Engage students synchronously and asynchronously in online teaching

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Synchronous Definition

Synchronous learning, which means at the same time requires interacting with an instructor through the Internet in real-time.

Synchronous means that an *instructor is present* when the course is delivered, even though the course might be delivered remotely over the Internet.

(Richard, 2009).
Asynchronous Definition

Asynchronous, which means, "not at the same time," allows the learners to complete the web based training on his own time and schedule, without live interaction with the instructor.

Asynchronous type classes are completely the opposite of synchronous classes which means that the instructor does not need to be present, therefore allowing learners to learn anytime, at their convenience.

(Richard, 2009).
Figure 1
Cognitive and Personal Dimensions of E-Learning

Asynchronous E-Learning
Cognitive Participation
increased reflection and ability to process information

Synchronous E-Learning
Personal Participation
Increased arousal, motivation and convergence on meaning
Analyze your strengths and weaknesses

• Identify teaching strengths/what you like to do and think about how you can translate them into online teaching behaviors

• Identify teaching weakness/what you don’t like to do and think about how you can enhance those teaching behaviors
An architecture of engagement

• **Syllabus communication and engagement policy**
  • Policies, procedures, and mechanics about how to communicate and learn
  • Explicit instructions on delivery mode
  • Online participation and collaborative work requirements
  • Technology requirements
  • Technical support
  • Information pertaining to your teaching presence online
An architecture of engagement

• Syllabus communication and engagement policy
• **Course orientation**
  • Description of course purpose, content, . Student learning outcomes, objectives
  • Course structure and timetable
  • Outline of weekly study units
  • Sequence of learning activities
  • Core learning resources
  • Assessing students
  • Success in the online environment.
An architecture of engagement

• Syllabus communication and engagement policy
• Course orientation
• Course site setup
Asynchronous online activities

- **Providing course content online**
  - Reading
  - Graphics
  - Media
Asynchronous online activities

• Providing course content online

• **Class communication**
  • Before course starts
  • Q & A / Cyber Cafe
  • The first week of class
  • Each week
  • Office Hours
  • Formative feedback
Asynchronous online activities

- Providing course content online
- Class communication
- **Asynchronous online discussions**
  - Structure meaningful discussion questions
  - Make expectations clear.
  - Set up and facilitating discussion boards
  - Use group discussions.
Asynchronous online activities

• Providing course content online
• Class communication
• Asynchronous online discussions
• Online assignments and quizzes
• Social media tools: VoiceThread, Blog, Journal,
• Collaborative environment: Groups in Bb, Office 365 tools, and more
Synchronous Online Engagement

• **Pre work**
  • Making connections!
  • Ask participants to come with one burning question
  • QQTP activity
  • Meeting preparation and setup
Synchronous Online Engagement

1. Communicating rules
2. Setting the stage
3. Connecting activities
4. Facilitate but not dominate
5. Invite learners to co-host
6. Group work
7. Guest speaker
8. Assessing live participation
9. Virtual office hours
10. Tools: screensharing, breakout rooms, polling, chat, whiteboard, annotation, etc.
Engaging students with technologies

• Asynchronous Technologies
  • Bb Announcement
  • Discussion Boards
  • Bb Inline Grader Tool (for use with Bb Assignments)
  • Yellowdig and VoiceThread

• Synchronous Technologies
  • Zoom (screen sharing, sharing video/audio, spotlight video, polling, breakout rooms, reactions)
Ongoing Training
Ongoing Training & Support

• We are also available to work with you one-on-one
• To get that support, please reach out to support@villanova.edu or who you normally work with within UNIT-Learning Technologies on your Bb questions.
Bb Announcement Tool

• Announcements is a way to post time-sensitive information critical to course. Announcements are typically added for following course activities:
  • Reminders/changes to due dates for assignments and projects
  • Changes to your syllabus
  • Corrections/clarifications of materials
  • Exam schedules

• You can add, edit, and delete announcements from the *Announcements* page. When you add an announcement, you can also send it as an email to students in your course. Students receive the announcement even if they don't log into your course.

• New and older Announcements remain listed on the Announcements Page

Source: [https://help.blackboard.com/Learn/Instructor/Interact/Announcements](https://help.blackboard.com/Learn/Instructor/Interact/Announcements)
Announcements

New Announcements appear directly below the repositionable bar. Reorder by dragging announcements to new positions. Move priority announcements above the repositionable bar to pin them to the top of the list and prevent new announcements from superseding them. The order shown here is the order presented to students. Students do not see the bar and cannot reorder announcements.

Create Announcement

New announcements appear below this line

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Supplemental resources

Posted on: Friday, January 17, 2020 10:23:32 AM EST

1. Writing Tutor: 1 Writing Tutor: Students should send her an email at d.wilson@villanova.edu to briefly explain the assignment which they are seeking assistance on and when it is due.

