



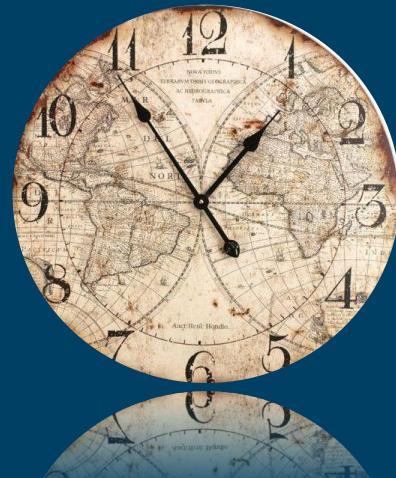
Asynchronous Teaching



Meaningful participation, discussion,
and assessment

Asynchronous (adverb)

Any learning activity that takes place while instructors and students are not simultaneously present.



20%

In one UBC survey last year, only 20% of students who responded desired fully asynchronous lectures.

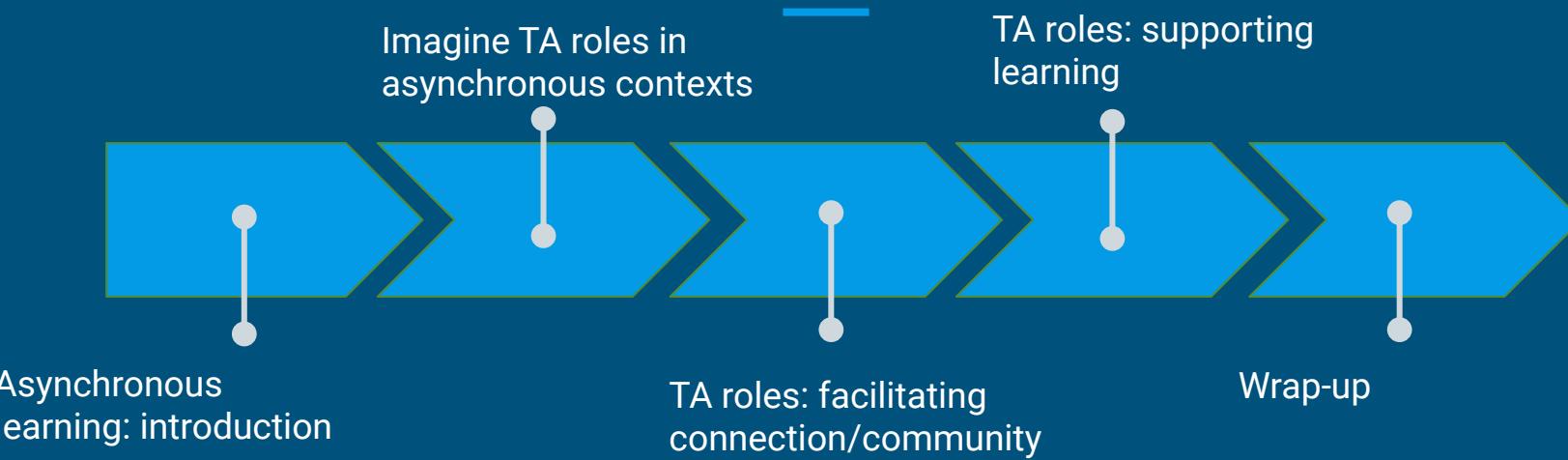
(McPhee and Lyon, "Transition to Remote Teaching and Impact on Student Wellbeing," 2020)

58%

Students who wanted synchronous lectures in some form.

(McPhee and Lyon, "Transition to Remote Teaching and Impact on Student Wellbeing," 2020)

Today's workshop



Today's workshop

Materials required:

- Pen, paper
- Access to this Google Slide deck
- Mic/audio (speaking)
- Breakout rooms

Just a couple tips

Tips for my teaching.

How to make asynchronous learning more engaging

Confidence in lesson design

Tips on making my asynchronous teaching activities more effective

Some new ideas on how to teach asynchronously

Given that people don't often know what's best for them, do you know of any research that compares synchronous vs. asynchronous online learning (in terms of learning, mental health, engagement, etc.)?

Strategies for increasing participation via Zoom

Ideas for getting students interacting with the material, and each other, outside of synchronous class time.

