

SYNCHRONOUS LEARNING/ DELIVERY



Learning (online/DE mode) takes place in these modalities:

- Synchronous;
- Asynchronous; and
- Blended/Hybrid/Mixed-Mode Learning

ONLINE LEARNING

Independent

Self-Directed

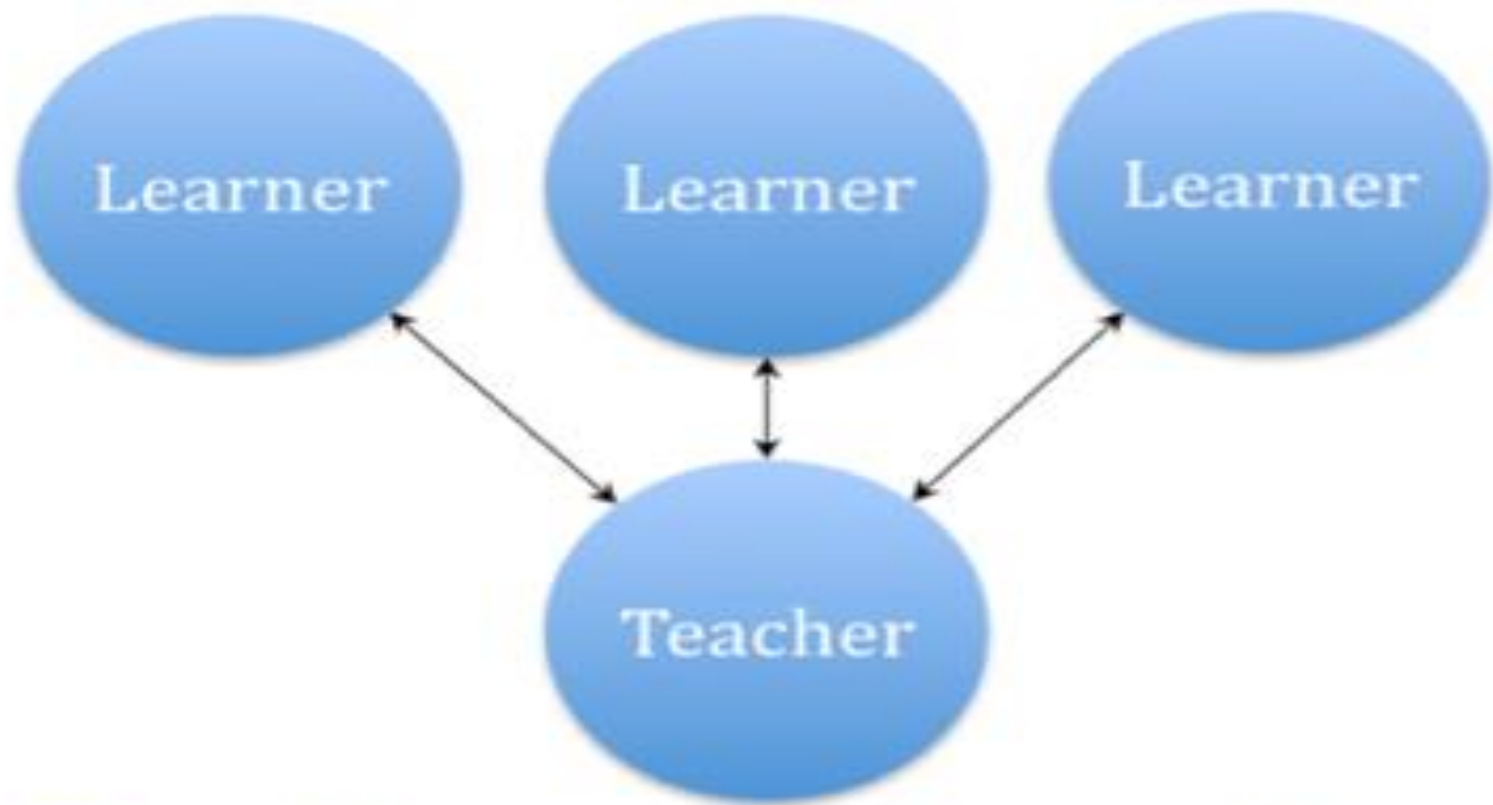
Student Centered

Engaging

Anytime Anywhere

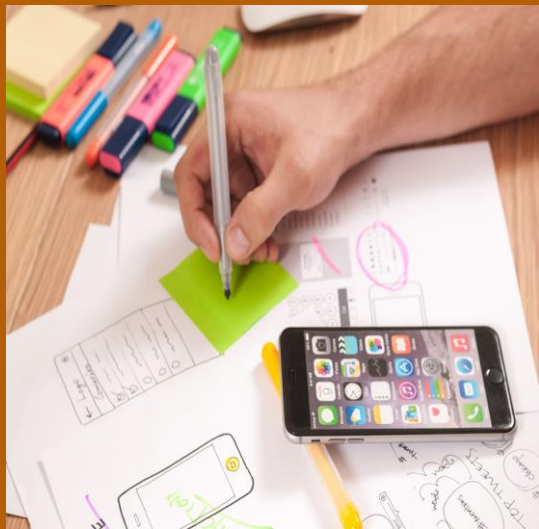
What is Synchronous Learning (SL)?

- The instructor and the students in the course engage with the course content and each other at the same time, BUT from different locations.
- Requires attendance at scheduled meetings or lectures similar to traditional classroom but the term is often applied to online courses or distance learning.
- This is a general term used to describe forms of education, instruction, and learning that occur at the same time BUT not in the same place.



Synchronous Learning

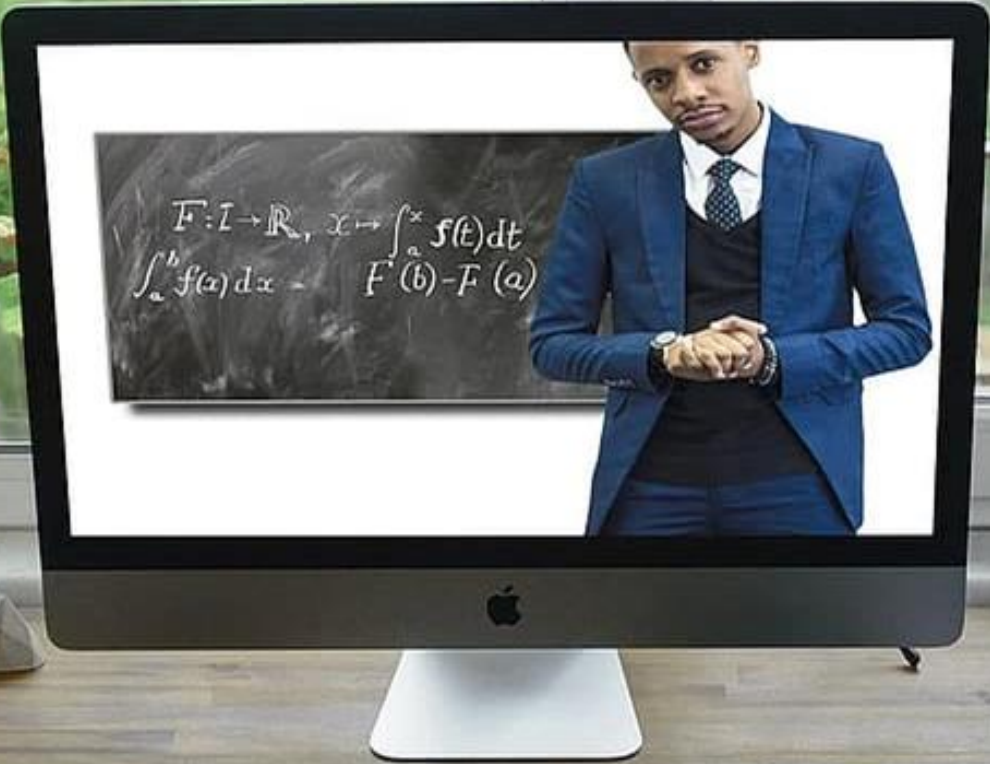
ONLINE COURSE



SL is commonly applied to various forms of:

- Televisual
- Digital
- Online learning

In which students learn from instructors, colleagues, or peers in real time, BUT not in person.

