FISh - collaborative inquiry into the scenario

Topic:

Scenario

"During the Covid-19 pandemic, we were forced to work online with the implementation of emergency remote teaching and learning. Since then, the implementation of technology in education has seen a marked increase; and the proliferation of new tools and technologies, such as Artificial Intelligence, are evolving into agents of transformational change in the design of learning and assessment in higher education. I have seen several frameworks and models exist to inform our learning design practice, including how to integrate the usage of new technologies. I believe we need to stay focused on pedagogical aspects and draw on current best practice and review how we design blended and online learning to promote active learning and critical thought in our students. A challenge I have is to combine synchronous and asynchronous activities that encourage learners' engagement and learning processes; and to change the nature and design of assessment accordingly!"

Focus

- to identify how we can use the technology in asynchronous teaching without violating any legal or ethical university rules
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Investigate

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Share with the group

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Share with the ONL community

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- https://645a25074716fc06036f5cf0--elaborate-mooncake-5e6eae.netlify.app/

Reflect/Evaluate

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Petra & Kreeson - Introduction to Topic 4:

So this Topic is something I am passionate about and its execution is something I put into practice on a daily basis, through Instructional Design.

But we need to discuss the difference between synchronous and asynchronous in education first I believe because that basis will help us choose how to approach the solutions for this specific problem.

Synchronous Learning: refers to learning that takes place in real-time. This type of learning occurs when students and instructors interact with each other at the same time, such as in a **live** online class or a **face-to-face** classroom setting.

Asynchronous Learning: on the other hand, refers to learning that **occurs at different times**. This type of learning occurs when students and instructors interact with each other at different times, such as when students complete online assignments, **watch pre-recorded lectures, or participate in online discussion forums**.

So I would like to hear from everyone firstly:
Should blended learning courses prioritize synchronous or asynchronous learning, and why?

The problem usually ends up being too much focus is placed into synchronous or asynchronous and just like the case study discussed it ends up hindering the students ability to engage. Whether it be information overload or lack of interest or like in previous topics, the fear of enquiring when they are not used to new systems and technology.

So in Today's Session Petra & Me would like us to discuss a few questions and formulate our responses, so that we can determine our focus in creating well designed and engaging activities for blended learning:

1. How can we balance the use of synchronous and asynchronous learning in a blended learning environment to create an effective and engaging learning experience?
    - Hanna: There are two ways I like going about this. The first is a more traditional AS phase where I have students review primary literature within groups, on their own time, followed by a S lesson where everyone gets together, groups summarize their assigned paper, and then the class works as a whole to synthesize everything with me present to guide discussions. If I instead start with a synchronous activity, like a classic lecture, I usually plan working with web simulations of whatever concept we're learned that day as the asynchronous activity. Then, students can mess around with different

model parameters and better understand what they're doing because they've already been presented the theoretical background – I don't need to be present for that; I just read and comment on their reflections afterwards.

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- Gani: For asynchronous sessions, provide all the learning materials that the students need and set what is expected of them and how they will be assessed or evaluated. For synchronous sessions, reinforce the students' learning by addressing their questions or clarifications trough discussion and by giving them appropriate activities.
- John: Like Hanna, I start with the asynchronous phase, aided by 3-2-1 strategy. (1. Students summarise three important aspects from the reading. 2. Students share two insights about the most confusing, interesting, or intriguing aspects of the reading. 3. Students ask one question about the reading.) This lends focus to the asynchronous task and helps prepare for the synchronous session(s) that follow.
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2. How can technology be leveraged to enhance synchronous and asynchronous learning in a blended learning environment?
    - John: Edpuzzle (social presence and cognitive presence)
      Screencast/Podcast supplement? So a synchronous lesson can be delivered asynchronously, aided by EdPuzzle. However, someone learning in an asynchronous learning environment may not have immediate support if there are burning questions that they need an answer to..
    - Michelle: university have to approve the tools for security reasons
    - Gani: Choose the right technology for specific activity. Learn and familiarize first these technologies before using it with the students.
    - Hanna: Mentimeter is nice for audience interaction if people are joining the lecture digitally, but, like Michelle and Petra, I'm very limited by what the university allows me to use. Edpuzzle seems like it would be a good fit for some of my classes though!
    - Petra: hard to use the technologies outside of the classroom

3. How can we ensure that learners who prefer one type of learning (synchronous vs asynchronous) are not disadvantaged in a blended learning environment?

- Isagani: we are increasing the synchronised part by 70% for developing social skills. But there is no reason to take out the asynchronous session because its good for their self-study.
- I think asynchronous learners are always going to be at a bit of a disadvantage if both options are available, but I recognize that AS learning is great for making education more accessible to parents/non-traditional students/people with disabilities. For my asynchronous learners, I always offer the option to attend drop in hours digitally or in person, so they can ask me for help if they're stuck on a concept. I think it would also be a good idea to make sure AS learners still participate in some form of group work, so that, like Isagani said, they are able to develop some of the soft skills necessary for success.
- John:
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Hi, I got this list from chatgpt. I haven't used any of these tools yet for teaching purposes. But I visited their websites after this and it seemed like maybe they are decent suggestions. Also, the list has some of the tools which we already discussed in our last session.

