

Synchronous & Asynchronous Teaching

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March 30, 2020

Outline

- A. Fundamental considerations for online teaching
- B. Tools for synchronous teaching
 - a. Response Systems: Kahoot & Nearpod
 - b. Google Forms
- C. Tools for asynchronous teaching
 - a. Flipped Learning
 - b. Instructional Video
 - c. Interactive Video
- D. Discussion

Technology is a tool

The computer itself does not have a philosophy of teaching and learning. However, the professionals who develop CALL and conduct research of learner's use of CALL do.

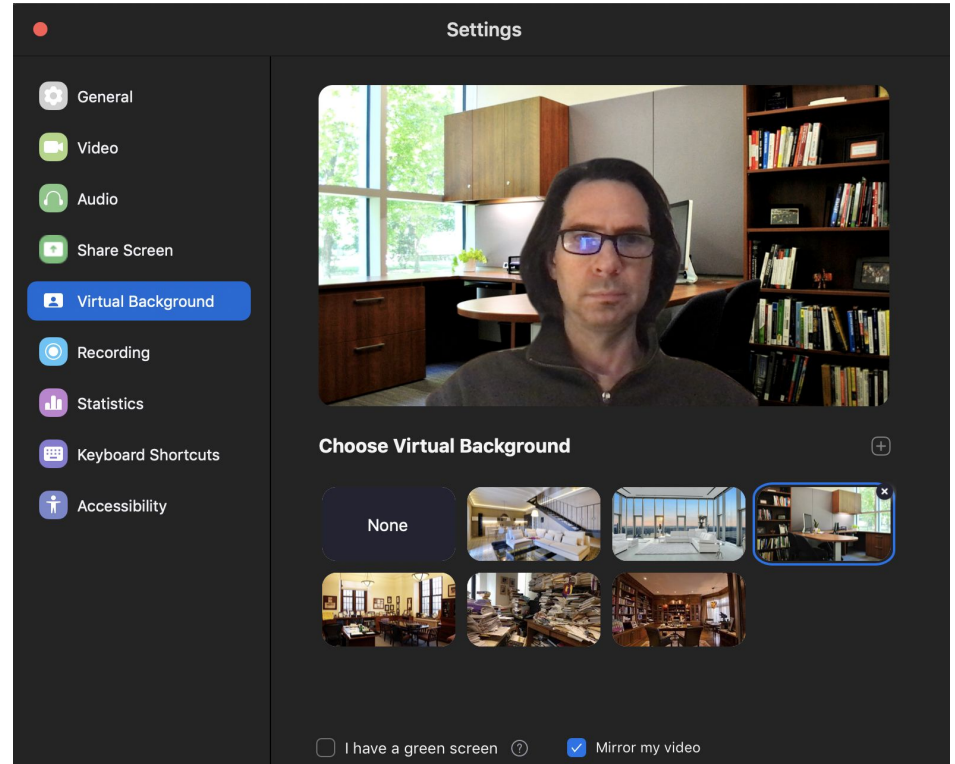
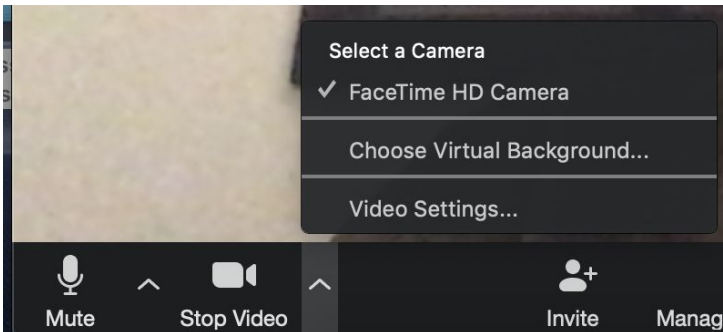
(Chapelle & Jamieson, 2008, p. 3)

Transparent Technology

Teachers should think about technology so students don't.

