



# Facilitating Asynchronous Learning Environments & Synchronous Live Classes

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**UNSW** | **AGSM**  
Business School

# About Dr Victoria Clout:

A Senior Lecturer at UNSW Sydney. Victoria does high quality research projects within the areas of corporate governance, financial accounting and corporate finance. Victoria's research has relevance to the accounting industry, market regulators and investors. Victoria is a PhD qualified academic, with analytical skills, a track record in high quality research design, accounting knowledge, and experience in active learning and online teaching.

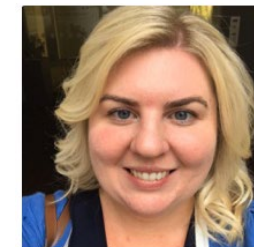
Find out more about Victoria...

- **Youtube videos:** [www.youtube.com/VictoriaClout](https://www.youtube.com/VictoriaClout)
- **LinkedIn:** <https://www.linkedin.com/in/victoria-clout-2b97031a/>
- **Twitter:** <https://twitter.com/DrVictoriaClout>
- **Blog:** <https://drvclout.blogspot.com>
- **Teaching Resources:** [https://figshare.com/authors/Victoria\\_Clout/8888411](https://figshare.com/authors/Victoria_Clout/8888411)
- Academic Humour **Instagram:** <https://www.instagram.com/academichumour/>
- Victoria (& Amanda White's) "I ♥ Accounting Education" **Microsoft Team** (join 77 Academics from around the world)

Victoria also runs the **social media accounts** for the following **journals**:

- Australian Journal of Management
- Accounting & Finance

Editorial Boards: Accounting & Finance; Accounting Research Journal



## Victoria Clout

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Sydney



# Roadmap for navigating the online world of teaching

This presentation will cover:

- Digital platforms for delivery & assessment
- Creating stimulating asynchronous components
- How to structure an online class
- Time considerations
- Effective use of break-out rooms
- Techniques for stimulating student engagement
- Guidance on setting expectations including Netiquette in online classes and spaces & Communication in the online world

What do students like  
& not like about  
online learning?

