

Online Teaching

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General Information on Teaching Online

Articles on Remote Teaching

- How to get started as an online teacher of English (British Council, 2014)
 - Website: <https://www.britishcouncil.org/voices-magazine/how-get-started-as-online-teacher-english>
 - Description: Magazine article that describes how English teachers can work online. It includes tips on how to get started, how to use blogs (for lesson plans, among other things), how to network with other teachers, platforms that can be used for teaching online, and sites that help users create lessons.
 - Reference: Informational
- Introduction to Online Teaching for English Teachers (ThoughtCo; updated in 2019)
 - Website: <https://www.thoughtco.com/teach-esl-online-1212165>
 - Description: Article that describes a few ways that teachers can do online teaching, such as working as an independent contractor, and working as an employee with a company that does online teaching, among others. It also describes pros and cons for each one, as well as basic requirements for getting started with online teaching.
 - Bias: Reference
- Online Teaching: For Naught or Skill to be Sought? (Gradhacker, 2012)
 - Websites
 - Main site (link broken as of 2020): <http://www.gradhacker.org/2012/11/28/online-teaching-for-naught-or-skill-to-be-sought/>
 - Internet Archive's Wayback Machine link (from 2017): <https://web.archive.org/web/20171022002822/http://www.gradhacker.org/2012/11/28/online-teaching-for-naught-or-skill-to-be-sought/>
 - Description: Article on whether or not graduate students should do online teaching while taking their own classes. It also gives some basics about what remote teaching is like, how and why graduate students should look into it, and how to approach understanding it in the job market (when looking for higher education jobs).
 - Bias: advice for graduate students

- Quote, paragraph 3: “One thing most experts and probably most students would agree upon is that courses that are created by merely making face-to-face course material available online are among the least successful.”
- Note: As the main link was broken, an alternate link (from the Internet Archive’s Wayback Machine) has been provided, to access it.
- The teacher you’ve never met: Inside the world of online learning (The Hetchinger Report, 2012)
 - Websites
 - Main site:
<https://hechingerreport.org/the-teacher-youve-never-met-inside-the-world-of-online-learning/>
 - Time Magazine:
<https://web.archive.org/web/20130612021000/https://time.com/time/nation/article/0,8599,2117085,00.html>
 - Description: Article about online education, including one educator’s experience with it, a brief overview of its history, and how it works for students and teachers.
 - Bias: informational

Tips and Suggestions: Online Teaching

- 7 Tips On How To Prepare For Teaching Online (eLearning Industry, 2016)
 - Website: <https://elearningindustry.com/7-tips-prepare-for-teaching-online>
 - Description: List of seven tips for succeeding when teaching online (such as planning courses, stimulating discussions and other forms of participation, and motivating all students), along with explanations for each.
 - Bias: advice; positive towards online education; aimed at university-level instructors (though the advice is useful for all educators who are considering teaching remotely)
 - Notes
 - This article includes both a text version and an audio version.
 - The [site that hosts this list](#) focuses on online education and distance learning
- 8 Tips for Teaching Online (Harvard Business Publishing, 2019)
 - Website: <https://hbsp.harvard.edu/inspiring-minds/8-tips-for-teaching-online>
 - Description: Article that goes over eight pieces of advice for educators to use when starting to teach online, with four covering learning management systems and the other four on

- Bias: Advice; aimed at instructors; positive towards it
- Quote, paragraph 1: “...online teaching can take lots of preparation time—perhaps far more than you would think.”
- 10 Tips for Success for Success from New Online Teachers (Rochester Institute of Technology, 2016)
 - Website:
<https://www.rit.edu/academicaffairs/tls/10-tips-success-new-online-teachers>
 - Description: Entry that lists and explains ten suggestions for how teachers and instructors can more effectively pull off online teaching, based on feedback from its own faculty. They include making sure the course is both coherent and organized, communicating regularly with the whole class, and being willing to change the schedule and policies on grading, among others.
 - Bias: informational; aimed more at RIT faculty (though most of said advice would be useful for anyone who had to teach online)
- 19 Successful Online English Teachers Share Their Tips and Resources for Planning Lessons Online (Teaching ESL Online, 2014)
 - Website:
<https://www.teachingseslonline.com/resources-planning-online-english-lessons/>
 - Description: Article with tips and advice from 19 different English teachers who have been successful at online teaching. It also includes links to different online teaching resources.
 - Bias: Advice
- Effective Teaching Online (Inside Higher Ed, 2017)
 - Website:
<https://www.insidehighered.com/digital-learning/article/2017/07/12/7-guidelines-effective-teaching-online>
 - Description: Article that goes over differences between online teaching and in-class teaching, and that lists and explains seven tips for how instructors can succeed at it. Among others, they include using short lecture videos and white space in readings, having smaller classes, and putting as much time and energy into it as with a regular class.
 - Bias: advice; aimed at university-level instructors, though the suggestions given are useful for all educators
- View All Practices (Temple University, 2015)
 - Websites
 - Main site (link broken as of April 2020):
<https://sites.temple.edu/ollteachingcircle/view-all-practices/>

- Internet Archive’s Wayback Machine link (from 2016):
<https://web.archive.org/web/20160519202020/http://sites.temple.edu/ollteachingcircle/view-all-practices/>
 - Description: List of 46 “best practices” that educators can use, when teaching online. They are grouped under what to do before starting the class (3), what to do when it begins (11), during the course (29), and when it ends (3).
 - Bias: best practices / advice; aimed at university-level faculty, though they are useful for any educator; regular online teaching, though at least some might be useful if an instructor is forced to switch suddenly to remote teaching
 - Note: As the main link was broken, an alternate link (from the Internet Archive’s Wayback Machine) has been provided, to access it.

Guides to Teaching Online

- How to Be a Better Online Teacher (Chronicle of Higher Education, 2019)
 - Website: <https://www.chronicle.com/interactives/advice-online-teaching>
 - Description: Online guide that discusses some points about online teaching. It does the following:
 - Introduces the topic;
 - Defines three key terms (learning management system, module, and asynchronous);
 - Lists and explains (in detail) ten pieces of advice for how to teach online, such as making it simple and easy for students to navigate the online course, providing plentiful worked examples, and working on continually improving the course, among others;
 - Debunks misconceptions about it, like how students don’t need guidance from their instructors with it (they need as much as with a regular class); and
 - Where to get help with it / how to improve at it.
 - Bias: motivational; problem solving / advice; aimed at university-level instructors, though much of the information is useful for teachers at all levels
 - Quote, paragraph 3: “Good teaching is good teaching.”
- Tips on First Time Online Teaching (Temple University, 2013)
 - Website: <https://sites.temple.edu/firsttimeonlineteaching/>
 - Description: Guide that goes over answers to eight major questions to answer (including how to find out more, determining if it’s a good option, and teaching techniques and strategies for remote teaching), , when considering switching from

teaching in a class to doing online teaching. Key suggestions include instructors giving themselves at least six months to prepare, keeping their online course simple at the beginning, and the importance of good headsets, among many others.

- Bias: Advice for first-time online teachers; best practices; aimed at Temple University faculty, though most of the tips and points are useful for all educators who are considering becoming online educators
- Notes
 - Most of the links for Temple University (under Question 3) are broken
 - The answers to Questions 3 (available resources) and 8 (logistics of online courses) are specific to Temple University. Educators elsewhere should answer them based on what is available at their institution.
 - This article explicitly recommends using Blackboard as a learning management system (LMS). However, instructors should use whatever [LMS their institution uses](#).

