

Flow Notes

- ❖ Welcome
 - Introduction
 - Format
 - Learning Objectives
 - Differentiate between asynchronous, synchronous, and blended formats
 - Select appropriate format for your content and Learning Outcomes
 - Design instruction around asynchronous, synchronous, or blended formats
 - Question One: *For what percentage of the time in your typical lesson is a student passively receiving information?*
 - A request for perspective taking

- ❖ What are we talking about?
 - **Asynchronous Learning** is.....
 - Advantages:
 - Flexible scheduling
 - Adaptable interaction with content
 - Autonomy building
 - Formats:
 - Video / Reading / Listening to podcast
 - Solo tasks
 - Chat boards, threads

 - **Synchronous Learning** is.....
 - Advantages:
 - Live interaction = immediate feedback
 - More interaction = more engagement = more processing
 - Community building
 - Formats:
 - Zoom meeting
 - Live lecture
 - Co-scheduled activity times

 - Is this a “flipped classroom”?
 - Check your student perspective and types of interaction!
 - Student to *Content*, to *Teacher*, to *Student*

T & L Online: Asynchronous vs Synchronous Shared Learning Space

- ❖ Which is better? -- *It always depends. See the “Moderating Variables” chart at the end of this document.*

- ❖ Conversion
 - Lectures to videos
 - 8~15 minute chunks

 - Discussion groups to online spaces (Moodle, Zoom, student choice)
 - Group activities with low Teacher interaction to independent group scheduling

 - Group activities with high Teacher interaction to limited synchronous space
 - Reduce / remove use of “whole class” activities and plans
 - This hurts me too.

 - Outline the ways students can communicate with you and each other
 - Moodle boards
 - Email
 - NCSU Google groups

 - Faculty availability moves from scheduled lesson to office hours (TA?), email availability, or chat thread availability
 - Be very clear about your scheduled availability and protect yourself
 - It’s okay to have lag time as long as the activity in question allows it (aka “If it’s hyper time-sensitive that’s probably the designer’s fault”)

- ❖ Traps
 - Time
 - Do not increase student time required
 - Do not waste time with the wrong format (e.g. “This meeting could have been an email”)

 - Timing
 - Flurry of due dates across a semester of classes can get dizzying. Simplify
 - Mind other students’ / courses’ needs and schedule carefully.

 - Failure to communicate
 - OVERcommunicate everything, including your structure

T & L Online: Asynchronous vs Synchronous

Shared Learning Space

- (Again...) Provide clear paths for student communication with you and each other
- Social media is a jungle.
 - Be wary of using Facebook, Twitter, etc for communication and discussion spaces

Write thoughts below.

Choose a text color or highlight color for yourself.

Please do not delete anything not your own.

Question Zero: What do you want to know about asynchronous and synchronous learning formats?

When is each format most useful in veterinary education? Do certain learning objectives lend themselves better to one format or the other?

To determine which format will be the most useful, consider your learning objectives, the type of student activity required to accomplish them, and the learning context. Asynchronous formats are best if the objectives can be met by students watching videos, listening to recordings, reading, and/or independent project work at home. Synchronous formats are best for those activities that require students to interact heavily with the instructor, other students, or content that is only available during certain periods (access to equipment or animals, for instance).

In pure impact for instruction time, we tend to see better retention of information and a host of ancillary benefits (engagement, motivation, etc) with synchronous learning that engages the students in highly interactive learning. Synchronous lessons where the students are primarily passive lose out on most of the reasons and benefits for synchronizing in the first place. On the other hand, a holistic assessment of learning environment / context stressors (scheduling around kids, individual needs for pace control, social discomfort, etc) indicates that there are costs paid by requiring synchronous scheduling, for students and instructors. In this case, asynchronous is recommended. Learning context is especially critical when stressors from COVID and isolation are so dominant. As such, it's important to choose the best fit for the learning outcomes, activity type, and context.

T & L Online: Asynchronous vs Synchronous

Shared Learning Space

Is it strategically appropriate to use both synchronous and asynchronous instruction in the same course? I worry there are some pieces of my course that aren't amenable to asynchronous learning.