A man in a blue suit and tie stands next to a chalkboard. The chalkboard contains mathematical formulas for the Fundamental Theorem of Calculus. The man has his hands clasped and is looking towards the camera.
$$F: I \rightarrow \mathbb{R}, x \mapsto \int_a^x f(t) dt$$
$$\int_a^b f(x) dx = F(b) - F(a)$$





What are considered as SL?

- Educational video conferences;
- Interactive webinars;
- Chat-based online discussions; and
- Lectures that are broadcast at the same time they delivered

Did you know?

- That before the development and widespread adoption of interactive, internet-based technologies, synchronous learning was more commonly called *distance education or distance learning* - these terms are still used at present.
- While distance learning took many forms, instructional interactions were often conducted over radio, and later on, closed-circuit television systems.
- When teachers instruct students who are in the same classroom or learning environment, the term “in-person-learning” may be applied.

On the theoretical/conceptual basis of Learning:

- Bloom's Taxonomy of Learning
- Dale's Cone of Experience
- Gagne's Theory of Instruction

Bloom's Taxonomy

Higher Order Thinking Skills

Creating

Evaluating

Analysing

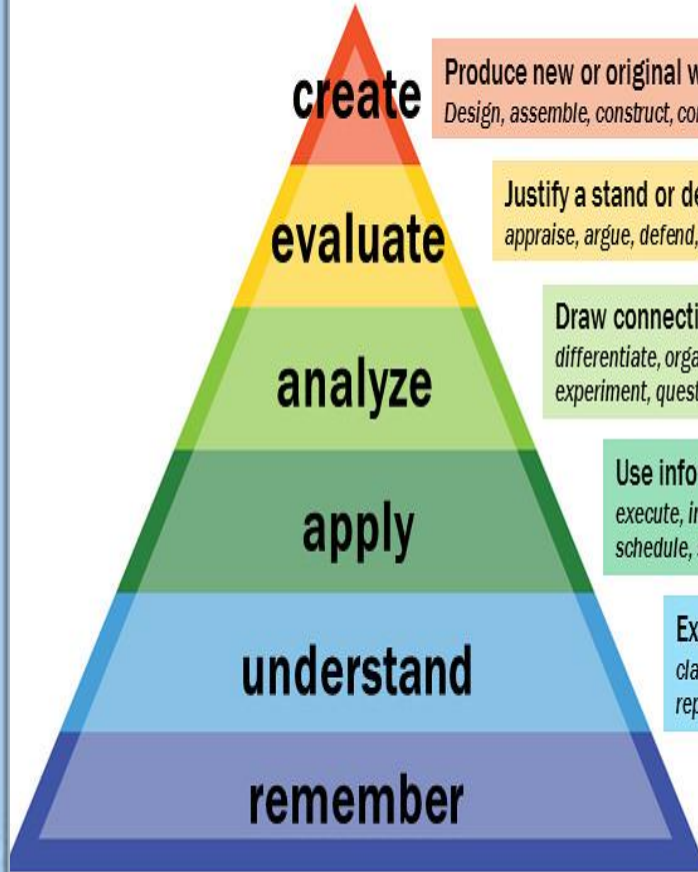
Applying

Understanding

Remembering



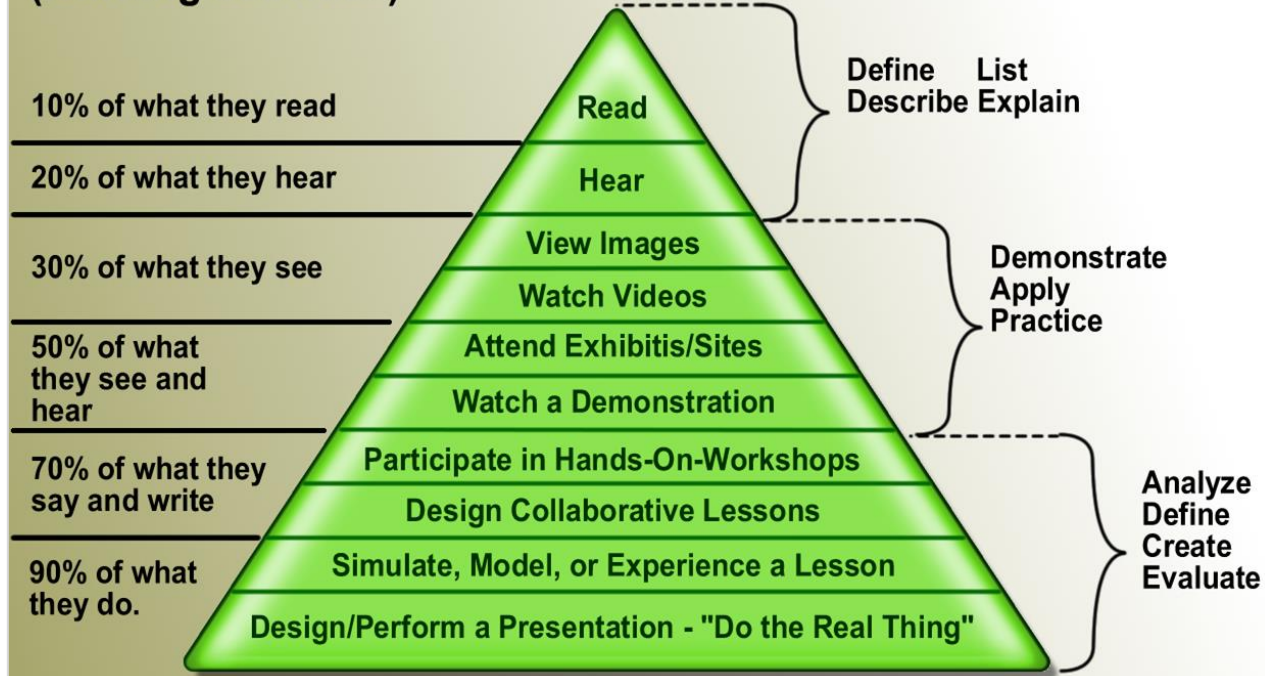
Lower Order Thinking Skills

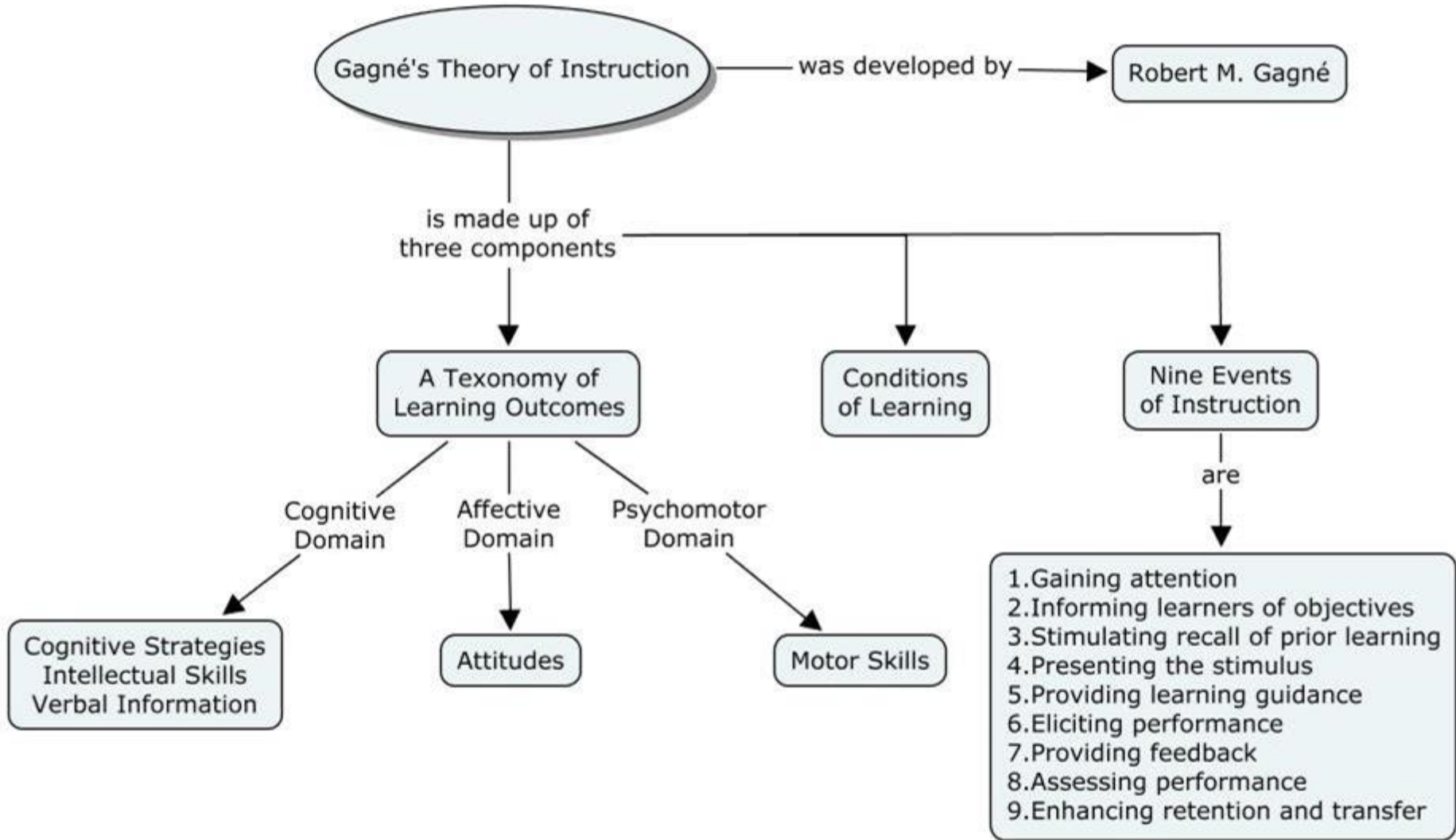


Edgar Dale's Cone of Experience

People generally remember...
(learning activities)

People are able to...
(learning outcomes)





Theories & Frameworks for Online Education:

Gagne's 9 Events of Instruction

1. Gain attention: Use of media relevant to the topic.
