Synchronous + Asynchronous Learning
**Virtual environments require self-directed learning**

<table>
<thead>
<tr>
<th>Time</th>
<th>Space</th>
<th>Routines</th>
<th>Communication</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brick + Mortar</strong></td>
<td>Teacher manages schedule</td>
<td>Teacher guides classroom layout</td>
<td>Teacher initiates and guides learning routines</td>
<td>Face-to-face communication and predictable schedule</td>
</tr>
<tr>
<td><strong>Virtual</strong></td>
<td>Student manages schedule</td>
<td>Student and family guide learning space design</td>
<td>Teacher and students share creation and practice</td>
<td>Two-way communication</td>
</tr>
</tbody>
</table>
Virtual learning is an opportunity for all to become self-directed.

**Synchronous Learning**

Learning that involves students engaging in learning with the teacher in real time.

*Example:* Teacher presents material in real time over zoom with students who were selected for a small group.

**Asynchronous Learning**

Learning that involves students engaging in learning through resources and materials provided by the teacher and completed independently.

*Example:* Teacher provides a playlist that students work through on their own time.
## Modes of Delivery

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous</th>
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</table>
| ● doing something at the same time or *live*  
● can be online or face-to-face | ● doing something at different times or *not live*  
● can be recorded and shared or lesson content in a virtual classroom that is explored independently |

### What tool do we use?

- With Students… Use Microsoft Teams Meetings  
- With Colleagues… Use Microsoft Teams Meetings

### When do we use it?

- Used for collaborative, interactive or responsive activities and tasks (e.g. discussions, projects, assessments, games) Can be whole group, small group or 1:1  

- Used for independent, exploratory or not time sensitive activities and tasks (e.g. content delivery, feedback, tutorials,  

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# Advantages + Disadvantages

<table>
<thead>
<tr>
<th>Type of Cyber Learning</th>
<th>Definition</th>
<th>Advantages for ELs</th>
<th>Disadvantages for ELs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Synchronous</strong></td>
<td><strong>Real-time virtual interaction</strong></td>
<td>• Focus on oral language skills development through <em>social cues and modeling</em>&lt;br&gt;• Interaction with <em>peers and teachers</em>&lt;br&gt;• <em>Negotiated meaning</em> opportunities&lt;br&gt;• Allows more <em>student-to-student</em> interaction than only student-to-teacher</td>
<td>• Pace of conversation and instruction may be <em>too fast</em> for needed processing time&lt;br&gt;• Scheduling virtual class time may cause <em>confusion</em></td>
</tr>
<tr>
<td><strong>Asynchronous</strong></td>
<td><strong>Not-in-real-time virtual interaction</strong></td>
<td>• Focus on <em>literacy development</em>&lt;br&gt;• Time to <em>process</em> content and <em>respond</em>&lt;br&gt;• Time to <em>translate</em> words or phrases&lt;br&gt;• Students can <em>repeat videos</em> as needed&lt;br&gt;• Students can <em>repeat listening to audio</em>&lt;br&gt;• Allows more <em>student-to-teacher</em> interaction for clarification or meeting ELs’ needs</td>
<td>• Loss of <em>social cues and negotiated meaning</em> opportunities that help develop a second or additional language</td>
</tr>
</tbody>
</table>
# A Day in the Life with New Constraints

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
</table>
| 8:00 AM - 11:00 AM | - Take care of children  
- Check email, respond to student questions  
- Join 3, 10 min. Google hangouts to help students |  
- Breakfast  
- Help w/siblings  
- 45 min ELA  
- 45 Social Studies |
| 11:00 AM - 2:00 PM  | - 1:1 Office Hours  
- Small group instruction w/ students  
*small group was pre-planned and arranged with selected students*  
- Lunch |  
- Lunch  
- Brain Break  
- 1:1 Office Hours/Small Group  
- Creative time (Art, music, etc.) |
| 2:00 PM - 5:00 PM  | - Planning time  
- PLC  
- 1:1 Check-in w/ Coach/Admin |  
- 45 min. Science  
- 45 min. Math  
- Daily Reflection  
- Teacher Feedback Survey  
- Check-in with Advisor |
| 5:00 PM - 8:00 PM  | - Family + Self-Care time |  
- Family + Self-Care time |
4 Pillars of a Remote Teaching and Caring Plan

1. Synchronous Teaching
   (Whole group, small group live sessions)

2. Asynchronous Teaching
   (Self-Paced Lesson Design, Delivery and Analysis)

3. Feedback and Coaching
   (Mostly 1:1 sync. or async.)

4. Culture and Relationship Nurturing
   (Whole group, small group, 1:1)
What systems and supports do you need to provide to ensure all students have equitable access to learning?

How will you organize your materials?

How will you build and uphold a productive culture for online learning?

How will you communicate with students?

How will you introduce new content to students?

How will your students engage in the learning activity?

How can you check that students are actually learning?

What can you do if some of your students are struggling more with this form of learning?