

Synchronous teaching and learning activities

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Below you will find examples of synchronous teaching and learning activities that are similar to activities used at the University of Southern Denmark to scaffold students' learning live, online. Synchronous teaching and learning activities have been used at Media Studies and Law, among other subjects.

Casework	
Numbering and pacing & sequencing	x.x
Purpose	<p>Students should:</p> <ul style="list-style-type: none"> - have solid knowledge of marketing as a discipline. - be able to analyse practical issues in marketing and to arrive at academically well-founded decisions based on an understanding of relevant methods and theories. - be able to use IT as a tool for oral and written communication - be able to work as a team, including being able to accept criticism of their own work and give constructive criticism to others . - be able to work independently and in groups, in a disciplined, structured and focused way and to be able to conform to deadlines and formalities
Brief summary of overall task	In this e-tivity, you will study case material, identify problems, create a plan for how to analyse the problems and find solutions. You will carry out the plan and hand in your completed case work.
Spark	<p>Customer complaints are pouring in and sales are dropping!</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Can you help save the Danish Cookie Factory in China?</p>
Individual contribution	<p>Task 1: Study the case material provided in the Case 1 folder in the Assignments section:</p> <p>Video 1: Company presentation Video 2: Interviews with employees</p>

	<p>Video 3: Interviews with the management Video 4: Analysis tools and models</p> <p>Task 2: Identify at least 2 problems or issues that this company is facing and consider what analysis tools and models would be relevant to perform a structured analysis of the problems and to be able to propose possible solutions. Post your thought and ideas in you group discussion board.</p>
Dialogue begins	<p>Task 3: One of you will create a meeting room in Adobe Connect and invite the other group members to join as presenters. Agree in your group who will complete this task</p> <p>Task 4: Meet up with your group online via Adobe Connect, present and discuss the problems you have identified and the suggested analysis tools and models. Make a plan for how to complete the case work. Record your session. Observe the following agenda and distribute the roles between you:</p> <ol style="list-style-type: none"> 1. Decide who will be the facilitator to keep track of time and to make sure that everybody contributes and interacts in your online session. 2. Each group member presents the problems he/she has identified together with suggestions for analysis tools and models to be used (20 min.). 3. Now discuss what 3-4 problems you wish to proceed with in your case work and what tools and models you will use for the analysis (20 min.). 4. Allocate the remaining work between you and set deadlines for upload of the first drafts, revision of drafts, completion of the case work etc. (15 min.) 5. The facilitator sums up the session and concludes (5 min.). <p>Task 5: The facilitator posts the link for the recording in the e-tivity discussion board.</p> <p>Task 6: Prepare drafts, revise, submit your completed case work.</p>
E-Moderator Interventions	<p>If you have any questions regarding this e-tivity, please post them in the Q & A forum.</p>
Schedule & time	<p>Total workload: 6 hours. Tasks 1 and 2 should be completed no later than 3 March (2 hours). Task 3 should take be completed no later than 5 March. Task 4 should take place no later than 10 March (1 hour). Task 5 should be completed no later than 12 March. Task 6 should be completed no later than 17 March (3 hours).</p>
Next	<p>Now move on to e-tivity x.x</p>

Become an effective presenter within your subject area

Numbering and pacing & sequencing

x.x

Purpose

- Students should be able to:
- employ language – in writing and/or orally – that relates to the topic and is precise and correct
 - communicate complex subject matters in such a way that it becomes relevant and comprehensible to a variety of audiences
 - present an argument based on tenable academic foundations
 - use IT as a tool for oral and written communication

Brief summary of overall task

In this e-tivity, you will practice your dissemination and reasoning skills. This will come in handy for the oral exam in a month's time. You will read texts from the syllabus, prepare and give a presentation on one of the texts and engage in discussions with your fellow group members. Presentations and discussions take place online via Adobe Connect.

Spark

Present, engage and convince or...



Image from colourbox.com

Individual contribution

Task 1: Select a text from the syllabus, be sure to coordinate with your fellow group members. Read the text carefully and prepare a presentation of no more than 10 minutes. Use visual aids for your presentation.

Task 2: Read the texts chosen by your fellow group members and prepare at least 3 questions for each text focusing on what you found complex, difficult to understand and/or what you would like to discuss further.

Dialogue begins

Task 3: One of you will create a meeting room in Adobe Connect and invite the other group members to join as presenters. Agree in your group who will complete this task.


