**Facilitating Learning in Synchronous Environments**

**Unit 2: weeks 2 & 3**

**Description:**In Unit 2, you will look more closely at the variety of tools available to support real-time learning as well as the variety of ways in which these tools can be grouped and categorized. You will also explore a variety of the most common learning venues for synchronous learning. You will consider the selection and use of tools and venues in conjunction with the specific learning outcomes and objectives desired. You will also collaboratively design a rubric to be used to assess Assignment 2.

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| **Time** | **Instructor Activities (What will the instructor do?)** | **Learning/Learner Activities (what will the learner do?)** | **Resources (Handouts, PPT, video, etc.)** |
| Week 2  Week 3 | **Post a summary of unit 1 and intro to unit 2 – suggest you use a short video (2-4 minutes)**  Intro needs to include info about assignment 2 – and how students need to choose a topic for their session. The sessions will be facilitated in weeks 8 & 9.  Schedule the sync session for the rubric development activity – ensure students review the rubric samples before the session  **Sync session (60 minutes):**  Facilitate the rubric development session –   1. provide an overview to the class and review assignment 2 criteria (see learning outcomes & assessment matrix in course outline). 2. Assign 1 criterion for each to team to flesh out using break-out rooms. 3. compile the break-out rooms and share with students using a wiki or other collaborative space (i.e. google docs). 4. The whole class reviews the compiled document in the collaborative space and adds comments.   **Assignment 1: Best Practices (pairs) – at beginning of week 2** assign students into pairs to review various sync tools. offer students the option to choose a space to share their best practices document (wiki, google doc, blog, etc.). as long as everyone has access - as they will use this document when choosing a sync tool to use for their facilitated session. | **Brainstorm activity**  In teams, students consider topics for their assignment 2 presentations. Use communication tool of choice.  **Sync session: Develop Rubric for Assignment 2 (class)**  Synchronous class activity – use web conferencing with white board allowing participant interaction & breakout rooms  Students need to read the rubric documents before the session. And in the session work in teams to develop a critical analysis rubric to use when assessing online sync learning activities.  Instructor will compile breakout rooms into a shared document, which class will review and comment.  **Assignment 1: Best Practices (pairs)** – due at end of week 3  Work in pairs to review a sync tool and prepare a best practices document. | Readings Finkelstein, J. (2006). Learning in real time:  Synchronous teaching and learning online. San Francisco: Jossey-Bass. (Chapters 3 and 4). Hyder, K., Kwinn, A., Miazga, R., & Murray, M. (2007). [The eLearning guild’s handbook on synchronous e-learning.](http://ebookee.org/The-eLearning-Guild-s-Handbook-on-Synchronous-e-Learning_1058693.html" \o "The eLearning Guild’s: Handbook on Synchronous e-Learning" \t "_blank) Santa Rosa, CA: The e-Learning Guild. (pp 17-24).  Hrastinski, S., Keller, C. & Carlsson, S.A. (2010). [Design exemplars for synchronous e-learning: a design theory approach](http://dx.doi.org.ezproxy.royalroads.ca/10.1016/j.compedu.2010.02.025" \o "Design exemplars for synchronous e-learning: A design theory approach" \t "_blank). Computers & Education, 55 (2), 652-662. Rubric Samples California State University, Chico (2009). [Rubrics for online instruction](http://www.csuchico.edu/tlp/resources/rubric/rubric.pdf" \o "rubrics for online instruction" \t "_blank). (Use the section on Innovative use of Technology).  San Diego State University (n.d.). [Rubric template](http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html" \o "rubric template" \t "_blank).  University of Wisconsin—Stout (2012). [Rubrics for assessment resources](http://www.uwstout.edu/soe/profdev/rubrics.cfm" \o "rubrics for assessment" \t "_blank). Video resources – embedded in course Facilitador (Producer) & Dornbush, C. (Presenter).‬‬‬‬‬‬ (2012, February 2).  [Learn how to deliver an engaging virtual classroom presentation in under 10 Minutes!](http://youtu.be/VxY22IhbaH4" \o "E-learning: How to deliver an engaging Virtual Classroom presentation " \t "_blank) [YouTube video file] |

**Assignment 1: Best Practices (pairs) – due at end of week 3**