

Online and Remote Learning

Professional Development – Panel Discussion

virtual space learning is not always easy



Synchronous/Asynchronous and Hybrid Learning

Synchronous

- Learning happens in real time, often with a set class schedule and required login times.
- Common methods of online learning include video conferencing, teleconferencing, live chatting, and live-streamed lectures that must be viewed in real time.

Asynchronous

- Learning and content is available online for students to access when it best suits their schedules, and assignments are completed to deadlines.
- Common methods of online learning include self-guided lesson modules, pre-recorded video content, virtual libraries, lecture notes, and online discussion boards or social media platforms.



Classroom Expectations Learners (synchronous)

- Typically, this format can be especially helpful if students just beginning the transition from a traditional classroom to an online setting.
- A focus on active discussion, immediate feedback, and personal interactions with peers and instructors.
- Personal engagement available in a classroom, while also allowing you the comforts of home and no commute time.
- Typically, learning allows for a more dynamic exploration of topics, ideas, and concepts.



Classroom Expectations

Learners (synchronous)

- Ability to have a clear understanding of course outcomes and student assessments.
- Ability to ask individual questions to instructors in real time.
- Ability to hear questions/responses from other students/instructors.
- Ability to gain various perspectives in course content (competing and complementary ideas).
- Ability to gain individual guidance and mentorship.
- Ability to have a set structure developed and organized by the instructor.



Classroom Expectations Learners (asynchronous)

- Typically, this format can be especially helpful if students have some experience to an online setting.
- Materials are freely available usually within a set period, so students can access them when it best suits (at a student's convenience).
- If it takes students longer to absorb new knowledge, one can review information, take notes, and practice retention without worrying about falling behind classmates or missing key points in a lecture.
- Less impact by technical difficulties or limitations of instructor's IT skills.



Classroom Expectations

Learners (asynchronous)

Ability to learn at in a flexible environment.

Ability to learn at own pace (time management).

Ability to meet independent needs.

Ability to learn from the simplicity and ease of navigation on the website.

Ability to reflect on what they one is learning before answering questions or joining online discussions.

Ability to support introverted learners, eliminating social/peer obstacles or social anxiety.



HYBRID LEARNING



combination of both synchronous and asynchronous elements

research shows that a mixture of elements is transformative and integrative





COURSE
DESIGN
(ONLINE
DEVELOPMENT
VERSUS COURSE
CONVERSION)



Professional
Development – Panel
Discussion

*virtual space website
platform is not always easy*

ONLINE COURSE CONSTRUCTION

- Connection, connection, connection between and amongst learners and the instructor (introduction of Google Map with photos).
- Use the same structure of headings throughout modules (outcomes and overview; key concepts, and curriculum; stories, examples, and resources; and references).
- Actively use announcements (course updates, gentle reminders for assignments, connections of materials to current events ... IN THE NEWS).
- Design forums/assignments that require multiple learning tasks (online magazine platform).



ONLINE COURSE CONSTRUCTION



SEEK
SUPPORT

- ❑ Within the curriculum content:
 - lead the content (instructions – step-by-step)
 - small paragraphs
 - bullets to emphasize points
 - visuals and graphs (appealing)
 - multi-media presentations
 - allow for and lead reflections
 - allow for and lead further research
 - embed the reading or link with the content.