1. Describe the goal: Provide clear objectives to the overall course goals.
1. Stimulate prior knowledge: Review previously presented materials and concepts and connect them to the material to be addressed in the current module.
1. Present the material to be learned: Readings, presentations, demonstrations, multimedia, graphics, audio files, animations, etc.
1. Provide guidance for learning: Discussions to enable learners to actively reflect on new information in order to check their knowledge and understanding of the content.

6. Elicit performance: Activity-based learning such as group research projects, discussion,, homework, etc.
7. Provide feedback: Immediate, specific, and constructive
Feedback is provided to students.
8. Assess performance: Assessment activity such as test, research Project, essay, or presentation.
9. Enhance retention and transfer: Provide opportunities for additional guided practice or projects that might relate
Learning to other real-life activities.

Examples of Synchronous Learning in an Online Setting:

- Scheduled quizzes and test
- Scheduled chat room time for students to share ideas
- Scheduled video conferences or group phone calls
- Live streamed lectures or demonstrations

same time
synchronous

different time
asynchronous

same place

colocated

Face to face interactions

decision rooms, single display
groupware, shared table, wall
displays, roomware, ...

Continuous task

team rooms, large public display,
shift work groupware, project
management, ...

**Time/Space
Groupware Matrix**

different place

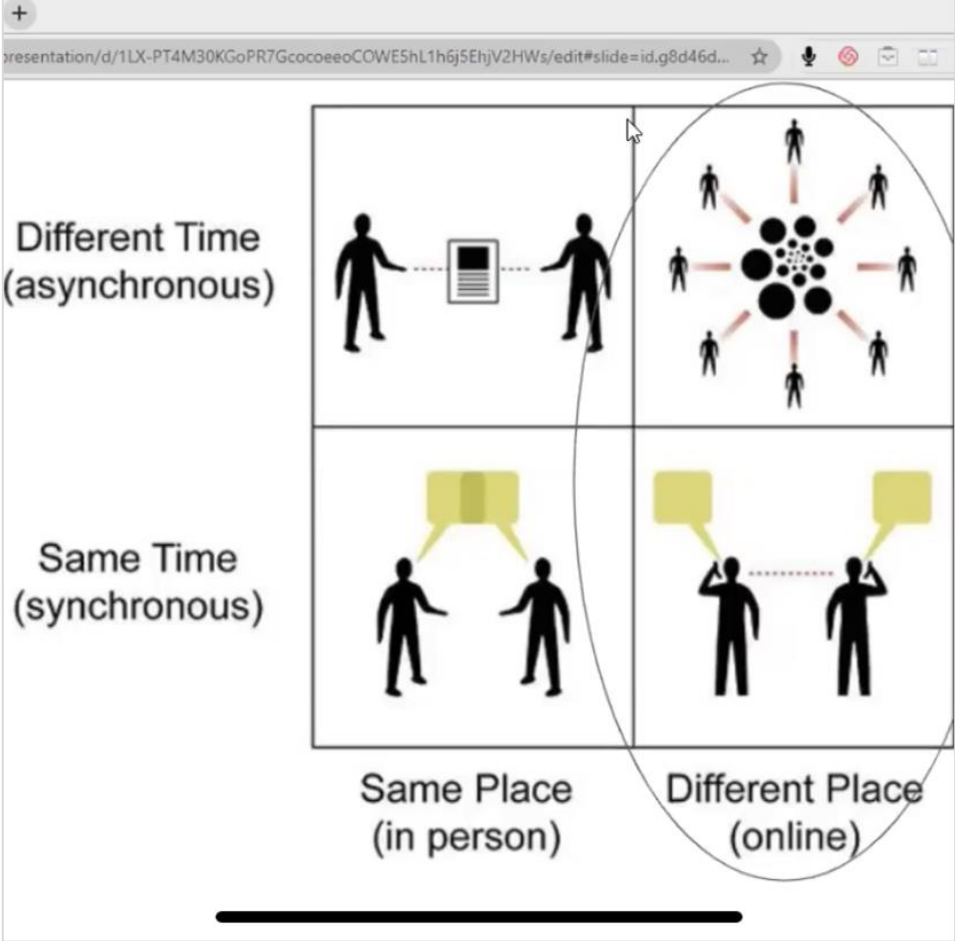
remote

Remote interactions

video conferencing, instance
messaging, chats/MUDs/virtual
worlds, shared screens, multi-user
editors, ...

