

# Motivating and Supporting Learning with Asynchronous Methods

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# Overview

- Terminology
- Principles to maximize online learning
- Continuum of learning
- Example techniques to support learning with asynchronous and synchronous elements – online and in person
- Exercise

Please feel free to put questions/comments in the Chat at anytime.

# Terminology

Hybrid instruction:  
combining face-to-face and asynchronous online methods



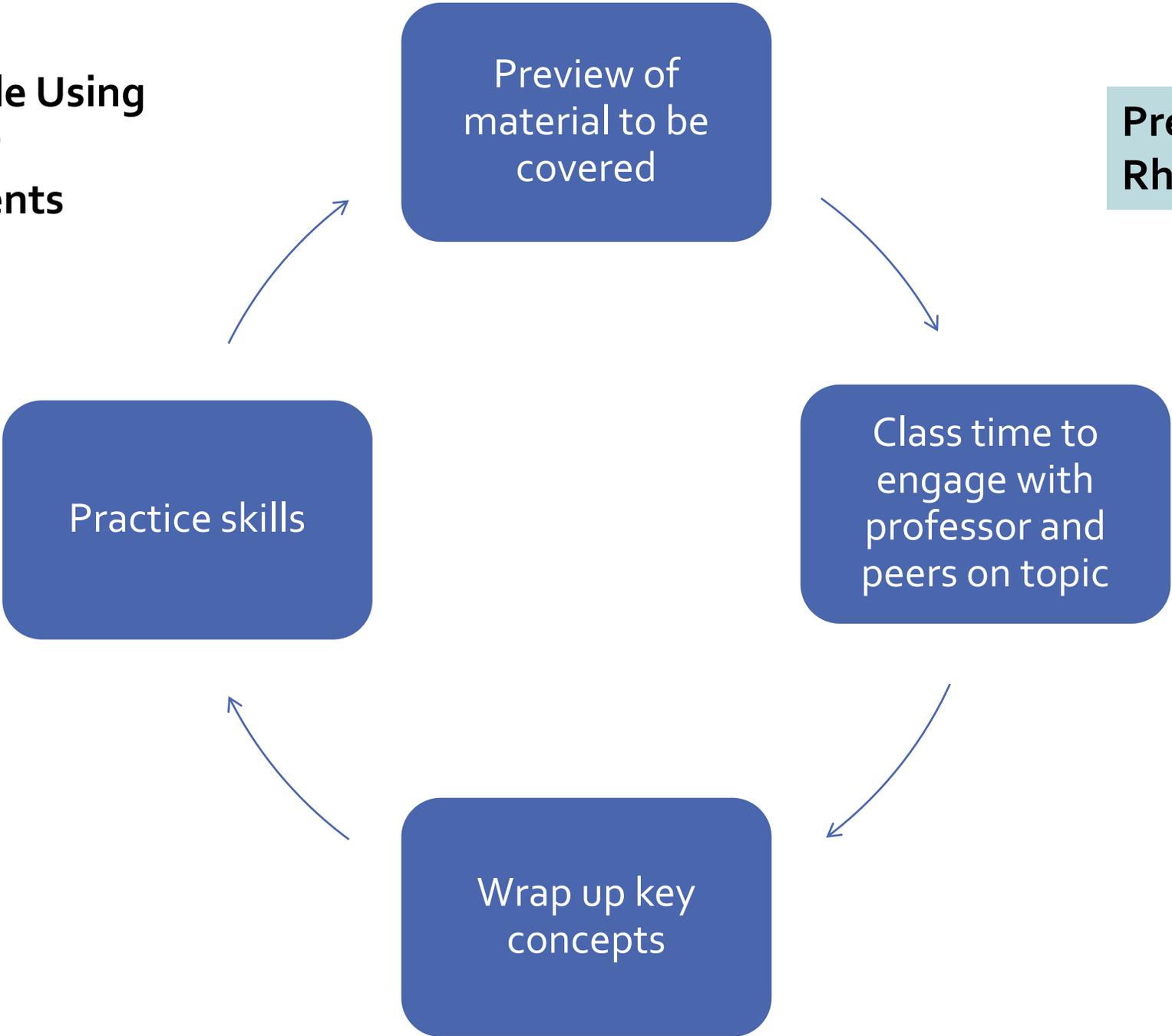
- Online v. Residential:
  - Structural differences:
    - Not physically in the same space
      - Engagement and presence
    - Frequency and length of classes
      - Preparation materials and time
  - Student population:
    - Taking into account student characteristics

