Fostering Pedagogical Innovation in Asynchronous Courses
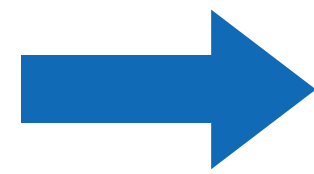
Minh Le | Teachers College

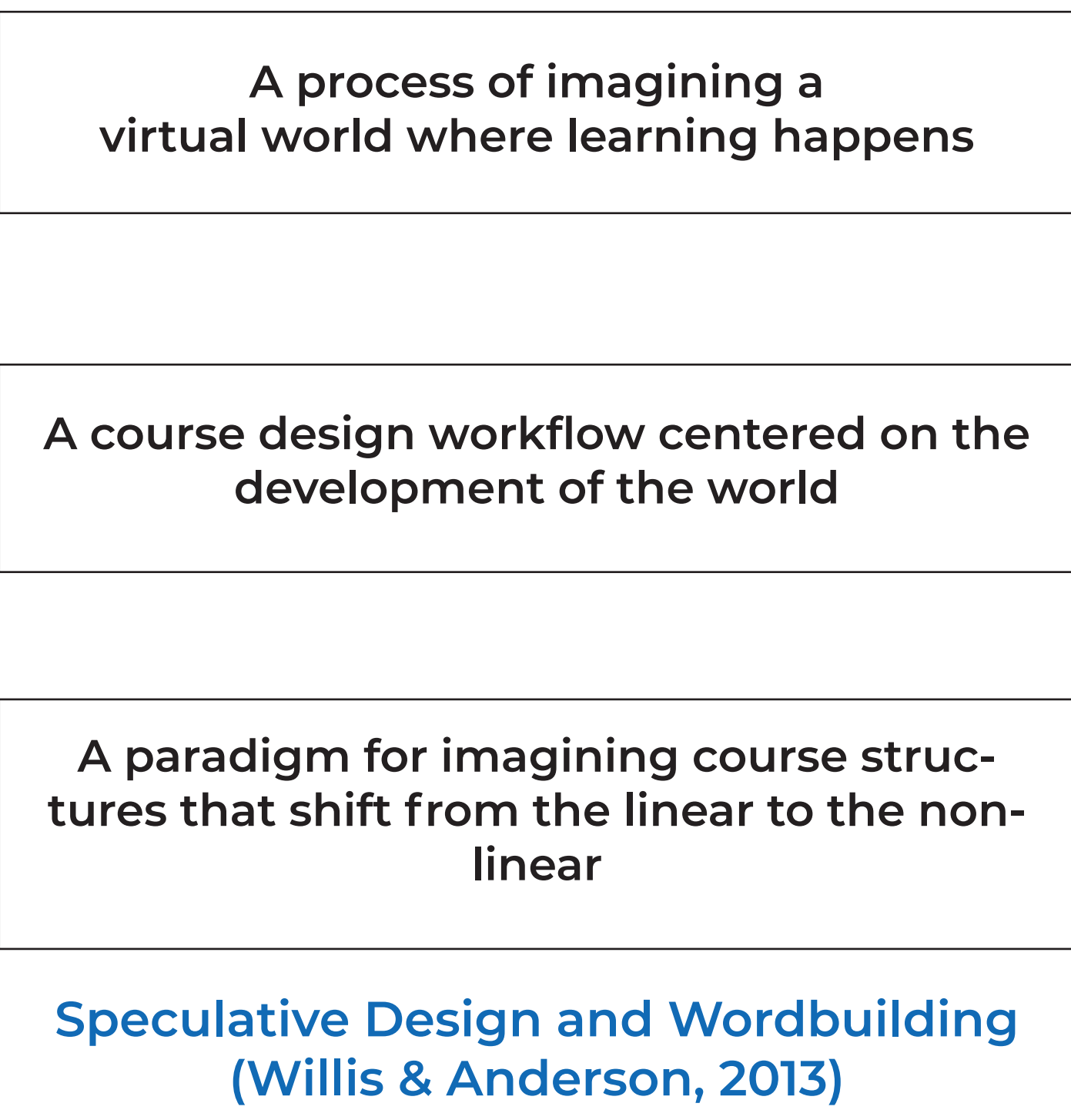