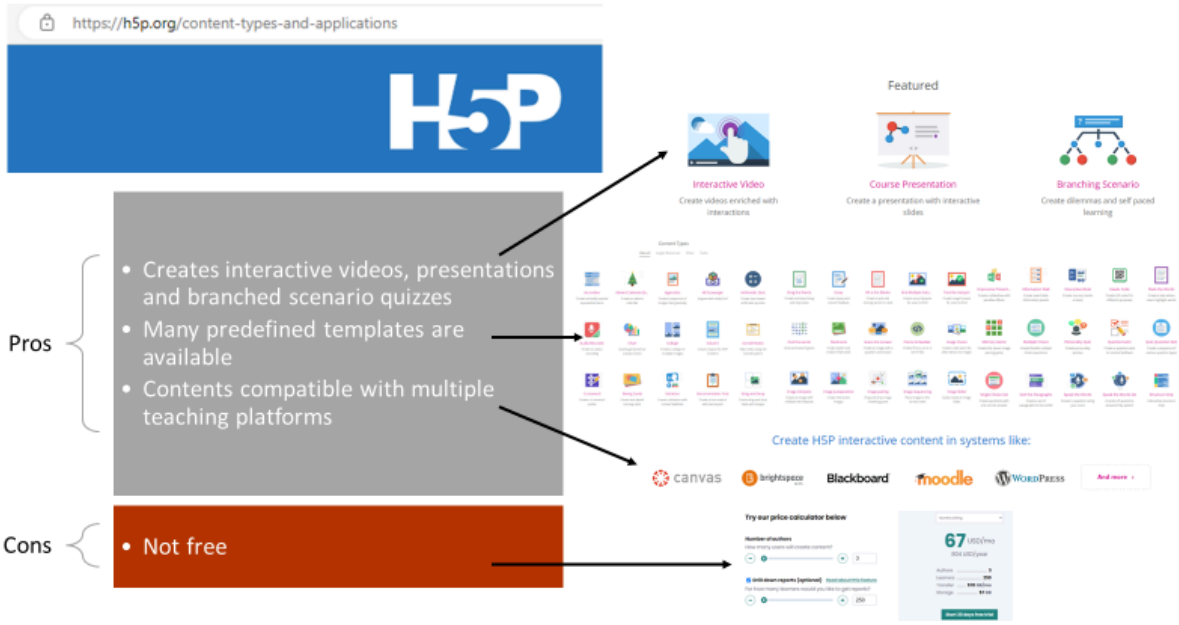
1. Kahoot: A game-based learning platform that allows teachers to create interactive quizzes, surveys, and games that students can participate in using their devices.
2. Nearpod: A platform that allows teachers to create interactive lessons with activities like quizzes, polls, and drawing activities. It also includes virtual reality and 3D content.
3. Padlet: A collaborative online bulletin board that allows students to share ideas and collaborate with each other. Teachers can use it to create interactive lesson plans and assignments.
4. Flipgrid: A video discussion platform that allows teachers to create video-based discussions for students to respond to.
5. EdPuzzle: A platform that allows teachers to create interactive video lessons by adding quizzes and other activities to pre-existing videos.
6. Quizlet: A platform that allows teachers to create digital flashcards and study sets for students to review and study from.
7. Mentimeter: A platform that allows teachers to create interactive presentations with quizzes, polls, and other activities to engage students.
8. Classcraft: A platform that turns learning into a game by creating avatars and leveling up as students complete assignments and quizzes.
9. Pear Deck: A platform that allows teachers to create interactive slide decks that students can engage with in real-time.
10. Seesaw: A platform that allows students to document and showcase their learning through digital portfolios. Teachers can assign and assess student work using the platform.

Petra:
I just add:
Youtube
ChatGPT

Isagani:
Here are some tools I use in my classes:

1. Desmos - students can use it whether online or offline (need to install in their device). It is use for mathematical computations as well as graphing.
2. Quizizz - works like Kahoot but it is totally free.
3. Wolfram Alpha - computational purposes. It offers a wide variety of topics.
4. Jamovi - for statistical computation. It can be used whether online or offline.

