# Course Synchronicity Plan

This worksheet is designed to help you develop a basic synchronicity plan for your course. This is a working document that you will continue to modify over the course of this workshop. The purpose is to get you thinking about these important questions so that you can start to map out how much of your course will be asynchronous versus synchronous. We will take a deeper dive into assessment and instructional delivery strategies in the following modules and you may need to come back and revise this plan as you go.

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| **Instructor Name:** | Katherine Saul, PhD |
| **Course Number(s):** | MAE 208 |
| **Course Name:** | Engineering Dynamics |
| **Department:** | Mechanical and Aerospace Engineering |
| **Date Completed:** | 06/17/2020 |

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## Instructor Worksheet

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| **Teaching Activity** | **Questions to Consider** | **My Synchronicity Plan** |
| **Communicate with Students** | * How do you plan to communicate with students and how often? * How will students be able to communicate with you? How will you convey your preferred communication modality? * What factors did you identify in your situational analysis that might impact how you communicate with students? * Will communication be synchronous (e.g. chat) or asynchronous (e.g. email, postings, forums) or both? * What tools might you use to communicate with students? | I will communicate via Moodle announcements to my Raleigh, Asheville, and Havelock students. I have an existing Zoom space for distance students for office hours. I will communicate plans for the semester for meeting times/methods and any adjustments to assignments using the announcement function (which also sends an email). I will also use a general discussion forum for students to ask logistics or material questions so I or other students can provide answers quickly. My syllabus will convey my preferred communication methods. |
| **Distribute Course Materials and Readngs** | * How will students access course documents and reading materials (schedules, syllabus, textbooks, readings etc.)? * What tools might you use to distribute this content? | My course slides and syllabus are in Moodle, as are embedded lessons with summary reading material, quizzes, on-paper homework assignments, project assignments, and recorded lectures and annotated slides with complete solutions. |
| **Deliver Lectures** | * How do you plan to deliver lectures, or do you have an alternate plan for material that you usually deliver in lectures in an in-class setting? * Will they be live or recorded? If live, how will you schedule them? * Are you required to have any live components to your course? | I have previously recorded lectures for MAE208 from prior semesters that Engineering Online will make available to the currently enrolled students. If this becomes unavailable, I will hold regular classes in Zoom with students on my regular schedule. I will hold Zoom sessions during my scheduled class time to work extra practice problems and answer student questions. Zoom sessions would be recorded for students who have limited or irregular access to internet who cannot attend at the typical time. I am not required to have any live components, but the Zoom sessions will provide an avenue for live discussion. |
| **Run lab or other in-class hands-on activities** | * Do you have any lab or in-class hands-on activities in your course? * If so, how will you offer each of these activities to achieve your learning outcomes? | I have a final project with a written design report portion and a physical device build and demonstration. The written design and analysis is unchanged in online delivery. The group build will be adapted for online by allowing individual builds with household objects and video submission of device performance. Any student whose home environment does not permit completion of the build will have an alternate assignment or weighting of the written component. |
| **Foster Communication and Collaboration Among Students** | * How will you foster collaboration in your course over time? * In what ways can you foster student-to-student communication? * How will you make students accountable for group work done at a distance? | I will use Moodle Forums to allow interaction among students, and breakout rooms for group work during Zoom sessions. Team member contributions to group work are assessed via anonymous group member evaluations in GoogleForms and team role assignments. |
| **Collect Assignments** | * What types of files will students be required to submit? * How will you collect assignments? * What accommodations to assignments might you have to make for students? | Quizzes are in Moodle via Moodle Quiz tool. Homework is collected via pdf upload on Moodle (Assignments tool). Projects are submitted using Moodle assignments. The graders grade within Moodle. Students are primed to submit homework there and get feedback there. Students who have trouble with the LMS can submit via email if needed. Quizzes and homeworks are asynchronously delivered – they are made available at the beginning of the semester or module and can be completed at the students pace until the corresponding exam. |
| **Assess Student Learning** | * How will exams or other assessments be offered? * How might you deliver and collect responses to those exams? * Which exams will need to be converted to projects or papers? Will they be conducted synchronously or asynchronously? | Student learning is assessed using Moodle Quizzes and assignments, and exams. The in class exam is typically proctored closed book. The online alternative is implemented in Moodle Quiz tool, and administered on a single day with a restricted time window using a mix of conceptual and numerical problems. Written work will be appended using the Moodle Assignment tool and turned in immediately following the exam closing. I will be on Zoom at the exam time to answer questions as needed. Students requiring accommodation for additional exam time will have that implemented in the Moodle Quiz time restrictions. Students requiring accommodation to take the exam at an alternate time or in an alternate format due to circumstances such as limited connectivity can have an alternate paper-based exam. |