A wooden bookshelf with vertical slats. On the right side, a black mesh pencil holder is filled with many colored pencils, mostly in shades of blue and green. The background is a warm, wooden texture.

SCTE Session: Creating and Enhancing Asynchronous Content Part 1: Asynchronous Components

Schulich School of Business

July 20, 2021 | 12:00 - 1:30 PM

Asynchronous vs. Synchronous Learning Content

Asynchronous Examples:

On-Demand Instructional Elements

Audio or Video Recordings / Files

Recorded Slides with Narration

Recorded Guest Speakers Presentations

Course Readings / Digital Documents

Discussion Boards

Self-Paced Course Modules / Activities

Simulations

Assigned Assessments & Quizzes

Polls / Surveys

Announcements

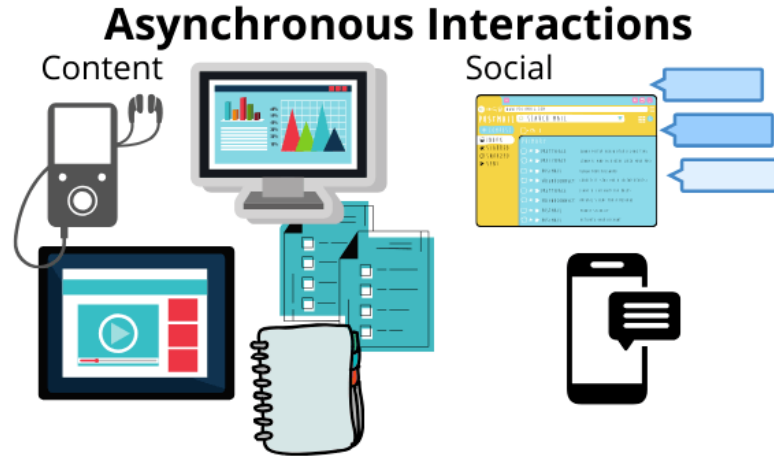


Image: Asynchronous Interactions, [eLearning Industry](#)

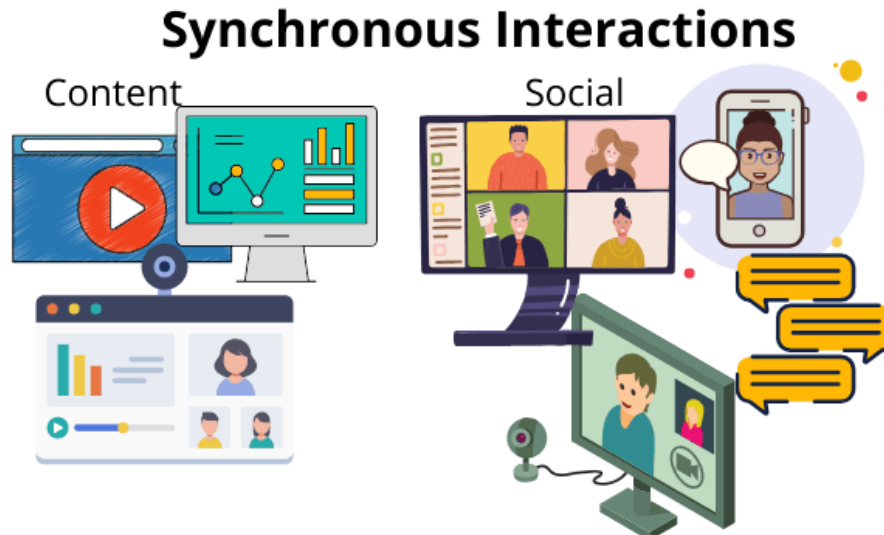


Image: Synchronous Interactions, [eLearning Industry](#)

Synchronous Examples:

Live Delivery and Communications

Remote / In-Person Lectures

Remote / In-Person Presentations
(instructor, student, guest speaker)

Live Text Chat (via Zoom)

Discussions / Break Out Groups

In-Class Polls / Surveys

In-Class Assessments & Quizzes

When & Why to Use Asynchronous Content?

Levels of Asynchronous Interaction

- 1. Knowledge Transfer:** Prerecorded audio and video, recorded demonstrations, readings, links to more info, etc.
 - Consider asynchronous content that could benefit students if completed at their own pace.
 - **Optional:** Include additional content for students interested in exploring topics further. If so, clarify between 'necessary' and 'nice-to-know' content in respect to weekly student workloads.
 - **Note:** Opens synchronous class time for collaboration or review of complex problems with immediate feedback.
- 2. Show Understanding:** Knowledge checks / quizzes, guided demonstrations, discussions, critiques, etc.
 - **Note:** Tools such as Canvas Quizzes and Echo360 interactions (with feedback) encourage students to stop and reflect while highlight key content.
- 3. Application Exercises:** Decision / branching exercises, case studies, simulations, problem sets, troubleshooting, etc.
 - **Note:** Tools such as Echo360 and H5P can allow for designed application interactions, but do not guarantee it.


Pros of Asynchronous Learning


- Offers **flexibility** where students can progress at their own pace and access asynchronous materials at a time and place that works best for them. Considers time zone, sick days, competing commitments, etc.
- Students have more **time to review and reflect** on learning content, often resulting in a better understanding of the topics and materials.
- Created content can be **easily updated**, improved, and reused in future terms. Use student feedback and analytics (where applicable).
- Built in **accessibility** features. Ex: Echo360 & Zoom recordings include searchable transcripts and playback settings (pause, speed up, etc.)


