**Facilitating Learning in Synchronous Environments**

**Unit 1: week 1**

**Description:**In this opening week, you will explore the relevant attributes of adult learning theory to synchronous learning. Synchronous learning, in its many forms, will be defined and its benefits explored. You will also examine the continuum of learning environments in which synchronous learning can take place as well as the differences in face-to-face and distributed learning contexts. The unit will end with a focus on examining the needs of the synchronous learner and the synchronous instructor.

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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 1M-Th | **Prior to course start:**Post a welcome message to Latest News forum – include your expectations for the course, your office hours, response time for email, assignment grading. You are also encouraged to embed or post a brief welcome message in an audio or video file.Schedule a sync session for the icebreaker activity, should be held in the first week. Suggest choosing several times and then create a choice poll to allow students to choose the most convenient time.**Early in Week 1**In the sync session introductions – point out features of the course site and options students can use to communicate with you and their classmatesMonitor the team forum and facilitate discussion in the plenary class forum**General notes**You are encouraged to keep a twitter feed and ask the students to set-up an account to follow you. Use this to communicate outside of the course site for course announcements, topical articles of interest, etc. | Students introduce themselves in a sync session – to be scheduled during the first weekRespond to poll for activity 1.**Sync Session: Introductions (class)**Ssynchronous class activity – use web conferencing with white board allowing participant interaction (collaborate, google+ hangout, bluejeans, webex, etc.)**Forum: Synchronous Learning Environments (team)** Students are to complete the readings and participate in this forum by answering the following: “How do the key concepts in Ally’s article on the foundations of educational theory relate to synchronous learning?” Discuss in small groups, and post a team response in plenary discussion group by Thursday of week 1.The follow-up is a class wide plenary discussion to take place Friday-Sunday | **Required readings**Ally, M. (2008). [Chapter One: Foundations of educational theory for online learning.](http://cde.athabascau.ca/online_book/ch1.html%22%20%5Co%20%22Chapter%20One%3A%20Foundations%20of%20educational%20theory%20for%20online%20learning.%22%20%5Ct%20%22_blank) In Anderson, F. & Elloum, F.  (Eds).Theory and practice of online learning.  Athabasca University.Finkelstein, J. (2006). Learning in real time:  Synchronous teaching and learning online. San Francisco: Jossey-Bass. (Chapters 1 and 2).Hrastinski, S. (2008). [A study of asynchronous and synchronous e-learning methods discovered that each supports different purposes.](http://net.educause.edu/ir/library/pdf/EQM0848.pdf%22%20%5Co%20%22A%20study%20of%20asynchronous%20and%20synchronous%20e-learning%20methods%20discovered%20that%20each%20supports%20different%20purposes%20%28pdf%29%22%20%5Ct%20%22_blank) EDUCAUSE Quarterly, 31(4), (October–December). Retrieved from http://net.educause.edu/ir/library/pdf/EQM0848.pdf.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%22%20%5Co%20%22The%20eLearning%20Guild%E2%80%99s%3A%20Handbook%20on%20Synchronous%20e-Learning%22%20%5Ct%20%22_blank) Santa Rosa, CA: The e-Learning Guild. (Chapter 1).Olaniran, B.A. (2006). [Applying synchronous computer-mediated communication into course design](https://ezproxy.royalroads.ca/login?url=http://search.proquest.com.ezproxy.royalroads.ca/docview/218046149?accountid=8056.%20" \o "Applying synchronous computer-mediated communication into course design. " \t "_blank). Campus-Wide Information Systems, 23(3), 210-220. doi:10.1108/10650740610674210.**Video resources – embedded in course**Brainmass Video Lectures (Producer) & Kavanagh, J. (Presenter). (2013, March 28). [Adult learning techniques – Part 1.](http://youtu.be/8leJYqI_dNw%22%20%5Co%20%22Adult%20Learning%20Techniques%20-%20Part%201%20%22%20%5Ct%20%22_blank) [Video file]. Brainmass Video Lectures (Producer) & Kavanagh, J. (Presenter). (2013, March 28). [Adult learning techniques – Part 2.](http://youtu.be/FRfnFWi_m0I%22%20%5Co%20%22Adult%20Learning%20Techniques%20-%20Part%202%20%22%20%5Ct%20%22_blank) [Video file]. Brainmass Video Lectures (Producer) & Kavanagh, J. (Presenter). (2013, March 28). [Adult learning techniques – Part 3.](http://youtu.be/4zCkRDTWYV4%22%20%5Co%20%22Adult%20Learning%20Techniques%20-%20Part%203%20%22%20%5Ct%20%22_blank) [Video file].Brainmass Video Lectures (Producer) & Kavanagh, J. (Presenter). (2013, March 28). [Adult learning techniques – Part 4](http://youtu.be/CChcXCp6nCc%22%20%5Co%20%22Adult%20Learning%20Techniques%20-%20Part%204%20%22%20%5Ct%20%22_blank). [Video file]. ‬‬‬‬Brainmass Video Lectures (Producer) & Kavanagh, J. (Presenter). (2013, March 28). [Adult learning techniques – Part 5](http://youtu.be/pZm8RjIBePs%22%20%5Co%20%22Adult%20Learning%20Techniques%20-%20Part%205%20%22%20%5Ct%20%22_blank). [Video file]. Brainmass Video Lectures (Producer) & Kavanagh, J. (Presenter). (2013, March 28). [Adult learning techniques – Part 6](http://youtu.be/7RjUSwANVF4%22%20%5Co%20%22%20Adult%20Learning%20Techniques%20-%20Part%206%20%22%20%5Ct%20%22_blank). [Video file].  ‬LearningTechUK (Producer) & Jennings, C. (Presenter). (2013, March 28). [Charles Jennings – The four ways adults learn: Learning technologies](http://youtu.be/Y0ItF1s9O9Y%22%20%5Co%20%22Charles%20Jennings%20-%20The%20Four%20Ways%20Adults%20Learn%20%3A%20Learning%20Technologies%202013%20%22%20%5Ct%20%22_blank). [Video file]. |

**There are no assessed activities in Unit 1.**