

Creating Synchronous Discussions in Hybrid Environments with Webex

Prepared and presented by

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Overview

- What does synchronous discussion afford in a hybrid class?
- What equipment/programs do I need to facilitate this?
- How can Webex support synchronous discussion in a hybrid class?
- General procedures for engaging in synchronous discussion
- How do I organize student-centered, synchronous discussion into my course calendar and activities?
- How do I support students in their engagement in synchronous discussions?

What does synchronous discussion afford in a hybrid class?

What are hybrid classes and synchronous discussions?

- **Hybrid classes** involve students engaging in face to face and online activities. In some cases, some students meet face to face with everyone else meeting online.
- **Synchronous discussions** are online discussions where all participants must be present in the same virtual space at the same time in order to participate.¹
- Synchronous discussions are typically facilitated by the use of video conferencing software.

You can have synchronous discussions with students who are learning online along with students who are learning face-to-face.

What does synchronous discussion afford in a hybrid class?

Synchronous discussions in hybrid classes

- Provide **community-building** between online and face to face students through opportunities to see and interact with one another in real-time
- An **alternative to the discussion board** - gives students a forum in which they need to think on their feet about the material
- Can be done in both **small- and whole-group** contexts (breakout rooms)
- Can be designed to include **student-created questions** (increases engagement, ownership of learning)
- Great for working at the **comprehension, analytical, and application** levels of knowledge taxonomies²

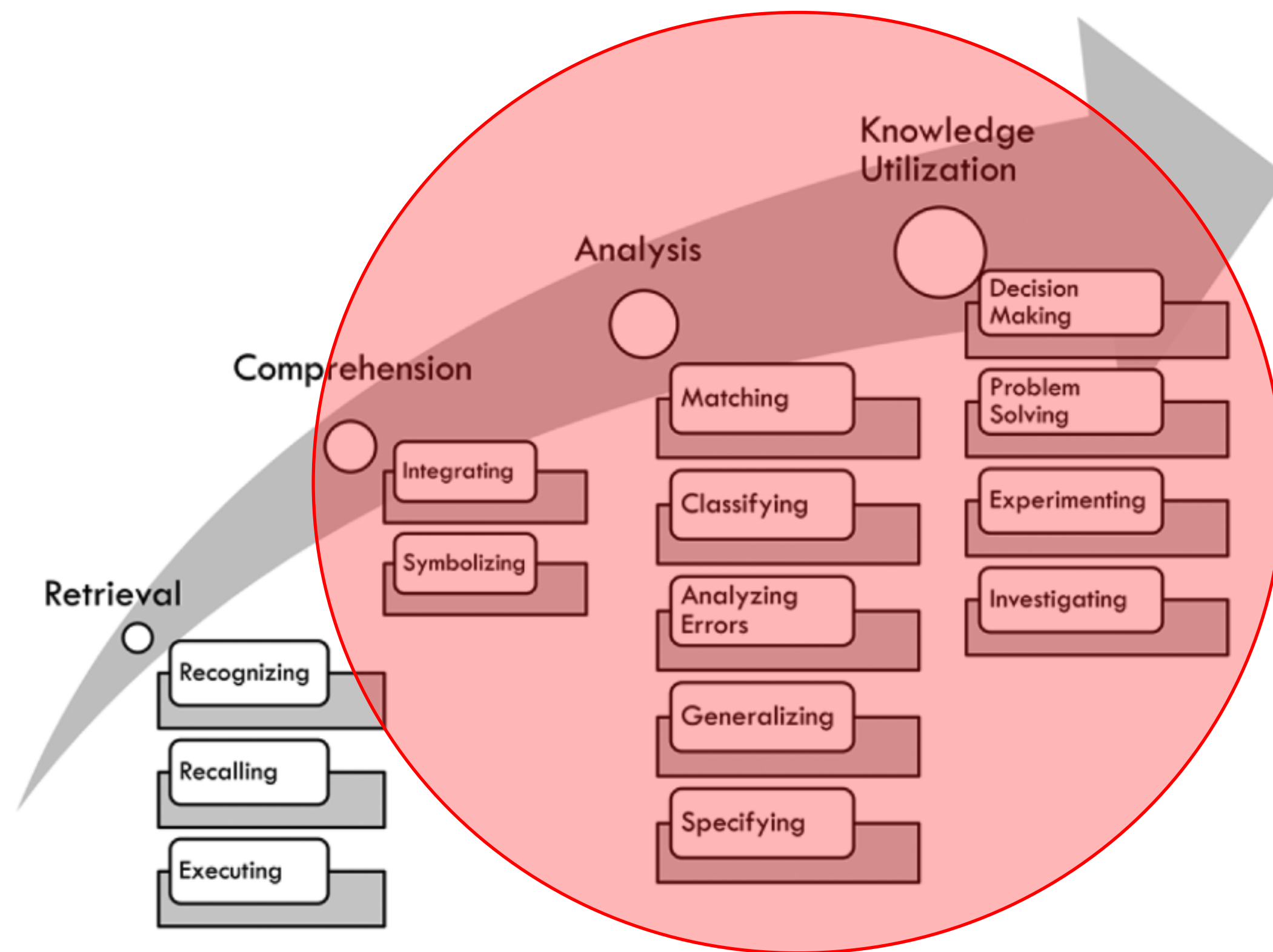


Figure 1. Graphical representation of the cognitive levels in Marzano's Taxonomy arranged hierarchically according to level of cognitive control.

What materials do I need to facilitate synchronous hybrid discussion groups?

