cybersafekids.ie/</a>

## Chapter 3: Assessment and evaluation in online learning, including providing recommendations and constructive feedback using online means

### Chapter introduction and Overview

This Chapter introduces online assessment. When you teach online, it is important to identify your students' knowledge, skills, attitudes throughout the course and provide effective feedback to guide them towards success. Through assessment, you are also able to see whether the online teaching strategies and approaches you have used are actually effective and support your students; otherwise, you proceed to changes for improvement.

The chapter consists of three Units. Unit 1 focuses on the general assessment types and the challenges you have to address to validate online learning. There are specific tips on how to gather assessment data to reflect on the impact of the online teaching practices you follow.

Unit 2 dives deeper into the online assessment strategies you can apply to assess your students, using suitable digital tools. Finally, Unit 3 explains how you can provide your students with constructive feedback, using eLearning tools and means.

By the end of the chapter, you should be able to research effective strategies to assess and validate learning completed online, integrate appropriate eLearning tools into course assessment frameworks and apply eLearning tools to deliver feedback to students.

### Chapter Learning Outcomes

Upon completion of this chapter, participants should be able to:

- describe ways to recognise, assess, and validate online learning
- recognise the impact that remote or online education has on student performance
- research effective strategies to assess and validate learning completed online
- integrate appropriate eLearning tools into course assessment frameworks
- apply eLearning tools to deliver feedback to students
- provide students with prompt, constructive and meaningful feedback through digital tools

### Unit 1: Introduction to online assessment

#### Unit Overview

Unit 1 provides an overview of how to assess your students through online means. The Unit describes the most common types of assessment you can use to validate learning outcomes. Moreover, there are specific tips on how to measure the impact of online teaching on a student's performance. Finally, the Unit presents some challenges related to online teaching and assessment with strategies on how to address them in order to minimise the negative impact on students' performance.

#### Unit Content

Like in face-to-face instruction, the aim of online assessment is to identify students' skills, knowledge, and/or attitudes by gathering relevant information. This way, you can spot **areas for improvement** and **intervene** when necessary, ensuring both the achievement of the learning objectives.

To do that, you can assess students before the course/lesson/unit starts, while it is running, and once it ends. Based on that there are three types of assessment:

- **diagnostic assessment: prior to the instruction** (e.g., before a new course/lesson/unit/topic) to identify the **initial knowledge, skills, and attitudes** of learners. The goal is to understand where students are - intellectually, emotionally, or ideologically - to make informed decisions related to your teaching approach.
- **ongoing/formative assessment: during the instruction** (e.g., a synchronous session, throughout the course delivery) to identify the **ongoing/current knowledge, skills, and attitudes** of learners. The goal is to get insights into students' learning progress to make any changes in the teaching approach as required (e.g., provide clarifications, explanations, recommendations to students, critical feedback). With diagnostic assessment, students receive promptly feedback and guidance; you let them know how to improve. Therefore, the students are always aware of their progress, their strengths, and weaknesses.
- **summative assessment: at the end of the instruction** (e.g., end of a course/lesson/unit/topic) to identify the **final knowledge, skills, and attitudes** the students have acquired and developed. The goal is to find out whether your students have achieved (and at what degree) the learning objectives set in the beginning. This way, you can revise or redirect your students to additional activities and work.

Apart from assessing your students, the data from diagnostic, formative, and assessment can help you **measure the impact of teaching on students' performance**. Specifically, you can:

- **compare** the results of the **summative** assessment (acquired knowledge/skills) with the results gathered through the **diagnostic** assessment (initial knowledge/skills). In this case, you can recognise whether the online instruction was successful, whether you need to differentiate your online teaching strategies or guide your students in future endeavours.
- use **formative assessment to identify any problematic areas** and help your students' progress and fulfil their potential. In this case, you can differentiate your online teaching strategies, adapting to your students' strengths and weaknesses.
- gather **students' feedback** about the online lessons on an **ongoing basis**. In this case, you ask your students to state their preferences about the online teaching (e.g., which activities they liked, what they would change, etc.) through simple questionnaires/polls/, online discussions/interviews/focus groups. This way, you can gather all data and reflect on what needs improvement on your behalf. Make sure that you consider such data

when assessing students' knowledge, skills, attitudes since the teaching practice you follow may negatively impact their performance.

There are **a few challenges** related to online teaching and assessment which may **negatively impact students' performance**, if not addressed. The challenges are linked to the:

- physical distance between instructor and student;
- adaptations of the assessment due to the online context and usage of technology means;
- workload, deadlines, and time management.

But how can you tackle such challenges?

To bridge the gap created due to physical distancing:

- break up the assessment into **smaller tasks** so that you can monitor, intervene, and provide feedback step-by-step throughout the process;
- hold **virtual office hours**, 1-to-1 meetings, and make yourselves available online, especially in the period before any important assignment;
- use tools to **monitor** the students' process. You can see the "history" data such as who accessed the material, for how long, and help students as needed, by increasing your presence;
- organise **synchronous sessions** in advance (e.g., web meetings) to discuss with your students the **assessment prerequisites**, letting them plan their studying.

