

## **Teaching in Low-Bandwidth Environments Best Practices Shared by GHEA21 Faculty**

Global Higher Education Alliance for the 21<sup>st</sup> Century (GHEA21) students in several countries experience periodic interruptions in internet access or persistent challenges with poor online connections. These challenges create disparities in the classroom and complicate teaching, as instructors work both to help students in low-bandwidth environments keep up and to maintain high levels of engagement by students with reliable internet access. To address these challenges, GHEA21 faculty across our network have drawn on their classroom experiences to suggest the following approaches, best practices, and tips:

### **Student Motivation**

- Motivated students are far more likely to work through the challenges of poor connectivity. They often create their own backup systems when their internet access is interrupted.
- As GHEA21 students, particularly displaced students, often face an uncertain future and competing priorities—immediate needs for survival may crowd out longer-term aspirations for higher education—instructors should make deliberate efforts to inspire greater motivation. Instructors should invite students who have successfully completed higher education programs to speak to their class and should keep students actively engaged in their studies synchronously to the extent possible and otherwise asynchronously.
- Instructors should build trust with and among their students: make time to get to know your students; do ice breakers in the first class of the semester; ask students about their goals and respond supportively; invite students to write you a brief note on “how do you learn?” so that you can adjust your teaching accordingly; introduce yourself to the class in a way that humanizes you; and show that you care.
- Give students space to build community among classmates. In place of the informal conversations they would have right before or after class if they were together in person, let them use breakout rooms to talk with each other about their backgrounds and interests. Once students get comfortable with each other, they often set up their own WhatsApp group to stay connected to each other.

### **Connectivity Issues**

- Some students may claim to have difficulties with their internet connections as an excuse to stay off camera or miss class, particularly when they see other students staying off camera or missing class or when word gets out that the instructor is making accommodations for students with unreliable internet access. The instructor should allow individual students to participate off-camera only after they have explained the particular circumstances that require them to remain off camera and have agreed to participate actively in class discussions through the Zoom chat.

- An indication of genuine connectivity issues is when students drop off from an online class and later come back in.

### **Adjustments to Your Teaching**

- Faculty should ask students about the specific challenges they face as a result of connectivity issues and the modes of instruction and the formats of course materials they find most accessible. Attachment 1 presents the results of a survey conducted by Dale Mineshima-Lowe of Parami University that summarizes what GHEA21 students in low-bandwidth environments find useful to keep up with and stay engaged in GHEA21 courses.
- Instructors should anticipate the impact connectivity issues may have on the modes of instruction and the types of course materials they use and should consider alternatives that facilitate greater participation by students in low-bandwidth environments. Attachment 2 presents possible alternatives suggested by faculty across our network who have taught students with connectivity issues in GHEA21 courses.
- Faculty should similarly consider different options to facilitate communications with their students in low-bandwidth environments. Attachment 3 provides suggestions from GHEA21 faculty.
- Accommodations on assignments are perhaps the most significant way to address disparities in internet access. Faculty should give students plenty of lead time to complete assignments and should explain the requirements for each assignment well in advance of the due date. Where appropriate, instructors may provide some flexibility on assignments, such as a choice of assignment or a deadline extension.
- Disparities in internet access provide all the more reason to promote collaboration among students. Instructors should encourage students to speak and listen to each other and should create opportunities for asynchronous collaboration among students, such as discussion boards, shared digital whiteboards like Padlet, social annotation projects in Perusall, shared document creation and editing in Google Docs, or short written reflections on the work of fellow students.
- Maintain active learning when some students or the entire class go offline and need to learn asynchronously. For example, if you ask students to view video-recorded lectures, you might require them to write and send you their main takeaways.
- When you have breakout groups, stay in the main online classroom and make sure students move into their assigned breakout room.
- Simplify your instruction, as appropriate. For example, get students to focus on the most pertinent questions, and consider using fewer apps, particularly apps that require stable internet connections.

## **Content Creation and Sharing**

- Instructors can create and share a Google Doc for the students, to work alongside the instructor's script, so that students can more easily follow along and, if they lose connection, jump back in (see Attachment 4).
- Prepare writing prompts in advance and paste them into the chat during class. If students drop off and return, past the prompt in the chat again.
- Send content as PDFs in the learning management system or in email. Students often share PDFs with each other in Google Chat group discussions or in WhatsApp; they can and often do forward content to classmates in low-bandwidth environments.
- To the extent possible, video record lectures and post them online, so that students may view them asynchronously and class time can be used for discussions and activities.
- Record and post audio- or video-recordings of class sessions, and ensure that they are stored and distributed securely. In addition, create and share transcripts of class sessions; transcripts can be generated by YouTube or Microsoft Office, though you may need to clean them up.

