Teaching & Learning Online

Safe Practice Guidelines for Online and Blended Learning in Further Education and Training

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KERRY EDUCATION AND TRAINING BOARD

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Acknowledgements

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Introduction

Technology plays an increasingly significant role in education and training in recent years, providing us with new ways of doing our work and connecting with our Learners.

Digital skills and the use of technology has also become a core competency and a key transferrable skill for everyday living, for learning and for the labour market. Integrating the use of technology features as part of the holistic teaching and learning experience at Kerry ETB.

During the pandemic we depended on this technology as we were not able to meet our Learners in person. Kerry ETB Learning Practitioner have embraced this technology and worked hard to further develop their skills in this area. Digital tools have the ability to help us connect with Learners.

As we face uncertain circumstances for the next academic year, this document is intended to give guidance not only for everyday Technology Enhanced Learning (TEL) but also if we should find it necessary to use a blended or remote teaching and learning approach.

Kerry Education and Training Board's[1] Further Education ICT Strategy 2019/2022 prioritises two key areas:

Teaching and Learning: The integration of digital tools in Teaching and Learning activities to develop Learners' digital skills, support collaboration and maximise teaching and learning opportunities.

Continuous Professional Development (CPD) for Staff: Plan, develop and provide an ICT based CPD programme for staff, providing opportunities to harness the potential of new and emerging digital technologies

When the Kerry ETB ICT Strategy was published the intention was to increase the use of technology and digital skills in everyday teaching and learning. No one could have foreseen that this would become an imperative for business continuity in the context of Coronavirus. Our need to embrace blended learning and to be prepared for fully remote delivery in the event of another lockdown is now our new reality.

This guide aims to provide guidance and support for all, particularly those who are new to teaching and learning online. It was designed to provide useful, clear and concise guidance. This is a dynamic document and will change over time.

Throughout this guide we emphasise the necessity to ensure your practices and the platforms used are safe. Our advice is to take small incremental steps to develop your online activity and to ensure that you comply with these guidelines, the ETB's Data Protection, IT Device Acceptable Use Declaration (AUD) and other relevant policies.

Resources

- ETB Policies: Data Protection Policy and IT Acceptable Use Declaration are particularly relevant:
- Link to ICT Policies on Kerry ETB SharePoint
- Be Safe Online – Governments Official Online Safety Website:
  https://www.gov.ie/en/campaigns/be-safe-online/
- Teaching Council of Ireland: Draft Social Media Guidelines for registered teachers:
- https://www.teachingcouncil.ie/Website/en/Fitness-to-Teach/Consultation-Draft-Social-Media-Guidelines/Draft-Guidelines-for-Registered-Teachers-Social-Media.pdf
- The National Cyber Security Centre (NCSC) offers detailed advice for securing virtual meetings:
  https://www.ncsc.gov.ie/pdfs/FH-Advisory.pdf)
- If you need a device for teaching and learning talk to your Line Manager. Kerry ETB is providing staff IT devices on a prioritised basis (e.g. staff delivering fully online, full time hours, ICT courses)

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[1] Kerry Education and Training Board will be abbreviated to the ETB throughout these guidelines.

* The term Learner is used to describe all students, trainees and adult education participants.

*The term Learning Practitioner is used throughout these guidelines and refers to all those in teaching or training roles in FET including Teachers, Instructors, Tutors, Adult Educators etc.

First Steps

Practical Advice for those new to Online Teaching

For many Learning Practitioners, teaching online can seem like a daunting prospect. Those working in Further Education and Training are justifiably proud of the relationships we build with Learners in classrooms and workshops and may be worried that the social element of teaching and learning might be lost in the online environment. They may also be concerned that they don't have the skills or resources to work online or that some Learners could get left behind in an online environment. Whilst these concerns are valid and justified, the good news is that there is now over twenty-five years of experience in online teaching globally. By following a few simple established and proven guidelines[2], Learning Practitioners can integrate online teaching into their current practice in a step-by-step manner which is safe and improves the experience for all.

① DON'T OVER REACH

Start with the technologies you know how to use safely. This may be as simple as the use of email to send an assignment to Learners. Do not rush to use a technology platform or resource you are unfamiliar with, particularly if you are not certain you can use the technology confident in the knowledge that learner data is safe and secure. Before you start to use any online tool or resource read these guidelines and satisfy yourself that your use of the resource is safe. Ask if you are unsure[3].

② USE PLATFORMS AND RESOURCES RECOMMENDED AND SUPPORTED BY KERRY ETB

By using the platforms and resources supported by the Kerry ETB you can work comfortably the knowledge that these platforms are secure and safe. Professional Development in the use of these resources will be offered regularly and you can avail of ongoing support for the use of these platforms.

Here is a link to the Kerry ETB Digital Platform Usage Memo (01/2020) from our Director of FET.

③ BE POSITIVE AND COMMUNICATE .... IT'S BEEN DONE BEFORE

Online learning is not new. It is also likely that you already have a strong relationship with your Learners. A blended approach does not replace the classroom or workshop activities, it supplements them. The key to successful teaching online is communication. Learners expect you to communicate regularly and purposefully, individually and as a group.

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[2] Source: Donald Clark (2020)
https://donaldclarkplanb.blogspot.com/

[3] Contact TEL Champions in your Centre or Jeremy Wrenn for advice on the safe use of platforms. jeremywrenn@learning.kerryetb.ie

④ START WITH ASYNCHRONOUS ACTIVITIES

Online teaching activities can be divided into synchronous and asynchronous activities. Synchronous activities are activities such as video conferencing or live chatrooms where Learning Practitioners and Learners are online together for live, real time, activities. Asynchronous activities are all other activities where interactions are not live. It is strongly advised to start with asynchronous activities and make asynchronous your default. Post resources online, set tasks, start discussions – Do not rush to synchronous activities, which require a more complex set of skills for Learning Practitioners and Learners alike.

