

LUMES, MSc in Environmental Studies  
and Sustainability Science

### **Tips and etiquette for learning online** (version 1. 2021-02-09)

Learning online is new to most of us. We have learnt a lot since the start of the pandemic, and we are continuing to learn. This document has been put together as a help for students and teachers to make the most of online teaching, and to encourage a good learning and working environment. Feedback is appreciated; please share your ideas with LUCSUS Student Coordinator (Amanda Elgh) and/or Director of Studies (Maja Essebo).

#### **For students**

- Principle: You need to be focused (on one thing at a time) and active to learn. Multi-tasking is a myth. Behave online as you would behave in a physical classroom.
- Unless it is not possible, please have your camera on.
- Check so that your full name is visible.
- Unless the teacher/meeting leader says otherwise, please turn off your microphone.
- Exercise good digital manner and behaviour when attending teaching activities.
  - Respect the instructions given by the teacher.
  - If you share screen with a classmate, focus on the lecture and not on your friend that is next to you. People notice, and it is just as distracting as if you are talking to the person sitting next to you in a physical classroom.
- Reflect on the space you may take when you speak.
- Show compassion and care for all, invite those who are not always active to your discussion.
- Teachers do their best but are not experts and can make mistakes too. Please try to be patient and constructive in your feedback.

## For teachers/leaders

- Principle: Accept/know that participants have a harder time to focus online compared to in a physical classroom.
- Help participants/students to focus by letting them be active.
  - Shorter presentation “blocks” with breaks in-between.
  - *If possible* (we understand that this may not be possible for all due to time restriction and other obligations), stay in the room during the break (or come back a little earlier) to build relationships.
  - Use tools (Mentimeter, Padlet etc.) that makes it easier for students to play an active role.
- Make it clear what is expected. Ask students to come prepared. Share your rules and structure at the beginning of the course.
  - If you for example expect students to have their camera on – let them know this, and remind them if necessary.
  - Let students know how/when/if they can interrupt, and when/where questions should be asked etc.
- Encourage discussions in smaller groups (use break out rooms). Ask groups to write down (use for example a shared Google doc, Padlet or the whiteboard) what they want to bring back to the main group.
  - Check in on groups.
- If you let students discuss and ask questions in the chat during your presentation: ask one student to keep track of questions and bring them back to the group.
- Be flexible and ready to adjust if something does not work as planned.
- Think norm-critical – try to assume as little as possible about the participants situation.

Thank you.