DIGITAL TOOLS FOR ASYNCHRONOUS ACTIVE LEARNING

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While we are coming together today in a virtual space, it is important to recognize the physical space that connects us and brings us together. The University of Guelph and its campuses are situated on the treaty lands of the Mississaugas of the Credit. We understand that these lands are connected by the Dish with One Spoon Wampum and continue to be home to diverse communities of First Nations, Inuit and Métis Peoples. By acknowledging the land, we reaffirm our commitment to decolonization and reconciliation with Indigenous peoples and our responsibility to the land on which we live, learn, and play.
AGENDA

• Active Learning Overview
  – What is active learning?
  – Why use active learning?
  – Selecting an asynchronous active learning activity for your course

• Digital Tools for Asynchronous Active Learning
  – Centrally supported Tools (OpenEd)
    • Hypothes.is Integration, Discussions, Video Assignments, PEAR
  – Centrally Supported Tools (CCS)
    • O365 – Forms, Collaborative Documents
  – Third-party tools
    • Perusall, Vialogues, PeerWise

• Where to Get Support
• Q&A Period
ACTIVE LEARNING OVERVIEW
WHAT IS ACTIVE LEARNING?

Active learning is an umbrella term that encompasses several different teaching approaches, all of which **shift the focus from the teacher delivering the course content to the student actively participating in their learning and interacting with the course content and each other.**

Active learning involves students “doing things and thinking about the things they are doing” (Bonwell & Eison, 1991).

Download the Effective Practices for Designing and Implementing Asynchronous Active Learning Activities handout at [https://otl.uoguelph.ca/summerprogramming](https://otl.uoguelph.ca/summerprogramming) (expandable box #5)
**WHY USE ASYNCHRONOUS ACTIVE LEARNING?**

Positive outcomes for students including:

- Higher retention, deeper understanding, increased critical thinking and problem solving
- Improved performance on assessments
- Decreased achievement gap, increased course completion
- More positive attitudes towards learning
- Building connections and community

(Freeman et. al, 2014; Prince, 2004; Michael, 2006; Theobald et al., 2020)

### Where might asynchronous active learning activities work best in my course?

<table>
<thead>
<tr>
<th>BEFORE synchronous sessions</th>
<th>AFTER synchronous sessions</th>
<th>ONGOING throughout the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• respond to course materials (readings, recorded lectures, videos)</td>
<td>• practice and apply knowledge and skills</td>
<td>• prepare for assessments (e.g., ask questions, build a collaborative study guide)</td>
</tr>
<tr>
<td>• share questions and ideas</td>
<td>• continue dialogue from synchronous session</td>
<td>• support students' self-regulation and self-directed learning</td>
</tr>
<tr>
<td>• check understanding</td>
<td>• reflect on learning</td>
<td></td>
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</tbody>
</table>
SELECTING AN ASYNCHRONOUS ACTIVE LEARNING ACTIVITY FOR YOUR COURSE

Key elements to consider:
• purpose of the activity, particularly related to course learning outcomes and assessments
• class context
• duration, frequency, and impact on your course
• type of interaction

<table>
<thead>
<tr>
<th>Student—Content</th>
<th>Student—Student</th>
<th>Student—Self</th>
<th>Student—Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., post reactions or questions about content</td>
<td>e.g., peer review, group brainstorming</td>
<td>e.g., self-reflection, self-assessment</td>
<td>e.g., ask questions, get feedback</td>
</tr>
</tbody>
</table>

Download our Handouts and Session Worksheets at https://otl.uoguelph.ca/summerprogramming (expandable box #5) to guide you through the selection process
DIGITAL TOOLS FOR SYNCHRONOUS ACTIVE LEARNING
The list of supported tools for asynchronous activities is much larger when compared to synchronous tools as most of the tools in CourseLink are designed for asynchronous learning (Discussions, Quizzes, Dropbox, etc.)

We’ve also found new ways to adapt tools supported by other U of G departments that aren’t typically thought of as “EdTech tools” to help expand that list beyond the asynchronous active learning tools found in CourseLink.