Facilitating asynchronous learning for students --fostering student engagement

Engage students during Asynchronous Teaching

How to make dry mathematics interesting for students

P pretty much any advice about online teaching Ideas to make asynchronous sessions engaging Understand what is eHow to do efficient asynchronous teaching xpected f

Understanding my role as TA in asynchronous learning.

Hoping to understand what is the best method for my teachings

Ideas for how to keep students motivated

How to engage with students in an asynchronous teaching environment!

I hope to learn more about how to ensure asynchronous lectures are still engaging

Ideas for how to encourage participation

How to keep students engaged

I want to make the learning process feel more personal and exciting and engaging, despite the lack of immediate interaction.

Meaning participation strategies

How to lead discussion Encourage participation

Strategies for asyn teaching.

Help student enjoy the asynchronous class and make their discussion meaningful

Understand how to make people participate in asynchrony

I'd like to learn more strategies for asynchronous teaching. This term is new to me, but I have learned in this way several times before. I work with Early Childhood Educators and would like to be able to bring some of these strategies back to my work. Additionally, I am curious how to become a TA. Thanks!

Tips for how to make asynchronous learning more engaging for students

Better understanding of my role as a TA

Best Practices

Advice to help students (and me) learn the best they can! Accessibly :-)

How to do efficient Asynchronous teaching

Strategies to engage students asynchronously in order to participate actively Understand what is the best practices to use in order to make online learning enjoyable.

I hope to gain from this workshop today...

I am interested in exploring....

Grading/providing feedback

Supervising labs

Leading discussions/tutorials

Communicating (email, office hours...)

First name and preferred pronouns

Asynchronous learning

Love/hate?

Respectful of students' other commitments (jobs, family)

Diversity of approaches appeals a diversity of students

Deeper thinking

Can review, learn at own pace

Typing in forums takes more work, concentration; lacks "flow"

Discipline-dependent: does language or art translate to asynchronous

Not as good at discussing, generating ideas

Motivation problems: body language lacking, don't have a "scheduled" time to show up

GROUP 1: Marking A

Inciting questions

Letters from the TA incorporating the opinions of different students - *This is so wise because also practices listening & care for student experience.*

Canvas - *Reflection questions / Student reflect & respond to a classmates reflection*

Course FAQ

Commenting deadlines -> more response

Guidance, support

Comprehensive answer sheet based on rubrics

Applying/demonstrating knowledge

Reflections on each others work

This could help students connect with each other, which is good.

Start here. What tech (communication medium), advantages/disadvantages:

SpeedGrader, Word, Turnitin, Spreadsheets, Rubrics

Supporting exploration

Using collective knowledge for exams

Virtual coffee shop/study groups
Post exam study sess - 30 mins w/ 3-5 classmates to discuss exam

Social connection
Encourage Canvas connections
Piazza
Meme competition

Putting the pieces together

“Muddy point” discussion

<=Rubrics is so important tool!

GROUP 2: Marking B

As a group email?

Love this approach to taking learning outside the class room

Applying/demonstrating knowledge

Provide citations

Assigning small “fieldwork” assignments

Going out to the field is a great opportunity to breathe :)

Social connection
Sharing main feedback to whole class
Emailing back thoughtfully

Inciting questions

Asking students to email questions

Yes, and if they were posted then on a forum, it might help others in the class.

Guidance, support
Open up for students to contact you via email to ask questions

Start here. What tech (communication medium), advantages/disadvantages:

Canvas (speedgrader)
Word (adding text for feedback - super slow)
Email
Piazza

Supporting exploration

Providing follow up materials/ bonus questions that are slightly outside the scope of the lecture

Great way to incite curiosity!

This could incite some creative discussion and thinking, good idea!

Putting the pieces together

Using assessments to get the students to apply their knowledge of the course content

I like this idea of

Optional readings are always great. Just make sure it's not

GROUP 3: Discussions A

Lots of great ideas here.
I'm curious to learn more
about Jam Boards.

**Applying/demonstrating
knowledge**
Summary sheets
Jam boards
Collaborative activities

Good ideas, I've also found asking students to
post questions ahead of time is helpful.