General Problems: Online Teaching

- 4 Common Challenges Facing Online Learners and How to Overcome Them (Purdue University, 2019)
 - Website: <https://www.purdueglobal.edu/blog/online-learning/4-challenges-facing-online-learners/>
 - Description: Post that discusses four common issues students may have with online education (including understanding technology and netiquette, problems with equipment, managing time, and motivation), and that gives solutions to each.
 - Bias: informational; encouraging tone; algorithm-style problem solving; aimed more at students
 - Note: This post ends with a short advertisement for Purdue's online education programs
- 5 major online-learning challenges—and how to solve them (eCampus News, 2019)
 - Websites
 - Part 1: <https://www.ecampusnews.com/2019/01/22/5-major-online-learning-challenges-and-how-to-solve-them-pt-1/?all>

- Part 2:

- <https://www.ecampusnews.com/2019/01/23/5-major-online-learning-challenges-and-how-to-solve-them-pt-2/>

- Description: Two-part article that goes over five common problems educators face when doing online teaching (students' expectations, student isolation, learners feeling overwhelmed or lost, students facing other difficulties, and struggles with technology), along with some ways of solving them.
- Bias: aimed at teachers; algorithm-style problem solving
- A dive into the challenges of online distance learning (Pearson English, 2019)
 - Website: <https://www.english.com/blog/a-dive-into-the-challenges-of-online-distance-learning/>
 - Description: Post that lists and explains four problems that are common with online education (including issues with technology, instructors being overwhelmed and not being able to give students the support they need, students not being able to support each other, and lack of student engagement and motivation), along with solutions to them.
 - Bias: advice; algorithm-style problem solving; aimed at English language teachers
- Benefits and Challenges of Online Instruction (MGH Institute of Health Professionals, 2018)
 - Website: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching/benefits-and-challenges-online-instruction>
 - Description: Article that goes over some benefits of online teaching (such as flexibility and the opportunity to teach students from a number of different places), that lists problems associated with it (not understanding technology, having to redesign the class, creating a learning community, and being a facilitator for discussions), and that discusses solutions to each.
 - Bias: online teaching offers benefits to instructors, plus its problems can be solved
- Dealing With Your Online Teaching Challenges (Inside Higher Ed, 2014)
 - Website: <https://www.insidehighered.com/blogs/gradhacker/dealing-your-online-teaching-challenges>
 - Description: Post that covers three common problems with online teaching (unfamiliar with the learning / course management system, dealing with student-produced data, and long and dry lecture videos), along with ways of solving them.
 - Bias: stating problems, and giving solutions to them
- Online Teaching: 4 Unique Challenges and How to Solve Them (Top Hat, 2018)

- Website: <https://tophat.com/blog/online-teaching-challenges/>
- Description: Post that introduces challenges related to online teaching, that goes over four problems that can arise with it (students who are passive, answering questions students ask, getting students to collaborate, and technical problems), and that gives strategies to overcome each of them.
- Bias: aimed at educators who are starting to teach online; states problems, and gives solutions; based on the author's own experiences with online teaching
- Overcoming Eight Common Obstacles of Teaching Online (Faculty Focus, 2013)
 - Website: <https://www.facultyfocus.com/articles/online-education/overcoming-eight-common-obstacles-of-teaching-online/>
 - Description: Article that goes over eight different problems that can happen with online teaching (including blackouts or connection failures, lack of experience with it or with teaching in general, and inappropriate student communication, among others), as well as ways of solving each of them.
 - Bias: advice; algorithm-style problem solving
- The A-Z Of Online Teaching Challenges (eLearning Industry, 2017)
 - Website: <https://elearningindustry.com/online-teaching-challenges-a-z>
 - Description: Entry that lists and briefly covers 26 different challenges that come up during online teaching (such as dealing with upgrades, procrastination, questionable resources for use when teaching, and the sheer amount of work to do, among others), as well as suggested solutions for each.
 - Bias: advice; algorithm-style problem solving; aimed at teachers

Emergency Online Teaching

Articles: Sudden Online Teaching

Articles that go over emergency remote teaching

- Emergency Remote Teaching: A Post Secondary Reality Check (Active History 2020)
 - Website: <http://activehistory.ca/2020/03/emergency-remote-teaching-a-post-secondary-reality-check/>
 - Description: Article by a professor who teaches a class online in which he discusses the difference between regular online teaching and what is happening as a result of school and university closures due to the 2020 COVID-19 pandemic, and how it is an emergency. He then gives some very general suggestions, while emphasizing that circumstances at present are not ideal.
 - Bias: one professor's experience; compare and contrast; focused more on the COVID-19 pandemic
- 'Let Yourself Off the Hook': Advice for Teachers and Parents During COVID-19 (EdSurge, 2020)
 - Website: <https://www.edsurge.com/news/2020-03-24-let-yourself-off-the-hook-advice-for-teachers-and-parents-during-covid-19>
 - Description: Transcript of an interview with an editor at Common Sense Media, in which she empathetically discusses how COVID-19 has affected education and homelife, and gives advice for teachers and parents on how to both cope and educate students (in particular, going easy on themselves).
 - Bias: empathetic; advice; focused more on K-12 education, though the advice is useful for any educator
 - Note: There is a podcast with this, which is 28:16 long
- Online Learning during the COVID-19 Pandemic (Scientific American, 2020)
 - Website: <https://blogs.scientificamerican.com/observations/online-learning-during-the-covid-19-pandemic/>
 - Description: Post in which the author describes her experiences (as a university student) with online learning during the 2020 COVID-19 pandemic. It includes professors cancelling classes for various reasons, distractions in the online setting

that don't appear in class, benefits and frustrations with sudden online learning, and thoughts on the future of education.

- Bias: student perspective on learning; focused on the 2020 COVID-19 pandemic
- So much to learn about emergency remote teaching, but so little to claim about online learning (Computing Education Research Blog, 2020)
 - Website:
 - <https://computinged.wordpress.com/2020/03/30/so-much-to-learn-about-emergency-remote-teaching-but-so-little-to-claim-about-online-learning/>
 - Description: Post that argues that remote teaching during the 2020 COVID-19 pandemic differs from regular online teaching, in that teachers and students all had to switch suddenly, that instructors had to figure out online teaching as they went rather than having time to prepare, and that education is dealing with a crisis due to a global pandemic.
 - Bias: Treat online teaching resulting from the 2020 COVID-19 pandemic differently from regular remote teaching.
- The Difference Between Emergency Remote Teaching and Online Learning (Educause Review, 2020)
 - Website:
 - <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
 - Description: Article that goes over how regular remote teaching differs from emergency online teaching. It includes a summary of both kinds of teaching (including their traits, length of time to implement each, and an example of why the latter was used), how to evaluate online education that's done remotely (both what should be looked at, as well as an evaluation framework), and conclusions.
 - Bias: analysis; emergency online teaching differs from regular remote teaching
 - Quotes
 - Paragraph 2: "Moving instruction online can enable the flexibility of teaching and learning anywhere, anytime, but the speed with which this move to online instruction is expected to happen is unprecedented and staggering. Although campus support personnel and teams are usually available to help faculty members learn about and implement online learning, these teams typically support a small pool of faculty interested in teaching online. In the present situation, these individuals and teams will not be able to offer the same level of support to all faculty in such a narrow preparation window. Faculty might feel like instructional MacGyvers, having to improvise quick solutions in less-than-ideal circumstances. No matter how clever a solution might be—and some very

clever solutions are emerging—many instructors will understandably find this process stressful.”

- Paragraph 24 (first paragraph of the “Final Thoughts” section): “Everyone involved in this abrupt migration to online learning must realize that these crises and disasters also create disruptions to student, staff, and faculty lives, outside their association with the university.”

