



**DIGITAL TEACHERS  
ACADEMY**

... bridging digital gaps in education



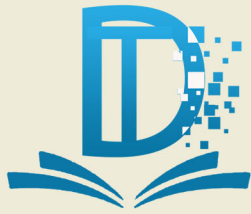
# 21ST CENTURY DIGITAL EDUCATORS **HANDBOOK**

ADENIYI .O.O  
ADEYEMO .A.F  
BAKARE .H.A

... bridging digital gaps in education

# COURSE CONTENT

- ▶ Becoming a 21st Century Digital Educator
- ▶ Skills and Methodologies
- ▶ E- Assessment
- ▶ Holistic e Classroom Management and Teaching Ethics



**DIGITAL TEACHERS  
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# BECOMING A 21ST CENTURY **DIGITAL EDUCATOR**

A Presentation Delivered by

**Olawumi O. Adeniyi**

... bridging digital gaps in education

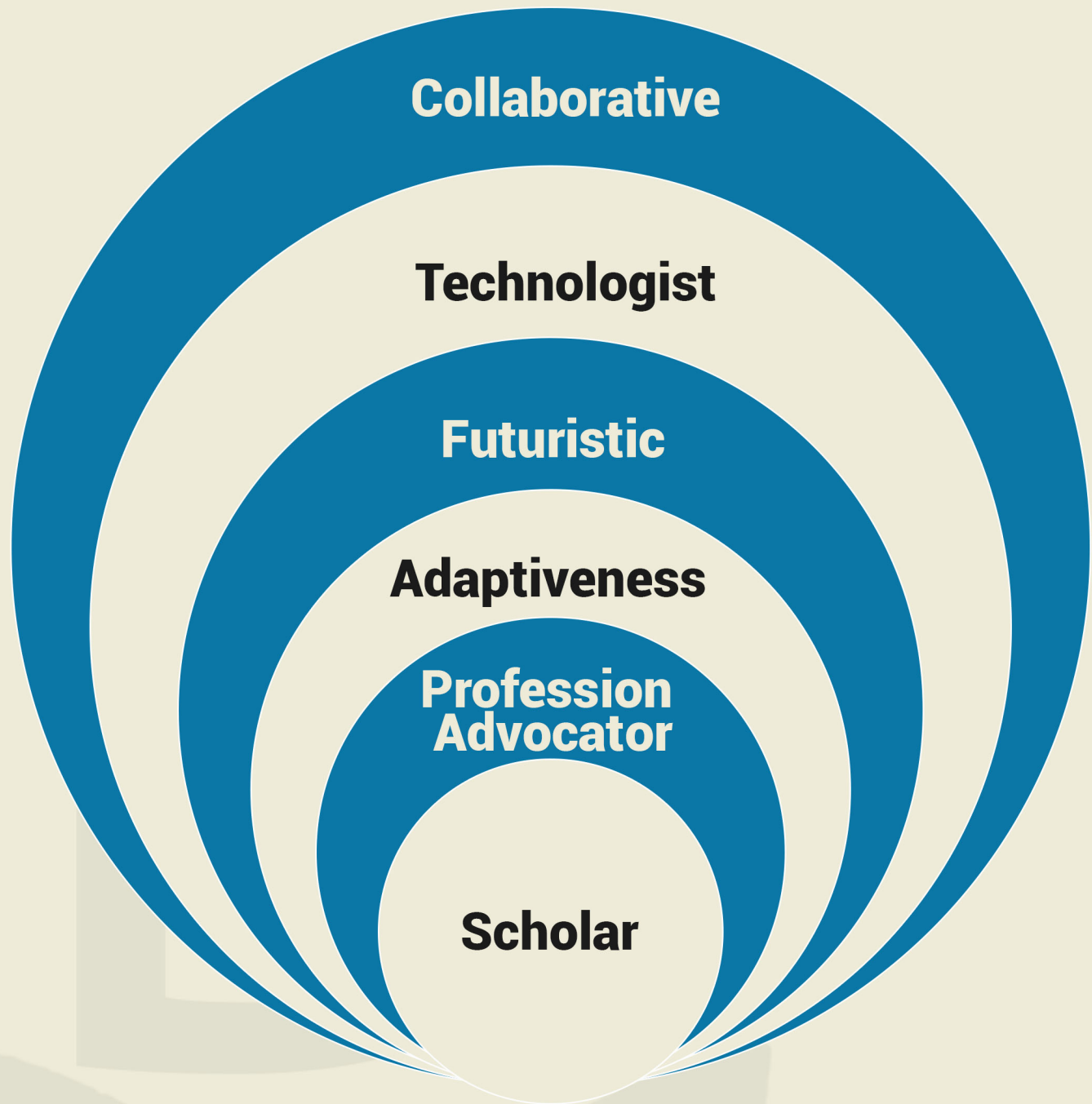
# INTRODUCTION



What does it mean to be a 21st Century Teacher?  
 You may have heard the terms like, 21st-century school, 21st-century education, 21st-century teacher, 21st-century skills, being tossed around in the media referring to what's cutting edge in education.

