Synchronous & Asynchronous
for TVET
Trades Summit Series

BCcampus
Learning. Doing. Leading.

Since time immemorial, the səlilwətaʔɬ təməxʷ (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), xʷməθkʷəyəm (Musqueam), WSÁNEĆ (Saanich), and the Esquimalt and Songhees Nations of the Ləkʷəŋən (Lekwungen) Peoples have walked gently on the unceded territories where we are grateful to live, work, and play. We are committed to building relationships with the first peoples here, based in honour and respect, and we thank them for their hospitality.

VCC is located on the unceded territory of the Musqueam, Squamish and Tsleil-Waututh peoples.

BCcampus – Maple Ridge, is located on the unceded territory of the Coast Salish, Kwantlen, and Katzie peoples.
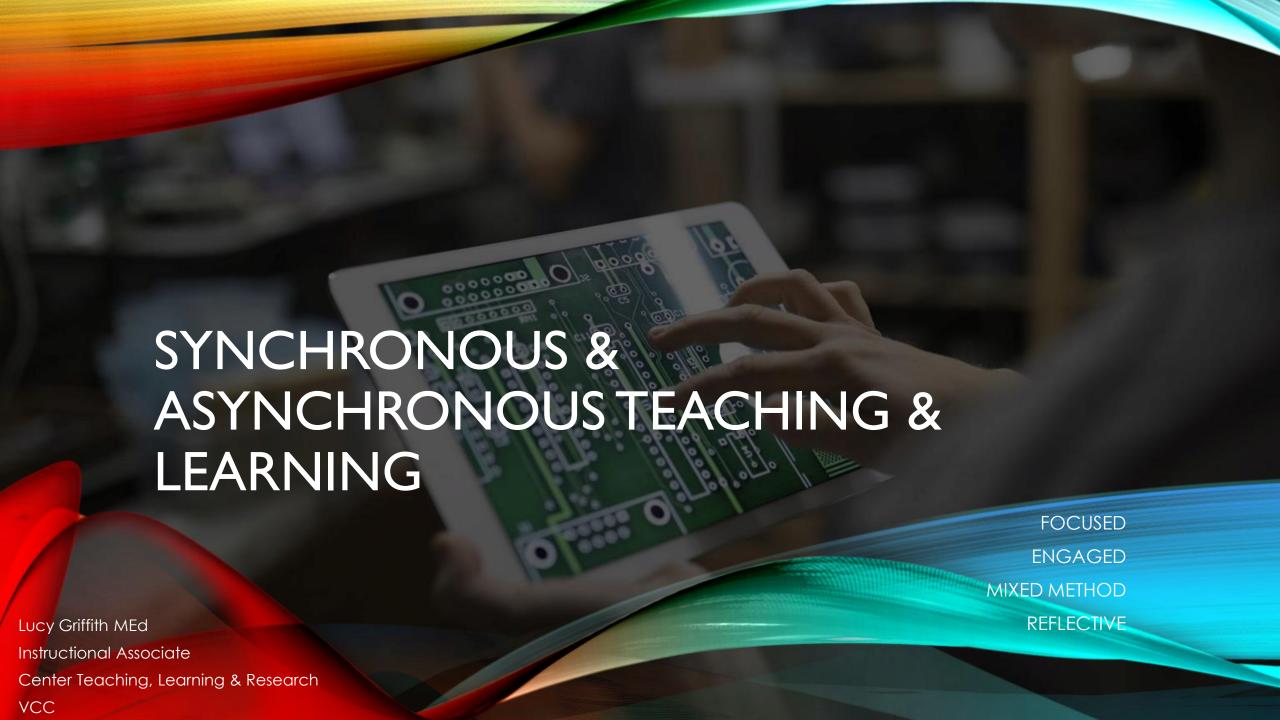
Synchronous and Asynchronous
Trades Summit Series

Lucy Griffiths, MEd.