Harvard Business Publishing Education: Online education

Note: Both entries were published in 2020 at Harvard Business Publishing Education

- How to Quickly Adapt to Teaching Online
 - Website: <https://hbsp.harvard.edu/inspiring-minds/how-to-quickly-adapt-to-teaching-online>
 - Description: Article that answers several questions about how educators who are new to online teaching can pull it off. It includes time management, class lengths, preparing a home office for online education, technology that should be used, saving time, grading, and self-assessment and self-improvement.
 - Bias: informational; advice; focused on teachers who are having to suddenly teach online due to COVID-19; think of this time as an opportunity; best practices
- You Can Still Engage Your Students When Teaching Online—Here’s How
 - Website: <https://hbsp.harvard.edu/inspiring-minds/you-can-still-engage-your-students-when-teaching-online-heres-how>
 - Description: Article that gives answers to some questions for instructors who are making the transition to online teaching, including how to dress, helping students learn online, recording lectures, doing interactive lessons, improving student engagement, handling large classes, creating small groups, working with quiet students, and creating a community.
 - Bias: informational; advice; focused on teachers who are having to suddenly teach online due to COVID-19; think of this time as an opportunity; best practices

Tips and Suggestions: Starting Online Teaching Suddenly

- 8 Tips for Teaching Online During COVID-19 (AdmitHub, 2020)
 - Website: <https://www.admithub.com/blog/8-tips-for-teaching-online-during-covid-19/>

- Description: List of eight different ways of teaching online, with explanations for each. They include being emotionally supportive and understanding, deciding between teaching asynchronously and synchronously, getting student feedback and supporting other teachers, among others.
- Bias: aimed at teachers; advice; emotionally supportive
- 10 strategies for online learning during a coronavirus outbreak (ISTE [International Society for Technology in Education], 2020)
 - Website: <https://www.iste.org/explore/10-strategies-online-learning-during-coronavirus-outbreak>
 - Description: Article that goes over ten tips for what to do about learning remotely, including making sure that students and teachers are able to get online and also that they have needed devices, planning out how to teach online, having and keeping a daily schedule, avoiding relying on busy work, and deal with emotions, among others.
 - Bias: informational; focused on helping educators teach online during the 2020 COVID-19 pandemic
- Coronavirus: 14 simple tips for better online teaching (The Conversation, 2020)
 - Website: <https://theconversation.com/coronavirus-14-simple-tips-for-better-online-teaching-133573>
 - Description: Article that lists and explains 14 pieces of advice for running an online course, such as recording lectures, making sure videos are shorter than 15 minutes, seeing how well slides work on smartphones before posting them, using online resources, and having students work online in groups, among others.
 - Bias: informational; advice; aimed at educators who have never taught online before but who are having to start (owing to the 2020 COVID-19 pandemic)
- Five tips for moving teaching online as COVID-19 takes hold (Nature, 2020)
 - Website: <https://www.nature.com/articles/d41586-020-00896-7>
 - Description: Article that tells how one university-level math professor pulled off teaching online, in response to COVID-19, and that then goes over tips for how educators can more effectively lecture online (such as getting continual student feedback and being more succinct with lectures). It also gives insights on teacher work load, and student struggles with it.
 - Bias: advice; aimed more at university-level instructors
- I've Been Teaching Online for Years. Here's How to Prevent Burnout During a School Closure (Education Week, 2020)

- Website: <https://www.edweek.org/ew/articles/2020/03/18/ive-been-teaching-online-for-years-heres.html>
- Description: Column by an online teacher who recounts her initial struggles with it, and who then gives five suggestions for pulling it off. They include doing self-care activities before work ones, planning each week (particularly things that need to be done), using phone alarms to better structure each day, having a schedule for meals (and keeping to it), and making sure to enjoy fresh air.
- Bias: advice
- Quote, paragraph 8: “You have to treat working from home the same way you would in your classroom—pajamas or not. Even though I was working from my dining room table and not my desk in a classroom, I learned that structure and time management are two of the most essential skills for efficiently teaching online.”
- Note: *Education Week* articles are locked up behind a paywall. However, non-subscribers are allowed to read a few for free each month. As well, registration (which appears to be free) enables visitors to read more articles, for free.
- Going Online in a Hurry: What to Do and Where to Start (The Chronicle of Higher Education, 2020)
 - Website: <https://www.chronicle.com/article/Going-Online-in-a-Hurry-What/248207>
 - Description: Article that covers six pieces of advice for online teaching (including looking over upcoming assignments, giving feedback, and figuring out how to handle course materials, among others). It also includes links to two online teaching guides, along with a note of caution about how the current (as of April 2020) switch to online teaching is merely a quick fix.
 - Bias: advice; focused on rapidly switching to online teaching during the 2020 COVID-19 pandemic
- How to adapt courses for online learning: A practical guide for faculty (Johns Hopkins University, 2020)
 - Website: <https://hub.jhu.edu/2020/03/12/how-to-teach-online-courses-coronavirus-response/>
 - Description: Article that opens by discussing a directory (for JHU faculty and staff) with links to sites with information (specific to that school) on online teaching. It then goes over several tips for moving to teaching online, including being realistic with expectations, having regular communication with students, and focusing on what students should learn, among others.

- Bias: Aimed at faculty and staff at JHU, though the advice is useful for all educators
- This Is Emergency Remote Teaching, Not Just Online Teaching (Education Week, 2020)
 - Website: <https://www.edweek.org/ew/articles/2020/03/30/this-is-emergency-remote-teaching-not-just.html>
 - Description: Article that discusses how regular online teaching differs from having to suddenly switch to it (like during the 2020 COVID-19 pandemic). It then lists and explains ten suggestions for how teachers can best adapt, including regular and honest communication, prioritization of needs, flexibility, and keeping to a routine, among others.
 - Bias: aimed at educators; written during the 2020 COVID-19 pandemic
 - Note: *Education Week* articles are locked up behind a paywall. However, non-subscribers are allowed to read a few for free each month. As well, registration (which appears to be free) enables visitors to read more articles, for free.
- Tips and Tools for Teaching Remotely (PracticalEdTech.com; updated in 2020)
 - Website: https://docs.google.com/document/d/e/2PACX-1vQ4sGwNQ2JEV-DAPIDIuy7UhxUErEP8IovilhSFAPTOZxMpWCxEZwMZeKzF-ad1tt_Ck7WSFivWjaWs/pub
 - Description: Google Doc that lists suggestions for both giving live lectures online, and for recording and posting them. It also goes over tools that can host mass video chats, as well as ones that record lectures (including with white boards).
 - Bias: informational; advice

Guides: Teaching Online in an Emergency

- OREO Online Learning Guidelines (alison yang, 2020)
 - Website: <https://alisonyang.weebly.com/blog/oreo-online-learning-guidelines>
 - Description: Post that explains the OREO (Objectives, Responsibility, Expectations, Organization) framework for teachers to use (along with how it organizes responsibilities of students, teachers, and parents / guardians), when going from teaching face-to-face to doing online education. It also lists and goes over different online tools that teachers can use to teach online.
 - Bias: informational; reference
 - Note: The infographic does not open into a separate tab. Instead, it is downloaded (pdf format)

- So You Want to Temporarily Teach Online (Inside Higher Ed, 2020)
 - Website: <https://www.insidehighered.com/advice/2020/03/11/practical-advice-instructors-faced-abrupt-move-online-teaching-opinion>
 - Description: Article that goes over things teachers need to do, when switching from teaching face-to-face to doing online teaching. It includes what students will need with this, lectures and office hours, and ways students can do work, among others.
 - Bias: advice; focused more on lecture-style classes
- Teaching Remotely in Times of Need (University of Massachusetts Amherst, n.d. [2020?])
 - Website: https://docs.google.com/presentation/d/1j7gr-wD18yF4kTwS3H7pwQSSy_E1ee125S3jnEMNLR8/edit?fbclid=IwAR0VD0wit0BM4W3iixZu3UXF0kByvDHSXV_oKhVnKVU4y3abTuzfnh1MjRVw#slide=id.p
 - Description: Publicly-available presentation (on Google Slides) on teaching online. It includes steps to follow when preparing to teach remotely, giving students options for both doing classwork and showing how well they understand something, and different educational technology tools, among others.
 - Bias: informational; guide; educational technology-focus
 - Length: 80 slides, Google Slides format
 - Note: This presentation also has embedded YouTube videos that explain certain concepts in more detail.