Communication + coordination

email, bulletin boards, blogs,
asynchronous conferencing, group
calendars, workflow, version control,
wikis, ...



LIVE

1.5k

google.com/presentation/d/1LX-PT4M30KGoPR7GcocoeoCOWE5hL1h6j5EhjV2HWS/edit#slide=id.g8d46d...

Yolynne Medi...



asynchronous:

Discussion boards, quizzes, polls, email, digital documents, recorded audio or video, recorded slides with narration, self-paced courses.

synchronous:

Virtual classroom, live presentations, live text chat, instant messaging, live audio or video chat, live quizzes, live polling



DICT



zoom

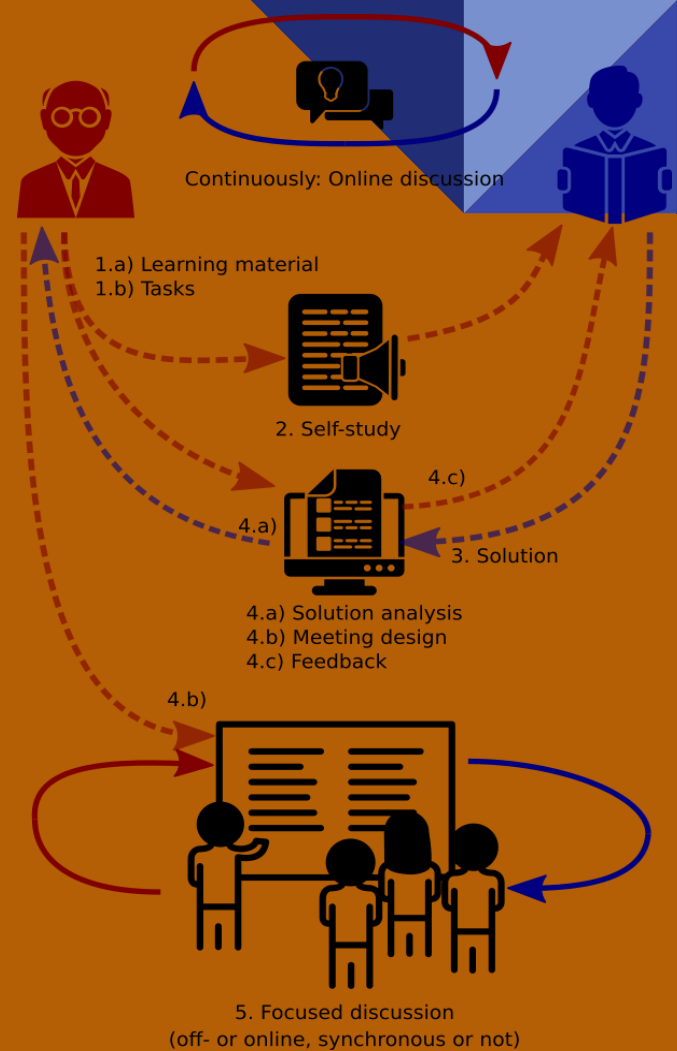
Advantages of Synchronous Learning:

1. Structured learning

- Level of structure is provided;
- Simultaneous participation;
- Provide clear guidance on the work to be done;
- Helps control the pace of learning;
- Keep learning on track; and
- Helps avoid situations where some fall behind or struggle
- to pace themselves appropriately.

2. Increased Interaction

- Allows interaction in real time among entire learning group:
 - a) alleviates the sense of Isolation that can come from distance learning;
 - a) Improved students engagement & self-interest levels;



3. Direct instructions

- The ability for the teacher to provide some degree of direct instruction to the learning group;
- Teachers can easily explain concepts to the learners and go into further detail for those struggling to understand;
- Mistakes can easily be corrected; and
- Questions can be answered in real time with the option of follow-up questions.

Challenges with Synchronous Learning:

1. Lack of flexibility

- Single biggest challenge to SL is the inherent lack of flexibility it provides;
- The learning groups all needs to be present using any telecommunications technology has been agreed upon;
- Live sessions means the entire group has to engage at set times;
- Not ideal for those who prefer to learn at their own pace; and
- Real challenge for students in different time zones.

2. Students being held back

- Learning is set by the teacher, rather than by the student;
- Although, SL provides structure, it has the potential to hold certain students back, as the the entire learning group must progress at the same pace for the live sessions to make sense; and
- Not ideal for students who have a lot of spare time to invest for their learning and who may, therefore, want to keep pushing forward at a faster pace than the teacher has decided.

3. Reliance on technology

- Over reliance on technology can also potentially be a disadvantage (often, synchronous sessions will rely on video conferencing, which is reliant on having enough bandwidth to support it);
- Connectivity problem poses a problem of missing out important information or live sessions.



Final Thoughts:

“Synchronous learning is one of the key methods of delivery in distance education and focuses on involving the entire learning group in real time learning activities.”

“ Technology alone will not improve education, but it can be a powerful part of the solution.” - Sundar Pichai, CEO Google

References:

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THANK YOU!

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mySOUL Synchronous Delivery: The *Experience, Learnings* and *Moving Forward*

ASST. PROF. JOY M. DY
OIC Dean
College of Computer Studies
Silliman University



mySOUL Synchronous Delivery

THE EXPERIENCE



Face-to-Face Classes



Joy Dy

[Profile](#) - [Dashboard](#) - [Preferences](#) - [Grades](#) - [Switch role to...](#) - [Log out](#)



Courses

2020

2019

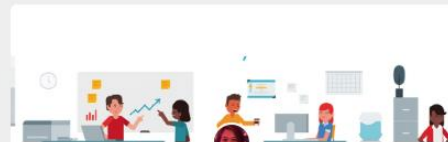
[Browse all courses](#)



Networking 1 - A
Not published to students



Systems Integration and Architecture - A
Not published to students



Technology for Teaching and Learning 1 - C
Not published to students

IntelliBoard

[Learner Dashboard](#)

Deadlines

You have no upcoming deadlines.

[Refresh](#)

[View my calendar](#)

Grading

ICT Policies and Safety Issues
Technology for Teaching and Learning 1 - C
21 of 24 Submitted, 1 Ungraded

Group Teaching and Learning Activity
Technology for Teaching and Learning 1 - B
16 of 24 Submitted, 16 Ungraded

Final Exam
Educational Technology 1 - A
22 of 25 Submitted, 22 Ungraded

[View more](#)



mySOUL in Face-to-Face Class

BUILDING COMPETENCE, CHARACTER & FAITH



My Courses



Home / Courses

Networking 1 - A

Change cover image

CONTENTS



Course Overview

Progress: 0 / 2

I. Living in a Network Centric World

Progress: 1 / 12

II. Communicating over the Network

Progress: 0 / 11

Midterm Requirements

Progress: 0 / 4

III. Network Addressing

Progress: 4 / 7

IV. The Physical Layer

Progress: 1 / 6

Final Requirements

Progress: 0 / 2



Create a new section



Course Dashboard

I. Living in a Network Centric World



Use this area to describe what this topic is about - with text, images, audio & video.



