

# Distance Learning Consortium

## Hot Topics

Kern County Superintendent of Schools  
Orange County Department of Education  
San Diego County Office of Education  
San Bernardino County Superintendent of Schools

[\\* Link to DL Consortium content](#)

Hot Topic:

# Distance Learning Pedagogy: Synchronous + Asynchronous Learning

Presented by *Kern County Superintendent of Schools*

# Outcomes

1. Explore synchronous and asynchronous learning best practices
2. Identify key considerations for evaluating when to deliver content asynchronously + synchronously.
3. Connect with educators who will share their thinking about designing for synchronous and asynchronous learning.

# Presenters

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# Developing a Common Language

<h2>Synchronous</h2> 	<h2>Asynchronous</h2> 
<p><b>Students learn at the same time.</b></p> <p>Communication happens in real time.</p> <p>Possibly more engaging and effective.</p> <p>Allows for instant feedback and clarification.</p>	<p><b>Students learn at different times.</b></p> <p>Communication is not live.</p> <p>Possibly more convenient and flexible.</p> <p>Allows students to work at their own pace.</p>
 <p><b>Examples</b></p> <p>Video conferencing, live chat, live streamed videos.</p>	 <p><b>Examples</b></p> <p>Email, screencasts, Flipgrid videos, blog posts/comments.</p>



# What are some reasons I might consider asynchronous learning?

- ✓ My time is limited and the task demands flexibility
- ✓ My students have varying levels of prior knowledge
- ✓ We are working from different locations and unable to establish common schedule
- ✓ Immediate feedback is not required
- ✓ Complex instructions need to be given and processed



# Asynchronous Learning Activities



Read + Take Notes



Watch Video-based Instruction



Listen to Podcasts



Explore Teacher-curated Resources



Engage in Online Discussions



Practice + Review



Research + Explore



Reflect + Document Learning

@CatlynTucker <https://catlintonucker.com/2020/08/asynchronous-vs-synchronous/>

# What are some reasons I might consider synchronous learning?

- ✓ Students and teachers are feeling isolated, disengaged and relationship building is needed
- ✓ Expectations are being set and students need to ask clarifying questions
- ✓ Learning requires constant opportunity for interaction
- ✓ Need to collaborate on shared problem-solving
- ✓ Supporting small groups or 1:1



# Synchronous Learning Activities



Build Community & Relationships



Lead Interactive Modeling Sessions



Differentiate Instruction for Small Groups



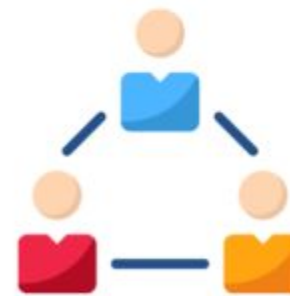
Personalize Instruction & Provide 1:1 Coaching



Guide Practice & Application



Facilitate Real-time Conversations



Foster Collaboration Among Students



Real-time Feedback on Work In Progress

@CaitlynTucker <https://catlintonucker.com/2020/08/asynchronous-vs-synchronous/>

# Design Considerations

- Designing for all learners  
→ Simplicity, flexibility, consistency
- Design for distance, hybrid, blended environments using visual cues

The screenshot displays a digital curriculum interface for 'Week 1 | A Bad Case of the Stripes'. On the left is a vertical navigation bar with icons for home, search, calendar, and other functions. The main content area shows a list of activities for the week, organized by day. Each activity row includes a status icon (green checkmark or grey circle), a title, and a completion status (green checkmark or grey circle). The activities are as follows:

Day	Activity	Status
MONDAY	Week 1: Monday's Live Instruction	Not completed
	A Bad Case of Stripes	Completed
	Week 1 Check-In: How are You Feeling? (10 pts)	Completed
TUESDAY	Week 1: Tuesday's Live Instruction	Not completed
	Feeling Words	Completed
	Discussion Board: Camilla's Challenges (7 pts)	Completed
WEDNESDAY	Week 1: Wednesday's Live Instruction	Not completed
	Using Suffixes in Writing	Completed
	Let's Practice Using Suffixes! (0 pts)	Completed
	Suffixes Choice Board	Completed

# Educator Panel

How do educators balance synchronous and asynchronous learning opportunities?