To adapt to the online context:

- use tools in line with what the **students are required to do**. For example, if you need to assess your students' collaboration skills, you select tools that allow them to collaborate.
- ensure that the **students know how to use these tools** (minimal distractions related to technical difficulties) and access any digital resources. Unless you assess their digital skills or technical knowledge on a specific tool, you should select tools that your students are already familiar with.

To manage workload, deadlines, and time:

- communicate the **expectations**, give clear **instructions**, and inform students about the grading method well in advance. Students need to **know how to succeed**. You have to include such information in the **study guide** of the course, which should be available in the LMS platform you are using. Provide any further explanation and clarifications during the synchronous sessions;
- use **online calendars** (part of an LMS or external tools) to **notify** and keep students updated about the teaching progress and the upcoming assessment;

- make sure that you have considered the **extra time needed** for completion of online tasks in terms of technical difficulties (e.g., Internet connectivity, students' familiarisation with the tools etc.).

### Unit Assessment

- *Question 1: Which of the following is a good practice for online assessment?*

*Type: Multiple choice*

*Option 1: always show to students the requirements*

*Option 2: assign 1-2 large tasks throughout the year*

*Option 3: do not allow extra time for assessment completion*

*Correct answer: always show to students the requirements*

*Feedback Correct Answer: When students know what is required and expected, they strategically try to succeed.*

*Feedback Incorrect Answer: It is best if you break assessment into smaller tasks, to assess your students formatively. Make sure that you provide additional time for any technical issues that may arise.*

- *Question 2: Which of the following is a good practice for online assessment?*

*Type: Multiple choice*

*Option 1: always assess students' technical skills*

*Option 2: hold virtual office hours regularly*

*Option 3: do not use "history" data from tools*

*Correct answer: hold virtual office hours regularly*

*Feedback Correct Answer: Virtual office hours help clarify misconceptions and support students in learning and assessment.*

*Feedback Incorrect Answer: Assess technical skills only when these skills are part of the learning objectives. "History" data are valuable since they provide you with insights about students' progress.*

- *Question 3: Which of the following assessment types can help you monitor students' work throughout a semester?*

*Type: Multiple choice*

*Option 1: diagnostic*

*Option 2: formative*

*Option 3: summative*

*Correct answer: formative*





*Feedback Correct Answer: Formative assessment provides you with insights about students' ongoing progress.*

*Feedback Incorrect Answer: Diagnostic assessment helps you assess students' prior knowledge/skills whereas summative students' acquired knowledge upon completion of instruction.*

- **Question 4: Which of the following statements is **TRUE**?**  
Type: Multiple choice

*Option 1: all assessment types provide insights about students' opinions*

*Option 2: formative assessment benefits more the teacher than the student*

*Option 3: diagnostic assessment focuses on skills rather than attitudes*

*Correct answer: all assessment types provide insights about students' opinions*

*Feedback Correct Answer: You can use all assessment types to gather students' opinions such as personal, past beliefs (diagnostic), current thoughts (formative), or opinions about a topic upon completion of teaching (summative).*

*Feedback Incorrect Answer: Formative assessment also benefits the students since they can monitor and self-reflect on their progress. Diagnostic assessment provides insights about knowledge, skills, and attitudes.*

- **Question 5: You want to assess whether the students have achieved a learning outcome set at the beginning of the course. It is best to **avoid**:**  
Type: Multiple choice

*Option 1: using data from students' evaluation of online teaching*

*Option 2: using data from the diagnostic assessment*

*Option 3: relying only on summative assessment*

*Correct answer: relying only on summative assessment*

*Feedback Correct Answer: Focusing only summative assessment is not beneficial to see students' progress (i.e., you can use results from formative assessment related to their strengths and skills).*

*Feedback Incorrect Answer: Data from students' evaluation of online teaching sheds light on what teaching practices were helpful. This is beneficial when assessing students since the way we teach may negatively impact their performance.*

## Unit 2: Online assessment strategies

Unit 2 presents an overview of the most common strategies you can use to recognise, validate, and assess learning outcomes in online learning. These strategies are observation, written assignments, presentations and online interviews, online discussions, written exams, projects, and online polls/quizzes. The Unit also explains what authentic assessment is, with examples on how you can apply it to improve learning effectiveness. In this context, there are also references to appropriate digital tools you can use. Finally, the Unit presents ways to tackle the challenge of validity and trustworthiness which often arise from the various assessment strategies.

## Unit Content

Before selecting how you will assess your students, think of **why you are assessing** them. In case of ongoing and summative assessment, you always have to bring up which learning outcomes you have to achieve. What should the students be able to know/do, at what extent and in which conditions? This way you can prepare an assessment that measures the **achievement of the learning outcomes**.

Remember that having specific measurable verbs in your learning objectives help you observe your students' behaviour. This will guide you to select the most appropriate strategy.

The most **common strategies** you can use to assess your students and validate the learning are the following:

1. **Observation:** you observe students in their "natural" environment, while they are working collaboratively and individually or participate in synchronous and asynchronous sessions. You can have an observation sheet, which includes the learning outcomes and an expected behaviour, to note down **each student's behaviour** and compare it with what they should be able to do. Observation can be part of other strategies since you observe your students whenever they **participate and solve activities**.
2. **Written assignments:** students submit **written work** they have prepared **individually or collaboratively**, through **online means**. We typically use assignments for **ongoing** assessment of students' knowledge/skills. You can **combine** written assignments with **other assessment strategies**, producing an overall report for each learning indicating his/her progress. Examples of written assignments include solving problems, writing essays, answering open ended questions for projects/case studies.