Aside from being up-to-date with the latest in technology in the classroom such as interactive boards, PC, Educational tablets, Projectors and so on, what does a 21st century teacher actually look like?

# CUTTING EDGE SKILLS OF 21ST CENTURY EDUCATORS





## A SCHOLAR

The 21st century educator is a lifelong learner. They don't just expect their students to be lifelong learners, but they too stay current and on top of what's new in education.

# BE AN ADVOCATE



## PROFESSION ADVOCATOR

With the common core being implemented and judged, the teaching profession is being met with a close eye now more than ever before. Instead of sitting back, a 21st century takes a stand for themselves and advocates for their profession.



## FUTURISTIC

The 21st century educator looks forward to the future (exactly where we are today). They are aware of the ever-changing trends in technology and the world at large and are in tune of what the future may bring to education. He/she employs a futuristic teaching strategy to ensure all students will not be left behind.





## ADAPTIVENESS

Teaching is a career that has pretty much stayed the same over the past few decades. The tools have changed over the years (Smart boards have replaced chalkboards, tablets have replaced textbooks) but the practice has not.



## COLLABORATIVE

Over the past few years, being able to collaborate effectively in the workplace has grown quite rapidly. Learning is deemed to be more effective when you can share your ideas and knowledge with others.

# BECOMING A 21ST CENTURY DIGITAL EDUCATOR

Prior to the dawn of the COVID-19 pandemic, online learning was woven into the fabric of our schools' respective curriculums to varying degrees depending upon factors like access to resources and training. Seemingly overnight, teachers and students across the world were thrust into immersive online learning during a worldwide pandemic. For most teachers, this degree of online learning is new and not without challenges.



Now as the teaching professions face rapidly changing demands ( especially the complexities and impacts of covid-19 pandemic on Education Sector worldwide), educators require an increasingly broad set of competences. In particular the ubiquity of digital devices and the duty to help students become digitally competent requires educators to develop their own digital competence, this is expected of all educators at all levels of education, from early childhood to higher and adult education, including general and vocational training, special needs education, and non-formal learning contexts.

**We will consider these competences in six areas;**

# AREAS OF COMPETENCES FOR DIGITAL EDUCATORS

**PROFESSIONAL  
ENVIRONMENT**

**CONTENT  
CREATION &  
SHARING**

**MANAGEMENT OF  
DIGITAL TOOLS  
FOR TEACHING  
& LEARNING  
PROCESSES**

**FACILITATING  
DIGITAL  
COMPETENCE  
OF LEARNERS**

**DIGITAL TOOLS  
TO EMPOWER  
LEARNERS**

**STRATEGIES TO  
ENHANCE  
ASSESSMENT**

# THE PROFESSIONAL ENVIRONMENT



**a). Organizational communication:** seeking, learning and mastering how to use digital technologies ( Intranet, WhatsApp, Telegraph, twitter, emails, Personal Learning Network PLN, Discussion forums, eventbrites etc.) to enhance existing communication between stakeholders in education i.e. the learners, their parent and third parties

**b). Reflective practice:** educators need to reflect on, critically assess and actively develop their digital pedagogical practice i.e. developing the study and use of contemporary digital technologies(pc, mobile phones, Google docs) in teaching and learning and that of their educational community.

**c). Digital CPD (Continuous Professional Development):** it is important to use digital sources and resources for continuous professional development, such as participating in training like this

# ON SOURCING, CREATING AND SHARING DIGITAL RESOURCES

**a). Selecting:** To identify, assess and select digital resources (any resources in digitized form) for teaching and learning. To consider the specific learning objective, context, pedagogical approach, and learner group, when selecting digital resources and planning their use. Tools like Wakelet, Pocket or Listly

**b). Creating and modifying:** To create or co-create new digital educational resources, using Digital tools like, Powtoon, Explain Everything ,Quizlet, Storybird, Voice Thread can be used to create content

**c). Managing, protecting, sharing:** this entails competence in organizing digital content and making it available to learners, parents and other educators. Platforms like Edmodo, Thinklink, ClassDojo, Google Classroom are useful tools.



