

Synchronous LEARNING

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Asynchronous LEARNING

What's the difference?

Live, real-time sessions delivered online via interactive classrooms, webinars, social media, instant messaging, discussion forums etc.



Activities designed to be accessed **any time** via online learning platforms, pre-recorded videos, discussion boards etc.

How to choose?

Plan, design and facilitate synchronous sessions where:



You require live interaction or active participation/collaboration



You intend to encourage and provide opportunity for participants to ask questions



You will answer questions and/or provide immediate feedback



You are hosting a guest speaker/lecturer (who also requires all of the above)



You are facilitating a session for students to deliver an online presentation

Plan, design and facilitate asynchronous activities where:



Your content lends itself to students working through it in their own time and at their own pace



You can use a variety of methods to present information and concepts



You build-in ways to scaffold and support learning to engage and motivate students



You provide opportunities for student-teacher and student-student communication and regular feedback



You can include appropriate self-assessment and reflection opportunities

Things to consider:



Online synchronous sessions require time to prepare, a different type of presentation/facilitation skillset, technical set-up etc.



Even if you choose the right technology tool for the session, technical issues may arise so be prepared



Some students may not feel confident in interacting online and it can be difficult to identify students who need support



You need to spend time carefully “chunking” up learning materials into shorter activities in an accessible format



Make your own contact availability explicit. Set out clear expectations of contact/communication



Students need to be disciplined to work through the material at their own pace, so think about reminding them about key activities and deadlines