Edit section

LESSON



Web Research: Network Devices

Due June 13, 2019



Chapter 1



SILLIMAN UNIVERSITY

www.su.edu.ph

The Shift



OFFICE OF SILLIMAN ONLINE UNIVERSITY LEARNING

HOME | STUDENT'S CORNER | TEACHER'S CORNER | OPEN EDUCATIONAL RESOURCES | TRAINING

ONLINE DISTANCE TEACHING AND LEARNING

Foundations of Educational Technology



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ICT Integration in the Classroom



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Understanding Flexible Learning



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Synchronous and Asynchronous Learning



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Online Distance Teaching & Learning



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Flipped Learning



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Micro-learning

Intellectual Property & Data Privacy in Online Education

Tips & Tricks for Online Distance Teaching

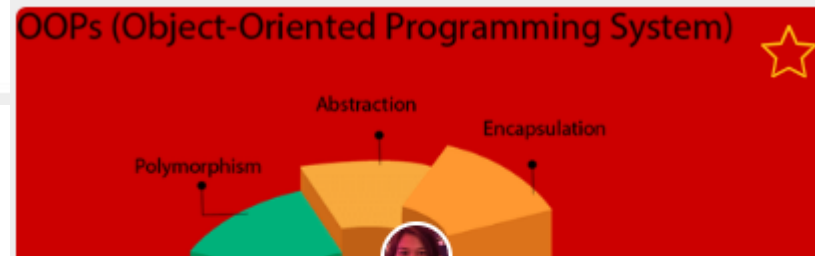
ODL Delivered Classes



CCS 3-A (Intermediate Programming)



PSLF 00(2018)-A (LEC)

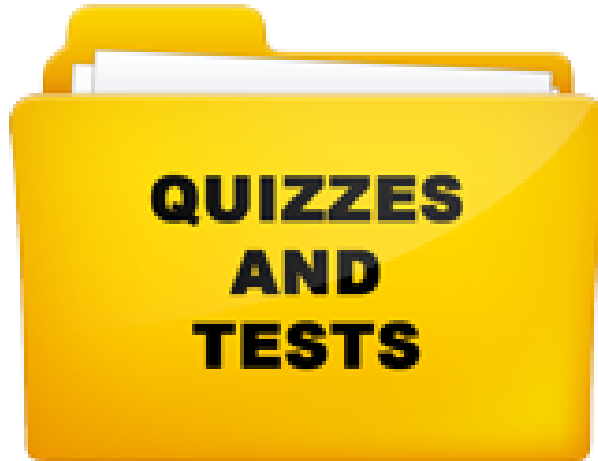


InfoTech 26 - A (Object Oriented Programming)



Synchronous Activities in Online Courses

Scheduled




Live streamed **LECTURES** or **DEMONSTRATIONS.**



Synchronous Activities are **SCHEDULED**

OPEN FORUM

 Announcements


« Announcements



Joy Dy

For students to be **AWARE** and be **PREPARED** of scheduled activities to come, **ANNOUNCEMENTS** are very **VITAL**.

April 20 Class

102 days ago

Things to do:

1. Log-in to SOUL.
2. Change your profile picture.
3. Proceed to BigBlueButton Discussions at exactly 1:30pm.



ODL Summer Class

CCS 3-A (Intermediate Programming) Simple &

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Strings

Progress: 2 / 4

Structures

Progress: 2 / 4

Recursion

Progress: 2 / 4

Singly-linked Lists

Progress: 2 / 4

C File I/O

Progress: 0 / 6

Developing a Large Program

Progress: 0 / 1

Final Project

Progress: 0 / 1

Exams/Quizzes

Progress: 0 / 6

Google Meet Discussions

BigBlueButton Discussions

Progress: 0 / 1

Chat: Question and Answer

Progress: 0 / 1

Structures

→ 👁 ✕ 🔔

The structure type allows the programmer to aggregate components into a single, named variable. A structure has components that are individually named. These components are called members. Since the members of a structure can be of various types, the programmer can create aggregates of data that are suitable for a problem. Like arrays and pointers, structures are considered derived type.

