Virtual Engagement Strategies for Synchronous Adult Learning

Competency

Educator uses a variety of strategies to engage their learners in a synchronous setting.

Key Method

Educator creates an environment that is safe and inclusive and that supports learners as they collaborate and learn in a blended setting by using a wide variety of strategies for facilitation, collaboration, and the learning environment in order to address a variety of learning styles.

Method Components

Instructional Coaching is linked to successful classroom practice. In the 21st Century, it is important for instructional coaches to develop the skills needed to mentor, coach, and teach in virtual environments. This stack will help coaches hone their skills for working online in both synchronous online environments. This stack is tool agnostic and focuses on skills rather than technology.

Why is Virtual Engagement Important?

People learn socially, even in an online setting. Effective online learning requires facilitation that allows participants to interact with content apply skills, and discuss their learning and questions with others in safe settings.

Set Norms for Meetings and Class Time

Synchronous meetings in an online setting should have clear expectations for participation, timing, and a process for sharing information.
- Participants understand the logistics of the meeting
- Facilitator provides and follows through with outcomes and agenda
- Meetings should follow expected routines

Create a Safe Environment

A facilitator in online learning will allow learners to participate at a comfortable level. Tasks should be manageable by learners, and safe to participate in. Participants should be expected to engage in the learning and ask questions.
- Tasks are relevant to both learning and students
- Participants are encouraged to join activities and feel safe and respected when they do so.
- Activities allow participants to interact with the content and apply their learning.

Provide Opportunities for Learners to Participate and Collaborate

Online sessions include opportunities for participants to learn from each other and to share their questions. In a professional learning setting, the participants bring unique perspectives, experiences and knowledge to the group. Facilitators encourage networking, sharing ideas, thoughts, and new learning.
- There are a variety of interactions strategies to engage all students
- Participants use the technology to share their experiences
- Time is given to ask questions and to interact with the material and each other

Supporting Rationale and Research

The Power of Virtual Coaching Ascd. "The Power of Virtual Coaching." How Student Progress Monitoring Improves Instruction - Educational Leadership, http://www.ascd.org/publications/educational-leadership/oct11/vol69/num02/The-Power-of-Virtual-Coaching.aspx

Mackey, J. (2008). Blending real work experiences and virtual professional development. In Hello! Where are you in the landscape of educational technology? Proceedings ascilite Melbourne 2008.

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Laxton, Amber, et al. A Guide to the Adult Learning Ed-Tech Market. Digital Promise, 2017, A Guide to the Adult Learning Ed-Tech Market. http://digitalpromise.org/wp-content/uploads/2016/02/accelerating-learning-for-adult-education.pdf

McConnell, Tom J., et al. "Virtual professional learning communities: Teachers' perceptions of virtual versus face-to-face professional development." Journal of Science Education and Technology 22.3 (2013): 267-277 https://drive.google.com/file/d/1ZAKnVW1BUazlZgJuDJFUCdMI5tNGFIm7/view?usp=sharing

King, Kathleen P. "Professional learning in unlikely spaces: Social media and virtual communities as professional development." International Journal of Emerging Technologies in Learning (iJET) 6.4 (2011): 40-46. https://drive.google.com/file/d/1dEjyJukVBz_aVd5sNybK3lejYaMsLWq_/view?usp=sharing

Knight, Jim. "What Good Coaches Do." Educational Leadership, vol. 69, no. 2, Oct. 2011, https://drive.google.com/file/d/1J5vl5fKsja-TbKpMtIyuev4qmA0N1JWh/view?usp=sharing

West, Lucy and Cameron, Antonia, Challenging Assumptions About Coaching in NEMJ Volume XLV, "Mathematics Coaching: Implications for Change." pp. 41-60. NEMJ, Keene, NH: 2013 https://drive.google.com/file/d/1vBA9LXPN1o6VX9MZ-9Hn68nqirpA2T0l/view?usp=sharing

Resources

Facilitating Online Learning
Facilitating Online Learning: Tips and Suggestions

Blended and Online Learning

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[A Checklist for Facilitating Online Courses](#)

Ice-Breaker Strategies

[IceBreaker Activities](#)

[Icebreakers](#)

[The Importance of Icebreakers in Online Learning](#)

[Ten Online Icebreakers](#)

[Five Creative Icebreakers and Assignments for the Online Classroom](#)

Discussion Strategies

[Online Discussion Strategies](#)

[Techniques of online discussion](#)

Collaboration Strategies

[Reasons Why Collaborative Online Learning Activities are Effective](#)

[How to Make Group Work Collaborative](#)

[Student Collaboration Tools](#)

[Fostering Collaboration in the Online Classroom](#)

Other Helpful Links

[Zoom Video Tutorials](#)

[Sample Zoom Meeting](#)

[How to run a Google Meet](#)

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Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must answer the questions with a passing score in Parts 1 and 3, and receive a proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(175 - 250 words)

Please answer the following contextual questions to help our assessor understand your current situation. *Please do not include any information that will make you identifiable to your reviewers.*
1. Explain why you chose this micro-credential and how it fits into your current role or goals for professional development.
2. Explain the course that you are facilitating including the target audience, outcomes, and schedule.

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. Educator includes a learning goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

Submit the following **three artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Agenda or Presentation Submit an agenda or presentation for your course that demonstrates that you have established norms for the meeting time and planned outcomes for the learning. If the outcomes are co-created, be sure to share the document both before and after the session.

Artifact 2: Video of Class Session
Submit a video of one session with time stamps OR screenshots labeled to show the following items present:
- Agenda or schedule of course
- Outcomes
- Pace is appropriate for learner and content
- Icebreaker used
- Strategies use for discussion of content or assignment
- Participants have an opportunity to interact with the content

- Participants have an opportunity to interact with one another

Be sure to obtain permission from participants to share their images or obscure identifying features of your participants. Timestamp relevant times in the video, or edit to no more than 15 minutes in length.

Artifact 3: Evidence of Collaboration
Evidence of collaboration is one piece of student work that demonstrates how you facilitated collaboration between participants. This can be a presentation or assignment that shows contributions from two or more participants.

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Agenda or Presentation	Agenda or Syllabus for class/course shows that the outcomes and schedule is planned. Norms are set for the course by either the facilitator or co-created during the class session	Agenda or Syllabus is missing outcomes or schedule. Norms may be vague or not present.	Agenda is missing key elements of the requirements
Artifact 2: Video of Class Session	The class session demonstrates that a safe environment is created, and learners participate in introductory activities. Activities are relevant to and appropriate for adult learners. The amount of material is appropriate for the time allotted.	Video is not edited or time-stamped. The key points are not evident for the reviewer. The activities may be inappropriate for the audience or not connected to the outcomes.	Video is too long or not time-stamped, OR screenshots are not marked for the reviewer. There is no evidence of introduction, activities, or collaboration.

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| Artifact 3: Evidence of Collaboration | Artifact clearly demonstrates that two or more learners participated in the assignment or discussion.

OR

Facilitator moves discussion along through effective engagement strategies during the class. | Artifact shows some level of collaboration, though it may not be clearly identified.

OR

Discussion is led by the facilitator rather than participant discussion. | Participants are not given opportunities to interact with each other or the content. |

Part 3 Reflection

(350 - 500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please answer the following reflective questions. *Please do not include any information that will make you identifiable to your reviewers.*

1. How did your facilitation in an online setting change because of your learning in this micro-credential?
2. Explain one take away from this micro-credential that you will continue in future online learning (teaching?).
3. Choose either planning, icebreakers, or online discussion and explain how appropriate use of these strategies created a safe learning environment and increased engagement for all learners.

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.