Indicative coping-up options for dealing with challenges of online teaching

Online teaching, an opportunity during COVID19 pandemic, also poses several challenges, particularly when connectivity at the student's end is often uncertain. A faculty needs to improvise to overcome the situation. The overall design and delivery of the course require a suitable adaptation of skills, styles, and methods that faculty members have to acquaint with for a specific course. In addition, few indicative and strategic options to cope up with the general challenges in online teaching across the disciplines have been compiled and are given below:

Sl. No.	Challenges and constraints	Coping up options
1	**Connectivity** and network issue at the student's end	• Adopt multiple communication options including low-byte files, audio/video, when required • Have flexible assignment deadlines without compromising quality • Try Q/A or quiz through one-to-one phone • Share recorded video/lectures for live streaming • Share transcript, if possible
3	Ensuring the actual **participation of students**	• Adopt interactive methods instead of one-way lectures • Random questioning by taking students name, intermittently (even during the video is off) • Taking an announced or surprise quiz • Incentivizing questions from the student's side • Adopt methods like flipped-classroom and guided reading suitably • Identify silent students, if possible • Allow more number of small assignments intermittently to involve in the learning process
4	Dealing with **Practically oriented** sessions	• Develop individual-centric practical assignment/design problems • Group problem also may be given with careful consideration of connectivity and feasibility • Allow design/group discussion using an annotation option on shared-screen through standard online platform/equipment. • Adopt a trial-n-error method to help students in practical sessions • Allow teaching assistants to help students to get more mentoring options
5	**Assignments and Evaluation**	• Adopt short assignments as systematic and continuous formative assessments • Allow marks also in the class involvement for students, if you feel right. • Decide submission date in prior consultation with students • Consider provision for late submission, with a legitimate penalty

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Few related readings and resource materials

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5. Doris U. Bolliger & Oksana Wasilik (2009) **Factors influencing faculty satisfaction with online teaching and learning in higher education**, Distance Education, 30:1, 103-116, https://www.tandfonline.com/doi/pdf/10.1080/01587910902845949?needAccess=true

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7. Swapna Kumar & Melissa Johnson (2017) **Mentoring doctoral students online: mentor strategies and challenges, Mentoring & Tutoring**: Partnership in Learning, 25:2, 202-222, https://www.tandfonline.com/doi/pdf/10.1080/13611267.2017.1326693

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