



Maximizing your Synchronous Session Time with Students

Jane Costello - Pamela Phillips - Lorna Yard

May 25, 2020

Presentation Outline

- Introduction
- Planning your Virtual Session
- Facilitating your Virtual Session
- CITL Resources
- Questions

Session Goal

Identify and discuss ways to plan and maximize your virtual lecture time with students by incorporating 'active learning' strategies.

Planning Your Virtual Session

- Review learning outcomes (the essential knowledge, skills and attitudes you want students to know, be able to do, and value at the end of your course).
- Choose active learning strategies
- Use flipped instructional approach to help make decisions on activities and elements of the course can be best done or delivered:
 - Synchronously (virtual class time)
 - Asynchronously (at own time)

Active Learning

Active learning includes strategies/activities that “involve students in doing things and thinking about what they are doing” (Bonwell and Eison, 1991, p. iii).

L. D. Fink (2003, 2013) noted there are three components of active learning:

1. **Information and Ideas** – basically, how students obtain or master information or course content in and out of class.
2. **Experience** – Doing and Observing
 - **Doing** - refers to activities students are doing in the course. For example, conducting research and presenting findings.
 - **Observing** – “occurs whenever a learner watches or listens to someone else doing something related to what they are learning” (Fink, 2013, p. 117).
3. **Reflection** - helping students learn about themselves and make connections among information learned in your course to other courses or disciplines, and the world in which they live. Reflecting with peers as well as a self-reflection is important.

The Flipped Approach

A pedagogical model in which the typical lecture and homework elements of a course are reversed (Educause, 2012).

It inverts the traditional relationship of students and faculty members (The Chronicle of Higher Education, Inc. 2014).

Roles

Student Role	Instructor Role
<ul style="list-style-type: none">• Increased responsibility for learning• Doing, observing and reflecting• Monitoring and evaluating their progress	<ul style="list-style-type: none">• Facilitator and mentor• Introducing content and helping students make sense of it• Assessing learning and providing feedback

Flipped Approach to Virtual Session

Before Virtual Session

Student	Instructor
<ul style="list-style-type: none">• Complete pre assigned work• Seek support from classmates• Identify concepts which need clarification and provide to instructor before virtual session• Practice using technology for virtual session	<ul style="list-style-type: none">• Prepare pre-assigned work• Provide the purpose of the virtual session, outline, and what is expected• Help with technology• Encourage students to arrive early

During Virtual Session

Student	Instructor
<ul style="list-style-type: none">• Seek clarification on topics• Actively participate in class activities, apply knowledge• Pose questions related to pre-assigned materials	<ul style="list-style-type: none">• Clarify challenging concepts - mini-lecture• Peer instruction• Group activities• Use polling highlight key concepts and stimulate group activity

After Virtual Session

Student	Instructor
<ul style="list-style-type: none">• Summarize or review summaries prepared pre-class and augment• Reflect on learning gains and areas for further work• Complete assignments wherein concepts are applied	<ul style="list-style-type: none">• Identify what students know• Determine if pace can be accelerated• Post follow-up resources on LMS

Facilitating Your Virtual Session

Instructional Strategies

- Quiz
- Role-play
- Case study
- Discussion or debate of topics
- Featured guest speaker
- Think, Write, Share
- Writing prompts
- SWOT Analysis

Facilitation Tips

- Focus on a topic or an assessment, revisit troublesome topics
- Use polls to check comprehension
- Survey to assess their level of knowledge or skill on the topic
- Use slides to help organize and plan your session, prepare questions and polls in advance
- Share an application on your desktop – for example, troubleshoot an issue students are having with using SPSS or Excel
- Have students write and comment together on a shared Google doc
- Monitor Chat messages, invite a TA to help
- Use Breakout rooms (max 6) for group work
- Post content prior to session in LMS to accommodate students whose Internet connection is lagging, using phone, etc.
- Post URRL in chat if playing a video
- Display agenda

Technical Troubleshooting

- Use headset with mic or earbuds
- Use phone if computer mic is not working
- Turn off video camera if Internet is lagging
- Mute mic when not speaking to reduce background noise
- Display link to student resource & help
 - Student resource for online rooms (<https://blog.citl.mun.ca/resourcesforstudents/online-rooms/>)
 - Support Center contact info if having issues (<https://citl.mun.ca/support/>)
- Greet students, check mic volume
- Monitor Chat messages
- Use breakout rooms to resolve technical issues

Accessibility Suggestions

- Use PowerPoint or Google slides with Captions and then share your screen
 - PowerPoint Support - <https://support.microsoft.com/en-us/office/present-with-real-time-automatic-captions-or-subtitles-in-powerpoint-68d20e49-aec3-456a-939d-34a79e8ddd5f>
 - Google Drive Support on Present Slides with Caption - <https://support.google.com/docs/answer/9109474?hl=en>
- Read text you have on your screen
- Know who your students are in your class and their needs

Resources

- Online Rooms Tutorials
<https://blog.citl.mun.ca/technologyresources/brightspace-how-tos/communication/online-roomsvideo-assignments/>
- Webcam Recording Tips
https://citl.mun.ca/TeachingSupport/instructionalcontinuity/Webcam_Recording_Tips.pdf
- Self-Service Hosting with CITL
<https://blog.citl.mun.ca/technologyresources/other-edtech/self-service-video-hosting/>
- Creating transcripts
<https://citl.mun.ca/TeachingSupport/instructionalcontinuity/transcripts.php>
- Lecture Capture Tips
https://citl.mun.ca/TeachingSupport/instructionalcontinuity/Lecture_Capture_Tips.pdf
- Media Samples of course work
<https://citl.mun.ca/technologies/MediaSamples/index.php>

Support from CITL

- Instructional Resources site
<https://blog.citl.mun.ca/instructionalresources/>
- Technology Resources site
<https://blog.citl.mun.ca/technologyresources/>
- Technology training workshops and clinics
<https://blog.citl.mun.ca/technologyresources/workshop-cons/>
- Multimedia video/audio production
<https://citl.mun.ca/technologies/MediaServices.php>
- Consultations with Instructional design, educational developers, media services
<https://citl.mun.ca/TeachingSupport/consultation/>

Summary

- Builds upon many of the strategies you are already using
- Flipping classroom requires more than simply moving lectures online
- Class time must be 'active'
- Start by defining the learning outcomes and aligning assessment
- Provide sufficient time to complete pre-assigned work
- Increase interaction with peers and instructor

Questions?

Please contact us if you have any questions about using synchronous time effectively.

Jane Costello jcostello@mun.ca

Pam Phillips pamp@mun.ca

Lorna Yard lyard@mun.ca

References

- Bonwell, C. and Eison, J. (1991). Active Learning: Creating Excitement in the Classroom. ASHE-ERIC Higher Education Report, 1. Washington, D. C.: The George Washington University, School of Education and Human Development.
- The Chronicle of Higher Education, Inc. (2014). Guide to the Flipped Classroom. *The Chronicle of Higher Education*. Retrieved from <http://m.chronicle.com/article/A-Guide-to-the-Flipped/151039/?cid=flipped-promo>
- Educause. (2012, February). 7 Things you Should Know about... Flipped Classrooms. *Educause*. Retrieved from <https://net.educause.edu/ir/library/pdf/ELI7081.pdf>
- Fink, L.D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. Jossey-Bass. (Note: e-book available at Memorial Library)