Teacher Presence

- *You* are the course
- Professional but human
- Zoom virtual background



Technical Assistance

Teachers College Information Technology (TCIT)

[Submit a Service Desk Ticket](#)

[I Want To...](#)

[Resources For](#)

[Workshops](#)

[Help and Tutorials](#)

[Our Services](#)

[Policies](#)

[COVID-19](#)

[TC](#)

[TCIT](#)

[I Want To...](#)

[Meet with an Academic Tech Fellow](#)

ACADEMIC TECH FELLOWS

The role of our Tech Fellows is to work one-on-one with faculty (face-to-face or remotely) to assist with technology tools. Additionally, Tech Fellows give workshops to students to demonstrate how technology can be used effectively.

Walk-in Hours

TC Tech Fellows provide faculty with one-on-one assistance for Canvas and other TC technology. For assistance please email servicedesk@tc.columbia.edu to schedule a meeting over the phone, or via Zoom Conference.

[Email a Tech Fellow](#)

I Want To...

[Log into the myTC Portal](#)

[Log into my TC Gmail](#)

[Log into Canvas](#)

[Contact the TC Service Desk](#)

[Connect to TC Wifi](#)

[Print on TC's Campus](#)

[Find a Computer Lab](#)

[Learn what software is in the computer labs](#)

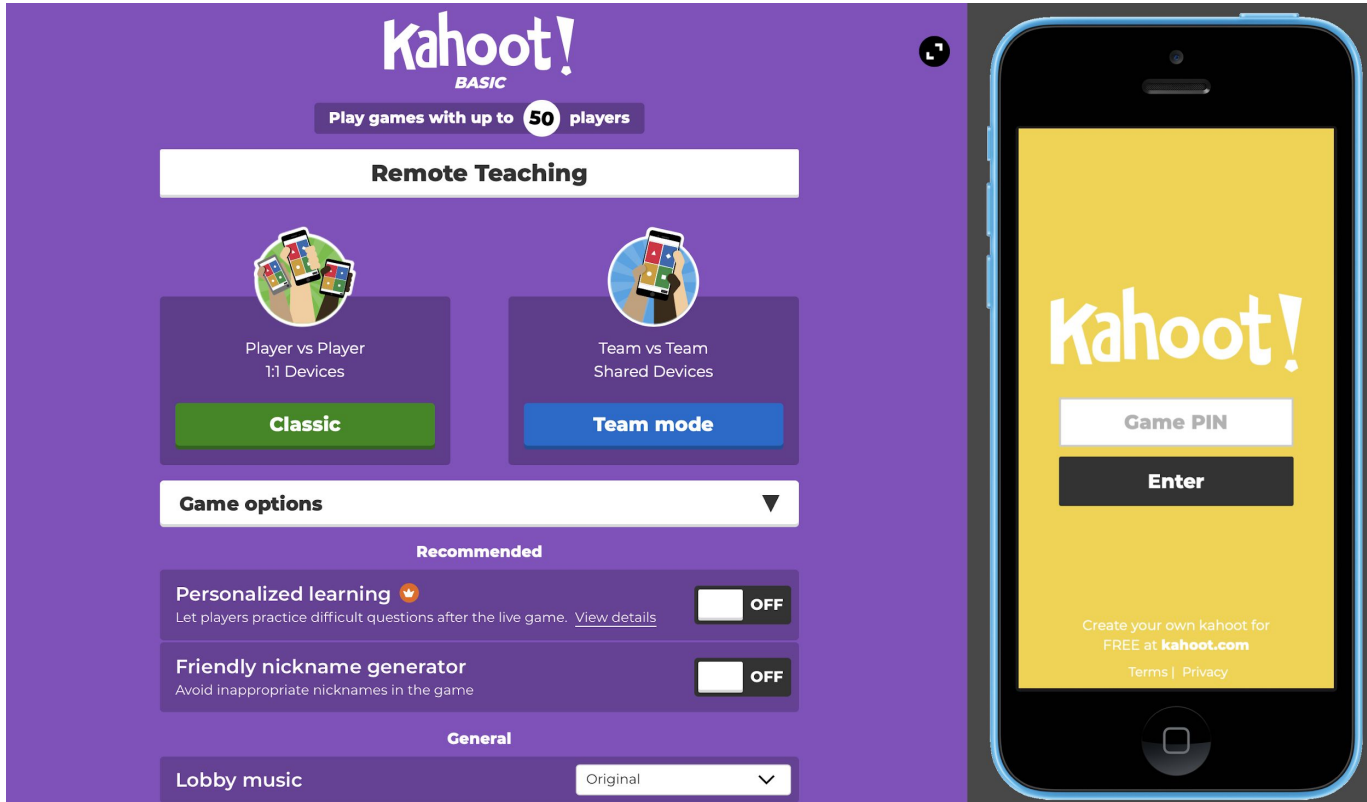
Considerations

Consider what is possible based on students' digital access not yours.