# Principles of Online Learning



- For student satisfaction and to optimize learning:
  - Faculty presence
  - Engagement
  - Feedback
  - Easily accessible
- What does this look like?
  - A continuum of learning even when not physically present

**Learning Cycle Using  
LMS News or  
Announcements**



**Predictable  
Rhythm**

# Objective: Preview

## Residential Agenda

Monday, 10:00 a.m.

- Writing a persuasive main roadmap paragraph
  - Identifying the big/overall rules and policy to include in Roadmap
- Writing rules persuasively
  - Identifying and articulating client perspective in rules

## Hybrid Agenda

Monday, 8:00 p.m. ET

- Complete this SHORT quiz on Roadmap paragraphs
- Building on our discussion about *Tinker* from last week: Writing a persuasive main roadmap paragraph
  - In groups (Group 1: RH, PT, JK, AC; Group 2: LM, TF, LW, AE; Group 3: JB, DE, SB, TK – google doc link to worksheet):
    - Identifying the big/overall rules to be included in the main Roadmap
    - Discussing policy (and its source) to include in Roadmap
- Writing rules persuasively
  - Identifying and articulating client perspective in rules

# Learning Goals Using Online Principles

- Learning Goals:
  - Self-directed Learning
    - Introduction of new concept
  - Faculty Presence
  - Reflection
  - Opportunity for engagement
  - Organization and structure of legal problem solving
  - Optimizing face-to-face (synchronous or in person) engagement
  - Easily accessible tools/resources

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    - Discussing policy (and its source) to include in RM
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# Class

- In person or synchronously: providing active learning opportunities
- At end of class, ask students: one thing they learned and one thing they still have a question about



## Wrap Up Announcement from Monday's Class

THANK YOU for a GREAT class on Monday!

The Roadmap includes the following, persuasively and cohesively:

- **Heading** - this acts as your focus sentence ([no citation](#))
  - Your heading should provide an overall conclusion on your case (includes case facts!)
- **A paragraph with the big, overall rules and policy support** ([every sentence cited](#))
  - Big, background rule: First Amendment
  - 3 parts to the Tinker test (substantial disruption, interference with others, forecast)
  - Heckler's Veto/Reactions of others
  - Policy (from caselaw)
- **A short paragraph with the theory of your case** ([no citations](#))
  - Tell the court why you should win
- Here is an example...
- Write the rules from your client's viewpoint:
  - For example:
    - *From the school's perspective*: School officials may restrict student speech after evaluating the totality of the circumstances, including past school and community events. (Name that case!)
    - *From the student's perspective*: School officials may only restrict student speech when, in light of the totality of the circumstances, specific facts exist to indicate a genuine and immediate threat of substantial disruption. (Name that case!)

TIP: Can embed PowerPoints, assignment links, additional resources, and/or items to show personality

### TO DO:

- Review PowerPoint from class [HERE](#).
- Draft and submit your Roadmap Paragraph by Sunday at 11:59 p.m. for peer review [HERE](#).
- Complete Citation Quiz [HERE](#).

