Asynchronous Learning: The What and the Why

InfoBase Webinar

https://go.uncg.edu/asynch

Follow along or save for later!

Land Acknowledgement

We acknowledge that the land on which we live and work has long served as the site of meeting and exchange amongst a number of Indigenous peoples, including members of the Keyauwee, Catawba, Eno, Sappony, Shakori, and Saura Nations. We also acknowledge the long history and lasting legacies of slavery on these lands.

Your Presenters

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Let's Start with a Poll
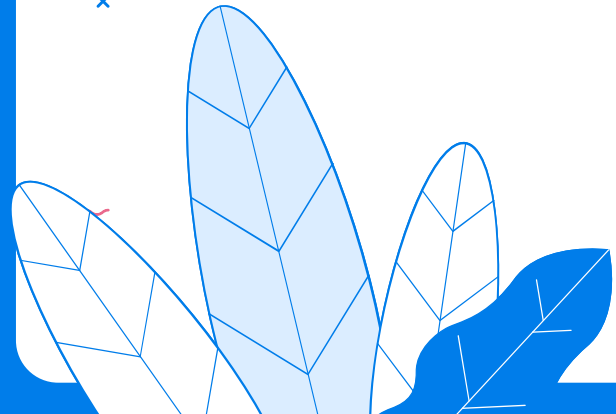www.menti.com
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# Asynchronous Learning

Let's start at the beginning!

Asynchronous Learning, Definition

"...is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time." -Education Glossary, Asynchronous Learning
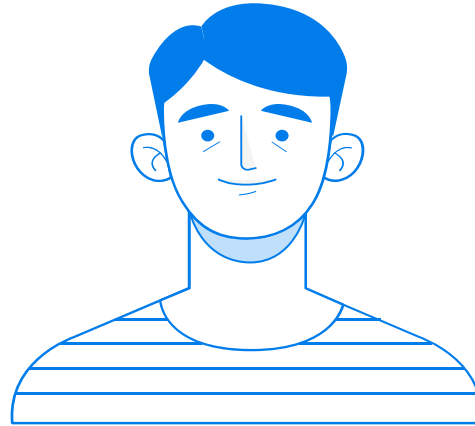
Online Learning Objects can be defined as "small, modular, discrete units of learning designed for electronic delivery and use."
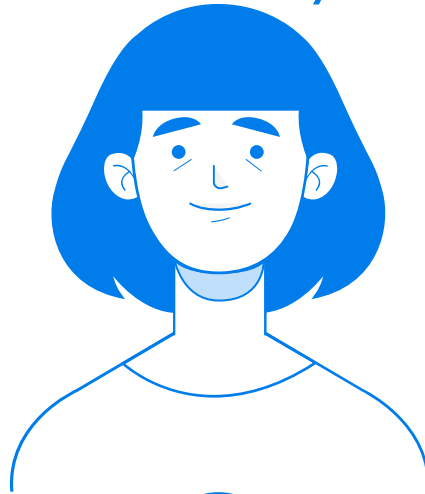
—University of Toronto Libraries, What is an Online Learning Object

An **online tutorial** is a self study activity designed to teach a specific learning outcome. They can be recorded, self paced, and interactive.

-University of Bristol, What is an online tutorial?

Multimodal learning is teaching a concept through visual, auditory, reading, writing, and kinaesthetic methods. It is meant to improve the quality of teaching by matching content delivery with the best mode of learning from the student.
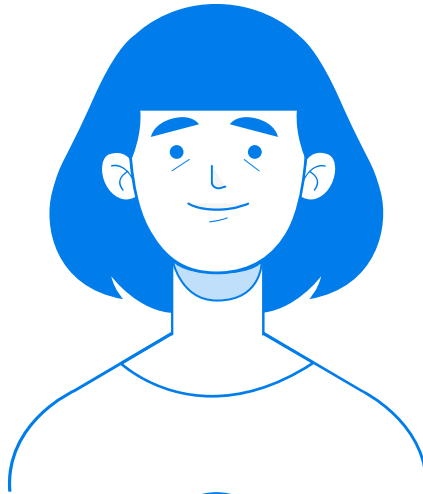
-eLearning Industry, What is Multimodal Learning?

