TIDES Facilitated Discussion -
Integrating Synchronous and Asynchronous Learning

Brandon Campitelli - TIDES
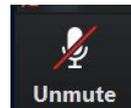Keely Finkelstein - TIDES
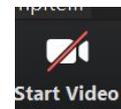Cynthia LaBrake - TIDES
Kristin Patterson - TIDES

Session outline:
- Pause and Connect
- Focused Discussion
- Mini-lecture
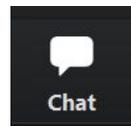- Sharing and Q&A
- Next steps

Zoom etiquette

Please mute your sound wile in the main meeting.

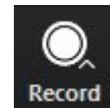In breakout rooms, unmute and turn your video on if possible.

If you have a question or comment, type in the chat.

You can also raise your hand virtually in the Participants tab.

Please be aware that this workshop is being recorded

Pause and Connect

1. Watch a three minute video

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1. Watch a short video (3 minutes)

2. Jot down ideas expressed in the video that resonate with you (1 minute)

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1. Watch a short video (3 minutes)

2. Jot down ideas expressed in the video that resonate with you (1 minute)

3. In a breakout room* (15 minutes)
   - Introduce yourself – share your name, department, the type of course you teach, and your favorite food (and what you like about it)
   - Take turns sharing one idea you each found meaningful in Dr. Starbird's video. Did others have the same reaction? If so, why? If not, why not?

*Assign a facilitator to manage time and make sure everyone has a chance to speak

Focused Discussion

1. Read and answer the discussion question individually

https://docs.google.com/document/d/1MHm1L_nkwtEnaB5F7UXinEhLMgC7jijJYaUQNgso7Ms/edit

Focused Discussion

Which of these sentiments about teaching online in Fall 2020 resonates the most with you?

A. I want my class to be great in the fall. I'm worried that making it great in this new format will take a lot of time. I have many other responsibilities and I have to balance all of them with my teaching.

B. I have taught my class many times face-to-face and I think it is really great the way it is. I love explaining concepts in my field to students and I want to keep doing that even though we are online.

C. While teaching over Zoom, the personal interactions that help my students learn and give me feedback in my face-to-face course will be missing. It's most important to me to set aside time for interaction and communication with and between students.

D. I have always wanted students to take more responsibility for their own learning. The switch to online is a great opportunity for me to help make that happen by providing resources and instructions for students to access the course content on their own.

Focused Discussion

1. Read and answer the discussion question individually

2. In a breakout room: Keeping in mind the theme of this session (Integrating Asynchronous and synchronous course components), share and discuss your thoughts. Can you come to consensus about how to structure your online courses in the fall? (10 minutes)

*Assign a facilitator to manage time and make sure everyone has a chance to speak

*Assign a reporter to share one topic you discussed in your breakout room with the large group

Most courses will have both synchronous and asynchronous components

- Integrating these components may allow you to do what is most important to you, while offering a great course that doesn't take too much time to put together.

You have to decide what students should do and when

- Review your course content
  - What can students do on their own?
  - What is best done while interacting with others?

Students can acquire information on their own

Students can work at their own pace	Students can consume material in small chunks	You can decide what mode of presentation works best	You can curate materials from other sources

Students can apply information while together

Students can get to know each other and you

Students can develop concepts

Students can solve complex problems

Coming up

- Find up-to-date information on the TIDES Preparing for Fall webpage https://cns.utexas.edu/tides/faculty/preparing-for-fall
  - Link to Online Education Task Force materials
  - Upcoming TIDES facilitated discussions
  - TIDES Course Design Institute
  - TIDES TA/UGTA training