⑤ COMMUNICATE, COMMUNICATE, COMMUNICATE

Learners will take their lead from you. If you communicate regularly online, they are far more likely to engage. Communicate with the class group but also where possible provide individual feedback. Praise Learners appropriately and recognise their efforts. Provide prompt and detailed feedback. This provides clarity for Learners and enables then to concentrate on areas they need to work on.

⑥ ASSESSMENT – START WITH SIMPLE FORMATIVE ASSESSMENT

When beginning with assessment, don't be too ambitious. Start with on-going feedback and simple formative assessment such as quizzes, to check for understanding. Timely formative assessment is an important quality indicator. It provides a basis for constructive individual feedback and guidance to the learner on their performance. At the start, use the assignment activities in Teams or Moodle for ungraded activities to give feedback to Learners. Once you know the Learners understand and can use the functionality of either Teams or Moodle, you can engage in graded online assessment activities.

⑧ SET REALISTIC EXPECTATIONS

One of the biggest turn-offs with technology is that it may not always work in the manner we intended. Things will go wrong. Do not set unrealistic expectations of yourself particularly if you are new to teaching online. If something doesn't work, try something else, something simpler. There is always an alternative. Don't be too ambitious with the technology. Keep it simple and don't hesitate to ask for help from your Learners - they may just be more online savvy than you think.

⑦ SET A SCHEDULE AND STICK TO IT

Learners expect routine. Set deadlines for tasks and follow-up with Learners who do not meet the deadlines. Be fair, but set expectations for engagement. Keep up momentum.
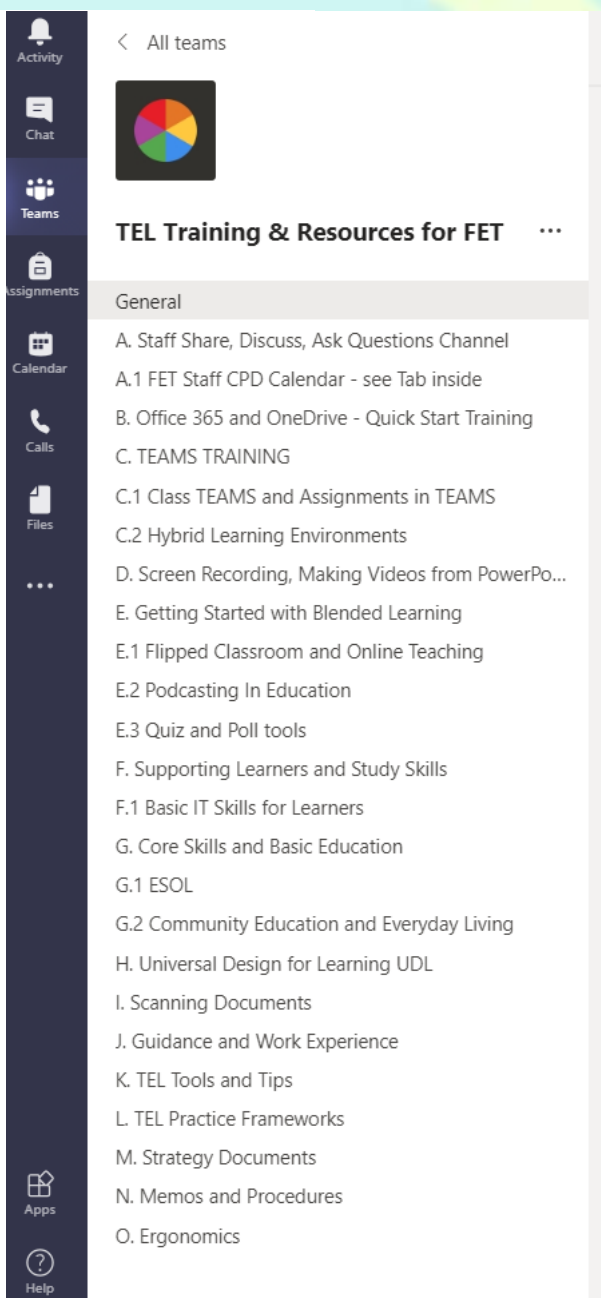
⑨ Seek help and support

There is already an existing level of skill and competence in using digital technologies in the delivery of FET at Kerry ETB, from the use of basic tools to high skill levels. Obviously this varies widely amongst us as a peer group. In addition, many of you embraced online teaching in more recent months and have established highly effective practices with your learners. Don't be afraid to ask. Everyone has to start somewhere, at some time.

TEL professional development programmes and workshops will be available through Kerry ETB and FESS at various points in the year. There are also a vast amount of self-directed learning opportunities available to you. Regularly check the Kerry ETB FET Professional Development Calendar for details of upcoming events.

TEL Training and Resources for FET is a dedicated resource for FET staff on Kerry ETB's Office 365 Platform. You will find it in Microsoft Teams. The graphic across will give you an idea of the content.

Both of these resources can be access though your Kerry ETB staff account. firstname.lastname@staff.kerryetb.ie

TEL Training & Resources for FET ...

General
A. Staff Share, Discuss, Ask Questions Channel
A.1 FET Staff CPD Calendar - see Tab inside
B. Office 365 and OneDrive - Quick Start Training
C. TEAMS TRAINING
C.1 Class TEAMS and Assignments in TEAMS
C.2 Hybrid Learning Environments
D. Screen Recording, Making Videos from PowerPo...
E. Getting Started with Blended Learning
E.1 Flipped Classroom and Online Teaching
E.2 Podcasting In Education
E.3 Quiz and Poll tools
F. Supporting Learners and Study Skills
F.1 Basic IT Skills for Learners
G. Core Skills and Basic Education
G.1 ESOL
G.2 Community Education and Everyday Living
H. Universal Design for Learning UDL
I. Scanning Documents
J. Guidance and Work Experience
K. TEL Tools and Tips
L. TEL Practice Frameworks
M. Strategy Documents
N. Memos and Procedures
O. Ergonomics

⑩ Digital Champions

Have you a passion for sharing your TEL expertise? Or would you like to upskill to become a Digital Champion within your Centre? Staff across centres, programmes and services will be trained as Digital Champions to provide leadership and peer support to colleagues. Contact your Line Manager for more information.

