

Do you know...

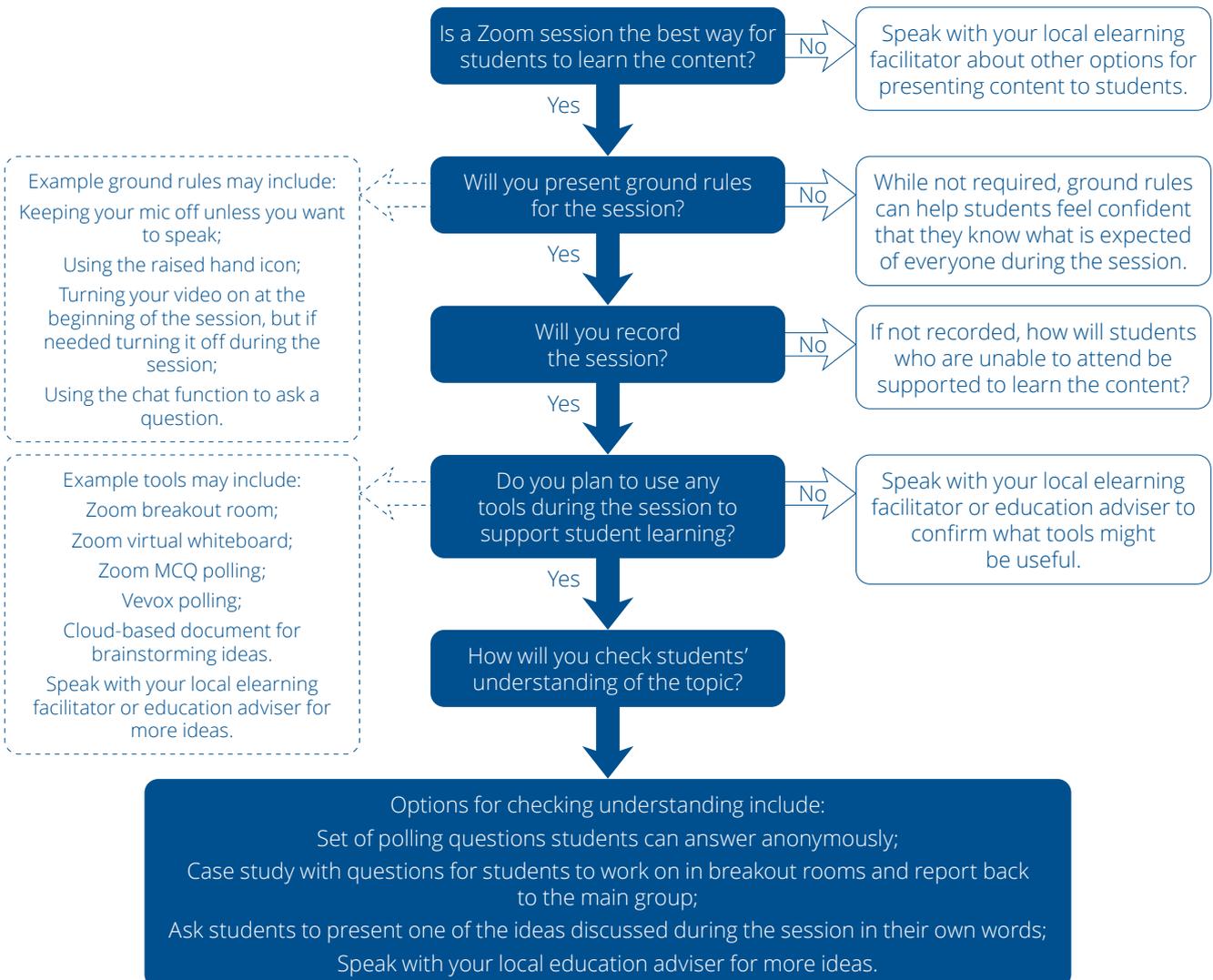
how to get the best results from synchronous online learning?

Online learning is any learning that uses the internet. You may have heard a lot of new vocabulary in relation to online learning, for example, synchronous, asynchronous, and blended/hybrid. In this document we will be focusing on ways to increase engagement and learning in a synchronous environment.