# Learning Online in Low Bandwidth Environments

## Student Questionnaire for students across and taking GHEA21 courses

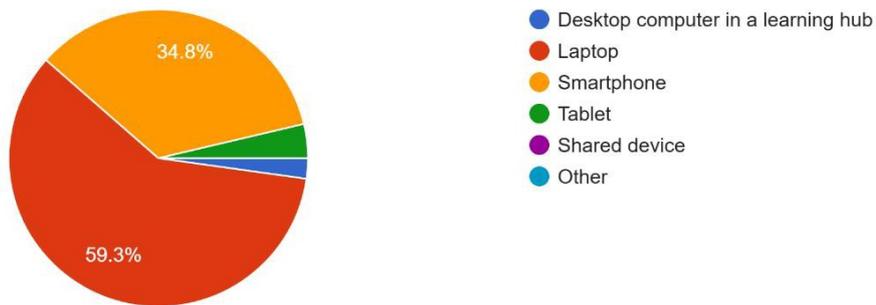
Administered: January 2026

### Summary of the results of this questionnaire

There were 142 responses overall; but not for each of the questions within the questionnaire.

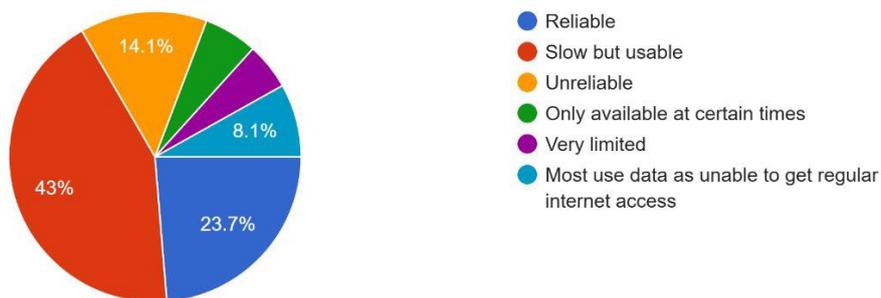
What device do you most often use for online learning?

135 responses



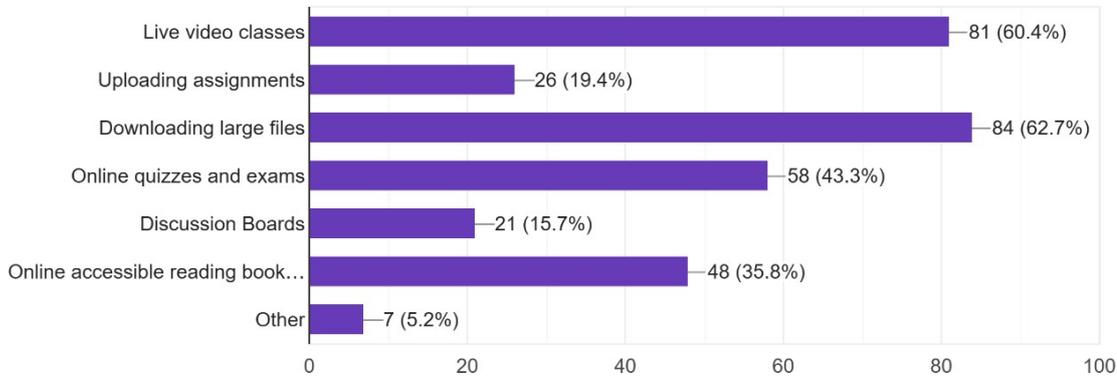
How would you describe your internet access most days?

135 responses



Which online learning activities are most difficult for you because of internet? (Select all that apply or describe your context)