Inciting questions

Discussion boards, asking students
to post their own questions

Guidance, support

- Suggested prompts
- Clear outline
- Timely feedback

Great ideas: timely
outlines are so often
but we all know how
confusion instructional
when feedback is late

Start here. What tech (communication
medium), advantages/disadvantages:
Discussion board, google docs, platform
for quizzes, google jam boards

Supporting exploration
Inspire interest
Guide to explore

Social connection

- Use names
- Encourage
- Replies
- Lead by example

Great ideas 😊

Putting the pieces together

Nice to see you taking initiative and moving
ahead.
In what way/s might you 'lead by example'? (if
you haven't already discussed)

GROUP 4: Discussions B

A few blanks which makes me think there was great discussion and less writing!
Well done

Applying/demonstrating knowledge

Inciting questions

Asking to connect to their own experience previous learning

Guidance, support

- Visual ques
- Handout materials
- Timely feedback
- Dedicated office hours

Social connection

Putting the pieces together

Supporting exploration

GROUP 5: Discussions A

Applying/demonstrating knowledge

Plenty of time and opportunity to take in new information and use it

Inciting questions

More open-ended questions to encourage discussion

Having the time to go through and read/respond to comments

Guidance, support

Easily available tech support, contact info on the home page

Social connection

Students forming bonds by having their ideas respect

So true especially when people feel free to be more disrespectful behind a computer screen

Start here. What tech (communication medium), advantages/disadvantages:

Canvas

Adv: good for discussions because you can see everything

Disadv:

Supporting exploration

Teacher references student ideas, showing the ideas are respected.

Putting the pieces together

Easy to miss comments, can be tough to navigate to find what you're looking for specifically

Jenna's comment here is a good social connection because she has included her own kind opinion.

GROUP 6: Discussions B

Interesting to know. Some things like discussion boards are not used effectively in my discipline so I will take note

Applying/demonstrating knowledge

- Discussion assignments in canvas
- Collaborative papers / projects
- Have students prepare a lesson or resource to teach back to the other students

Inciting questions

Post prompts
discussion boards per assignment
Use open-ended questions
Have a Q&A section in Canvas

Great list here with lots of tech and non-tech solutions.

Guidance, support

Reminders to participate
Moderate discussion
Answer Email questions
Have office hours for students with questions

Social connection

- Office hours
- Piazza (can have anonymity)
- Create an area where students can introduce themselves to each other

Putting the pieces together

Have a round table at the end of the class for questions.
Re-writing / feedback

Great ideas! I can tell that a lot of thought has been put into each area.

GROUP 7: Communication A

Applying/demonstrating knowledge

Letting students share (TA vetted) links to resources they find useful
Allow students to answer each other's questions on discussion boards

Inciting questions

Encouraging students to write down questions before office hours, so the TA can be better prepared to answer their questions
Creating discussions to allow application of material to real life issues

What tools/methods could you use to make students feel you are approachable, available, etc?

Guidance, support

Being responsive / available
Being approachable

I think th we show here for great po

Supporting exploration

Providing feedback with questions and prompts for more thought

Adding links to resources that can spur thinking and promote curiosity
Providing links between course materials and real-life examples

Social connection

Slido - students can vote on others' questions
Canvas discussion boards
Discord
Piazza

Putting the pieces together

Encouraging students to explore required technology on their own time - get comfortable with it

I agree with the point that TA should be responsive, especially for online classes.

GROUP 8: Communication B

Inciting questions

- What time work for you (email correspondence, scheduling TA office hours)?

Great questions.

Applying/demonstrating knowledge

Actually helping instead of telling students to go to the prof

Be prepared

Maybe coordinating with other TA's to find different times for office hours, so people in different timezones can attend

Social connection

Adapt email response times to students' time zones

Great idea! :)

Consideration of time zones is a really important part of asynchronous learning, especially at a school with a large international student base. Great idea!

Putting the pieces together

Clear instructions of expectations is a wonderful idea.

Guidance, support

- Responding to email inquiries from students to clarify questions/ concerns
- Clear, detailed instructions outlining requirements, expectations, etc.