There are also many third-party tools that can help expand on the options of supported technologies for several asynchronous learning activates (we’ll look at some today).
CENTRALLY SUPPORTED VS. THIRD-PARTY TOOLS

When it comes to support, tools typically fall into 1 of 3 categories:

1. Centrally Supported by OpenEd
2. Centrally Supported by another department (CCS, Library)
3. Third-party (not supported by the institution)
CENTRALLY SUPPORTED VS. THIRD-PARTY TOOLS

Centrally Supported Tools (OpenEd)

• **Examples**: CourseLink, PEAR, i>Clickers, etc.

• CourseLink Support can assist with technical questions/issues from you or your students

• The Instructional Technology Specialist (ITS) team can work with you on implementation of these tools into your course/assignments
CENTRALLY SUPPORTED VS. THIRD-PARTY TOOLS

Centrally Supported Tools (Non-OpenEd)

- **Examples**: Qualtrics, O365 – Shared documents, Forms, etc.

- Technical questions/issues from you or your students go to CCS Helpdesk/tool provider

- The ITS team can offer advice about proper implementation from a pedagogical standpoint, but cannot always assist with related technical issues
CENTRALLY SUPPORTED VS. THIRD-PARTY TOOLS

Third-party tools (limited support)

• **Examples**: Perusall, Vialogues, PeerWise, etc.

• Technical support is not available through official channels, but typically offered by the product vendor

• The ITS team can offer advice about proper implementation, but cannot assist with technical issues
CENTRALLY SUPPORTED TOOLS (OpenEd)
COURSELINK - HYPOTHES.IS INTEGRATION

hypothes.is
COURSELINK - HYPOTHESES.IS INTEGRATION

What is Hypothes.is?

- A social annotation tool
- Post a reading (pdf) or point to a public webpage
- Students annotate that content together by highlighting text and adding comments
- Students can reply to each other’s comments
I've read this 5 times, but it still doesn't make sense. Is anyone else struggling with this paragraph?

This part really hit home for me. I wrote about this in my first paper. There are some great resources...

I think this is related to what the prof was talking about in class today, right?

Totally! They posted some more information about this in Content under Week 4.
How does Hypothes.is integrate with CourseLink?

- Added as an External Learning Tool via Content
- Upload a document (requires Google Drive) or link to a webpage (must be public – not behind a log in)
- Allows you to assess the annotations that students make
- Assessments can be linked to a CourseLink grade item
Hypothes.is and Active Learning

Hypothes.is for *asynchronous* active learning

- Asynchronous activities and assignments using Hypothes.is can save class time and create a knowledge base for other activities that happen synchronously.
- It also provides the opportunity for instructors to pre-annotate readings to reinforce/highlight/expand on concepts before students read it.
  - It’s like getting a used book from the bookstore with great notes in the margins already!
A student starts the reading assignment. The student gets confused too often and becomes frustrated. Without any immediate answers, the student stops reading and does something else. The student shows up to class without the reading complete and cannot fully participate. The instructor now must take time to review the reading to have the class participate in the planned activity.

TRADITIONAL READING VS. SOCIAL ANNOTATION

Traditional Reading Assignments

The instructor now must take time to review the reading to have the class participate in the planned activity.
TRADITIONAL READING VS. SOCIAL ANNOTATION

Reading Assignments with Social Annotation

The class can get to work on the planned activity related to the reading with little to no review from the instructor.
ACTIVITY AND ASSIGNMENT IDEAS FOR HYPOTHES.IS

Aside from simply enhancing course reading assignments, Hypothesis can be used for active learning activities such as:

• Muddiest Point
• Fact or Opinion Assignments
• Case Studies
• Flipped Classroom
• Problem-based Learning
LEARN MORE ABOUT HYPOTHESES.IS

Learn more about Hypothes.is

• Support, tutorials, FAQ, etc.: https://web.hypothes.is/help/

• How to set up the integration on your course site: https://web.hypothes.is/help/using-the-hypothesis-lms-app-for-d2l/

• Hypothes.is Educator Resource Guide: https://web.hypothes.is/teacher-resource-guide/

• 10 Ways to Annotate with Students: https://web.hypothes.is/blog/back-to-school-with-annotation-10-ways-to-annotate-with-students/

• Examples of Classroom Use: https://web.hypothes.is/education/examples-of-classroom-use/
LEARN MORE ABOUT HYPOTHESES.IS

We also ran a session dedicated to Hypothes.is earlier this week, which was recorded:

- I Have a Hypothes.is! Make Reading Assignments a Community Activity with the Hypothes.is Integration
  - View the recording and download the slides from our website: https://opened.uoguelph.ca/instructor-resources/instructional-technology-webinar-series#Hypothesis
# CourseLink – Discussions Tool

## Discussions

<table>
<thead>
<tr>
<th>Topic</th>
<th>Threads</th>
<th>Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion 0 - Basic Assessment</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Includes assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A basic assessed discussion. All posts from each student scored as a whole. No bonus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion 1 - Assessing Individual Posts</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Includes assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessing each student's individual posts and taking the average as the score.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion 2 - Top 3 Up-voted Students Get a Bonus</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Includes assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allowing a bonus grade for the top up voted students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion 3 - Awarding a Bonus Based on 5-Star Ratings</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Includes assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allowing a bonus based on each students average 5-star rating.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSELINK – DISCUSSIONS TOOL

The Basics on the Discussion Tool

• Found on every course site’s default navigation bar
• The tool is popular and thus very familiar to many students
• Discussions are asynchronous by nature
  – Students may create threads and post replies during any time when a forum/topic is available on your course site
• Forms/topics can be locked as of a certain date/time, leaving the existing posts accessible but preventing new posts
• Discussions can be assessed holistically (a single score for all posts in a topic) or individually (each post gets a separate score and the average score is typically used for the grade)
COURSELINK – DISCUSSIONS TOOL

Using the Discussion Tool and CourseLink Groups
• Discussions can work with the Groups tool to restrict access to a discussion topic to a specific group of students, for example:
  – Groups discussing different/unique topics related to the course
  – Groups discussing the same topic separately (large classes)
  – Groups discussing different sides of an argument (pro/con)
COURSELINK - DISCUSSIONS TOOL (ADVANCED FEATURES)

• **Allow Anonymous Posts**
  – Enabling this feature allows students to *choose* to post anonymously
  – Anonymous posts cannot be graded
  – Can be useful for difficult to discuss topics or topics where students are asked to share an experience
  – While the name of the author is hidden from you, CourseLink Support can identify it if requested (i.e. unacceptable post content)
COURSELINK - DISCUSSIONS TOOL (ADVANCED FEATURES)

• Rating Options
  – 5-star Rating and Upvote (up/down vote not recommended)
  – Can promote more thoughtful posts
  – Encourages reading of/replies to other student’s posts
  – Can be tied to a low stakes or bonus grade to boost participation
COURSELINK - DISCUSSIONS TOOL (ADVANCED FEATURES)

- Must start thread before reading other threads
  - When enabled, as the name implies, students will not see any posts from others in a topic until they have created one of their own
  - Helps promote originality and avoids the “regurgitation” of one or two quality posts posted early on
  - Great for discussion activities that:
    - Ask for students to pick a side of an argument and defend it
    - Ask for the inclusion of an opinion on a topic
    - Call for creativity/originality in the post
Some Ways to Use the Discussions Tool

• Ice breaker activity
  – Get students to introduce themselves, connect with you and each other, and learn how to use the tool

• “Coffee Shop Forum”
  – An unofficial discussion area that is not monitored
  – Intended for student discussion unrelated to the course

• Graded activities
  – Weekly discussions, resource sharing, blog posts
  – Option to combine with the ratings feature for added incentive
COURSELINK - DISCUSSIONS TOOL

Resources on Effective Asynchronous Discussions (via OTL)

• Asynchronous Discussions Guide, University of Florida
• Effectively Integrating Various Discussion Formats, University of Massachusetts Amherst
• Actively Engaging Students in Asynchronous Online Classes, IDEA Paper #64
  – Discussion boards as a presentation space, gallery and reflection space, and a work space [see p. 6-8]
COURSELINK - DISCUSSIONS TOOL

Interested in more information on the advanced features?

• Please view our previous session titled: Next-level Discussion Options
  – Explores 5-star and upvote ratings as bonus grades
  – Includes using the discussions tool as a blog for personal reflection
  – Live demos included!
VIDEO ASSIGNMENTS, BY BONGO
VIDEO ASSIGNMENTS, BY BONGO

What is Video Assignments?

• A CourseLink integration that can facilitate a number of activities and assessments using video
• Supports experiential learning and soft skill development for students
• Students can record video within the platform or upload video from another source
• Supports multiple video file formats with a maximum file upload size of 20 GB
• Peer and self assessment options are available
VIDEO ASSIGNMENTS, BY BONGO

What types of assignments are available?