# What do students like in online teaching



They like interactive classes



Using chat/polls



Seeing other students



Interacting with out students

# What do student not like in online teaching



Lack of engagement from their fellow students



Feeling left out of the conversation



Other students dominating the discussion



Unknown of online assessments, particularly online exams



Uncomfortable using microphone during class



Technical issues with internet connections and dropping out

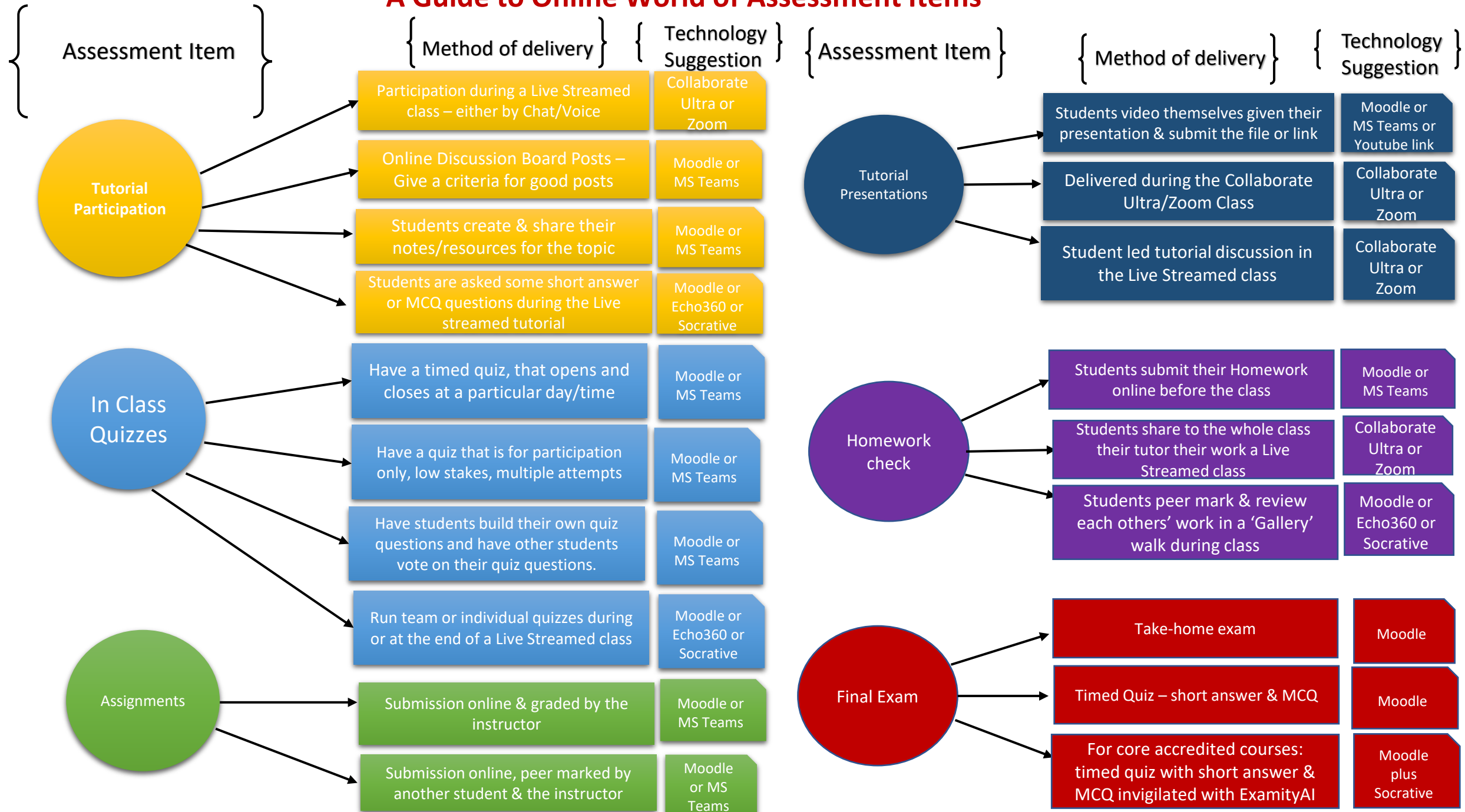
# Rethinking assessment in the online world



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# A Guide to Online World of Assessment Items





# Creating stimulating asynchronous components

# Asynchronous learning

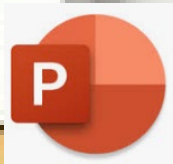


- Students are learning at different times
- Communication for this component is not live
- Can be convenient and flexible for students to access
- Allows students to work at their own pace
- Contrast to synchronous learning – all students learning at the same time (e.g. live streamed lecture/tutorial)

Asynchronous and synchronous can work together

# Moodle site

This is what you are starting with.  
Think about the set up of the learning environment (e.g. Moodle)





This looks better!  
You can add  
components to your  
moodle site & then  
develop your a  
strategy for  
interacting through  
them



Be careful!  
Not too much!

# My recommended Moodle Asynchronous Tools for students



**Course Self Completion**



**Completion Progress Bar**



**Calendar**



**Activities**



**Forums (Discussion Board)**



**Search Forums**



**Checklist**

Thinking about  
platforms  
synchronous delivery



# YOU MIGHT BE USING A PRE-EXISTING LIVE CLASS STREAM TOOL, HOWEVER....



Also you can unlock extra features!  
Don't just use the doorway!



Let the type of  
class guide you  
to the tool



# How to structure an online synchronous class



Online classes –  
Think about it like a  
rocket launch!  
t-20 to t+90  
where t = tutorial start  
time (e.g. 9am)





- T-20 mins – open up documents
- T-15 mins – open up Collaborate Ultra & Roll on GoogleSheets
- T-15 mins to T+5 lay out the welcome mat
- T+5 mins to T+15 START - welcome plus introduction to the tutorial
- T+15 mins to T+17 – Volunteers for presentation / you setup share screen
- T+17 mins to T+65 mins - Main tutorial – cold calling/any presentations – polls/breakout groups if energy is low
- T+65 mins – Direct students to open Socrative & start setting up the quiz – share your screen to show the room code
- T+70 mins to T+85 Run the Class Activities MCQs via Socrative (if students finish early they can depart)
- T+85 mins CLOSE – FINISH TUTORIAL
- T+90 min done!