Problems that Can Arise with Emergency Online Teaching

- Five concerns about the mass rush to online learning that shouldn't be ignored (Washington Post, 2020)
 - Website: <https://www.washingtonpost.com/education/2020/03/30/five-concerns-about-mass-rush-online-learning-that-shouldnt-be-ignored/>
 - Description: Article that details five problems with distance education (security of platform that's used, ergonomics, online privacy, social isolation, and how effective it is compared to classroom instruction), along with how different people and groups are solving them.
 - Bias: informational; best practices-style solutions; focused on K-12 education in the wake of the 2020 COVID-19 pandemic

- Note: *Washington Post* articles are locked up behind a paywall. However, non-subscribers are allowed to read a couple each month for free
- ‘Panic-gogy’: Teaching Online Classes During the Coronavirus Pandemic (NPR, 2020)
 - Website:
 - <https://www.npr.org/2020/03/19/817885991/panic-gogy-teaching-online-classes-during-the-coronavirus-pandemic>
 - Description: Article that discusses potential problems teachers are dealing with, in the face of the COVID-19 pandemic (including having to make a swift transition to online teaching, stress and fear [both their own, and that of their students], and students facing issues resulting from it), and which goes over some possible solutions to them.
 - Bias: advice

Zoom Bombing

What Zoom bombing is

Federal government information and notices on Zoom bombing

- FBI Warns of Teleconferencing and Online Classroom Hijacking During COVID-19 Pandemic (FBI, 2020)
 - Websites
 - Main notice:
 - <https://www.fbi.gov/contact-us/field-offices/boston/news/press-releases/fbi-warns-of-teleconferencing-and-online-classroom-hijacking-during-covid-19-pandemic>
 - Summary of notice (U.S. Department of Homeland Security):
 - <https://www.us-cert.gov/ncas/current-activity/2020/04/02/fbi-releases-guidance-defending-against-vtc-hijacking-and-zoom>
 - Description: FBI press release about hijacking of video teleconferences (a.k.a. Zoom bombing), that summarizes two particular incidents of it, and that lists tips for how to prevent it from occurring.
 - Bias: informational
- Federal, State, and Local Law Enforcement Warn Against Teleconferencing Hacking During Coronavirus Pandemic (Department of Justice, U.S. Attorney’s Office, Eastern District of Michigan; 2020)

- Website:
<https://www.justice.gov/usao-edmi/pr/federal-state-and-local-law-enforcement-warn-against-teleconferencing-hacking-during>
- Description: Bulletin that states what Zoom bombing is, that states that it's a crime that will be prosecuted, and that gives tips for avoiding falling victim to it.
- Bias: informational; warning to potential "Zoom-bombers"; focused on Michigan, though it applies nationwide

Other information on Zoom bombing (including news stories)

- USC, school districts getting 'Zoom-bombed' with racist taunts, porn as they transition to online meetings (Los Angeles Times, 2020)
 - Website:
<https://www.latimes.com/california/story/2020-03-25/zoombombing-usc-classes-interrupted-racist-remarks>
 - Description: News article on "Zoom bombing." It includes a story about it happening at one place, how trolls and online bullies are hindering schools and universities from teaching online, why it is happening (Zoom was designed for business, rather than online teaching), and how teachers and administrators are responding to it.
 - Bias: news article; focused more on Los Angeles-area schools and universities
 - Note: *Los Angeles Times* articles are locked up behind a paywall. However, non-subscribers are allowed to read a few for free each month.
- What is 'Zoom bombing' and how can you prevent it? (USA Today, 2020)
 - Website: <https://ftw.usatoday.com/2020/03/zoom-bombing-how-to-prevent-it>
 - Description: Article that gives an overview of Zoom bombing. It states what Zoom is, explains the phenomenon of Zoom bombing, and discusses different ways of preventing it.
 - Bias: Informational
- Zoom meetings keep getting hacked. Here's how to prevent 'Zoom bombing' on your video chats (Fortune, 2020)
 - Website:
<https://fortune.com/2020/04/02/zoom-bombing-what-is-meeting-hacked-how-to-prevent-vulnerability-is-zoom-safe-video-chats/>
 - Description: News article that goes over zoom bombing, including examples of it, what it is (a form of trolling), how hackers can do it, ways of preventing it, and an overall evaluation of how safe Zoom is (it's considered to be safe, though users should take security precautions).

- Bias: news; what it is, and how to prevent it and stay safe when using Zoom
- Note: *Fortune* articles are locked up behind a paywall. However, non-subscribers are allowed to read a few for free each month
- Zoombombing (Wikipedia)
 - Website: <https://en.wikipedia.org/wiki/Zoombombing>
 - Description: Wikipedia entry on Zoom bombing. It includes an introduction to the topic, how it's impacting education, efforts by hackers to disrupt videoconferences, lax security, warnings about it, and responses to it.
 - Bias: reference
- 'Zoombombing' Attacks Disrupt Classes (Inside Higher Ed, 2020)
 - Website: <https://www.insidehighered.com/news/2020/03/26/zoombombers-disrupt-online-classes-racist-pornographic-content>
 - Description: Article that goes over the phenomenon of "Zoombombing," or having an online teaching session (that uses Zoom) be hacked. It gives an example of it, some suggested solutions to it, and criticism of Zoom over the incidents.
 - Bias: informational

How to prevent Zoom bombing

- Cyber Actors Take Advantage of COVID-19 Pandemic to Exploit Increased Use of Virtual Environments (Federal Bureau of Investigation, 2020)
 - Website: <https://www.ic3.gov/media/2020/200401.aspx>
 - Description: FBI handout that goes over hacking risks during the 2020 COVID-19 pandemic (including why it might be an issue), that states how hackers can break into computer systems and videoconferencing calls, and that gives tips for how to avoid this.
 - Bias: informational; how-to; focused more on technology and internet security (though it also goes over hacking into video conferencing)
- How to Keep the Crashers Out of Your Zoom Event (Zoom Blog, 2020)
 - Websites
 - Main post: <https://blog.zoom.us/wordpress/2020/03/20/keep-the-party-crashers-from-crashing-your-zoom-event/>
 - Alternate post (title: "How to Keep Uninvited Guests Out of Your Zoom Event"):

<https://blog.zoom.us/wordpress/2020/03/20/keep-uninvited-guests-out-of-your-zoom-event/>

