

ONLINE TEACHING #4 ASYNCHRONOUS

Link to:
Learning activity cards

MEANINGFUL TASKS

Tasks should be relevant to outcomes, meaningful to students, and achievable with the online tools available. As well as practice and Q&A, set more extensive tasks such as creating a **presentation, report, graphic, video, web page, mind-map, solution**. Give students options for recording their work, e.g. could they video practical work or photograph paper-based solutions?

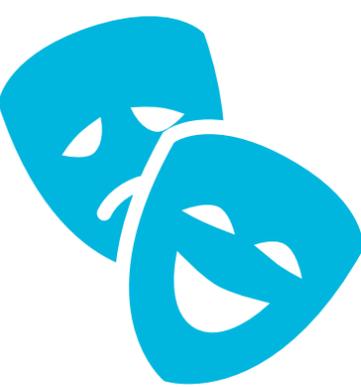


TOOLS AND SPACES

Many platforms suggested for live collaborative tasks can also be used for asynchronous collaboration - **shared documents, design boards, whiteboards, wikis, virtual worlds**. Work can begin live and continue in students' own time, or with small groups working together live. Include the task brief, associated materials, time on task etc in any alternative spaces, as well as your main learning platform

DISCUSSION

Asynchronous discussion gives students a chance to **reflect** and **engage** more deeply. It's usually text based and should be **structured** (e.g. with questions, themes, controversies in different threads) and moderated. Over time, students can take on moderation roles and contribute their own themes. At first, you may have to specify how and how often students contribute.

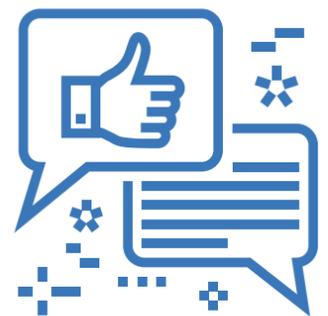


STRUCTURING DISCUSSION

When students are comfortable with text-based discussion you can try more demanding formats such as a structured **debate, peer feedback, workshop** or **role-play**. Instead of text, students could contribute short audio/video responses in a themed discussion or in another format. You could experiment with public media such as twitter, or virtual worlds such as gather.town.

ENGAGEMENT

Engagement in discussion and group work is critical. Try setting tasks that **require responses** to other students' contributions. Identify and **role-play** different aspects of online participation: support, question, summarise, share resources. **Small groups** and **informal time/tasks** build a sense of commitment. If you are planning to give a group mark, consider also marking a personal reflection/review.



YOUR ROLE

As well as setting a task brief and providing resources, you may need to **structure** the online space with themes, questions, reflective prompts, steps to follow. You should let students know what else they can expect from you - focus on **quality of feedback** rather than time online. Expect to front-load your contribution while students get familiar with the task and space.



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