Open the doors 15  
mins before for  
technology  
this allows for  
warm-ups





Have a Welcome  
slide & this can  
show controls  
slide





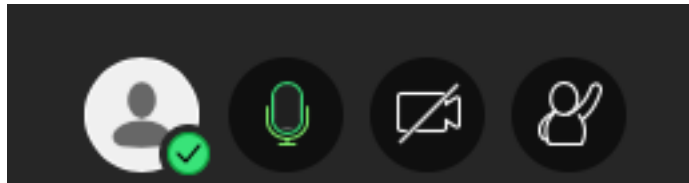
# Welcome to ACCTXXX – my name is.....

## Here are the Collaborate Ultra tools • Quick Guide

Test these controls while we wait for everyone to arrive...

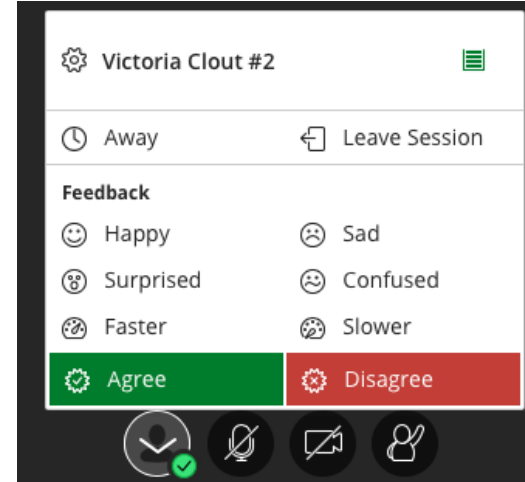
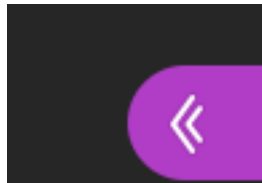
You can choose to turn off your video if you don't want it on all the time, but when speaking it helps to make you more 'present'!

Click on this purple tab on the right-hand corner to open the Chat Text section.



Please turn your mic off when not speaking, to minimize background noise

Click on the raise hand button if you want to ask a question.



If you want to indicate your reaction – e.g. agree or disagree. Click on the person icon and then click 'agree' or 'disagree'



Chat

Find someone to chat with



Everyone



In the Chat Text section you can type a question to the whole class or just your instructor using the 'Find someone' box.

If your instructor asks you to share content to the whole class or a break-out group you can do so by being able to do so by clicking on this icon below.



To adjust volume or camera click here.

Think about pilots in an airplane



Provide a time structure at the beginning of class

Here is an example for a 2 hour class:

Start	End	Min	Activity	Format
9:45AM	10:00AM	15	<ul style="list-style-type: none"><li>Class door opens</li><li>Chat introductions &amp; login to the response system (e.g. GoogleDoc or Socrative or Echo360)</li></ul>	Plenary session
10:00AM	10:20AM	20	<ul style="list-style-type: none"><li>Session begins</li><li>Orientation of what to expect</li><li>How to login to the response system</li></ul>	Plenary session
10:20AM	10:35AM	15	<ul style="list-style-type: none"><li>Individual quiz</li></ul>	Individual quiz in Plenary session
10:35AM	10:50AM	15	<ul style="list-style-type: none"><li>Instructions for teams</li><li>Breakout into teams</li><li>Team introductions</li><li>Team quiz</li></ul>	Team quiz in virtual break-out room
BREAK		5	<ul style="list-style-type: none"><li>BREAK</li></ul>	
10:55AM	11:10AM	15	<ul style="list-style-type: none"><li>Clarifications / "Burning Questions"</li></ul>	Plenary session
11:10AM	11:30AM	20	<ul style="list-style-type: none"><li>Application or Short answer extended Team activity</li></ul>	Team application/activity in virtual break-out room
11:30AM	11:50AM	20	<ul style="list-style-type: none"><li>Discussion/Gallery-Walk of answers</li></ul>	Plenary session
11:50AM	12:00PM	10	<ul style="list-style-type: none"><li>Closing (Feedback survey / Team peer evaluation activity)</li></ul>	Plenary session

Adapted from: <https://www.intedashboard.com/>

# Techniques for stimulating student engagement



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ENAGEMENT...  
Hello? Is anybody there?