**Useful digital tools:** shared document creation (e.g., Google docs), online canvas (e.g., Padlet, Miro), submission area in the LMS (e.g., Edmodo, Google Classroom).

3. **Presentations and Online Interviews:** you assess your students **orally** through presentations, **1-1 sessions** either presenting their individual/group work or online interviews. Depending on why you are assessing students, the oral work can be an **assignment** (formative assessment) or **final exam** (summative assessment).

**Useful digital tools:** presentation creation (e.g., Google Sites, Prezi), digital content creation (e.g., Canva), web conferencing (e.g., Teams, ZOOM).

4. **Online discussions:** students engage with **synchronous or asynchronous** discussion activities. You can hold asynchronous discussions on a discussion board, blog, forum, or wiki whereas synchronous discussions via web conferencing.

**Useful digital tools:** web conferencing (e.g., Teams, ZOOM), video creation/sharing (e.g., Flipgrid), online canvas (e.g., Padlet, Miro), forums/thread discussions area in the LMS, debate creation (e.g., Kialo), blog creation with a comments' section (e.g., WordPress).

5. **Written exams:** the typical **traditional** assessments composed of quizzes (e.g., multiple-choice, short answer questions) or open-ended questions (e.g., essays).

**Useful digital tools:** forms creation (e.g., Google Forms), document creation (e.g., Google docs).

6. **Projects:** projects can take any form and format, from recording videos to delivering presentations. Thus, projects often include **one or more of the methods** discussed earlier. They mainly focus on the **creation of a final "product"**. This can be something tangible or more abstract, digital, or not, which typically requires innovation and creativity on behalf of the students. Even though there are specific skills tested and criteria based on which students will be assessed, you can be flexible and **let students choose** on how to approach and produce something. In this method, you can choose tech tools based on what your students have to do (e.g., record video, work collaboratively etc.)

7. **Online polls/quizzes:** students complete a poll/survey before, during, or after an instruction. These activities are short and used mainly to track students' understanding while actively engaging them.

**Useful digital tools:** presentation tools with polls/quizzes (e.g., Mentimeter, Slido), quiz creation (e.g., Kahoot, Quizizz, Quizlet).

To improve the effectiveness of assessment and promote the transfer of knowledge to the real world, try to incorporate more alternative/authentic assessment approaches. **Authentic assessment** reflects a real-life situation which means that it:

- is **realistic** and **resembles** the contexts in which the students **will use** the new knowledge, skills, attitudes learned throughout an instruction;
- requires **higher-order thinking skills** (e.g., judgement, critical thinking, innovation/creativity);
- includes **"complex" tasks** which students cannot solve on the spot or with minimum effort. Such tasks require multiple skills;
- gives students time and space for **reflection and improvement** through feedback;
- allows for **collaboration** and group work;
- is open-ended, accepting **more than one solution** as correct.

Using the above elements, you can improve the degree of "authenticity" of all the assessment methods you choose to follow. Even a multiple-choice quiz can include questions that require students to solve a problem using higher-order thinking skills than rote memorisation.

Look at an **example of authentic assessment task** in the subject of English Language:

**Scenario:** Students have been taught how to use future tenses and vocabulary related to hobbies and activities. As part of a formative assessment, the teacher asks the students to work in teams and present their plan about a future vacation. They have to present:

- when and where they are going to travel;
- what activities are planned to do once there (e.g., sightseeing, etc.).

The students visit [this Padlet](#) which includes ideas related to holiday destinations (first 4 columns) and the specific instructions to complete the activity (last column on the right). The teacher divides the students into groups to work during the live web meeting, in break-out rooms, in ZOOM. S/he also presents to students the assessment criteria (e.g., language, grammar, syntax for which they are assessed). They have 20 minutes to discuss. Once they finish, they come back to the main session where all teams present their ideas. The teacher provides feedback and encourages all students to comment on their peers' work.

It is evident that students engage with higher order thinking skills where they create, develop, find solutions, like a real-life situation.

#### **Other types of authentic assessment:**

1. **E-portfolios:** each student prepares an electronic/ digital space that acts as a **repertoire and exhibition of their creations**. Specifically, the students gather all their works produced throughout a course and an academic year (e.g., an essay, a story, a project, a presentation) and include them into an online space for anyone interested to access them. The online space can be a site or a simple shared folder (e.g., Google drive). This way, all students can reflect, share their ideas and comment on each other's work.

To create e-portfolios where your students will upload their work, you can use any type of blogging and/or site creation tools such as Wordpress, Wix, Edublog, Google Sites.

2. **Self- assessment:** such tasks focus on letting students **monitor and reflect on their progress**. Self-assessment can have the format of a quiz, a game-based activity, a checklist, a survey, or a mind map-concept mapping (students draw connections between concepts they have learned). Even though it is beneficial to access such information in case we need to help our students, self-assessment is not about grading.

