Guidelines

for integrating wellbeing

into inclusive online education

2023

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Table of Content

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Introduction

These guidelines aim at providing strategies and suggestions for teachers to take into account wellbeing in the design and implementation of online and blended learning environments. This document is a PDF version of the Wide e-learning pathway designed to create an engaging and relationship-oriented way of learning in hospitable online spaces. As distance and screens can affect learners' perseverance, it is essential to keep them engaged with a feeling of presence, through attractive activities, friendly tools and communication between peers.

According to Bourgeois (2013)[1] engagement includes the learner's involvement in the learning process and their entry into the course. It has been categorised into three indicators:

- Behavioural: choice, perseverance, effort management, management of the study environment and time, help-seeking.

- Cognitive: effective self-regulation strategies (planning/goal setting, metacognitive attention and monitoring, control, evaluation, critical thinking, reflexivity, etc.) and learning strategies.

- Emotional: display of emotions that vary according to the level of involvement.

"*Emotional engagement concerns the effects inherent in the activity of learning in terms of emotional reactions - positive such as interest, pride, cheerfulness or enthusiasm, or negative such as disappointment, anxiety, sadness or devaluation. This emotional commitment depends on everything that can influence the very desire to learn: peers, teachers, content or learning situations*" (Merhan, 2021)[2]. This effective dimension of engagement is likely to influence student success, hence the importance of considering it in digital learning. It is therefore essential that learners feel part of a community.

However, wellbeing not only concerns the learners themselves, but also all those involved in education. In particular educational staff need to be empowered to implement adapted tools and methods so that they are less apprehensive and can improve their own wellbeing.

These guidelines can be seen as an inspiration catalogue that will help teachers to better prepare and conduct online learning focusing on the wellbeing of both teachers and students.

We suggest going through the six modules structured according to the different phases of training. It starts with the preparation of the online working environment as well as the preparation of learners. Then comes the course itself : how to make the most of e-learning, optimising interactions to create and maintain the presence. Finally comes the feedback phase to question teachers' practices and the performance of learners. If not specified, all methods and tools can be implemented online and in blended learning.

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[1] Bourgeois, Étienne. Engagement en formation. De Boeck Supérieur, 2013.
[2] Merhan, F. (2021). Engagement, apprentissage et activité de recherche en situation de confinement : le cas d'étudiants de master en formation des adultes. Le sujet dans la cité, 11, 69-82.

Modules can also be picked individually for a specific need, the important being to ensure a smoothest assimilation by going back and forth between the guidelines and practices.

Learning time is approximately 8 to 10 hours distributed as follows per module:

Module	Time required
Module 1: Prepare your learning environment	ca 1h45
Module 2: Prepare learners for e-learning	ca 1h15
Module 3: How to make the most of e-learning	ca 1h15
Module 4: How to facilitate interactive communication	ca 2h
Module 5: Harvesting feedback	ca 2h30
Module 6: Providing feedback to learners	ca 45 min

Module 1: Prepare the learning environment

Introduction

This module focuses on key elements to ensure that the online environment is conducive to learning, namely:

1. Technical preparation to ensure that the equipment, preferably with two screens, a camera and a microphone, works well.

2. A comfortable, organised workspace that minimises distractions without being impersonal, allowing control of the environment.

3. A platform whose features are adapted and mastered to guarantee a fluid and interactive learning experience.

1) Learning Management Systems

A learning management system (LMS) is a software that structures online courses. It enables content to be added and displayed in different formats (text, sound, video, files), learning activities, different types of assessment, interaction with students and monitoring progress to award micro-credits. Open access enables students to revise the material at their own pace in particular to review the recorded live video sessions. Among the most popular LMS are the open-source Moodle and Canvas, but a number of commercial solutions are also available.

Learning objectives

- ● Enhance teaching environment
- ● Facilitate student engagement
- ● Monitor and assess student progress
- ● Ensure accessibility and inclusivity
- ● Streamline administrative tasks
- ● Improve teaching practices

Application and adaptation

Learning Management Systems are more or less versatile and most of them can be effectively customised for various learning settings, including supporting face-to-face and blended learning.

Online, a LMS provides a single access point to a series of activities that participate to the teaching process: content delivery, communication and evaluation.

In blended learning, where both in-person and online components are combined, the LMS can provide supplementary materials, resources, and assignments. It supports continuity and provides students with access to course content outside of class.

In traditional classrooms, course materials, syllabi, and announcements can be shared through the LMS that will facilitate discussions and collaboration with students outside of class.

Regardless of the setting, instructors should ensure that all materials posted are accessible to all students, in particular those with disabilities and those leaving in rural areas, by providing alternative formats and choosing a LMS compliant with the Web Content Accessibility Guidelines 2.1, preferably with a AA level of conformance such as Moodle LMS 4.0.

Description

Step 1: Course setup

Log into the LMS. Access the course creation or setup area. Create a new course providing basic information such as name, time frame, description. Take some time to see how you can organise, visit courses organised by colleagues, search on the web if needed. Use the playground available to practice.

Step 2: Organise teaching and learning materials

Before going online, take a pen and a sheet of paper to draw up the architecture of the course. This involves making choices: will it be structured by modules based on skills, by time period or by topic? Once the course has been designed, transpose the structure into the LMS before adding content made of different media. Make sure that the learners will only see the features that they will use.

Step 3: Set up assignments and assessments

Create assignments and assessments. Specify due dates, instructions, and grading criteria. Decide when you can use automated grading and when you will have to do it manually.

Step 4: Getting learners to communicate

Choose the communication tools to use in your context. Think about how you will encourage students to participate in discussions and communicate with you and their peers.

Step 5: Get students to work together

Use collaboration tools such as group assignments, wikis, or shared documents to promote teamwork and collaborative learning.

Step 6: Monitor student progress

Utilise the tracking features to monitor student progress. Check who has accessed course materials, completed assignments, and engaged in discussions.

Identify students who may need additional support based on their activity or performance.

Step 7: Support accessibility

Ensure all course materials are as accessible as possible knowing the constraints of your learners (existence of disabilities, dyslexia, living in rural areas with limited internet access…). It is quite possible that you don't have enough resources to take into account all impairments, and you may not need to invest in sign language translation. Use the LMS's accessibility features to guide you in the provision of alternative formats.

Step 8: Provide feedback

LMS offers grading tools and can automatically award micro-credentials in the form of open digital badges. However, to maintain a pedagogical presence, provide individual comments.

Step 9: Archive and reflect

Archive the course at the end of a study period or when it is finished. Most LMS platforms provide options for exporting course content and student data.

Reflect on the course's effectiveness and gather feedback from students to make improvements for future iterations.

Step 10: Continuous improvement

Use the data and analytics provided by the LMS to evaluate your teaching methods and the course's overall effectiveness. Make necessary adjustments and refinements for future courses.

Contribution to wellbeing

Once customised to hide unused features and logically structured, a LMS can be user-friendly for learners, who will access resources and complete assignments at their own pace, reducing the stress associated with tight deadlines. Having the opportunity to review course content and course materials as many times as necessary fosters a sense of control and confidence.

If teachers have to spend a lot of time to familiarise themselves with the LMS, organise the course, prepare activities and assessments with the constant concern to offer a transparent system, it can be used for large numbers and adapted with only marginal efforts. In addition, having been developed to manage large groups, and automate grading or attendance monitoring tasks, the LMS can free up time.