1. Individual Assignment
2. Group Assignment
3. Interactive Video
4. Question & Answer
VIDEO ASSIGNMENTS, BY BONGO

What features make Video Assignments unique?

• Auto-analysis
  – Automatic transcription of individual assignments with analysis for rate of speech, clarity, use of filler words (and key terms)

• Rubric self assessment
  – Allows student to use the same rubric as the instructor to provide an assessment of their own work

• Peer assessment
  – 5 star or rubric evaluation + time stamped comments
  – Team evaluation for Group Assignments
VIDEO ASSIGNMENTS, BY BONGO

How does Video Assignments integrate into CourseLink?

• To use Video Assignments in a course, it needs to be added to the course navigation bar.
• If you need assistance with this, please reach out to CourseLink Support.

Note: While adding Video Assignments to the course navigation bar will allow you to access the tool, assignments needed to be added to Content for student access!
VIDEO ASSIGNMENTS, BY BONGO

How can I use Video Assignments for asynchronous active learning?

• Individual assignment
  – Self-reflection
  – Peer review/assessment
  – Gallery walk/portfolio presentation

• Group assignment
  – Group roleplay
  – Collaborative summaries
  – Problem based learning
VIDEO ASSIGNMENTS, BY BONGO

How can I use Video Assignments for asynchronous active learning?

• Interactive Video
  – Self-reflection
  – Formative quizzing
  – Guided analysis or case study

• Question & Answer
  – Visual (video) prompts
  – Mock interview practice
SUPPORT FOR VIDEO ASSIGNMENTS

Where can I learn more about Video Assignments?

• Open Ed Support & Documentation Site - Video Assignments
  - Bongo Knowledge Base for Instructors & Designers
  - Bondo Knowledge Base for Learners - Video Assignments

Upcoming webinars related to Video Assignments

• Best Practices for Synchronous & Asynchronous Presentations
  - Tuesday, July 13th from 10:00 to 10:45 AM
PEAR

(PEAR doesn’t have an official logo, we just love this PowerPoint graphic)
PEAR: THE BASICS

• What is PEAR?
  – PEAR = Pear Evaluation, Assessment, and Review
  – Online application that integrates with CourseLink
  – Created in 2010 and developed over the years since to meet the needs of U of G faculty
  – Exclusive to U of G (& UWaterloo without LMS integration)
  – In 2020, PEAR produced 668 projects across 410 courses, with over 70,000 participants
PEAR: The Basics

What can PEAR do?

- PEAR has 5 basic functions (or stage types)
  - Submissions (of files by individuals or groups)
  - Reviews of Submissions (performed by peers/instructor)
  - Evaluations of Reviews (by instructor/original submitter)
  - Group Assessments
  - Group Distribution of Effort

- Only one of each stage type can be added to a single project, however multiple projects can be created for a single course if required

- Reviews, Evaluations, and Group Assessments typically rely on PEAR Grading Forms for feedback/scoring
THE PEER REVIEW PROCESS IN PEAR

• Students/groups create a draft based on the assignment provided and submit

• Students review their peers' drafts (anonymous option)
  • Students receive reviews of their own submission (anonymous option)

• Students use the feedback received and insights gained from reviewing others to improve their assignment, then submit it

• Students receive an evaluation of the reviews they performed
  • Evaluation can be by the instructor/TA or the submitter
PEAR AND ASYNCHRONOUS ACTIVE LEARNING

Using PEAR for Asynchronous Learning Activities

• The act of peer review itself checks all the boxes for active learning
• PEAR is designed as an asynchronous tool, where you allow students a window of time to perform their tasks:
  – Complete reviews between date/time 1 & date/time 2
  – Complete evaluations between date/time 3 & date/time 4
• The time allotted to complete the task is set by the instructor
• The window provides students time to think critically while comparing submissions they are reviewing
• It also provides time for them to reflect on the reviews they receive and evaluate them (if performing an evaluation)
Looking for more in-depth information on PEAR?

