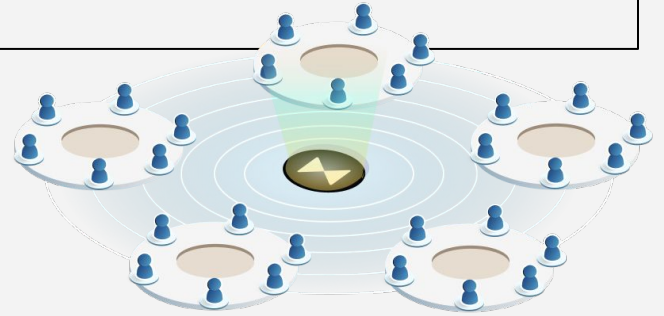


Engageli was created to provide a flexible, interactive platform for teaching and learning in all modalities, including asynchronous. **Playback Rooms** are always-on, open classrooms where instructors and learners, independently or in a group of up to 10, can access class content and actively engage with the material. Sitting around a virtual table, learners can review class recordings and material, participate in polls, brainstorm on a whiteboard, share a screen, view and edit shared class documents, ask and answer questions in the Q&A, take notes, and - if in a group - chat, talk, and learn with other classmates.

Instructors can use Engageli Playback Rooms as part of a **hybrid/blended** or **asynchronous** teaching strategy to allow learners to complete course work or review class recordings on their own time to offer flexible and inclusive learning opportunities.



Hybrid

Replaces some in-person instruction with virtual activities (watching recorded video lectures, online discussions or projects) that can be synchronous or asynchronous, individual or group-based.

An instructor provides an online recorded lecture that absent learners can access and review alone or together.

Blended

Combines in-person instruction with supplemental online learning activities that are not intended to substitute, but rather build upon what was covered during in-person instruction.

An instructor provides an additional recording and materials, and assigns groups of learners to access and work together to deepen their understanding of course concepts.

Hyflex

Synchronous instruction with an in person or online option; learners are given the choice to attend classes in person or via online platform. It's recommended that learners be allowed to switch their presence option throughout the semester.

An instructor conducts class in person while at the same time using an online platform and class audio resources to project materials and their presentation so some learners attend in person and some attend via online platform.

Optimize Your Live Class Recording for Asynchronous Learning

Included in the class recording:

- Instructor audio/video
- Learner audio/video on the podium (raised hands)
- Learner audio in Room Mode
- Screen shares to the entire class
- Panels
- Video clips
- Polls/quizzes
- Engageli class whiteboards
- Shared class documents

NOT included in the class recording:

- Instructor audio/video when visiting tables
- Learner video while at tables
- Conversations at tables in Table Mode
- Screen shares to tables
- Learner emoji reactions
- Engageli table whiteboards
- Miro whiteboards



Best Practices for Blended/Hybrid Learning Sessions

In blended or hybrid learning sessions, the instructor often records a live session with synchronous learners present that will be made available to asynchronous learners. The following best practices will help you reach both synchronous and asynchronous learners for the most effective and equitable learning outcomes.

Reflect on Learning Outcomes (LOs) for the Session

- ❑ Consider how asynchronous learners can accomplish the same outcomes as synchronous learners with the available tools (video, chat, notes, Q&A, etc.)
- ❑ Upload materials to a web drive/file storage so they are accessible through a link posted in the Q&A.
- ❑ Upload self-paced materials (PDFs) in the Admin Portal so learners can access them in the Playback Room.
- ❑ Share a class-wide collaborative doc (Google materials or Microsoft 365 materials) during the live session and have verbal and written instructions for asynchronous learners to contribute and collaborate on these materials in the Playback Room.
- ❑ Share LOs and how/why the class session and activities are structured to help their learning outcomes.
- ❑ We highly recommend screen sharing a presentation or document during the live session or the recording will only show your instructor video in a large window.
- ❑ Have an LOs and agenda slide in the presentation you're screen sharing, so that both synchronous learners see it live and asynchronous learners view it in the recording.

Shift to Micro-Lectures & Using Kolb's Learning Cycle¹

- ❑ Lecture for 7-10 minutes, and then pause for an activity or discussion.
- ❑ If learners are working on group activities, and you are visiting tables, the recording will not pause automatically, so consider pausing the recording until you regroup so that there is no blank air time.
- ❑ Kolb's Learning Cycle - (1) concrete experience (e.g., a lecture or reading) → (2) reflective observation → (3) abstract conceptualization → (4) active application and experimentation → (1)

Monitor and Provide Feedback to Asynchronous Learners

- ❑ Use the Q&A, poll answers, and assignment completions to provide feedback.

