# Fully Online– Asynchronous

Anytime

Face-to-Face

N/A

Online
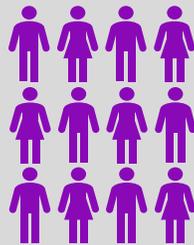
What It Is:

In a Fully Online– Asynchronous format all learning materials (including recorded lectures, text-based content, or slides presentations) and student interactions (with content, other students & the instructor) take place at an un-specified time in Canvas, UK's learning management system (LMS).

Tips for Success:

- To help students retain information, record several shorter (7-10 minute) lecture videos rather than one 50 minute video.

- Consider chunking your content by week, unit or module to help students with time-management.

- Student-to-student interaction can still occur in asynchronous courses through strategic use of the video features within Canvas discussion boards.

How It Works:

1. The instructor organizes their Canvas, typically by week, giving students a number of tasks to complete over the course of the week. Many instructors choose to give students one due date for the week's whole list of tasks, this date is often at the end of the week. This allows students to work at their own pace and complete the work according to the demands of their schedule.

2. Students log in to their Canvas course during the week and complete the activities according to the given due date.

3. There are no required scheduled meetings in an asynchronous course, but many instructors choose to have a scheduled Q&A meeting which is recorded and posted on the Canvas course page. So, students who weren't available at the time of the scheduled meeting will still have access to the content.

Options:

- Discussion Boards
- Video lectures
- Small groups can meet on their own time
- Virtual office hours
- Suggested pacing guide

Pros:

- Allows students to access the course remotely from any location
- Flexible, self-paced schedule

Cons:

- A lot of work up-front
- Student engagement requires a great deal of planning and forethought

Tools & Tech:

- Video Recording Tool:
  - Yuja
  - Echo 360
  - Screencastify
- Web-Camera
- Canvas (LMS)
- Microphone

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Fully Online– Synchronous

Tuesday 10:30 am

Face-to-Face

N/A

Online
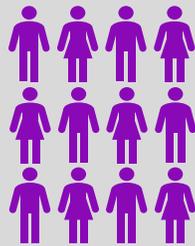
What It Is:

In a Fully Online- Synchronous format the instructor holds regularly scheduled class meetings using an online meeting tool like Zoom.

Tips for Success:

- Build community by holding small-group discussions using the Breakout rooms feature.

- Enlist the help of a TA or colleague to monitor the chat, manage participants, and shared online documents.

- Don't have a TA? Start a *Buddy System* by partnering with a colleague to manage each other's chats.

How It Works:

1. The instructor schedules a synchronous (at the same time) meeting using an online meeting tool like Zoom (Google Meet or Microsoft Teams work too), and sends the meeting link to students.

2. At the appointed class time, the students and instructor all meet in the online Zoom meeting room.

3. The instructor can lecture, lead whole-class discussions, share slides, and conduct live polls using the features of the Zoom program.

4. Since the students and instructors don't meet in a face-to-face setting, documents, assignments, quizzes, grades, etc. are stored in the Canvas learning management system (LMS).

Options:

- Chat box
- Polling
- Breakout rooms
- Share screen
- Whiteboard
- Raise-hand feature

Pros:

- Allow students to access the course remotely from any location
- No extra work if campus closes

Cons:

- Attending a regularly-scheduled online class can be difficult for some students
- Internet problems can occur

Tools & Tech:

- Online Meeting Tool:
    - Zoom,
    - Google Meet, <u>or</u>
    - Microsoft Teams

- Web-Camera

- Canvas (LMS)

