

1 Provide students with an agenda and a list of discussion questions ahead of time

Students will feel more comfortable if they know what to expect from an online blended lesson.

What can you do as a teacher to facilitate all students, including students who may be shy or more hesitant to participate fully in the online lesson?

2 Communicate your expectations for participation and behaviour online

Learning online is new for many students. Teachers need to be clear about their expectations, and proactively teach students how to engage in this new learning landscape.

Could you, as a department, provide outline an online etiquette for students participating in online lessons, thus, ensuring class activity is focused to allow for equal opportunities to contribute?

3 Ask students to generate their own discussion questions

Ask students to come to the lesson with at least one question they would like to discuss.

How would the teacher stimulate student engagement with specific topics to allow students communicate areas of interest in the Business Studies online classroom?

Junior Cycle Business Studies



7 Practical Considerations for Online Learning

4 Start every lesson with an icebreaker question or a quick check-in

Instead of jumping right into academic work, teachers should begin with a fun, informal question that helps students to feel more comfortable.

What opportunities for social interactions can be provided for, to allow students a chance to connect and feel more comfortable sharing ideas with the group?

5 Use the chat window strategically

Just like in a Business Studies classroom, students need a moment to process a question and formulate their responses.

I encourage teachers to share their screens and project each discussion question so that students can both see and hear it. Getting students to share their thought is powerful,

How would you ensure an online etiquette around student participation?
E.g. virtual hands up strategy.

6 Host shorter sessions with fewer students, where possible

Teachers may prefer to offer one long synchronous session each week for their class; however, large group discussions are rarely as dynamic or equitable as small group discussions.

Is it possible to use small group activities to allow for more focused ways of dividing teachers time in an online lesson?

7 Ask students to assess their participation online

End your online lesson by asking students to take a moment to assess and reflect on their participation online. Self-assessment is an important strategy that encourages students to think critically about their skills.

How might we use quick self-assessment and reflection activities to engage students in discussion about their learning?