Cons (and Resolutions) of Asynchronous Learning


- **Limited contact with instructor and peers.** Student questions may have delayed responses, waiting for class time or responses to emails / discussion boards. Ensure **clear communication channels and schedules**, such as scheduled office hours, class time, Canvas emails, discussion boards.
- Asynchronous content **requires more self-discipline**. Limited interactions may also result in lack of motivation and engagement with the course content. **Highlight value and Learning Outcomes** of completing assigned asynchronous content. Consider **weekly announcements** to keep students focused on key tasks. Expand on content within synchronous class sessions.
- More **time investment** to create asynchronous content. However, already created content is **easier to review, improve, and reuse** more quickly.


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Account



Admin



Dashboard


Courses


Groups


Calendar


Inbox


History

≡ Lisa Test Course

Home

Announcements

Syllabus

Modules

Assignments

People

Discussions

Grades

Quizzes

Update Course Syllabus

Final Grades

Zoom

Echo360

Files

Pages

Settings

Canvas Features & Quick Example

Class 1 - Advertisements	✓	+	⋮
Overview: Advertisements	✓		⋮
Preparation (Complete Prior to Class)	✓		⋮
Video: Introduction - What Makes an Ad Memorable?	✓		⋮
Read: Key Elements of a Great Ad	✓		⋮
Quiz: Key Elements of a Great Ad	✓		⋮
Share Your Favourite Ad (to be discussed in class)	✓		⋮
Class Materials	✓		⋮
Review: Lecture Slides	✓		⋮
Lecture Recording (Posted After Class)	⊘		⋮

Effective Use of Canvas Discussion Boards



Common Uses:

1. Post discussion questions prior to class to prompt more in-class participation.
 - Example: Students may participate online and / or prep responses for in-class discussions.
 - Often appreciated by 'quieter' students / those wanting to prepare speaking points
2. Provide a class / group space to collaborate and share ideas.
 - Open opportunities to peer discussion & diving deeper into a topic of interest.
3. Course FAQ: Shared space for general course questions, answered by the instructor or peers.

Note: It often takes more time to read and reply to a discussion thread vs. participate in live discussion. It may also increase instructor workload to review or grade each student post. Recommend using DBs as a reflection / sharing space vs. for graded participation. Have clear expectations of both student and instructor discussion board use.

York Provided MS Office Apps



Bookings



Calendar



Class Notebook



Delve



Excel



Forms



Lists



OneDrive



OneNote



Outlook



People



Planner



Power Apps



Power Autom...



Power BI



PowerPoint



Project



SharePoint



Staff Notebook



Stream



Sway



Teams



To Do



Whiteboard



Word



Yammer

Schulich's ³⁶⁰echo[®] Features


Upload / Record your own videos and presentation slide content

- Includes student engagement features:
 - Transcript review
 - Note taking, bookmarking, and discussions
 - Flag for confusion & user analytics (instructors may address confusing topics in more detail)
 - Optional [asynchronous interactivity](#) options such as integrated polls and questions
- Easier student transition from lecture recordings to related interactive activities.

License & Supports provided through Schulich

- Includes unlimited storage on Canvas.
- Contact [IT Medic](#) or attend weekly [Q/A Drop-In Sessions](#) with support requests.
- View Schulich's [Online Course Delivery Guide](#) including 'Echo360' training guides.
 - Includes Echo360 QuickStart Guide: [Part 1](#) | [Part 2](#)

H5P ('Free to Use')

- Free to use by eCampus Ontario
 - Quick, standalone, content modules to assist topic knowledge and understanding.
 - [H5P Examples and Downloads](#)
(includes list of content options)
- 
- Create an [eCampus Ontario Account](#) to view and share H5P content examples
 - Note: eCampus H5P content can be imported into Canvas course 'pages'
 - Requires a **paid** license to import as a Canvas 'assignment' (gradebook use)



Articulate ('Free to Try')

Articulate Storyline

- Larger, standalone, SCORM package. Interactive slide modules. Optional knowledge checks.
- Example: [eLearning Heroes Community](#)
- Example: [Schulich Academic Honesty Demo](#) (email cite@schulich.yorku.ca to request access)
- Note: The Storyline license is currently limited to PC, or Mac with a Windows virtual machine.

Articulate Rise

- Standalone interactive guide. Visually cover a topic with images, interactions, and video.
 - Includes options to allow users to dive deeper into related topics of interest.
- Example: [Food Allergy Awareness Guide](#)

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- Try [Articulate 360 free trial](#) (includes 'Rise 360' and 'Storyline 360').
 - Contact cite@schulich.yorku.ca if interested in further details.

Asynchronous Elements that Worked Well

Faculty Survey Quotes on Remote Delivery in 2020

Virtual Environment – Pre-Synchronous

- “**Students were better prepared for class** because they had listened to pre-recorded materials ahead of time.”
- “Each week's self-study was followed up by a quiz. This was done to ensure that students would remain on track with the course. It also had the effect of having really **well-informed and deep discussions during the sync sessions.**”

Virtual Environment – Post-Synchronous

- “**Recording of lectures for later use** by students.”
- “Recorded material that can be viewed by the students whenever the **concepts involved are complex.**”

Additional Resources

Teaching & Learning Site:

- [Course Design Guide – Learning Activities](#)
- [Course Design Guide – Course Materials](#)
- [Course Design Template](#): Excel file (with examples) to help design LOs for each class.

Canvas Online Course Delivery Guide:

- Echo360 QuickStart Guide: [Part 1](#) | [Part 2](#)
- [Using the New Quizzes Tool in Canvas](#)
- [Discussions Overview](#)

CC0 / No Copyright Reserved Resources:

- [Pexels](#) (stock images and video)
- [Creative Commons](#) (images & resources)
- [OER Commons](#) (academic resources)



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(Canvas, Zoom, Echo360, etc.)



Audience Q/A