Tutoring Services for Speaking and Presentations: email tutoring.services@villanova.edu or book an appointment online at

Learning Support Services: email learning.support.services@villanova.edu

VU Falvey Librarian for HRD:

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Help line for connection issues

Posted on: Tuesday, January 7, 2020 11:19:14 PM EST

If you are having difficulty with your connection or other issues during our class together:

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class times and office hours

Posted on: Monday, January 6, 2020 7:41:30 PM EST

Our class will be held on Tuesdays from 8:30 PM ET to 10:30 PM ET.
Office hours will be held from 7:30 to 9:20 ET and after class until 11:00 PM ET.
Bb Discussion Tool

• Discussions are a good way to encourage students to think critically about your coursework and interact with each others' ideas. You can create discussions around individual course lessons or for your course in general. As the instructor, you own the discussions. After you start a discussion, you can post comments of your own to guide students.

• The most common form of interaction in an online course is through discussions started by an instructor. Participation and interaction in discussions don't occur naturally. You must intentionally design it into your courses. To encourage engaging, quality discussion, craft discussion questions carefully and create inquiry.

• Examples of Discussion Boards
  • Course Introductions
  • Questions for the Professor
  • Student Questions

Source: https://help.blackboard.com/Learn/Instructor/Interact/Discussions/Create_Discussions
## Discussion Board

Discussions are a good way to encourage students to think critically about your coursework and interact with each other’s ideas. You can create discussions around individual course lessons or for your course in general. More Help

<table>
<thead>
<tr>
<th>FORUM</th>
<th>DESCRIPTION</th>
<th>TOTAL POSTS</th>
<th>UNREAD POSTS</th>
<th>UNREAD REPLIES TO ME</th>
<th>TOTAL PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions for the Professor</td>
<td>Your professor will share information that seems to be a common question within the class in this forum, rather than responding to multiple emails of the same topic.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Forum</td>
<td>Students can discuss a wide variety of items here and network with each other.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
| **Week 1 Introduction Discussion** | **Introduction Discussion**

Please post one or two introductory paragraphs to introduce yourself to your classmates; include your interests, hobbies, where you are in the program, and your expectations for the class. If you are compelled, comment on another’s posts. | 6           | 6             | 0                    | 5                  |
Bb Inline Grader (Bb Assignments)

• Provides an alternative method to provide feedback on Bb Assignments (Alternative to: Word commenting feature/tracking changes or methods)
  • Highlight Text
  • Add Comments
  • Draw

• Create Recording for Feedback within Inline Grader
  • An instructor or grader can create personalized feedback recordings (audio only or video & audio) when grading an assignment
  • Each recording can be up to 5 minutes long and can be either audio only or include video as well. Feedback recordings are viewable to students as they view grading feedback within Blackboard
  • Inform students know that you will be providing audio/video feedback and that it will be located within My Grades

• Bb Annotate (Week of May 25)
  • Replaces current inline grader service (Box View)
Sociological Imagination: DRINKING COFFEE

Drinking a cup of coffee is a simple act that can be as hot as possible, black, and in my favorite coffee shop available. The cup needs to sit next to a busy barista in one's lap. I prefer my first couple of cups of coffee to be at home. When meeting for coffee, I usually order a “fancy” coffee. I never take time to make myself anything special.

Coffee drinking starts early for most of us, but often extends through a lifetime. But many will say, coffee is more than a drink. It has become an integral part of the social rituals we engage in. It can be a signal that someone hasn’t seen us recently. We regularly meet our best friends to share our favorite coffee and catch up. Coffee drinking is more than just a physical activity. It requires mindfulness and awareness of the world around us.
Impact of Habitat

Habitat loss poses the greatest threat to species. The world’s forests, swamps, plains, lakes, and other habitats continue to disappear as they are harvested for human consumption and cleared to make way for agriculture, housing, roads, pipelines and the other hallmarks of industrial development. Without a strong plan to create terrestrial and marine protected areas important ecological habitats will continue to be lost.

Habitat loss is probably the greatest threat to the variety of life on this planet today. It is identified as a main threat to 85% of all species described in the IUCN’s Red List (those species officially classified "Threatened" and "Endangered"). Increasing food production is a major agent for the conversion of natural habitat into agricultural land.

Why is it happening?
Forest loss and degradation is mostly caused by the expansion of agricultural land, intensive harvesting of timber, wood for fuel and other forest products, as well as overgrazing.

High land conversion rates
The net loss in global forest area during the 1990s was about 95 million ha (equivalent to 2.4% of total forests). It is estimated that in the 1990s, almost 25% of deforested areas were converted to agricultural land.