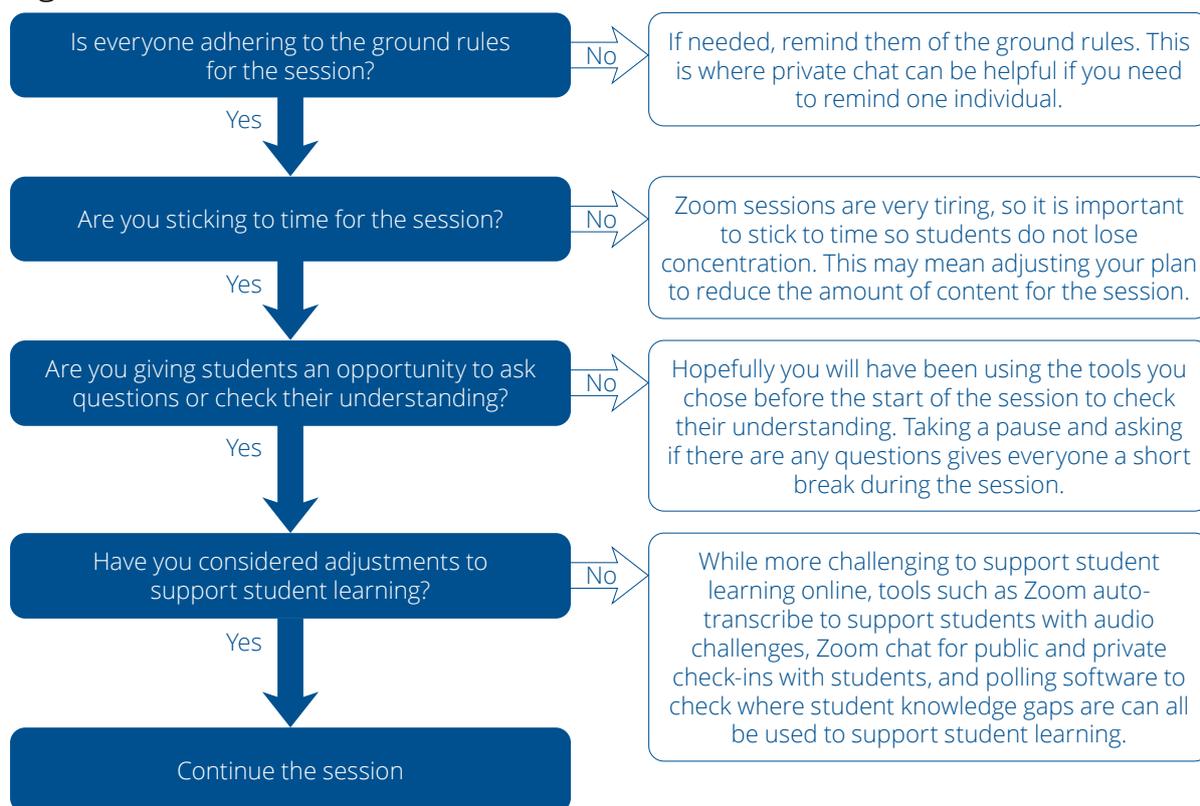
Synchronous online learning is defined as learning that occurs in real time and is the type of online learning most of us are familiar with. The most common example of this is the Zoom lecture or tutorial where the teacher and students are interacting with each other at the same time.

In many ways, synchronous online learning requires similar thinking to any in-person lecture or tutorial and can be thought of as a series of questions to ask yourself before, during and after the session.

Before the session



During the session



After the session

What worked best in the session from the students' perspective?	What worked best in the session from your perspective?	What could be improved to support student learning better for next time?
Take the opportunity at the end of the session to get informal feedback from students about the session. A good way to do this is through an anonymous survey. You can give students the link in the chat at the end of the session and give them a few minutes to visit the link and answer one or two brief questions.	Take a moment at the end of the session to note down your initial reactions to the session. Things to consider include how well the session flowed; moving students in and out of breakout rooms; student engagement with the content in terms of asking questions or answering questions you posed; was the amount of content appropriate; could you keep to time?	Write down one aspect of the session that you would like to work on improving to support student learning.

FURTHER READING

- Berry, S. (2019). Teaching to connect: Community-building strategies for the virtual classroom. *Online Learning*, 23(1), 164-183. <https://doi.org/10.24059/olj.v23i1.1425>
- Khan, R. A., Atta, K., Sajjad, M., & Jawaid, M. (2021). Twelve tips to enhance student engagement in synchronous online teaching and learning. *Medical Teacher*, 1-6. <https://doi.org/10.1080/0142159X.2021.1912310>
- Sandars, J., Correia, R., Dankbaar, M. et al. (2020). Twelve tips for rapidly migrating to online learning during the COVID-19 pandemic [version 1]. *MedEdPublish*, 9:82. <https://doi.org/10.15694/mep.2020.000082.1>
- Sharp, E. A., Norman, M. K., Spagnoletti, C. L., & Miller, B. G. (2021). Optimizing synchronous online teaching sessions: a guide to the "new normal" in medical education. *Academic Pediatrics*, 21(1), 11-15. <https://doi.org/10.1016/j.acap.2020.11.009>

For further information and assistance, contact your local education adviser:
otago.ac.nz/medicine/staff/support

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