Examples of Asynchronous Learning in Libraries

- "How To" tutorials - how to access library resources, how to use a library database
- Conceptual tutorials - information literacy concepts
- LibGuides - course, subject, etc
- Creating content within the Learning Management System (LMS)

Examples of Asynchronous Learning from UNCG: Research Tutorials

Libraries page that shows you how to download these tutorials and modules from Canvas Commons. This is recommended if you want a certificate of completion from one module, and not all the modules in the full tutorial. For example, if you want proof of completion of "Popular versus Scholarly" but do not want your students to take all the modules in the Evaluate tutorial. Feel free to also contact your department Instructional Technology Consultant (ITC) for help with Canvas or Canvas Commons or your library liaison for help with how to use these tutorials.

Tell Us What You Think!

These tutorials are in progress, so we would love your feedback on using them for a course or to learn more about research. If you have any questions about the assessment, please email the Online Learning Librarian slharlow@uncg.edu.

Introduction to Research

The Research Process	Find
Research is a Process	Research is a Process
Keyword Creation	Keyword Creation
Searching Strategies	Picking and Developing a Topic
Picking and Developing a Topic	Searching Strategies
Navigating UNCG Libraries Website	Exploring Multiple Points of View through Research
Library Databases	Navigating UNCG Libraries Website
Evaluating Sources: ABCD & CRAAP	Permalinks
Popular and Scholarly Sources	Library Databases
Plagiarism	Library Catalog
Citations	Newspapers

Finding Sources	Evaluate	Use
Understanding Different Source Types	Evaluating Sources: ABCD & CRAAP	Integrating Sources in Writing
Library Databases	Evaluating Sources: Lateral Reading and SIFT	

University Libraries / Tutorial Home / Evaluate / Evaluating Sources: Lateral Reading and SIFT

Log in

Evaluating Sources: Lateral Reading and SIFT

Conclusions and Help

Photo by JESHOOTS.COM on Unsplash

Please remember that every research assignment is different, so be sure to talk to your professor about requirements for evaluation and research. Sometimes you need peer reviewed or scholarly articles. UNCG Libraries has a suite of research tutorials on popular and scholarly sources, using library databases, citations, and other evaluation techniques.

Every department at UNCG also has a librarian who can help with research. You can schedule an appointment or you might see them in your classroom or in Canvas. You can also chat with a librarian through our Ask Us! service.

Quick Check:

I should always read my assignment or talk to my instructor to make sure I understand the specific evaluation and source requirements.

○ True   ○ False

✓ Check

Examples of Asynchronous Learning from UNCG: LibWizard/How To

Examples of Asynchronous Learning from UNCG: Video Example
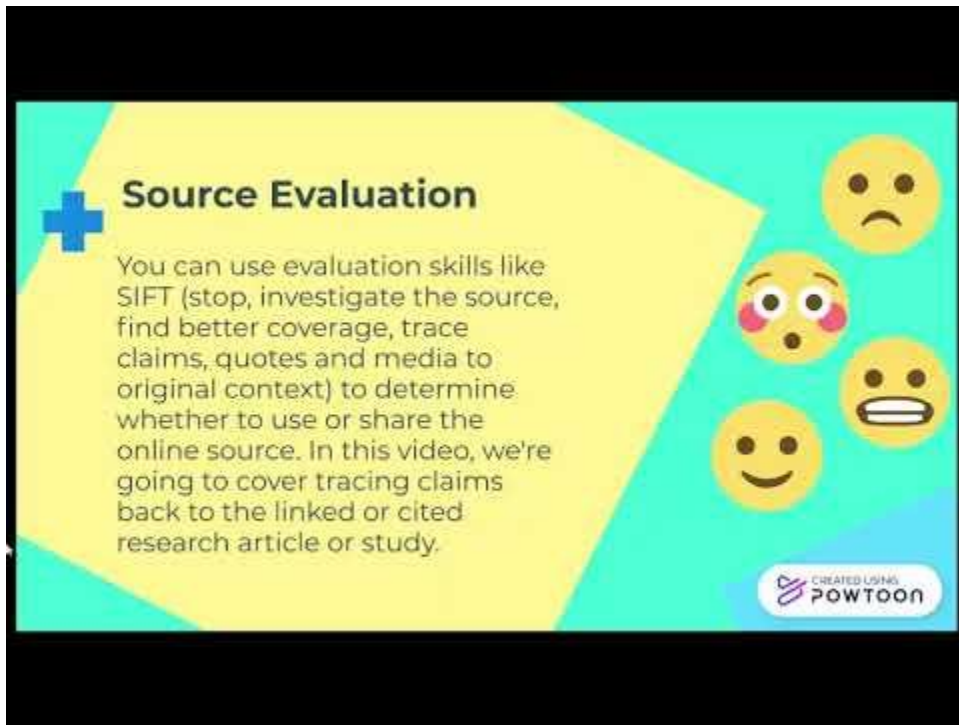
Examples of Asynchronous Learning from UNCG: Slide Example

