Streaming to Zooming: Research-Based Practices for Today's Synchronous Learning
February 17, 2022 | Online

Session Goals
- A brief history of synchronous online learning
- Why synchronous online learning now
- Emerging trends for course design and teaching

Steven R. Crawford, Ed.D.
Maricopa Community Colleges
District Director,
Maricopa Center for Learning and Innovation

steven.crawford@domail.maricopa.edu
@DrSRCrawford

A Brief History of Synchronous Online Learning

It all started with...

...but this helped it thrive...
...until.

The Return of Synchronous Online Learning

Emergency Remote Instruction

Intentional Remote Instruction

Synchronous Online

HyFlex and etc.

Create a Course Map

Focus on:
- Learning objectives
- Assessment and measurement
- Instructional materials
- Learning activities and learner interaction
- Course technology
- Synchronous time

Implications for Course Design

Join the community of people that believes quality matters | qualitymatters.org/events
Maximizing Synchronous Time

- Synchronous Activities
- Asynchronous Activities

Matching Your Goals to Modality

- Organizing and analyzing complex course content
- Eliciting more thoroughly researched, structured, and thoughtful responses
- Critiquing student work and providing instructor feedback

How to Use the Synchronous Time

- Will you use the time to present content?
- Will you use the time to implement active learning strategies?
- Will you use the time to guide learners through learning activities?

Accessibility

Access the community of people that believe quality matters | qualitymatters.org/events

Implications for teaching

Start with a plan...
Remember, it is only a plan

Maximizing Synchronous Time

Avoid Being Unnecessarily Repetitive

Chunk Your Content

Use Active Learning

Activities to Consider:
- Purposeful pause
- Minute paper
- Think-pair-share
- Polling
- Concept map
- Case study
- Think aloud
- Problem-solving
- Jigsaw
- Gallery walk

Allowing Time for Questions
Time for Learner Interactions

Testing and Exams

Reasons for Cameras On

• Communicate nonverbal cues
• Assists in collaborative learning
• Avoids “talking to yourself” feelings by faculty
• Supports instructor-learner and learner-learner interactions

Reasons for Cameras Off

• concerned about my appearance
• concerned about other people being seen behind me
• internet connection was weak
• felt like everyone was looking at me the whole time
• concerned about my physical location being seen behind me
• concerned about distracting my classmates
• concerned about distracting my instructor

Recommended Strategies

• Do NOT require video cameras to be turned on and do offer alternatives
• Explicitly encourage camera use, explain why you are doing so, and establish the norm
• Address potential distractions and give breaks to help maintain attention
• Use active learning techniques to keep students engaged and promote equity
• Survey your students to understand their challenges

Questions & Discussion
Streaming to Zooming: Research-Based Practices for Today’s Synchronous Learning

Resources


https://www.qualitymatters.org/qa-resources/resource-center/articles/resources/captions-help-all-learners


Acknowledgements

Slide 5, 6, 7, 9, 16, 18, 22, 24, 25, 26, & 27 images are from Pixabay.com and covered by their license: http://pixabay.com/service/license/

Slide 10, 13, 19, 20, & 28 images are modified images from Pixabay.com and covered by their license: http://pixabay.com/service/license/