1-slide introduction on selected teaching tool H5P – Swarnalok



Mentimeter

Pros

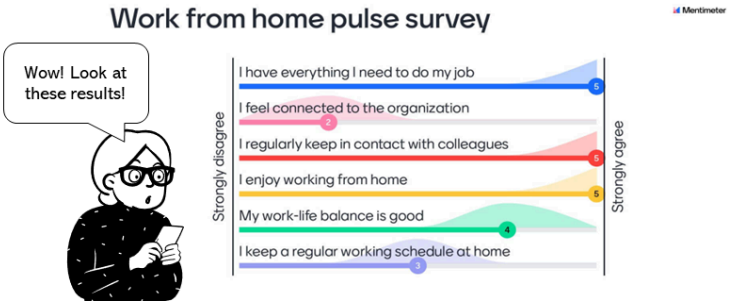
- Great for making interactive slides where students can give real-time feedback
- Works well on mobile devices
- Basic version is free
- Results are easily exported, if you want to compare, e.g., different sections of a class

Cons

- Slide limit and design limit in free version
- Doesn't integrate into videos like Edpuzzle; students need to open up another tab

Hanna uses Mentimeter to…

- Have students answer math problems during lecture, so she can make sure that she taught equations clearly
- Give online learners an email-free opportunity to leave feedback about what they did and didn't understand from each lecture

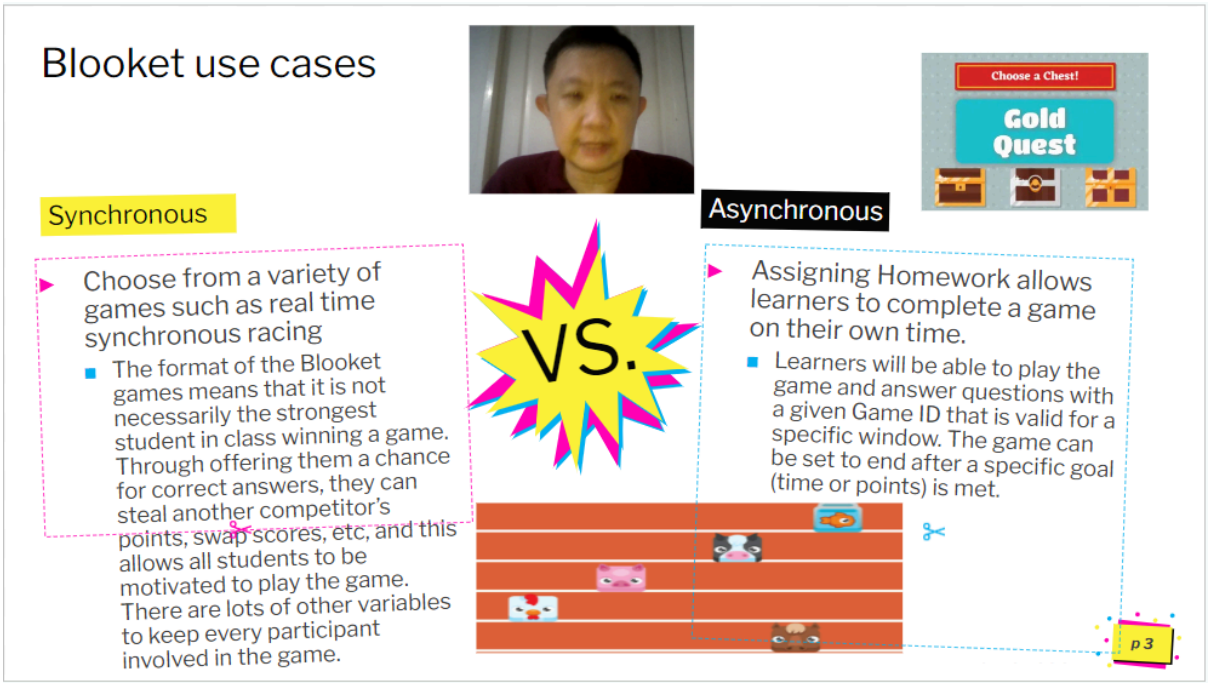


Introduction to Presentation:

Groups Opinion on How tools can be used effectively in AS & S In Classes Generalised:

- Use them to get feedback from students who can't ask questions "live" – that way you can recap on difficult topics next lecture (Hanna)
- choose a tool that will correspond to purpose that you would like to teach (Petra)
- Explain how is the tool working and what students have to do to be able to use it (Petra)

- Choose the right technology/tools for specific activity. Learn and familiarize first these technologies/tools before using it with the students. (Gani)
- Imagine having to explain to yourself why you choose to use this specific tool instead of another. How is this tool better suited for the task? (John)
- Keep the task simple, do not let technology get in the way! (John)
- Don’t overwhelm students with too many tools (Mats)+1
- Always ask yourself what do you want to achieve and what do you need (Mats)
- Consider the skills you want your students to practice with the activity that you’re planning, and choose the digital tool accordingly. Skills: group work, time management, written communication, critical thinking, etc.
- Don't use a tool just to use it, try to find the added value (Mirko)
- Switching up tools now and then can be a good idea to keep it fresh, but don't overwhelm the students. (Mirko)



Synchronous Blooket	Asynchronous Blooket
Choose from a variety of games such as real time synchronous racing. The format of the Blooket games means that it is not necessarily the strongest student in class winning a game. Through offering them a chance for correct answers, they can steal another competitor’s points, swap scores, etc, and this allows all students to be motivated to play the game. There are lots of other variables to keep every participant involved in the game.	Assigning Homework allows learners to complete a game on their own time. Learners will be able to play the game and answer questions with a given Game ID that is valid for a specific window. The game can be set to end after a specific goal (time or points) is met.