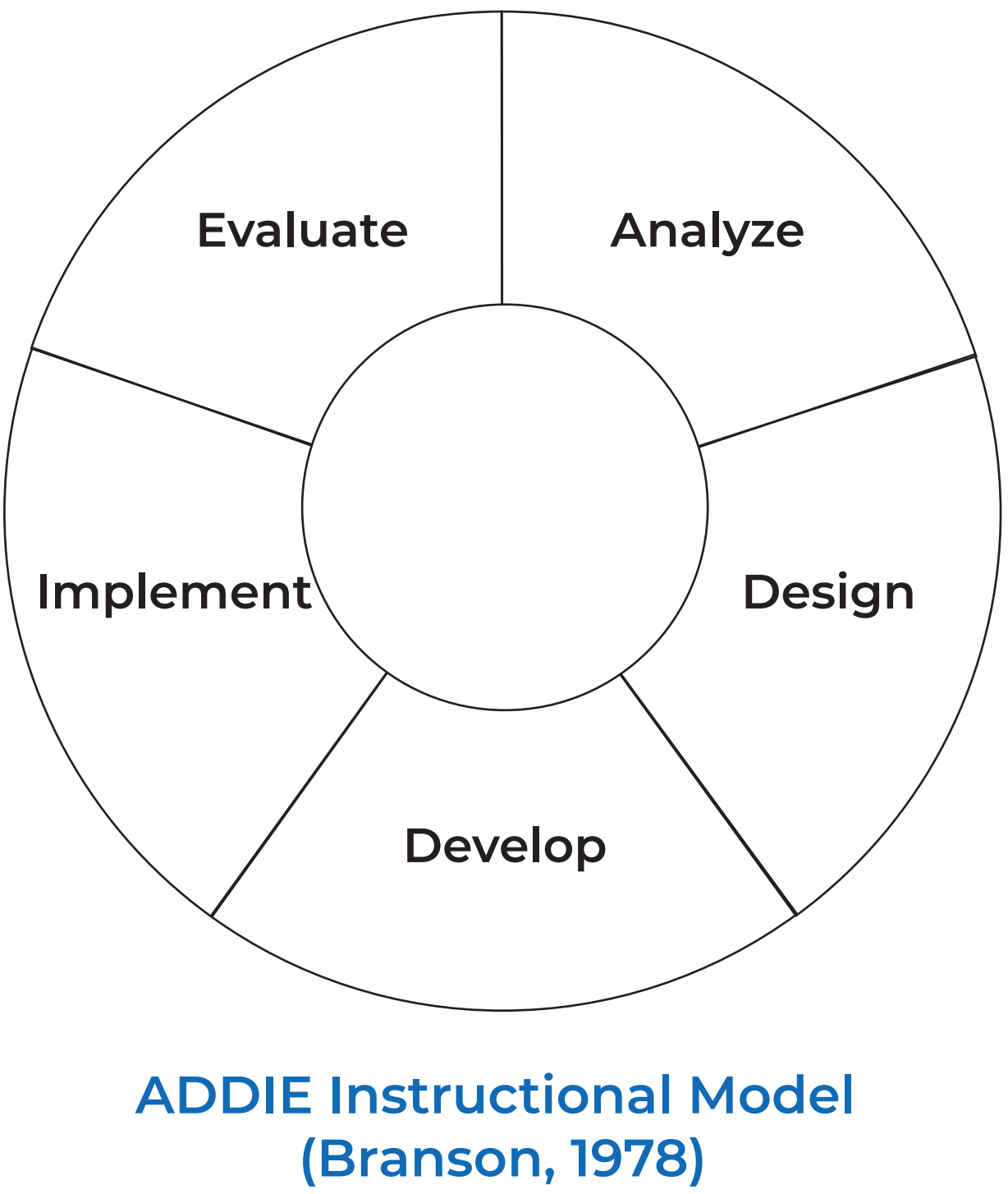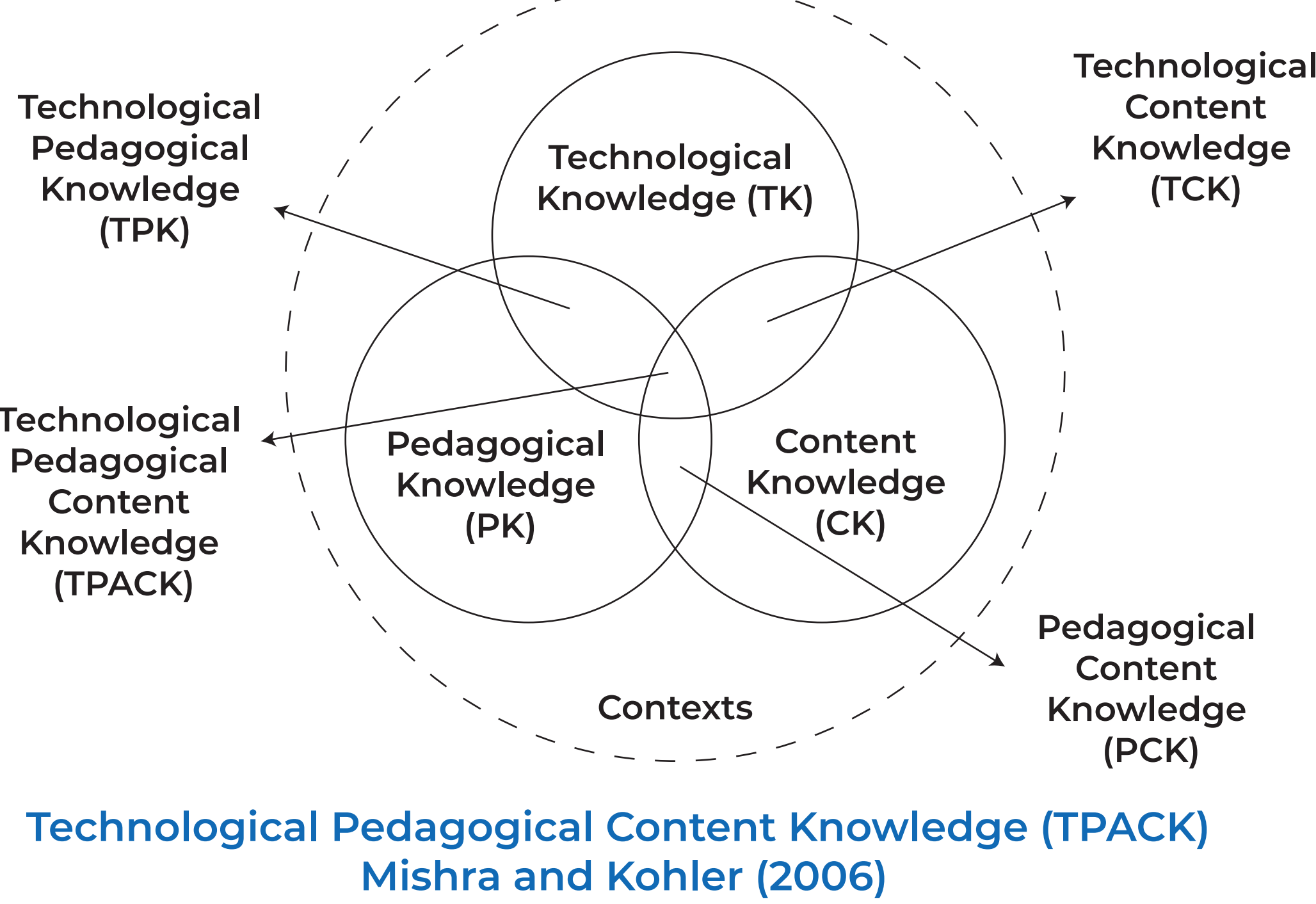## Background

