Opportunities and Challenges of Synchronous and Asynchronous E Learning

Designing meaningful and effective E Learning can be a daunting task, but our mutual interest in technology and instructional design resulted in a useful dialogue and learning from one another. In this session we will share some of what we have as collaborative colleagues learned that resulted in higher levels of student engagement and learning. We use different methods and different teaching tools; one of us teaches synchronous classes while the other does asynchronous classes and does some courses hybrid – half face-to-face and half online. Similarities and differences in course design and strategies for undergraduate, Masters and doctoral level students will be addressed. We will engage participants in discussion of the benefits and challenges of each method and provide some tips for avoiding common pitfalls. Meaningful and effective course design incorporates relevant content, accessible in ways that promote critical thinking and technology skill building.

Geography has not been a barrier to our working together from two different institutions, in different states, teaching students diverse content at different levels. Our ongoing dialogue and collaboration has enhanced our teaching and created the support that is important when navigating the risks inherent in trying out new instructional methods, content, and tools. We will relay some stories of ways in which this increased our success in course design and delivery and discuss some elements of the instructional design our students find most helpful to their learning. This collaboration challenges us to do more joint study of our work, so will also add some discussion of documenting course evaluation for ongoing research on E Learning. This session will be participatory and will focus on practical and creative suggestions for improving your E course content and delivery.