Objective:  
The bridge –  
Connection  
between class  
and what's  
next

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## Learning Goals:

-Focus and reflect on key ideas

-Providing organizational structure for legal problem solving

-Faculty presence: Building cohesion and trust through rhythm

-Built in opportunities for engagement and feedback

## Group Exercise (10 minutes)

- Discuss:
  - Thinking about the 3 principles of online learning - faculty presence, feedback, and engagement - how would you modify the wrap up announcement (the idea of the announcement or the specific information provided) to encourage student success?
  - Should the wrap up announcement provide more or less of a recap from the synchronous class to motivate independent, critical thinking?
- **Google Doc Link (with questions and example announcement) is in the chat**

# Student Perspective

Preview of material to be covered

Yes, they helped me align my thought process with what was explained.

Practice skills

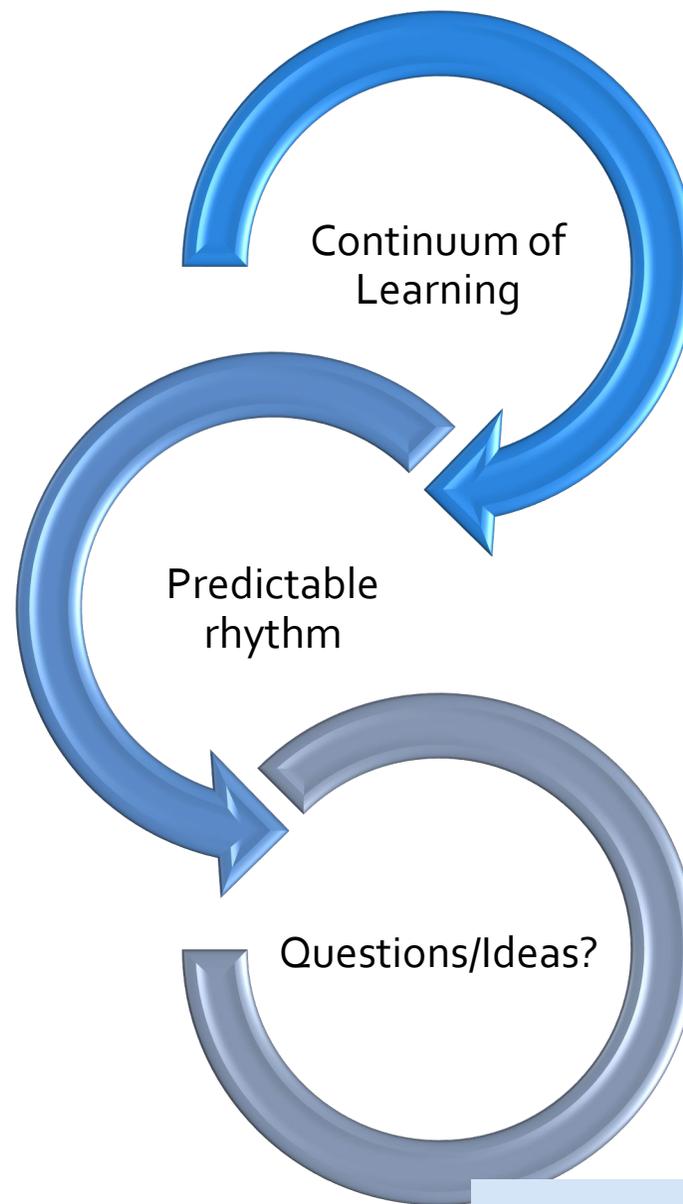
These were helpful, relied upon, and greatly appreciated. The end of week follow ups provided students with structured reflection points. The week ahead communication helped students prepare for synchronous sessions in meaningful ways- to make the best use of her time and ours.

Class time to engage with professor and peers on topic

The summary announcements were very helpful in double checking what was complete and what was next to be completed. The summaries also provided effective milestone markers as well.

Wrap up key concepts

Thank You



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## References:

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- Eric S. Janus, The "Worst Idea Ever!"-Lessons from One Law School's Pioneering Embrace of Online Learning Methods, 70 *Syracuse L. Rev.* 13, 35 (2020)
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