



General guidelines

This document aims at contributing to better understanding and sharing useful tips for operating Distance Learning (DL). It has been cooperatively elaborated by a working group of teachers experienced in DL, from all the IPS Schools, and students designated by the Academic Association (AAIPS). The document also includes contributions of the Presidents of all Pedagogical Boards.

1. Availability of materials necessary to support learning

Availability of support materials (notebooks, presentations, exercises, videos, texts, podcasts, etc.) on the DL platform, allows students to access the materials at any moment and location.

Useful tips:

- Make use of only one DL platform, preferably Moodle, to make all necessary materials available to students;
- Organize the materials made available as a function of clear criteria and with explicit guidance for students (per class, per week, by topics, etc.);
- When making videos available on the Moodle platform, give preference to links to videos uploaded on other platforms, such as Youtube;
- Avoid using email or the information system to share materials.

2. Provide clear and friendly information about the activities and respective calendar

Organization of the information about the activities to be done and the desired deadline for their accomplishment allow students better to manage their time, and better interconnection of the activities to be developed.

Useful tips:

- Make available the activities to be carried out by the students, in accordance with the defined organization (per class, per week, by topics, etc.);

- Make also available the necessary resources for these activities and the place to submit the work, exercises or tests;
- Schedule the various activities with feasible deadlines, preferably short;
- Communicate with students, in order to avoid time overlap with activities from other curricular units.

3. Diversify the types of activities to be developed

Synchronous activities:

- a. Interaction classes with students
- a. Live clarification of doubts
- b. Chats

Atividades assíncronas:

- a. Viewing short videos about content
- b. Reading and analysis of documents
- c. Preparation and submission of pieces of written work and exercises
- d. Forums
- e. Testing (quizzes) in a formative or summative perspective
- f. Online data and document searches
- g. Collaborative work in small groups (case studies; problem solving; reports; presentations to class fellows, among others).

Diversity of the DL activities will help your students' access to different ways of competence development, and stimulate their learning by minimizing the demotivation associated with distance.

Useful tips:

- Give preference to short texts and videos (not exceeding 15 minutes);
- Give preference to practical or interactive activities (forums, chats, text submission, exercises with key; Padlet or Mentimeter, etc.) instead of long theoretical expositions;
- Recommend films, documentaries, and other tasks that your students can carry out autonomously, in addition to activities directly related to the CU contents;
- Use questionnaires (quizzes from Moodle, Teams, Mentimeter or Kahoot) to analyse your students' learning.

4. Establish and disseminate online tutorial support

Clear definition of how the tutorial support will be carried out remotely, will give your students confidence in this process and allow the concentration of doubts and the minimization of the proliferation of messages.

Useful tips:

- Take advantage of synchronous moments to clarify doubts about the proposed activities and take stock of the situation;
- Stay online and take action regularly, getting students used to your regularity;

- Outline the students' participation rules and the teacher's role in using the tools of distance communication;
- Use synchronous moments to encourage/motivate and provide human support.

5. Provide timely and regular feedback

Feedback on the activities will allow maximizing your student's involvement in the DL process, on the one hand, and, on the other, will help your students perceive their own performance, thereby minimizing demotivation.

Useful tips:

- Take a formative attitude with specific, constructive, positive feedbacks and with indications on how the student can improve and overcome difficulties;
- Make timely contact with the students who have not met the task deadline, in order to know their difficulties and try to overcome these;
- Use the tools of the DL platforms where the correct answers are provided at the end
- Establish a reasonable period for the feedback of the activities developed, preferably short (1 to 2 days).

6. Encourage collaboration between your students

Collaboration between students allows the creation of self-help mechanisms and increases the motivational levels of each one, in addition to allowing cooperative work, enhancing the available DL tools.

Useful tips:

- Promote pair collaboration by suggesting your students to support each other, for example, when actively participating in forums of doubts,
- Ask for group activities and group work that involve collaboration between students,
- Outline activities for discussion and reflection about curriculum contents among all students (Forums, Chats, Glossaries, etc.),
- Encourage the development of activities that involve cooperative work among your students (for example, cooperative written work with the identification of each student's contribution).