134 responses

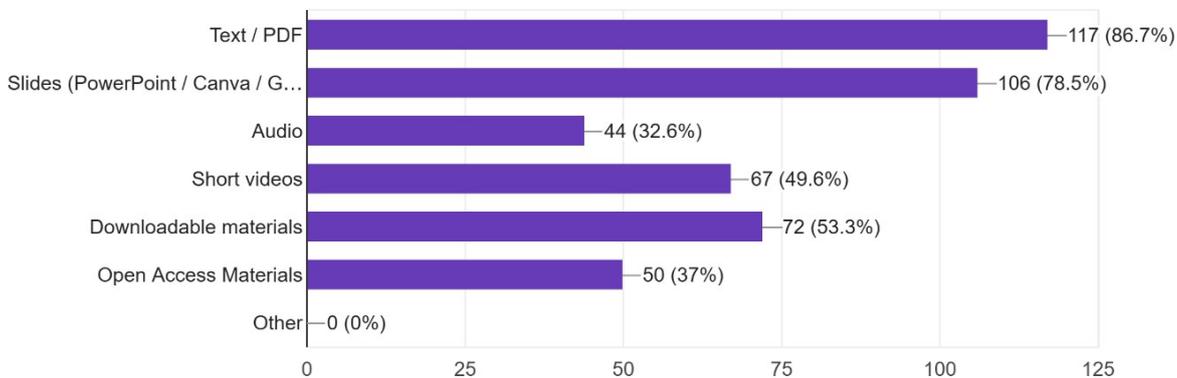


If you answered 'Other' in the previous question, can you please provide a bit of detail below

- opening large files
- “Turning camera on in live session make the internet connection work very slow and sometimes I immediately get disconnected from the session.”
- “During Presentation it is difficult for me to share the screen as powerpoint because I am using smart phone.”
- “Because of the country I'm living in, I need a VPN to get access to some websites. The connection speed gets lower when I'm using a VPN and sometimes the VPNs don't work too.
- “Mostly in Afghanistan use Data package as the Taliban implanted restrictions over using WiFi in some part of city we are using data connection and that's very expensive here.”

Which types of course materials are easiest for you to access? (Select all that apply or describe your context)

135 responses

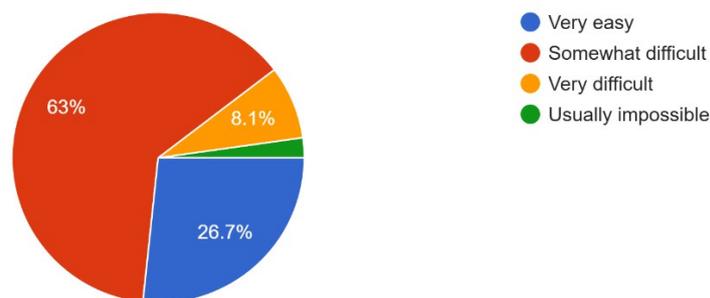


If you answered 'Other' in the previous question, can you please provide a bit of detail below (short answer only)

- “Due to internet issues, I can easily access text/PDF files, PowerPoint slides, and downloadable materials, while audio, videos, and online resources are sometimes difficult to use.”

How difficult is it for you to attend live (synchronous) online classes regularly?

135 responses



When you miss part of an online class due to connectivity issues, what helps you catch up most effectively?

- Zoom recordings / recorded sessions
- Recap from the instructor
- Short video about a topic
- When a recording is not available (for security or sensitivity reasons of the topic), then a copy of the PowerPoint slides or pdf of the slides would be useful; this is also useful to reviewing the topic / class even when in attendance
- Materials to be used offline
- Contacting a peer and getting notes from them
- Aligning assignment deadlines to the local time zone for different cohorts/students from different GHEA21 institutions (on a GHEA21 course); so less confusion and missing of deadlines
- Meeting with the instructor

Which aspects of your courses have been easiest to engage with despite limited internet access?

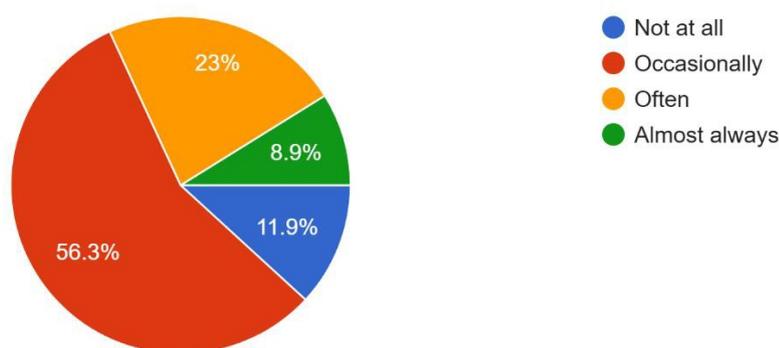
- Discussions
- Take home activities – class summary, discussion boards, padlet
- Writing and submitting assignments – perusal exercises
- Revisiting offline materials that can be downloaded in advance or after a class
- Downloading small files
- PDFs of readings instead of online versions
- Google Meet link instead of Zoom
- After-class follow-up tasks/activities
- Having a Telegram group among students to reach others and share materials

Which teaching practices or requirements have made learning harder for you in low-bandwidth situations?

