Session Menu
(Recording, call in by phone, get help)

Media Space
(Webcam, whiteboard, shared content)

Chat

Chat with: Everyone

Lesley University   10:40 AM
Welcome to the webinar. We will start in a few minutes.

You are the only one in the room.

Say something...

Microphone on/off   Webcam on/off   Raise hand   Chat   Participants   Share content   Settings

Please note that this session will be recorded

Leading Synchronous and Asynchronous Online Discussions

TA Institute, July 23, 2020

Facilitators: Sai and Austin

Guidelines

- Tune in and participate to your fullest capacity (we understand that some have unique challenges at home).
- Mute your mic when not speaking.
- "Raise hand" before speaking.
- Have respect for each other's contributions and ideas.

Agenda

- ➔ Welcome
- ➔ Guidelines
- ➔ Self check-in
- ➔ Goals for the session
- ➔ Review: Asynchronous & Synchronous Discussions
- ➔ The When & Why of online discussions (Padlet)
- ➔ Adapting Discussions for the Digital Classroom (Jamboard)
- ➔ Best practices

Use **one word** to describe: How do you feel about leading discussions online? (30 secs)

Poll

How much experience do you have leading online discussions?

A) Lots
B) Some
C) None

Goals for today:

1. Identify when and why asynchronous and synchronous discussions are used in online learning.

1. Identify challenges and develop personal strategies and best practices for leading discussions in our own courses.

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

time continuum

When, Why, and How to Use Asynchronous vs. Synchronous E-Learning		
	Asynchronous E-Learning	Synchronous E-Learning
When?	-Reflecting on complex issues -When synchronous meetings cannot be scheduled because of work, family, and other commitments	-Discussing less complex issues -Getting acquainted -Planning tasks
Why?	-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.
How?	-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.
Examples	-Students expected to reflect individually on course topics may be asked to maintain a blog. -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.	-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. -A teacher who wants to present concepts from the literature in a simplified way might give an online lecture by videoconferencing. *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-