- Microphone

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Simulcast Lecture

Tuesday 10:30 am
Face-to-Face   **Online**

Thursday 10:30 am
Face-to-Face   **Online**

= Group A   = Group B   = Group C
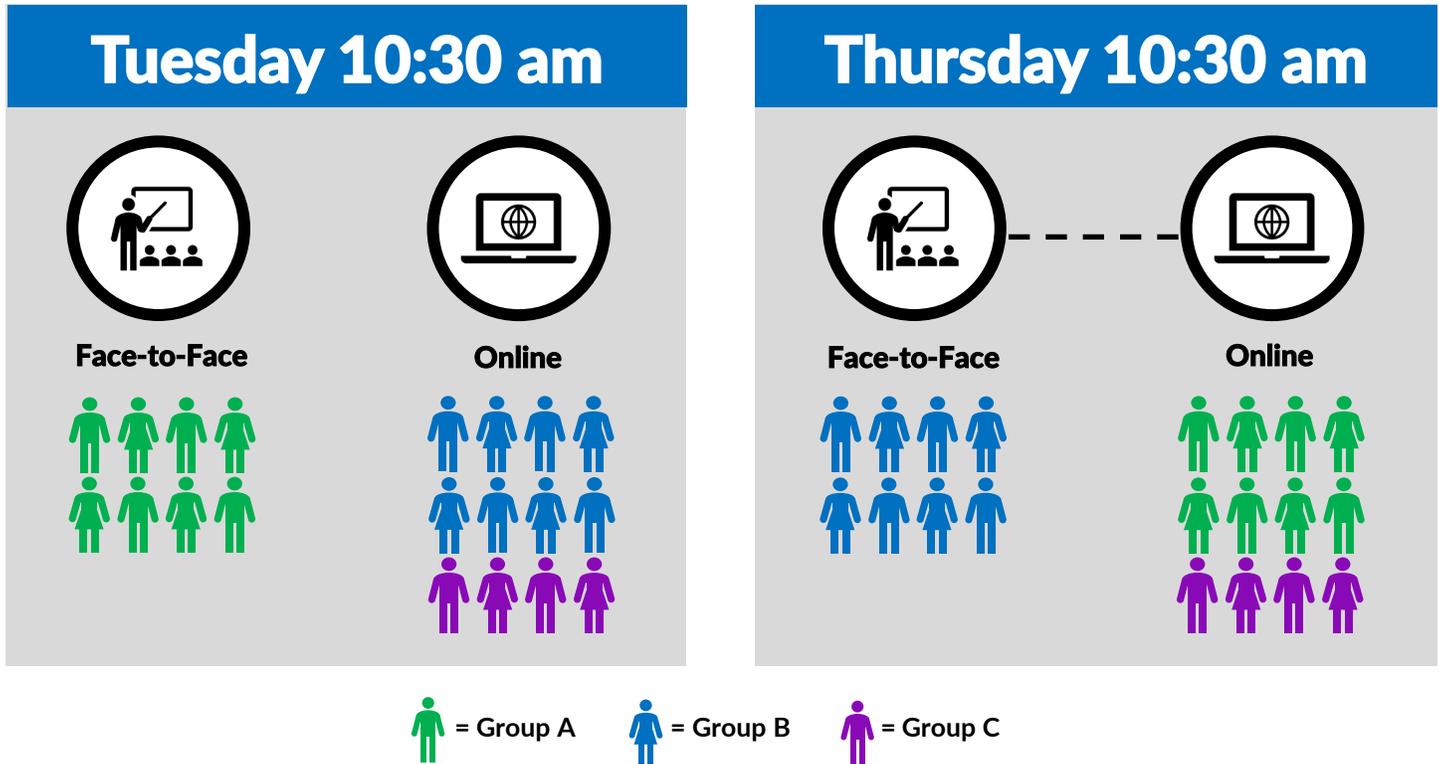
What It Is: In the Simulcast Lecture format a live, face-to-face (F2F) lecture takes place within the classroom, while it is simultaneously delivered to remote learners online.

Tips for Success:

- Highly effective educators create equitable learning experiences by engaging both F2F and online students in all aspects of the live course.
- Enlist the help of a TA or colleague to monitor the chat, shared online documents, and manage participants.
- Don't have a TA? Start a *Buddy System*- partner with a colleague to manage each other's chats.

Options:
- Quizzes
- Polling
- Discussions
- Small group activities
- Application activities
- Can adapt to 1, 3, & 4–per week class meetings

Pros:
- Closest format to fully F2F lecturing
- Flexible format meets student needs
- Easy transition to fully online

Cons:
- Can be difficult to simultaneously manage both formats
- Bandwidth and feedback can cause problems

Tools & Tech:
- Video meeting technology:
  - Zoom,
  - Echo 360,
  - Google Meet, or
 - Microsoft Teams
- Web-Camera
- Canvas (LMS)
- Microphone

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Flipped Model (Modified)