- University of California, Berkeley guide (very similar text):
<https://security.berkeley.edu/resources/cybersecurity-and-covid-19/settings-preventing-zoom-bombing>
 - Description: Post that discusses widespread use of Zoom during the 2020 COVID-19 pandemic, and that then covers how to prevent Zoom bombing. It includes three general tips, how to manage Zoom's screen sharing function, ways of controlling participation in it, and employing its "Waiting Room" function.
 - Bias: technical; solution to problem
- How to Prevent Zoom-Bombing (PC Magazine, 2020)
 - Website: <https://www.pcmag.com/how-to/how-to-prevent-zoom-bombing>
 - Description: Article that goes over what Zoom bombing is, and that then lists and explains tips for avoiding it on that service, such as sending out one-time-only IDs, using its "Waiting Room" function, and kicking out people who behave poorly, among others.
 - Bias: reference; "how to"; technical; aimed at people who host Zoom calls
- How to stop trolls from taking over your Zoom call (The Verge, 2020)
 - Website: <https://www.theverge.com/2020/3/27/21197090/zoombombing-zoom-stop-how-to-porn-trolls-video-chat-screen-sharing>
 - Description: Article that gives an overview of the "Zoom bombing" phenomenon, and that goes over three ways of preventing it, including in general, doing so during a session, and doing so via a smartphone or tablet.
 - Bias: technical; solution to problem

Teaching English Language Learners Online

Advice and Tips for Teaching English Language Learners Remotely

- 5 Key Tips to Help You Succeed at Teaching English Online (international TEFL academy, 2020)
 - Website: <https://www.internationalteflacademy.com/blog/5-key-tips-to-help-you-succeed-at-teaching-english-online>
 - Description: Post that introduces online teaching and differentiates it (in brief) from face-to-face teaching, and which then goes over five suggestions for how to pull it off (including using good computer and audio-visual equipment, having a good chair, and teaching every class unless there's a technical problem).
 - Bias: Conversational tone; focused more on self-employed online teachers (though the advice given is useful for all educators who teach online)
- 6 Tips for Teaching English Online (ontesol, 2016)
 - Website: <https://how-to-teach-english.ontesol.com/6-tips-teaching-english-online/>
 - Description: Article that goes over six suggestions for teaching EFL or ESL online. They include speaking slowly and clearly, keeping lessons on topic, keeping them simple, making classes interactive, using videos and images, and being both flexible and adaptable.
 - Bias: advice; aimed at EFL/ESL teachers
 - Notes
 - This article also includes links to other ones on teaching EFL and ESL. However, as they do not deal with online teaching, they are not covered in this document.
 - This article implicitly and explicitly backs learning styles, [which have been debunked by a number of different studies and papers](#). (Links to supporting information, including papers, articles, and search results, can be found by clicking or tapping on the underlined words in this paragraph.) However, its tips and techniques were useful in spite of that, so it has been included in this directory.
- 10 Tips for New Remote ESL Instructors (Owlcation; updated in 2018)
 - Website: <https://owlcation.com/academia/10-Tips-for-New-Remote-ESL-Instructors>

- Description: List with ten suggestions for EFL/ESL teachers to use when teaching remotely, such as being aware of differences in culture, planning lessons, checking equipment and connection in advance, talking a lot less than the student(s), and having and using a good organizational system, among others.
- Bias: advice; aimed at English language teachers who teach students one-on-one
- Six top tips for teaching English online (Pearson English, 2020)
 - Website: <https://www.english.com/blog/six-top-tips-for-teaching-english-online/>
 - Description: Post that lists and explains six suggestions for how to teach English remotely, including technology to use, managing student behavior, building an online learning community, time management (and avoiding doing too much), using online resources that are free, and collaborating/connecting with other English language teachers.
 - Bias: advice; aimed at English language instructors of younger (K-12 learners), though the advice is useful for all teachers of ELLs
 - Note: There is an advertisement for three online training sessions for teaching English online. However, they were all in mid-March of 2020

Guides: Teaching English Language Learners Online

- Challenges in ELT: Teaching Online (one stop english, 2017)
 - Website: <http://www.onestopenglish.com/community/teacher-talk/challenges-in-elt/challenges-in-elt-teaching-online/555807.article>
 - Description: Guide (written in the first person) on getting going with teaching English online. It includes an introduction, benefits to teaching online, how to get going with it, potential drawbacks with it, ideas for doing lessons, and some final suggestions.
 - Bias: What the author does for online teaching; what works for her; aimed at teachers who work privately rather than in a school or institute (though much of the advice is useful for all online English language teachers)
- Distance teaching and learning (YouTube [Pearson English channel], 2020)
 - Website: <https://www.youtube.com/playlist?list=PLUlnPAb4n2iaAtU29Xmo7OQbadeSHJm-D>
 - Description: Online guide to online English teaching, in ten parts. Topics covered include self-organization, how online courses are different from classroom ones, student engagement, and flipped learning, among others.

- Bias: informational; aimed at English language learners
- Length
 - First seven videos: mainly 2-3 minutes long, though one is 6:27 long
 - Last three videos: over 40 minutes long each

Potential Problems with Teaching English Remotely

- 3 Mistakes All Online English Teachers Make and How to Easily Correct Them (Global English, 2019)
 - Websites
 - HTML: <https://www.global-english.com/blog/3-mistakes-all-online-english-teachers-make-and-how-to-easily-correct-them/>
 - YouTube: <https://www.youtube.com/watch?v=1ik7VBRLGAo>
 - Description: Post in which the author discusses three problems that come up when teaching English online (based on her own experience), along with solutions to each.
 - Bias: aimed at EFL/ESL teachers; states problems and offers solutions
 - Length: 1:33 (video)
- A dive into the challenges of online distance learning (Pearson, 2019)
 - Website: <https://www.english.com/blog/a-dive-into-the-challenges-of-online-distance-learning/>
 - Description: Article that lists and explains four problems that can come up with online English classes (students having issues with technology, limited support by administration for teachers, students needing to connect with each other, and both engagement and motivation), along with insights into solving them.
 - Bias: problem stating; aimed at online English language teachers (who teach multiple students per class)
- The Challenges of Teaching English Online (Good Air Language, 2017)
 - Website: <https://www.goodairlanguage.com/challenges-of-teaching-online/>
 - Description: Article that discusses five different problems that online EFL and ESL instructors can experience when teaching online (such as time zones, problems with technology, and spending quite a bit of time in front of a computer), along with ways of solving each of them.
 - Bias: advice; algorithm-style problem solving; aimed at people who are considering teaching English remotely

- Troubleshooting When Teaching Online English Classes (Bridge TEFL, 2020)
 - Website: <https://bridge.edu/tefl/blog/troubleshooting-teaching-online-classes/>
 - Description: Article that goes over six problems that can arise when suddenly switching an English language class from being in the classroom to teaching online (including students not understanding technology, how students behave, parents, students unable to pay attention, and teacher motivation and focus), along with some solutions to them.
 - Bias: advice; states problems and gives some solutions to them; focused on teaching classes with multiple students; focused on emergency online teaching; focused on K-12 education (though most the tips are useful for all age groups)

Teaching Students with Disabilities Online

Advice: Teaching Online to Students with Disabilities

- 20 Tips for Teaching an Accessible Online Course (University of Washington, 2015)
 - Websites
 - HTML: <https://www.washington.edu/doit/20-tips-teaching-accessible-online-course>
 - PDF: https://www.washington.edu/doit/sites/default/files/atoms/files/20_Tips_Designing_Courses_3_16_20.pdf
 - Description: Article that explains the importance of teaching that keeps in mind students with disabilities, and that then lists 20 different tips instructors can follow to this end. They include trying to avoid making PDF documents, captioning videos, and giving students different ways of learning the material.
 - Bias: advice; focused on helping students with disabilities
 - Length: two pages, PDF format
- Plan for Accessibility when Teaching Remotely (University of Colorado Boulder, 2020)
 - Website: <https://www.colorado.edu/accessible-technology/plan-accessibility-when-teaching-remotely>
 - Description: Page that goes over five tips for how to accommodate students with disabilities in online classes, including regularly communicating with them, adding ways for students to achieve the course's goals, and making online platform for online teaching more accessible to all students, among others.
 - Bias: informational; aimed at University of Colorado faculty (though a lot of the information is useful in general); response to 2020 COVID-19 pandemic

Guides: Remote Teaching for People with Disabilities

- Access to Remote Instruction for Students and Faculty with Disabilities (University of Michigan; updated in 2020)
 - Website: <https://accessibility.umich.edu/resources/remote-instruction>
 - Description: Online teaching guide that goes over accommodating faculty and students with disabilities. It includes general advice, best practices for making

participation more accessible (including handling feedback), and benefits to prerecording lectures (in terms of improving accessibility), among others.