HOW TO: Digitally communicate with learners

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Expectations
Remind the learners to be on time/ dress as they would for class/ be respectful of each other/ hands up if leaving the room

Webcam
These can add a personal touch, but don't use of you're not comfortable. Maybe have it on at start, then switch off

Audio
Make sure that your audio is clear- using a mic and headphones can help reduce interference

Work station
Use a dedicated workspace where possible. Teams and Zoom allow you to change your background so you don't have to show your surroundings

Communicating with your learners online
This infographic has some best practice tips for you when working remotely and communicating with learners online

Recording
Recording a lesson means you can listen back and/ or make it available to those who missed class. Let the learners know- they may want to switch off cameras

Boundaries
Online communications can result in a blurring of boundaries. Be mindful at all times. Report concerns to Guidance or management

Social Emotional
The focus should not always be on the academic. Check in regularly with your learners

Language
Use plain, clear instructions to learners if you ask learners to engage in activities online. Use written instructions to back up verbal. Be concise.

Adapted from: https://coronavirus.jiscinvolve.org/wp/2020/03/18/are-your-staff-digitally-ready-to-communicate-with-learners-online/

Further Education & Training Supported Platforms and Recommended Resources

Kerry ETB's supports a number of core platforms. These are our recommended resources. They are safe and secure and we offer training and support to enable safe usage.

Office 365

Office 365 Education is a special version of Office designed for educational and training institutions, schools and colleges. Kerry ETB's Office 365 includes OneDrive, SharePoint, Teams, OneNote, Word Online, PowerPoint Online, Excel Online, Stream, Sway, Forms and numerous other applications. These are all useful for productivity, collaboration, teaching and learning. Office 365 applications can be accessed at https://www.office.com using Google Chrome or the MS Edge browser.

Office 365 allows us to:
- Access our work from anywhere, whenever we want, with any internet connected device, ensuring the continuity of teaching, learning and assessment.
- Keep your work safe and secure in compliance with GDPR and data protection obligations.
- Build on the learner centred ethos and existing good teaching practice in FET, extending our practice with inclusive tools to support teaching and learning.
- Partner with Learners to create and manage their own learning and develop independent study skills.
- Support Learners to work together and to find creative collaborative solutions.

Each centre will have its own systems using OneDrive in combination with Teams or OneNote Class Notebooks. This notwithstanding, a basic digital toolkit as follows is suggested:

Teams

Microsoft Teams enables Learning Practitioners to create collaborative classrooms. It brings together classroom chat, a files area where resources can be shared and edited, a Classroom Notebook for collaboration and individual Learner work and an assignment area where Learners can post completed assignments for feedback and grading.

The meeting function can also be used to run a live (synchronous) class where Learners participate in classes from home. Teams can be accessed by downloading the Teams desktop App or at https://teams.microsoft.com using Google Chrome or the MS Edge browser.

Introduction to Microsoft Teams
Microsoft Teams Demo for Learners

Moodle

Moodle is a Learning Management System that is being explored by the Kerry ETB FET Pillar. It has the capacity to provide us with a comprehensive platform to enable Learning Practitioners design and deliver fully online or blended courses including access to learning resources (such as documents, presentations, videos, links etc.) and learning activities (such as assignments, quizzes, forums, chatrooms, video conferencing, interactive videos etc.). In time we will have a Moodle site, which will be hosted and supported with the help of SOLAS eCollege and the TEL Working Group. This will also host a repository of resources for CPD, as well as teaching and learning. Once ready the Kerry ETB Moodle for FET can be accessed at https://kerryetbfet.etbonline.ie

eCollege Moodle Training

eCollege run a Moodle training course for FET Teaching and Learning Practitioners. You can access the eCollege Moodle for Teachers course via the FESS website https://www.fess.ie/professional-development/ecollege-courses. And directly via eCollege if you have an existing eCollege account. https://ecollege.etbonline.ie/enrol/index.php?id=342

A Basic Digital Toolkit

The following is a suggested basic digital toolkit:

General Class Tools
- Course resources: Teams, Files
- Course Communications: Teams, Conversations
- Digital Assessment: Teams, Assignments (upload a file or a images of pages)
- Staff & students should also use OneDrive to store their own work

Remote Tools
- Web conference: Teams, Meeting (create/join/blur/chat/mute/share/record)
- Make a video: Stream, Create

Inclusion
- Accessibility: Immersive Reader (Teams/Edge/Office Lens)

Link	Description
Teams Resources	Comprehensive resource featuring text guides, interactive guides & video for teachers and Learners, from Microsoft
OneDrive Resources	Comprehensive OneDrive guide, from Microsoft
Microsoft Stream Resources	Making a video with Stream (3 mins) from Kerry ETB

Setting Ground Rules & Expectations

Building a safe learning environment, where Learners are clear about their responsibilities is paramount when asking Learners to collaborate and participate in authentic learning communities. Building community is important for online learning, where Learners can readily drift away or feel isolated due to the nature of online engagement. Consider steps to keep Learners together and engaged. Explaining what tools you will be using and how to use them provides clarity for Learners. Research has also shown that Learners can play a substantial role in co-configuring learning spaces.

It might also be helpful to set schedule of when you are / are not available to Learners. Otherwise agree that you will respond to messages within a specific time period so that, for example, if a learner contacts you after a certain hour in the evening, they know not to expect a response until the following morning. This is important for your wellbeing.