- Conducting independent research
- In-class activities especially writing and quizzes
- Exams and quizzes - Online quizzes with strict time limits; Oral exams
- Mandatory camera on
- Breakout rooms
- Long live class sessions (e.g., 2-3 hours long)
- Lack of offline alternatives; assuming all students have internet connection and/or can afford data
- Reading through online links or Perusall
- High-resolution video lectures that cannot be downloaded
- Strict assignment due dates
- Presentations that require software like Canva
- Writing & working on assignments through live class sessions

How do internet issues affect your ability to complete assignments or assessments on time?

135 responses



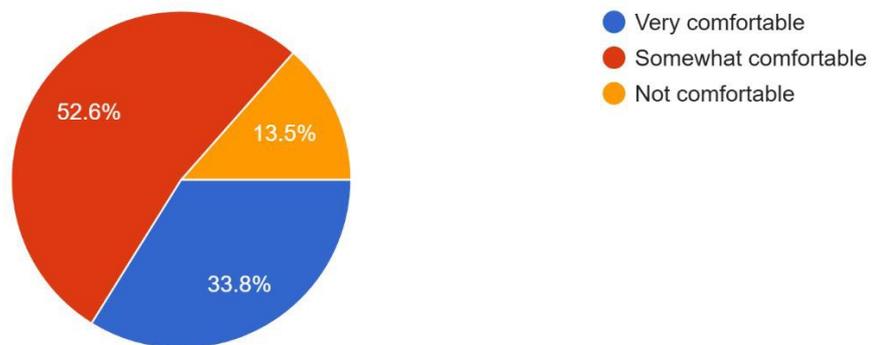
What have instructors done that made learning easier for you when your internet connection was limited?

(e.g., catch-up assignments, alternative formats, flexible deadlines, communication, etc.)

- Flexible deadlines
- Recording sessions
- Recap at start of next class of previous class session
- Instructors have shared their passion for teaching the subject with answering questions thoroughly
- Clear communication
- Catch-up assignments for internet disruptions that impact class attendance/engagement
- Materials shared through email as well as the VLE/VLPs

How comfortable do you feel telling instructors about internet or access problems?

133 responses



If you could give one piece of advice to instructors teaching students with limited internet, what would it be?

Quotes from student questionnaire to the question above:

- “Having patience with us, being flexible with the deadlines, and understanding our situation.”
- “The grading must be based on the opportunity each country has for their students.”
- “I would strongly suggest sharing recordings of the class, as this greatly helps students who miss a session due to internet connectivity issues. Additionally, it would be helpful if professors could briefly review the previous class’s topics at the beginning of each session.”
- “Rely more on offline materials like reading materials and written assessments based on those readings can be very helpful. Recorded materials or videos from other sources where the student can use them on their own time can be really helpful as the instability of the Internet connection is very unpredictable.”
- “Be flexible, Offer catch up work, flexible deadlines, and clear communication so students can learn.”
- “Design courses so students can succeed without being online all the time— provide downloadable materials, flexible deadlines, and clear instructions in advance, and assume that live participation or constant connectivity isn’t always possible.”
- “I understand the instructors hard work to do their part and teach us in a good way. They understand the situation and being flexible in some assignments made it easier to complete the course. Thank you.”
- “I think communication and understanding is crucial here. Students should inform their instructors about their connection problems and instructors should be flexible about these problems.”
- “Have a group chat with all students in order to engage easily.”
- “I would like to thank them for their understanding, flexibility and consideration of circumstances that we may sometimes go through, such as an internet outage or having to lose a class due to an emergency circumstance.”

## ***Modality of Instructional Materials***

Ideas / suggestions for alternatives or work-arounds with our students' contexts in mind.

