

The odd number breakout room is Group A.  
The even number breakout room is Group B.

Each breakout room starts at their respective page and only answers the question in the left column. List as many challenges as you'd like.

You will then be notified to switch. At this point you switch to the other group's page.

Now fill out answers to the question in the right column.

Visualize your two groups sitting at two tables next to each other. Each group has a worksheet. You fill out answers in the left column first and then exchange worksheets with the other group. Now you have the other group's worksheet and you respond to the question in the right column and use what is written in the left column as prompts.

You work on the left column in your own worksheet and the right column in the other group's worksheet.

Group A

What are some challenges that we might face with making asynchronous classrooms accessible? (8 mins)	As TAs, what can we do to eliminate these barriers? (8 mins)
Unclear instructions but students unable to ask synchronous/immediate questions	Make instructions "always visible". Post on a document that is available through the activity and create discussion forum for students to help each other
Different student learning styles (how effective they are at time management, how prone to procrastination, etc.)	Give clear deadlines Use check-ins and sub tasks
Access to certain materials (like journals) -- particularly for certain disciplines where these are necessary for labs	Provide alternatives/options to complete the task another way
Lab access/real life experience for certain disciplines is limited	Use video links wherever possible Use simulated activities
Poor quality of internet connection for some students might impact participation/accessibility of certain programs	Asynchronous learning- low bandwidth

Group B

What are some challenges that we might face with making asynchronous classrooms accessible? (8 mins)	As TAs, what can we do to eliminate these barriers? (8 mins)
Hard to tell comfort level via body language	Establishing clear lines of communication, eliciting feedback from students following assignments or evaluations (“how did you feel about the assignment” etc)
Hard ensure that students actually participate in discussion (i.e. not reading other student’s comments/saying the same thing as everyone else)	Small group discussions (so that everyone can’t say the same thing) -- have one person share the main ideas of the group Individual assessment/assignment to get idea of what students are thinking independent of one another
Tests and evaluations are difficult	Provide clear instructions/examples/models Setting up synchronous OHs so students can reach out regarding unclear question phrasing/etc.
Not allowing “facebook comments” to arise	
Making people actually read the guidelines, that they don’t get lost in the many, many posts	
Managing time (i.e. reading all of the comments)	
Technology barriers	
Internet connection/ access issues	
Not able to answer questions/clarifications on the spot. More back and forth. May lead to students needing to reschedule their week as they cannot learn the content within their allotted time.	Create forums for students to help each other with their questions.