Clarification of expected participation, standards of contributions and interactions and deadlines should be explicit.

https://openteach.ie/wp-content/uploads/2019/11/Teaching-online-is-different.pdf

Flipping the classroom

A flipped classroom is a type of blended learning approach where Learners are introduced to content at home and practice working through it at their FET centre/college or together in live online classes. This is the reverse of the more common practice of introducing new content in the classroom, then assigning homework and projects to completed by the Learners independently at home.

In this blended learning approach, face-to-face interaction is mixed with independent study, usually via technology. In a common Flipped Classroom scenario, Learners might watch pre-recorded videos at home, complete a short assessment to check for understanding. Class time is freed up for learner-centred activities, inquiry-based learning, project-based learning, collaborative work and teacher-assisted learning.

For more information go to: https://www.allaboardhe.ie/flipped/

Fig 1: Taken from *Education Reimagined: The Future of Learning*

Feedback

In a synchronous teaching environment, the Learning Practitioner can deliver feedback immediately whenever it is required. However, while the face-to-face environment allows for visual cues when delivering feedback, these are not always possible, or may take quite different forms, in the online environment. It is important when teaching online to proactively make opportunities for feedback both from teacher to learner and from learner to teacher, to make up for the loss of the face-to-face cues.   The chat function within Meeting, for example, is useful for quickly checking for understanding.

Digital assessment tools, such as Teams Assignments have many benefits, increased analytics, accessibility, ability to incorporate interactive media or games etc. Many Learning Practitioners treat assessing learner work as a cyclical process, rather than a one-time event. Assignments in Teams is built around this iterative feedback loop, allowing specific deadlines for Learners to submit drafts, or you can allow Learners to submit work for review at any time. Research from Trinity, *Teaching and Learning during FET College / Centre Closures, Irish second level Teacher Perspectives* showed that teachers who regularly assessed student work and provided them with feedback were significantly less likely to report low levels of student engagement with online learning.

For more information: https://education.microsoft.com/en-us/resource/967894bd

Group Work

Social distancing may impact the way we work together and our ability to engage in traditional group work. Obviously, group work will be different in fully online courses. Embedding some form of digital group work by encouraging Learners to use text-based tools inside or outside of class might help to overcome some of these challenges and foster a sense of belonging within their FET community. This can be achieved using the OneNote Class Notebook Collaboration space, learner posts in the Class Team, a specific channel for a learner group or a buddy system. Be mindful of supervising breakout groups, keeping Learners safe, especially where they are under 18 years.

Pens Are Still Important

Writing is still important. Research shows that Learners using a keyboard were more likely to type the lecturers' words verbatim, while the Learners writing more slowly by hand had no choice but to engage with the information in order to allow them to summarise. Also some Learners write to remember. Doodling has been shown to aid creativity. Learners can still continue to write on paper and scan their written work with a mobile scanner app or Microsoft Office Lens mobile app on their phones. A hybrid device that includes a pen may be the solution to combine the best of both worlds. For more information: The Pen Is Mightier Than the Keyboard

Continuous Improvement

In this time of great change keep it simple and focus on the most effective way to teach your content and to connect with to your Learners. With every call and every lesson, you will find new ways in which you can maximize the time you have with your Learners and the lessons you provide them. Build on your existing good practice, some small changes will result in significant gains and enable you to effectively meet your Learners' needs.

Synchronous & Asynchronous instruction

Synchronous learning occurs live and in real time supported by video conferencing solutions like Teams. Live classes allow educators to replicate many of the experiences common to a face-to-face classroom setting.

Asynchronous learning takes advantage of many of the same technologies. The main difference is that learning is not live. It is elf-directed, self-paced and not reliant on adhering to a schedule. With Teams Learners can interact with recorded video, assignments, homework questions and discussion threads to support engagement. The benefit, of course, is being able to teach without the need for participants to be online at the same time.

The reality is that effective remote teaching requires a combination of both synchronous and asynchronous learning. For example, instead of a live class, it may make sense to put more emphasis on assignments, readings and participation in discussion threads. This way, any required live remote communications can be used to clarify issues, revisit difficult material and address any challenges Learners may have, as per the flipped classroom approach.

Synchronous online teaching could help the Learners to feel less isolated, e.g. in the event of a closure because can include time for socialising and informal discussion.

Every course, educator and Learner is different, so the most important thing is to think about your objectives, your Learners and let this guide your approach.

For more information:
https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=77528&section=1

Synchronous Teaching Videoconferencing Tips & Etiquette

Synchronous activities require careful planning as live events are more demanding. Video Conferencing is the single online activity that most closely mimics classroom teaching and brings Learners together to interact socially and collaborate. As such, it is an invaluable resource that can significantly enhance the learning experience of all Learners.

The First Time You Use Video Conferencing

1. Prepare well in advance. Test the application you are using (Teams). In advance learn the key functions, e.g. screen sharing, muting participants, monitoring chat etc.

2. Schedule your Teams class well in advance in Outlook and email the invitation link with clear specific instructions for Learners in advance, including advice on downloading the app.

3. Set reasonable expectations. It is important to appreciate the pressures that some Learners may encounter when they are trying to learn from home.

4. In advance ensure that Learners pursuing accreditation have and use their ETB login credentials.

5. Join your class at least 10 minutes early to ensure a proper connection and that you are there well in advance of Learners.

6. Set aside some time to ensure that Learners are able to connect their audio and video.

7. Spend some time to go through the applications' functionality and how Learners can contribute online to the class.

8. Outline online etiquette and expectations of the Learners in your first virtual class and periodically revisit the topic – include space for discussion.

9. Learning Practitioners and Learners must at all times respect the privacy of others, who may be in the homes of Learners or Learning Practitioners during online classes. Show Learners how to turn off their camera and microphone and how to select a suitable background in Teams. Everybody has a right to privacy. Ensure children or vulnerable adults in the home are not inadvertently visible or audible.