Task 4: Meet up with your group online via Adobe Connect, present and discuss your texts. Record your session. Observe the following agenda and distribute the roles between you:

6. Decide the order of presentations
7. Decide who will be the facilitator to keep track of time and to make sure that everybody contributes and

	<p>interacts in your online session.</p> <ol style="list-style-type: none"> 8. Presentation One: 10 minutes 9. Discussion based on the questions prepared by the other group members: 10 minutes 10. Presentation Two: 10 minutes 11. Discussion: 10 minutes 12. Presentation Three: 10 minutes 13. Discussion: 10 minutes 14. The facilitator sums up the session and concludes. <p>Task 5: The facilitator posts the link for the recording in the e-tivity discussion board.</p>
E-Moderator Interventions	If you have any questions regarding this e-tivity, please post them in the Q & A forum.
Schedule & time	<p>Total workload: 5 hours and 15 min.</p> <p>Tasks 1 and 2 should be completed no later than Sunday 9 November (4 hours).</p> <p>Task 3 should be completed no later than 10 November to give all presenters the time to test their visual aids in the meeting room.</p> <p>Task 4 should take place no later than 14 November (1 hour and 15 min.).</p> <p>Task 5 should be completed no later than 17 November.</p>
Next	Now move on to e-tivity x.x

Based on Gilly Salmon's e-tivities concept: <http://www.gillysalmon.com/e-tivities.html>

Digital media and work life: potentials and challenges

Numbering and pacing & sequencing	x.x
Purpose	Students should be able to: <ul style="list-style-type: none"> - employ language – in writing and/or orally – that relates to the topic and is precise and correct - communicate complex subject matters in such a way that it becomes relevant and comprehensible to a variety of audiences - present an argument based on tenable academic foundations - work as a team, including being able to accept criticism of their own work and give constructive criticism to others - use IT as a tool both in searching for information and in oral and written communication
Brief summary of overall task	In this e-tivity, you will practice your essay writing skills and giving and receiving feedback. You will draft an essay, peer review the essays of your group members and discuss the feedback at a live, online session. You will then improve and submit your completed essay.
Spark	<div style="text-align: center;">  <p>Image from colourbox.com</p> </div>
Individual contribution	<p>Task 1: Write the first draft for your essay on <i>Digital media and worklife: potentials and challenges</i>. Study the essay guide and the essay rubric in the Guides folder before you embark on your essay. Post your draft in your group discussion board.</p> <p>Task 2: Carefully read and peer review the draft essays posted by your fellow group members. Use the essay rubric for evaluating the drafts and for providing comments.</p>
Dialogue begins	<p>Task 3: One of you will create a meeting room in Adobe Connect and invite the other group members to join as presenters. Agree in your group who will complete this task.</p> <p>Task 4: Meet up with your group online via Adobe Connect to present and discuss the feedback you have prepared on each other's drafts. Record your session. Observe the following agenda and distribute the roles between you:</p> <ol style="list-style-type: none"> 1. Decide the order of presentations 2. Decide who will be the facilitator to keep track of time and to make sure that everybody contributes and interacts in your online session.

	<ol style="list-style-type: none"> 3. Draft One: All group members provide their feedback to the author in turn. The author of the draft asks questions for clarification and acknowledges the feedback received: what was helpful and how does the author intend to improve his/her essay. 20 minutes. 4. Draft Two: same procedure as above 20 minutes. 5. Draft Three: same procedure as above 20 minutes. 6. The facilitator sums up the session and concludes. <p>Task 5: The facilitator posts the link for the recording in the e-tivity discussion board.</p> <p>Task 6: Improve your essay according to the feedback you have received and post your completed essay to "Digital media essay" in the Assignments section.</p>
E-Moderator Interventions	If you have any questions regarding this e-tivity, please post them in the Q & A forum.
Schedule & time	<p>Total workload: 6 hours</p> <p>Task 1 should be completed no later than 1 April (3 hours)</p> <p>Task 2 should be completed no later than 8 April (45 min.)</p> <p>Task 3 should be completed no later than 8 April.</p> <p>Task 4 should be completed no later than 10 April (1 hour and 15 min.)</p> <p>Task 5 should be completed no later than 11 April</p> <p>Task 6: the completed essay must be submitted no later than 18 April (1 hour).</p>
Next	Now move on to e-tivity x.x

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