- We ran a session previously this summer on PEAR for peer review, which you can view online:
  - Take a Bite Out of the Peer Review Process with PEAR
    - [https://opened.uoguelph.ca/instructor-resources/instructional-technology-webinar-series#PEAR](https://opened.uoguelph.ca/instructor-resources/instructional-technology-webinar-series#PEAR)

- We also have an upcoming PEAR session dedicated to the Group Assessment and Distribution of Group Effort options on July 13th:
  - Leveraging PEAR and CourseLink for Group Peer Assessment
    - Registration: [https://zoom.us/meeting/register/tJIqcO6opj0uEt2-Ajz07QgRfHtgq0zzmqkq](https://zoom.us/meeting/register/tJIqcO6opj0uEt2-Ajz07QgRfHtgq0zzmqkq)
CENTRALLY SUPPORTED TOOLS (CCS)
CENTRALLY SUPPORTED TOOLS (CCS) - OFFICE 365 > FORMS

Microsoft Forms
CENTRALLY SUPPORTED TOOLS (CCS) - OFFICE 365 > MS FORMS

The Basics on O365 Forms

• Accessible by students, instructors, and staff using your central login and password
  – www.office.com/launch/forms

• Create forms to collect information in an organized/intentional manner

• Create quizzes for simple, quick self-assessment

• Question types include: MC, Text, Rating, Ranking, Likert, and File Upload

• Responses can be associated with students or anonymous

• Collect data & share back in class or online via a link
CENTRALLY SUPPORTED TOOLS (CCS) - OFFICE 365 > MS FORMS

O365 Forms vs. CourseLink Quizzes

• In most situations, a CourseLink quiz can provide the same functionality as a Microsoft Form
  – When that is the case, we would recommend sticking with a CourseLink Quiz

• However, there are a couple of situations where you may want to consider using a Microsoft Form over a CourseLink Quiz:
  – When the data you’re collecting via the quiz is going to be used elsewhere (working with it in excel, etc.)
  – When you are planning to share the results of the quiz back with the class (MS Forms includes this feature)
CENTRALLY SUPPORTED TOOLS (CCS) - MS FORMS FOR ASYNCHRONOUS ACTIVE LEARNING

MS Forms can be leveraged for several asynchronous active learning activities, such as:

- **Self Assessment**
  - Create short low stakes/no stakes quizzes to help students determine their understanding
  - With a little extra effort, these can be paired with video content on MS Stream to assess understanding at key points of a video

- **Student Generated Test Questions**
  - Create a guided form to collect potential quiz questions from students in a format that can be easily converted and imported into a CourseLink quiz

- **Aha Wall**
  - Ask students to share their “aha moments” while working on an assignment by submitting them to a guided form
  - Use the handy export feature of MS Forms to organize those responses in a useful way to share back with the class and discuss
CENTRALLY SUPPORTED TOOLS (CCS) - OFFICE 365 > COLLABORATIVE DOCUMENTS
CENTRALLY SUPPORTED TOOLS (CCS) - Office 365 > Collaborative Documents

O365 Collaborative Documents

• O365 provides several document types that can be shared and worked on collaboratively:
  – Word documents, Excel spreadsheets, PowerPoint presentations, etc.
• Documents are stored in the cloud on OneDrive and shared by the document creator to others with the permissions they choose
• Students can create files and share them with each other
• Instructors can create files and share them with their class using Classlist-linked Microsoft Security Groups
CENTRALLY SUPPORTED TOOLS (CCS) - Office 365 > Collaborative Documents

CourseLink + O365

- Security Groups and Sharing O365 Documents
  - A great way to have students work on collaborative documents
  - Provides oversight/accountability (you own the file, students can only access from their official U of G account)
  - Combine shared documents with CourseLink’s Content tool and group restrictions to provide workspaces for projects
  - Learn more about Classlist-linked Microsoft Security Groups: [https://support.opened.uoguelph.ca/instructors/courselink/tools/content/microsoft-security-group](https://support.opened.uoguelph.ca/instructors/courselink/tools/content/microsoft-security-group)
Centrally supported tools (CCS) - Office 365 > Collaborative Documents

O365 Collaborative Documents can be leveraged for several asynchronous active learning activities, such as:

- **Partial Outlines/Slides Provided for Lecture**
  - Create class notes in O365 with blanks for important info
  - Share that document using a classlist-linked security group
  - Encourage students to fill in the blanks after the lecture

