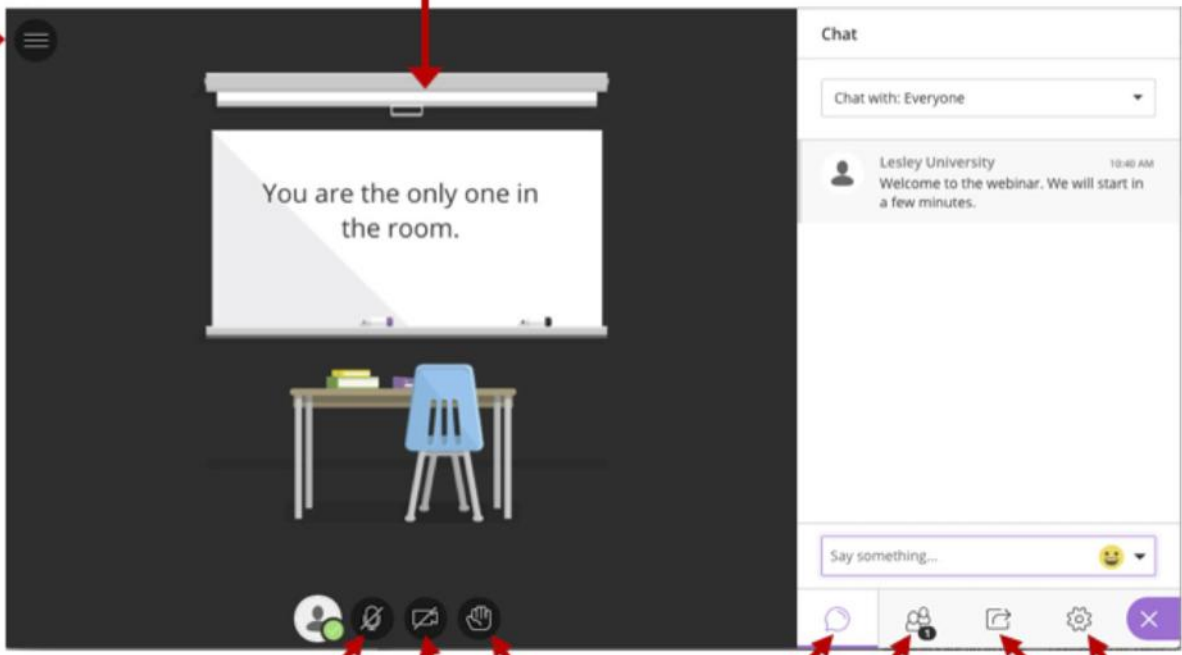




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Microphone on/off   Webcam on/off   Raise hand

Chat   Participants   Share content   Settings

# Leading Synchronous and Asynchronous Online Discussions

TA Institute, May 2020

Facilitators: Austin and Jacob



# Introductions + Guidelines

# Guidelines

- Tune in and participate fully (though we understand some have unique challenges at home like kids).
- Mute your mic when not speaking.
- “Raise hand” before speaking.
- Have respect for each other’s contributions and ideas.

# Poll

How do you feel about online discussions?

- A) Confident
- B) Neutral
- C) Not Confident

# Poll

How much experience do you have leading online discussions?

- A) Lots
- B) Some
- C) None

# Poll

How many students are typically in your discussion-based classes?

- A) 100+
- B) 50-100
- C) 20-50
- D) 10-20
- E) 1-10

# Burning Questions

If you have any BURNING QUESTIONS -- things about Online Discussions that you absolutely want to talk about today -- post them into the Chat right now.

If you think of a question later, take note of it. We'll have some time at the end to go over your questions.