 Edit section

 6 Structures

→ ✎ ⋮

 6 Sample Programs

→ ✎ ⋮

ASSIGNMENT

Section added for video conference, live lecture and chat



Scheduled Quizzes and Test

« Announcements



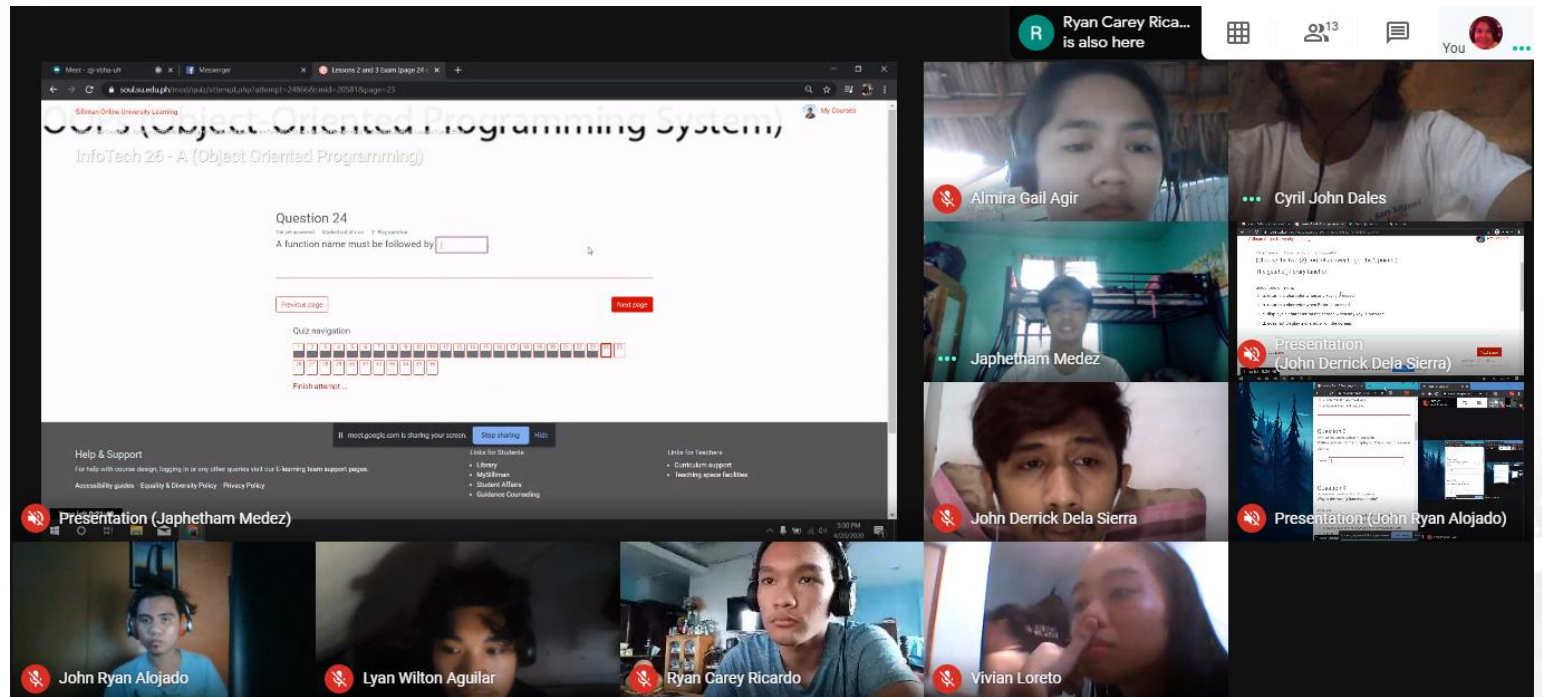
Joy Dy

Midterm Exam

81 days ago

When: Tuesday, May 12, 2020
Coverage: Arrays and Strings

Let's Google Meet at 1:30pm



Scheduled Chat Room Time

Chat: Question and Answer

« Announcements

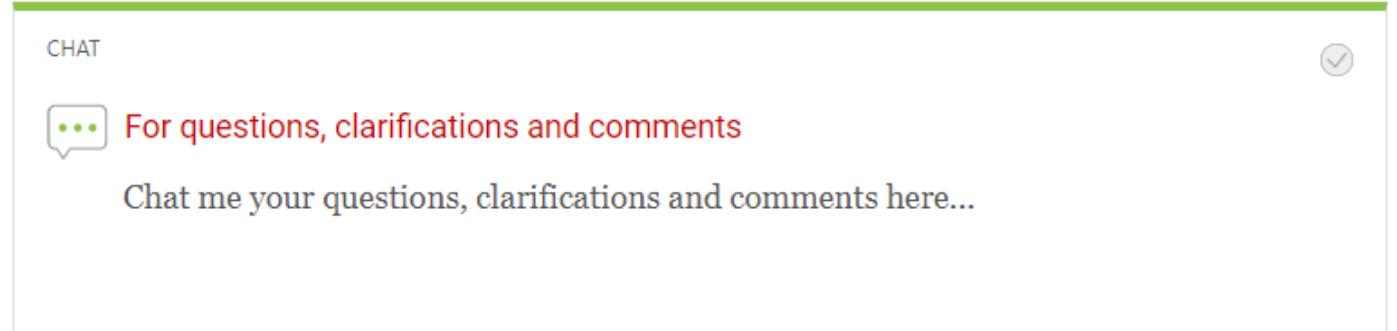


Joy Dy

Programming Exercises for Lessons 2 and 3

105 days ago


You will be doing your programming exercises today. One programming exercise for each lesson. Feel free to chat with me through the Question and Answer Section.





Scheduled Chat Room Time


For questions, clarifications and comments


Friday, April 17, 2020, 5:53 PM --> Friday, April 17, 2020, 5:59 PM


 17:53: Japhetham Medez has just entered this chat

 17:53 Japhetham:
maam

 17:53 Japhetham:
naa najud koy pangutana


 17:53 Japhetham:
regarding bout sa 2nd exercise


 17:54 Japhetham:
like do we have to input unlimated tries until makuha ang random number or limited ra?


 17:57 Joy:
nope! not necessary until makuha ang correct number. It's up to the user if mo try again or dili na.


For questions, clarifications and comments


Friday, May 8, 2020, 2:28 PM --> Friday, May 8, 2020, 2:35 PM

 14:28: Christoffel Nawang has just entered this chat

 14:28: Joy said to *Christoffel Nawang*:
hi Chris!=0

 14:31 Christoffel:
Hello ma'am, I saw the followings like "username", "email", and "password". In the password ma'am at least 8 characters, isn't it?

 14:32 Joy:
Yes password should be at least 8 characters

 14:35 Christoffel:
Okay thank you ma'am...



Scheduled Video Conference

« Announcements

« Announcements



Joy Dy



Joy Dy

April 23 Class

99 days ago

Let's meet in BigBlueButton at 1:30pm for our lesson discussion.

April 28 Class

94 days ago

BigBlueButton meeting at 2pm.

Please note the main differences with the 2 swap programs given yesterday for later's discussion.



Live Stream Discussions



BigBlueButton™



POLLING

Poll your users anytime.



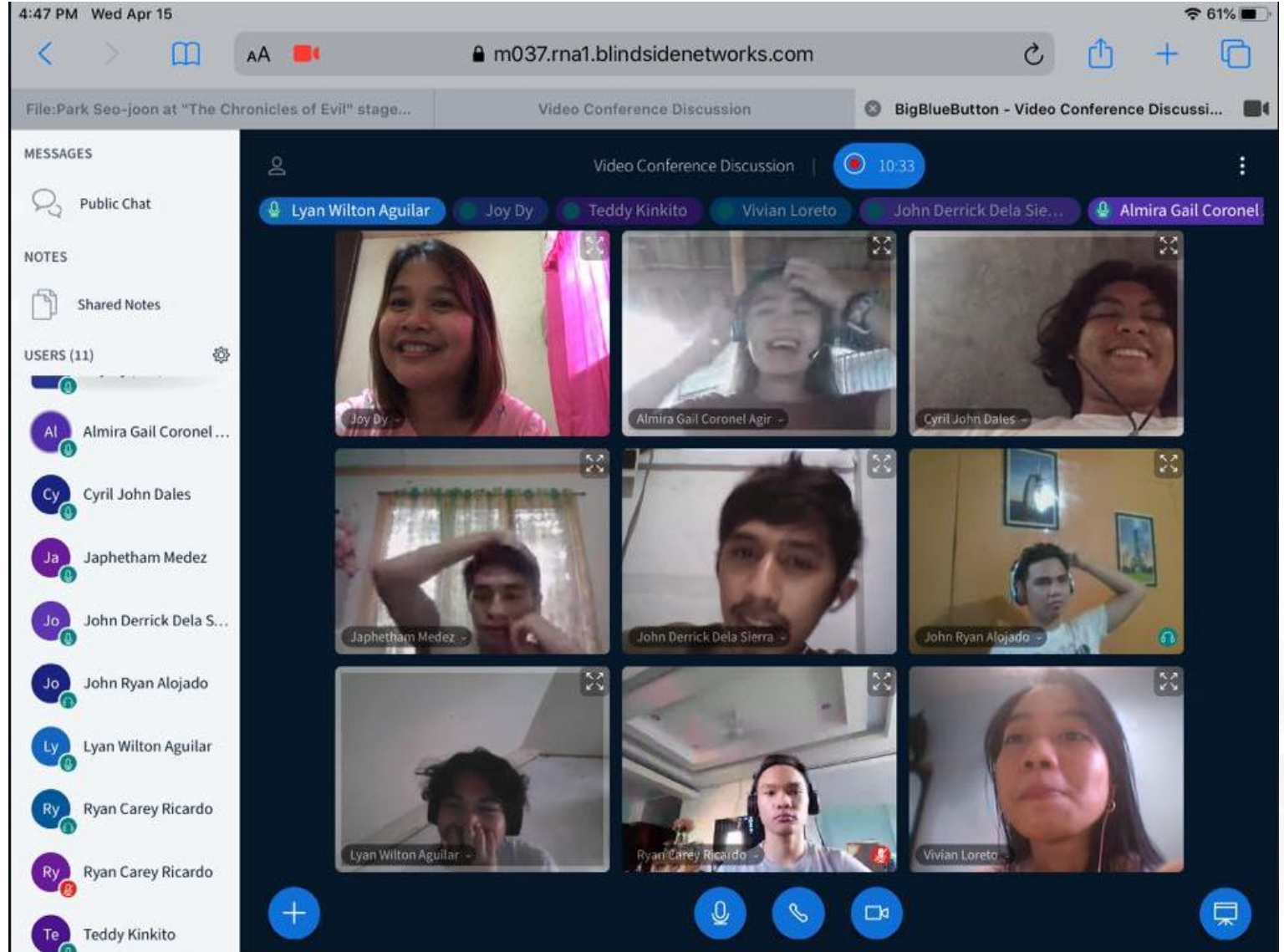
BREAKOUT ROOMS

Group users into breakout rooms for team collaboration.