One of the challenges related to online assessment is the **validity and trustworthiness** of the methods used (whether assessment measures indeed what we need to measure, and whether we can rely on the results gathered. To ensure validity and trustworthiness:

- **align** the assessment tasks and/or questions your students have to complete with the **learning outcomes**. Ask them to use the knowledge/skills defined by the learning outcomes;
- use tasks where students **create something innovative** rather than recalling information from memory. This way you can reduced the chances of "cheating";
- **do not rely only on one method** of assessment. A combination of tasks allows you to draw a bigger picture about students' performance;

- hold **additional oral discussions** with students to clarify whether they indeed completed an individual task on their own;
- use **plagiarism check tools** for written assignments/tasks. Such tools measure the originality of the written work that students submit electronically;
- use **proctoring software** for the trustworthiness of written exams where students have to answer questions with closed books. Tools like [Proctorio](#), [ProctorU](#) record students' environment to detect any "suspicious" movements and actions (e.g., open a browsing page, use notes, etc.).

### Unit Assessment

- *Question 1: For effective online assessment:*

*Type: Multiple choice*

*Option 1: use presentations and online Interviews mainly as a summative assessment*

*Option 2: observe students in controlled rather than natural environments*

*Option 3: combine written assignments with other assessment strategies*

*Correct answer: combine written assignments with other assessment strategies*

*Feedback Correct Answer: Combine written assignments with other assessment strategies can help you produce an overall report representative of students' work.*

*Feedback Incorrect Answer: Presentations and online interviews can also be formative assessment. It is best to observe students in their "natural" environment while they are working collaboratively and individually or participate in synchronous and asynchronous sessions.*

- *Question 2: In online assessment, we:*

*Type: Multiple choice*

*Option 1: accept only one kind of solution*

*Option 2: minimise collaborative work*

*Option 3: incorporate reflection*

*Correct answer: incorporate reflection*

*Feedback Correct Answer: Reflection is part of online authentic assessment, aiming at improvement.*

*Feedback Incorrect Answer: In authentic assessment, we accept multiple solutions while promoting collaboration over individual work.*

- *Question 3: To increase the validity and trustworthiness of online assessment:*

*Type: Multiple choice*

*Option 1: use one assessment method*

*Option 2: have extra oral discussions*  
*Option 3: test students' memorisation*

*Correct answer: have extra oral discussions*

*Feedback Correct Answer: Having additional oral discussions helps you see whether students worked on their own to solve a task, clarifying their thought process.*

*Feedback Incorrect Answer: It is best if you assess students through multiple strategies (e.g., oral discussions and projects) and engage students with tasks where they have to innovate rather than recall information.*

- *Question 4: Which of the following statements is TRUE?*  
*Type: Multiple choice*

*Option 1: there is a specific type of tech tools to use for projects*  
*Option 2: online discussions can be asynchronous*  
*Option 3: e-portfolios are mostly used for personal reflection*

*Correct answer: online discussions can be asynchronous*

*Feedback Correct Answer: Online discussions can be asynchronous; students discuss and submit their answers at their own time.*

*Feedback Incorrect Answer: There is not one specific type of tech tools to use for projects. You can use the tools that fit your needs. E-portfolios are also used for group reflection and exhibition of once's work.*

- *Question 5: Your students will collaboratively work on a written assignment. Which of the following tools will help them work at the same time?*  
*Type: Multiple choice*

*Option 1: Forum (e.g., in the LMS)*  
*Option 2: Blog sites (e.g., WordPress)*  
*Option 3: Online canvas (e.g., Miro).*

*Correct answer: Online canvas (e.g., Miro).*

*Feedback Correct Answer: In an online canvas, the students can submit their ideas and collaborate simultaneously.*

*Feedback Incorrect Answer: Forums are great for asynchronous communication, since you submit your ideas/responses in turns (time gap). Blogs are great to store work (e.g., as e-portfolios) and reflect or post comments at your own time.*

Unit 3 Title: Providing feedback using online means

Unit Overview

Unit 3 presents an overview of how to provide effective feedback using online means. The Unit focuses on the four ways students can receive feedback when learning online. Moreover, the Unit outlines specific principles which can help you increase the effectiveness of the feedback you provide.

### Unit Content

Similar to face-to-face instruction, In the online learning environment, the purpose of giving feedback is to inform students about their performance level and the degree of achievement of concrete competences.

Students can get feedback from:

1. **The instructor.** It is a common rule that the teacher needs to **be present and give feedback** that supports students. You can provide feedback orally, audio-visual (recording a video for your students) or in written form, via synchronous or asynchronous communication. In these terms, technology will be the medium. For example, you can add comments after students have submitted their work in the LMS/platform or add comments in an online working document (e.g., Google Docs) while the students are preparing an essay.
2. **The technology.** One-to-one teacher-student feedback is the golden rule for quality feedback, but it isn't always practical or possible on a regular basis. This is where digital tools come to help. **Many tools have a range of feedback options.** You can offer feedback for students who get the answer correct (e.g., positive comment, redirection to another learning source), specific tips for students who answer incorrectly, and general feedback for all students. There are also options for custom feedback. For this, we might need to think about students' potential answers to questions such as what they tend to do wrong.
3. **Other peers.** Peer-to-peer feedback is a common practice in face-to-face environments which can be easily applied in online formats. A **peer feedback process** can involve the following:
  - Step 1: The teachers communicate the outcomes and expectations for an activity;
  - Step 2: The students give feedback;
  - Step 3: The students receive feedback;
  - Step 4: All reflect on the feedback;
  - Step 5: The students apply the skills learned.