Tips and tricks

- As all LMS provide similar services and more features than usually needed, opt for a widely used open source, for which you will find a great deal of support.
- Start by practising to become familiar with it. It takes a long time to be able to make it as transparent as possible for the learner and to design appealing learning paths.

- Don't hesitate to train if it makes you more comfortable. Share tips with colleagues. Search among the hundreds of free tutorials available for each of your questions.

- Customise the LMS, with the support of the technical team if needed.

- As you feed the LMS with content and activities, regularly switch to the student's role to visualise what they will see.

- Put yourself in the shoes of a learner to imagine what you would like to have in an online course.

To go further

Have you ever taken a distance learning course with an LMS? What did you like about it? Did you encounter any difficulties? What would you have liked to find? Have you ever taught online? With an LMS? Was it difficult to organise? What features did you use? What types of media did you include? What type of activities? How did you ensure collaboration and co-learning? Did you analyse your experience? Did you use the data provided by the LMS?

2) Videoconferencing

Video Conferencing allows visual interaction in real time. It is usually used for a lecture, but it can also support small group activities, making online learning more dynamic and interactive. The recording of the courses allows students to review them at their convenience.

Video Conferencing tools allow you to share a screen and offer virtual office hours to communicate with students and answer their questions, which helps them stay motivated to learn. It enhances the overall online learning experience by replicating many aspects of traditional courses.

Learning objectives

- Understand the role of videoconferencing

- Choose a video conferencing tool

- Ensure technical preparedness

Application and adaptation

Online, synchronous video interaction reproduces a classroom for live exchanges, promoting engagement as well as connections between teachers and students.

In blended learning environments, videoconferencing allows distant students to participate, ensuring inclusion and continuity.

In traditional classrooms, external speakers and experts can intervene via video; students with scheduling conflicts or accessibility needs can follow a course without travelling to school.

Description

The market is dominated by free or paid commercial tools such as Zoom, Microsoft's Teams and Skype, or Google Meet. Their functionalities are similar (recording, changing background, screen sharing, instant messaging, creating small group sessions during a meeting, etc.).

For security concerns, personal data privacy and customization possibilities, open source solutions are taking a growing importance.

For example, Jitsi Meet, includes all the options (blurred background, screen sharing, meeting recording, live streaming, participant microphone management, chat, etc.) and does not require to be downloaded or installed, or to create an account to start a conversation.

BigBlueButton, free software under an open licence, is the videoconferencing system developed for distance learning and recommended worldwide by several academic institutions and public authorities such as the French Ministry of Education. It enables voice and video sharing, presentations with or without a whiteboard, public and private chat tools, screen sharing, online surveys and the use of office documents. It includes a plug-in for Moodle.

Rather than recommend one, if your school does not impose a particular tool, we suggest you try them out and analyse online comparisons according to your criteria (cost, user-friendliness, software integration, sound and image quality, energy consumption, necessity to install software or to create an account, availability of a plug-in to integrate it into your LMS, etc.).

Contribution to wellbeing

Video is probably the best way of creating a sense of presence to reduce the feeling of isolation:

- By seeing each other, learners and teachers can share their emotions and interact through facial expressions, as if they were in the same room.

- As well as being present with their eyes, the teacher is present with their face (frowns, smiles, facial expressions), body (gestures) and background, possibly pointing to objects.

- Teachers can detect lack of understanding in the visual expressions and provide immediate clarification, which reduces the anxiety associated with uncertainty, unanswered questions or misunderstandings.

- It facilitates active participation in activities requiring immediate feedback.

Finally, scheduled video classes provide structure and routine, helping students and teachers maintain a sense of purpose in their learning or work.

Tips and tricks

- Test the software on the computer with the camera and microphone from the internet connection on the site that will be used for teaching. It may be difficult to access from home

a platform that is easily accessible from the school premises. Familiarise yourself with the interface, settings and functions. Look for tutorials and attend training sessions.

● Make sure that the videoconferencing tool does not exclude any student, because of disabilities, software compatibility or limited bandwidth.
● Practice managing two screens, one to be shared, one to display the videos of the students, while looking at the camera.
● Focusing on gaze diffusion by staring at the camera to give students the impression of looking into their eyes needs some practice, as we are tempted to look at students' videos or the shared screen.
● To limit the carbon footprint of your lessons, remind students to switch off cameras after introduction when they are only listening and to open it to ask questions or present a topic. Choose a low or medium resolution to reduce the data flow.
● Gathering feedback after each session helps to identify areas for improvement. Recording sessions allow you to analyse the way you teach and involve students.
● Assessing potential risks enables us to anticipate them and prepare alternative solutions.

To go further

Have you ever used a videoconferencing system? Have you taken courses via videoconferencing? What was the advantage of video? Were you able to interact with the speaker? What was the purpose? If not, why not? Did you communicate with the other participants? Was the course recorded? Did you have access to the recording? Do you integrate video conferencing into your teaching? Did you need training? Did you encounter any technical problems? Do you record sessions? Do you feel comfortable? What are the limits? Are there any activities you'd like to offer that can't be done using video? Have you received any feedback from students? How can video improve the wellbeing of learners?

3) Prepare your work environment

A correct configuration of the work environment will make the virtual classroom more efficient while keeping learners interested.

Learning objectives

● Create a learning environment improving concentration and motivation.
● Develop skills for online communication.

Description

- Make sure to have a good and stable internet connection.
- Check in advance the videoconferencing features.
- Check the quality of the video and sound (if necessary, connect external wired camera and microphone).
- Plan your intervention sequence by sequence by writing a detailed script with a timeline organising the succession of talks, activities, questions, assessment, feedback.
- Provide the connection link in advance.
- Isolate yourself in a quiet, well-equipped room.
- Choose between a neutral background to avoid distractions (possibly using an integrated virtual background) and a background that will show certain traits of your personality in order to establish a more favourable social and emotional climate.
- Pay attention to the light: it's best not to have a window or a source of light behind.
- Take care of your appearance: it is not because you teach from home that you can be in pyjamas.
- Position yourself far enough away from the camera to have the top of shoulders visible.
- Position the camera so that you can look at it when you speak. If the learners have the impression that you are looking at them, they will feel more involved. Avoid placing the camera of a laptop in a low-angle position by raising it if needed, with books. If you are talking to a particular learner, don't watch their video but keep looking at the camera.
- Log on a few minutes before the start of the meeting to test your equipment, anticipate any technical problem and welcome learners as they log on.

Contribution to wellbeing

Good preparation limits unforeseen events and distractions, allowing everyone to feel more at ease during the lesson.

To go further

Where do you set up to give your distance learning courses? Do you have a dedicated room? Have you already thought about how it's organised? Are you missing anything? How is the desk positioned in relation to the window? Can you maintain constant lighting? What could be improved? Is your equipment and connection of good quality? Can you watch the camera while you teach? Have you received any feedback from learners about your environment? Have you ever wondered about your wellbeing at work?

Module 2: Prepare learners for e-learning

Introduction

Preparation of learners includes (at least) these aspects:

- **An environment for learning and concentration.** To ensure that they are familiar with the different tools, always do a technical check to see if they can share the screen, turn-on and off camera and microphone or reduce background noise.

- **Emotional readiness.** Start each session with a stimulating exercise that encourages communication and cooperation like an ice breaker, a check-in or a fun exercise.

- **Cognitive preparedness** to engage the maximum of their cognitive abilities. At the beginning of a session, present the objectives and its place in the overall course as well as the assessment criteria. An entry card to self-assess their readiness to achieve new learning outcomes will help adjusting the teaching plan.

