Facilitating Asynchronous Learning Environments & Synchronous Live Classes

Dr Victoria Clout
School of Accounting
UNSW Sydney
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](http://www.youtube.com/VictoriaClout)
- **LinkedIn**: [https://www.linkedin.com/in/victoria-clout-2b97031a/](https://www.linkedin.com/in/victoria-clout-2b97031a/)
- **Twitter**: [https://twitter.com/DrVictoriaClout](https://twitter.com/DrVictoriaClout)
- **Blog**: [https://drvclout.blogspot.com](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/](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
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 other students
What do students 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
A Guide to Online World of Assessment Items

Assessment Item

Tutorial Participation
- Participation during a Live Streamed class – either by Chat/Voice
- Online Discussion Board Posts – Give a criteria for good posts
- Students create & share their notes/resources for the topic
- Students are asked some short answer or MCQ questions during the Live streamed tutorial

In Class Quizzes
- Have a timed quiz, that opens and closes at a particular day/time
- Have a quiz that is for participation only, low stakes, multiple attempts
- Have students build their own quiz questions and have other students vote on their quiz questions.
- Run team or individual quizzes during or at the end of a Live Streamed class

Assignments
- Submission online & graded by the instructor
- Submission online, peer marked by another student & the instructor

Technology Suggestion

Collaborate Ultra or Zoom
Moodle or MS Teams
Moodle or MS Teams
Moodle or Echo360 or Socrative

Assessment Item

Tutorial Presentations
- Students video themselves given their presentation & submit the file or link
- Delivered during the Collaborate Ultra/Zoom Class
- Student led tutorial discussion in the Live Streamed class

Homework check
- Students submit their Homework online before the class
- Students share to the whole class their tutor their work a Live Streamed class
- Students peer mark & review each others’ work in a ‘Gallery’ walk during class

Final Exam
- Take-home exam
- Timed Quiz – short answer & MCQ
- For core accredited courses: timed quiz with short answer & MCQ invigilated with ExamityAI

Method of delivery

Moodle or MS Teams
Collaborate Ultra or Zoom
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Moodle or MS Teams
Moodle or MS Teams
Moodle or MS Teams
Moodle or MS Teams
Moodle or MS Teams
Moodle or MS Teams
Moodle or MS Teams
Moodle
Moodle
Moodle plus Socrative
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 …

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

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

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

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

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 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:

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Min</th>
<th>Activity</th>
<th>Format</th>
</tr>
</thead>
</table>
| 9:45AM      | 10:00AM   | 15  | • Class door opens  
• Chat introductions & login to the response system (e.g. GoogleDoc or Socrative or Echo360) | Plenary session             |
| 10:00AM     | 10:20AM   | 20  | • Session begins  
• Orientation of what to expect  
• How to login to the response system | Plenary session             |
| 10:20AM     | 10:35AM   | 15  | • Individual quiz | Individual quiz in Plenary session |
| 10:35AM     | 10:50AM   | 15  | • Instructions for teams  
• Breakout into teams  
• Team introductions  
• Team quiz | Team quiz in virtual break-out room |
| BREAK       |           | 5   | • BREAK | |
| 10:55AM     | 11:10AM   | 15  | • Clarifications / “Burning Questions” | Plenary session             |
| 11:10AM     | 11:30AM   | 20  | • Application or Short answer extended Team activity | Team application/activity in virtual break-out room |
| 11:30AM     | 11:50AM   | 20  | • Discussion/Gallery-Walk of answers | Plenary session             |
| 11:50AM     | 12:00PM   | 10  | • Closing (Feedback survey / Team peer evaluation activity) | Plenary session             |

Adapted from: [https://www.intedashboard.com/](https://www.intedashboard.com/)
Techniques for stimulating student engagement
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?
STUDENT ATTENDEE LIST – HELPS YOU TO COLD-CALL STUDENTS – ASK THEIR INPUT
Chat-Box – ask students to type then the instructor should curate and moderate read out names

Robert
2:17 PM
Is depreciation expense cash?

Ellie
2:19 PM
What type of assets are depreciated?
Hi Students, Welcome!
I’m on my way from the previous tutorial. Please standby.
Be authentic
Have fun!
For example Zoom backgrounds!

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
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.
- 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”.
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:

v.clout@unsw.edu.au