# MANAGING THE USE OF DIGITAL TOOLS IN TEACHING AND LEARNING

- a). Teaching:** Planning and implementing digital devices and resources into the teaching process to enhance the effectiveness of teaching interventions..
- b). Guidance:** usage of digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session.
- c). Collaborative learning:** To use digital technologies to foster and enhance learner collaboration. This enable learners to use digital technologies as part of collaborative assignments, as means for enhancing communication and collaboration and for collaborative knowledge creation, platforms such as Slack, Trello, Google Docs, Padlet can be used by Educators for collaborative lesson plan and by Learners for wider projects
- d). Self-regulated learning:** educator competency in the usage of digital technologies to support self-regulated learning processes, i.e. to enable learners to plan, monitor and reflect on their own learning, to provide evidence of progress, share insights and come up with creative solutions is key.





# DIGITAL TOOLS AND STRATEGIES TO ENHANCE ASSESSMENT:

- a). Assessment Strategies:** To use digital technologies for formative and summative assessment. And to enhance the diversity and suitability of assessment formats and approaches
- b). Analysis Evidence:** generate, select, critically analyze and interpret digital evidence on learner activity, performance and progress, in order to inform teaching and learning.
- c). Feedback and Planning:** educators should develop competence in using digital technologies to provide timely feedback to learners to know their strength and weakness, to parents so as to monitor their wards progress, and to the establishment for effective decision making and planning



# ON THE USE OF DIGITAL TOOLS TO EMPOWER LEARNERS

**a). Accessibility and Inclusion:** By ensuring that all learners have access to the learning resources and activities, while doing this educators must consider and response to learners digital expectations, their abilities uses, misconceptions and to any constraints to their usage of digital applications.

**b). Differentiation and Personalization:** Learners needs and level of assimilation varies from one to another, a balance should be established to allow them proceed at different levels and speeds in achieving their educational goals.

**c). Actively engaging learners:** The virtual classroom requires more organization and classroom control than physical class, a digital educator should develop enough interactivity to keep learner engaged using activities such as Q &A Sessions, eLearning assessment, serious games, online discussion e.t.c.



# ON FACILITATING LEARNERS' DIGITAL COMPETENCE

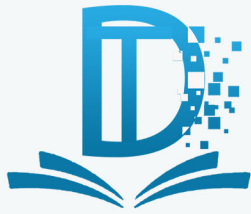
- a). Information and media literacy:** Incorporation of learning activities, assignments and assessments that pushes the learners to search the internet, to find information and resources in the digital environments.
- b). Content creation:** Creation and inclusion of assignments and activities which requires learners to express themselves through digital means. These can be used articles, case studies, infographics etc.
- c). Responsible use:** A digital educator should be competent to in taking measures ensure that the physical, psychological and social wellbeing of the learners are protected while using digital technologies





## CONCLUSION

Digitally literate teachers see technology for all of its creative potential, rather than something they are mandated to do in a step-by-step fashion. Digital literacy doesn't require that teachers become experts, but it does require that they understand the digital tools that can unlock their deeper teaching potential.



# DIGITAL TEACHERS ACADEMY

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## SKILLS AND METHODOLOGIES REQUIRED OF A DIGITAL TEACHER

A Presentation Delivered by

Adeyemo Faith Akinade

... bridging digital gaps in education

# INTRODUCTION

With the rate of technology and digital innovation moving at an unprecedented pace, many people are feeling as though they're struggling to keep up. And this goes double for those in the education sector, who are responsible for imparting that knowledge to the next generation.

Consequently, it's never been more important for us to speed with emerging and new technologies, in order to best prepare the Nation's youth for the future of work in a modern and digital-first world.

The next generations are digital natives. They have grown up in a connected world and have never experienced a life without computers or internet connectivity.

What this means is that many students actually surpass their teachers when it comes to digital aptitude, and potentially leave teachers feeling unprepared to teach their students on such a crucial topic.

Worse, if teachers themselves lack the right knowledge and skills, they won't be able to adequately ensure students gain the skills necessary in the digital era.

# EMPOWERING THE TEACHER



It is clear that teachers need support when it comes to keeping up with technology, so it's crucial that the technology industry makes an effort to arm them with the skills required to educate the next generation before they enter the workforce.

Digital skills go far beyond the technology itself. It is about technology, of course, but there are other dimensions too. These are the **Social, Emotional, and Interpersonal effects** of using technology alone and with other people. New teaching methodologies are changing the educational environments around the world and driving better academic performance among students.

**Let's go over  
some of the main  
innovative approaches that  
educators have forged  
over the last few years  
and that every  
21st-century teacher should  
be acquainted with.**





## 1

# ABILITY TO ESTABLISH A WIKI OR BLOG



Green and Hanlon note that “collaborating online has become second nature for young people playing multiplayer online games, but we found that this willingness to work together rarely extended to school-work where notions of ‘cheating’ and an emphasis on individual achievement still dominate”.

Working on classroom blogs or wikis provides students with the perfect opportunity to collaborate both offline and online.