- Bias: reference; aimed at University of Michigan faculty who teach students with disabilities (though most of the advice is useful to all teachers of people who have disabilities).
- Designing an Accessible Online Course (Explore Access, 2020)
 - Website: <https://exploreaccess.org/accessible-online-course/>
 - Description: Guide to designing courses so that students with disabilities can access them. It covers 14 different topics, including an introduction (with principles of accessible course design), the importance of communicating with students, making documents (Microsoft Word and pdf) accessible, and using videos, among others. It also includes links with more information on each topic.
 - Bias: reference; aimed at teachers and faculty
 - Note: The part that goes over finding YouTube videos with closed captioning is also useful for people who teach English language learners

Synchronous vs. Asynchronous Distance/Online Education

- Comparing Asynchronous and Synchronous Learning (Learning Solutions, 2014)
 - Website:
<https://learningsolutionsmag.com/articles/1577/comparing-asynchronous-and-synchronous-learning>
 - Description: Entry that defines both synchronous and asynchronous learning. It also gives traits of each type of online education, their pros and cons, and how educators can determine which type they should use.
 - Bias: reference
- Synchronous vs. Asynchronous Courses (American University, n.d.)
 - Website:
<https://edspace.american.edu/studentonline/home/online-courses-the-basics/synchronous-vs-asynchronous/>
 - Description: Entry that goes over both synchronous and asynchronous classes, along with their basic traits.
 - Bias: informational; gives more information on synchronous learning
- What Is the Difference Between Asynchronous and Synchronous Learning? (ThoughtCo; updated in 2017)
 - Website:
<https://www.thoughtco.com/asynchronous-vs-synchronous-learning-31319>
 - Description: Entry that gives definitions for both synchronous learning (when teaching and learning are happening at the same time) and asynchronous learning (when learning happens at a different time than teaching).
 - Bias: reference; definitions
- What Is the Difference Between Synchronous and Asynchronous Online Classes? (Best Colleges, 2015)
 - Website:
<https://www.bestcollegesonline.org/faq/what-is-the-difference-between-synchronous-and-asynchronous-online-classes/>
 - Description: Entry that covers synchronous and asynchronous online education. It introduces them, touches on scheduling for each, gives an overview for both synchronous and asynchronous courses, and briefly goes over advantages and disadvantages of each.
 - Bias: reference; aimed at students considering online education

- What's the Difference Between Asynchronous and Synchronous Learning? (Ohio State University, 2019)
 - Website:
<https://online.osu.edu/news/2019/09/30/whats-difference-between-asynchronous-and-synchronous-learning>
 - Description: Entry that goes over asynchronous and synchronous learning. It includes an overview of each (along with an infographic that displays this), an explanation of asynchronous learning, and details on synchronous distance education, plus it emphasizes that both require commitment on the part of students who are taking them.
 - Bias: Informational; focused more on online education at Ohio State University, though the information given is useful for anyone

Research About Online Education

Individual Studies and Meta-Analyses on Remote Education

Full-length meta-analysis

- Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies (U.S. Department of Education, 2010)
 - Website:
 - <https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>
 - Description: Meta-analysis of 45 different studies (most of which were performed on undergraduate-level college students) measuring the effect of both online-only education and blended learning (combination of online and classroom education) with face-to-face teaching. It drew the following conclusions:
 - Online-only education is a little more effective than teaching face-to-face.
 - Blended learning appears to be somewhat more effective than online education, though there were other factors at play (including students having more time with it than with the other two, and how it gave giving students more opportunities for interaction), meaning that those may account for at least some of the improved effectiveness.
 - Online education seems to work better when instructors lead it than when students work independently (that is, without a teacher). That said, evidence suggests that it's better to give students some control over the media they use to learn (along with how they use it).
 - Online and blended education are more effective when students work on their own than when they are in groups. However, having instructors monitor groups does not make them more effective.
 - Getting students to do activities, and to also engage in self-monitoring and reflection, work better than things like online quizzes and extra media.
 - Bias: meta-analysis; uses statistical analysis
 - Length: 94 pages, PDF format
 - Quotes
 - Page xii: “This analysis and review distinguish between instruction that is offered entirely online and instruction that combines online and face-to-face elements. The first of the alternatives to classroom-based instruction, entirely online instruction, is attractive on the basis of cost and convenience as long as it is as effective as classroom instruction. The

second alternative, which the online learning field generally refers to as blended or hybrid learning, needs to be more effective than conventional face-to-face instruction to justify the additional time and costs it entails.”

- Page xviii: “...online learning is much more conducive to the expansion of learning time than is face-to-face instruction.”
- Page 3: “Modern online learning includes offerings that run the gamut from conventional didactic lectures or textbook-like information delivered over the Web to Internet-based collaborative role-playing in social simulations and highly interactive multiplayer strategy games.”
- Notes
 - There were few studies on effectiveness of online-only or hybrid education for K-12, meaning that it is difficult to say how well this works for that age group, as opposed to using it with older learners.
 - Many of these studies had limitations and flaws, so these results are preliminary.
 - This entry is based on reading the executive summary and skimming the rest of this report

Abstracts of papers and studies

Note: All the entries here cover just abstracts of papers because the full versions were unavailable, or otherwise locked up behind a paywall

- A meta-analysis of blending learning and technology use in higher education: from the general to the applied (Journal of Computing in Higher Education, 2014)
 - Website: <https://link.springer.com/article/10.1007/s12528-013-9077-3#ContactOfAuthor1>
 - Description: Abstract that summarizes a meta-analysis comparing online education / distance learning with classroom instruction. It includes the key question, a statement about the use and benefits of meta-analysis, and conclusions, including that technology can enhance education, that blended learning is more effective than classroom instruction, and that computer support received and instruction given can further improve how well students do.
 - Bias: meta-analysis
 - Length: 36 pages
- Five facets of social presence in online distance education (Computers in Human Behavior, 2012)
 - Websites
 - DOI: <https://doi.org/10.1016/j.chb.2012.04.014>

- HTML:
<https://www.sciencedirect.com/science/article/pii/S0747563212001185>
- Description: Abstract summarizing a paper on five factors that influence student feelings of connection in a class. They include getting responses in a timely manner, information sharing, being agreed with or getting feedback that's positive, using the student's name, and sharing some experiences that are personal. It also summarizes how the study was done.
- Bias: individual study rather than a meta-analysis (so it shows possibility); abstract
- Length: ten pages
- Five ways to increase the effectiveness of instructional video (Educational Technology Research and Development, 2020)
 - Websites
 - DOI: <https://doi.org/10.1007/s11423-020-09749-6>
 - HTML: <https://link.springer.com/article/10.1007/s11423-020-09749-6>
 - Description: Abstract of a paper on five ways of effectively using educational technology (including drawing graphics while teaching, regularly switching between looking at the board and the class, having students summarize what they have learned, recording the lesson from the students' perspective, and adding subtitles in the students' mother tongue), and one way that isn't so effective (adding videos that are not necessary for the lesson).
 - Bias: abstract of scientific research
- Learner control of the pacing of an online slideshow lesson: Does segmenting help? (Applied Cognitive Psychology, 2019)
 - Websites
 - DOI: <https://doi.org/10.1002/acp.3560>
 - HTML: <https://onlinelibrary.wiley.com/doi/abs/10.1002/acp.3560>
 - Description: Students learn better (with online slides) when information on each slide is presented piece-by-piece, rather than showing the entire slide. The manner words are given (text or spoken) does not influence student retention.
 - Bias: individual study rather than a meta-analysis (so it shows possibility); abstract
 - Length: six pages