Challenges of Synchronous Learning

- Technical issues i.e. Internet bandwidth
- Zoom fatigue
- Student concerns about privacy
- Teaching across multiple time-zones
- Engagement
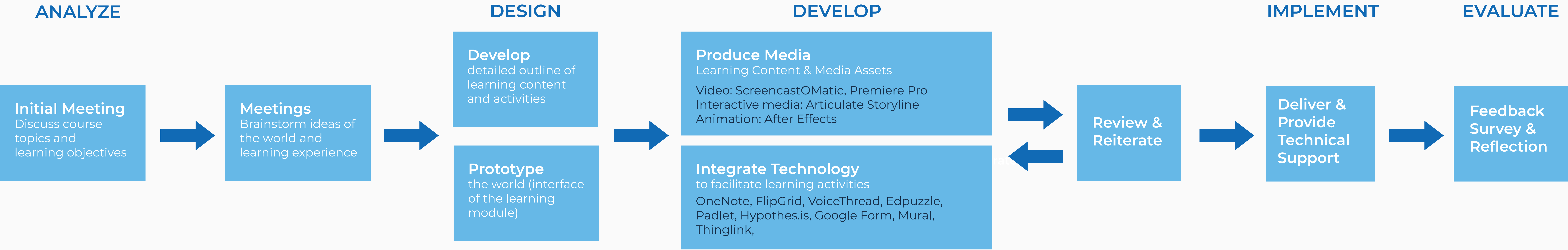- Difficulty with integrating various tools

Experimentation with Asynchronous Learning

How might we design pedagogically sound, interactive, and engaging asynchronous learning that not only provides students flexibility and autonomy but also foster student interaction and collaboration?
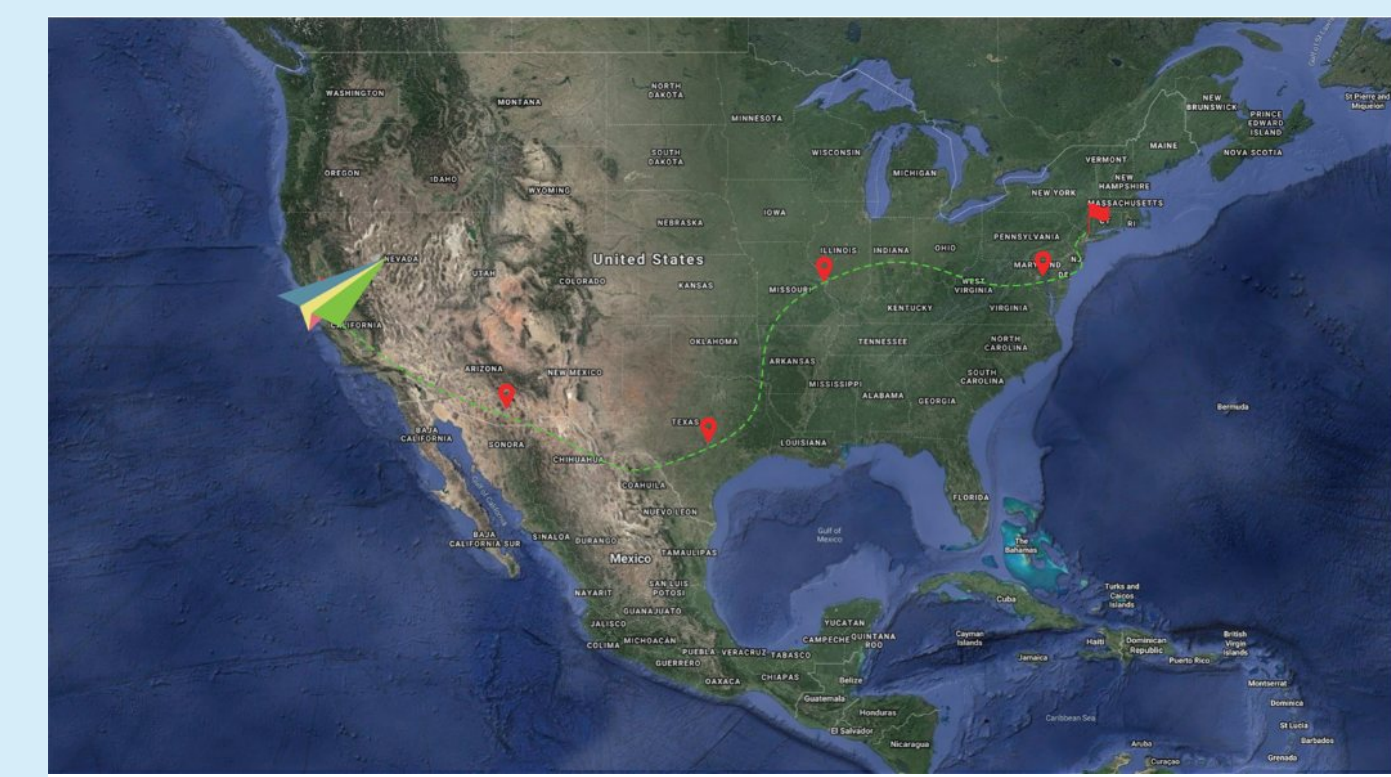
Theoretical Frameworks

