Leading (a)synchronous discussions online

Friday, 11 September 2020, Online TA Institute

Introductions and land acknowledgments

Sophie MacDonald (she/her)

- PhD student in Mathematics
- Likes: juggling, spicy food
- Joining from the traditional, ancestral, and unceded territory of the Musqueam people

Jacob Goldowitz (he/him)

- PhD candidate in History
- Likes: running, spicy food (bad combo)
- Logging in from the shared territory of the Musqueam, Tseil-Waututh, and Squamish nations

CUPE 2278

For questions about employment and hours/tasks as a TA, contact:

president@cupe2278.ca

Icebreaker

Please share (in the Zoom chat) something we can do to help our students learn via Zoom that we could never have done in a physical classroom!

Burning questions

Before we get started into the planned component, **please share** (again in the Zoom chat) any questions that you came to this workshop really hoping to have answered!

Between us and your fellow participants, we'll try to get them answered, or at least clarified.

Learning objectives

By the end of this session, you will be more able to identify

- strategies to **facilitate synchronous discussions**
- actions that you can take as a TA to **encourage participation in asynchronous discussion**
- actions you can take as a TA to **promote learning**, by:
    - cultivating presence
    - directing outcomes
    - managing time

Agenda

Part 1: Strategies for facilitation

- Verbal and nonverbal communication
- Polls
- What participation means

Part 2: Asynchronous learning

- Adapt an activity for asynchronous learning

Wrap-up and feedback

Part 1: Strategies for facilitation

Verbal and nonverbal features of Zoom

Verbal

- You lecturing
- Spoken discussions in breakout rooms
- Videos or music that you share
- Text chat

Nonverbal

- Slides
- Annotations
- Reactions and raised hands
- Poll responses
- Moving people into breakout rooms
- Text chat

Polls

Please respond to the poll being shared.

You might not be able to respond if you are Zooming via the browser or phone, not the desktop client. It's important to know the constraints of your tech!

Polls using Annotation

How are you feeling about facilitating discussions as a TA?
Please respond with an annotation
(menu in the top center of screen -> View Options -> Annotate)

Not confident
at all

Ridiculously
confident

Participation

Padlet: https://padlet.com/sophiemacpersonal/iqp3o3zbmrkvqn7n

Part 2: A/synchronous learning

Adapt an activity for a/synchronous learning

Open this Google Drive folder (link)

Please let us know, by chat or unmuting, if you can't access the folder.

Once in breakout rooms (i.e. not yet), please find the Jamboard with your breakout room's number. The Jamboard contains a description of a learning activity designed for a physical classroom. Please discuss with your group how you would adapt the activity in both synchronous and asynchronous ways for online learning.

"Socratic Seminar"

Students prepare by reading a text. On seminar day, students sit in a circle and an introductory, open-ended question is posed by the teacher or discussion leader. Students continue the conversation, prompting one another to support claims with textual evidence. There is no particular order to how students speak, but they are encouraged to respectfully share the floor. Discussion is meant to happen naturally.

SYNCRHONOUS			ASYNCRHONOUS	
Discussion space: What tools/tech will you use?	Zoom, Collaborate Ultra		Discussion space: What tools/tech will you use?	Canvas Discussions, Padlet, Jamboard
How will you help students continue the conversation?			How will you help students continue the conversation?	
How can you make sure students "respectfully share the floor"?			How can you make sure students "respectfully share the floor"?	
What can you do to help the discussion "happen naturally"?			What can you do to help the discussion "happen naturally"?	

Gallery Walk of adaptations

Please "walk" through the Drive at your leisure and look at what other groups have come up with.

Debrief of breakout room activity

- External site for collaboration
- Breakout rooms with group work
- Takeaway document
- Sharing and peer feedback

Wrap-up and feedback

Please give us feedback on the session:
https://ubc.ca1.qualtrics.com/jfe/form/SV_805rPVZWtDra7l3

Find resources after this session and others here:
https://wiki.ubc.ca/Documentation:CTLT_programs/CTLT_Institute/2020-Online-TA-Institutes

Discover the Online Instructional Skills Workshop program:
https://ctlt.ubc.ca/programs/all-our-programs/instructional-skills-workshops/