Synchronous and Asynchronous Learning Experiences

LeighAnn Tomaswick
Jenny Marcinkiewicz
Center For Teaching & Learning

Ben Hollis
Office of Continuing and Distance Education
Objectives

You’ll be able to...

- Determine what interaction and engagement strategies may be best for you and your course goals
- Implement quick and effective strategies for instructor presence
- Identify teaching tools appropriate for your course
Enhancing Student Learning in Remote Instruction

Not Engaged

Successful & meaningful engagement
Synchronous or Asynchronous?

My class is a face-to-face class being taught remotely....

Driving principles and assumptions:
• Be strategic, reasonable, flexible, and equitable in all actions and decisions
• synchronous sessions during the scheduled class time
• instruction and interaction analogous with traditional face-to-face courses

Find the best blend for you & your students
Interacting with Students Research & Strategies

• (online) Faculty engagement positively influences student satisfaction and retention\(^1\)

• Quality of interpersonal interaction (frequent & effective) relates positively and significantly to student grades\(^2\)

Strategies to Increase Instructor Presence

Instructor Presence: Visibly & Actively Engaged

- Visual
  - Images → avatar → video

- Welcoming
  - Course introductory video
  - Welcome email
  - Personal bio
  - Regular but flexible “office” hours

- Personal
  - Targeted feedback: individual → whole class
  - Recognizing shared challenges and inviting feedback
  - Sharing experiences and resources

Student engagement & satisfaction

Attrition & sense of isolation
Content Delivery (Lecture) Considerations

**Synchronous**

- Real-time questions/answers
- Instant feedback
  - Teaching
  - Their understanding

**Mechanisms**
- Use Ultra’s chat function for questions
- Ultra’s - raise hands & status update

**Asynchronous**

- Goal – content delivery
- Less worries about connectivity
- Students can view at convenient time

**Mechanisms**
- Voice-over Presentation with Kaltura
- Quiz-embedded videos or hotspots

**Important Reminder**

- Record and post sessions
- Break up delivery with questions, reflections, or problem solving
Interactive Discussion Considerations

**Synchronous**
- Small group vs. large group
- Communication norms & expectations
- Participation / accountability?

**Mechanisms**
- Ultra’s chat function
- Bb breakout rooms

**Asynchronous**
- Different prompts/instructions are necessary
  - Post initial by X, after X then post at least # initial responses doing []

**Mechanisms**
- Bb discussion board
- Allow audio/video/other responses

**Important Reminder**
- Allow for other ways for students to participate
  ~flexible & equitable~
## Group Work Considerations

### Synchronous
- Real-time monitoring
- Timely feedback & guidance
- Avoids scheduling concerns

### Asynchronous
- Avoids connectivity challenges
- Student absences not an issue

### Mechanisms
- Ultra breakout rooms & chat function
- Sharing files with groups
- Google drive

### Additional Mechanisms
- Bb discussion groups or wiki’s
- Ultra course room

### Important Reminders

Clear expectations/transparency: who, when, what, how

- Before sending to groups, open communication, cues while in groups/facilitating
Student Presentations Considerations

**Synchronous**
- Length of time limitations
- Connectivity challenges
- Real-time feedback & interactions

**Mechanisms**
- Sharing screens
- Breakout rooms

**Asynchronous**
- Recording can occur offline at various locations
- Easier to share product or paper
- Decreased student anxiety

**Mechanisms**
- Phone recording + upload
- Kaltura
- Gallery walk

How will students engage in the presentations (feedback/questions)
Overall Considerations

- Test/try it out ahead of time/be ready with back-ups
- Be flexible & equitable
- Have empathy for yourself & your students
- What are you comfortable with?
  - How can CTL &/or OCDE support you?
Resources

Center for Teaching & Learning:
• Virtual Consultations
• Teaching Tools in a Flash
• Virtual Workshops

Keep on Teaching:
kent.edu/keeponteaching

Keep on Learning:
kent.edu/keeponlearning (for students)