

Online teaching and learning

Want to know more?

Below is a printable list of further reading and resources:

Published texts, articles and blogs

Boettcher J and Conrad R. (2016) *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*. Jossey-Bass. Theory-based practical tips for online teaching or for a technology-enhanced course, including course management, social presence, community building and debriefing.

[Remote Learning: Rapid Evidence Assessment](#). Education Endowment Foundation (EEF) (2020). The EEF is an independent charity dedicated to breaking the link between family income and educational achievement. The rapid evidence assessment investigated methods that schools could use to support remote learning during Covid-19 pandemic school closures.

Ellis S and Tod J (2018) *Behaviour for Learning: Proactive Approaches to Behaviour Management* (2nd edition). Abingdon: Routledge. Offering teachers a clear conceptual framework for making sense of the many behaviour management strategies on offer, allowing them to make a critical assessment about their appropriateness and effectiveness in the classroom.

[Top tips for online teaching and learning.](#) Field, A (2020) Cambridge Assessment International Education Blog. A set of key tips offered during the Covid-19 pandemic to help teachers navigate school closure adaptations.

[Teach Remotely: Pedagogical Best Practices: Residential, Blended and Online.](#) Harvard University (2021). Principles and tips to help you teach, regardless of whether your class is fully in person, fully online, or a little bit of both.

[Darryl Williams' framework for online lessons.](#) Lemov, D (2020) Teach Like a Champion Blog. A framework offered as a guide for teachers on how to structure online lesson plans, in terms of timing, activities and types of tasks.

[Lemov, D \(2020\) Teaching in the Online Classroom](#). Jossey-Bass. A comprehensive guide to online teaching and learning, explaining key concepts and offering practical tips and ideas for engagement, routines and assessment.

McGill, R M (2021) *Mark. Plan. Teach.* Bloomsbury Education. Evidence-based, tried-and-tested practical ideas that will help teachers refine the key elements of their profession, enabling them to maximise the impact of their teaching and, in doing so, save time, reduce workload and take back control of the classroom.

[‘Applying best practice online learning, teaching, and support to intensive online environments: An integrative review.’](#) Roddy C, Amiet DL, Chung J et al (2017) *Frontiers in Education* 2:59. A literature review into best practice and critical factors that impact online learning.

[‘A guide to planning a blended learning curriculum 2020-21.’](#) The Manchester College (2020). A guide designed during the Covid-19 pandemic to help teachers plan lessons with a better understanding of blended learning pedagogy.

Websites and resources

[‘Education briefs and animations’](#) Cambridge Assessment International Education. Our education briefs explore important themes in education, outlining the educational theory behind them, the benefits and challenges involved, practical tips and a list of useful resources.

[‘Getting started with ...’](#) Cambridge Assessment International Education. Interactive resources that introduce and develop key areas of teaching and learning practice. Each guide includes theory, practical examples, reflective questions and next steps.

[‘Online education’](#) Cambridge Assessment International Education. An overview of how Cambridge International works with schools online, including information for parents.

[‘Tools to support remote teaching and learning’](#) Cambridge Assessment International Education. A wide range of support so that you can give your learners the best possible preparation for Cambridge programmes and qualifications.

[‘School Self-Evaluation with Cambridge International: A guide’](#) Cambridge Assessment International Education. An overview of Cambridge International’s School Self-Evaluation service that helps schools to review their performance, identifying areas of strength, as well as those areas that could be more effective.

[‘The UDL Guidelines’](#) Center for Applied Special Technology (CAST), (Universal Design for Learning). A comprehensive, research-based framework for how to design learning content in a way that optimises learning.

[Childnet](#). A UK-based charity that empowers children, young people and those who support them in their online lives. Its mission is to work with others to make the internet a great and safe place for children and young people.

[‘Child Protection: Resources’](#) Council of International Schools (CIS), ‘Child Protection: Resources: Helpful resources from CIS, the taskforce and other organizations’. A collaborative global membership community of schools and higher education institutions, exploring and developing effective practices to foster healthy, interculturally competent global citizens.

[‘Teaching and Learning Toolkit’](#) Education Endowment Foundation. An accessible summary of education advice designed to support teachers and school leaders who are making decisions about how to improve learning outcomes.

[‘Resources and Collaborations.’](#) Global Safeguarding Collaborative (GSC). A global, collaborative network of safeguarding leaders who provide research, training and resources to support schools in keeping all children safe.

[‘Undertaking remote teaching safely.’](#) National Society for the Prevention of Cruelty to Children (NSPCC) (2021) NSPCC Learning. The UK’s leading children’s charity dedicated to finding ways to stop child abuse and neglect.

[‘9ine: Our Services.’](#) Specialists in data protection, tech and cyber security, offering training and consultancy.

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