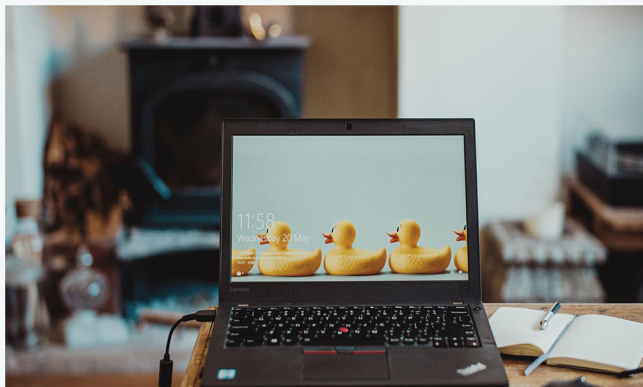
## 2

# ABILITY TO CREATE ENGAGING VISUALS



As the old adage goes, "A picture paints a thousand words." Sites like BuzzFeed and The Huffington Post are changing how stories are being told and our students exist in a world where the visual is as important as the text.

### 3 ABILITY TO USE AND CREATE VIDEO CONTENT



In his TED Talk, Khan Academy founder Salman Khan discusses the way video can inspire and engage students and transform the learning taking place within the classroom. Through video, Khan argues, we can reinvent education.

### 4 ABILITY TO CREATE DIGITAL AUDIO CONTENT



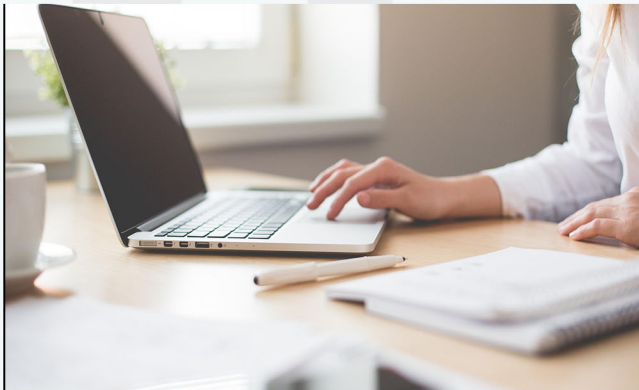
The ability to create digital audio content enables teachers to create multimodal texts as emphasized by the new Australian Curriculum.

## 5 ABILITY TO USE SOCIAL MEDIA FOR PROFESSIONAL DEVELOPMENT OPPORTUNITIES



Teachers are expected to belong to and contribute to professional networks and social media provides teachers with a unique opportunity to engage with their colleagues and contribute to their professional learning. Just search #edchat on Twitter to see the professional discourse taking place amongst educators across the world.

## 6 ABILITY TO USE SOCIAL BOOKING SITE TO COLLATE RESOURCES



The Internet provides us with a plethora of teaching resources. How do we curate all this online content for classroom use?

Below are some great social bookmarking sites that help you discover, share, and organize your resources so that you can access it in an efficient manner.

## 7 ABILITY TO SEARCH THE WEB IN AN EFFICIENT MANNER



How many times have you begun researching content for a lesson and fallen down a rabbit-hole of websites and resources? Being able to find the needed resources in a timely fashion is imperative for effective lesson planning

## 8 ABILITY TO EMBRACE GAME BASED LEARNING

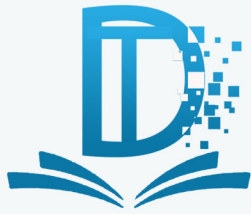


“Their Space: Education for a Digital Generation,” 2011 Innovating With Technology Games-Based Learning trials conducted by the Victorian Department of Education and Training, found that Games-Based Learning engaged and empowered students to build skills in the domains of problem-solving, decision making, collaboration, student-directed learning, and creativity.

## FOR FURTHER RESOURCES VISIT

- Edutopia
- Scootle for tutorials to create audio using Audacity
- Info.gram
- Google Search
- Educational Videos on Youtube
- Pinterest
- Canva to Create Designs
- Scoop.it
- De.licious, etc.





# DIGITAL TEACHERS ACADEMY

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# E-ASSESSMENT OF STUDENTS ON ACADEMIC PERFORMANCE

A Presentation Delivered by

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# INTRODUCTION

e-Assessments play a key role in measuring the capacity of your eLearners to grasp the course materials because learning takes place in the student's head where it is invisible to others.

Assessing students' performance can involve assessments that are formal or informal, high- or low-stakes, anonymous or public, individual or collective.

By combining different test and quiz options, and at different intervals of the course, we effectively provide opportunities for learners to practice the material.





# THE TESTING EFFECT (RETRIEVAL-PRACTICE EFFECT)

Retrieval-Practice is a useful learning and retention tool, whereby the more effort is made to put into practice learned knowledge, the more it will be retained by the learner.

