

A Quality Matters Event
QM Research Online Conference

Streaming to
Zooming: Research-Based Practices for Today's Synchronous Learning
 February 17, 2022 | Online


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Session Goals

- A brief history of synchronous online learning
- Why synchronous online learning now
- Emerging trends for course design and teaching

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A Brief History of Synchronous Online Learning

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It all started with...



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...but this helped it thrive...

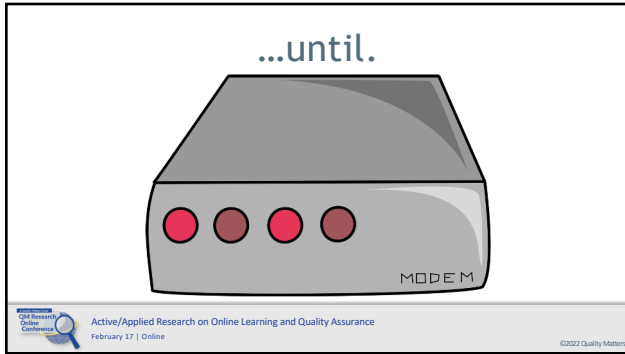


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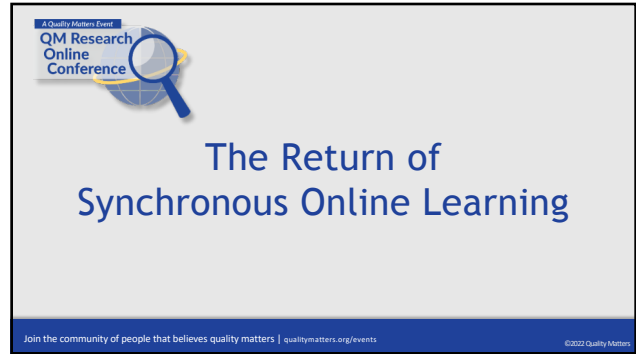
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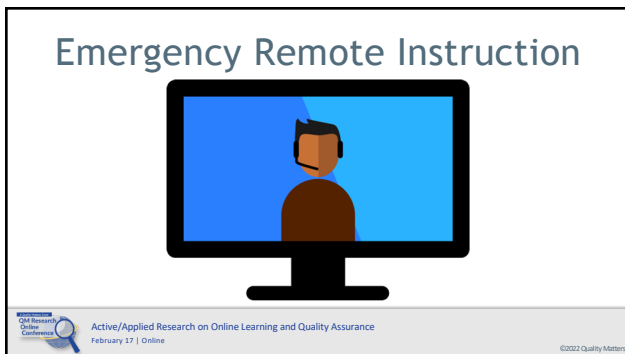
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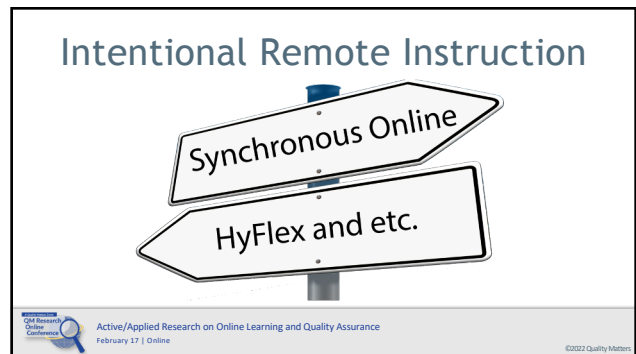
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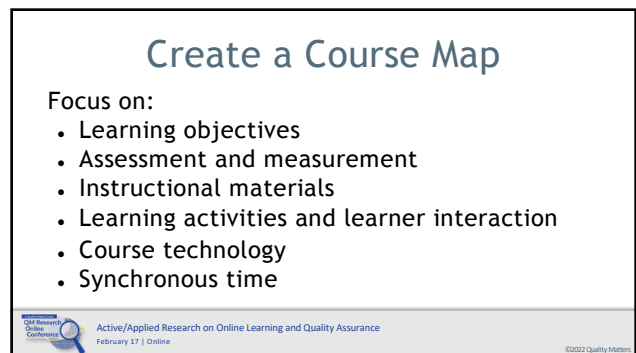
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Maximizing Synchronous Time



Synchronous Activities



Asynchronous Activities

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Matching Your Goals to Modality

- Organizing and analyzing complex course content
- Eliciting more thoroughly researched, structured, and thoughtful responses
- Critiquing student work and provide providing instructor feedback

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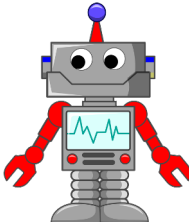

How to Use the Synchronous Time

- Will you use the time to present content?
- Will you use the time to implement active learning strategies?
- Will you use the time to guide learners through learning activities?

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Accessibility


or


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Implications for teaching

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Start with a plan...



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Remember, it is only a plan

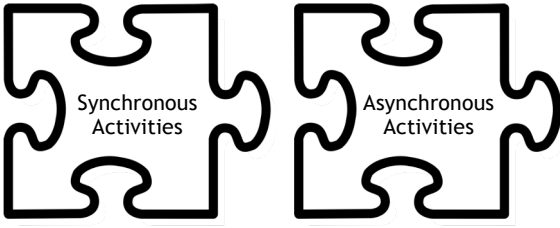


Script

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Maximizing Synchronous Time



Synchronous Activities

Asynchronous Activities

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Avoid Being Unnecessarily Repetitive

“The definition of an A student is one who not only does A work on the exams and quizzes, but who also comes to class prepared at least 90 percent of the time.”

Gillette and Gillette, 2015

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Chunk Your Content



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Use Active Learning


Activities to Consider:

- Purposeful pause
- Minute paper
- Think-pair-share
- Polling
- Concept map
- Case study
- Think aloud problem-solving
- Jigsaw
- Gallery walk

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Allowing Time for Questions



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Time for Learner Interactions






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Testing and Exams





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Reasons for Cameras On

- Communicate nonverbal cues
- Assists in collaborative learning
- Avoids “talking to yourself” feelings by faculty
- Supports instructor-learner and learner-learner interactions





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Reasons for Cameras Off

- concerned about my appearance
- concerned about other people being seen behind me
- internet connection was weak
- felt like everyone was looking at me the whole time
- concerned about my physical location being seen behind me
- concerned about distracting my classmates
- concerned about distracting my instructor





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Recommended Strategies

- Do NOT require video cameras to be turned on and do 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


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Questions & Discussion

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Resources

Slide 5: Young, J. R. (2022, January 19). *How Will COVID-19 Impact School Reform Movements?* EdSurge. <https://www.edsurge.com/news/2022-01-18-how-will-covid-19-impact-school-reform-movements>

Slide 16: Crawford, S. R. (2021, February 15). *Captions Help ALL Learners*. Quality Matters. <https://www.qualitymatters.org/oa-resources/resource-center/articles-resources/captions-help-all-learners>

Slide 21: Gillette, J., & Gillette, L. (2015, February 16). *How to get your students to come to class prepared*. Retrieved from <http://www.facultyfocus.com/articles/instructional-design/get-students-come-class-prepared/>

Slides 27-29: Castelli, F. R., & Sarvary, M. A. (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. *Ecology and Evolution*, 11(8), 3565-3576. <https://doi.org/10.1002/ece3.7123>



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