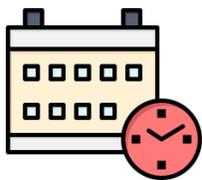


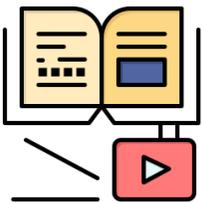
FIVE BUILDING BLOCKS FOR DEVELOPING AN ONLINE LESSON

This is an example elaboration of an online lesson. In this example, we have built in elements to keep students engaged during class and to regularly check that they understand the subject matter. This lesson is a guide.

Experiment with it and adapt it in a way that suits you and the students.

Make it concrete in a way that - in terms of digital skills - suits your possibilities.

1 PROVIDE STRUCTURE 6 minutes		
	<p><i>“Handle with every lesson the same structure, so it is for students and for yourself always recognizable and offers peace of mind”</i></p>	<ul style="list-style-type: none"> - Always make the same day / class schedule and write this out. - Make learning objectives, program and assignments digitally available in your LMS or Teams (always in the same place), so that the structure is clear to everyone. - Make personal contact with each student before the start of the lesson. - At the start of the lesson, discuss the day / lesson schedule and the learning goals with the students. Support this by showing these documents as well. - Make agreements with students about camera and sound.
2 ACTIVATE PRIOR KNOWLEDGE 6 minutes		
	<p><i>“New information is better remembered when it is linked to inside information”</i></p>	<ul style="list-style-type: none"> - Activate prior knowledge prior to the instruction. Do this in an (inter) active way to keep students engaged in class. - Formulate a targeted question to activate prior knowledge. Have all students contribute, eg via padlet, mentimeter or forms. - Discuss this together (if time permits), let a few students explain.

3	6 – 12 minutes	
GIVE BRIEF INSTRUCTION		
	<p><i>“Give a short and concise instruction, focused on the learning objective”</i></p>	<ul style="list-style-type: none"> - Use images to support your instruction. - Make it more challenging with the help of variation in media (PowerPoint presentation, images, (YouTube) video, soundfragment, infographic). - Give specific examples with your instruction. - Check that all students understand the instruction. If necessary, provide extended instruction to the students who need it.
4	10 – 12 minutes	
GIVE ACTIVE PROCESSING ASSIGNMENT		
	<p><i>“By actively working on the subject and explaining it to others, the student makes the subject matter his / her own”</i></p>	<ul style="list-style-type: none"> - Give a concrete processing assignment that matches the learning objective. This assignment is small and delineated. - Write out the processing assignment completely. - Students carry out the assignment in (always varying) pairs, within a certain time. The teacher visits as many pairs as possible to monitor the learning performance of all students as closely as possible. - Start the plenary part after, for example, 6 minutes. - Always have a few couples present the assignment briefly (and let other couples give / supplement feedback). - Always have all students hand in the assignments digitally at the fixed location. - Give feedback or respond to the submitted processing assignments.
5	6 minutes	
EVALUATE YOUR LESSON		
	<p><i>“When students actively retrieve information from their memory, the subject matter is better remembered”</i></p>	<ul style="list-style-type: none"> - Ask students a final question (possibly for example via forms, padlet or mentimeter, for example) to check whether they have understood the subject matter. Have some students answer. - Answer questions from students. - Give the homework and make any other arrangements with students. - If necessary, schedule individual coaching moments.