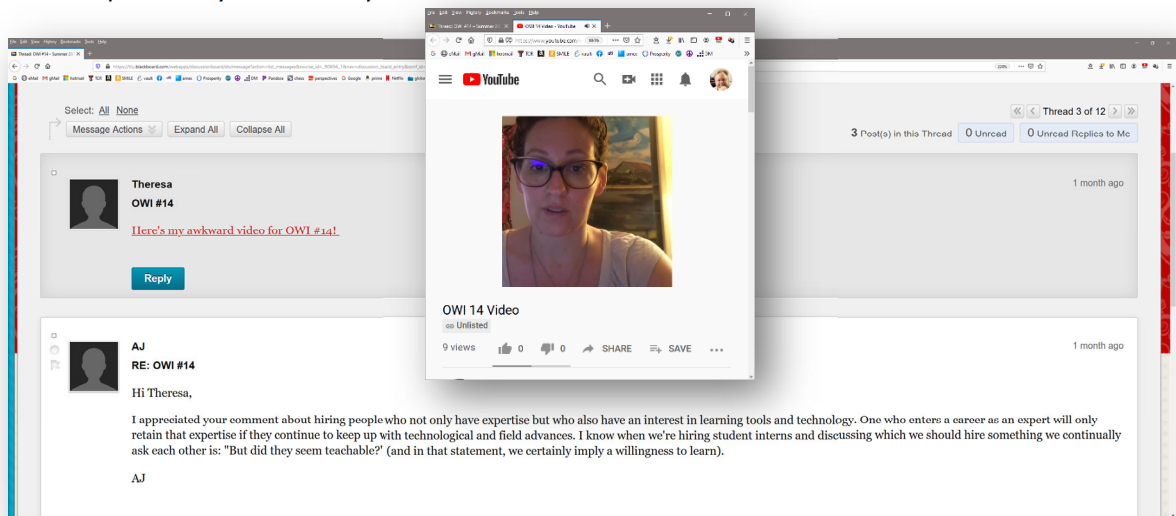


Synchronous/Asynchronous Native Online Engagement

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Effective online instruction optimizes productive interaction between student:teacher, student:student, and student:content. If your class holds synchronous meetings, however, it is most often the case there's not enough time for each student in the class to participate. Or, perhaps students aren't ready to participate on-the-spot and need time to think about their ideas. Two excellent strategies include offering students the opportunity to participate either synchronously or asynchronously, and breaking students into groups and connecting the synchronous and asynchronous with shared documents:

1. **Model** the synchronous environment activity with some students, have other students complete the activity asynchronously, and ask those who completed synchronously to comment on those who completed asynchronously.



Some student presented OWI principles during class, and we edited those videos from the class recordings and created an **archive**. Other students took more time, and uploaded their own videos for discussion asynchronously in a discussion board.

2. **Connect** the asynchronous and the synchronous through **breakout** rooms. Depending on the tools you're using, you can create rooms and either have one master shared Word file with prompts for students to take notes in ready to go, or have one shared Word file for each group. The instructor can monitor and interact in all files simultaneously, synchronously or asynchronously, as can each student. Bring students back to one class chatroom and discuss the highlights. Again, students can participate synchronously or asynchronously.

