



**HEAR!  
HERE!**

Dialogue  
and  
listening  
platform

**STAFF ROOM  
CHECK-IN**

Wed Apr 22, 5-6pm  
ONLINE

RSVP at [dialogue@rietveldacademie.nl](mailto:dialogue@rietveldacademie.nl)

## STAFF ROOM CHECK-IN

WEDNESDAY, APRIL 22, 17:00-18:00 (ONLINE)

This session was not a workshop, but more of a check-in with staff to better understand how they had transitioned to online teaching, to exchange experiences and share tips. This check-in session was co-organised by Elif Özbay.

We acknowledged that teaching online was challenging. This period came with loss, grief, frustration and anxiety. As teachers we needed to adjust, be flexible, show empathy and be able to 'read the room' to see what students needed in this moment. For many students, school defined their daily rhythm, and created an important routine and also functioned as a distraction.

### TAKEAWAYS

\* An informal check-in/icebreaker with your students may be helpful to set the right mood for teaching.

\* Make classes shorter or have more breaks. E.g. rather than a 2-hour class, make it 1 hour. Simplify!

\* Use this period for more reading/writing/theory exercises.

\* Assign readings/videos in the AM as attention span might be better in the AM, fresh to the day – let them read/watch in private then check back in later – use the afternoon for more reflective conversation.

\* Split a large group into 4's - make breakout rooms so they can speak in smaller groups.

How to make sure people participate? The threshold of responding is higher. The blank expression of people looking into their cameras can be intimidating. Interaction via chat could be helpful.

\* Use a google form and get students to submit their answers to a question (anonymise the answers) might help quieter students (or students suffering from digital anxiety) articulate their points.

\* Name the silence/awkwardness of video conference calls so people know that it will happen/is normal.



## TAKEAWAYS

\* Teachers have shared that 'talking into the void'/one-way communication, for example during a lecture, is awkward. If possible and feasible, co-teaching may be a solution. This is also something to keep in mind for students; for some students, co-presenting may be a more convenient way to communicate.

\* Share online resources with students, e.g. online tours of museums.

\* Assign students a task where they have to go outside (so you encourage less screen time or more breaks), e.g. take a walk and note down 5 things you see or smell, how do you feel being outside?

\* Screen time fatigue – teachers shared that students seem less able to concentrate for longer periods on texts, while audio and video seemed to be easier to process. Make sure to alternate between different modes of information.

\* Have a drop-in session, e.g. you leave a Zoom call open for an hour, students can pop in when they want – more informal, social time of sorts.

\* Use the virtual whiteboard (or a website like miro.com).

\* Use the fact that artists are at home or in their studios internationally as an opportunity to reach out to artists abroad to see if they will do an online studio visit with your students or presentation.

## SELF CARE

\* Make your boundaries clear – especially on your time. Moving online has meant staff have been working a lot more. Also, it's never too late to set boundaries or reinforce them.

\* Be honest with students if you feel you can be, transparency on things you can be open about.

\* Take a nap.

\* Go for a walk.

\* Get away from your screen.