Pages Listing Meta-Analyses and Studies that Explore Online / Distance Education

- How Effective Is Online Learning? What the Research Does and Doesn't Tell Us (Education Week, 2020)
 - Website: <https://www.edweek.org/ew/articles/2020/03/23/how-effective-is-online-learning-what-the.html>
 - Description: Article that goes over what different studies have shown about how effective online teaching is for K-12 education, compared to classroom instruction. It includes an overview of remote teaching in the U.S., a conclusion that it is not as effective as in-class learning, an observation about how students who struggle struggle even more in an online setting, how students in an online setting may be more distracted than in the classroom, and .
 - Bias: Summaries of research, and recommendations; focused more on K-12 education
 - Quotes
 - Paragraph 8: “Some students do as well in online courses as in in-person courses, some may actually do better, but, on average, students do worse in the online setting, and this is particularly true for students with weaker academic backgrounds.”
 - Paragraph 12: “Online courses are generally not as effective as in-person classes, but they are certainly better than no classes.”
 - Note: *Education Week* articles are locked up behind a paywall. However, non-subscribers are allowed to read a few for free each month. As well, registration (which appears to be free) enables visitors to read more articles, for free.
- Is Online Learning Effective? (How People Learn Online [State University of New York], 2015)
 - Website: http://www.sunyresearch.net/hplo/?page_id=421
 - Description: Post that asks how effective online learning is, and gives abstracts for several different meta-analyses on how it compares to classroom instruction, along with the conclusions from a 2014 meta-analysis that looked at 16 different meta-analyses on the topic (namely, that there is little difference in how well they work, but that there have been some issues with studies on each type that makes it hard to say which kind is actually better). The author concludes that both methods are similar in effectiveness and that online education is getting better.
 - Bias: Summaries of meta-analyses; scientific; attempts to answer a question

- Quote, paragraphs 1-2: “A common question that often serves as starting point to discussions of online education asks if there is any research that indicates whether online learning is as effective as classroom-based learning. ... The emerging answer is that there is no significant difference in general, but that design matters and as the years go by, online learning appears to be improving relative to classroom-based instruction.”
- Research Showing Positive Outcomes from Hybrid and Online Teaching (Georgia State University, 2017)
 - Website: <https://research.library.gsu.edu/c.php?g=165530&p=1613153>
 - Description: Page that lists 12 different studies and meta-analyses on online teaching, including information on each study, and also a short summary of each of their findings. Key points covered include technology use with it, why good teaching is essential regardless of the medium it is carried out in, and its convenience for student learning.
 - Bias: Positive towards online and hybrid (blended) education; summaries of research

Open Access Online Journals on Distance Learning

- Journal of Online Learning and Teaching
 - Websites
 - Main site: <https://jolt.merlot.org/>
 - June 2015 issue: <https://jolt.merlot.org/currentissue.html>
 - Archives: <https://jolt.merlot.org/pastissues.html>
 - Description: Online journal (published four times annually between 2005 and 2015) that focused on evidence-backed teaching practices for online education, along with technology. All articles and papers can be viewed for free, and open in a separate browser tab (PDF format).
- Online Journal of Distance Learning Administration
 - Websites
 - Main page: <https://www.westga.edu/~distance/ojdla/>
 - Archives: <https://www.westga.edu/~distance/ojdla/browsearticles.php>
 - Search function: <https://www.westga.edu/~distance/ojdla/search.php>
 - Description: Online open-access journal (hosted by the University of West Georgia) with articles and papers on administering online education. All issues (published four times each year, since spring 1998) can be read in their entirety for free, and open in separate browser tabs (HTML format).

- Online Learning Journal
 - Websites
 - Main site:
<https://onlinelearningconsortium.org/read/olc-online-learning-journal/>
 - Index for current issue:
<https://olj.onlinelearningconsortium.org/index.php/olj/index>
 - Archives:
<https://olj.onlinelearningconsortium.org/index.php/olj/issue/archive>
 - Description: Journal (fully online and open-access) that includes articles, papers, and studies on various aspects related to online education, including professional development, pedagogy, and evaluations of online course quality, among others. All issues (started in 1997; published four times annually since 2004) and articles can be viewed online, for free (though they are downloaded separately as PDF documents, rather than opening in a browser).
- The Journal of Educators Online (JEO)
 - Website: <https://www.thejeo.com/archive/current>
 - Description: Online and open-access journal published twice each year. Topics are related to online teaching, including pedagogy, technology, student engagement, and classroom activities, among many others. All papers in it (dating back to its start, in 2004) can be viewed online without cost, and open in browser in PDF format (though the PDF reader only takes up part of the screen), while giving readers the option of downloading them.

Resources Sites: Online Teaching

General Resources for Teaching Online

- COVID-19 Remote Learning Resources (State of Indiana, 2020)
 - Website: <https://www.doe.in.gov/covid-19/resources>
 - Description: File/directory of resources for online PK-12 teaching and learning, for all school subjects. As well, it has a search function that enables users to look for listed sites, documents, and the like that meet their educational needs. It also includes links for Indiana-specific topics (connectivity, educational TV programming, and support for educators), along with general links for ELLs and parents.
 - Bias: resource file/web directory; focused on PK-12 education; Indiana-specific, though most of the sites listed will likely be of use for all PK-12 educators
- Distance learning solutions (UNESCO, 2020)
 - Website: <https://en.unesco.org/covid19/educationresponse/solutions>
 - Description: Online directory that lists links to sites with programs and apps for teaching online. Categories include psychological and social support, learning management systems, programs compatible with smartphones, MOOCs, independent-learning programs, digital content creation, and external directories.
 - Bias: resource; aimed at educators
- Home Learning Resources List for Schools and Families (ChatterPack, 2020)
 - Website: <https://chatterpack.net/blogs/blog/resources-list-for-home-learning>
 - Description: Lengthy web directory, with links to numerous different sites that have information or other resources on multiple topics, including English and literacy, math, science, modern foreign languages, history, geography, the arts, computers, music, exercise/P.E., among many others.
 - Bias: web directory; aimed at teachers, parents, and students (all ages)
- Online and Hybrid Course References (Raritan Valley Community College; updated in 2012)
 - Website: <http://cmsapp.raritanval.edu/academics/ircs/Online.html>
 - Description: Web directory with links to 57 different sites dealing with various aspects of online education, grouped under seven different topics (such as roles of students and faculty, making online communities of learners, and learning and course management systems, among others).
 - Bias: web directory; aimed at faculty at this Illinois community college, though most of the sites listed have information that's useful for all educators