MULTI-USER WHITEBOARD

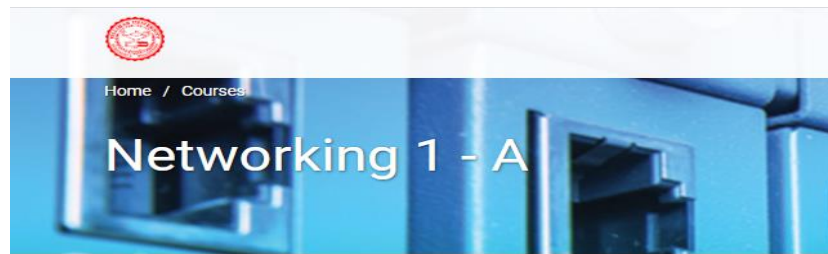
Draw together.



mySOUL in Face-to-Face vs. ODL Delivery

Face-to-Face

✓ 1st Semester SY 2019-2020



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- IV. The Physical Layer**
Progress: 1 / 6
- Final Requirements**
Progress: 0 / 2

Create a new section

Course Dashboard

- Platform for sharing class materials
- Flipped learning
- From written to online quizzes and exams

Online Distance Learning

✓ Summer SY 2019-2020



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- Introduction**
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Progress: 2 / 4
- C File I/O**
Progress: 0 / 6
- Developing a Large Program**
Progress: 0 / 1
- Final Project**
Progress: 0 / 1
- Exams/Quizzes**
Progress: 0 / 6
- Google Meet Discussions**
- BigBlueButton Discussions**
Progress: 0 / 1
- Chat: Question and Answer**
Progress: 0 / 1

- Asynchronous and synchronous activities
- Flipped learning
- Micro learning



mySOUL Synchronous Delivery

THE EXPERIENCE: A PARENT'S POINT OF VIEW





Johnseann Jarvis Dy

[Profile](#) - [Dashboard](#) - [Preferences](#) - [Grades](#) - [Log out](#)

HEALTH & WELLNESS

Elem Students' Support Services

Primary English

Progress: 18 / 19

95%



SOUL Routines

for English class

Monday, Wednesday, Friday (synchronous sessions)



-  9:40 AM Log- in to your SOUL account
-  9: 45– 10:00 AM Go to the **Elem Students' Support Services** and do the Health & Wellness Activities for the day

Once you are done with the Health and Wellness activities, go to your **My Courses > Primary English** and submit your attendance in the My Attendance section
-  10:00 AM
-  10:05– 11: 00 AM After submitting your attendance, open your Video Conference Room for the Big Blue Button Session for the day

Announcements

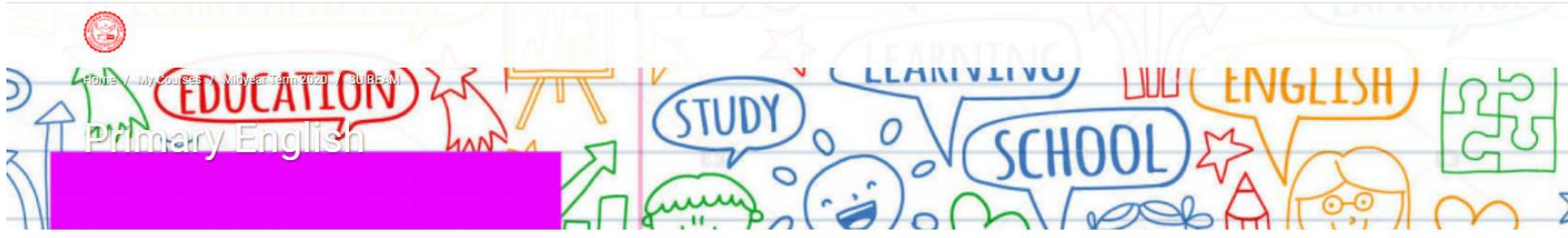
This area contains an announcement activity that acts a placeholder for all important communications in the virtual classroom. It also contains an attendance activity that track the attendance of the students in each session.

Tuesday, Thursday (asynchronous sessions)

-  9: 55 AM Log- in to your SOUL account and open your **Primary English** course
-  10: 00– 11:00 AM Do the activities/ assignments as instructed by your teacher

 - You are expected to answer these activities during your English time (10- 11 AM) but if you are not able to do so during this time, or if you are not able to finish all the tasks given, you may continue during your free time.
 - Your teachers will be online during your class time to answer questions or give clarification (as needed). You may chat with them in the SOUL chat box.





CONTENTS



- Introduction Progress: 2 / 2
- Announcements
- Attendance Progress: 1 / 1
- Short Story Progress: 4 / 4
- I. Following Signs and Directions Progress: 3 / 3
- II. Parts of the Story Progress: 5 / 5
- III. Synonyms Progress: 2 / 2
- Performance Task Current · Progress: 1 / 1
- Video Conference Room
- Post Test Progress: 0 / 1
- Course Dashboard

Performance Task



BEAMM ENGLISH LEARNING SCHEDULE

FOR JULY 6- 10, 2020; 10: 00- 11:00 AM

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|--|---------------------------------------|--|---|
| July 6, 2020 | July 7, 2020 | July 8, 2020 | July 9, 2020 | July 10, 2020 |
| Video Conference via Big Blue Button | Diagnostic Test via SOUL | Video Conference via Big Blue Button | Reading Time | Video Conference via Big Blue Button |
| Today we'll get to know each other. | Answer the Diagnostic Test in your English Class | Discussion of Diagnostic Test Results | Read the short story attached and be ready for the discussion on Friday. | Wear a pajama to class day |
| <u>Activity</u> | | | | Discussion of short story read yesterday. |
| Class acquaintance and sharing about oneself. | | | | |



mySOUL Synchronous Delivery

THE LEARNINGS



1. Internet Connectivity Challenge

Ryan Carey Ricardo is presenting

Network connection lost. (Autosave failed).
Make a note of any responses entered on this page in the last few minutes, then try to re-connect.
Once connection has been re-established, your responses should be saved and this message will disappear.

Question 39
A constructor is executed automatically

Previous page

REC Ryan Carey Ricardo is presenting

Network connection lost. (Autosave failed).
Make a note of any responses entered on this page in the last few minutes, then try to re-connect.
Once connection has been re-established, your responses should be saved and this message will disappear.

Question 39
A constructor is executed automatically when an object is

Previous page Next page

Quiz navigation

| | | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | | | | | | | | | | | | | | | | | | | | | | | |

Finish attempt ...