- **Their involvement** in proposing rules for collaborative work and communication as well as in the process during the sessions.

This module gives examples of activities that can be used to prepare learners with a particular focus on emotional readiness.

The content of this module is inspired by the theory of social and emotional learning (SEL) considered as "*the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.*[3]"

Social and emotional learning typically aims to develop five skills:

- Self-awareness: the ability to be aware of one's own emotions and to develop a positive self-concept.

- Self-management: the ability to regulate one's own emotions and monitor one's own behaviour.

- Social awareness: the ability to be aware of the emotions and social situations of others.

- Responsible decision-making: the ability to solve problems and take responsibility.

- Relational skills: the skills needed to foster and communicate within relationships.

Followers of SEL typically spice-up their lessons with check-in activities that can be comparable

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[3] https://casel.org/fundamentals-of-sel/

to ice-breakers, the difference being that they are concentrated on feelings and emotions. They are short activities to let learners express what they feel this particular day in this particular context. They are supposed to help learners to put aside their concerns and reduce their emotions for a better focus on the educational content. They are more difficult to handle if teachers are not trained to support a psychological dimension and have little time to clarify difficult situations. They need to react accordingly and deal with any serious concern. It may be necessary to arrange an individual appointment or to connect the person with a counsellor.

Check-in activities testimonial by Alessandro Carbone : Ice-breaking check-in session

1) Familiarise students with the digital tools through fun exercises

Fun exercises will prepare teachers and learners to use the full potential of the tools.

Learning objectives

- Create an informal mood online
- Train the use of online tools
- Build relations between teacher and learners online
- Raise the energy level in e-learning

Application and adaptation

A little creativity, knowledge and preparation are all needed to adapt fun activities for online use, which improve the atmosphere, boost energy and create a sense of community.

Description[4]

Picture show and tell

The learners get 1 minute to find a picture on their phone that they can use to tell a story. They have 1-2 minutes each to tell their story. This can be used when learners already know each other but also in new groups as a way to get to know each other.

Topic top 5

Create groups of 4 or 5 people who will meet for 5 minutes. Each member has to list 5 things they remember about the last lesson. The lists are written privately before being shared simultaneously with the group, in chat or in a shared document. The group then arranges the list from the least common item at the top to the most common at the bottom. After 5 minutes, the meeting rooms close and the lists are presented to the rest of the class.

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[4] Adapted from 10 team-building activities for distance learning.

Match the fact with the person

Each pupil sends a private message to the teacher with a fun fact about themselves. The teacher then presents the facts one by one and, in the chat room, the students name the one they think is the author. To conclude, the participants reveal themselves by explaining their story.

Contribution to wellbeing

A good command of the tools allows to have the mind clear of technical contingencies.

It creates a fun and relaxed atmosphere online.

Tips and tricks

● Make sure you have yourself a good understanding and mastery of the tools.

● Use the ideas of the learners to adjust the activities and create new ones.

More information…

To learn more about how to set up a fully flexible blended learning environment, follow the HyFlex model guidebook developed by Ohio University together with a digital toolbox.

To go further

Are you familiar with the different tools that can be used online? Do you keep a technical watch on new tools? Are your students comfortable using digital tools? Are you? Are there big differences between students? Do you introduce fun into your teaching? How do you introduce a lesson? A module or a session? Do you use exercises to make learners more comfortable with the tools?

2) Bring a personal item

Bring a personal item is an easy activity for creating a positive group dynamic when starting a course. It requires to have prepared the group and to create a relaxed atmosphere so that learners open up to the others. Talking about an item is relatively "safe" while also showing something about oneself, which contributes to create a sensation of being part of the group.

Learning objectives

● Strengthen links between teachers and learners

● Encourage teamwork

Description

The activity can be done as an introduction if the learners have been asked to bring an object that represents something for them or is related to the course. They take turns introducing themselves before explaining their object and its significance. The teacher can be the first to introduce an object to encourage the others.

Listening to each other helps you to get to know the people you are going to be working with. Everyone remembers the others because they can associate an object and a personal story with them. It's a quick way to help the group build a common identity from personal identities.

Contribution to wellbeing

Knowing each other is an important part of wellbeing in groups and without this kind of activity, it takes time to achieve. *Bring a personal item* is a quick way to provide some nuances to the people you are sharing a learning environment with and to create group cohesiveness.

Tips and tricks

- Be sure to have a relaxed mood in the group, and let people tell as little or as much as they are comfortable with.

- Comment on the stories and reinforce their place in the group dynamic giving positive feedback.

- Don't forget to be part of the game with your own item.

- If someone has forgotten to bring an object, they can still participate by taking something close to them, for example their phone, a USB stick or a coffee mug, and tell a story about it, and therefore about themselves. Learners can also be asked to tell a fun fact or story about themselves, although this may be more intimidating and less approachable.

To go further

Would you feel comfortable organising this activity? What about participation? What would you bring? Have you already set up similar activities? In a classroom? Online? How would you react if a student couldn't control their emotions? If a student refused to participate? If one student made fun of another?

3) Emotional weather

This activity allows learners and teachers to share their emotions and put words on their feelings before embarking on the learning process.

Learning objectives

● Understand learners' emotions, which can have an impact on their learning

● Encourage learners and teachers to express their emotions

Application and adaptation

This activity can be used routinely or randomly, depending on the subject, to express the emotions of the day, but also to self-assess the level of understanding of the previous lesson.

Description

At the start of the session, ask everyone for their emotional weather. Students as well as the teacher choose the emoji that best matches their mood and share it in the chat room before explaining their choice.

Contribution to wellbeing

Teachers will be alerted to the mood of their learners so that they can adapt the pace of the session and provide individual support if necessary. It is also an opportunity for learners to express their emotions and feel listened to. This helps them to concentrate better afterwards.

More information…

40 Icebreakers for Small Groups

A collection of icebreakers proposed by the University of Florida

Why use icebreakers? - Icebreakers | Center for Teaching Innovation (cornell.edu)

33 High School and Middle School Icebreakers That Actually Work

Breaking the ice: A pre-intervention strategy to engage research participants

Best digital icebreakers

50 Social emotional learning check-in activities for classrooms

To go further

Would you feel comfortable organising this activity? What about participation? Have you already set up similar activities? In a classroom? Online? How would you react if a student couldn't control their emotions? If a student refused to participate? Do you know where to refer a learner who is expressing difficulties?

Module 3: How to make the most of e-learning

Introduction

This module introduces four methods to make the most of live online learning. They guide you to become a teacher able to organise dynamic, participative and interactive sessions, to personalise your teaching and to decrease learners' feelings of isolation behind a screen.

1) Bring on the presence!

To overcome the difficulty of keeping learners active and involved behind a screen, this method prepares teachers to break down the sense of isolation and distance to create presence.

Learning objectives

● Develop a feeling of presence online

● Use suitable tools and activities for online learning setting

● Make online learning more participative and attractive

Description

The sense of presence will be created by implementing the following practices.

Integrate both verbal and non-verbal communication

● Use a clear language, speak slowly, ask follow-up questions and repeat key points. Communicating online requires more attention and regular checks that the audience understands.

● Focus on non-verbal communication, body language and facial expressions such as smiles, proximity to the screen, nodding, dynamic use of voice with variations in intensity and pauses during presentations.

● Practise your communication skills. Record a short video in which you explain a subject. Then study your verbal and non-verbal communication, what needs to be improved and what works. How do you greet students? Do you use too much or too little facial expression? Make notes to take into account in your next online course.