# Presenters

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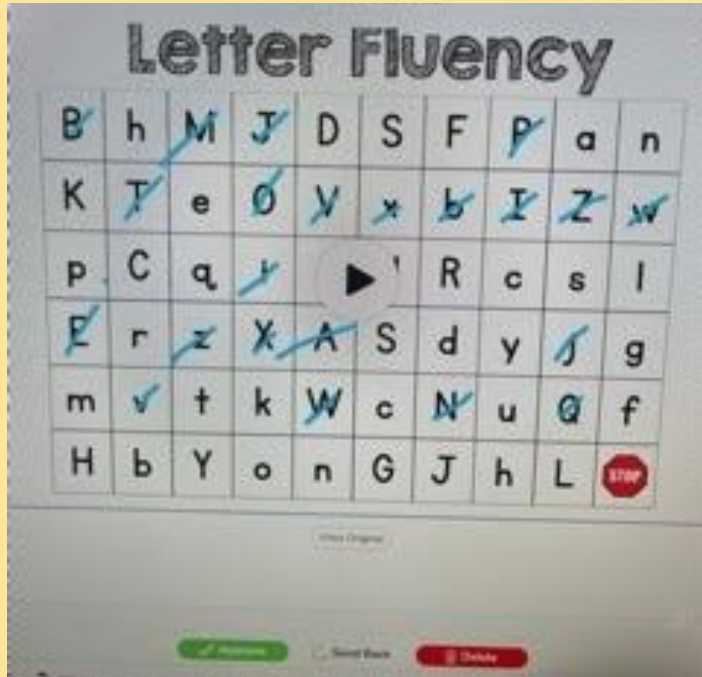
2nd Grade Teacher  
Elementary and College Instructor  
Mentor and Master Teacher  
Laurelglen Elementary School

# Panel Questions

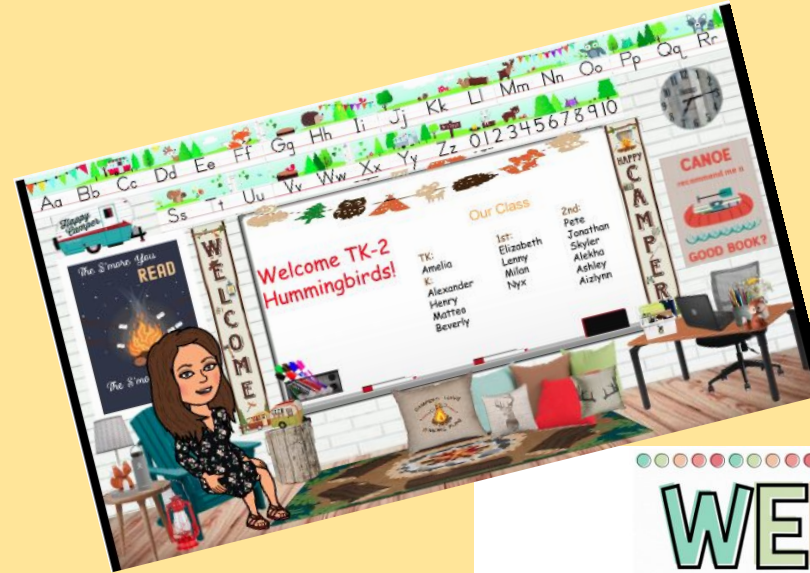
1. How do you decide how to structure your synchronous and asynchronous work?
2. What have been your most successful synchronous activities? Asynchronous activities?
3. Which tools support your distance learning design and what will you bring back to the face to face classroom?



## 1. SeeSaw- letter identification



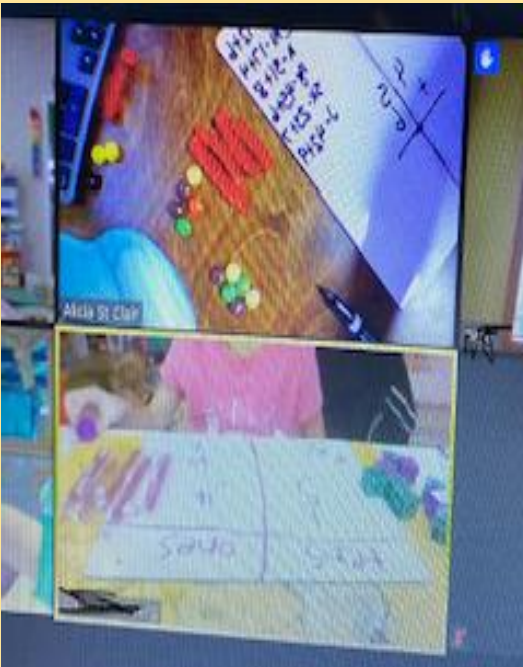
## 2. Kahoot- math facts



## 3. Whole class Homepage



# 4. Base Ten-Math



# 5. Same Weekly Module

Week 15 Nov. 16-20	✓	+	⋮
Week at a Glance	✓		⋮
Weekly Words - Unit 1 Review	✓		⋮
Monday	✓		⋮
Ch 3 Math Test 10 pts	✓		⋮
Boom - Doubles Plus 1 / Doubles Minus 1	✓		⋮
Seesaw Activities 11/16	✓		⋮
Handwriting pp. 60-61 0 pts	✓		⋮
Studies Weekly- Week 13- The first Thanksgiving	✓		⋮
Thanksgiving Choice Board (optional)	✓		⋮
Messy Monday 12pm- Klinchuch	✓		⋮
Optional Story Time- 1pm	✓		⋮
The end- M	✓		⋮
Tuesday	✓		⋮
I Have...Who Has?	✓		⋮
Quick Check 4.1	✓		⋮

# 6. Site Word Practice

Account

Admin

Dashboard

Courses

Calendar

Inbox

History

Commons

Studio

Help

Home

Announcements

Grades

Assignments

Discussions

People

Pages

Outcomes

Files

Syllabus

Rubrics

Conferences

Modules

Collaborations

Quizzes

Settings

View All Pages

I Have...Who Has?

