



## SKIA Principles and Practice Guidelines for Online Instruction

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Although many instructors are likely to have implemented good practices for online karate-do training, we provide some simple principles below to assist those instructors who may appreciate some additional guidance, or, would like some guidance before attempting to teach online. This is because teaching online brings with it many different considerations to those when teaching face to face. Therefore, teaching karate online is not as simple as running the same type of class (minus kumite exercises) that one would run in the dojo. Below we outline some of the key considerations.

1. Ensure that the drills and combinations that you wish to cover will fit between 1 metre x 1 metre space to 2 metre x 2 metre. Most students (as well as yourselves) are unlikely to have a large training space to execute techniques. It is therefore important to plan ahead and prepare combinations and exercises that can be executed in such a confined space. Therefore, well considered lesson planning is a must.
2. Ensure that you incorporate a warm up to start your class. Alternatively, you can advise your audience of your expectations for a self-guided warm up before the session begins.
3. If instructing kata, consider breaking down the kata into sections so that various sections can be completed in their entirety, but that the student isn't required to continue in a manner that they run out of space. It is therefore useful to break the kata down into thirds or quarters, or even fifths, to ensure an entire section can be completed without the need to readjust due to space restrictions.
4. In most video-conferencing and streaming platforms the presenter (i.e., the instructor in this case) will be viewed by the participants (i.e., the students) as non-mirrored. Although this is similar to the way a student would typically view an instructor in the dojo, the online environment can make it difficult for the student to identify which hand and foot the instructor is moving and/or in which direction they are moving (this is especially the case for when turning in kata or within a particular

drill). It is therefore important that instructors clearly state whether they are moving their left or right arms/legs in drills/sequences where it is important the student moves with the correct side or in the correct direction. Some video-conferencing and streaming platforms have the option to allow you to mirror your video-captured image so that the participants just move the same part of the body they see move on their screen. However, this mirroring function now has your own view of yourself seeming opposite (i.e., you move your left arm, but when you see yourself on your screen, it looks as though your right arm is moving). Although this is easier for the participant, it can be confusing for the presenter. Therefore, if you choose to use this option, please practice seeing yourself beforehand so that when you are instructing in the class you do not confuse yourself, and in the process, confuse your students.

5. Related to the point above, participants may find it difficult to follow along online if combinations or routines are too complicated. Appreciate that many are training at home in an environment they do not typically train in, and, they are watching you teaching in a completely different set of surroundings. Therefore, it can be difficult for some students (especially lower grades and children), to appreciate in which direction you are moving or turning when combinations involve the multiple changing of directions. To this end, it is prudent that you keep the training simple in structure and focus on training fundamental principles of effective movement.
6. Given that not all dojo have an online training presence, students from other dojo may wish to attend your class. We encourage students connecting with other dojo to maintain training within the virtual world. However, in the spirit of karate-do and principles of etiquette, we ask that you confirm the student has informed their resident instructor of their intention to training with you. Also, the student should have contacted you personally, so that you can provide them with details of how to access your session. You should not be publicly or indiscriminately sharing links to your virtual classes, nor should you be allowing unknown participants to enter your online classes. (Please point 9 regarding cybersecurity).

7. Video meeting/conferencing platforms such as zoom provide the option to record a meeting. If you wish to record a session for educative purposes, there are a number of considerations that must be taken into account. First, all session participants must be made aware that a session is going to be recorded as well as the purposes of the recording. If it is to be used as part of a repository of training sessions to be viewed only by members of the existing dojo, then make this clear. If it is to be used for purposes of promotion in public forums, then this must also be made clear. When a recording takes place, it typically includes recording any video on the screen and associated audio. This means that if the instructor hosting the session has set up their screen in grid view, this means that anyone who has their video and audio on will be seen and captured on the recording. Session participants must be provided the option to refrain from being recorded. If a participant(s) do not wish to be recorded, they need to switch off their video. Please understand that some people are likely to be sensitive to being recorded and may feel uncomfortable training under such circumstances. As an instructor, your duty and obligation is to provide an online training environment that is sensitive to the privacy and confidentiality of participants. Therefore, it is best not to record any session unless there is an essential reason or purpose for recording/screen capture.
8. For those instructor who are currently using zoom (or wishing to do so), then please review the document developed by Amanda Baker titled *“Introduction to Teaching Karate via Zoom”*. This document provides many tips specific to zoom, but also advice that can apply across video meeting/conferencing platforms.
9. Cybersecurity is a significant issue in today’s digital world. It is important that you ensure you maintain online practices that can minimise malware attacks, violations of privacy, disrupt a class such as “zoom-bombing” and alike. It is therefore the responsibility of each instructor teaching online to maintain best-practice when hosting a virtual training session. If using zoom, please ensure you review the security tips outlined in the *“Introduction to Teaching Karate via Zoom”* document. Also, please access and review the zoom page on security and ensure you have the most

updated version of your online meeting/conferencing platform installed. For those of you using zoom and other commonly used platforms such as Google Meet, please access the pages below for more information.

**For Zoom:** <https://zoom.us/docs/en-us/covid19.html>

**For Google Meet:** <https://blog.google/products/meet/bringing-google-meet-to-more-people>