ASYNCHRONOUS TOOLS & TECHNIQUES

February 9, 2-3pm

http://bit.ly/discussOnline1

SYNCHRONOUS TOOLS & TECHNIQUES

February 23, 2-3pm

http://bit.ly/discussOnline2

FACILITATING EFFECTIVE ONLINE DISCUSSIONS IN QUERCUS

Education Technology Office

1

Provide an overview and feature comparison of the tools that support participation in **synchronous** discussions

2

Explore how to use these tools to design discussions aligned with your course learning outcomes, content, and activities

3

Review key considerations for designing and facilitating **synchronous** discussions for learning and engagement

SESSION AGENDA

A QUICK POLL

What tool have you used for synchronous online discussions?

A. Bb Collaborate

B. Teams Meetings

C. Zoom

D. Other (specify in chat)

ANSWER IN CHAT

What has been your experience with synchronous online discussions (either as a facilitator or participant)?

Challenges? Strengths?

BIG PICTURE

CHALLENGES AND BENEFITS OF ONLINE DISCUSSIONS

ASYNCHRONOUS AND SYNCHRONOUS MODES

ARE DISCUSSIONS WORTH THE TROUBLE?

Challenges

- Silence
- Students who overcontribute
- Students who never/rarely contribute
- Inappropriate/off-track comments
- Distractions

ARE DISCUSSIONS WORTH THE TROUBLE?

Benefits for instructors

- Increased interaction with students

- Detect and address misconceptions

- Provide clarifications and ask questions

- Relate current events/authentic materials to class content

- Community-building

ARE DISCUSSIONS WORTH THE TROUBLE?

Benefits for students

- More opportunities for interaction with content, peers, and teaching team

- Experimentation and problem-solving

- Increased communication & collaboration skills

- Community-building

8

WHICH MODE?

	Asynchronous	Synchronous
What?	• Delayed mode of communication • Allows for **cognitive participation**	• Real-time communication • Supports **personal participation**
When?	• Reflecting on more complex issues (analyzing, evaluating)	• Discussing less complex issues (brainstorming, planning)
Why?	• Students have more time to reflect and process information because an immediate response is not expected	• Students become more committed and motivated because a quick response is expected
How?	• Asynchronous tools (discussion forums)	• Synchronous tools (videoconferencing)

Adapted from Hrastinski (2008) & Ragupathi (2018)

SYNCHRONOUS DISCUSSION TOOLS

ACCESS AND SET UP

FEATURE COMPARISON

SYNCHRONOUS DISCUSSION TOOLS

Blackboard collaborate
Ultra Experience

MS Teams Video Meetings

zoom

Which webinar tool should I use (and when)?

SYNCHRONOUS DISCUSSION TOOLS

Blackboard collaborate
Ultra Experience

MS Teams Video Meetings

zoom

Fully integrated with Quercus: BbCollaborate

Fully integrated with O365, accessible via Quercus: Teams + Quercus

Provisional one-year license, not integrated into Quercus, not supported: Administer Zoom

	Bb Collaborate Ultra	**MS Teams Video Meetings**	**Zoom**
Quercus Integration	✓	✓	
Access	Enable in Quercus course navigation	From MS Teams or Outlook; within RCE in your Quercus Course	Set up UofT Zoom license (How do I administer Zoom in my course?)
Max # participants	250 by default, 500 with large sessions enabled	300	300 (with license)
Roles within meetings	Moderator, Presenter, Participant	Organizer, Presenter, Attendee	Host, Co-host, Participant

	Bb Collaborate Ultra	MS Teams Video Meetings	Zoom
Polling	✓ (single question, cannot pre-populate)	✓ (MS Forms)	✓ (multiple questions, can pre-populate)
Share files/presentations	✓	✓	✓
Small group collaboration	✓ (max 20 breakout groups)	✓ (max 50 breakout rooms)	✓ (max 50 breakout rooms)
Chat	✓	✓	✓
Share audio/video	✓	✓	✓
Raise hand	✓	✓	✓
Other interactive features	status/feedback, chat emoticons	emojis, stickers, message urgency	emoticons for status/feedback

WAYS STUDENTS CAN PARTICIPATE

SPEAK

VOTE

WRITE

WORK IN GROUPS

SHARE WORK

(adapted from Levy, 2020)