# Think of ways to stimulate engagement










- It is easy to become a ghost in the online world.
- If there is no way to engage students might be tempted to Netflix and not come back
- Ask students to give you feedback and also make some 'pauses' for them to think
- Try to mix things up – e.g. poll, microphone, chat-type, long answer responses, post-it note walls - don't get stuck in one way to communicate and engage

**ANYONE....**

**ANYONE, ANYONE?**













< Everyone



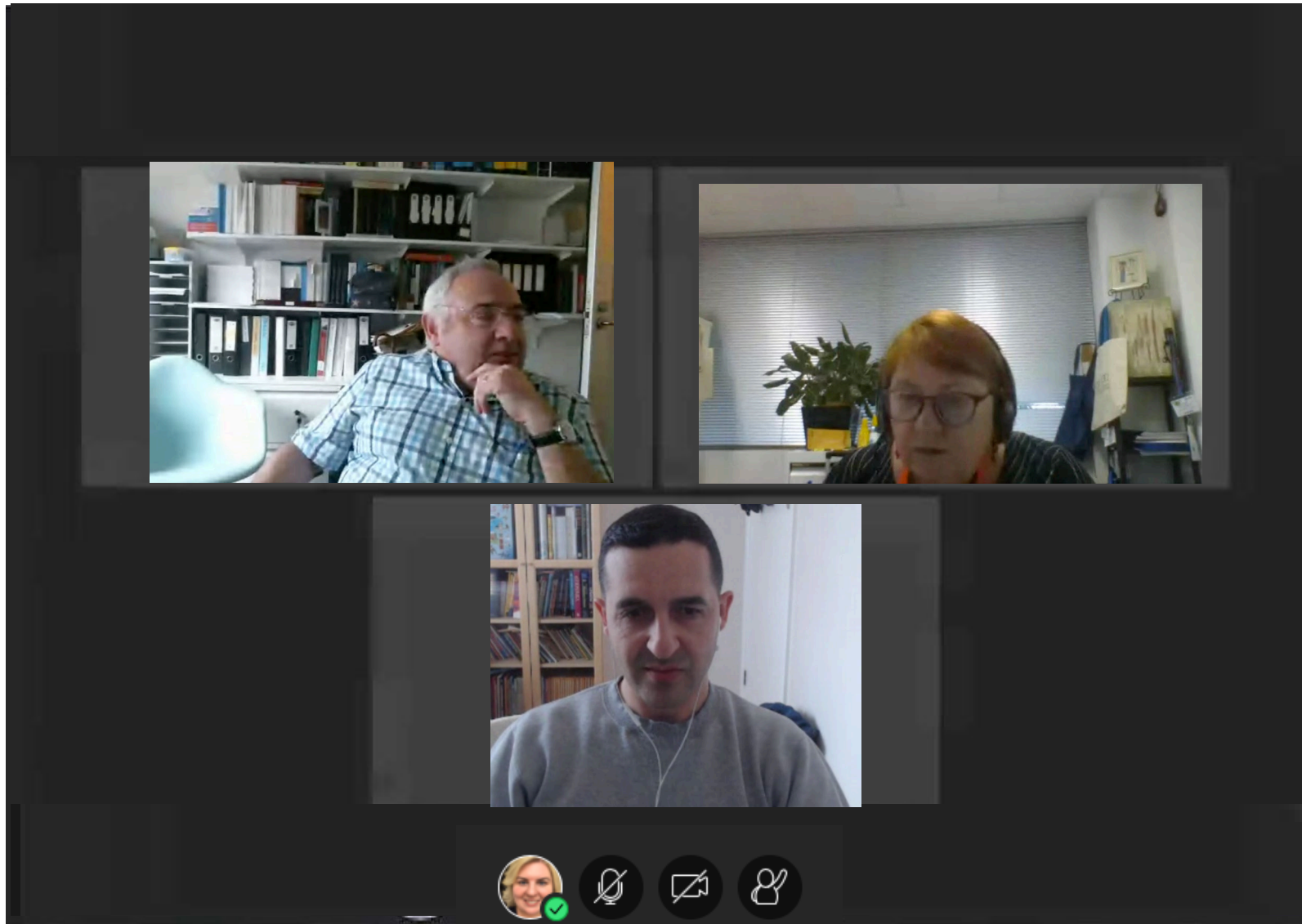
It's quiet in here!