- Functioning internet
- Videoconferencing software (video chat e.g., Webex, Teams, Zoom)
- A readily available link to the video chat
- A webcam/mic on the classroom computer attached to the projector
- A shared document (e.g. Google Doc, Microsoft 365) for group selection (optional)
- Your in-class *and* online students will individually need:
 - A computer or mobile device connected to functioning internet with functioning webcam and microphone
 - Headphones (not necessary but preferable)

Webex Breakout Groups

Webex v.40.9 will have breakout groups similar to Zoom

- You can choose the number of breakout groups you want
- You can assign students to specific breakout groups or do it at random
- You can name the groups
- You (the host) can easily move from group to group to listen in
- You can set a timer for students to come back to the whole group chat
OR you can have them come back when they are finished

General Procedures for Integrating Student-Centered Discussion into Class

BEFORE CLASS

1. Test the tech
2. Clarify necessary materials and procedures with students
3. Post the video chat link in a clear place for all students to see.

DURING CLASS

4. Recap material to be discussed
5. Introduce discussion parameters
6. Get ALL students into videochat
7. Group selection/Breakouts
8. Listening in/checking in
9. Bring back to whole group
10. Encourage students to build off one another

How do I build in student-centered, synchronous discussion into my course calendar and activities?

- Evaluating discussion participation - active class participation parameters
- Setting the stage - syllabus statements
- Setting the structure - course calendars and example timeline for collecting questions

Date of class	Topic/Questions	Readings DUE (on this date)	Assignment DUE (on this date)
THURSDAY 2/6	Finishing Course Overview What is Literacy? Why are research and historical perspectives important to teaching pedagogy and literacy?	Choose any THREE: Scribner (1984) Literacy in three metaphors Gee (1991) What is literacy? Frankel, Becker, Rowe, & Pearson (2016) From “What is Reading?” to What is Literacy? TMPL7: Chapter 4 – Marie M. Clay’s Theoretical Perspective: A Literacy Processing Theory (Doyle)	Written reflective response with discussion questions due to BB Wednesday 2/5 at 11:59 pm (“What is Literacy?” prompt)
THURSDAY 2/13	Introduction to theories and models Literacy theories as demonstrated through research – a historical perspective	Lenses: Chapter 1 – Introduction to Theories and Models (READ THIS FIRST!) TMPL7: Chapter 1 – Literacies and Their Investigation through Theories and Models (Unrau, Alvermann, & Sailors)	Written reflective response with discussion questions due to BB Wednesday 2/12 at 11:59 pm (specific prompt will be provided)

Using Shared Docs to Foster Group Selection

- You can use Google Docs or Microsoft 365 to provide a space for students to sign up for a group. This is especially useful if students are choosing a topic area.

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[Learning Theories Website](#) [Reading Rockets](#)

Research Reviews:

- [Heightening fourth-grade students' sensitivity to sources of information for answering comprehension questions](#) (Raphael & Wonnacott, 1985)
- [The role of reading self-concept and home literacy practices in fourth-grade reading comprehension](#) (Katzir et al., 2009)

[DISCUSSION GROUPS 2/6](#) (scroll down past the large inquiry chart to sign up for discussion groups)

[DISCUSSION GROUPS 2/13](#)

[DISCUSSION GROUPS 2/27](#)

[DISCUSSION GROUPS 3/5](#)

[DISCUSSION GROUPS 4/2](#)

[DISCUSSION GROUPS 4/9](#)

[SIGN UP FOR CAPSTONE MEETING WITH DR. S \(week of 4/23-4/30\)](#)

[DISCUSSION GROUPS 4/23](#)

LIT 528 – Literacy Foundations

DISCUSSION GROUPS 4/2

Place your name in the box that corresponds with the questions that you would like to discuss today in small groups.

1 - Englehard (2001) -	2 - Opportunity to Learn: Key Points - Sarah - Katie - Terry - Dan	3 - Opportunity to Learn: How do we level the playing field? - Jackie - Kayla - Jordan - Leslie
4 - Questions about Reading Assessments - Kaylee - Talia - Charlie - Adele - Gabby	5 - What is reading? -	6 - Overflow - Matt - Jamie - John - Rosa

How do I support students in their engagement in synchronous discussions?

Scaffolding and Modeling

- *What makes for substantive questions or prompts for discussion?*
 - Pointing back to the text (evidence, citation practice)
 - Using open-ended discussion questions
 - Consider what your prompt/question does: ask question, ask clarification, raise critique, state personal connection, connect to related material, offer related resource
- *What makes for substantive discussion responses?*
 - Consider what your response does: ask clarification, state personal connection, connect to related material, raise critique, offer related resource
 - Model providing and/or using sentence stems
 - “I’d like to build off of what [student] mentioned...”
 - “This reminds me of [part of the text] on page...”
 - “I would like to offer a counterargument to [student’s] point...”

Upcoming Online Pedagogy Presentation

Using Flipgrid to Build Community

SUNY Remote Teaching Institute

Presenting with Dakin Burdick (Director for the Institute of College Teaching)

8/12/20, 11:30 am – 12:00 pm

Description: Flipgrid is a free asynchronous video discussion tool that can be embedded in your LMS. Katarina Silvestri (Literacy) and Dakin Burdick (Institute for College Teaching) from SUNY Cortland will share how they have used Flipgrid in their online courses, and offer ideas about how it might be used in yours.

Sign up here: <https://sunycpd.eventsair.com/QuickEventWebsitePortal/suny-rti/site/ExtraContent/ContentPage?page=4>

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