

# Protocols for Asynchronous Meetings

**Contemporary Issues Journal:** Assign a type of media for students to follow. They look for topics that relate to course content, and report weekly on these, including links to the items they find.

**Hearing the Subject:** Assign several audio or video files with conflicting viewpoints or conclusions. Have students listen to each and select one that they find most difficult to agree with. Have them reflect on it privately and then explain in the discussion forum how one might rationalize the beliefs voiced.

**Critique:** Have students produce a creative piece (written, musical, visual) or a recording of them performing professionally (sports, patient care, fieldwork, etc.) and post it in the forum. Other students then critique the work. This is best done regularly so students get used to this format. Early critiques should be entirely positive (“What do you love about this piece?”) and can become constructive later in the semester (“What might add to this piece?”).

**Value Line:** Give students a controversial statement and rank their agreement with it from 1 (completely disagree) to 10 (completely agree). Use their results to create heterogeneous groups by sorting them in Excel and then numbering them (1, 2, 3, 4, 5, 1, 2, 3...) by dividing the number of students in the class by five. Then have them discuss the topic in a group discussion forum and produce a team report on the conversation and share that document in the whole class discussion forum.

**Evidence-based Debate:** Use Value Line to establish heterogeneous groups of three people each. Number the groups in numerical order. In the prompt for the assignment, give the proposition under debate. Odd-numbered groups are arguing Pro (for the proposition) and even numbered groups are arguing Con (against the proposition). Groups meet first synchronously to prepare for the debate. In the whole class discussion, team one begins, followed by team two, then team three, etc. Each group can make one statement in support of their argument or one statement refuting the position of the other side. Either statement should be supported by a page number from the text or a reference to other works the class has used. As the debate goes on, this will become more difficult. Each team may also make an additional statement demonstrating that the other team’s evidence is incorrect, in which case the other team’s statement will be disqualified from the debate. At the end of the debate, the class will be asked to vote anonymously (using a survey tool) which side won. The instructor will share the results and the class can use the virtual office hours for additional comments.

**Virtual Field Trip:** Students are asked to respond to a prompt with evidence from their hometown. They post their reports (which can be text, audio, video, or multimodal) into the discussion forum. Other students are then asked to view these reports and relate them to the content being studied.

**Learning Logs:** As part of their weekly responses in the discussion forum, students explain either the resources and strategies that most helped them learn this week.

**Aperitifs:** In addition to the main weekly discussion, there is a discussion due on Wednesday that explores elements from sub-disciplines the students will not encounter in depth until later in their academic careers. These should be brief, fun appetizers of what is to come should they continue in the field. They are brief assignments outside the normal narrative of instruction.