Nothing has been said since you joined.  
Start chatting.

Say something 



# STUDENT ATTENDEE LIST – HELPS YOU TO COLD-CALL STUDENTS – ASK THEIR INPUT



11 Attendees

Moderators (3)

Diane

 Paul Andon

Victoria Clout

Presenter (1)

 Ellie

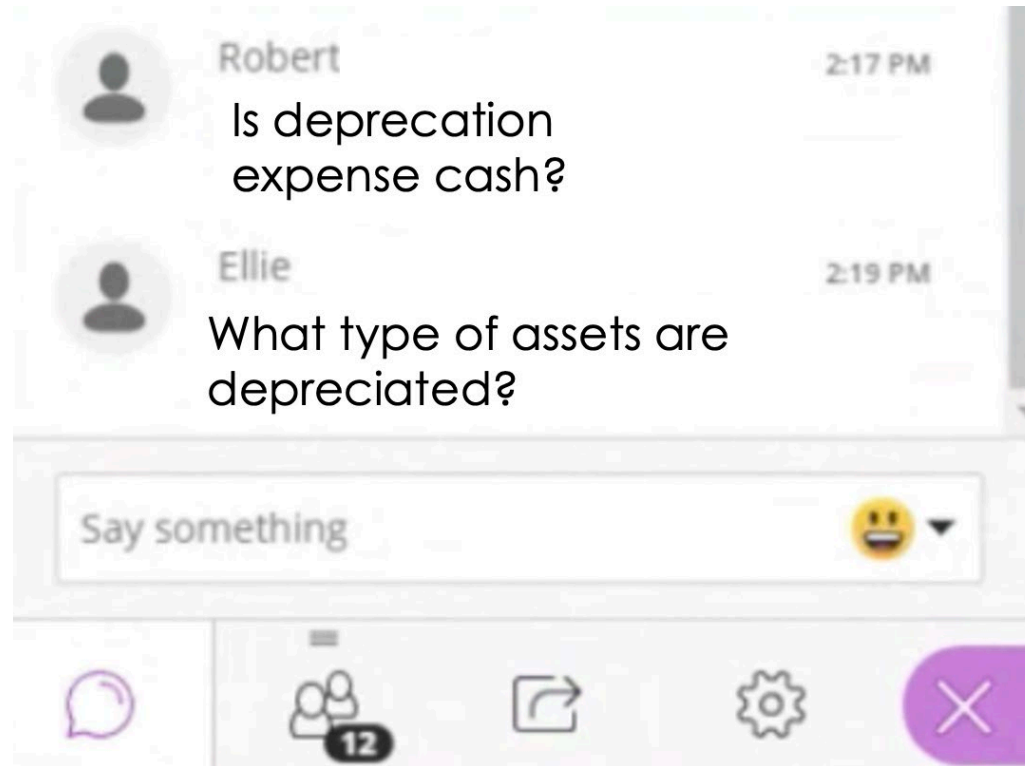
Participants (7)

 Paula

Inactive

 Left: Youngdeok Left: Youngdeok #2

Chat-Box – ask students to type  
then the instructor should curate and moderate  
read out names



Hi Students, Welcome!  
I'm on my way from the previous tutorial. Please  
standby.



Be authentic  
Have fun!

For example Zoom backgrounds!