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. Padlet
3. Google Jamboard

More info on tools we're using today and why

Polls, status updates, instant messenger in Collaborate Ultra:
- Allow for mic-free communication and can be used for communication/participation on a larger scale. Lower stakes contributions to discussion.
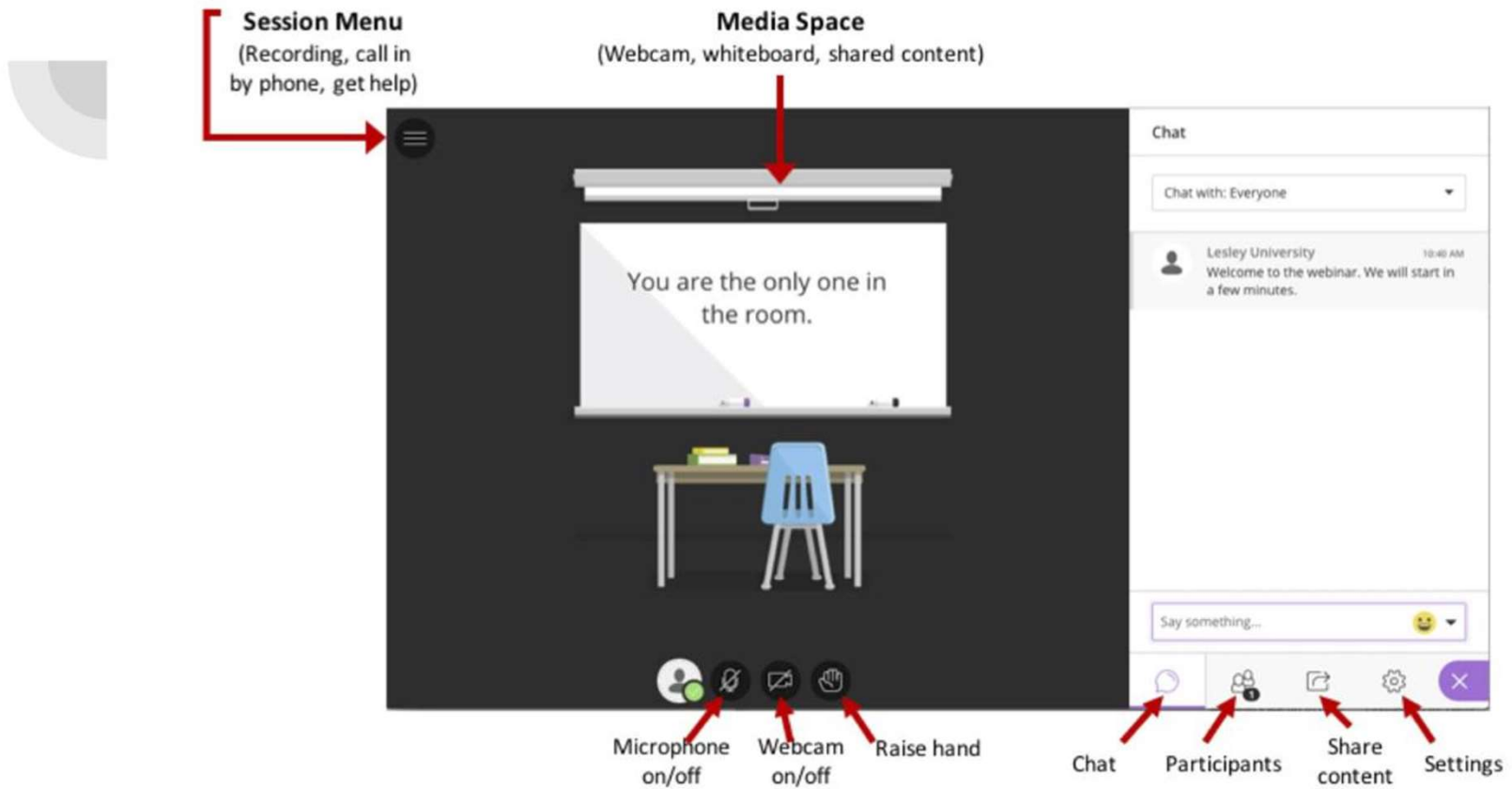
Padlet, Jamboard, annotation tools in Collaborate Ultra:
- Allow for organization of more complex ideas and facilitate documentation of group discussions. Padlet and Jamboard can also be used asynchronously. Higher stakes.

Breakout Groups overview

We can form smaller, separate groups in Collaborate Ultra so that groups can work separately from the rest of the participants -- this allows our learners to actively **discuss** and work with material.

We use breakout groups because verbal discussion with many participants is not feasible with so many of us in the same room (in person or online!).

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Padlet overview

Padlet is a free (reduced functionality) versatile communication and organization tool that can be used multiple ways. For example, learners could:

- maintain their own pages throughout a course to keep track of and organize ideas or growth/achievements.

- collaborate on a single page to brainstorm or map concepts.

Activity: When and Why use online discussions?

10 min: Use our Padlet to brainstorm ideas on when and why we use discussions in our classrooms.

Read through responses, and add any missing ideas to their respective columns.

"Like" posts you strongly agree with so we can discover some core ideas.

Padlet password: OnlineTA

From Padlet:

Why Asynch:

When Asynch:

Why synch:

When synch:

Adapting Discussions for the Digital Classroom

Google Jamboard + Breakout Groups Brainstorm

Google Jamboard overview

Google Jamboard is an app that you can use as a collaborative "online whiteboard".

We will go over some of the features of the app in a minute.

Jamboard + Breakout Groups

Note down your Breakout Room number.

In the shared google folder (link will be sent in chat), open your group's jamboard.

This is a group discussion activity.

Activity instructions are written in the first two frames of your Jamboard.

The instructions are also in a file titled "Instructions" in the shared folder, if you need them.

Breakout Room time breakdown (17 mins)

Icebreaker (5 mins)

Discussion Activity (12 mins)

Rejoin main room

Jamboard debrief

What one thing should you do differently in leading discussions online? (2 mins)

Share a **one sentence** response in the chatbox.

Best Practices: How to lead discussions online

Asynchronous:

Synchronous:

Use **one word** to describe: How do you feel about leading discussions online? (30 secs)

Summary

1. Identify when and why asynchronous and synchronous discussions are used in online learning.
2. Identify challenges and develop personal strategies and best practices for leading discussions in our own courses.

Thank you!

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