- Devices: Computer, tablet, phone
- Internet Connection: speed, reliability
- Time zones
- T-S communication

Canvas Google Prezi

Kahoot - Audience Response (Student Engagement)



Kahoot Demo

<https://kahoot.com/>

Nearpod - Student Engagement

 CODE: **YTXOG** 



[+ Add Activity](#) 

What tech tools do yo use in your class?

Erik Voss

This is a great tool!

 0 

Erik Voss

I love this class!

 0 

You and your students can like notes as they appear. It's a great opportunity for classroom discussion!

[Ok, got it!](#)

 Share



Share thoughts and/or images here

250 

[Post](#)

 1

2 of 3 

 Hide Student Names



- Folder
- File upload
- Folder upload
- Google Docs
- Google Sheets
- Google Slides
- More

- Google Forms
- Google Drawings
- Google My Maps
- Google Sites
- Google Apps Script
- Google Colaboratory
- Connect more apps

QUESTIONS RESPONSES

Untitled form

Form description

Untitled Question

☐ Option 1

☐ Add option or [ADD "OTHER"](#)

- Short answer
- Paragraph
- Multiple choice**
- Checkboxes
- Dropdown
- File upload
- Linear scale
- Multiple choice grid
- Checkbox grid
- Date
- Time



TCP Week 8 Exit Ticket

Tuesday March 24, 2020

What did you learn today that was helpful for you to apply in the future? *

Long answer text

What do you still have questions about from today's class? *

Long answer text

How would you evaluate your contribution to the online discussion this past week? *



Theme options



HEADER



Image uploaded



THEME COLOR



BACKGROUND COLOR



FONT STYLE

Basic



11 responses



Accepting responses



Summary

Question

Individual

What did you learn today that was helpful for you to apply in the future?

11 responses

It was really helpful to do a first-hand practice in writing a lesson plan. Moreover, understanding the advantages of wait time can absolutely bring enormous positive effects on me as both a student and a future teacher. Moreover, the separation of an activity into three stages is also quite useful for lesson plan and today's class cleared up my misunderstanding about scripts. I used to believe that as a young teacher, the lesson plan does not tell me what exact I will say in the classroom, but today it makes sense that for novice teachers, we can write down the words that we are going to say for guidance as well as in case of going blank in mind during the class, which makes the lesson plan suddenly practical for inexperienced teachers in that sense. It is great to know that scripts are part of the lesson plan and I hope scripts will not stay long in my lesson plan.