- Note: As this list has not been updated since 2012, some of its links are broken
- Online Learning Resources (National Communication Association, 2020)
 - Website:
<https://www.natcom.org/academic-professional-resources/teaching-and-learning/classroom/online-learning-resources>
 - Description: Online resource file/web directory for teaching and learning online. It includes infographics, links to articles with advice for educators (and others, for students), resources for developing online courses, other education-related resources, and links to different learning management systems/platforms.
 - Bias: resource file/web directory; aimed at students and teachers; response to the 2020 COVID-19 pandemic, though the resources listed are useful for online education in general
- Resources for Educators During the Coronavirus Pandemic (Common Sense Media, 2020)
 - Website: <https://www.commonsense.org/education/coronavirus-resources>
 - Description: Web directory that has links to pages with resources on online teaching in the time of COVID-19. Topics covered include programs, apps, and other tech tools for doing remote learning; apps and programs to help parents (and others) assist students with their online education; and its YouTube series that goes over ways to more effectively teach learners remotely, among others.
 - Bias: web directory; focused on teachers and parents; focused on educating K-12 students (though some are useful for older learners)
- Resources for Online Learning During School Closures (National Education Association, 2020)
 - Website:
<http://neatoday.org/2020/03/16/resources-for-online-learning-during-school-closures/>
 - Description: Web directory with links to articles, webinars, and other resources (including guides, video chat/teleconferencing software, learning management platforms, and programs for enabling online meetings) having to do with suddenly having to teach online. It also lists suggestions for teachers, parents, and students, to cope with this kind of unexpected change.
 - Bias: web directory; offers resources for teachers and parents during sudden school closures (such as during the 2020 COVID-19 pandemic), though most of the resources and advice are valid for other educators
- Resources for Virtual Instruction and Online Learning (National Council of Teachers of English, 2020)
 - Websites

- HTML: <https://ncte.org/resources/resources-virtual-instruction-online-learning/>
- PDF: <https://ncte.org/wp-content/uploads/2020/03/Resources-for-Virtual-Instruction-and-Online-Learning.pdf>
- Description: Directory of resources related to teaching online. Its categories include blog posts (from NCTE), articles and papers from NCTE's journals, resources (for different age groups) from ReadWriteThink.org, and links to articles and lists from other sites.
- Bias: web directory; mostly aimed at teachers (and parents) of students in K-12, though many are useful for all learners (particularly ELLs of different levels)
- Length: nine pages, PDF format
- Notes
 - The hyperlinks (words in light blue text) cannot be accessed in the PDF file
 - This directory also includes a link to an NCTE book, though it is only accessible if it is purchased

Online Teaching Resources for ELLs

- 7 Essential Online Teaching Tools Every Language Teacher Should Have (FluentU, n.d.)
 - Website: <https://www.fluentu.com/blog/educator/online-teaching-tools/>
 - Description: Post that introduces tech tools that can be used with online education, and that then lists and explains eight different ones, including Skype, Zoom, LiveBinders, Plaboard, Prezi, Quizlet, Vocaroo, and Audacity.
 - Bias: Resource list; positive towards online teaching; regular remote teaching (rather than emergency distance learning)
- 18 unmissable resource sites for busy ELT teachers (Linguabanca, 2017)
 - Website: <http://linguabanca.com/18-unmissable-resource-websites-for-busy-elt-teachers/>
 - Description: List of 18 different sites with resources for teaching English to speakers of other languages, along with explanations of each one. They are organized under six different categories, including ones with lessons based on videos and film, general resources for English language teachers, ones with news-based lessons, teaching resources (including worksheets and lessons), language exams from the U.K., and resources for business English.
 - Bias: Web directory; aimed at English language teachers and ELLs

- Note: Most sites listed are free, though a few have paywalls for some of their content
- Blogging for ELT (British Council, 2013)
 - Website: <https://www.teachingenglish.org.uk/article/blogging-elt>
 - Description: Site (hosted by the British Council) which explains different ways that blogs can be used to help teach EFL or ESL. It includes information on different types of ELT blogs, why teachers should use this type of tool, ideas for activities to use, some pitfalls to avoid, and ways that teachers can keep students interested in it.
 - Bias: Informational
- Category: Teacher Resources (Larry Ferlazzo's Websites of the Day; updated in 2020)
 - Website: <https://larryferlazzo.edublogs.org/category/teacher-resources/>
 - Description: Directory with links to posts, videos, classroom strategies, webinars, sections out of books, and interactive worksheets, all having to do with resources for helping teachers who work with ELLs
 - Bias: Web directory; aimed at English language teachers
 - Length: 424 pages, with 12 links per page
- Distance Learning for ELLs (¡Colorín Colorado!, 2020)
 - Website: <https://www.colorincolorado.org/distance-learning-ells>
 - Description: Directory of different English language teaching resources, including ¡Colorín Colorado!'s series on teaching ELLs online during times when schools are closed, articles, blog posts and infographics, and Twitter and Facebook links for English language teachers, among others.
 - Bias: web directory; aimed at teachers who work with ELLs (K-12) in the U.S., though much of the information is useful for all EFL/ESL instructors
- NYSTESOL_Online Teaching Resource List (New York TESOL, n.d. [2020?])
 - Websites
 - Google Sheet: <https://docs.google.com/spreadsheets/d/1NJDr72mBMTMEkUGeIJ3bnOwcLgqaa6zLfnWBBuGlnrc/edit#gid=0>
 - NYS TESOL Facebook Page (see entry from March 27 for link): <https://www.facebook.com/NYSTESOL/>
 - Description: Web directory (hosted as a Google Sheet) with numerous different activities English language teachers can use for online teaching (or other purposes). Categories include art activities, texts, guides to online teaching, virtual field trips, educational technology tools, and webinars, among others. Entries are organized based on genre / category, the resource's name, its web address, and comments on it.
 - Bias: Web directory; reference

- Notes
 - As of April 29, 2020, there were 237 different sites listed
 - The NYS TESOL Facebook page is accessible to people who are either not logged into their Facebook account, or who do not have one
 - Thanks to Lindsay Herron (Korea TESOL) for suggesting this resource
- Teach English Online
 - Website: <http://www.teachingsonline.com/>
 - Description: Website with information, advice, and other tips to teachers, on how to get started teaching online. As of 2020, it also has a blog, along with a course for learning more on how to teach English online.
 - Bias: Reference

Resources for Remotely Teaching Students with Disabilities

- AccessDL (University of Washington, 2015)
 - Website: <https://www.washington.edu/doiit/programs/accessdl>
 - Description: Page with links to sites that have information on remotely teaching students with disabilities, including tips for doing this (both video and text formats), ADA compliance guidelines, reports, and a checklist, among others.
 - Bias: Reference; aimed at educators
- Accessible Technology (University of Colorado Boulder, 2019 [updated in 2020])
 - Website: <https://www.colorado.edu/accessible-technology/resources>
 - Description: Directory with links to pages dealing with accessibility for students and faculty with disabilities. Topics include ones related to COVID-19, making content (such as PDF files, Word files, and videos) accessible to all students, improving classroom accessibility, and helping developers make more accessible content.
 - Bias: Aimed at University of Colorado faculty and instructors, though the information is useful for any educator
- Cheatsheets (The National Center on Disability and Access to Education, 2012; updated in 2018)
 - Websites
 - List of cheat sheets: <http://ncdae.org/resources/cheatsheets/>
 - Explanation of how to use cheat sheets (written in 2013): <http://ncdae.org/blog/how-to-use-our-accessibility-cheatsheets/>
 - Description: Page that has sheets with instructions on how to make files written using different programs (including Microsoft Office and Adobe Suite) accessible

to students with disabilities. As well, it goes over making web pages more accessible, along with making captions for YouTube videos. The explanation on use of them goes over each cheat sheet's organization and content.

- Bias: Reference; resource; aimed at educators
- Note: This page includes terms of use that instructors should follow, if they choose to use this resource. They can be found at its bottom.