<b>Type of material / Activity</b>	<b>Use in the Online Classroom</b>	<b>Impact of Low Bandwidth</b>	<b>Possible Alternatives – synchronous online classroom</b>	<b>Possible Alternatives – asynchronous work</b>	<b>Additional Considerations</b>
<b>Text / Readings</b>	<p>Reading together; annotations</p> <ul style="list-style-type: none"> <li>- online website versions</li> <li>- Perusall</li> <li>- e-books accessible through things link Perlego</li> </ul>	<p>Perusall, Perlego e-books; online books on the web take bandwidth that students in low bandwidth environments find really difficult to engage with</p> <p>Provide alternative version available to students before class session to download; as sometimes challenges to download / upload in low bandwidth environments</p>	<p>PDF or word.doc versions of the readings where possible</p> <p>Consider focus on excerpts of key readings</p> <p>Google.doc versions for group annotations in-class</p> <p>Students prepare and bring their reading notes to class for discussion; provide a reading notes template for them to use and submit</p> <p>Resharing the reading as a pdf before class</p>	<p>Perusall annotations outside of online class time; instructor then shares view of the annotations completed before class session as part of discussion</p> <p>Google-doc annotations In advance as group work homework and then these are shared by someone in the group and/or instructor with group members sharing orally their collective comments</p>	<p>If students are using Mobiles / Cell phones and Data</p> <ul style="list-style-type: none"> <li>- multiple screens can be challenging to manage</li> <li>- reading large amounts of text takes longer</li> <li>- may not be able to annotate with others 'live' in-class</li> </ul>
<b>Audio</b>	<p>Podcast, short audio version of key points from readings</p>	<p>Difficult for students to follow and hear</p>	<p>Provide the link to the audio in the chat and ask students to listen to it individually as they can, with some questions to focus on as they listen</p>	<p>Provide the link in advance OR as a follow-up for reviewing at students' leisure and when they have more stable connectivity</p>	<p>Same as previous considerations; ask students to turn off their mic and cameras to allow for less</p>

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			Provide a transcript of the audio if available		strain on bandwidth
<b>Video</b>	Background information - short video; animated version or similar about key concepts, readings	Difficult for students to follow and hear/see the video clip; there is a time-delay on what they are hearing / seeing and captions do not show well for them	Provide the link to the video clip in the chat and ask students to listen to it individually as they can, with some questions to focus on as they listen  Provide a transcript of the video if available, to follow as they are watching	Provide the link in advance OR as a follow-up for reviewing at students' leisure and when they have more stable connectivity	Same as previous considerations; ask students to turn off their mic and cameras to allow for less strain on bandwidth
<b>Slides</b>	PPT or Canva to accompany session 'talk' and list of questions for students	Sometimes challenging to follow or time-lapse between slides; disruption to audio with the additional load on video	Share the PPTs as a pdf in the chat; students are able to follow on their own; use as a back-up / reference materials	Share slides as a pdf in LMS before or after a class session. Before with perhaps more of an outline of what will be covered; After session with more details of key concepts and definitions, for example	Ask students to turn off their mic and cameras to allow for less strain on bandwidth while instructor sharing their PPT/Canva slides or in 'share mode' showing their screen

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<p><b>Student Presentations</b></p>	<p>PPT or Canva for individual and group presentations of concepts / replies to questions or case studies</p>	<p>Sometimes challenging to follow or time-lapse between slides; drops out and in due to low connectivity; disruption to audio / visuals with the additional load on doing both at the same time</p>	<p>Ask students to submit their PPTs in advance through LMS or share a pdf version of the presentation in the chat. Instructor can share the presentation while students are able to talk through them. Another alternative is to ask students to pre-record their presentations with audio / visual and submit the link – instructors then 'share' on behalf of student</p>	<p>Alternative is to ask students to pre-record their presentations with audio / visual and submit the link through a Discussion link or via a shared Google.doc</p> <p>Other students are then able to view the presentation (with/without audio) and provide their feedback comments in the LMS or make notes and bring feedback to next class session</p>	
<p><b>Online Quiz / Exam</b></p>	<p>Used through LMS for online multiple choice or short answer quizzes</p> <p>Some courses have online oral exams.</p>	<p>LMS-based quizzes – sometimes difficult to access directly while also in the Zoom / Google Meet classroom.</p> <p>Oral exams – difficulty in replying to questions posed.</p>	<p>Consider having an Academic Integrity question as the first question of any online quiz.</p> <p>If students keep dropping out or unable to access the quiz while in the Zoom room – consider if possible to 'release' them from the zoom room to have them complete the quiz online within the</p>	<p>Online quiz – consider creating a timed quiz that needs to be completed outside of 'live' online class within a specific time period. So setting the time allotted (e.g., 20-minutes) with the window for the quiz open for 24-48 hours</p>	<p>Oral exams – how to keep equity across the exams of all students while considering individual students' needs – e.g., in terms of when they have electricity and decent</p>

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Ideas / suggestions for alternatives or work-arounds with our students' contexts in mind.