Retrieval-Practice directly relates to the long-term memory, and the processes required to strengthen that memory.

Re-reading information does not help it convert from your short-term memory to your long-term memory. However, studies have shown that retrieving knowledge for testing purposes, does assist a learner to transform the new knowledge gain into long-term memory and expertise.



# VENTURE ONWARD – E-LEARNING DESIGNERS

It is a new era in educational needs and expectations, and you are responsible for ensuring course participants leave the learners prepared to actually apply what you have taught them.

Here are some of our highly recommended ideas you can put into practice immediately to assist learning & retention abilities by creating an effective assessment strategy.



# 1.

## QUIZ LEARNERS AT THE ONSET OF THE COURSE

One of the significant advantages, yet seldom used, is to prepare a pre-learning quiz. A quiz initiated at this early stage of the course helps your audience invite and adopt a "learning mentality."

This quiz should be designed to be fun, interactive, and challenging to show your learners what they may or may not know about the subject matter.

Note: This quiz juncture should never make your learner feel like they are not knowledgeable or bored. Instead, this quiz should provide excitement and spark curiosity!

It should also give students a preview of what they will learn in the course.



## 2.

### SELF-ASSESSMENT OPPORTUNITIES

Student self-reflection and self-assessment opportunities should accompany the end of each learning topic or module.

By giving the student the time to reflect and encouraging them to pause on and write down what they have just learned, you are helping the student to come to an understanding of how they would put the acquired knowledge into practice at their job.

By encouraging the self-understanding practice, you are also motivating your students.



# 3.

## PROBLEM-SOLVING CASE STUDIES

Case studies involve analyzing a real-life instance of an event to gain greater insight into what could be done the same or differently in future occurrences. It is an ideal assessment tool and practices for learners as they help bridge the gap between theory and practice.

It is a natural impulse for anyone to solve problems and provide solutions to situations in everyday occurrence. So, why not take advantage of this to provide an interactive learning experience for your audience?

You might be wondering how can you do that? Well, real-life situations can be easily converted into learning activities in your course.

- First, outline a problem or a real-world situation
- Then, remove the ending
- Now, ask online learners to think of different solutions. Make them explain why they chose a specific solution and how they could have chosen alternate paths to establish the same ending.
- Engaging your audience in this fashion and allowing them to interact in the lesson provides a highly personalized learning experience and encourages a student's retention level.

# 4.

## MORE THAN TRUE OR FALSE: MATCHING EXERCISES

We know the most accessible form of quiz question is the age-old True/False question made to provide a 50:50 chance for a correct answer, most of these questions are worded in an overly simplistic fashion, and learners can get obtain a correct answer even if they have not absorbed the material subject matter of the course.

Start using other matching exercises. They can enhance the learning opportunity and make it more interactive by enabling students to match two sets of data.



# 5.

## INTRODUCE SCENARIO BASED QUESTIONS

Give your learners an opportunity to apply the knowledge acquired in a practical and realistic situation. Scenario-Based type of questions is one of the most effective learning tools in an eLearning designer's kit - They help your students remember the material and apply it to their job.

The most significant element you can employ when designing a scenario-based question is to develop the problem around a relatable situation – a situation that any learner can "see" as possible in their lives. This approach allows for immediate feedback from the student and becomes an excellent forum for interaction and building the learner's retention.

There are several ways to format scenario-based questions. You have to decide which type will facilitate the most effective and effortless transfer of learning from the course to the job. Here are the different types:

**Skill-Based Scenario:** In this scenario, the learner is expected to demonstrate the skills and knowledge he has already acquired.

**Problem-Based Scenario:** This type of scenario is ideal for situations where learners have to integrate their theoretical and practical knowledge to investigate a problem.

**Issue-Based Scenario:** In this type of scenario, learners get to take a stand on issues, usually with humanitarian perspectives, and explore these to understand how these affect decision-making in professional spheres.

**Speculative Scenario:** In this scenario, learners have to predict the outcome of an event in the future based on their knowledge and deductions.

**Gaming Scenario:** As is evident from the moniker, these scenarios involve the use of games as learning tools.

# 6.

## ASSESS STUDENTS AS THEY PLAY: USE GAMES FOR ASSESSMENTS

It is well known that people learn better when they play. So, why not incorporate this element for assessing learners in your eLearning course?

Games are a great resource for practicing recently learned ideas and knowledge. In games, anything the learner does has a consequence; therefore they become a valuable and experiential tool.

Games also empower students to apply knowledge in real-life situations. Learners achieve optimal performance when they apply knowledge in practical situations.

There are several different types of games, such as Adventure games, Reality Testing games, Role-play Games, Puzzles, Competitions, Sports Games. By incorporating any of these game types in your eLearning course, you can create a more positive learning environment.