# Goals for today:

1. Identify what makes an online discussion effective for learners, and how that might differ from face-to-face discussions
2. Describe your role as a T.A. in leading online discussions, both asynchronous and synchronous
3. Identify best practices and develop personal strategies for leading online discussions in your own courses

time continuum



## Asynchronous online discussions

- Not every learner is online simultaneously
- Can be verbal or written
- Slower and often more complex contributions

## Synchronous online discussions

- All learners are online simultaneously and can communicate at any moment
- Can be verbal or written
- Immediate and often more simple contributions

## When, Why, and How to Use Asynchronous vs. Synchronous E-Learning

	Asynchronous E-Learning	Synchronous E-Learning
<b>When?</b>	<ul style="list-style-type: none"><li>-Reflecting on complex issues</li><li>-When synchronous meetings cannot be scheduled because of work, family, and other commitments</li></ul>	<ul style="list-style-type: none"><li>-Discussing less complex issues</li><li>-Getting acquainted</li><li>-Planning tasks</li></ul>
<b>Why?</b>	-Students have more time to reflect because the sender does not expect an immediate answer.	-Students become more committed and motivated because a quick response is expected.
<b>How?</b>	-Use asynchronous means such as e-mail, discussion boards, and blogs.	-Use synchronous means such as videoconferencing, instant messaging and chat, and complement with face-to-face meetings.
<b>Examples</b>	<ul style="list-style-type: none"><li>-Students expected to reflect individually on course topics may be asked to maintain a blog.</li><li>-Students expected to share reflections regarding course topics and critically assess their peers' ideas may be asked to participate in online discussions on a discussion board.</li></ul>	<ul style="list-style-type: none"><li>-Students expected to work in groups may be advised to use instant messaging as support for getting to know each other, exchanging ideas, and planning tasks.</li><li>-A teacher who wants to present concepts from the literature in a simplified way might give an online lecture by videoconferencing.</li></ul>

*adapted from Hrastinski, S. (2008) Educ. Quart. 38(4)*

# Some tools to facilitate discussion online

Tool	Description
Padlet	Create boards and documents arranged in a feed
MindMeister	Collaborative or individual concept mapping
Google Jamboard	Virtual whiteboard for collaboration or individual work
CLAS	Annotation system that facilitates multiple media types
Mattermost (pilot phase still)	UBC version of Slack
Piazza	Online discussion forum
ComPAIR	Online peer review tool allowing students to answer a question, then compare and assess peers' answers

For more, check out a **great** list at:

<https://isit.arts.ubc.ca/other-tools-for-teaching-and-learning/>

# Tools we'll be using today

## 1. Collaborate Ultra

- a. Polls
- b. Audio/Video
- c. Statuses
- d. Chat
- e. Annotation tools
- f. Breakout rooms