		In both cases, challenging under timed conditions as the uploading of the quiz in the LMS and working through questions can be slow or non-moving for online quizzes; for oral exams, students miss the question or hear only part of it – similarly, the instructor only hears part of the reply if anything but to ensure equity, keeps the same timeframe for all students.	time allotted and then to return to the Zoom classroom at the end of timed period.	but students only have a 20-minute time once the quiz is started. No second chances or in/out.	connectivity. Can this exam be taken outside of Zoom asynchronously, but the replies are recorded and there is a timed window for that recording/student replies.  [Thinking here how some companies now use recorded interview Qs as a round of the selection process and candidates have unseen questions and have to record their responses to these questions within a specific timeframe for the replies to count.
<b>BO Rooms</b>	For small groups discussions, tasks, or activities	With low bandwidth, some students drop in/out constantly, missing the rest of the group's	Instead of sending all students to BO rooms; if there are those with connectivity issues, keeping	Setting some tasks, activities, discussions for asynchronous work – where students can	If students are using Mobiles / Cell phones and Data

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		discussion / work; wasting valuable group time for all of the group with having to bring the missing person up-to- speed on what their part is	them in the main room and using that as their BO room [instructor mutes themselves, turns off their cameras, sets up timer for the main room – so students have all the makings of a BO room, just without needing to 'move']	add their contributions as they have connectivity in their own time/space; while setting framework parameters for them on the work and timeframe by which the work needs completing	- multiple devices may be in use for 'listening / seeing with one device; and speaking / typing with another'
<b>Others??</b>					

## Communication Plan Checklist – for Instructors

Just some ideas / suggestions about how students can reach you and how you can clarify your communication plan with students overall on your course.

Reason for Communication	Mode of Communication	Alternative Options	Adaptability for Group Size	Responsibility (student or instructor)
Before Course starts	Syllabus; LMS platform	LMS Announcement;  email-merged note to all students on the course via email;  Message via Group Chat set-up	LSM announcement and Group Chat messages allow for coverage of all on a course in one message;  Email-merged note with individual student name / email address – a bit more work; works well for small groups	Instructor (responsibility) – set framework and expectations about how you will communicate with students; AND how students are able to communicate and reach you during the course
Any student query to instructor	Be clear about how you will reply as the instructor (email to email; email to chat message; etc.)	- Office hours - before / after class - set-up of a one-to-one meeting	Usually individual	Instructor to be clear about what their response time will normally be (e.g., replies within 48-hours of receipt, except on

				weekends when the reply will be next working day of instructor)
Student notifying about Connectivity Issues during class session	Message into the chat (Zoom / Google Meet)	<ul style="list-style-type: none"> <li>- email</li> <li>- Google chat group</li> <li>- through a peer in-class</li> </ul>	Works for individuals, small groups or whole class	<ul style="list-style-type: none"> <li>- Student to let instructor know asap</li> <li>- Instructor to acknowledge asap</li> </ul>
Student asking for Assignment Deadline changes	Email; direct message in Google chat or similar; one-to-one meeting	Working with an Academic Advisor to discuss with instructor; one-to-one meeting between student & instructor	<p>If individual student – individualized reply</p> <p>If group of students – message to all of the class cohort to clarify deadlines and/or any deadline changes (e.g., via ‘all announcement’ in Canvas or other LMS; message to all of the group in a Google Chat group or similar)</p>	<p>Student (responsibility)</p> <p>Instructor may set a timeframe for requests prior to assignment deadline</p> <p>Default practice for students if they do not get a reply / approval from instructor before the deadline</p>
Missed Class Session	Email; direct message in Google chat or similar;	- Normal methods of comms	N / A	Responsibility of the student to notify or request

(e.g., out of electricity; family reasons; movement; broken tech; etc.)	direct message in next class session attended; no message	- peers who are in-class - academic advisor or other administrative support		excused absence as institutional policies allow
Questions / Clarification about topic/skill covered in class	Email; Questions before / after class session	Google chat group or similar; Chat box in online class session; during instructor's office hours	- Can be individual reply - I sometimes anonymise who sent the question but share my reply to all students if it seems applicable	Responsibility of instructor to respond in timely manner (again, setting expectations on response times helps manage student expectations)
Others for you to add here for your own context				

## Attachment 4

### Template for Collaborative Class Google Doc Prepared by Lynn Clausen, American University of Afghanistan

GHEA21 faculty are invited to use and edit this Google Doc:

[https://docs.google.com/document/d/1CoD34M\\_JzEK0qRPwPvIsB0Gov0MRUztdM9pkEMN1HwE/edit?usp=sharing](https://docs.google.com/document/d/1CoD34M_JzEK0qRPwPvIsB0Gov0MRUztdM9pkEMN1HwE/edit?usp=sharing)

and encouraged to contact Lynn Clausen at [hlhclausen@auaf.edu.af](mailto:hlhclausen@auaf.edu.af) to exchange experiences and share best practices regarding the use of Google Docs when instructing with low bandwidth students.