Difficult learning material can be made more accessible to add to a student's knowledge base, by merely adding the knowledge as a challenge to be overcome in a game.

For instance, when "difficult" material is processed by students who consistently get the wrong answer during testing; those students can become frustrated or begin to doubt themselves and their abilities resulting in confidence loss.

With the addition of gamification into an intense course-load, the material becomes easier to absorb and retain the audience.



# ALWAYS KEEP IN MIND THESE POINTERS:

1. Include realistic but safe environments for the user.
2. Demand challenges but also make users satisfied.
3. Help develop side knowledge: build a hypothesis, solve problems, and develop strategies.
4. Have defined objectives for each problem.
5. Invite to think, develop, analyze, summarize, and conclude.
6. Be fun: they keep learners interest.

# WHY IS GAMIFICATION AN EPIC FORMULA FOR E-LEARNING ASSESSMENTS?

Quizzes, matching exercises, self-assessments, case studies, and problem-solving questions, scenario-based questions, and games are some of the best instructional tools you can use when it comes to assessing students throughout an eLearning course.

Beyond course completions, the ultimate success of an eLearning course is measured by the increased capacity for the learner to absorb and retain as much of the information and knowledge presented.

As eLearning designers, it should be our mandate to provide the best possible platform to cultivate the absorption and retention of knowledge for our audience. Adding these simple elements could be the key to that success!

# CONCLUSION

The ability to review the answers and change them in the electronic test has a positive effect on students.

It is clear through the interaction of the teacher with the students of the focus group that the electronic test provides an ease to change the answers and review the questions and answers, as all of this improves the performance of the students.

Familiarity with computers plays an important role in performance. It is clear through the focus group tool that students have a positive trend toward computing.

The adoption of the electronic assessment environments makes them feel safe and fully satisfied for optimal use.



**DIGITAL TEACHERS  
ACADEMY**



# HOLISTIC E-CLASSROOM MANAGEMENT & TEACHING ETHICS

A Presentation Delivered by

**Bakare Hafiz Aremu**

... bridging digital gaps in education

# Introduction

The primary purpose of teaching is to impart knowledge. However, two factors can facilitate this objective. One is having a simplified and well explained lesson note and the other is ensuring its effective delivery. A well-managed classroom will guarantee effective delivery. Many trainings, seminars and workshops have been done in the area of preparing lesson note but less has been done in effective virtual classroom management. Virtual classroom is a product of necessity. It evolved out of the need to cater for the high demand for education and learning in the twenty-first century and succumbing several challenges associated to traditional classroom learning especially during this trying times. It offers a range of possibilities such as personalization, studying where and when the students can. Ethics on the other hand is a critical element in teaching and plays an important role in a teacher's personal and professional life. This training will holistically discuss e-classroom management and the ethical conducts required of a virtual teacher.



**DTA IS  
PROUD TO BRING  
TOGETHER EDUCATORS  
FROM AROUND THE  
COUNTRY TO BRIDGE  
THE “*DIGITAL GAPS*”  
IN EDUCATION**



# CONCEPTUAL DEFINITION OF RELEVANT TERMS

**Classroom** is defined by the Cambridge Dictionary as a room in a school or college where groups of students are taught.

**Classroom Management** is defined by the English encyclopaedia as the orchestration of the learning environment of a group of individuals within a classroom setting. Iverson (2019) also defined Classroom Management as “the act of supervising relationships, behaviours, and instructional settings and lessons for communities of learners”. He considered classroom management as a preventive activity which will reduce indiscipline.

**E-Classroom** is a learning system that provides the same opportunities for the teaching and learning process, beyond the physical limits of the physical classroom walls. E-classroom implementations via an online learning mode are usually web-based.

**E-Classroom Management** is the act of supervising relationships, behaviours, and instructional settings and lessons for communities of learners remotely.

**Ethics** are moral principles that govern a person’s behaviour or the conducting of an activity.

**Teaching Ethics** are implicitly communicated by the culture of caring and respect that the teacher creates and enforces as well as by his or her academic decision-making and interactions with students, colleagues, parents and community members.

# GENERAL TIPS FOR MANAGING A VIRTUAL CLASSROOM





## Set your rules and expectations ahead of time

- **Discuss the rules and the norms with your students:** let them be part of the process of establishing rules. Ask them for ideas and suggestions about the structure of the lesson.
- **Use polite and respectful language and eye contact:** explain what language and expressions are acceptable and which words are absolutely not acceptable in your virtual classroom.
- **Dress code:** discuss with your students what is appropriate to wear during the live online lessons. For instance, pajamas are not appropriate for the classes even when attending the lesson in a virtual classroom from their own rooms.
- **No distractions:** all phones should be muted. You can encourage the youngest students to put their toys away during the lessons.
- **How to “raise your hand” in the virtual classroom:** ask questions, answer questions, and participate in discussions without interrupting. Show your students how to use the “raise hand button” when they want to ask or answer a question or express an opinion; for this you can use the chat features in the virtual classroom.
- **Set an example for the behaviour that you expect from your students.** Lead by example by following the established norms in terms of dress code, polite language, no distractions, etc. Students will always notice if you are the one who isn't following the rules, which can lead to issues with discipline.

