Fostering Pedagogical Innovation in Asynchronous Courses
Minh Le | Teachers College

**Background**

*Challenges of Synchronous Learning*
- Technical issues: Internet bandwidth
- Zoom fatigue
- Student concerns about privacy
- Teaching across multiple time-zones
- Engagement
- Difficulty with integrating various tools

*Experimentation with Asynchronous Learning*
How might we design pedagogically sound, interactive, and engaging asynchronous learning that not only provides students flexibility and autonomy but also foster student interaction and collaboration?

**Theoretical Frameworks**

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<tr>
<th>ADDIE Instructional Model</th>
<th>Mishra and Kohler (2006)</th>
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**Results: Interactive Asynchronous Courses**

<table>
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<tr>
<th>EDPM4066</th>
<th>Culture, Media, and Education</th>
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<tbody>
<tr>
<td>MSTU5002</td>
<td>Technologies and Literacies</td>
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<tr>
<td>MSTU4049</td>
<td></td>
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</tbody>
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**References**


**Impact**
The process allowed us to complement our collective knowledge and experience in technology, content, and pedagogy and provide a systematic approach for navigating through creative challenges of innovating instruction to bring novel pedagogical visions and course designs to life.

The asynchronous courses not only engaged students deeply through pedagogically sound learning activities but also supported technological capacity building for students so that they can integrate technology with confidence into their future teaching.

The collaborative design process that we developed along with learning apps and platforms we integrated into the courses created a model for pedagogical innovation that could be used to inform the development of asynchronous courses that want beyond discussions, forums and voice-over PowerPoints at the College in the future.

**Future Work**

In the next iteration of the courses, we would like to conduct a focus group at the end of the semester to collect qualitative data regarding student perception of the course design as well as usability and effectiveness of the learning tools integrated in the course.

We would also like to conduct an analysis of engagement data collected by various tools to better understand how students interacted with the course content and with each other.

**Acknowledgement**

Special thanks to Prof. Detra Price-Dennis, Associate Professor of Communication, Media and Learning Technology Design at Teachers College for her innovative ideas and collaboration on these course design.

**Collaborative Design Process**

**ANALYZE**
- Initial Meeting: Discuss course topics and learning objectives
- Meetings: Brainstorm ideas of the world and learning experience

**DESIGN**
- Develop detailed outline of learning content and activities
- Prototype the world (interface of the learning module)

**DEVELOP**
- Produce Media: Learning Content & Media Assets
  - Video: ScreencastOMatic, Premiere Pro
  - Interactive media: Articulate Storyline, After Effects
- Integrate Technology to facilitate learning activities
  - OneNote, Flipgrid, VoiceThread, Edpuzzle, Padlet, Hypothes.is, Google Form, Mural, Thinglink

**IMPLEMENT**
- Review & Reiterate
- Deliver & Provide Technical Support

**EVALUATE**
- Feedback Survey & Reflection