**Facilitating Learning in Synchronous Environments**

**Unit 5: Week 10**

**Description:**In this final unit of the course, you will examine a number of special topics related to synchronous learning, including privacy issues, working in blended learning environments, working with multiple venues, addressing common misconceptions about real-time learning, and implementing collaborative models of facilitation. This week will also provide an opportunity for you to examine student-generated topics, including hands-on exploration of specific technologies and tools suggested by the class.

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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 10 | Facilitate and provide feedback during the ‘Mission to Mars’ plenary discussion forums. | Students complete the ‘Mission to Mars’ activity. In their teams, students are asked to consider a box of artefacts detailing how to develop the best possible synchronous learning activity. Teams are asked to compile their collections in the Unit 5 wiki.As a plenary discussion, the class reviews the teams’ compiled lists and makes comments or additions.Assignment 4 will be submitted this week. Assignment 4 involves students in the redesign of a course or a module within a current or previously-taught course using effective synchronous learning design and facilitation principles. The submitted redesign plan should be 1500 words maximum.If students are not currently teaching, one of the following options may be selected:- a professional development module for faculty and/or staff;- a non-credit student support module;- adaptation of current open educational resources into a course or- an alternative negotiated with the course instructor.The redesign plan should include:- Course context and background- Rationale for the re-design- Learning outcomes or objectives of the course/module- Description of the course/module re-design details, including any special considerations that need to be considered in its delivery and implementation- A plan for the effective facilitation of the redesigned course/module focusing on synchronous learning strategies- Technology requirements and constraints | ReadingsFinkelstein, J. (2006). Learning in real time: Synchronous teaching and learning online. San Francisco: Jossey-Bass. (Additional Resources pp. 129 - 142)Smyth, R. (2011). [Enhancing learner–learner interaction using video communications in higher education: Implications from theorising about a new model.](http://onlinelibrary.wiley.com.ezproxy.royalroads.ca/doi/10.1111/j.1467-8535.2009.00990.x/pdf) British Journal of Educational Technology, 42(1), 113-127. doi:10.1111/j.1467-8535.2009.00990.xVideo resourcesTedx (Producer) & Clark, D. (Presenter). (2012, April 2). [More pedagogic change in 10 years than last 1000 years: Donald Clark at Tedx Glasgow](http://youtu.be/dEJ_ATgrnnY). [YouTube video] |

### Assignment 4: Course Redesign for Synchronous + Asynchronous Delivery (individual) 40% – due at end of week 10