Pre-Class Work= Asynchronous Online

Content Delivery:
- Readings
- Lecture videos
- Podcasts
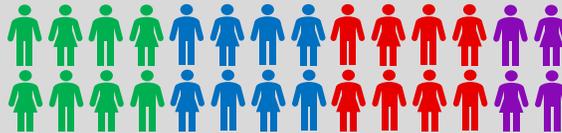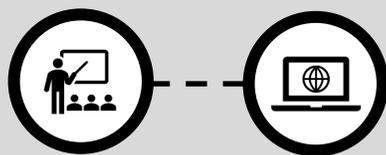
Monday 1:00 pm	Wednesday 1:00 pm	Friday 1:00 pm
Simulcast	**Simulcast**	**Simulcast**
Face-to-Face — Online	Face-to-Face — Online	Face-to-Face — Online
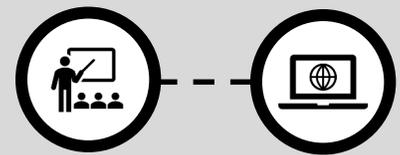
Application: Building, doing, creating, observing, quizzes, group work, polling, mini-lectures, simulations, performances, critiques, etc.

What It Is: In this model, content delivery (lectures, readings, etc.) takes place asynchronously, outside of class time, while in-class time is spent interacting with the content by way of practice problems, group work, discussions and labs. In this modified version, a portion of students meets face-to-face (F2F) to allow for social distancing while the F2F class is simulcast to the remainder of the students in an online format.

Tips for Success:
- Create equitable learning experiences by engaging both F2F and online students in all aspects of the live course.
- Enlist the help of a TA or colleague to monitor the chat, shared online documents, and manage participants.
- Don't have a TA? Start a *Buddy System*- partner with a colleague to manage each other's chats.

Options:
- Collaborative learning
- Case-studies
- Guided Inquiry
- Discussions
- Small group activities
- Can adapt to 1, 3, & 4– per week class meetings

Pros:
- Flexible format meets student needs
- Easy transition to fully online
- All students follow same pacing

Cons:
- Can be difficult to simultaneously manage both formats

Tools & Tech:
- Video meeting technology:
  - Zoom,
  - Echo 360,
  - Google Meet, _or_
  - Microsoft Teams
- Web-Camera
- Canvas (LMS)
- Microphone

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Hybrid (Split-Class) Model

	Modality	Group of Students	Activities	
Before Class	**Online:** Asynchronous	**All Students** 👥👥👥👥👥👥	**Content Delivery**	• Readings • Lecture Videos • Podcasts • Etc.
Monday	**Face-to-Face**	👥👥👥 =Group A	**Hands-on Application**	• Building • Doing • Creating • Observing
	Online– Asynchronous	👥👥👥 =Group B 👥👥👥 =Group C	**Processing & Assessing**	• Discussion Boards • Quizzes • Group Work • Etc.
Wednesday	**Face-to-Face**	👥👥👥 =Group B	**Hands-on Application**	• Building • Doing • Creating • Observing
	Online– Asynchronous	👥👥👥 =Group A 👥👥👥 =Group C	**Processing & Assessing**	• Discussion Boards • Quizzes • Group Work • Etc.
Friday	**Face-to-Face**	👥👥👥 =Group C	**Hands-on Application**	• Building • Doing • Creating • Observing
	Online– Asynchronous	👥👥👥 =Group A 👥👥👥 =Group B	**Processing & Assessing**	• Discussion Boards • Quizzes • Group Work • Etc.

What It Is: The hybrid model is meant to serve instructors who teach classes which require specialized equipment, interactive problem-solving, or field-experiences that can't be simulcast (held in person, while simultaneously broadcasted online). This model has students completing pre-class work (lectures, videos, etc.) asynchronously online, but allows for the class to be split into smaller groups to engage in hands-on application for the face-to-face portion, while also allowing for social distancing. The instructor sees approximately 1/3 of the class face-to-face on Monday, then repeats the face-to-face portion for 1/3 of the class on Wednesday, and for the other 1/3 on Friday. On the 2 days when each group isn't attending class face-to-face, they will complete prepared asynchronous work online (like discussion boards, quizzes, & group projects).

Options:
• Hands-on Labs
• Case-studies
• Guided Inquiry
• Discussions
• Small group activities

Pros:
• Allows for F2F, hands-on learning
• Easier to transition to fully online

Cons:
• A lot of work to prep asynchronous work
• No all online option for accommodations

Tools & Tech:
• Video recording technology:
  - Yuja
  - Echo 360
  - Screencastify
• Microphone
• Canvas (LMS)

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