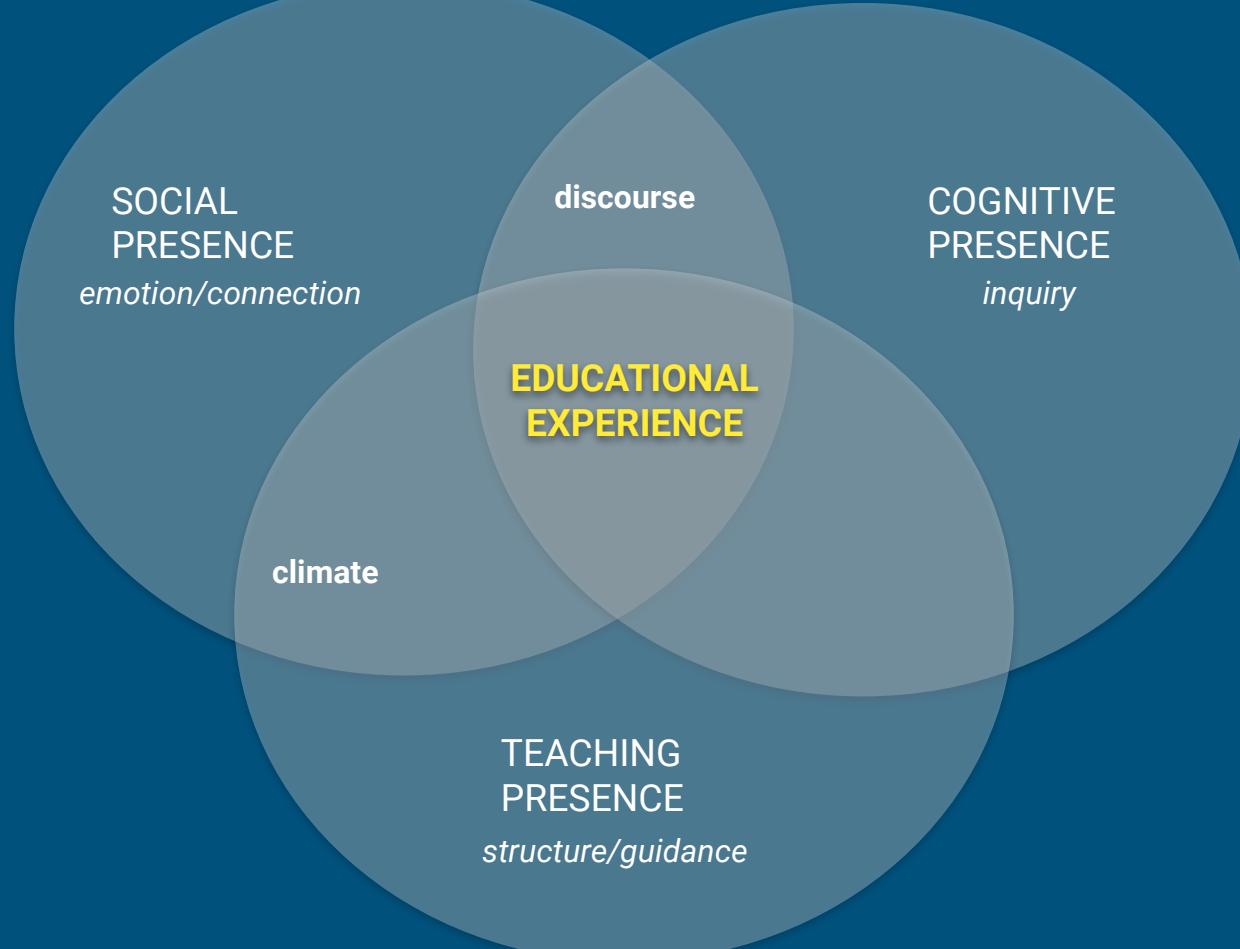
Supporting exploration

- Refer them to additional resources

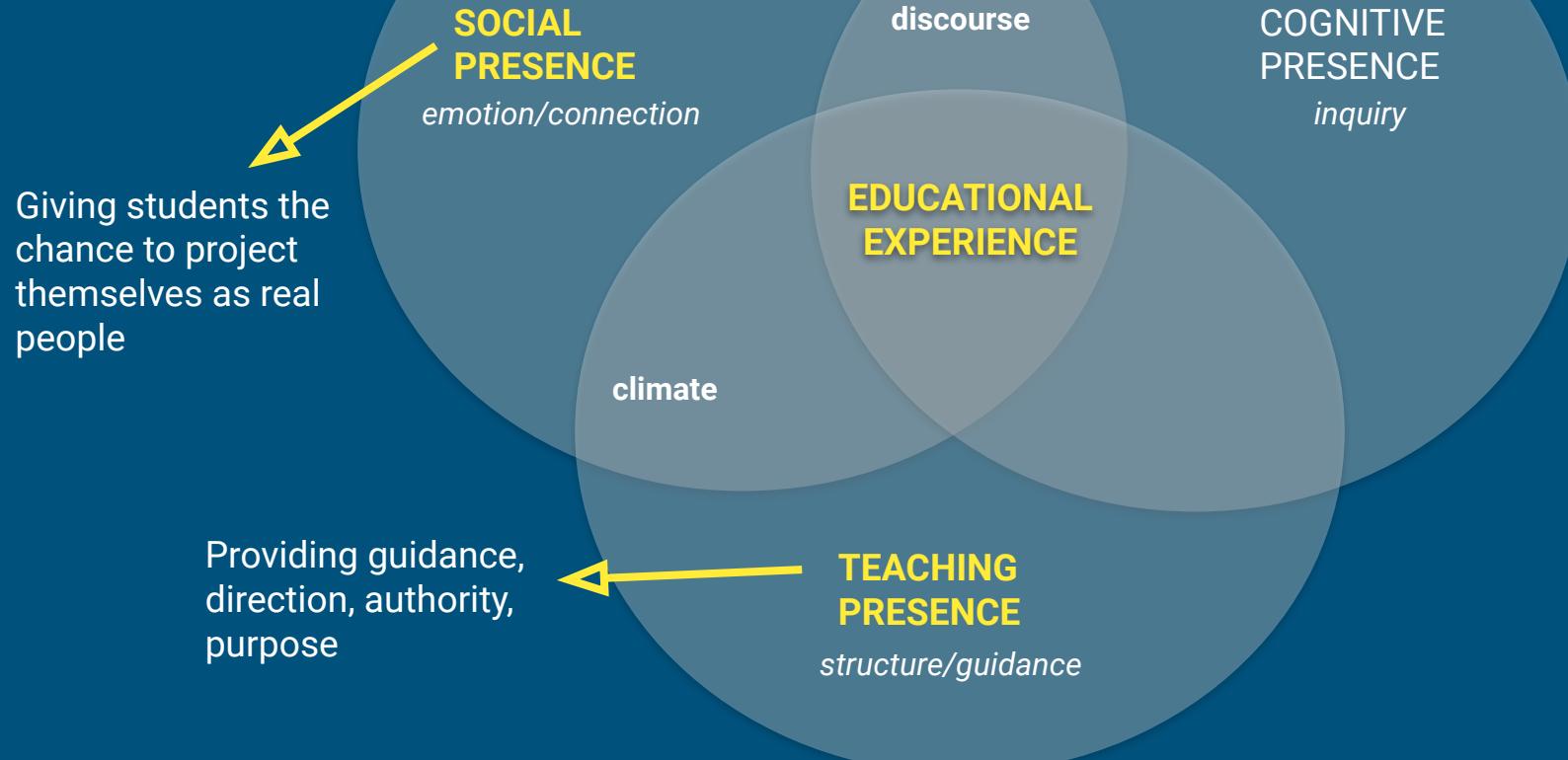
Important part of creating experiential participation

Please write down
one quality you
think a good TA has.