### Notes for Colleagues

This Google Doc is designed as a **live working document** that may be used **alongside** Teacher Scripts. It acts as an aide memoire for students and helps them to see in one place, class tasks. It is also a document that can be downloaded as a PDF once a course has completed.

It isn't intended to replace information found elsewhere (LMS, syllabus) but as a tool to support students in real time, encourage in-class engagement and strengthen class community—especially at the start of a course.

The document can be adapted easily to share with a class, as a collaborative workspace. It helps students keep track of both **synchronous and asynchronous tasks**, allowing the instructor to monitor engagement informally and supportively.

### How It Works

Tabs can be used to suit your schedule—week-to-week or module-to-module. Students can navigate to whichever page they need to. This may help to reduce confusion and repeated questions.

It can be used as a single space to share and track:

- Selections from journal entries (bracket and share)—which can then be responded to with brief written responses
- Dialectical Notebooks
- Breakout rooms notes, groupings and roles
- Links to Reading Note documents, shared documents, films
- Vocabulary / synonym building
- Takeaway comments (identifying gaps in understanding)

## Teaching Practice Notes

I tend to copy and paste prompts into the session's table as a lesson progresses, after posting in chat. This supports students who may drop out due to connectivity issues—they can quickly see where they are in a class and what they need to complete when they are able to re-join synchronously or asynchronously.

This document is also used for collaborative in-class writing.

It is quite easy for a text to be accidentally erased, making a copy regularly as back-up helps to remedy this.

Google Doc links are copied onto Google Drives, into group class chats and course shells—usually near to the link for students to join class.

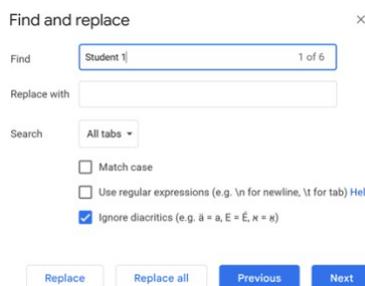
Tabs headings are fully adaptable. Examples shared are illustrative and taken from a recent Language and Thinking (L&T) course.

I also copy key information from the LMS onto the 'Welcome' page as a backup including direct links.

## Why I Find This Useful

This is an evolving strategy for myself—it is by no means perfect. I refine and edit with each new class I work with. I find it effective for tracking engagement in low-stakes, in-class activities.

Using **Ctrl+H** (find and replace) with a student's name allows me to quickly see where and how they are participating. This can help to identify when a student may need additional support, when I can then signpost to IT support or check in with them privately as needed.



Keeping a blank class register on the Teacher Script doc allows me to quickly copy and paste a table if I want to gauge a whole-class response quickly.

Access issues to the Google Doc are rare. Why they do occur:

- I switch to screen share
- I paste responses from our class chat onto the document (or another student will)

**Example**

<p><i>Taken from L&amp;T</i></p> <p><i>Used as a way to discuss our preferred learning styles</i></p>	<p><b>Week One</b></p> <p><b>Monday 5th January</b></p> <p><b>Day Two</b></p> <p><b>Workshop One:</b></p> <p><b>Times:</b></p>	
	<p>Welcome all!</p> <p>Well done yesterday!</p> <p>The arc of our session today is the question - What is learning?</p>	
<p>Journals first, then B&amp;S here alongside your name:</p>	<p>PW1: I learn by... When you have written it, bracket and share and type up no more than three or four sentences and upload it to the Google Doc:</p>	<p>This is where you respond to at least two peer sharings.</p> <p>State where you find a resonance? Don't forget to add your name.</p>
<p>Student 1</p>	<p>(Mostly I learn by reading loudly and then putting my book away and repeating that with myself once again. Because I think whenever I read loudly I can be more focused than just looking at my book while reading by myself.)</p>	<p>Student 11: I really love this technique of reading out loud and then explaining in my own words it helps clear every concept and I learn really fast this way.</p>
<p>Student 2</p>	<p>I learn by visualizing concepts in my mind. If it is not conceptual, I learn by practice. Moreover, explaining to others also helps me learn things very quickly.</p>	<p>Student 6: Great! Visualizing, practicing, and teaching really strengthen learning.</p> <p>Student 8: You make me remember more techniques that I almost forgot to mention, like explaining things to others out loud. I love this technique.</p>
<p>Student 3</p>	<p>(I learn by observing closely and noticing details before trying to interpret them. I learn by writing freely, which helps me discover ideas I did not know I had. I also learn through discussion, by listening to others and reflecting on different perspectives. Finally, I</p>	<p>Student 14 : Great reflection i like how you connect your experiences with your learning.</p>