Week	Topic	Zoom Background Theme
4	Revenue & Expenses	Star Wars
5	Cash Flows Part 1 - Direct Method	Harry Potter
6	FLEXIBILITY WEEK - NO CLASSES	NO CLASSES
7	Cash Flows Part 2 - Indirect Method & Bankruptcy risk	Friends TV Show - Central Perk café
8	Financial Statement Analysis & Accounting Policy Choice	Seinfeld TV show
9	Management Accounting (Costing & Budgeting)	Mercedes-Benz Factory
10	Future of Accounting	Great Gatsby - Fireworks/etc

Below are some pictures of me giving the lecture. Here is a photo of me teaching the lecture in Week 5 - Harry Potter Week - I'm at Platform 9&1/3.



Here is a photo of me with a Star Wars background in Week 4:



# Effective use of break-out rooms



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# Breakout groups - positives



Brainstorming



Smaller group sizes



Groups help each other



Interactive



Lecturer can discuss with groups by visiting



More access to the tutor when they visit the breakout group as the group is smaller than the main tutorial size



Easier to talk to each other



No distractions, can concentrate on talking to each other



# Breakout groups - negatives



Shy online students don't want to discuss, don't turn on microphone or webcam



Need to use apps outside the online class to finish group work



Lecturer takes too much time to form breakout groups (in Collaborate Ultra)



Nobody wants to talk



Less engaging than in person



Can't go back to the main room while in breakout rooms



Can't see the question/don't know what to do



Online tutorial attendance was low so many group mates missing

# Netiquette in online classes and spaces

# Live Stream – Netiquette (basic example)

Mute yourself  
when not talking!



Be on  
time!



Turn on video  
if your internet is  
strong enough.



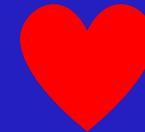
Come  
prepared!



Get comfy before  
class starts.



Be respectful of  
others



Find a quiet  
place!



Click raise your  
hand button to talk!



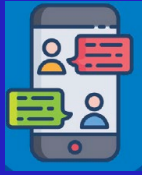
No eating, especially  
if the mic is on.



# Live Stream – Netiquette (more advanced example)



Wear what you would for class.



Remove or silence distractions



Sit in a well-lit space and mindful of your background.



Be on time, be prepared!



Use earphones with a microphone to reduce background noise



Hello

Say Hi when you arrive



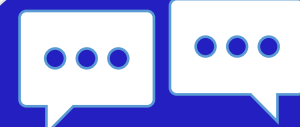
Mute your microphone when not speaking



Turn your webcam on/off as needed



Use the raise hand button when you have a question or wish to talk



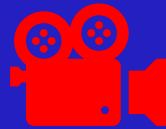
Use the chat-box feature to ask or answer a question



Make room for everyone to have a chance to speak



Use the same professional language you would in a F2F class



Remember some classes are being video recorded



Be patient, be kind, be respectful



All students must adhere to UNSW's Student Code

# Setting boundaries with students



Have an email policy – put this on the Moodle site and self-enforce it. For example “emails are replied to Monday-Friday 9am-5pm, outside this time emails will be replied to the following day. Please do not send the same email multiple times”.



Have a discussion board policy – when it will close down. For example at 5pm the day before the exam staff will stop responding to emails. This way students will get a good night’s rest (and so will you!)



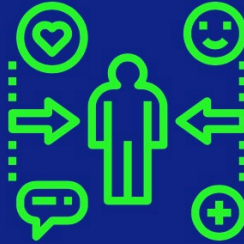
Have a class policy – “we can be informal but must be respectful”.

# MyExperience- Student Feedback Surveys

## Guidance for Students on giving feedback



We have all been trying  
to figure out online  
teaching during  
COVID-19



Don't forget your teaching  
staff Professors/Tutors  
are human beings –  
words can and do hurt



If something wasn't  
great – how could  
it be better?



Please share your  
feedback via the  
MyExperience or if  
you want send an  
email during Term



If someone or a program  
really helped you –  
they'd love to hear it

Any  
questions?





# THE END!

Get in touch with Dr Victoria Clout at:

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