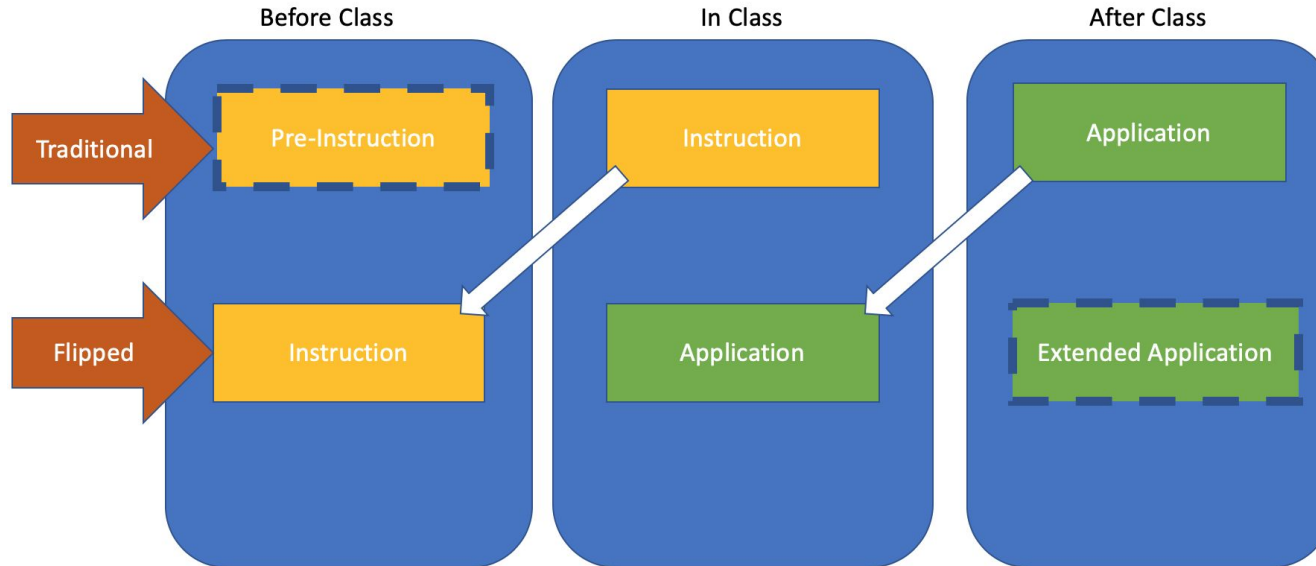
how to write a lesson plan (objectives, time control, activities design...); giving students "wait time" can be helpful for creating a relaxed atmosphere in the classroom and increasing the quality of the students' answers.

The benefits of extended wait time, especially AFTER someone speaks. Prior to reading the assigned articles, I was not aware of this practice.

I learned about the tremendous increased learning comprehension value of wait time.

Flipping Learning

Shifted-Learning



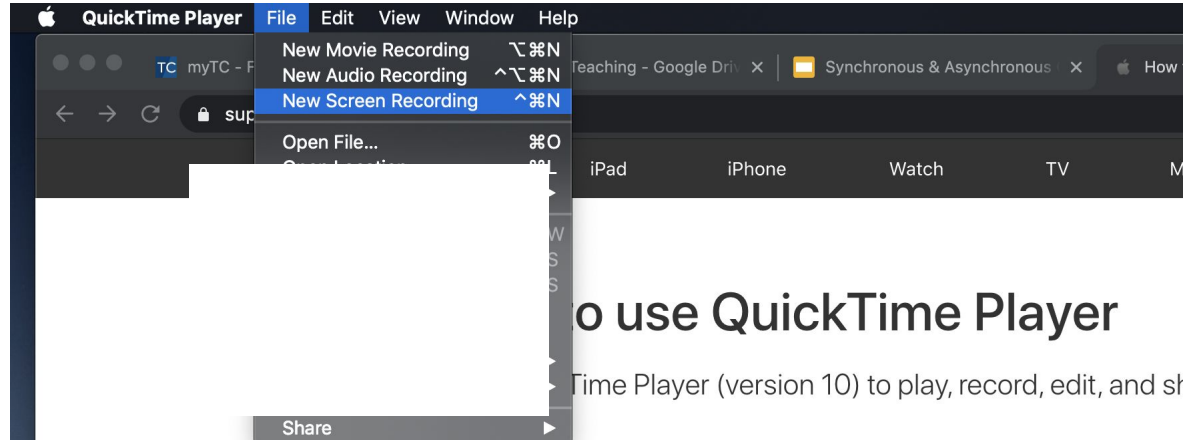
Instructional Videos

- Create your own content for the lesson
- Create a technology demo for an upcoming lesson
- Record the screen (webcam, annotations, voice)
- Students watch on demand at home
- Can be used as planned content or as a contingency plan
- Keep videos short (~5 mins)

In-class assignments are designed to apply the knowledge from the instructional videos.

