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**GIVING DIRECTIONS FOR INDEPENDENT WORK in remote/online settings**

SUMMARY HANDOUT

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**Illustrative examples:***(S=synchronous session or F2F; A=asynchronous online or regular homework)*

1. Providing minimal live oral directions, accompanied by written directions (S)
2. Providing pre-recorded oral directions, using slides (A)
3. Providing detailed written directions online with links (S/A)
4. Providing models of what students need to do (A)

**Key tips:**

* Make sure there is a record of the directions that students can revisit as needed
* When possible, provide directions both orally and in writing to meet different preferences
* When possible, provide models of past student work - as long as they do not give too much away!
* Whenever there are multiple deadlines, include an additional checklist by deadline
* Use a consistent format overtime
* Whenever possible, have someone else ready your directions before posting them
* Make sure students know how to ask for clarification and get a timely response

**Key decisions to be made** *(and related options to consider)***:**

|  |  |  |
| --- | --- | --- |
| **FORMAT**:   * + ***Oral-live***   + ***Oral-recorded***   + ***Written***   + ***Written w/ links*** | **Level of DETAIL**:   * + ***Minimal***   + ***Detailed***   + ***w/ Rubrics***   + ***w/ Models*** | **Opportunities for CLARIFICATIONS**:   * + ***None***   + ***In-the-moment***   + ***Via Email***   + ***“Ask a question” DB*** |

**Useful online tools:**

* Online repositories (where students can revisit direction) (any LMS)
* Video-recording devices (many options, including Zoom feature)
* Email (best if embedded in LMS)

**Reflective questions about specific implementations of this practice:**

* *What did you do to provide students with directions for their independent work?*
* *What decisions did you make (and why) about ARTIFACTS, PRIVACY, and INTERACTION?*
* *What worked/didn’t work and why?*
* *What may you want to do differently next time?*