

## **TITLE**

Khoury College: Combine Synchronous and Asynchronous Instruction During Your Class Time

## **PRESENTED BY**

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## **[Resources for teachers transitioning from classrooms to online](#)**

## **TRANSCRIPT // English (auto-generated)**

YouTube Link: [https://youtu.be/qi4\\_KUYblcU](https://youtu.be/qi4_KUYblcU)

Schedule consistency, I think, is very important. So again if you think about an entire day, particularly K-12, it's typically very structured you have from 8:00 to 8:50 of Math, from 9:00 to 9:50 of English. It's a very, very structured day. That structure is very useful even if you're teaching online. And it doesn't matter if you're teaching online synchronously, where you're providing remote instruction, or if you're teaching asynchronously. So, if you're synchronous, of course, it means that if you normally have Math at 8:00 am on Wednesday. Well suddenly it means at 7:55 you get online to your Zoom virtual classroom link and you are working with your instructor for 45 minutes or so. Now, in that particular case, you as an instructor have an option of perhaps splitting your lesson between a synchronous component, where you're actually live talking to the student, and an asynchronous component where you tell the students, "Alright, it's 8:00. Here's what we're going to do today. Here are some things that I've noticed on your homework that I saw last night. Let me give you a couple of explanations and now we're going to have to learn about how to do fractions, so I've prepared a small lesson for you using Snagit or using QuickTime or Screencast-O-Matic." Or you might decide as an instructor, "Hey there's a really great lesson on Khan Academy who shows precisely what I want them to learn, so I'm going to direct them to that." We say, "Here is the URL to the resource I want you to work on for the next 15 minutes." And then after 15 minutes, you come back to the students and maybe do a worked example. You kind of flip between synchronous and asynchronous instruction. But it's done within that allocated block of time, as opposed to leaving it after the student when to work through it. And I think that can be extremely powerful, particularly for, I would at least say K-8. But, personally, I think it's for K-12. It can also really help undergraduate students and college students because it helps them keep their schedules. Now, even if you're doing pure asynchronous instruction, while you might not be able to—for various reasons—talk live to the students. You can at least tell them, "Alright, at 9:15 is normally our Chemistry lesson. Here is the work I want you to do today. I want you to watch that YouTube video. I want you to read that particular set of pages in the book. I want you to complete that small assignment." And then you start. Ideally, send them a reminder. Use your WhatsApp group, use your communication, come and say, "Hey, our lesson is starting. Here's what I want you to do first." And then, after 10 minutes, send them another message. "Hey, now that we've watched that video, here's what I want you to do next." And you guide them through that lesson. So, while you're not talking with them live, you are still using that block of time in their schedule to work through that lesson. I think one of the things that,

particularly students, have to understand is that when you're not in school, it does not mean that they're on vacation. That their school day continues and they just happen to be participating virtually rather than being in a physical co-located space. But the key thing is, in my opinion, that you stick to the same structure. And, as a teacher, you guide them through that day, your lesson and then of course, at a larger level, through their entire schedule.