## Establish a routine/Be Consistent

Students feel more confident and comfortable when the study process is well established and the procedures are predictable. When students know what to expect (when breaking the rules as well as when they are showing progress) it is easier for them to follow the norms and to participate in the learning process.

Follow the norms and the lesson's structure that you established at the beginning of the course. For example, if you prefer to start the session by checking homework, do this step every time. It's good to have a routine for both the beginning and end of the online session. Be sure to follow the established routine to make the study process more effective.

## Deal with discipline issues in the virtual classroom immediately and without any exceptions

It is inevitable that you will have to deal with discipline issues, especially when tutoring groups and young students. The best way to keep the balance in your virtual classroom is to deal with discipline problems immediately. It is a good idea to research various approaches for handling different situations, such as distractions, interrupting, etc.

Keep a positive attitude and be respectful even when you have to correct an unacceptable behaviour, avoid the use of abusive languages. It is recommended to talk to each student who breaks the rules privately after class to encourage them to improve their behaviour and to figure out the causes of their actions.

## Include everyone and encourage questions

One of the most important things in online tutoring in a virtual classroom is to be sure that every student participates in the lesson. Encourage students to ask questions and to answer each other. Include various teamwork projects and divide the students into groups working in different breakout rooms. For future projects you can switch the teams around. It's a good idea to keep track of which students are the most active in asking and answering questions and to motivate the more quiet learners to participate more. Encourage critical thinking and healthy competition.

## Friendly but firm

Create a delightful and friendly atmosphere in your virtual classroom with a vibrant mood, fresh content, and interesting activities. A positive attitude is much more effective with students of all ages than punishment.

Students like teachers who are friendly but firm. Be easy going and open minded but also make sure that everybody follows the established norms.

## Praise and reward your students

One of the first things you need to establish along with the rules and norms in your virtual classroom is the reward system. Explore different ways of praising your students when they are making progress.

You can use badges, cartoons, puppets, songs, etc. when teaching children. You can motivate adult learners with different things like creating a list with top overachievers, appointing them as leaders of teams in projects, etc.

## Be confident and positive

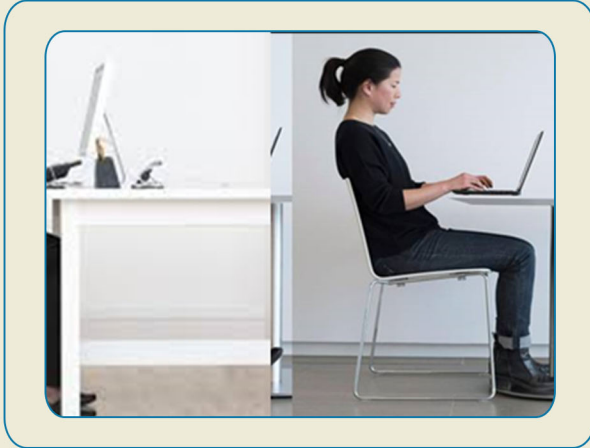
Online tutoring is an experience that cannot be described with words. Let your students see how much you like and enjoy your job by being positive and friendly in your virtual classroom. Teach with confidence. If you don't feel confident, do your best to make it look like you do because otherwise your students will sense your hesitation.

The best way to avoid stressful situations during teaching is to prepare in advance. Take some time to research different general scenarios, discipline issues, provocations, or other problems that might occur in the virtual classroom and rehearse your response. You can write down different ideas for answers and reactions in cases of students misbehaving and keep the list



