

TITLE

How to Support Students in the Transition to Online Learning

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[Resources for teachers transitioning from classrooms to online](#)

TRANSCRIPT // English (auto-generated)

YouTube Link <https://youtu.be/SedZfAUZTeM>

I think in this particular situation, in this particular time right now, as teachers we need to understand that our students are not automatons, are not robots. We can't just simply throw work at them and expect they work at the same pace and at the same level of attention like before.

So, there are some things I think you can do as an instructor besides being available as emotional support. Perhaps holding one-on-one sessions with the students, if you have a small number of students, tell them. You know, set up a calendar for yourself, maybe use an online time scheduling environment like *youcanbook.me*, which is what I use for them to be able to sign up for slots. Fifteen (15) minutes is often enough. Talk with every single student once every couple of days. They often just need to hear from you and they need to know that you are there to support them. Understand what your students are going through because some of them might not have support at home. Some of them might be at a college level stuck in a dorm because they can't travel home. They may be worried about their parents who are back home or their grandparents or friends or family. So understand what they're going through.

Now, specifically, as an instructor and as a teacher, one thing you can do is you can alleviate some of the pressure that students typically experience; deadlines and grades. Now deadlines, of course, are helpful because to help structure the students' time, but maybe at this point in time, one of the things you can do as an instructor is relax some of your due dates. Relax some of your late submission penalties. Maybe eliminate them altogether. Give students more time to do assignments. Maybe cut down on the number of assignments or the complexity of the assignments. Take out those things from the assignments that maybe don't add as much to learning experience than others, really stick to the essence. Maybe make a lot more of the assignments group assignments, so that students get that social connection to their peers, and they can form a social network.

Similarly with the grades, maybe be slightly more generous in grading, or simply grade on pass/fail. Don't worry about whether it's an A or B or C, simply say yes, your work was good enough for me to feel comfortable that you've mastered it substantially enough. Versus, well, you know, your work is not good enough to have to work on it. I mean as instructors and teachers, we still have a responsibility of assessing our students and making sure that they

learn, because at the end of the day they have to leverage what they learned in the future. But on the other hand, there's a lot we can do to reduce some of the extraneous pressure that, right now, just doesn't have a place. It's also for most of us towards the last third or last 10% of the academic term of the school year. We already have a lot of assessments, so relax and some of that, in the end, is possible right now. If this continues, maybe when you start your next course and you started fresh, really think about your assessment practices, and think about what makes a good assessment, what gives you confidence that the student has learned. Maybe come up with alternative grading structures, maybe more in a pass/fail, or maybe more an accumulation of points. Rather than sort of the strict rating that many of us are used to. And really think about whether an assignment is meant to measure what the student knows, or whether an assignment is meant to help the student learn and uncover what they might not know yet well enough. And kind of split the two a little bit, so that the student has a little bit less pressure.