Online Netiquette

When you are not face-to-face with people, tone and intent can be misinterpreted very easily over email and in posts on Teams.

Avoid one-word answers like. "No", "fine" etc. It may come across as blunt. Even if you are pressed for time expand on your answer "… that looks absolutely fine, thank you", this conveys a warmer tone and keeps team working pleasant and productive.

Use your status in Teams to let people know you have stepped away, are in a call or are on lunch and may be slow to respond to a query.

Emojis can enhance communication but some may be misunderstood. If in doubt, don't use an emoji. Do bear in mind that face emojis are statistically the most effective emoji's and helpful when missing face-to-face interactions. Use with care.

Meetings and Conference calls etiquette

Some etiquette is carried over from real life to face-to-face meetings, e.g. arriving in time, taking turns to speak. Other etiquette is specific to meetings and conference calls online. We recommend you follow these as an attendee or as the organiser of an online meeting in Teams:

Ideally, if everybody feels comfortable camera use should be encouraged. If Wi-Fi is poor, stop your camera and stick to audio only to improve the quality.

When you join a meeting, please mute your microphone after saying hello, this will eliminate a lot of background noise and make the speaker easier to hear.

Use the chat function to respond to any questions that the speaker asks.

Use the chat function to ask a question. You can unmute if you are asked to speak and mute your microphone again afterwards.

If you are the presenter give some time at the end to Q&A or take short small breaks for questions immediately after each logical section of the meeting/training/teaching.

Getting Ready for Live Delivery

Give an agenda or plan for each class in advance.

Choose an appropriate quiet location, one where you will not be interrupted and you are comfortable and can present professionally.

Encourage Learners to also find an appropriate quiet space in which to participate where they won't be interrupted.

Consider the use of headphones and also ask the Learners to use headphones to reduce background noise and ensure clarity of voice.

Approach the class as you would an offline class. Dress and speak as if you're face-to-face with the class while ensuring you're at the appropriate distance from the microphone for the best audio experience.

Consider recording the class. Ensure that Learners have given fully informed consent before commencing. Inform Learners of their right to turn off their camera and/or microphone if they do not want to be recorded. Learners who choose not to be recorded should be encouraged to use the chat functionality to participate.

Speak clearly and take a little bit longer than you normally would, explaining key concepts or ideas. You do not have the same opportunity online to read body language and gauge understanding from facial prompts.

Test your content in advance – Check how it looks on mobile devices (tablets & smartphones). Many of your Learners may not be accessing the content on PCs or Laptops.

When delivering, give your Learners a moment to open or take in what you've shared particularly when sharing videos or presentations.

In general, screen-sharing is better than talking heads. Have resources ready to share and use in your lessons.

Encourage maximum interaction and use of the chat function for questions, comments and reactions. Consider setting a target for Learners (e.g. – minimum of 2 comments per learner in each lesson)

Generally, it is best, particularly for larger class groups, to get Learners to write their questions in chat and you can unmute them to discuss rather than allowing Learners to interrupt when they have a question.

Involve Learners – In time consider asking them to present and share content or presentations with the class.

Other Options

Worried about 'live' teaching?
Learning Practitioners can decide to record a workshop or class (with just the Learning Practitioner himself/herself) on MS Teams and share it with Learners if the Learning Practitioner is not comfortable delivering a live online class. This is also effective in situations where Learners are unwell or are struggling with internet access and miss a live streamed class. Record videos instead and send them to your Learners so that they can watch in their own time.

Record Short presentations
You can now easily record presentations in PowerPoint or simply record your voice using your phone or an online voice recorder (e.g. - https://online-voice-recorder.com). You can then share the presentation or audio file online in Teams.

Use Short Videos
These can be personal recordings or Video Content sourced online or shared by colleagues. If using content developed by others, ensure the content is free to use and share (e.g. Creative Commons content) and use is compliant with copyright legislation. Videos should be short – ideally no more than 5 minutes. Videos longer than 15 minutes can cause issues of slow downloading and learner distraction. If you have more to say, record two or three short videos.

Respect and Safety
Staff should contact the FET Manager / Coordinator if the staff member is concerned about any incident or behaviour which they encounter during an on-line learning activities.

Kerry ETB Guidelines and Etiquette for Young Adult Learners

There are specific additional requirements when teaching online if Learners are under the age of eighteen. In particular, Learning Practitioners need to ensure that they have communicated with parents/guardians and that they are fully satisfied that their child's use of distance learning platforms is safe. It is essential that parents/guardian have provided written consent for the use of online platforms before use. Both Learners and parents/guardians need to be fully informed that the photographing or recording of staff or other Learners for the purposes of publication elsewhere is strictly prohibited and in breach of those individuals' basic human right to privacy. Parents/guardians also need to be fully informed in relation to communication with their child by support or other non-teaching staff.

Webwise is part of the PDST Technology in Education, which promotes and supports the integration of ICT in teaching and learning in first and second level schools. The website Webwise. i.e. provides advice on policy and safe practice and is particularly relevant for Learning Practitioners teaching young adults.

Resource
https://www.webwise.ie/category/teachers/advice-teachers/

Digital Wellbeing

Digital wellbeing is the impact of technologies and digital services on mental, social, physical and emotional health of staff and Learners. Technology can impact wellbeing in positive and negative ways depending on personal context, circumstances and capacity to deal with these issues.

How can I support my Learners' digital wellbeing?
- Know how to access and use ETB supported systems and tools.
- Choose the most appropriate tools for specific learning and tasks.
- Understand your Learners' needs e.g. for assistive technologies or personalised learning.
- Manage workload.
- Safely use tools and equipment.
- Support the Learners to develop their digital skills.
- Be social and connect with Learners.
- Ask Learners for feedback.
- Get support from the TEL team.
- Remember physical wellbeing! - Remind Learners of good posture, take plenty of breaks, move around, adjust monitor brightness, get enough sleep.