Practise your eye gaze

Eye contact, particularly difficult behind a screen, is a key element of presence. Practice by printing out and fixing a pair of eyes just below or above your webcam. Before a lesson, check whether your gaze looks natural by taking screenshots in different positions, and adjust your eyes accordingly.

Work with two screens

The screen with the camera is used for video communication, the second for illustrations and screen-sharing. Change the layout between screen-sharing and camera communication.

Include personal references

- Give a touch of your personality by creating your own visual self with an avatar or a personalised emoji (e.g. using Bitmoji[5]) and use it as a fun part. Avatars can:

  - give learners an idea of you not only as a teacher but also as a person which can increase both motivation and presence.

  - be used in different ways, for daily announcements, in slideshows or as a visual "you" communicating key points at the beginning, end or throughout the course.

- The background is a way of introducing something personal and providing fun topics for discussion. You can ask learners to create their own backgrounds, for example related to the theme of the day, as a creative way of pre-activating their knowledge.

Contribution to wellbeing

These practices decrease feelings of isolation and distance.

Tips and tricks

- Be aware of your verbal and non-verbal communication while watching the webcam.

- Using a bit of time to create an avatar is helpful to develop a personal presence online.

Handouts

"Eyes" to print out and attach to your webcam.

> **To go further**
> Are you already able to look at the camera while speaking? How do you take into account non-verbal communication online? Are you comfortable with eye contact behind a screen? What screen background do you use? Do you work with two screens? What did you learn from video recording a lesson? Are you clear enough? Do you integrate different modes of communication?

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[5] Bitmoji is an application for creating personalised emojis and gifs in the user's image.

2) Show me your scavenger hunt!

To maintain concentration, motivation and wellbeing, it is essential to physically activate learners more than in traditional teaching, as immobility reduces energy. *Show me your scavenger hunt* is a simple, energising activity to get learners active at home. They have to take a selfie with an object suggested by the teacher (for example a blue object or a road sign) before coming back online.

Learning objectives

- Offer a physical activity break
- Introduce some fun
- Create links between learners and teachers
- Optimise breaks to increase the wellbeing, energy and motivation

Application and adaptation

This activity works in synchronous learning settings and is easy to adapt.

If the weather is bad, it can be an indoor activity, where learners have to find the object farthest away from their computer.

It can be gamified, learners having to hunt and collect all the items from a list. Or, the first learner back with the item can decide the next item for everyone to hunt.

This can be a recurring activity organised by learners.

Proof can be given by showing the phone screen or the object to the camera if it is too long to upload a photo.

It can be complicated by asking learners to include in the selfie a gesture such as a thumbs up next to the object, a face expression describes their mood or their means of transport.

Description

The teacher introduces the activity with the objective given. Example "*Show me your road sign*":

- You have to take a selfie with a road sign more than 100 metres from your home, return to the online course and upload it to the chat.
- You have 10 minutes to do this and you can go by foot, bicycle or skateboard.
- The activity is over when all selfies are uploaded.

Think in advance about the level of complexity: a selfie with a single object or more objects and a minimum distance. One variation is to find an object that relates to the teaching theme and ask the

learners to explain the link. It's also possible to simplify by keeping just one physical activity, such as jumping or running.

A contest element will boost learners' motivation: the winner could be the one with the most "thumbs up" reactions or the one who finishes the quickest.

Contribution to wellbeing

A short break that involves the body and other parts of the mind helps learners to change their mental space and resume learning with renewed energy and concentration.

Tips and tricks

● Set aside at least 10 minutes if the learners have to go out.

● To save time, this activity can be done during the break.

● Take part in the activity to boost your energy and team spirit.

To go further

Would you like to incorporate this activity into your course? Would you implement it as is or adapt it? Would you like to take part? What would be the feedback? Can you identify any barriers to using digital tools? Why is it a key element of wellbeing?

3) Choose and Learn

This activity aims to achieve differentiated learning and encourage self-evaluation by giving students the possibility to choose among four levels of exercises, from simple to very demanding. They can also choose the number of tasks and their pace.

Learning objectives

● Enable the student to progress with active learning and self-evaluation.

● Empower learners towards their own learning abilities and progress.

● Organise a learning environment that encourages self-regulation.

Application and adaptation

Online four breakout rooms or group chats will be created with the possibility to share documents while in a classroom, four stations will be physically separated.

Description

Prepare ten to twenty homogeneous tasks for four levels: simple, moderately demanding, demanding, very demanding, that you will upload in four breakout rooms.

Summarize the list of tasks to tick once they are done.

Send this checklist together with the self-evaluation topics and the instructions to the students:

- Your assignment is to solve as many tasks as possible in the time available.
- You can move freely from room to room.
- If you consider the tasks too easy, skip them and move to a different room.
- Stay in the same room as long as you are challenged by the tasks. .
- You may work together with students in the same room.
- If you have difficulty solving a task, ask a student or teacher for help.
- You can move to an easier room if the task is still too difficult.
- Mark the tasks you have solved on the checklist, and answer the evaluation questions.

Students will enter the room corresponding to their estimated level, where they find a list of homogeneous tasks. During the session, visit the meeting rooms, listen to the students and give them feedback. They can share photos of their work so that others or yourself can help them.

The self-evaluation includes the following topics:

- How satisfied are you with learning?
- Did you make progress?
- Did you help other students?
- Did you work together to solve tasks?

Contribution to wellbeing

As students can choose the pace of work, concentrating on a task at their convenience, the stress is reduced. Moreover, by moving from the easiest to the most difficult tasks, they have time to prepare themselves cognitively.

This method also encourages collaborative learning, self-assessment and self-regulation.

Tips and tricks

- At the beginning, invite the students to reflect on their success of the previous week.
- Do not underestimate the workload to prepare a set of homogeneous tasks for four different levels.

- Remain available to support and monitor students, also online.
- Encourage students to regularly update their achievements on the checklist and evaluate if they are at the right station.
- Evaluate the correctness of their solutions.
- Give students the opportunity to check their results while they work.
- Remind them to evaluate their work when they finish.

Handouts

Checklists and enough tasks for each level.

To go further

Would you like to incorporate this activity into your course? What would it bring to the learners? How do you see your role? Can you identify any obstacles linked to the use of digital tools? Linked to distance? What is the added value of setting up this online activity? Why is it essential for wellbeing?

4) Plan a group trip

Preparing a group trip together gives students the opportunity to learn by doing, experience teamwork, prioritise tasks, communicate, present and evaluate. It will help them to:

- Manage emotions and behaviour.
- Differentiate between rational and emotional approach to decision-making.
- Recognize situations in which similar problems are successfully solved.
- Understand situations leading to conflict and implement conflict resolution strategies.
- Understand the importance of cooperation.
- Develop assertive behaviour.
- Be aware of the benefits of teamwork.
- Apply presentation skills.
- Be aware of different types of teams and roles.

Application and adaptation

Online and in blended situations, teams work in separate meeting rooms and an additional one is opened for the representatives. The method can also be used in a classroom.

Description

The purpose of this activity is to collaboratively plan a trip for the whole group.

1. The teacher makes four teams, assigning each of them one the four following tasks:

- ● Schedule and travel planning.

- ● Research destinations and create a brochure of sights and activities.

- ● Create a detailed budget and calculate the need for external funding.

- ● Write a report to a potential external financier explaining destination and planning.

As the tasks have to be completed simultaneously and each requires information from the others, the learners have to identify and prioritise the sub-tasks in order to make decisions that will feed into the work of the other groups.