Absolutely! Match each lesson to the most appropriate format for best results. The current situation forces us to elevate the importance of schedule flexibility such that asynchronous will more often be the appropriate choice than usual.

How do you deal with the lack of non-verbal communication in an online format? For example, you can't look into the audience and determine whether you've lost some people.

Over-over-overcommunicate and layout a clear structure for students to share their voice. Select an avenue for communication that remains accessible for students (Zoom chat section, Moodle discussion board, Google document, etc) and strongly encourage them to use it. Set classroom expectations for yourself and the students around the type, volume, and timing of communication. Reward use of these avenues with recognition and meaningful response. This is a good time to employ a TA or select class members to help you monitor threads, parse questions, and keep you apprised while your primary focus is on instruction.

What software is available to “chuck” new or old videos for student use?

[MyMediasite and Loom](#) are available for desktop capture

ESS sent out an e-mail on May 15th entitled “Recording Fall 2020 Lectures” with a lot of great links and recommendations for this. I've copied it at the end of this document.

What software exists to build interactivity into a video lecture? For example, have students answer a question before they can watch the next bit -

[H5P with Youtube](#) or [Playposit with MyMediasite](#)

T & L Online: Asynchronous vs Synchronous Shared Learning Space

Question One: *For what percentage of the time in your typical lesson is a student passively receiving information?*

80% is lecture

50-70% for non lab sessions

50-90% - depending on the lecture/session

Classroom: 75-90%; clinical 25-50%

$\frac{2}{3}$ - $\frac{3}{4}$

50% for ones I've worked on making more interactive.

Others, probably about 80% listening.

T & L Online: Asynchronous vs Synchronous Shared Learning Space

Online learning design options (moderating variables)

Modality

- Fully online
- Blended (over 50% online)
- Blended (25–50% online)
- Web-enabled F2F

Pacing

- Self-paced (open entry, open exit)
- Class-paced
- Class-paced with some self-paced

Student-Instructor Ratio

- < 35 to 1
- 36–99 to 1
- 100–999 to 1
- > 1,000 to 1

Pedagogy

- Expository
- Practice
- Exploratory
- Collaborative

Role of Online Assessments

- Determine if student is ready for new content
- Tell system how to support the student (adaptive instruction)
- Provide student or teacher with information about learning state
- Input to grade
- Identify students at risk of failure

Instructor Role Online

- Active instruction online
- Small presence online
- None

Student Role Online

- Listen or read
- Complete problems or answer questions
- Explore simulation and resources
- Collaborate with peers

Online Communication Synchrony

- Asynchronous only
- Synchronous only
- Some blend of both

Source of Feedback

- Automated
- Teacher
- Peers

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Martin, F. & Bolliger, D.U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning* 22(1), 205222. doi:10.24059/olj.v22i1.1092

Charles Hodges, Stephanie Moore, Barb Lockee, Torrey Trust, & Aaron Bond, "[The Difference Between Emergency Remote Teaching and Online Learning.](#)" *EDUCAUSE Review*, March 27, 2020.

ESS Recommendations for Recording

We have developed tutorials for you to assist in recording presentations for the upcoming Fall semester. We have identified two technologies that will aid in creating lecture videos.

Microsoft PowerPoint with Audio

If you already have a PowerPoint presentation and use a Windows computer, you can record audio to accompany each slide of the presentation. Follow each tutorial in the order below to create a video and add it to your Moodle course.

[Step 1: Record audio on PowerPoint slides & Make a video file](#)

[Step 2: Import the PowerPoint video to My Mediasite](#)

[Step 3: Add the video link to your Moodle site](#)

My Mediasite Desktop Recorder

Record narration of presentations, websites, and/or third party software on your screen.

MyMediasite creates a video with your audio as well as anything displayed on your screen.

Follow each tutorial in the order below to create a video of your voice over your desktop screen.

[Step 1: Install My Mediasite desktop recorder](#)

[Step 2: Record the narrated video](#)

[Step 3: Add the video link to your Moodle site](#)

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Shared Learning Space

ESS is available to assist you with your recordings so please reach out to us. We can also assist in the use of any technologies. Additionally, ESS can assist in any modifications to presentations for online formats.

If you have used other technologies to record your presentations and want to share with colleagues, please let us know.

- ESS Team