

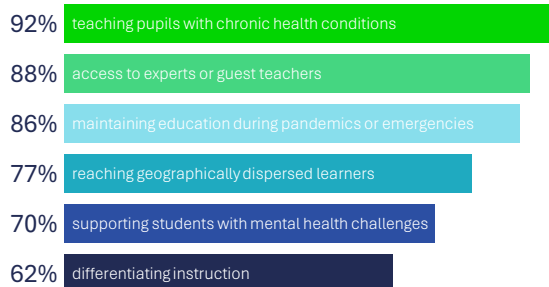


ONLINE TEACHING GUIDELINES

FOR TEACHERS & SCHOOLS

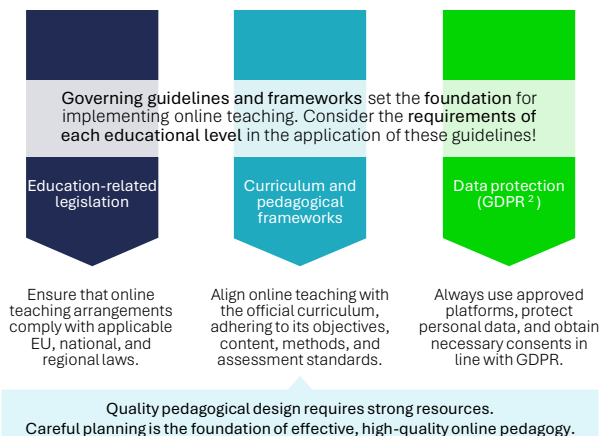
Online teaching is no longer just a temporary solution. Across Europe, teachers see it as a way to make learning more inclusive, flexible, and connected. It's essential to carefully consider when online teaching is the right solution, and when it truly adds value.

When is online teaching useful?



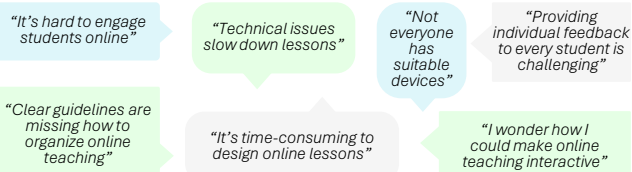
In the E-FORCE survey ¹, European teachers shared their views on situations where online teaching can be relevant or beneficial.

What should be taken into account?



Potential challenges

Identifying challenges is essential for improving online teaching. Educators' perspectives from E-FORCE ¹:



Boost your own online teaching competences as a teacher

- ♥ Collaborate with colleagues, provide and seek peer support – learn together!
- ♥ Take advantage of ongoing opportunities for professional growth:
 - practical workshops on digital tools
 - school-provided training opportunities
 - continuous professional development
- ♥ Create and maintain an encouraging and motivating atmosphere
- ♥ Agree on common practices across the school
- ♥ Engage in self-study with books, articles and video tutorials

CHECKLIST

Key considerations

Technical readiness

Ensure the digital infrastructure and tools are in place

- Reliable internet connection
- Access to devices (laptops, tablets, webcams)
- Familiarity with learning platforms (e.g., LMS, video conferencing tools)
- Technical support availability
- Backup plans for connectivity issues

Organizational setup

Coordinate school-wide structures and routines

- Allocate sufficient time resources
- Establish common and clear school guidelines
- Agree on learning platforms and digital tools
- Provide school-based support and training
- Define roles and responsibilities within the school team
- Data protection and GDPR compliance

Pedagogical planning

Adapt teaching methods to suit online environments

- Align lessons with the curriculum and learning goals
- Use interactive and engaging digital materials
- Plan for synchronous and asynchronous activities
- Monitor student progress and provide feedback
- Encourage collaboration and peer learning

Accessibility & Inclusion

Make sure all students can participate equally

- Address special needs
- Ensure equal access to digital environments
- Ensure access to quiet learning environment
- Address language barriers
- Provide alternative formats for learning materials
- Ensure compatibility with assistive technologies

What competences and roles teachers need to keep developing through continuous professional training?



Where can these competences be strengthened?

Check out [our website](#) and get familiar with our teach-the-teacher programmes!

"Confidence grows through shared practice!"

Use **online teaching** when it **connects**, **includes**, and **enriches**. Keep the **human side** and let digital tools do what they do best.

1. E-FORCE survey "European teachers' digital readiness and capacity towards online teaching and learning" 2025
2. European Parliament and Council of the European Union, (2016), Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data (General Data Protection Regulation). Official Journal of the European Union, L119, 1–88.
3. Grammens, M., & De Wever, B. (2026). Preparing K–12 Teachers to Teach Asynchronously Online: A Review of Required Competences. SITE 2026 Proceedings: Society for Information Technology & Teacher Education International Conference, Philadelphia, United States: Association for the Advancement of Computing in Education (AACE). Framework developed for the E-FORCE project, co-funded by the Erasmus+ Programme of the European Union.
4. The synchronous online teaching competence framework (Grammens et al., 2022). The framework and underlying research presented in this output draw on work carried out within a VLAIO Baekelandt mandate (HBC.2018.0187), co-funded by VLAIO – Flanders Innovation & Entrepreneurship (Hermesfonds) – and by d-teach online training, which initiated the research and employed the doctoral researcher throughout the full research trajectory. The doctoral research was conducted under the industrial supervision of Lieselot Declercq (d-teach online training) and the academic supervision of Prof. dr. Bram De Wever (Ghent University, Department of Educational Studies). In accordance with the cooperation agreement governing the Baekelandt mandate (Ref. UGent: A18/TT/0459), the results of the Baekelandt research trajectory are owned by d-teach online training.