John Derrick Dela Sierra

Almira Gail Agir

Meeting details

Turn on captions

Ryan Carey Ricardo is presenting



2. Frequency of Video Conference or Live Stream Discussions

« Announcements



Joy Dy

April 20 Class

103 days ago

Things to do:

1. Log-in to SOUL.
2. Change your profile picture.
3. Proceed to BigBlueButton Discussions at exactly 1:30pm.

« Announcements

Lesson 1 Exam

102 days ago

Prepare for Lesson 1 exam tomorrow.

We will meet first in Google Meet at 1:30pm and you have to share your webcam. Just go to the Google Meet Discussion section and click the link there.

« Announcements



Joy Dy

April 23 Class

100 days ago

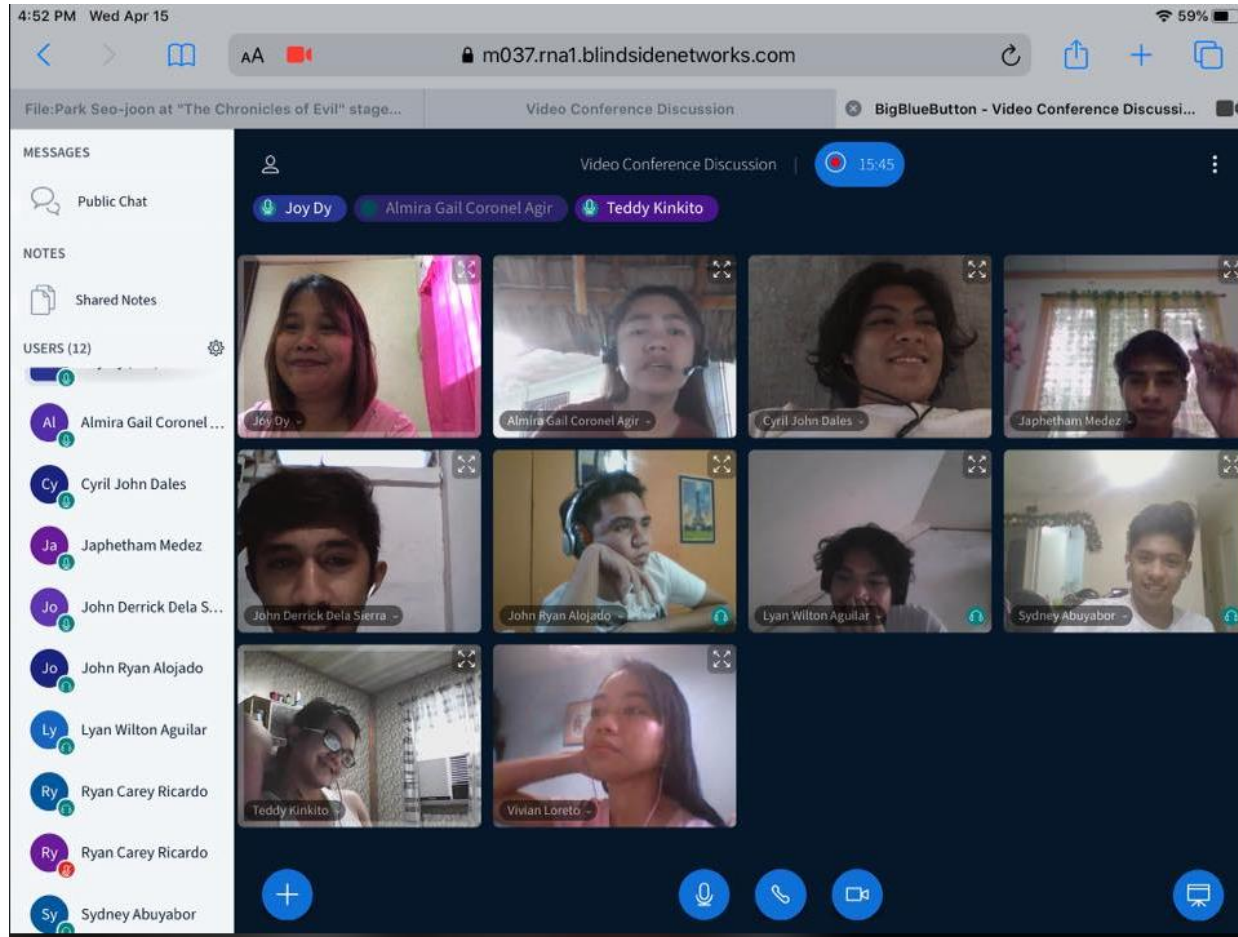
Let's meet in BigBlueButton at 1:30pm for our lesson discussion.



Joy Dy



3. Establish Ground Rules



Ground Rules for Online Discussions

- ✓ **Participate:** Students must contribute to the conversations. Neither stalkers nor cyberspace lurks are allowed. A shared learning environment is only effective if everyone involved actually shares.
- ✓ **Help Others:** The benefit of interactive education is that students can act as additional facilitators, and good teachers will allow themselves to learn from the students. No one is an expert in all-things technology.
- ✓ **Respect Diversity:** Our virtual classroom—and academia as a whole—should be, without question, a safe space for people of all races, genders, sexes, ages, sexual orientations, religions, disabilities and socioeconomic statuses. Derogatory and sarcastic comments and jokes that marginalize anyone are fundamentally unacceptable, especially in the classroom. Offensive language—or language that could be construed as offensive—should be avoided and defused.
- ✓ **No Flaming:** Tantrums are not tolerated on academic forums. Criticism, although a central part of academia, must be constructive, well-meaning, and well-articulated. Rants directed at any contributor are highly unacceptable. Students to avoid profanity. Keep it classy, people.



4. Online Quizzes and Tests Tips

TIPS: Synchronous Online Quiz

By: Asst. Prof. Joy M. Dy (Chairperson, IT Department)



Before the Exam

1. Meet with students using any video conferencing tool in SOUL, like Google Meet or BigBlueButton. For Google Meet, make sure the Google Meet Grid View extension has been added to your web browser. That way, you will be able to view all your students.
2. Discuss to students the time duration of the online exam and why the duration is such.
3. Ask students to show their nearby surroundings, especially the table where the student is working. In cases where students are allowed to use scratch papers, ask them to prepare the scratch paper and pen before showing their working environment. That way, checking could also be done with the scratch papers.
4. Ask students to close any opened tabs or windows except the tab or window for SOUL and Google Meet or BigBlueButton.
5. Ask each student to present their entire screen to check if instruction no. 4 is done by them. Once done, tell students to stop presenting.
6. Remind students of the policies during the conduct of an online exam.
7. Public chat or dictate the exam password to the students.

For the detailed procedures in creating a quiz, go to SOUL-LMS Virtual Training Course.

After the Exam

1. Once students are done with their *exam attempt*, tell them to leave the meeting.
2. If there are manually graded items in the exam, manually grade right away for students to be able to know their exam scores.

During the Exam

1. Make students aware that you are listening, watching, and monitoring them.
2. Monitor suspicious or unnecessary hand and eye movements as well as facial expressions of your students.
3. Ask students to present their entire screen whenever you are suspicious of their hand and eye movements or facial expressions. Once satisfied, tell students to stop presenting.
4. Listen carefully for suspicious sounds like opening a notebook with notes or flipping book pages. Call student's attention right away for any suspicious sound you hear.
5. If only one student is left, ask that student to present his or her entire screen.



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