Instructional Videos

Quicktime Player



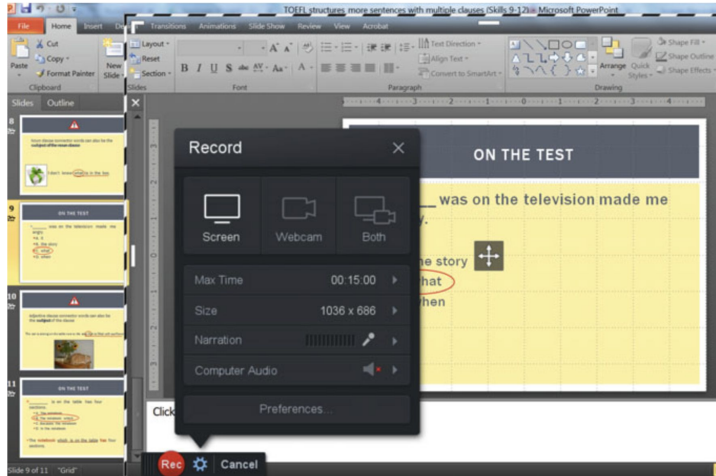
Trim

Use the trim function to remove unwanted parts of your movie.

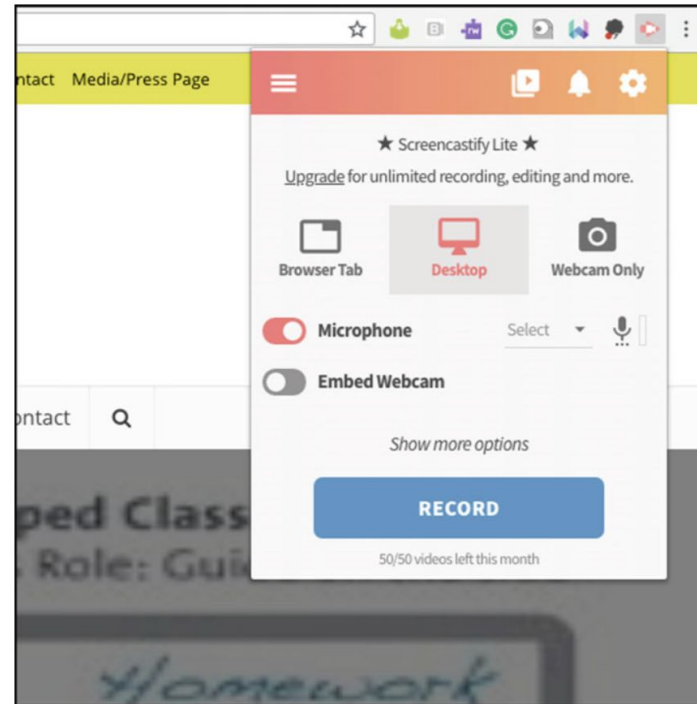
1. Choose Edit > Trim. The yellow trimming bar appears, with handles on each end.



Instructional Videos



Screencast-O-matic



Screencastify

Interactive Video



The screenshot shows the edpuzzle interface. At the top, there are four tabs: "Crop Video", "Voiceover", "Audio Notes", and "Quizzes" (which is highlighted in green). Below the tabs is a video player showing a man in a dark t-shirt gesturing with his right hand. The video player has a progress bar at the bottom with a play button on the left and a green question mark icon on the right. To the right of the video player is a sidebar with three green icons: a question mark, a list, and a speech bubble. Below these icons is a "1 of 1 +" indicator. The sidebar contains three question boxes. The first box has a green checkmark icon and a text input field with the placeholder "Type your multiple choice question here". The second box has a red X icon and a text input field with the placeholder "Type a choice here". The third box has a green checkmark icon and a text input field with the placeholder "Type a choice here". At the bottom of the sidebar is a button labeled "Add answer".

Pause at specific time and embed:

- Audio Note(s)
- Voiceover
- Quiz question(s)
- Questions for self-assessment
- Prompt for short constructed response

Improve motivation, save time, address weakness of students who needed assistance (Shea, 2000)

Edpuzzle Demo

<https://edpuzzle.com/home>

Discussion

Audience Q&A

Google Slides Speakers Notes

Voss E. & Kostka, I. (2019). *Flipping academic English language learning: Experiences from an American university*. Singapore: Springer Nature.

Chapter 6 Resources for Further Exploration