DESIGNING DISCUSSIONS

ALIGNING DISCUSSIONS WITH COURSE LEARNING OUTCOMES, CONTENT, AND ACTIVITIES

DESIGNING DISCUSSIONS

Purpose

- pedagogical intention

Alignment

- relation to course goals/assessment/activities

Prompt

- question/activity, preparation and expectations

People

- who participates and what are their roles, instructor presence

Assessment

- participation rubrics, tracking participation

Tech

- low-stakes practice
- affordances

TEACHING WITH DISCUSSIONS

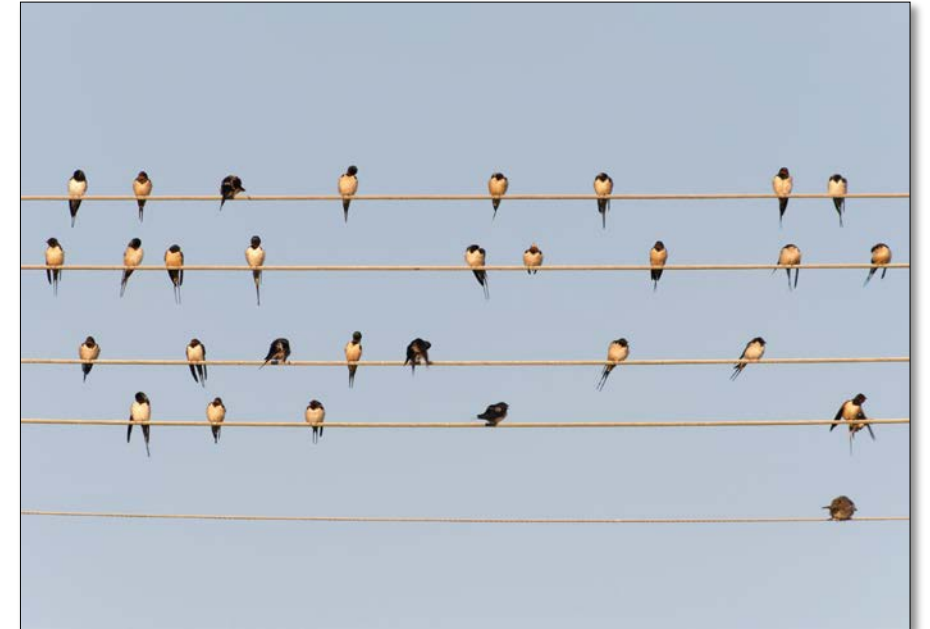FACILITATING EFFECTIVE DISCUSSIONS FOR STUDENT LEARNING AND ENGAGEMENT

FACILITATING DISCUSSIONS

Set expectations
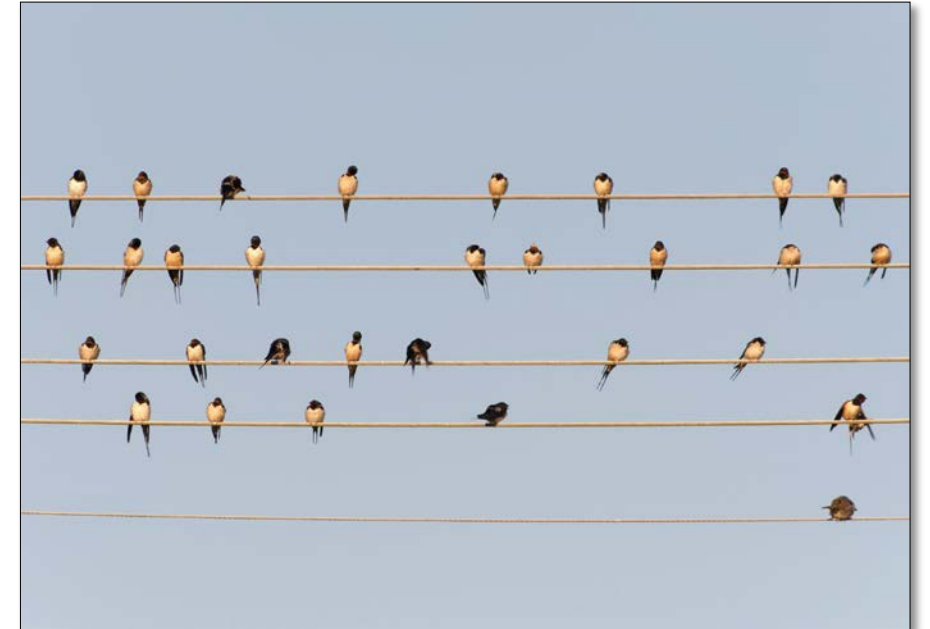
Establish norms

Encourage participation

adapted from Leading Synchronous Online Discussions (Vanderbilt University) 19

FACILITATING DISCUSSIONS

Set expectations

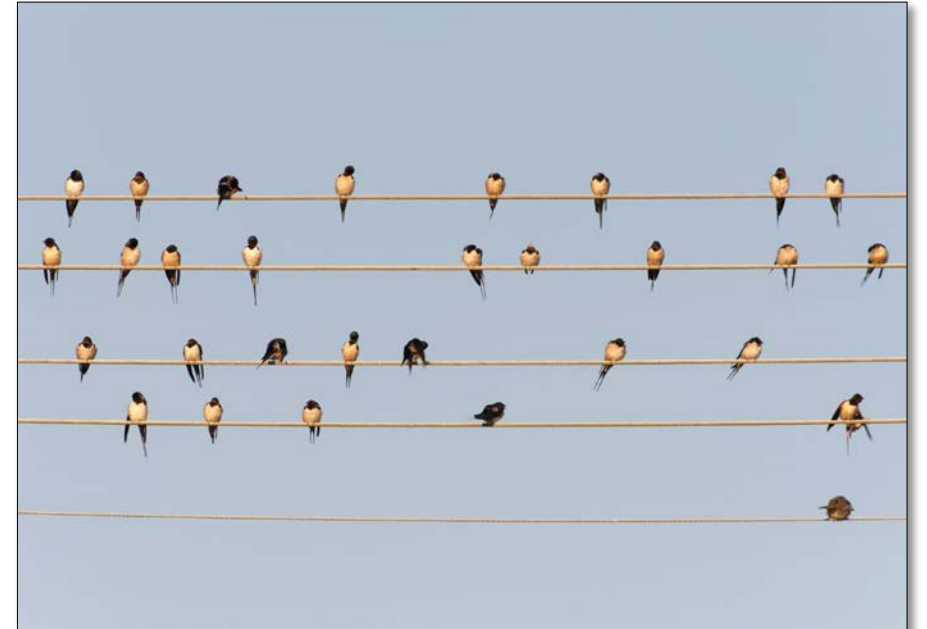Establish norms

Encourage participation

SET EXPECTATIONS

- develop and share a participation rubric

- offer students a clear connection between other course content/activities and the online discussions

- provide navigation guidance or FAQ to students

- provide clear instructions

- collaborate with students to develop a list of norms

- adjust expectations

FACILITATING DISCUSSIONS

Set expectations

Establish norms

Encourage participation

ESTABLISH NORMS

Aspect	Sample Norm
Speaking/using audio	Please keep mic muted unless speaking. 'Raise hand' to indicate you want to speak and 'lower hand' when you are done
Using chat	Use chat only for comments/questions directly related to the discussion in class at that moment.
Using video	You are welcome to turn on your video, if your connection allows, and you are comfortable doing so

- co-create with students

- revisit and tweak as needed

CAMERAS (AND MICS): ON OR OFF?

Reasons why students may not want to have their cameras on

- poor connection, older device with no camera

- *concerns about appearance

- concerns about privacy/sharing personal details

- not wanting to be seen

- not perceiving a need to

from Castelli & Sarvary (2021): Why students do not turn on their video cameras during online classes and an equitable and inclusive plan to encourage them to do so.

CAMERAS (AND MICS): ON OR OFF?

How to encourage them

- Do NOT require video cameras to be turned on and offer alternatives

- Explicitly encourage camera use, explain why you are doing so, and establish the norm