- **Posters/Gallery Walk**
  - Collect posters via a CourseLink Dropbox folder as single PowerPoint slides
  - Combine all the poster slides submitted into a single file, then share it back to the class via content using a security group
  - Students can review slides and ask questions via comments
THIRD-PARTY TOOLS (LIMITED SUPPORT)
THIRD-PARTY TOOLS – “DISCLAIMER”

• There are A LOT of third-party tools available, so we can’t cover them all in this session
• We also cannot claim to know about/be experts on all of the potential third-party tools available
• We’ve selected 3 popular third-party tools for this session
• We are not promoting these tools, but we recognize the value they bring and all 3 have useful free versions
THIRD PARTY TOOLS – PERUSALL
THIRD PARTY TOOLS – PERUSALL

What is Perusall?
• A social annotation tool similar in function to Hypothes.is
• Instructor sets up a course within Perusall & invited students to join with a code.
• Library can include documents, webpage links, videos, etc.
• Students annotate it together by highlighting the document and adding text, images and links
• Students can upvote and reply to each other’s comments

How much does it cost?
• Available for free for use with your own uploaded materials or available open educational resources (OER)
THIRD PARTY TOOLS - PERUSALL

What asynchronous learning activities can it support?
• Muddiest point
• Social annotation
• Visual prompt

Want to learn more about Perusall?
• Perusall - Instructor stories
• Perusall support documentation
THIRD PARTY TOOLS – VIALOGUES
THIRD PARTY TOOLS - VIALOGUES

What is Vialogues?

- Provides a space for students to discuss a video (instructor-created, YouTube, Vimeo, etc.) and answer simple poll questions
- Public and private options for sharing
- Option to embed Vialogues into a Content module
- You are responsible for the privacy, security & intellectual property rights of anything you post

How much does it cost?

- Vialogues is free to use, but requires the creation of a Gottesman Libraries account
THIRD PARTY TOOLS - VIALOGUES

What asynchronous learning activities can Vialogues support?

- Muddiest point
- Social annotation/discussion board for videos
- Polling
- Peer review/assessment

Want to learn more Vialogues?

- About Vialogues
- Vialogues support documentation
THIRD PARTY TOOLS – PEERWISE
THIRD PARTY TOOLS - PEERWISE

What is PeerWise?

• Supports the creation of a student-generated MC question bank
• Requires students to reflect on the course content, generate good distractors, and provide a clear explanation for their answer
• Students can then attempt each other’s questions and provide evaluative feedback

How much does it cost?

• There is no cost to use PeerWise.
• Instructors must request an account (1-2 days), students receive information on account creation from their instructor
THIRD PARTY TOOLS - PEERWISE

What asynchronous learning activities can PeerWise support?
• Self-reflection
• Student generated test questions
• Peer feedback/assessment

Want to learn more about PeerWise?
• Information for Instructors:
  https://peerwise.cs.auckland.ac.nz/docs/instructors/
• An introduction in 90 seconds:
  https://peerwise.cs.auckland.ac.nz/docs/1min_Intro.php
Support for Asynchronous Active Learning and the Tools that Support it
GETTING SUPPORT FOR ASYNCHRONOUS ACTIVE LEARNING

Open Learning and Educational Support (OpenEd)

• What we can help with:
  – Incorporating digital tools into your asynchronous active learning activities

• How to connect with us:
  – Contact the Instructional Technology Specialist (ITS) Team
    • Book a consultation: https://bit.ly/UG-ITS-Consult
    • Email: insttech@uoguelph.ca
    • Check out our recorded and upcoming programming: https://opened.uoguelph.ca/instructor-resources/webinars-and-events
  – Come by our summer drop-ins (2-4pm on July 13, 20, 21, 22)
GETTING SUPPORT FOR ASYNCHRONOUS ACTIVE LEARNING

Office of Teaching and Learning (OTL)

• What we can help with:
  – Implementing asynchronous active learning strategies in your course design
  – Asynchronous Active Learning Materials and Worksheets: https://otl.uoguelph.ca/summerprogramming (dropdown 5)

• How to connect with us:
  – Contact the Educational Development (ED) Team
    • Email: otl@uoguelph.ca
    • Come by our drop-in (2-3:30pm on July 12): https://otl.uoguelph.ca/summerprogramming#Open%20Virtual%20Drop-In%20Sessions
We are happy to answer any questions you have or provide a demo where possible for the supported tools.