

CERES Faculty Workshop

Facilitating Asynchronous Engagement

Tuesday, August 11

Re-thinking Contact Hours

- Think about total learning hours (in-class and out-of-class work), not just seat time.
- Examples of activities that count towards total learning hours:
 - Participating in class and viewing lectures (synchronously or asynchronously)
 - Reviewing other class materials (videos, podcasts, readings)
 - Assessments of all kinds (in-class or take-home, graded or not)
 - Posting/replying to discussion boards
 - Individual or small group discussions (peer-to-peer or professor-to-student)
 - Paper/project work (planning meetings, small group meetings, mentor meetings, research, writing, presentation)

Best Practices

- When possible, pre-record your lectures and post them to Canvas for students to review ahead of time; focus synchronous class time on discussion, collaborative work, etc.
- Record all class meetings and make the recordings available on Canvas for students who were unable to attend or who need to review the material again
- Incorporate opportunities for asynchronous discussion: Canvas discussion boards, annotation tools like Hypothes.is, collaborative Google Docs
- Create more opportunities for small group and one-on-one meetings: expanded office hours, discussion sections for students in similar time zones, etc.

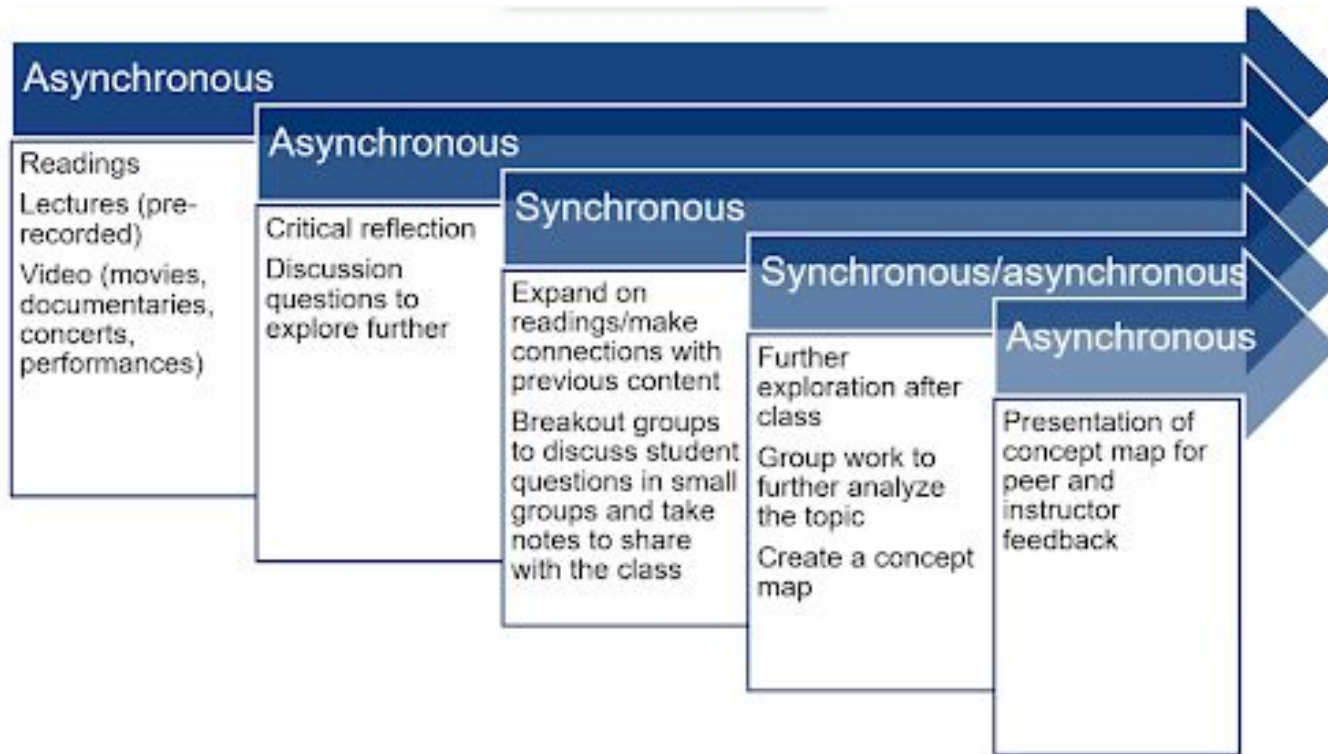
What activities work well synchronously?

- All-class discussion
- Breakout rooms for small group discussion and collaborative assignments
- Simulations and structured debates
- Student presentations with live feedback and questions
- Guest speaker and plenary-style presentations with Q&A

What activities work well asynchronously?

- Watching and reviewing recorded lectures
- Reviewing other course materials (readings, videos, podcasts)
- Collaborating in small groups, using Google Docs or other applications to allow students to contribute at different times
- Discussion board posts and responses
- Peer review
- Creating and/or synthesizing material to enhance synchronous discussion (assigning students to summarize themes from the readings, discussion board posts, or in-class discussion)

Layering Asynchronous and Synchronous Engagements



Resources

- CNDLS Guidebook: [Asynchronous Engagement](#)
- Tipsheet: [Re-Thinking Contact Hours in Online/Hybrid Learning](#)
 - Calculating task time/contact hours:
 - [Contact hour calculation template](#)
 - [Time on task](#)
- Tipsheet: [Recording Lectures Ahead of Time](#)
- Tipsheet: [Collaborative Annotation in Canvas Using Hypothes.is](#)
- Webinar Recording: [Discussion-Based Assessments](#)