**Facilitating Learning in Synchronous Environments**

**Unit 4: weeks 6, 7, 8, & 9**

**Description:**Unit 4 focuses on the process of actively facilitating real-time learning sessions. You will explore the key skills addressed in this unit: how to be an effective host in a synchronous learning environment who puts people at ease, facilitates connections among participants, makes everyone feel included, monitors the energy and provides an effective conclusion. You will also examine the various roles that good hosts play in facilitating synchronous sessions as well as specific facilitation strategies that can used. Particular attention will be paid to examining strategies that support effective community-building, engagement, collaboration, risk-taking and feedback.

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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.) |
| Weeks 6 & 7 | Finalize and post team presentation schedule for weeks 8 and 9. Collect all the images and notes submitted for the “good host” exercise and post them to Unit 4 plenary discussion forum as a slideshow. Facilitate a discussion in the forum exploring the themes arising from the submitted metaphors. Post a recording of a sample synchronous session to the Unit 4 discussion forum and ask students to critique the session based on a series of considerations you provide. Facilitate the discussion forum session by providing feedback and commentary for the duration of Unit 4.   | In teams, students will use synchronous spaces to plan, practise and rehearse presentations. Teams will build on their brainstorming and audience analysis completed in Unit 3. Students will develop a metaphor for a “good host” by supplying one image and some notes about why you selected the image. These will be submitted to a drop-box. Students will watch a sample synchronous session and critique the session using a series of stimulus questions provided by the instructor. Critiques are posted to a plenary discussion group for theming by the entire class. | *Readings*Finkelstein, J. (2006). Learning in real time: Synchronous teaching and learning online. San Francisco: Jossey-Bass. (Chapter 5, pp. 65 - 93).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) Santa Rosa, CA: The e-Learning Guild. (Chapter 3, pp. 43-44; Chapter 6 and 7).Stewart. A.R., Harlow, D.B. & DeBacco, K. (2011). [Students’ experience of synchronous learning in distributed environments](http://www.tandfonline.com/doi/pdf/10.1080/01587919.2011.610289). Distance Education, 32 (3), 357–381. DOI: 10.1080/01587919.2011.610289.*Video resources*Rothler, D. (Presenter). (2013, May 30). ‬‬‬‬‬‬ |
| Weeks 8 & 9 | Attend and evaluation all synchronous team presentations.Remind students of Assignment 4 due date in Week 10. | Students’ Assignment 2 presentations are conducted over Weeks 8 and 9.Students will provide individual feedback on each team’s presentations in Assignment 2 using a rubric designed by the class as part of their Unit 2 activities. Students are expected to will submit their rubrics (500 words maximum) to the designated dropbox. |  |

Assignment 2: Synchronous Lesson Design (Team) 30% - presentations occur in weeks 8 & 9

Assignment 3: Peer Review of Team Presentations (Individual) 10% - due after each team presentation