Around half of the world’s original forests have disappeared, and they are still being removed at a rate 10x higher than any possible level of regrowth. As tropical forests contain at least half the Earth’s species, the clearance of some 17 million hectares each year is a dramatic loss.

Coastal and marine areas
Human impact on terrestrial and marine natural resources results in marine and coastal degradation. Population growth, urbanization, industrialization and tourism are all factors.

In 1994, it was estimated that 37% of the global population lived within 60 km of the coast.
Voicethread

VoiceThread is an interactive discussion tool that allows you and your students to engage in an asynchronous discussion using a variety of communication mediums that include:

- Video
- Audio
- Screen Capture
- Screen Annotation
- Pictures

This tool is fully integrated with the Blackboard course environment and found under Tools.
This appears to be a baseball player from a bygone era. He doesn't resemble today's players.
Photography...how we love you!

There is no other visual medium that has penetrated our lives more than photography, whether we consider traditional “film” photography or new forms of digital photography.

On this slide, gives examples of how photography plays a role in your life.
Yellowdig

Yellowdig is a social pin-board for teams that lets you quickly share items of interest, assess student participation, and drive class discussions within your private community.

Integrated into Blackboard Learn, Yellowdig helps to turn your course into a social learning community.

Students have a familiar looking site similar to other social networks with the ability to post and share content.

Faculty are capable of setting up a point system to rate the quality of content posted which in turn can be published back to the Blackboard gradebook and used as participation score.

Yellowdig Engage
Nolan Ryan Pitching Mechanics - A Biomechanical Phenomenon

Here's a video I found breaking down the pitching mechanics of Nolan Ryan. I would be curious to see how the author for this week's reading, Paul Nyman, would apply this pitching model to Nolan Ryan's pitching motion.
The Man Who Started The Pitching Revolution: A Discussion With Paul Nyman

This is interesting story that I found which discusses traditional pitching and throwing models in baseball and the person who is mostly responsible for that change. I did not realize this change in the 1990s.

Tony Abbatine speaks with Paul Nyman, the founder of SETPRO, regarding the new-age pitching philosophies and more.

https://www.baseballamerica.com/story...
Zoom

• Screen sharing
• Sharing video/audio
• Spotlight student video
• Polling
• Breakout rooms
• Reactions
Zoom – Screen Sharing
Zoom – Screen Sharing – Allowing Students to Share
Zoom – Screen Sharing – Selecting What to Share
Zoom – Screen Sharing – Selecting What to Share

- Portion of Screen
- Music or Computer Sound Only
- Content from 2nd Camera

Options:
- Share computer sound
- Optimize Screen Sharing for Video Clip

Share
Zoom – Screen Sharing – Whiteboard
Zoom – Screen Sharing – Share Video
Zoom – Screen Sharing – Share Audio Only
Spotlight video puts a participant as the primary active speaker for all participants. All participants will only see this speaker as the active speaker. This feature is often used to spotlight a keynote speaker.
Zoom – Spotlight Student Video
Zoom – Spotlight Student Video
Breakout rooms allow you to split your Zoom meeting in up to 50 separate sessions.

Breakout rooms are sessions that are split off from the main Zoom meeting. They allow the participants to meet in smaller groups. Breakout rooms can be used for collaboration and discussion of the meeting.

The meeting host can choose to split the participants of the meeting into these separate sessions automatically or manually, and can switch between sessions at any time.
Zoom – Breakout Rooms
Zoom – Breakout Rooms
Zoom – Breakout Rooms

- Breakout Room 1
- Breakout Room 2

Options:
- Move all participants into breakout rooms automatically
- Allow participants to return to the main session at any time
- Breakout rooms close automatically after: 30 minutes
- Notify me when the time is up
- Countdown after closing breakout room
  - Set countdown timer: 60 seconds
Zoom – Breakout Rooms
Zoom – Polling

• The polling feature for meetings allows you to create single choice or multiple choice polling questions for your meetings.
• You will be able to launch the poll during your meeting and gather the responses from your attendees.
• You also have the ability to download a report of polling after the meeting. Polls can also be conducted anonymously, if you do not wish to collect participant information with the poll results.
Zoom – Polling
Zoom – Polling

![Polling in Zoom](image)

1. Favorite color
   - Blue
   - Red
   - Green

[Launch Polling]
Zoom – Polling

Edit Meeting Polls
You have created 1 poll for this meeting.

<table>
<thead>
<tr>
<th>Title</th>
<th>Total Questions</th>
<th>Anonymous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poll 1</td>
<td>1 question</td>
<td>No</td>
</tr>
</tbody>
</table>

Add
Zoom – Reactions – For Students