2. Teams choose a representative who will cooperate and communicate with the one of the other teams. Meetings can be called by any team when a need arises.

3. After completing the task, the teams present their solutions and identify the need for further coordination if needed.

4. Each team then evaluates their strengths and weaknesses in achieving the task and how successful they were. They propose strategies to improve strengths and overcome weaknesses.

5. Each team also evaluates each other's performance using evaluation criteria given by the teacher. They participate in the debriefing together.

Contribution to wellbeing

Learners develop decision-making skills, personal responsibility, self-regulation and positive relationships, as well as effective time management.

Tips and tricks

- ● Help learners with advice or reflective questions if necessary.

- ● Congratulate them for what they did well and encourage them to think about what they could have done differently.

To go further

Would you like to incorporate this activity into your course? What would it bring to the learners? How do you see your role? Can you identify any obstacles linked to the use of digital tools? Linked to distance? What is the added value of offering this activity online? Why is it essential for wellbeing?

Module 4: How to facilitate interactive communication

Introduction

As effective communication is one of the cornerstones of a successful learning experience, this module addresses the critical need to improve online student engagement, promote a sense of belonging and ensure active participation in an inclusive and interactive virtual classroom.

To maintain a thriving online community, we emphasise fostering discussion and feedback mechanisms such as polls using a variety of tools. By formulating requests able to encourage responses from all learners, including those facing difficulties, educators can ensure that every voice is heard.

In addition, we will underline the power of storytelling and multimedia, such as short films, to captivate students' attention. By incorporating personal experiences, articles, social media posts, storytelling and parables, educators broaden students' perspectives.

1) Dynamic activity switching for enhanced online learning

This method addresses the fundamental need to maintain participants' attention and engagement in e-learning. By switching from one activity or teaching method to another, it combats the monotony of long lectures and keeps participants attentive and motivated. Short and varied activities enrich the learning experience. By understanding their continuity and logic, students retain information more effectively, while feeling part of a group. Energisers play an essential role in refocusing participants and reminding them that understanding occurs when they are fully engaged.

Learning objectives

- Discover tips to maintain participant focus and engagement.
- Learn how to ensure continuity of learning using a variety of methods.

Application and adaptation

Activity switching is particularly useful in e-learning, where maintaining engagement can be difficult. It allows learners to remain focused during lectures and involved in virtual activities.

In blended systems, it helps to implement engagement strategies that are consistent across the different learning modalities.

Description

Start by preparing a varied range of activities (discussions, interactive tasks, note-taking, breaks, brainstorming…) maintaining a balance between listening and reading, interactions and productions. Each one has clear learning objectives so that learners understand its purpose and relevance.

Activities should be short, preferably between 5 to 15 minutes, and transitions should be fluid and logical. Participants should understand the link between each activity and the overall theme.

Include videos, images or concrete examples and use interactive polling or quiz tools (e.g. Mentimeter, Wooclap, Klaxoon, Kahoot, etc.).

Short breaks will allow participants to relax in order to stay focused. The planned activities can be adapted to suit the reactions of the students or any needs that may arise.

Contribution to wellbeing

Reduced fatigue: switching between activities prevents mental fatigue and burnout.

Increased engagement: short activities maintain interest and participation, contributing to a positive and focused learning environment.

Effective learning: the method supports active learning, which enhances comprehension and knowledge retention, leading to a sense of achievement.

Enhanced collaboration: collaborative activities promote a sense of belonging and social connection, reducing feelings of isolation.

Sense of control: participants have greater control over their learning, leading to increased self-efficacy.

Adaptive learning: adapting activities to participants' needs fosters a supportive and adaptive learning environment.

Tips and tricks

- Verify that all learners have access to the tools required.
- Choose activities to cater for different learning styles and preferences

More information…

A game a day: fun and dynamic synchronous online learning, by Lisa K. Forbe, Faculty Focus

Engaging online activities, Stanford University, Teaching Commons

Examples of active learning activities, Queen's University

Testimonial

Dynamic activity switching for enhanced online learning by Alessandro Carbone

To go further

What type of activities do you include in your teaching? Have you come up with new ideas to diversify your practice? Have you already exchanged ideas with colleagues to broaden your portfolio of activities? Do you regularly look out for new tools that might attract learners' attention? How do you integrate the wellbeing dimension into your choice of activities?

2) Storytelling for effective learning

This method harnesses the power of storytelling through different media to capture students' attention, to make educational content easier to remember, to learn foreign languages, to develop some attitudes such as tolerance, and skills such as imagination, observation, analysis, argumentation. By incorporating personal experiences, articles, social media posts, testimonials, films, stories or parables, educators can get students to consider different perspectives.

Learning objectives

- Retain information through personal experiences, articles, narratives, and short films.
- Develop students' critical thinking skills.
- Improve students' storytelling skills and use of multimedia.
- Discovering how to get students to learn through storytelling.

Application and adaptation

Using multimedia elements, storytelling makes e-learning more engaging and interactive. It can be used to enhance online courses, webinars or workshops.

In blended learning, storytelling can provide a link between distance and face-to-face learning, ensuring coherence between the different modalities.

Description

To use storytelling and multimedia elements, follow the steps below:

- Select a story that are likely to raise awareness, educate students, make them react, provide them with knowledge or lead them to construct a line of reasoning. It can be a personal account such as a testimonial that can help to see a situation from a different perspective, a historical event, a fiction, a story that educates or informs, etc.
- If necessary, supplement the story with multimedia elements.

- Storytelling session.

- Discussion and reflection: analysis of the facts, reactions, key lessons. Ask the students to justify what they say and explore different perspectives.

- An additional conclusion can be made about the possible uses of storytelling in the classroom.

Here are some examples of storytelling:

1. Example to discuss creative thinking, ability of expression, narratives, etc.

In *Emilie Muller* (1993), a 20 min. short film by Yvon Marciano, a woman is auditioning. The director asks her a few questions about herself and proceeds to ask her to pick out and describe items from her purse as well as memories and intentions behind them. Emilie describes several items including a journal, a ring, plane tickets, and keys. When she leaves the director sees that she has forgotten her bag. It is the occasion to understand that the bag belongs to a member of the crew. The final shot is of the director running out of the room after Emilie.

The video is available on Youtube.

2. Example to discuss bullying at school or personal feelings

Lou is a 2017 American computer-animated 6 min. short film written and directed by Dave Mullins and produced by Pixar. The director was inspired by his own story, that of a little boy who goes from school to school and finds himself transparent in the playground. As the story progresses, his representation splits in two, with J.J. the toy-stealing bully on one side and Lou the monster made of found objects on the other. Both are terribly lonely, J.J. because he mistreats his friends and L.OU. because he's afraid of scaring children. If the main theme is bullying, it is not moralistic, the bully being (almost) the hero of the story and Lou his conscience. Giving an explanation for his bad behaviour makes J.J.'s character particularly touching and makes us believe in his redemption. [Source: Disney]

Contribution to wellbeing

By capturing learners' interest, storytelling increases motivation to learn. In addition, personal stories and narratives help learners connect to the content on a personal level, reducing feelings of isolation. By allowing learners to express themselves, storytelling also encourages creative thinking and imagination.

Finally, storytelling can help to tackle sensitive subjects, to build students' confidence, to express more easily certain difficulties, to free them to speak out and to feel less isolated.

Tips and tricks

● Choose stories adapted to the age and capable of broadening the cultural scope of students.

● Multimedia must be of high quality and tested.

● Prefer open access resources to allow your students to review them.