Make sure that you use **peer assessment for formative feedback** only. It is important that you assist students in terms of how to provide feedback. For example, give them:

- **specific rules and instructions** (be clear about what should they do and not do)
  - **checklists/rubrics with criteria** they can use in this process. Have students do a self-assessment using the rubric first and guide them throughout, observing their actions and intervening if necessary. Prior to starting the peer assessment, you can also model the expected behaviour.
4. **Themselves.** This is what we call **“self-assessment”**. You can provide students with a checklist or rubric including specific criteria to help them reflect on their progress. By checking off a criterion on a rubric, students can see which competencies they have mastered or which proficiencies they have to improve.

In the online context, transactional distance is often evident. This is the “psychological” distance created in an online context due to the lack of immediate physical contact. To minimise that distance, feedback needs to be:

**Personalised:** includes **specific reference** to the student's response, goals, strengths, needs, and/or questions, rather than a general comment applied to everyone. Many tools allow you to communicate directly with your students (e.g., private replies in forums, private messages, private comments to answers).

**Goal-oriented:** aligns with the **learning objectives** set at the beginning of the course and the success criteria. You can find **key milestones** throughout a course when feedback is crucial to be given, allowing the learning to progress.

**Tangible and clear:** includes **clear evidence and reference** to what is correct and wrong, what needs improvement. You can use the **sandwich method**: positive comment on the effort, highlighting the good elements of the work - critical comment on what needs improvement, what needs to be done - final positive comments for closure.

**Action-oriented:** includes suggestions for **next steps and further action** that will allow the students to reflect, be critical, and know how to improve. Actionable feedback is more beneficial than generic feedback, such as "Nice work!" that does not lead to any reflection or analysis. To ensure that students read and use the feedback you can ask them to:

- do a self-assessment before the review and compare their observations to the feedback;
- summarise the feedback they received and note the changes they made in their revised assignment/work;
- do a self-assessment of the revised work and refer to the changes they make.

**Timely:** is given **on time and when** students need it the most, to improve faster. For instance, it is best if you answer students' questions within 24-48 hours and respond within a week.

**Consistent:** is given **in a consistent, stable manner**. Feedback interactions also need to be frequent. For instance, you can update students on their progress every week. Be consistent with the method and tool you use to communicate feedback. For example, you can use:

- private message/chat in the LMS your school is using;
- an extra tool dedicate to feedback such as classroom management tools (e.g., Remind, ClassDojo);
- synchronous sessions (e.g., web meetings) at specific intervals.

If you are consistent in terms of the tools you use, your students know where to look for feedback (e.g., private message at the end of the week).

**Distributed:** is dispersed across the course rather than massively given before an important assignment or exam. You can structure the course in such a way that opportunities for feedback are **spread** and exist on an **ongoing basis**.

**Culturally relevant:** aligns with **students' cultural background** and the respective preferences formed. For instance, it includes both praises and corrective comments, or maintains the element of anonymity, based on what the students' culture finds acceptable. If language/syntax/grammar is not an integral part of your subject, avoid emphasising or correcting such mistakes; focus on the content your students have produced.



## Unit Assessment

- *Question 1: Which of the following statements is TRUE?*

*Type: Multiple choice*

*Option 1: it is difficult to give feedback in a multimedia format*

*Option 2: technology tools have limited feedback options*

*Option 3: technology supports teachers in being present*

*Correct answer: technology supports teachers in being present*

*Feedback Correct Answer: The technological means can promote teacher's online presence (e.g., adding comments on an online document while students are working on it).*

*Feedback Incorrect Answer: You can give feedback orally, in written or audio-visual way (e.g., through video). Tech tools have a range of feedback options (e.g., only for the correct answer, custom feedback, etc.).*

- *Question 2: When using peer assessment:*

*Type: Multiple choice*

*Option 1: do not involve yourself in the process*

*Option 2: avoid having rules students should follow*

*Option 3: ask students to apply the feedback received*

*Correct answer: ask students to apply the feedback received*

*Feedback Correct Answer: To ensure that students read and benefit from the feedback given, leave space for improvement; allow them to apply the feedback and revise their work.*

*Feedback Incorrect Answer: As a teacher you need to be involved throughout, modelling the expected behaviour and supporting students. You should also give students rules and instructions (what they should/should not do).*

- *Question 3: Self-assessment does not provide feedback.*

*Type: True/False*

*Option 1: True*

*Option 2: False*

*Correct answer: False*

*Feedback Incorrect Answer: With self-assessment (e.g., filling in a checklist) students receive feedback for their work; they see which competencies they have mastered or which proficiencies they have to improve.*

- **Question 4: When providing online feedback:**  
Type: Multiple choice

*Option 1: refer to the learning objectives set*

*Option 2: be general rather than specific*

*Option 3: focus on what needs improvement*

*Correct answer: refer to the learning objectives set*

*Feedback Correct Answer: You should align feedback with the learning objectives set at the beginning of the course and the success criteria. This way feedback is goal-oriented.*