Lucy has been a TVET faculty member at VCC since 2009, starting out as an instructor, then becoming Department Leader of the Hairstylist & Esthetics & Spa Therapy Department in 2014. Lucy has been active serving on internal and external committees, articulation groups and Skills competitions, including World Skills. Originally from London, England, after completing her training and travelling with her chosen trade, Lucy continued her education, becoming a certified Assessor and Quality Assurance in Education & Training, achieving a degree in Education and Teaching, and later, after moving to BC, completing a Master of Education in Curriculum & Instruction at SFU. Lucy now resides within VCC's Centre of Teaching, Learning and Research as an Instructional Associate, while still working through her biggest challenge yet as a mother of two, and wife to a trades faculty member.
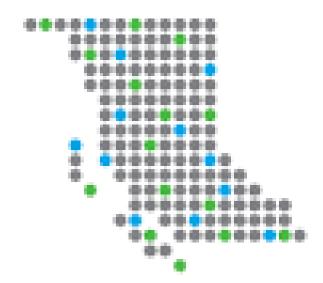
SYNCHRONOUS & ASYNCHRONOUS TEACHING & LEARNING

FOCUSED

ENGAGED

MIXED METHOD

REFLECTIVE

Lucy Griffith MEd

Instructional Associate

Center Teaching, Learning & Research

VCC

" Do you mind if the boy has a go?..I'm training him up."

WE ARE A SPECIAL BUNCH!

EXPERIENCES AND HISTORY OF TVET

What's the Difference Between Asynchronous and Synchronous Learning? (n.d.). Retrieved from Ohio State University: https://online.osu.edu/news/2019/09/30/whats-difference-between-asynchronous-and-synchronous-learning
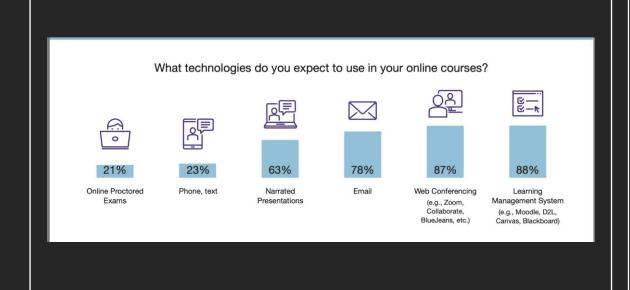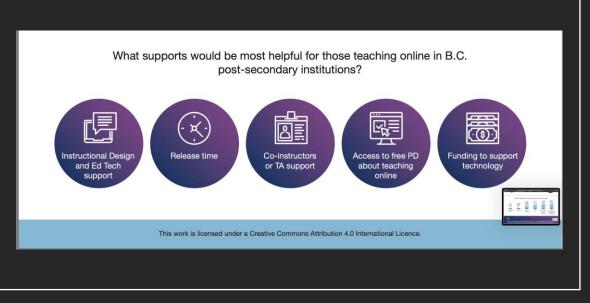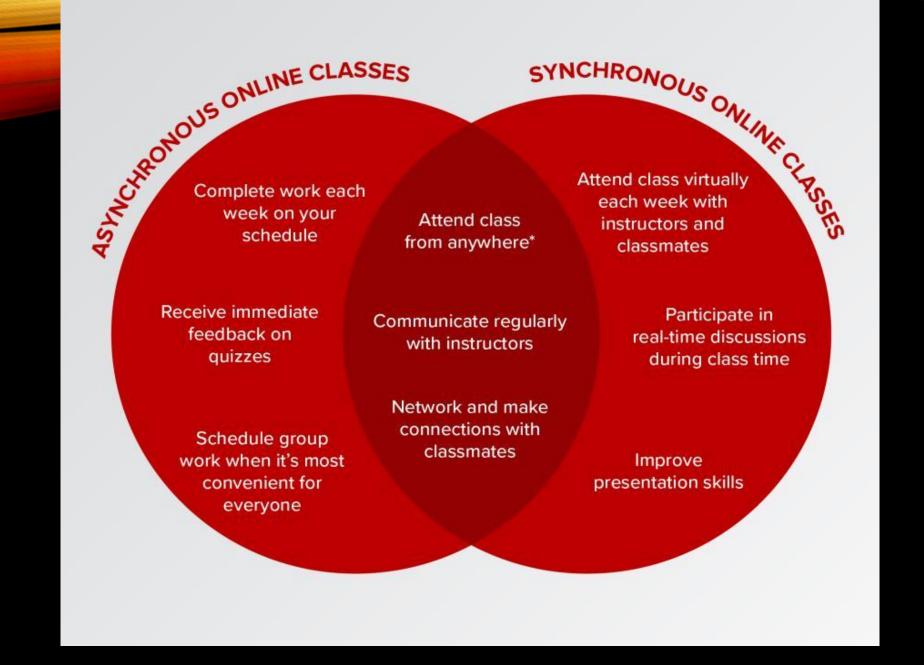
SYNCHRONOUS ONLINE SESSIONS