● When appropriate, connect the story to course content or show its potential impact on learning.

More information…

The value of storytelling in learning, Wharton Interactive, University of Pennsylvania

What Makes Storytelling so effective for Learning? by Vanessa Boris

How to make storytelling effective – for all learners by Laura Moulton

Storytelling for Learning: How To Tell Stories That Inspire Action by Emily Gore

Storytelling in the Classroom as a Teaching Strategy by Janelle Cox

Testimonial

Storytelling for effective learning by Alessandro Carbone

To go further

Have you ever used stories to teach? For what purpose? To pass on knowledge? To develop skills? What skills? Has the short film Emilie Muller made you aware of the importance of storytelling in the classroom? What media would you like to use? Have you discussed storytelling with colleagues? How does storytelling improve learners' wellbeing?

3) Micro-teaching to empower students

In micro-teaching, the traditional roles are reversed: it is the students who prepare and deliver an intervention on a topic of the course. This enables them to acquire teaching skills and improve a wide range of non-technical skills, as well as reinforcing positive attitudes: autonomy, a sense of responsibility, commitment and belonging.

Learning objectives

● Encourage learners to explore topics, practice teaching, and contribute to a more interactive and collaborative environment.

● Increase students' sense of ownership, responsibility, and overall wellbeing while promoting a deeper understanding of the subject matter and the teaching process.

Application and adaptation

Micro-teaching can be implemented in a classroom or online, using videoconferencing, discussion forums and collaboration tools. Instead of a course, students can also lead an activity.

Description

Implementing micro-teaching activities goes through the following steps:

● Organise small groups or pairs who will take it in turns to lead micro-teaching sessions.

● Choose a topic from the course curriculum, well-defined and suitable for micro teaching. Groups can also choose a topic they would like to present.

● Provide guidelines and resources for each group to prepare a focused and engaging lesson. Stipulate the duration, from 1 to 30 minutes.

● Presentation by the first group that can be teaching a concept, explaining a process or leading a discussion.

● Encourage active participation from the rest of the class. Students not presenting should ask questions and provide feedback.

● After the micro lesson, open the floor for feedback. Both the presenting group and the class offer constructive comments, highlighting strengths and areas for improvement.

● Rotation: the same process is repeated with the next group.

● At the end, lead a discussion in which the students learn from their performances and compare their teaching methods.

● Encourage students to evaluate the teaching skills of their peers using criteria based on clarity, commitment, content and effectiveness.

As the instructor, act as a facilitator providing support, asking probing questions, and offering constructive feedback.

Contribution to wellbeing

Students gain confidence in their teaching abilities, which has a positive impact on their self-esteem and personal effectiveness.

Receiving positive feedback from their peers contributes to a sense of achievement.

Microteaching also fosters a sense of community and support among students, which helps to create a more welcoming environment.

Tips and tricks

● Provide clear guidelines for preparing and conducting the micro lessons to ensure that the objectives and expectations are understood.

● Involve students in determining the criteria for peer assessment.

● Explain the different roles stressing that the instructor's role is that of a facilitator.

More information…

Microteaching, an efficient technique for learning effective teaching by Ambili Remesh

How to Make a Microteaching Lesson Plan by Althea Storm

Testimonial

Micro teaching for student empowerment by Alessandro Carbone

To go further

Why do you think there is renewed interest in micro-teaching? Do you remember doing this when you were a student? What did you learn? Why is it better to do it in a group rather than individually? What variations could be implemented? What is the added value of organising this activity online? How do you see its contribution to student wellbeing?

4) Checking understanding and feelings

Each training session being only one piece of a larger puzzle, dedicated activities must allow students to make the connection between the pieces to understand the whole picture. This can be done in daily summaries of acquired knowledge to consolidate learning while giving students the opportunity to express their feelings. Furthermore, these moments will reinforce the feeling of a shared educational journey between teachers and students.

Learning objectives

● Enhance students' and educators' awareness of their shared educational journey.

● Enabling teachers and students to express their emotions.

Application and adaptation

Check-out moments can be organised face-to-face or online using video conferencing or discussion forums. Surveys can also to understand students' feelings and perceptions.

Description

Set aside specific times at each session or at the end of the course to check on students' learning and feelings. During these moments:

- summarise the subjects discussed,
- outline the links between the subjects,
- underline the points to remember and the knowledge acquired,
- make sure that each student can say what they have learnt and how they feel.

Take advantage of these moments to also assess students' wellbeing, with questions such as "*How do you feel about your progress?*" or "*What challenges have you overcome?*"

Contribution to wellbeing

Check-out moments provide a space for students to express their emotions, promoting self-awareness and emotional intelligence as, by practising, they will become more able to perceive and express their emotions. In addition, focusing on achievements and positive takeaways from the learning journey contributes to a more positive outlook on education and life.

Tips and tricks

- Establish a regular schedule for check-out moments, whether at the end of each session, weekly, or at key milestones.
- Note down key information retrieved to track progress and create a sense of continuity.

More information...

Check-in, Check-out methodology (63 p. pdf) by College of Education, University of Missouri

Positive behavior strategies: A guide for teachers by Amanda Morin

Five Ways to Check for Understanding by Tom Sherrington

What is Check-In/Check-Out? by Taylor Nippoldt, Emily Peterson, and Stacy Sullivan

Testimonial

Strengthen the Sense of a Path Together by Alessandro Carbone

To go further

How do you usually manage the face-to-face check-out sessions? Do you include them also online? How do you consolidate what the students have learned? Do you see digital tools as an obstacle or as a facilitator for the consolidation phase? Do you take learners' feelings into account?

Module 5: Harvesting feedback for teachers

Introduction

Gathering structured feedback needs to be planned and integrated into the teaching process. It will be targeted to answer the question: *for which parts do I need more feedback*? Perhaps you're not sure what learners think about certain aspects, or maybe you just need inspiration to prepare a new activity? Five ways of gathering feedback from learners are described below.

1) Micro-polls

Micro-polls provide answers to important questions such as:

- Did the students understand what I said?

- Can they hear me well?

- Can they read what's on my screen?

- Do they need me to repeat or rephrase?

- Are they ready to move on to the next point?

Learning objectives

- Learn how students can give feedback in an easy and non-threatening way.

- Assess the level of comfort online and identify areas for improvement.

Description

Yes/No

In a chat room, it's easy to assess at a glance the proportion of students who have answered 'yes' or 'no', but if the students are in front of a webcam or in front of you, it's easier to nod (or shake) head or give a thumbs-up (or thumbs-down). This will give quick, quantitative feedback. However, it won't help you improve as a teacher. As it only gives an idea of what the students think, it is essential to supplement it by asking those who wish to do so to explain their response.

Traffic Light

For more complex questions that require a "maybe", there are several possibilities:

- prepare a traffic light poll with green, yellow and red options, explaining what they mean,

- ask to write specific answers in the chat, perhaps using emojis to represent the colours,

- in a recurring online course with the same students, ask to bring three coloured objects and show one of them to the webcam.

Online questionnaires

For more detailed feedback on a specific topic, it's easier to create an online questionnaire with a tool like LimeSurvey, Kobo Toolbox, Google Forms or SurveyMonkey. If you wish, the link sent to students can be set up to allow anonymous responses. sample questions to identify areas for improvement:

- ● Communication

  - - Is communication always clear and understandable?

  - - Is the speech rate too fast or too slow?

  - - Is there a need for a summary after each activity?

  - - Are instructions for activities explained enough?

- ● Technology

  - - Is the teaching process disrupted by technology?