- Address potential distractions and give breaks to help maintain attention

- Use active learning techniques to keep students engaged and promote equity

- Survey your students to understand their challenges

from Castelli & Sarvary (2021): Why students do not turn on their video cameras during online classes and an equitable and inclusive plan to encourage them to do so.
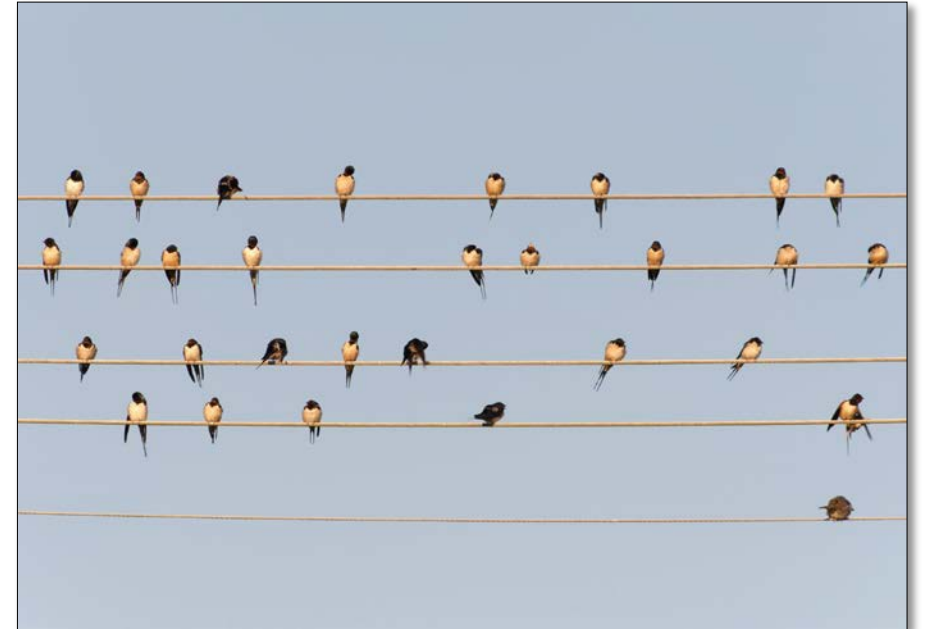
a student's perspective: Do I have to turn on my webcam?

FACILITATING DISCUSSIONS

Set expectations

Establish norms

Encourage participation

adapted from Leading Synchronous Online Discussions (Vanderbilt University) 26

ENCOURAGE PARTICIPATION

Warm-Up Activities

- Icebreakers

- Polls

- Asynchronous discussion board

✓ prime student recall and prior knowledge

✓ build community/have fun

✓ get student perspectives on course content

✓ gauge student preferences/ confidence level

adapted from Leading Synchronous Online Discussions (Vanderbilt University)

ENCOURAGE PARTICIPATION

Breakout room/group activities

- think-pair-share

- work on shared document/whiteboard

- work on presentation

- introductions/socializing

✓ answer a question

✓ produce a deliverable

✓ build community/socialize

(adapted from Levy, 2020)

ANSWER IN CHAT

Given what we've covered today, what strategies/techniques would you consider implementing into your synchronous online discussions?
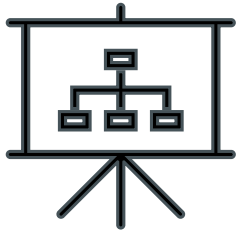
QUESTIONS?

- Use the "raise hand" function if you'd like to ask a question and unmute your mic when ready to speak.

- If you prefer, you can also drop your question in the chat for our moderators.
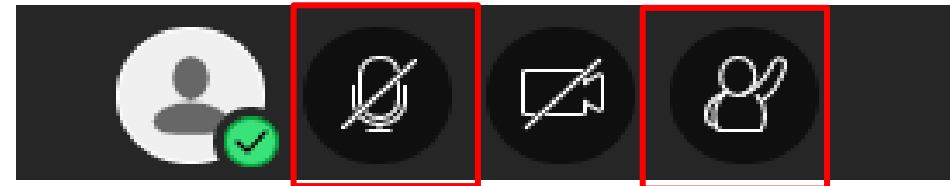
AFTER THIS WEBINAR

Slides

Recording

Feedback Survey

SUPPORT RESOURCES

RESOURCES

- FASE ETO:
  - [Which webinar tool should I use and when?](#)
  - [Mapping learning outcomes to technology](#)
  - [Do I have to turn on my webcam?](#)
  - [How do I administer Zoom in my course?](#)
  - [How do I convert an existing @utoronto.ca basic Zoom account to a U of T pro account?](#)
  - [Recommended technology requirements for remote/online learning](#)
- Quercus Support Resources:
  - [Integration: Microsoft Teams Meetings](#)
  - [Integration: Blackboard Collaborate Ultra (Web Conferencing)](#)

- Academic & Collaborative Technologies (ACT):
  - [Zoom information](#)
- TATP
  - [Community Agreement](#)
- Other
  - [Leading Synchronous Online Discussions](#) (Vanderbilt University)
- Session best practices
  - Bb Collaborate Ultra: [Participant](#), [Moderator](#)
  - [Zoom](#)
  - [MS Teams Meetings](#)

REFERENCES & ADDITIONAL READINGS

- Hrastinski, S. (2008). Asynchronous and Synchronous E-Learning, *EDUCAUSE Quarterly*, vol. 31, no. 4 (October–December 2008). https://er.educause.edu/articles/2008/11/asynchronous-and-synchronous-elearning

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- Levy, (2020). Teaching Effectively with Zoom: A practical guide to engage your students and help them learn.

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TECHNICAL HELP GUIDES

BOOK A CONSULTATION

THANK YOU!