## Tips for Successful e-Learning for Teachers and School Leaders

<table>
<thead>
<tr>
<th>Learning should look <strong>less</strong> like…</th>
<th>Learning should look <strong>more</strong> like…</th>
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| **An attempt to re-create school at home**  
- assuming a strict “school day” schedule  
- requiring special materials (e.g., lab or materials not commonly found at home)  
- pacing with the planned scope and sequence  
- assigning readings to stay “caught up”  
- assigning packets of worksheets and busy-work  
- expecting that all learning experiences happen virtually | **Flexible goals and structures for learning**  
- extended time for learning and reflection  
- use of commonly available materials  
- purposeful selection of learning targets  
- opportunities for students to explore their interests  
- meaningful, manageable tasks and projects  
- opportunities to learn without the use of devices or the internet |
| **Teacher-centered instruction**  
- virtual lectures/classes that all students synchronously attend  
- teachers delivering information and assignments  
- teacher instruction and feedback as the primary mode of facilitating learning | **Purposeful teacher-student interactions**  
- optional opportunities to connect with teachers and peers virtually and at a variety of times  
- teachers providing coaching, feedback and encouragement  
- encouragement for students to engage in learning and reflection with their families and communities  
- encouragement for self-reflection on what students learn and how they learn it |
| **Assignments to “get through” content**  
- emphasizing memorizing content or “checking off” tasks on lists  
- asking students to solve contrived or hypothetical problems or complete design projects that value form over function  
- trying to cover content through a volume of activities or skipping from topic to topic | **Authentic learning in the home setting**  
- connecting questions and problems to household activities such as cooking, fixing things or gardening  
- asking students to identify relevant problems in their lives and engage in design cycles to address them  
- allowing students to deeply explore phenomena or problems of interest through investigation to build understanding and practice over time |

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