## 2. Google Jamboard

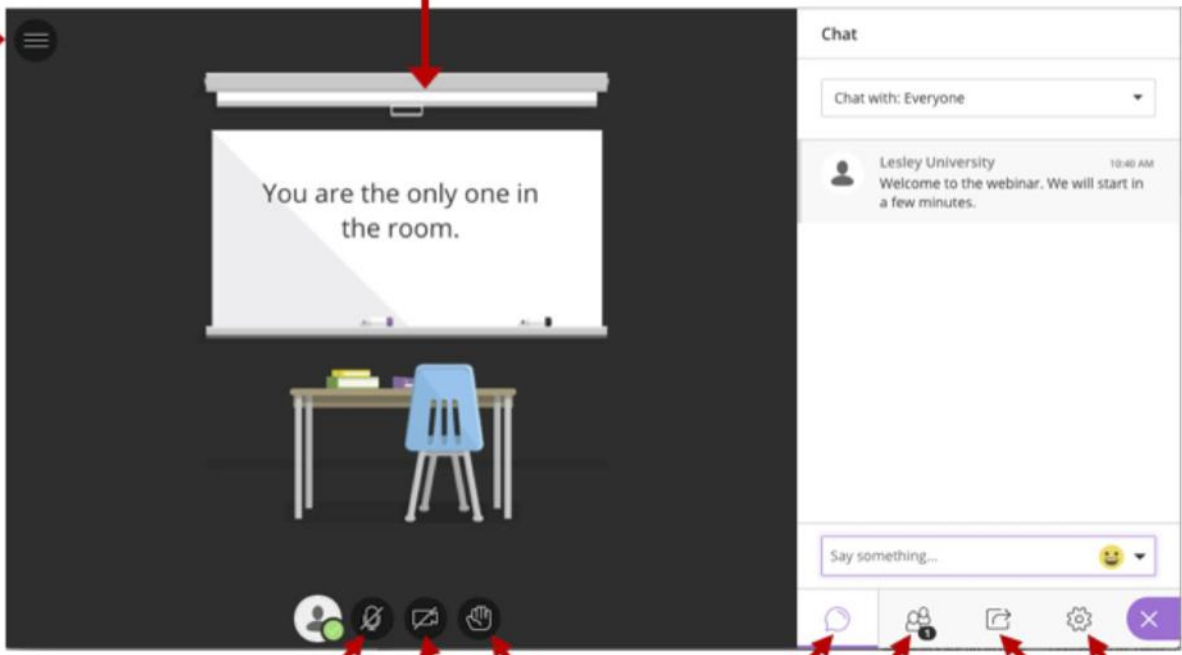
# Breakout Groups overview

We can form smaller, separate chatrooms in Collaborate Ultra so that groups can work individually from the rest of the participants.



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# Google Jamboard overview

Google Jamboard is a “whiteboard” app that lets you post sticky notes and draw on the same page as your group members.

Open our jamboard folder now (we'll link it in the Chat)

Let us give you a quick demo of its features.



# Google Jamboard + Breakout Groups Brainstorm

# Breakout Groups

We will place you in a Breakout Group shortly.

Open the set of PDF instructions and follow the instructions for a Placemat activity. But first, you'll start with an icebreaker!

If your connection is disrupted, you should be able to rejoin your group. If you get “stuck” in the main room, send a chat message to us and we can help send you back on your way

# Jamboard Discussion Part 1a:

Use YELLOW sticky notes to post your responses to your quadrant of the group's board

1. What are discussions typically used for in the courses that you TA for or teach? What makes a discussion effective for learning?
2. How does that change when that course goes online? (if teaching online already, what is different from in person discussions in your discipline?)
3. What are some barriers you might see in leading effective discussions online?

# Jamboard Discussion Part 1b:

When all your groupmates have written their responses, discuss...

(you can turn on audio chat in your group, or use the chatroom feature)

1. Share your responses with your groupmates
  - a. Are any responses similar? Why is that?
  - b. Have you encountered ideas similar to your groupmates' responses?
2. As a group, write down **IN THE MIDDLE SECTION** of your Jamboard the main ideas that came out of your group's discussion **(use yellow stickies)**

# Jamboard Discussion Part 2a:

Use green colour  
stickies for part 2

Think about some of the tools or strategies you want to try using to lead online discussions.

What strategies can you use as TA to overcome the challenges (identified in Part 1) to lead effective online discussions?

Use a **GREEN** color sticky note than before to post those ideas to your quadrant of the jamboard.

# Jamboard Discussion Part 2b:

1. Share your responses with your groupmates
  - a. Are any responses similar? Why is that?
  - b. Have you encountered ideas similar to your groupmates' responses?
2. As a group, write down IN THE MIDDLE SECTION of your Jamboard the main ideas that came out of your group's discussion (use green stickies).

Rejoin main room

Jamboards are in this folder: [[ link in chat ]]

Start to look through other groups' Jamboards.

What potential solutions (green) stand out to you?

Do you see any barriers (yellow) that you have ideas on how to overcome?

Use the "Raise Hand" feature in Collaborate Ultra to volunteer to contribute something to the whole group. You can turn on your audio to speak or type into the Chat.