

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)
Technology barriers	Explore their specific needs and connect them to the appropriate resource at UBC, for example, IT team.
Internet connection/ access issues	Explore their specific needs, see how we can help, and connect them to the appropriate resource at UBC, for example, IT team.
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.	<ul style="list-style-type: none"> - Office hours that are known to everyone where students can count on going there to ask their questions. - If students need a one to one zoom call, this can be arranged. - Reply their messages as soon as possible.
Long modules may be hard to keep up with	<ul style="list-style-type: none"> - Be transparent about how long modules are going to take students. (watching the module vs/ taking notes) - Ask for feedback on modules. - Divide modules with clear subsections to allow students time to take breaks, process information, write down questions, etc.
Language barriers - writing answers/questions may be more difficult than speaking	<ul style="list-style-type: none"> - Consult office hours or make an appointment for a zoom call with the TA
Time management - things online/asynchronously can take additional time as they can be done and re-done any number of times	<ul style="list-style-type: none"> - TA could be mindful of the real time it takes: listening to a lecture, taking notes, pausing the video, etc. - Communicate to students how long they should expect to take so they can be organized.

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)
Some people might have to use a VPN to access Canvas, Google, etc.	-be flexible on timelines -allow students to use different platforms for submission (if possible)
It may be harder to get students engaged in an online platform because communication is through Canvas or email.	-offer office hours, offer to meet with students to alleviate the strain/distance of purely asynchronous learning
Group work and collaborations	-offer a zoom link for groups to use to collaborate -offer to help them schedule meetings
Instructions might not be clear and there is no synchronous place to ask questions	-offer office hours to clarify -offer a class discussion/questions forum where classmates can ask each other questions
It might be hard for TA to know how students are doing, it's tough to get feedback (no physical cues)	-small discussion groups that are monitored by TA -send short surveys
Students might miss deadlines because there are only Canvas reminders, but not in person/zoom reminders	-set deadlines in syllabus -encourage students to set reminders in calendar -upload a class calendar with all due dates
It might be hard for TA to motivate students with the course and engaging with the material	
Harder to explain the way of thinking and arriving to a solution (process)	