*Feedback Incorrect Answer: Include specific reference to the student's response, goals, strengths, rather than a general comment applied to everyone. Make sure that you also include positive comments about students' work.*

- **Question 5: When providing online feedback:**  
Type: Multiple choice

*Option 1: focus on big events (e.g., feedback before important assessment)*

*Option 2: continuously change the tech tools used (e.g., once email, then chat)*


*Option 3: check students' cultural background (e.g., preferences)*

*Correct answer: check students' cultural background*

*Feedback Correct Answer: Consider students' background, to learn what they prefer (e.g., both praises and corrective comments, or anonymity etc.)*

*Feedback Incorrect Answer: Give feedback in a dispersed way and on an ongoing basis rather than massively before big events. Be consistent with the tools you use to provide feedback, so that students know where to look for.*

## Best Practice Profile of eLearning Tools

Name of eLearning Tool	Flipgrid
Logo/Image	 <b>Flipgrid</b>
License/Fee Information	Free



<b>Value of the eLearning Tool</b>	<p>Flipgrid is a communication tool where the users can create and respond to short videos. The tool establishes a social learning environment where all individuals can express their voice, debate, exchange ideas, collaborate, and share feedback with each other. In education, the whole school community can participate in the discussions, forming an online community of learning. Flipgrid increases students' participation since its format resembles popular social media like TikTok and Instagram (short selfie videos). This way, it increases social presence during online learning. Flipgrid can support project-based learning, language learning, reading and book talks, STEAM thinking, Socratic discussions, and even digital office hours.</p>
<b>Adaptations</b>	<p>Flipgrid is great for self-assessment and reflection. You can ask your students to record videos explaining the way they worked during a project/assignment, what they would change in the way they worked, what they find challenging or tips that help them learn. All students can share their responses and come back to reflect on their progress, in future learning. Reflection can also take the form of daily video journal; students document their learning progress at the end of a school day.</p>
<b>Practical Application</b>	<p>In Flipgrid, teachers post topics for discussion. The students can then post videos as an answer, comment and like videos, replying to the discussion started. The videos and the replies create a grid which is an interconnected space for all participants (teachers, students, school teams) to discuss and communicate on specific topics. You can embed the grids in other platforms, too.</p> <p>Flipgrid is great for formative assessment and feedback provision. This can happen in various ways such as the following:</p> <ul style="list-style-type: none"><li>● The teacher asks a question to assess students and the students post videos replying to the question. Then, the teacher provides feedback either through another video or via comments;</li><li>● The teacher asks a question to assess students and the students post videos replying to the questions. Then, all students provide feedback to each other's responses before the teachers' final remark (peer review method);</li><li>● The students work on a project and use flipgrid to provide feedback to each other's work-in-progress.</li></ul>
<b>Pros of the eLearning Tool</b>	<ul style="list-style-type: none"><li>● easy to use;</li><li>● safe, private classes, with code restriction;</li><li>● social media-like format that motivates students;</li><li>● integration with other platforms (e.g., Google Classroom);</li><li>● 50+ ready-to-use discussion prompts for at-home learning;</li></ul>



	<ul style="list-style-type: none"> <li>● 30+ instrumental music tracks;</li> <li>● GIFs to responses;</li> <li>● multiple camera features such as filters, stickers, frames, split screens, etc.;</li> <li>● stickers to the camera;</li> <li>● comment editing;</li> <li>● possibility to have only audio recording;</li> <li>● viewing of videos before posting;</li> <li>● free version.</li> </ul> <p>Visit <a href="#">this page</a> to keep updated about new features of the tool.</p>
<b>Cons of the eLearning Tool</b>	<ul style="list-style-type: none"> <li>● lack of immediate feedback;</li> <li>● some students' discomfort with speaking publicly.</li> </ul>
<b>Link to eLearning Tool</b>	<a href="https://info.flipgrid.com/">https://info.flipgrid.com/</a>


<b>Name of eLearning Tool</b>	<b>Nearpod</b>
<b>Logo/Image</b>	 <p>Transforming Teaching. Together.</p>
<b>License/Fee Information</b>	<p>Freemium (free version and subscriptions).</p> <p>Free version provides:</p> <ul style="list-style-type: none"> <li>● All the basic features you need to get started;</li> <li>● 100 MB Storage;</li> <li>● 40 student joins per lesson;</li> <li>● Nearpod standard features and functionality.</li> </ul> <p>Find out more about the subscription plans <a href="#">here</a>.</p>
<b>Value of the eLearning Tool</b>	<p>Nearpod is an educational platform which combines formative assessment with interactive tasks, within the context of collaborative learning. As a teacher you can use ready-made or create your own presentations to either present synchronously (live sessions) or assign presentations to students as an asynchronous homework task. Using Nearpod, you can:</p>