Resources
https://digitalwellbeing.org/
https://digitalcapability.jisc.ac.uk/documents/228/JB0019A_DIGITAL_WELLBENG_PRACTITIONERS_
BRIEFING_PAPER_NOV19_WEB_v2.pdf

Digital Inclusion & Universal Design (UDL)

Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action/Expression
Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.	Present information and content in a variety of ways to support understanding by Learners with different learning styles/abilities.	Provide other options for Learners to demonstrate their learning in various ways (e.g. allow choice of assessment type).

Digital inclusion is about ensuring that everybody can contribute to and benefit from digital learning. It's about access to technology for all, the use of assistive technology, developing digital skills and the use of technology to address exclusion.

How to include all Learners?
1. Know your Learners and find out what resources they have.
2. Choose tools and resources depending on their digital skills.
3. Encourage Learners to use the accessibility tools in Office 365 and MS Edge such as *Read Aloud*.
4. Get Learners to complete introductory tasks online so they learn how to do basic tasks and build up their skills gradually. Consider step-by-step guides on completing these tasks.
5. Bringing all Learners online together may not be realistic. Asynchronous activities may suit some Learners better as they can complete work in their own time. You could organise 'drop in clinics' to answer questions or review work with Learners.
6. 1-2-1 sessions may be required for some Learners.
7. If Learners have limited internet access, assign work in non-digital format or email to complete in their own time. Instructions should be really easy to understand.
8. Give the learner options. If Learners don't have a computer, they would take photos on a mobile phone of an assignment or record a voice note and upload them.
9. Give loads of feedback to your Learners as a group and 1-2-1.
10. Create touchpoints with your Learners. If you see they aren't engaging, give them a call to chat about solutions that will work for them.

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn, including Learners with disabilities.

How can online learning and technology enable UDL?
Technology advances have had a revolutionary impact on UDL by enabling universal access to learning content. When learning materials are presented through digital platforms, they can adapt uniquely to all Learners and their needs and preferences. Learners can use screen readers, translate text and adjust content to their individual needs. They can use video submissions or dictation for assignments.

What can I do to make a start with UDL?
A few simple guidelines can support UDL in your planning & practice.

Make yourself aware of the assistive technologies that are at your fingertips such as the immersive reader function in Office 365.

Take the UDL Digital Badge Course with AHEAD. https://www.ahead.ie/udl

Resources
Creating accessible documents
https://abilitynet.org.uk/factsheets/creating-accessible-documents-0

Online Assessment

Online assessment can provide Learning Practitioners with numerous possibilities to replace existing classroom-based assessment or examinations with online alternatives. Online quizzes, assignments, ePortfolios and video submissions are just some of the possibilities to replace or supplement traditional examinations or portfolios of evidence, however such methods present Learning Practitioners with a number of challenges with regard to ensuring fairness and equity for all Learners. A few simple guidelines to follow include:

- Programme descriptors do not distinguish between online and offline delivery. The specific assessment guidelines must always be applied to your course, whether the mode of delivery for that particular course element is online or face-to-face.

- Ensure Alternative Assessments are approved through Kerry ETB QA governance structures.

- If you are delivering a blended learning course, at the outset, ensure that you provide a description of course elements that will be online and include the relevant learning outcomes and explain how they will be assessed in your description.

- Use the tools to hand. Both Moodle and Teams have assignment functionality, where rubrics can be used if applicable, with grading and feedback readily provided to Learners.

- Communicate with Learners in relation to assessment. Go through the course assessment briefs with your Learners. Clearly describe what is expected and listen to and respond to any concerns they may have.

- Apply the principles of UDL to assessment. Ensure the assessment is presented in accessible formats for all Learners and offer choice to Learners particularly with regard to multiple means of representation.

- Allow reasonable accommodation in line with the ETB's Quality Assurance policies. Respond to accessibility issues or concern raised and seek support to ensure all Learners can access assessment fairly.

- Data retention periods for online assessments are the same as for written assessments so it is essential that assessment evidence is retained and stored safely and securely in compliance with GDPR requirements.

Resources

QQI Statutory Quality Assurance Guidelines For Providers of Blended Learning Programmes

https://www.teachingandlearning.ie/ resource/10-points-to-consider-in-choosing-alterative-assessment-methods-for-the-online-environment/

https://www.teachingandlearning.ie/ resource/10-ways-to-ensure-online-assessment-is-accessible-and-inclusive/

https://www.teachingandlearning.ie/resource/selecting-online-alternatives-to-common-assessment-methods/

Standards for Online Content and Learning Resources

Kerry ETB has adopted the following standards in respect of online content and learning resources. All content items and learning resources within Kerry ETB's VLE and supported platforms such as Teams must:

- Reflect the learner-centred pedagogy of Kerry ETB.
- Be subject to quality review by an appropriately informed peer (e.g. subject matter & learning design expertise) before uploading to the VLE.
- Cite copyright and licensing status appropriately for any third-party content.
- Engage learners in activities that enable them to test and monitor their progress at appropriate points in their learning.
- Be presented in a manner showing its relationship to the face-to-face learning environment.
- In the case of text items developed within Kerry ETB, be written in plain language.
- Be accompanied by links to clear information regarding the availability of relevant academic supports.
- Reflect culturally diverse perspectives that are free of bias.

Programme Information and Management

All learners within Kerry ETB must be informed prior to enrolment of the level and nature of the support available. This will include information pertaining to:

- Details on the different elements of the blend of learning that they will experience on the programme including online activities, face-to-face attendance requirement, synchronous and asynchronous activities, autonomous learning etc.
- The commitment required from them to successfully complete the programme, including self-directed learning.
- Pre-knowledge or technical skills required to participate on the programme.
- When academic, technical and pastoral supports are available.
- Details of the hardware or software required.
- Terms and conditions relevant to a specific programme (e.g. timings for synchronous learning or assessment, assessment deadlines, regulations pertaining to re-assessment opportunities).