# DISTRACTIONS IN A VIRTUAL CLASSROOM

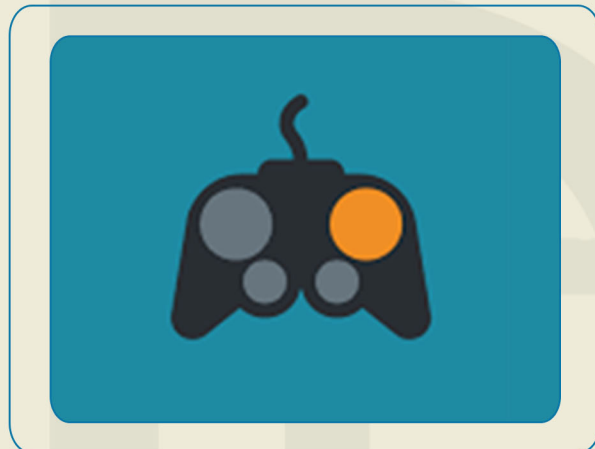
**Comfortable seat**



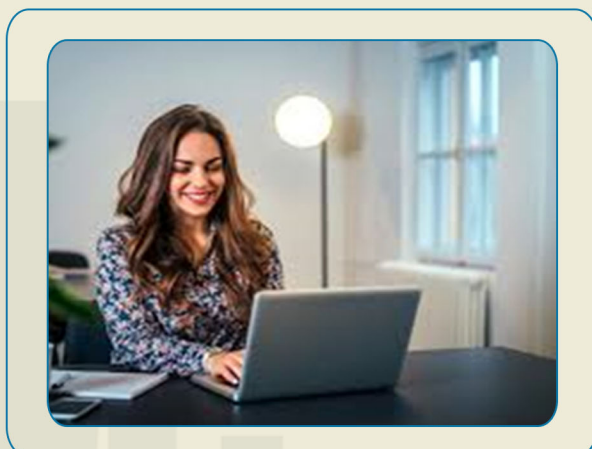
**Social Media**



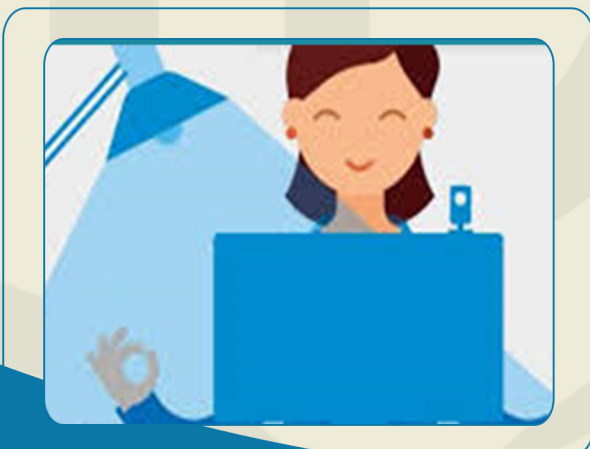
**Digital Gaming**



**Good Lighting**



**Color of the Walls**



**Smart Phones**



# MANAGEMENT OF E-CLASSROOM DISTRACTIONS

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# ETHICS OF THE TEACHING PROFESSION

*Teaching is a noble profession and teachers must operate with set professional standards. These set standards are prescribed in form of ethics.*

## Ethical Obligations to

- **Learners**
- **Parents/Guardians**
- **Employers**
- **Colleagues**
- **Society**
- **Academic Leaders**

Ethical conduct of teachers with learners in terms of respect child's right and dignity, responsibility for education programme, empathy, confidentiality, fair remunerations, sexual misconduct and related abuse of office, Examination malpractice, patronage of learners groups, role-model, corrupt practice, corporal punishment, discipline and ideological influence.

Ethical conduct of teachers to parents is focused on communication, respect, favouritism and association with Parents/Guardians.

# ETHICAL PRACTICES IN A VIRTUAL CLASSROOM

What is considered as acceptable behaviour in the traditional classroom is just as valid and needed in the virtual classroom, if not even more. General virtual class ethics include but not limited to the following: Proper Dress Code, Punctuality, Bullying (self esteem), Discipline, Reward and Recognition, Classroom Climate, Mutual Respect, Tolerance, and Justice.

## **Other etiquette required in an online class include:**

- Avoid off-topic discussions that may disturb or annoy other students.
- Be careful of the tone of language that you use during classes.
- Do not send insulting messages (e.g., comments about pronunciation and spelling mistakes) or launch personal attacks on other participants in the class. If you have problems with any participant, please sort it out with him/her immediately.
- Political and religious discussions that are not related to the lesson should be avoided.
- Discussions that are misleading or in any way defamatory, offensive, obscene, abusive, racist and promoting discrimination, violence or hatred should all be avoided in virtual classes.



## CONCLUSION

As online education is a continuously evolving enterprise and therefore subjected to constant change, one may assume that new challenges to online academic integrity will also arise. As such, classroom management and teaching ethics are not etched in stone but are subjected to change as well. Schools and educational institutions offering online education such as yours must therefore update their guidelines to keep abreast of changes and the online community of teachers must accordingly adapt to these changes.

This is not a one-off process but a continuous endeavour. If 21st century education is about adapting to constant changes in a globalizing world through acquiring the skills and knowledge necessary to make one relevant and useful for society, then online education is one means to acquiring these skills. Yet, the race to equip oneself must not compromise the ethical conduct so necessary for the communal good. Only if there is a balance of both can the society be said to be truly progressive.

# Thank you!



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