  - - Is the use of online tools adequately explained?

  - - Are there recurring technical difficulties (related to sound, connection, videos, etc.)?

- ● Learning objectives

  - - Do you sometimes get lost?

  - - Can you express yourself when you don't understand something?

Contribution to wellbeing

Teachers have a quick way to know the mood of online students.

Students feel listened to and taken into consideration.

If such a protocol is repeated frequently, the students will pay less attention to the technical aspects, regarding it as a kind of game, creating a closeness with the teacher.

Improvement of wellbeing can be a topic in itself with questions to evaluate if learners have enough opportunities to express their concerns, questions around concentration, fatigue, motivation, feeling of being heard…, or questions to detect causes of dissatisfaction.

Tips and tricks

To be useful, the collection of feedback must be:

- well explained and understood by all,

- supplemented by students developing their assessment so that they really feel heard.
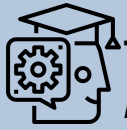
To go further

Do you use quick surveys to check learners' understanding? How often? By what means? How do you adapt the questions? Do you know your strengths and weaknesses when teaching online? Are they the same as face-to-face?

2) Suggestion box

Qualitative feedback can be collected in a suggestion box, in an anonymous way that can lead to more objective answers and allows the teacher to take them into account serenely.

Learning objectives

- Encourage learners to provide suggestions and insights for improvement.
- Identify potential issues and seek solutions to enhance the learning experience.

Application and adaptation

The suggestion box can be organised online with a notepad, a wiki form, blog posts or more elaborate proprietary software for collaborative discussion and voting on suggestions.

Description

Students can give ideas for improving certain aspects of teaching, such as participation, activities, illustrations or technical aspects such as means of communication.

This requires the teacher to be open to new suggestions and criticisms, and to take them seriously, otherwise learners will become disillusioned. Anonymity can free students to speak their minds, with the risk of excesses or clumsiness.

Suggestions will be examined by the teacher during or after the lesson and analysed as a group to determine whether they are of general interest or merely individual opinions.

Contribution to wellbeing

Students can make suggestions without fear of being judged.

Teachers receive the feedback neutrally.

To go further

Are there any suggestion boxes in your school? Is there one in your classroom? What kind of information does it provide? How do you take it into account? Do you find it difficult to receive negative comments? Have you ever thought of putting an ideas box online? What tool do you or would you use for this? How does it improve wellbeing?

3) Today's feedback team

Today's feedback team is a method of gathering qualitative feedback, giving everyone a chance to express themselves.

Learning objectives

- Encourage more active involvement of all students.
- Promote inclusivity and ensure that every student has an opportunity to contribute to the learning process.
- Teach students to present their feedback effectively in a concise manner within a designated time frame.

Application and adaptation

Students can give their opinions orally or in writing (in a chat room), face-to-face or online.

Description

At the beginning of a lesson, create a small team to collect and interpret opinions. At the end, the team debriefs before presenting their suggestions for improvement orally for 5 minutes. Conclusions can also be recorded or written.

What's more, by involving different learners in each session, the teacher can get information that would otherwise have been difficult to obtain.

Contribution to wellbeing

Giving students a specific feedback theme to focus on allows them to be more attentive during the lesson and facilitate their understanding.

People who don't dare express themselves can do so because the feedback is less personal.

Tips and tricks

● Set up the team at the beginning, so that they take notes on the format and content.

● Feedback can be asked on a specific dimension (communication, posture, tools, etc.).

●

To go further

Have you already set up a small team to provide you with feedback? How does it contributes to the wellbeing of the whole group? To your own wellbeing?

4) Feedback grids

Feedback provides valuable insights into understanding, progress and motivation. It enables us to identify our strengths and weaknesses, refine our practices and better meet the needs of each individual, while empowering learners and maintaining a positive relationship with them.

Learning objectives

● Understand the effectiveness of the teaching methods
● Know if the learning objectives have been reached
● Detect individual challenges for personal support
● Adapt lessons, refining instructional strategies

Description

Creating a step-by-step feedback grid for a lesson involves these key components:

● Select criteria for which you want feedback, such as clarity of instructions, engagement, understanding of concepts, relevance of the lesson, level of comfort.
● Establish performance levels to categorise feedback based on the chosen criteria.
● Develop indicators for each performance level
● Design the grid with criteria in rows and the performance levels in columns
● Explain the criteria and performance levels to ensure learners understand how to provide feedback.
● Provide space for learners to select the appropriate performance level for each criterion based on their understanding and experience.
● Collect and analyse feedback.
● Summarise the feedback and identify common trends, areas to improve, and strengths.
● Plan adjustments to enhance future lessons.

Contribution to wellbeing

Learners can evaluate their level of wellbeing during the lesson.

Handouts

A paper handout or a digital form with a list of criteria assessed on 4 levels (Poor, Fair, Good, Excellent), such as:

- Clarity of instructions
- Understanding of concepts
- Relevance of lesson
- Interaction with others
- Level of wellbeing

To go further

Do you offer feedback grids to your students? Do they take part in drawing up the grid? What questions do you include to assess their wellbeing? What results have you obtained?

5) Evaluation poll

The principle is to ask the same three questions after each lesson to monitor progress and the quality of teaching over time.

Learning objectives

- Gather constructive feedback and suggestions from learners
- Monitor your progress as a teacher

Application and adaptation

In all contexts, an online survey may be the easiest way to collect data.

Description

Evaluating a lesson allows to know:

- What are the learners' take-aways from the lesson? Did they learn something new?
- How do the learners view their own participation? Did they feel active?
- How might you improve the lesson? Can the learners help you with new ideas?

Even if there is a risk of obtaining similar answers, asking the same questions can help to detect persistent problems encountered by some learners. They may not reveal them the first time, but they may end up writing something if the problem persists.

Example of questions to evaluate understanding, participation and suggestions:

- On a scale of 1 to 4 (poor to excellent), how well did you understand the content covered in this lesson?
- Did you have the opportunity to participate in the activities and discussions? (Yes/No)
- What could be improved to enhance your learning experience? (Open-ended)

Contribution to wellbeing

Students feel listened to and involved.

Teachers feel more confident in their efforts.

Tips and tricks

- These three questions can be combined with the activity "*Today's feedback group*".
- Learners can be involved in choosing the questions.
- Inform learners that you have listened to them, and that you are willing to implement some changes to accommodate them.

To go further

Have you used this method (only three recurring questions) to obtain feedback? Did you integrate questions related to wellbeing? What results did you obtained?

6) How to interpret feedback

An open mind and a desire to improve are essential to benefit from the information gathered.

Learning objectives

- Learn how to receive feedback.
- Learn how to analyse feedback
- Identify areas for improvement.

Description

- When faced with negative criticism, listen to the person all the way through to understand their point of view rather than mentally preparing your defence.
- Ask for clarification with examples if you don't understand. This will help the learners to express themselves better and perhaps make you realise that they are right. Open questions help to clarify comments.
- When the feedback is oral, rather than responding immediately, take a step back to understand better by saying, for example, "thank you, I'll think about it".
- Ask for solutions: the person certainly has ideas for improvement that may not work, but will give food for thought.

A list of points for improvement, from the most to the least achievable, can check how well you have taken feedback on board and assess your progress. It can be checked at the end of a course to see if a response has been made.

Online questionnaires make it easy to analyse results by displaying diagrams to quickly visualise responses. This quantitative data will be refined by the qualitative feedback provided by the open-ended questions.