REAL TIME

VIRTUAL CLASSROOM

INSTANT Q & A

INTERACTION

DIRECT INSTRUCTION

DISCUSSION

Synchronous and Asynchronous Tools. (n.d.). Retrieved from Virginia Tech:
https://canvas.vt.edu/courses/12378/pages/synchronous-and-asynchronous-tools
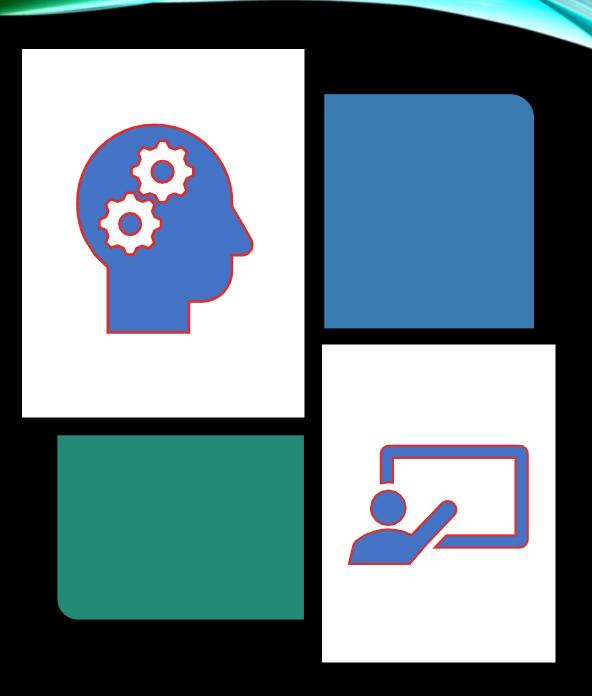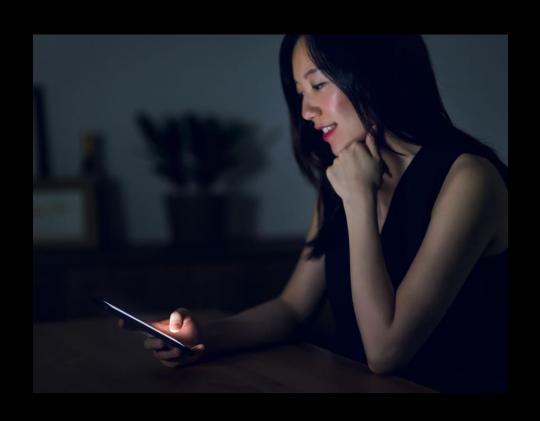
ASYNCHRONOUS ONLINE SESSIONS
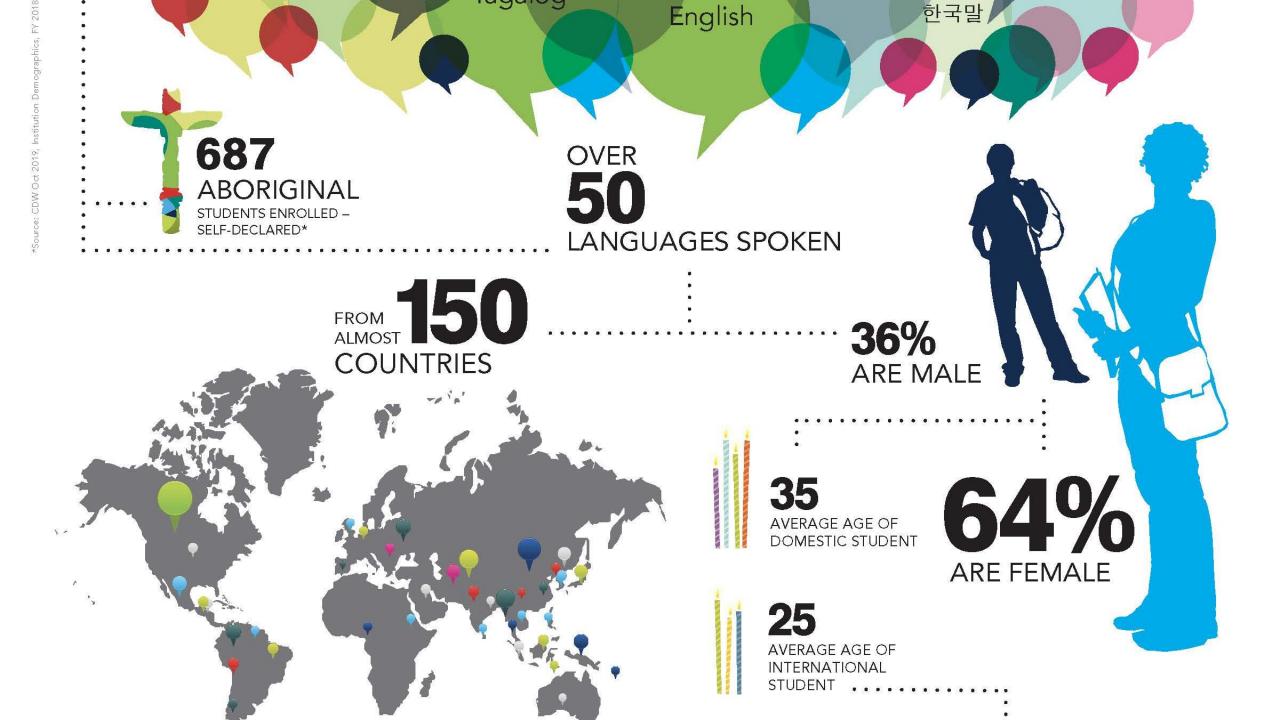
- Flexibility