The community of inquiry model



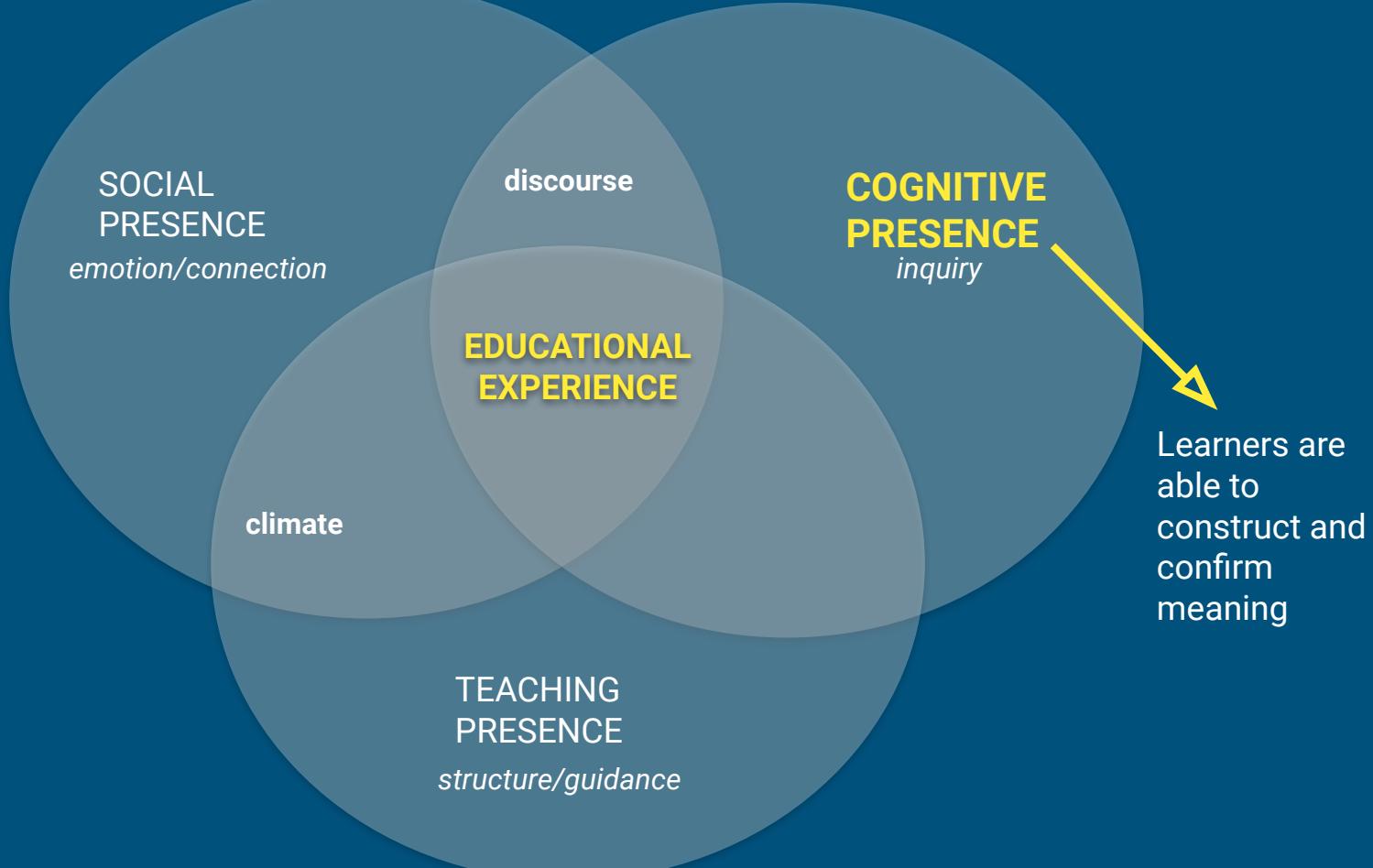
The community of inquiry model



Breakout rooms: Social Presence and Teaching Presence Instructions

1. Share and explain the quality of a good TA that you wrote down
2. Discuss if and how this quality contributes either to building teaching presence (guiding, directing students) or building social presence (connecting students emotionally and socially)
3. Identify how your chosen TA roles can build social presence and build teaching presence
4. Write down your thoughts in the “Social Connection” and “Guidance, Support” area

The community of inquiry model



Cognitive Presence Instructions.

On your own, write down:

1. Think about a course in which you have either been a student or a TA. What was one of the main learning outcomes for that course?
2. How was asynchronous time important for the process of students attaining that learning outcome?

Cognitive Presence Instructions.

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In breakout rooms, discuss:

1. How your TA role can introduce students to ask new or helpful questions
2. How your TA role can support students to explore or discovery
3. How your TA role can help integrate information/put pieces together
4. How your TA role can help students apply or communicate new knowledge