Further Develop Your Skills

Check out the Kerry ETB TEL Training & Resources for FET TEAM on your Kerry ETB All Staff Office 365 platform. Many of the resources below feature on the various Channels in this TEAM. Kerry College Staff can access additional resources on this Microsoft Teams CPD Videos Team.

Microsoft Educator Center: gives you free access to Microsoft courses where you can learn how to use its tools and earn badges as you go.
- Instructor Led TEAMS Training: https://docs.microsoft.com/en-us/microsoftteams/instructor-led-training-teams-landing-page#pivot=home&panel=home-all
- Teams Demo for Learners: https://cortexonemsedu.blob.core.windows.net/staticcontent/teams-demo/index.html#/2/1
- TEAMS Demo for Staff: https://cortexonemsedu.blob.core.windows.net/staticcontent/teams-demo/index.html#/1/1
- TEAMS for FE and HE: https://education.microsoft.com/en-us/resource/896b443d

FESS – Further Education Support Service: Excellent FET Staff CPD Calendar in place with many sessions dealing with blended and remote learning. https://www.fess.ie/professional-development/cpd-calendar

AHEAD – Association for Higher Education Access & Disability: They run a Digital Badge in Universal Design for Learning. Think of it as plain English for curriculum design and delivery. It's good for everyone, not just Learners with additional needs. https://www.ahead.ie/udl
They also have a blog This blog on accessibility tools and engaging all Learners online, available on https://www.ahead.ie/Distance-Teaching

All Aboard: Digital Skills in Higher Education: the acquisition of digital skills is presented like a Metro Map. Excellent resources. Creative Commons licencing so you can reuse their materials for your own teaching and learning. https://www.allaboardhe.ie/

Digital Stepping Stones from An Cosán: Outstanding tool. Take their test. Quick and easy. You get report back pointing you to an entire suite of provision to address learning gaps. Highly recommend you get your Learners to do this as an ICT assessment. https://www.digitalsteppingstones.ie/

FutureLearn offers a wide variety of courses from top universities and organisations around the world. Its courses on teaching online are available on: https://www.futurelearn.com/subjects/teaching-courses/how-to-teach-online

ETBI provides access to digital resources that support teaching and learning practices and enhances the educational experience for Learners at https://library.etbi.ie/home

eCollege has Moodle for Teachers for ETB staff. Registration is via the FESS website: https://www.fess.ie/professional-development/ecollege-courses

Coursera offers courses from leading universities and companies such as google. It has hundreds of courses on teaching online, teaching STEM and e-learning. Browse its courses on: https://www.coursera.org/browse/social-sciences/education

edX is a global non-profit organisation started in Harvard and MIT. Its educational technology courses: https://www.edx.org/learn/educational-technology edX guide for students on learning online: https://blog.edx.org/tips-for-successful-online-learning/

LinkedIn Learning (formerly Lynda.com) is a leading online subscription learning platform where you can sign up for 1 month free. It focuses on software training and includes educational technology courses available on: https://www.lynda.com/Educational-Technology-training-tutorials/1794-0.html

TED-Ed has videos on a wide variety of topics on https://www.ted.com/watch/ted-ed

MERLOT has material and resources for teaching on http://www.merlot.org/merlot/index.htm

OER Commons has open educational resources on https://www.oercommons.org/

National Forum for Teaching and Learning has supports for online teaching on https://www.teachingandlearning.ie/2020/03/20/supporting-teaching-and-learning-through-covid-19/

Introduce your Learners to digital skills with https://www.learnmyway.com/ and https://edu.gcfglobal.org/en/

Appendix 1: IT Device Acceptable Use Declaration

1. For the purpose of these guidelines, a 'mobile device' refers to a Learner owned device such as a tablet, laptop, netbook, iPad, or smart phone. Personal gaming devices are not allowed.

2. Any Learner who wishes to use a personally owned mobile device within a Kerry ETB course must read and sign this Acceptable Use Declaration (AUD).

3. If the Learner is under 18, a parent /guardian of the Learner must also read, sign and submit the AUD to the relevant Kerry ETB FET Centre / Kerry College Campus office.

4. Learners must take full responsibility for the appropriate use of their device at all times. The FET Campus / Centre is not responsible in any way for the device or for its' use.

5. The following activities are considered as unacceptable usage of devices:
   - The storing or transmission of illicit materials
   - Storing or transmission of proprietary information
   - The harassment of others
   - Engaging in outside business activities
   - Use of devices for any action or activity which is not compliant with Kerry ETB policies, procedures and guidelines including but not limited to Kerry ETB Bring Your Own Device for Learning Guidelines, Kerry ETB Data Protection Policy and any Kerry ETB FET Online and Blended Learning Safe Practice Guidelines, the Kerry ETB FET Learner Handbook and the Kerry ETB FET Learner Code of Conduct.

6. Learners/parents/guardians are responsible for their devices, including any breakages, costs of repair, or replacement.

7. Violations of any FET Campus / Centre policies or rules involving a learner device may result in a learner not being allowed continue using the device during FET Campus / Centre hours and/or disciplinary action, for a period to be determined by the FET Campus / Centre. Kerry ETB reserves the right to disconnect devices or disable services without notification.

8. During FET Campus / Centre hours learners are allowed use their device for learning related activities only.

9. Learners will comply with Learning Practitioners (teachers/tutors/instructors etc.) requests regarding use of devices during FET Campus / Centre hours, and classes.

10. Mobile devices must be charged prior to bringing them to FET Campus / Centre so as to be usable during FET Campus / Centre hours. Charging devices in the FET Campus / Centre is not an option.