	<ul style="list-style-type: none"> <li>● create interactive presentations inserting multimedia and gamified elements (e.g., quizzes, polls, videos, VR/360 scenes, games, images, drawing (collaborative boards), etc.;</li> <li>● show the presentations during web conferencing, asking students to “enter” virtually and watch the presentation at their own device. You can also see who attends and is present;</li> <li>● assign homework for students with deadlines, getting reports about their performance in the tasks included;</li> <li>● promote independent learning and self-assessment;</li> <li>● promote the development of immediate and ongoing assessment, providing prompt feedback.</li> </ul> <p>There is a repository of ready-made presentations you can use and adapt to your own lessons.</p>
<p><b>Adaptations</b></p>	<p>Apart from using Nearpod to formatively assess your students’ knowledge, you can use it to gather insights about your students’ preferences, to inform your teaching. For example, you can insert a quick poll for students to state their interests or choose a future topic for assignment. At the end of a lesson, your students can answer open-ended questions about what they found useful or what they would change. This way, you can always improve while hearing your students’ opinions.</p>
<p><b>Practical Application</b></p>	<ol style="list-style-type: none"> <li>1. Engaging students’ during online sessions <p>With Nearpod you turn the “boring” live web meetings into vivid spaces for participation. Students can draw, play, experiment with 360 scenes/places through their own devices, in high quality, without having to watch via screen sharing. The various types of tasks increase interaction with the learning content, the technology, the teacher, and the peers.</p> </li> <li>2. Checking students’ understanding <p>Nearpod is great for formative assessment, since you can easily check on students’ understanding of a certain topic/concept. You can use polls, quizzes, boards where students collaborate, canvas for students to draw, or open-ended discussion questions. Through reporting, you get insights into students’ responses to see who lags. Instead of asking your students to answer a question openly in front of the class, each student has time to do so individually. It is also possible to share a few responses to promote further discussion or debate.</p> </li> <li>3. Assigning homework or extra tasks <p>With Nearpod, you can assign interactive presentations as homework for all or some students. This way, you can personalise your teaching focusing on individual needs. For example, you can prepare presentations solely for homework, adapt a presentation you used during live web meetings adding new tasks as homework, or assign presentations as homework to students who missed the live web meeting.</p> </li> </ol>



	<p>4. Gathering insights and reports</p> <p>Nearpod can turn the data collected and stored (e.g., students' responses on questions, scoring, etc.) into graphics and visuals (e.g., pies). These become reports that you can export and download- either for each student or the whole class. This way, you do not have to manually take notes on students' participation. Combining this data with results gathered from other assessment methods, you have an overview of students' progress.</p> <p>See an example of an interactive presentation <a href="#">here</a>.</p>
<p><b>Pros of the eLearning Tool</b></p>	<ul style="list-style-type: none"> <li>● customisable lesson platform;</li> <li>● both live and self-paced modes;</li> <li>● possibility to import lessons created in Google slides;</li> <li>● library of resources/well-developed lessons to use per se or adapt;</li> <li>● private access to sessions with specific codes;</li> <li>● free version available.</li> </ul>
<p><b>Cons of the eLearning Tool</b></p>	<ul style="list-style-type: none"> <li>● restrictions in text fonts;</li> <li>● audio recording only through the tool (not import);</li> <li>● constant access to the Internet.</li> </ul>
<p><b>Link to eLearning Tool</b></p>	<p><a href="https://nearpod.com/">https://nearpod.com/</a></p>

<p><b>Name of eLearning Tool</b></p>	<p><b>Kaizena</b></p>
<p><b>Logo/Image</b></p>	
<p><b>License/Fee Information</b></p>	<p>Freemium (free with basic features and subscription).</p>



<b>Value of the eLearning Tool</b>	Kaizena is a free Google add-on tool for feedback provision. Teachers grade students' online work, leaving voice and text (and soon video) comments to help students improve. Research shows that students remember oral feedback more vividly than written. For online teaching this allows feedback to be prompt, personal, specific, action-oriented, and consistent. Students can then respond to the teachers' commenting; this promotes a two-way communication to clarify concepts and minimise the transactional distance created due to the online modality. Kaizena also promotes reflection and metacognition.
<b>Adaptations</b>	Kaizena is also great for: <ul style="list-style-type: none"><li>● self-reflection. On the one hand, you can give your students a set of questions to reflect on their work, which they can answer at their own time leaving comments. On the other hand, you can record your own comments about students' work.</li><li>● group reflection. You could develop a list of questions that the whole class can reflect to (e.g., regarding lessons, teaching strategies);</li><li>● for collective brainstorming. You can use Kaizena as a place to share and store ideas – collaborators can contribute with voice comments, text replies or links to other resources online.</li></ul>
<b>Practical Application</b>	Installing Kaizena as a Google-add on, you can insert feedback in Google docs (free version) and Google sites (paid version). Imagine that your students are working on a written assignment where they have to write an essay. Once they submit their google doc you can use Kaizena to provide feedback and: <ul style="list-style-type: none"><li>● highlight sentences in the document;</li><li>● add text, voice comments or „lessons“ (comments dedicated to teaching students something) even the whole document, specific sections or highlighted spots;</li><li>● let your students respond to your feedback leaving their own comments; this is extremely helpful when you want to clarify things (e.g., ask students why they wrote that thing, what they meant, what's another idea they might have etc.);</li><li>● let your students peer review their work, either within or outside group teams, in individual or group work;</li><li>● explain to students their proficiency in the specific skills you are assessing. For example, if you assess students' grammar skills and there are three proficiency levels, you can indicate on which level the respective student is. You can also create rubrics showing the</li></ul>