A game to play during our breakout Zoom Meeting 🤖

When Mrs. Chowdhury tells you to, click on YOUR name below.

Lizzie

Nyx

Lenny

Milan

Previous

Getting the students Into Class  
Motivating them is the first step  
Social and Emotional Learning!



# Moving Synchronous to Asynchronous

Use choice boards

Spelling 3.3 (B)eg and Borrow)

Online Focused Practice

lexia

reflex

math games

Ar tests

Set the stage for asynchronous time

Monitor on Go Guardian





# Giving your fast finishers something to do...

Daily Calendar  
Math Games  
Virtual Classroom  
Virtual Library

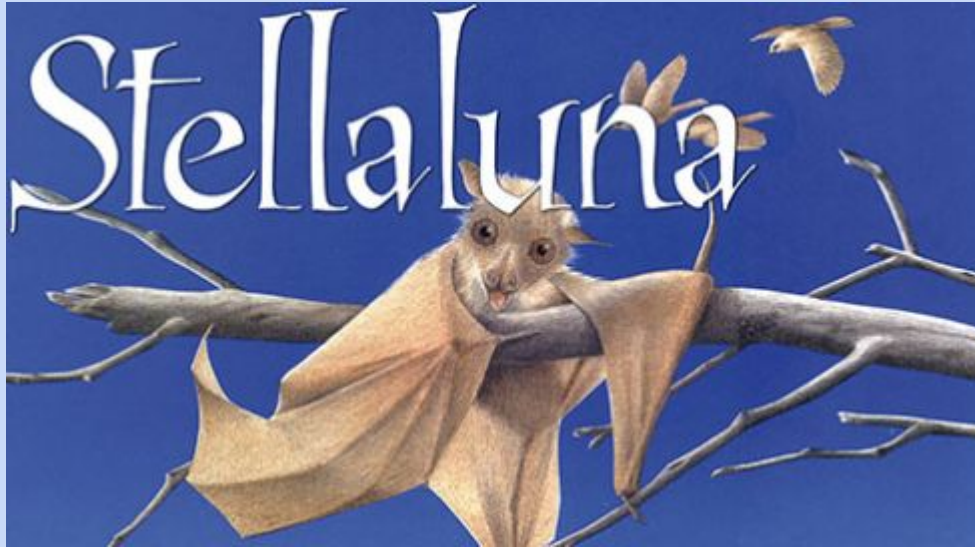


Virtual Classroom  
Sample





What to do when most of your students are in a pull out...



## Bat Project

# Meeting the Needs of ALL Learners



Pick A Book!



# Developing Independence

WELCOME to  
**second grade**

using the [homepage](#)

*"Give a man a fish and  
you feed him for a day.  
Teach a man to fish and  
you feed him for a  
lifetime."*

*Chinese Proverb*



little things that go a long way!



# Spotlight on Breakouts

- Ask your kiddos what they need and want
- Consider predictable breakout groups
  - Go really slow (they need more time to get used to one another)
- Start with extremely short breakouts (5 minutes is such a long time!!!)
  - Gradual release
- Assign very specific Qs or tasks
  - Do task: Share the strategy you used to solve this problem; share even if it's the same
  - Don't task: Solve this problem together.
- Remember that transitions take time

# Tools & Tips for Asynchronous Learning

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## Reducing Screen Time

- Create an “[Offline Choice Board](#)” to encourage students and families to engage in tasks IRL

## Flexible Pacing

- Use [Canvas Requirements](#) to allow students to work at their own pace but make sure everyone gets things done.
  - ➔ Add Prerequisites to make sure they complete modules in order.



Contact me:

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# Tools & Tips for Synchronous Learning

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## Use a backchannel for breakouts

- A backchannel is a secondary place to store information-- this might be a [Padlet](#), Canvas [Discussion Board](#), or [Miro](#).

## Pair 1:1 check-ins with student socialization and collaboration

- Put students into themed breakout rooms (e.g. music room, quiet room, collab room, etc.)
  - ➔ Stay back in the main room and pull students in 1:1 to conference on grades or check-in to build relationships.

## Combine with paper/pencil tasks

- Task students to work on paper and hold up work to their camera

# Thank You!