	learn by making connections between texts, images, and my own experiences.)	
Student 4	I learn by watching and experiencing things practically. I get ideas and new knowledge when I experience them myself which helps me not to forget them in future. This way I understand both the theory and real life experience.	<p>Student 3: Amazing! It seems that you are active and learning things by watching.</p> <p>Yes I agree with what you said, I am Active.</p>

	<p>TAKEAWAY FROM TODAY - Day Two Monday 5th January</p> <p>Write down one thing from today - has there been a learning moment for you? Or a point of challenge that you resolved / wrote through? A new understanding of an idea perhaps?</p>
Student name:	Today was an amazing day for me. I was able to participate actively in the class discussion and confidently share my opinions. In addition...
Student name:	Today was very productive, I shared my opinions and also learned from my classmates. I learned that we often draw conclusions based on our existing knowledge, which can be quite wrong. In order to mitigate this effect, we need to stay open minded and be flexible with our beliefs...
Student name:	One learning moment for me today was realizing that understanding does not come only from curiosity, but from experience that fits who we are...
Student name:	Absent
Student name: Sayed	<i>I can see you are having tech issues, Sayed. Please complete this when you are able to.</i>
Student name:	Today's session was productive for me. I actively engaged in the class and shared my thoughts. The challenging part for me was understanding...
Student name:	Today's session had me reflect a lot on...

**Example**

	Week Three Date: Monday	
In your journals:	FFW1: FFW2:	
	<b>Themes / Key words</b>  We have just read the ... extract together in class. Now, please read the scripts over again and make a note of repeated phrases / words or lines that stand out to you. Try to identify and isolate key themes or ideas - label them (love / freedom etc)	
Word	Orient yourself with any words that are unfamiliar to you - find synonyms for them.  Synonym / definition	
Disgraced	Put to shame	
Self-incurred	one's own fault or We can say self caused	
Defy	Disobey, resist	
	Week Three Date: Thursday	
	Arc of today:  Main activity: Presentations	
	What does a presentation need? <ul style="list-style-type: none"> <li>• An introduction</li> <li>• An outline of a key point - discuss an extract from ... and link it to a second text.</li> <li>• Perhaps a second key point - a different theme perhaps to above?</li> <li>• Would you want to include a third?</li> <li>• A counter? Refuted?</li> </ul>	

	<ul style="list-style-type: none"> <li>You might want to move towards a conclusion and share how they still have relevance for the world we currently live in (references can be local or global, it is up to you)</li> </ul> <p>You might want to consider different roles for your group:  Scribe  Researcher  Time-keeper</p> <p>Each person needs to be heard in the presentation ideally or at least equally engaged in the creation process of the presentation.</p> <p>Do you want to use images?</p> <p><b>Regarding presentations - anything from 2 - 4 minutes is fine! Please don't push for longer</b></p>	
<p>Post presentation process write.</p> <p>JOURNALS</p>	<p>PW1: Think back to what you have just undertaken and engaged in. What learning moments have there been? Try to draw upon something you heard spoken or shared by another - and name the group if you can.</p> <p>(Try to reference at least one other group, as well as your own experience working towards and delivering your presentation.)</p> <p>Now, bracket and share a word, phrase or sentence from your PW and write it here please:</p>	<p>Write a comment in a peer's row to share a resonance or a point you would like to make, in agreement / support / encouragement.</p>
<p>Student name:</p>	<p>Today was brilliant. We had presentations on the topics we had prepared and it was a really good experience... I learned many useful things. Watching different presentation styles helped me understand how to explain ideas more clearly and confidently.</p>	<p>Student 11: Your presentation was amazing and I liked how your group explained everything very well.  It was useful and enjoyable as well.  Great work.</p>
<p>Student name:</p>	<p>There is always something to be learned when we listen to others. I am pleased that I can say that I understood the material the same like other classmates did. I could also see that some portions of presentations were very similar with group four in the introductory part.</p>	<p>Student 2: It was a very engaging discussion. I enjoyed hearing everyone's ideas and perspective on the texts. The connection between the story and your beliefs was insightful.</p>