	<p>assessment criteria and proficiency levels and refer your students to these rubrics through your feedback.</p> <p>Watch <a href="#">this video</a> presenting the tool in action.</p>
<b>Pros of the eLearning Tool</b>	<ul style="list-style-type: none"> <li>● user-friendly interface and handy navigation, free add-on for GSuite;</li> <li>● automatic or manual rubrics;</li> <li>● summary comments;</li> <li>● rubric templates;</li> <li>● sum or average summary scores’;</li> <li>● skills’ tracking (e.g., progress, learning objectives);</li> <li>● project-based learning;</li> <li>● writing essays;</li> <li>● synchronisation with Google Classroom.</li> </ul>
<b>Cons of the eLearning Tool</b>	<ul style="list-style-type: none"> <li>● restricted to google docs/slides;</li> <li>● accessibility only with Gmail accounts.</li> </ul>
<b>Link to eLearning Tool</b>	<a href="https://workspace.google.com/marketplace/app/kaizena/354175553078">https://workspace.google.com/marketplace/app/kaizena/354175553078</a>

### Additional Learning Resources

<b>Module Title:</b>	
<b>Title of Resource:</b>	E-Portfolios in Education-An ideal way to assess online
<b>Resource Code:</b>	R1.1
<b>Introduction to the resource:</b>	The video is a tutorial about how to integrate e-portfolios into your online teaching and assessment. It demonstrates in detail how to use the free online tool “Google sites” to create online repositories (electronic portfolios). The presenter shows an example of a self-assessment activity called “Reflective Diary”; the students use a digital site as a blog to reflect on their progress throughout learning. In the end, the video briefly outlines the benefits of e-portfolios in teaching and learning.





<b>What will you get from using this resource?</b>	This video is a step-by-step guide to help you use e-portfolios as an authentic assessment strategy for online learning. Watching the detailed demonstration of Google Sites, you get a detailed example of how to create digital sites where your students will store their work (e.g., digital content) for evaluation and assessment. This way, you can use electronic portfolios for reflection and promotion of learners' higher-order thinking skills.
<b>Link to resource:</b>	<a href="https://www.youtube.com/watch?v=kykfcqqr8T8">https://www.youtube.com/watch?v=kykfcqqr8T8</a>

<b>Module Title:</b>	
<b>Title of Resource:</b>	Digital Exit Tickets for the Virtual Classroom
<b>Resource Code:</b>	R1.2
<b>Introduction to the resource:</b>	The article presents the formative assessment strategy called "Digital Exit Tickets". Digital Exit Tickets are quick quizzes/polls/surveys you can ask your students to fill in and/or answer at the end of a lesson (e.g., a synchronous online session) before leaving the synchronous session. The questions are relevant to the specific lesson (e.g., questions related to the content or related to the teaching method, the activities used, etc.). The article presents concrete ideas of digital exit tickets you can use when teaching online.
<b>What will you get from using this resource?</b>	Reading the articles provides a deeper understanding of the benefits of digital exit tickets. Digital exit tickets are a great way to check your students' understanding. This way you can approach students who face difficulties, intervene in time, and help them succeed. For example, you can have additional meetings to clarify the concepts taught or you can direct your students towards what they need to study to improve. Asking your students questions related to what you taught before leaving a session can also motivate them to actively participate and express questions. You can also use digital exit tickets to gather students' feedback about the live session (e.g., what they liked and not, how they can improve). In the article you can find concrete examples to use and adapt, based on your needs.
<b>Link to resource:</b>	<a href="https://www.teachhub.com/technology-in-the-classroom/2021/01/digital-exit-tickets-for-the-virtual-classroom/">https://www.teachhub.com/technology-in-the-classroom/2021/01/digital-exit-tickets-for-the-virtual-classroom/</a>

<b>Module Title:</b>
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<b>Title of Resource:</b>	Replacing Exams with Performance Tasks
<b>Resource Code:</b>	R.1.3
<b>Introduction to the resource:</b>	<p>The article presents examples and innovative ideas of how to replace traditional exams with student-centred performance tasks. Performance tasks focus on authenticity since they are open-ended, allowing for creativity. The article starts by explaining how to build student agency into a performance task. Then, it continues with 5 concrete examples of performance tasks for assessment, namely the infographics, podcasts, websites, TED-style talks, and children's books. There are specific tips and resources for each task (e.g., useful digital tools), especially on how to transfer that task into online contexts. The article concludes with a rubric example including specific skills-based criteria to assess the final product your students' will create during performance tasks.</p>
<b>What will you get from using this resource?</b>	<p>The article will help you experiment with and prepare more authentic assessment tasks when teaching online. All five examples given are not restricted to face-to-face instruction; they are easily adapted to online contexts, using appropriate tech tools. For example, students can work on digital infographics, share online their podcasts/ TED-style talks, and write digital books. The article provides hands-on and job-aid material for the online assessment and feedback, but you can also reflect on how to prepare such tasks with tools you are already familiar with.</p>
<b>Link to resource:</b>	<a href="https://catlintucker.com/2022/04/performance-tasks/">https://catlintucker.com/2022/04/performance-tasks/</a>

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