Contribution to wellbeing

Analysing feedback enables teachers to question their practices in order to improve them and feel more at ease in the classroom.

Online questionnaires reduce the data processing work, allowing the teacher to concentrate on the actions needed to improve practices.

Students feel useful and listened.

To go further

Is it difficult to receive negative but constructive feedback? Is analysing the feedback time-consuming? How does it improve your wellbeing? The wellbeing of the students?

Module 6: Providing feedback to learners

Introduction

Feedback enables students to know their strengths and weaknesses in order to improve their learning strategies. The teacher must make the assessment process a positive learning experience, so that students feel empowered. Here are three ways of providing positive feedback.

1) The sandwich feedback method

The sandwich feedback method interspersed constructive criticism between compliments to soften the negativeness and make it better received.

Learning objectives

- Provide constructive feedback to identify areas for improvement.

- Provide objective feedback in a positive way to keep students motivated.

- Encourage students to understand and reproduce their successes.

Description

The sandwich feedback is provided following this type of sequence:

- Compliment - what went well [e.g. "*Your presentation was attractive and well structured*"]

- Clarification - what could be improved [e.g. "*However, in the second part, there were some spelling mistakes on your powerpoint and you seemed less at ease.*"]

- Compliment - what is positive. [e.g. "*Nevertheless, the graphics were relevant and added great value to the content as a whole.*"]

Contribution to wellbeing

Teachers share areas for improvement, without fear of offending or demotivating the students.

Students are made aware of their positive points and the areas for improvement in order to adopt appropriate strategies. They learn to accept criticism.

Tips and tricks

Use personalised comments on each student's work instead of standard sentences for the whole group: feeling more valued, their motivation to achieve the objectives will increase.

2) Feedback through rubrics

In English-speaking countries, "*a rubric is an assessment tool that clearly indicates achievement criteria across all the components of any kind of student work, from written to oral to visual. It can be used for marking assignments, class participation, or overall grades. There are two types of rubrics: holistic and analytical.*

Holistic rubrics group several different assessment criteria and classify them together under grade headings or achievement levels.

Analytic rubrics separate different assessment criteria and address them comprehensively. In a horizontal assessment rubric, the top axis includes values that can be expressed either numerically or by letter grade, or a scale from Exceptional to Poor (or Professional to Amateur, and so on). The side axis includes the assessment criteria for each component. Analytic rubrics can also permit different weightings for different components." [University of Waterloo, CA]

Learning objectives

- Communicate clear expectations

- Enable students to monitor their progress

- Implement an objective assessment

Description

Creating a rubric involves the following steps to ensure clarity, effectiveness, and alignment with the assessment goals:

- Define the purpose and the context of use (e.g., an assignment, project, presentation).
- Determine the criteria, observable and measurable related to the learning outcomes.
- Define the levels of performance for each criterion, from poor to excellent or beginner to expert. Assign descriptive indicators for each level to illustrate performance.
- Weight each criterion according to its relative importance for achieving the learning objectives.
- Create a table or grid to organise the criteria (in rows) and the performance levels (in columns) with descriptions and weights.

- Fill in the grid with the descriptions and indicators for the performance levels of each criterion.
- Test the rubric to sample work or scenarios to ensure that it effectively differentiates between performance levels and provides clear guidance for evaluation.
- Revise with feedback from colleagues to finalise it.

Contribution to wellbeing

Rubrics reduce anxiety of learners by setting clear expectations and encourage self-awareness and motivation through transparent assessment criteria. They also promote a sense of empowerment and fairness.

Rubrics streamline evaluation, reducing stress of teachers.

Overall, rubrics create a positive, structured environment, fostering a growth mindset.

In her motivation theory Carol Dweck opposes growth mindset to fixed mindset: "*In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it.*"[6]

Tips and tricks

Highlighting with different colours or using emoticons will make it easier for young pupils to fill it.

To go further
Do you involve learners in the elaboration of rubrics? How many levels of performance do you propose? Do you exchange rubrics with colleagues?

3) Peer feedback
Through peer feedback students evaluate and comment on the work of their classmates.

Learning objectives
- Encourage the active participation of learners
- Encourage a collaborative and positive working environment
- Provide appropriate and justified feedback

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[6]. Stanford University's Carol Dweck on the Growth Mindset and Education

Description

Send a feedback form, explaining the objective of the evaluation and how criteria must be assessed objectively following the instructions with the help of examples.

When the students have completed their assessment, they work in pairs to examine the assessment completed by a classmate. They can then make corrections (in a different colour) if they agree with their classmate's comments.

Contribution to wellbeing

Learners are involved in their own learning and evaluation.

Tips and tricks

Success criteria can be chosen with students to ensure that they understand the meaning.

Handouts

Among many tools, Rcampus, gives an example of group work rubric for peer evaluation.

To go further

Do you facilitate peer feedback online? Which tools do you use? Compared to other assessment methods, does this have a greater impact on wellbeing?

Conclusion

We started from the premise that e-learning can be a source of well-being, and these guidelines aim to reinforce this view. Indeed, following bad experiences, which even led to mental health problems during lock-downs at Covid-19, we felt it necessary to dissociate the effect of the health and social context, with its lack of political visibility, paradoxical injunctions, confinement and loss of freedom, from that of the distancing of student-student and student-teacher relationships. We are even convinced that teachers, thanks to online training, have contributed to maintaining the well-being of a majority of students, a contribution and well-being that could have been improved if everyone had been better prepared.

E-learning should not be approached in a negative way, with the aim of mitigating its harmful effects, but as an opportunity for teachers and learners, as it offers real possibilities for personal development, contributing to everyone's well-being.

The possibility of working at one's own pace, of returning as often as necessary to a concept that can be presented in different ways, with complementary approaches, using different media, in a familiar environment that is not conducive to bullying, is just one example. Sleeping longer because you don't have to get up at six in the morning, wait for the bus in the rain and cold, and get home at seven in the evening, is an obvious health benefit.

While the promises of well-being offered by digital learning are obvious and numerous in themselves, with this guide we have tried to go further by placing the question of remote presence at the heart of our developments in order to secure and reinforce well-being.

Indeed, presence is the key to strengthening the feeling of well-being, a presence considered in its three dimensions as identified by Jézégou (2010)[7]: socio-cognitive, resulting from exchanges between learners to solve a problem situation, pedagogical, which is the responsibility of the teacher in his interactions with learners, and socio-affective, linked to social interactions in a balanced relationship, to establish a favourable socio-affective climate.

We have therefore supported teachers at every stage of the teaching process, to help them effectively integrate these three dimensions of presence. By proposing ideas, methods and tools, this guide aims to ensure that sui generis e-learning systems, with their formal approaches, inappropriate techniques, lack of meaningful context and generalising methods, do not become a source of exclusion.

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[7] Jézégou, A. (2010). *Créer de la présence à distance en e-learning. Cadre théorique, définition, et dimensions clés.* Distances et savoirs, 8(2), 257-274. quoted by Fenoglio, P. (2023). *La présence pour mieux apprendre à distance*. Edubref, 14, mars. ENS de Lyon.

However aware, trained and equipped the teacher may be, it is unfortunately within the confines of society that e-learning encounters its own limitations: as a simple modality of an education system that is merely a social production, it can at best heal certain wounds, but cannot combat the malaise generated by the growing economic inequalities of the capitalist system, with its loss of values, its difficulty in finding meaning in work and its weakening of social ties.

We hope that these guidelines will remain a valuable resource to be considered and applied by education professionals in their day-to-day work, in online or blended learning and, why not, face-to-face.