- Prepared

- Longer interaction with course materials

- Review Review Review

- Alternate communication methods

- Opportunity for higher-level thinking

- Instructor or facilitator

- Quality of learning materials = effective learning (not the technology)

- LMS tools

Synchronous and Asynchronous Tools. (n.d.). Retrieved from Virginia Tech:
https://canvas.vt.edu/courses/12378/pages/synchronous-and-asynchronous-tools

THIS MOMENT IS PRIMED FOR ASYNCHRONOUS LEARNING

- Thoughtful (course design)
- Student engagement
- Sense of community
- Engaged
- Complex topics
- Access
- Flexibility

Tagalog   English   한국말

687
ABORIGINAL
STUDENTS ENROLLED –
SELF-DECLARED*

OVER
50
LANGUAGES SPOKEN

FROM
ALMOST **150**
COUNTRIES

36%
ARE MALE

35
AVERAGE AGE OF
DOMESTIC STUDENT

64%
ARE FEMALE

25
AVERAGE AGE OF
INTERNATIONAL
STUDENT

ZOOM BOOM

BALANCE

WE ARE CONFIDENT IN THE CHANGE

DECIDING ON YOUR APPROACH

⚙ Is the synchronous event essential?

📋 Have I built in appropriate contingencies to address the identified barriers caused by this approach?

⏱ How long is my event? Can it be shortened in any way?

🧑‍🏫 Have I planned for active learning and participation?

🔧 Do I have a secure, reliable, and user-friendly tool to use in supporting the synchronous event?