Include Community-building Learning Activities and Collaborative Interaction

- ❑ Use discussion prompts, group work, and collaborative documents in your live instruction.
- ❑ Use video clips, polls for icebreakers and assessments, collaborative materials and the Q&A to make your recording more engaging.
- ❑ YouTube videos and uploaded clips played in the live session will be included in the recording for asynchronous learners.
- ❑ Polls conducted during the live session are available for asynchronous learners to participate in and see the live results if you share them during the live session.
- ❑ The Q&A is persistent and present in the live class and the Playback Room. Asynchronous learners can answer the same questions posed in the live session.
- ❑ Collaborative class materials shared during the live class session will appear in the Playback room for async learners to contribute and use for similar learning activities.

Provide Clear and Detailed Instructions

- ❑ Detail activity instructions in multiple modalities and places (verbally in the class recording, written on presented slides, detailed in the class collaborative doc, posted in the LMS announcements or message board, and/or in the Q&A).
- ❑ Detail the recommended time for activities and instruct asynchronous learners to pause the recording to complete the activity (for "think time" and "do-now's").

Consider Your Instructor Presence

- ❑ Provide asynchronous learners a virtual tour of the course and/or Engageli and the Playback Room.
- ❑ Encourage asynchronous learners to meet together in an Engageli Playback Room.
- ❑ Conduct virtual office hours in an Engageli Playback Room.
- ❑ Address your asynchronous learners during your live class session.



[1] McLeod, S. (2017). Kolb's learning styles and experiential learning cycle. *Simply psychology*, 5.

Best Practices for Asynchronous Learning

In completely asynchronous instruction, the instructor may record lectures or instructional activities, but no synchronous learners are present during the recording. The following best practices will help you optimize recordings and activities for the most effective and equitable asynchronous learning outcomes.

Reflect on Learning Outcomes (LOs) for the Course

- ❑ Consider how your asynchronous learners can accomplish learning outcomes with the available tools (video, chat, notes, Q&A, etc.).
- ❑ Share a class-wide collaborative doc (Google materials or Microsoft 365 materials) during the live session and have verbal and written instructions for asynchronous learners to contribute and collaborate on these materials in the Playback Room.
- ❑ Upload materials to a web drive/file storage so they are accessible through a link posted in the Q&A.
- ❑ Share LOs and how/why the course and asynchronous activities are structured to help their learning outcomes.
- ❑ We highly recommend screen sharing a presentation or document when recording or the recording will only show your instructor video in a large window.
- ❑ Have an LOs and agenda slide in the presentation you're screen sharing, so that asynchronous learners can view it in the recording.

Intersperse Lecture and Activities (using Kolb's Learning Cycle)

- ❑ Record lecture content in 7-10 minute chunks, and then pause for an activity or discussion.
- ❑ Right before pausing, provide extensive guidance on how asynchronous learners should work (alone or in a group) in the Playback Rooms to complete activities.
- ❑ Detail activity instructions in multiple modalities and places (verbally in the class recording, written on presented slides, posted in the LMS announcements or message board, and/or in the Q&A).
- ❑ Post links to documents or materials in the Q&A so that they can be copy/pasted in a browser.
- ❑ Provide a recommended +/- time range for activities and instruct learners to pause the recording to complete the activity.

- ❑ This also applies to flipped learning courses, where learners master foundational material asynchronously via class recordings and other shared materials (independently or in groups), and then attend a live session.
- ❑ Give learners a preview of what you'll be doing in the synchronous session related to the recording, such as real-world applications, problem-solving or case studies, to motivate them.

Monitor and Provide Feedback to Asynchronous Learners

- ❑ Use the Q&A, poll answers, collaborative materials and assignment completions to monitor learners and provide feedback.

Build in Engagement and Interaction

- ❑ Asynchronous learners can still engage and interact in an Engageli Playback Room, both with the content and their peers. Use video clips, polls for icebreakers and assessment, and the Q&A.
- ❑ YouTube videos and uploaded clips played while you are recording will be present for asynchronous learners to watch.
- ❑ Use polls and activate them while recording. Asynchronous learners can participate and discuss their answers together (though they won't see results).
- ❑ Post questions in the Q&A for asynchronous learners to answer, which you can respond to in the following recording or in the Portal.

Consider Your Presence for Asynchronous Learners

- ❑ Record a virtual tour of the course and the Playback Room.
- ❑ Encourage or assign asynchronous learners to meet together in a Playback Room.
- ❑ As you feel appropriate, share personal details during the recording so learners get to know you.

