

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)
Can't assume what learning needs/ preferences individuals have	Do a needs assessment at the beginning or in the middle of the students.
Many students may feel less comfortable writing comments than saying them, stakes seem higher	Having multiple ways to respond (record). Having informal discussion forums (e.g. a cafe) where students discuss things outside of the course to make them feel more at ease in writing comments.
Our own computer literacy and pressure to adapt to new/ emerging technologies	Access other resources /workshops that are available at UBC to learn more about the emerging technologies.
Money/resource barrier for accessing some material	Open access education resources to supplement course access; UBC has licences to software (make sure students know about this!)
Lack of visual/verbal cues make it harder to know how people are responding to things, positive or negative	Use of emojis :)/regular check-ins with students (also give recorded feedback)
Time to convert teaching materials (e.g. developing online quizzes)	Search for online quiz banks - you don't always have to develop your own.
Lack of departmental/ institutional support for troubleshooting	Arts IT is your friend. Lots of resources (CTLT for example) if you know where to look.
Harder for TA to coordinate student needs with professor needs since they're more separated from them	Develop a practice of having regular check-ins with instructor/prof

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)
Providing supports across the different time zones that are students are in	Respect each other's respective time zones, respond quickly to emails.
Including different learning preferences - having more options can be more work (logistics/ technology) for the instructor/TA.	Have links to optional resources the teacher doesn't need to directly cover. Draw on existing resources for videos, visuals, etc. Don't need to create your own.
Time constraints	Rely more on existing resources, not always creating your own.
Students missing out on supplementary materials or don't know how to navigate the asynchronous materials. (so many places to look and access!)	Finding different ways to keep students informed, such as canvas announcements with links, announcements during the lecture, etc.
Missing out on the sense of community and social aspects of learning synchronously. Not as much flow	-Using group assignments can help, smaller discussion forums -More activities that allow students to express their own interests -Make their own google docs, discord discussions