Technological Pedagogical Content Knowledge (TPACK)
Mishra and Kohler (2006)

ADDIE Instructional Model
(Branson, 1978)

A process of imagining a virtual world where learning happens

A course design workflow centered on the development of the world

A paradigm for imagining course structures that shift from the linear to the non-linear

Speculative Design and Wordbuilding
(Willis & Anderson, 2013)

Collaborative Design Process

ANALYZE

Initial Meeting
Discuss course topics and learning objectives

DESIGN

Meetings
Brainstorm ideas of the world and learning experience

Develop
detailed outline of learning content and activities

Prototype
the world (interface of the learning module)

DEVELOP

Produce Media
Learning Content & Media Assets

Video: ScreencastOMatic, Premiere Pro
Interactive media: Articulate Storyline
Animation: After Effects

Integrate Technology
to facilitate learning activities
OneNote, FlipGrid, VoiceThread, Edpuzzle, Padlet, Hypothes.is, Google Form, Mural, Thinglink,

Review & Reiterate

IMPLEMENT

Deliver & Provide Technical Support

EVALUATE

Feedback Survey & Reflection

Results: Interactive Asynchronous Courses

EDP4046
Capstone: Sustaining Inclusive Curriculum, Pedagogy, and Leadership

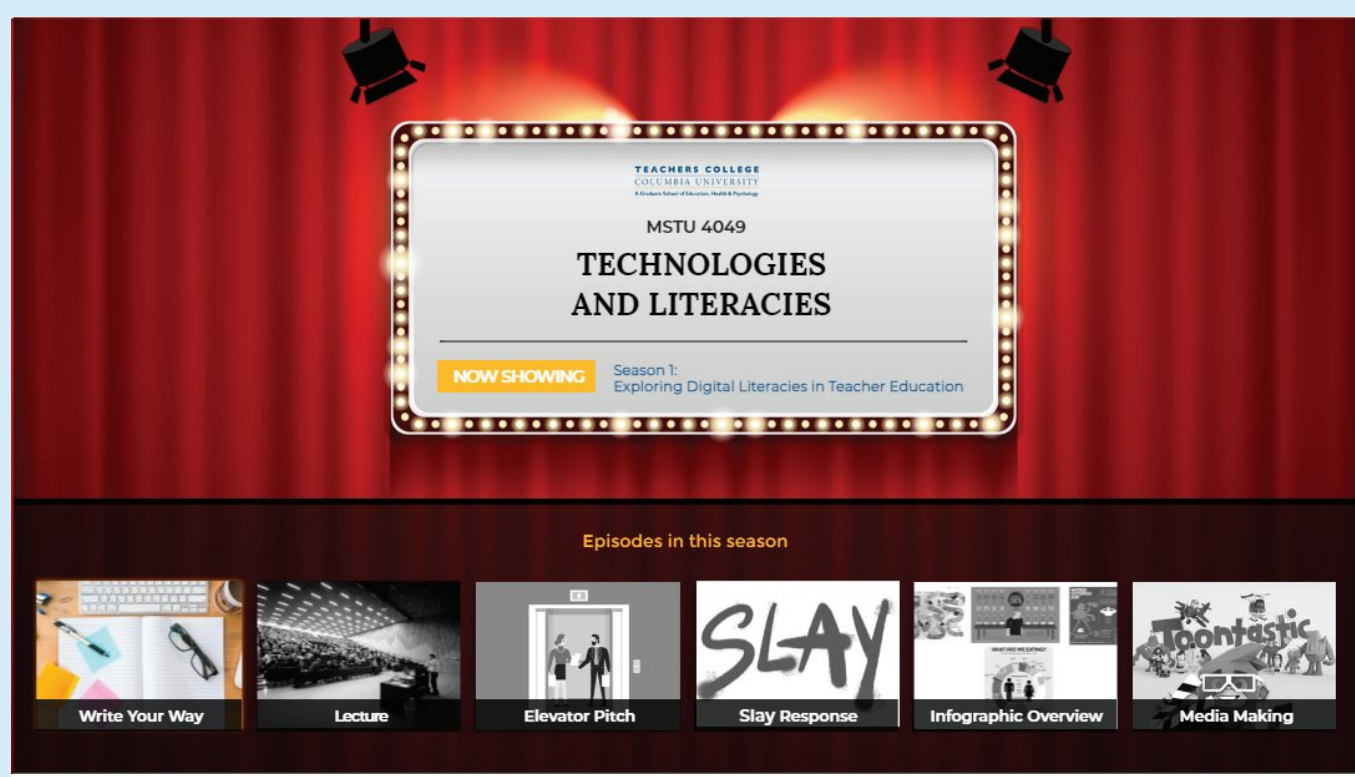Scan the QR code or Go to the link below to view the module
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Impact

The process allowed us to complement our collective knowledge and experience in technology, content, and pedagogy and provided a systematic approach for navigating through creative challenges of innovating instruction to bring novel pedagogical visions and course designs to life.

The asynchronous courses not only engaged students deeply through pedagogically sound learning activities but also supported technological capacity building for students so that they can integrate technology with confidence into their future teaching.

The collaborative design process that we developed along with learning apps and platforms we integrated into the courses created a model for pedagogical innovation that could be used to inform the development of asynchronous courses that went beyond discussion forums and voice-over PowerPoints at the College in the future.

Future Work

In the next iteration of the courses, we would like to conduct a focus group at the end of the semester to collect qualitative data regarding student perception of the course design as well as usability and effectiveness of the learning tools integrated in the course.

We would also like to conduct an analysis of engagement data collected by various tools to better understand how students interacted with the course content and with each other.

Acknowledgement

References

Branson, R. K. (1978). The interservice procedures for instructional systems development. Educational Technology, March, 11-14.
Molenda, M. (2003). In search of the elusive ADDIE model. Performance improvement, 42(5), 34-37.

Willis, H., & Anderson, S. (2013). Speculative design and Curriculum development: Using worldbuilding to imagine a new major in a post-course era. Journal of Media Literacy Education, 5(2), 4.