11. Learners may not use the devices to record, transmit or post photos or video of Learning Practitioners or learners. No images or video recorded at FET Campus / Centre can be transmitted or posted at any time without the permission of Learning Practitioners.

12. Learners may use the FET Campus / Centre wireless network and content filtered broadband. Use of other unfiltered public wireless connections, such as mobile networks, is not allowed during FET Campus / Centre hours.

13. The FET Campus / Centre reserves the right to change the AUD in line with overall FET Campus / Centre policy

14. In order to prevent unauthorised access all devices must:
    o Be password protected using the features of the device and a strong password is required to access the company network.
    o Lock itself with a password or PIN if it's idle for five minutes.

15. Rooted (Android) or jailbroken (iOS) devices are strictly forbidden from accessing the network.

Mobile Device Details:

_____
_____
_____
_____
(e.g., Tablet – include manufacturer, type of device here).

As a Learner I understand and will abide by this AUD. I understand that any violation of this AUD may result in not being able to use my mobile device in FET Campus / Centre and could mean other disciplinary action.

Learners Name (in capitals):

Learners signature:

Date:

Course Title:

Campus / Centre Name:

As a Parent/Guardian I understand that my child accepts the responsibilities outlined in the BYOD / AUD. I have discussed the AUD with them and we both understand own responsibilities.[4]

Parent/Guardian Name: _____ (in capitals)

Parent/Guardian signature: _____ Date: _____

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[4] _To be completed by a parent or guardian if the learner is under 18._

Appendix 2: Kerry ETB Bring Your Own Device (BYOD) for Learning Guidelines

Technology Enhanced Learning (TEL) is the use of technology to enhance the everyday teaching and learning experience in the classroom as well as using technology to engage in learning remotely. Kerry ETB is committed to ensuring that Learning Practitioners and Learners have access to appropriate technological resources to enable them to engage effectively and fully in learning both within ETB campuses / Centres and online.

These Kerry ETB FET *Bring Your Own Device for Learning Guidelines* facilitate and promote learners bringing a personal mobile device to Kerry ETB FET campuses / centres for use in their education and training, as well as using a computer/mobile device for remote learning. It is designed to empower learners by giving them direct involvement in the way they use technology in their learning.

For the purpose of these guidelines, a 'computer/mobile device' refers to a Learner owned device such as a tablet, laptop, netbook, iPad, or smart phone used in a Kerry ETB campus / Centre or a computer or mobile device used for remote learning off-campus.

This policy should be read in conjunction with the Kerry ETB FET Acceptable Usage Declaration

Objectives:
- To facilitate and promote the bringing of a mobile device to FET campuses / centres by learners for use in their education and training.
- To provide a safe environment in which learners can use their mobile device to support their learning.
- To ensure a minimum standard of device compatibility.
- To enable learners to use technology to further their learning independently and in structured classes.
- To provide a basis on which Kerry ETB FET Learning Practitioners can tailor the delivery of classes so that learners can use their own devices in class towards achieving specific learning outcomes.

Learners (and their parents/ guardians if under 18):
- All learners who are participating in ETB FET programmes where all or part of the programme is online or blended are expected to have access to a computing device.
- The device must be:
    - A personal device of the learners own choosing and ownership which meets the device specification required for the programme, or
    - An assigned device supplied by Kerry ETB in special circumstances.
- The personal device must be available to the learner to support their engagement with the named FET Programme.
- Learners (and their parents/ guardians if under 18) are responsible for ensuring that the device meets all the requirements of the programme and programme co-ordinators/ learning practitioners can advise you on this.
- Prior to bringing a personal device for the first time, learners (and their parents/ guardians if under 18) must read and sign the **Acceptable Usage Declaration** which sets out the responsibilities and expectations for the use of the personal device in Kerry ETB FET.
- Learners must use their device in accordance with Kerry ETB's IT Device Acceptable Use Declaration (Appendix 1).

- Learners must follow the directions of their Learning Practitioner about the appropriate use of their device in class.
- Each learner is absolutely and solely responsible for the care and conduct of their personal device while:
    - In the FET Campus / Centre or at other FET related activities
    - Travelling to and from the FET campus / centre and to other FET related activities.
    - Learners must connect their device to the designated wireless data network in their FET Campus / Centre using their own account credentials only.

Learning Practitioners
- Learning practitioners should encourage and facilitate the use of the learner's devices in their classes where required and where deemed appropriate.

Kerry ETB FET will:
- Endeavour to ensure all Learners have access to the computing resources, inside and outside of class time, that are required by their coursework.
- Provide a list of the responsibilities and expectations of each learner (set out in the *BYOD Guidelines* and an *Acceptable IT Usage Declaration*)
- Ensure the *IT Device Acceptable Usage Declaration* is signed by each learner (and their parents/ guardian if under 18 years).
- Ensure that the relevant FET Campus / Centre can provide advice to learners on the device requirements for their programme of learning.
- Provide a wireless network with filtered internet connection in the relevant FET Campus / Centre to which learner may connect their BYOD device.
- Provide support to learners in establishing network connectivity in the relevant FET Campus / Centre.
- Accept no responsibility for loss or damage to, or maintenance or repair required on a learners own device through any act or omission resulting from the negligence or otherwise of the FET Campus / Centre, a member of FET Staff or of another learner.
- Should a learner's device fail to meet a requirement of the Device Specification, the FET Campus / Centre will not facilitate the learners access to any network or FET Campus / Centre ICT Services.

Acceptable Use of Personal Devices
The only purpose for bringing a personal IT device into the FET Campus / Centre is for educational use. Using a personal IT device for any other reason while on campus is not permitted.

* Copies of the AUD can be found in the Memos and Procedures Channel of the Kerry ETB TEL Training & Resources Team on Office 365