👥 What strategies will I need to plan for in effectively facilitating the event and our use of the technology?
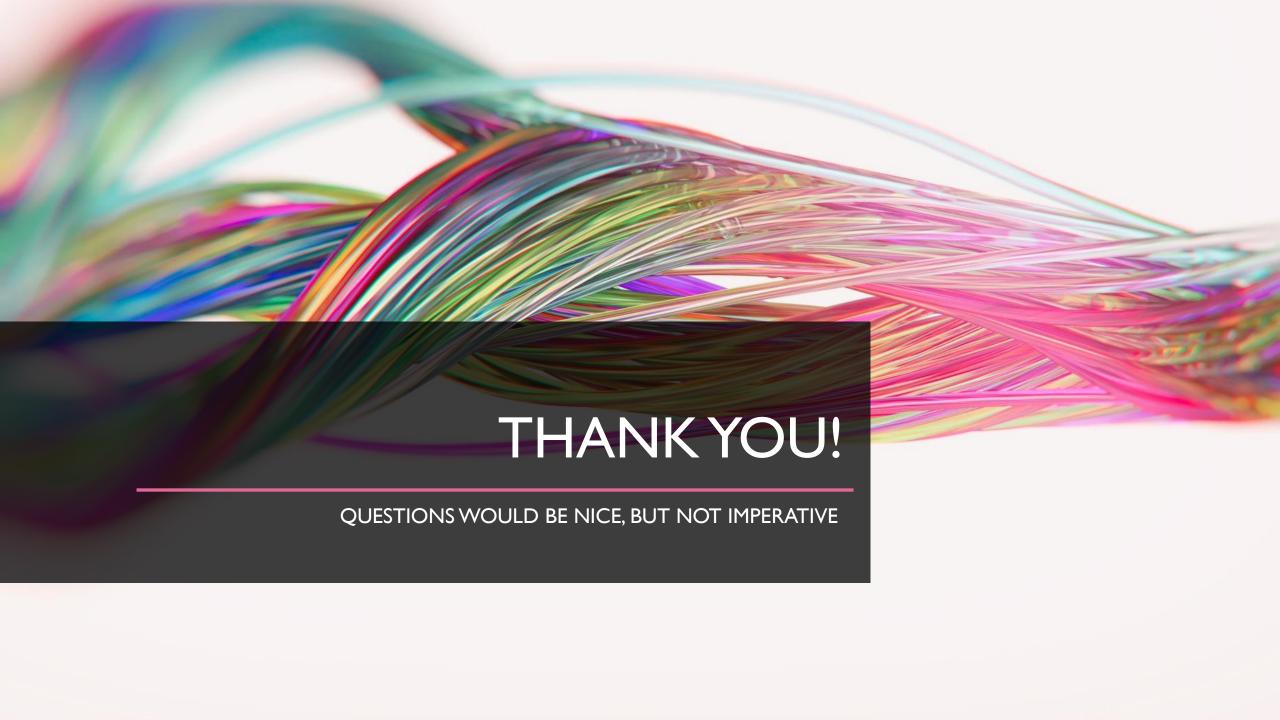
🗂 Arguments against both synch and asynch: What can we do to overcome these challenges?

THANK YOU!

QUESTIONS WOULD BE NICE, BUT NOT IMPERATIVE

SYNCHRONOUS &
ASYNCHRONOUS TEACHING & LEARNING

THE WORKSHOP

WORKSHOP OBJECTIVES

Comforts levels of Asynchronous Teaching

Discovering how/ what synchronous activities are used to engage students

Support in facilitating discussions asynchronously

Identify what outcomes in our programs can be taught using either Asynchronous or Synchronous delivery

Conducting a plan on how to integrate these changes

WHERE DO YOU SIT WITH THE COMFORTS OF SYNCHRONOUS AND ASYNCHRONOUS TEACHING & LEARNING

ASYNCHRONOUS TEACHING & LEARNING

ACTIVITY 1:

- Based on your knowledge of Asynchronous teaching, which corner would you choose?

Corner 1:

The Dirt Road (There's so much dust, I can't see where I am going, HELP!)

Corner 2:

The Paved Road (it's fairly smooth, but there are many potholes along the way.
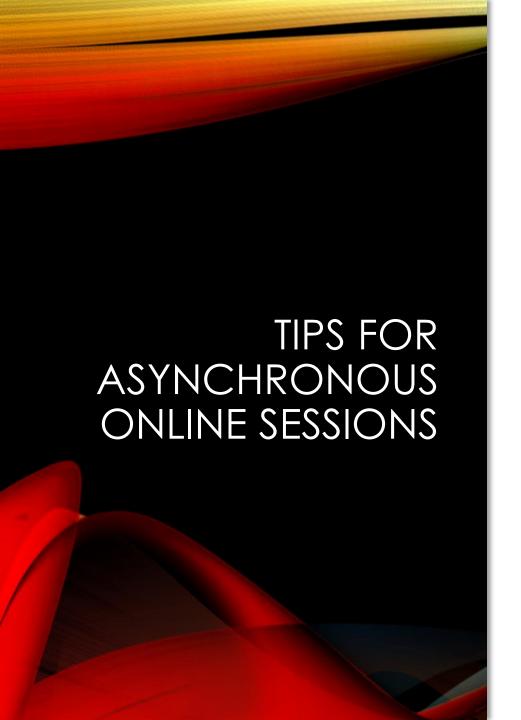
Corner 3:

The Highway (I feel confident, but have an occasional need to slow down)

Corner 4:

The Interstate (I am travelling along great, and can easily give directions to someone else

ACTIVITY 1

- Open chat
- Click on the link in the chat to open the Google doc
- We will put everyone into breakout rooms for 20 minutes
- In your group, complete your introduction outlined in the google doc.
- Discuss the four questions on the Google doc
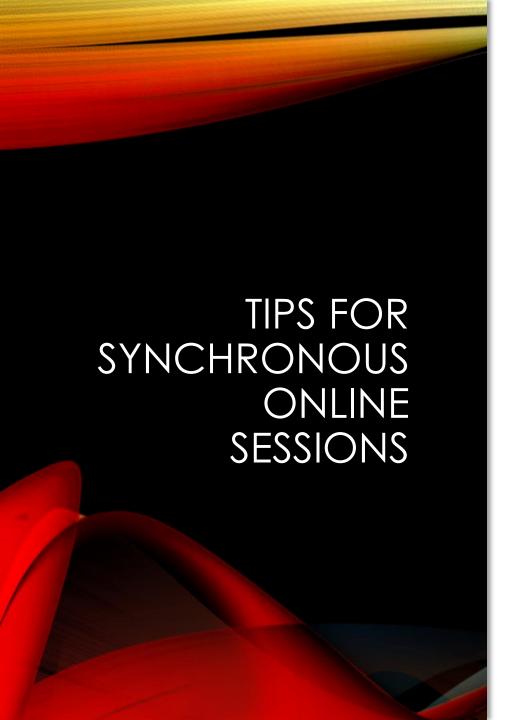
TIPS FOR ASYNCHRONOUS ONLINE SESSIONS

- Welcome students to class (e.g. welcome video)

- Set expectations

- Foster respectful discussions

- Organize and manage online discussion forums

- Acknowledge the student is there

- Stay connected

- Encourage student-student and student-instructor interaction

- Provide more frequent announcements, check-ins, reminders, updates, etc.

- Set up collaborative/team activities

- Use synchronous class sessions for interaction, not only content delivery

- Encourage informal, social-type conversation

Building Community in Asynchronous Online Courses. (n.d.). Retrieved from Duke University: https://learninginnovation.duke.edu/blog/2020/02/building-community-in-asynchronous-online-courses/

ENGAGING LEARNERS IN SYNCHRONOUS TEACHING & LEARNING

ACTIVITY 2

- Click on the padlet link in chat
- We will put everyone into breakout rooms for 20 minutes
- In the padlet put down some ideas by answering the questions listed on each page

TIPS FOR SYNCHRONOUS ONLINE SESSIONS

- Create an agenda for each session
- Tell students what to expect in each session
- Make each session relevant to students
- Ask participants to prepare something for the session
- Do a quick social check in
- Make sure your sessions offer novel content and activities
- Invite participants to keep their cameras on
- Pose questions to students

Building Community in Asynchronous Online Courses. (n.d.). Retrieved from Duke University: https://learninginnovation.duke.edu/blog/2020/02/building-community-in-asynchronous-online-courses/

DEBRIEF
WHAT MAKES AN ENGAGING SYNCHRONIZED SESSION

FACILITATING DISCUSSIONS ASYNCHRONOUSLY

ACTIVITY 3

Choosing alternate methods of delivery

- Sprint Analysis Activity

- In your breakout room, work through the activity within excel.

Google it!

BICHRONOUS ONLINE LEARNING

WHERE DO I GO NOW?

- Design Thinking!

- Backwards Design!

- Authentic Assessment!

THANK YOU!

QUESTIONS WOULD BE NICE, BUT NOT IMPERATIVE