Getting Started with PICO and Simple Searches
Made Using the National Library of Medicine (NLM)
National Institute of Health, PubMed for Nurses Training
By Samantha Harlow
UNCG Kinesiology and Public Health Librarian

Examples of Asynchronous Learning from UNCG: Infographic Example

EVALUATING SOURCES

AUTHORITY

A stands for "authority," or the expertise and credibility of a source's creator and/or publisher. When evaluating information, ask questions about the person or people behind it. Information authorities should have experience or qualifications related to what they are writing about. For example, academic subject expertise, journalistic experience, holding a public office, or being present for a historic event are all ways someone might become an authority on a specific topic. When evaluating authority, don't be afraid to do outside research!

BIAS

B stands for "bias," or the perspective or slant an information creator has about a topic. When evaluating a source, ask questions about its purpose. Is the author trying to persuade you to believe a specific viewpoint, or buy something? Does the author acknowledge multiple perspectives may exist on their topic? Does the author present their individual experiences as general facts? Information is rarely free from bias. Think about how an author's biases might impact the way they cover a topic or present their argument. Be careful not to present someone's opinion as objective evidence.

CURRENCY

C stands for "currency," or how current a source of information is relative to the topics it is covering. For many topics, outdated information can be inaccurate or even harmful! When evaluating an information source, look for a date of publication or when it was last updated. If a source is older, ask yourself if any new developments or current events may have impacted the accuracy of the information. Additionally, be careful of undated sources; it can be difficult to establish their currency.

DOCUMENTATION

D stands for "documentation," or the process by which information creators back up their arguments and assertions with evidence. When evaluating an information source, look for formal or informal citations in the form of a bibliography or works cited, or in-text citations or links. If an author does not cite sources, investigate whether the publication uses a fact-checking or peer-review process before publication. Solid evidence is usually well-documented with citations, a thorough editorial process, or original empirical research and scientific process.

Examples of Asynchronous Learning from UNCG: Canvas, LMS

In your final discussion assignment, please address the following prompts:

- Select one of the nine dimensions of wellness and share with us one leisure, recreation, or play activity that you participate in currently as a college student that impacts your overall well-being.
  - Share a photo of you participating in this activity.
  - Please make sure you explain how this activity meets your specific dimension of wellness.
- Next, conduct google research using Popular and Scholarly: Health Sources what types of information are you finding. Do your findings support the benefits of your specific dimension of wellness? Are there any constraints to this activity? Make sure you share and cite your findings.
  - From your google research, are your sources accurate/fact-based? Did you evaluate your sources using any of the methods from Searching for and Evaluating Health Info Online? What were your results?
- Think about how your activity impacts other individuals?

ommunity, including, but not limited to, its i
ay between your activity and sociocultural fa

this activity to your peers?
d cite your sources (a minimum of 5 sources)
ith your preferred name.

Searching for and Evaluating Health Info Online

To-Do Date: Jan 14 at 11:59pm

For this course, you'll be asked to search for health information online. When searching for health information online, it's important to critically evaluate resources you find.

Here is a video on Evaluating Health Information online:

Popular and Scholarly: Health Sources

Evaluating health and scientific information online is more important than ever. Popular websites (not peer reviewed, published by magazines or newspapers) many times create posts or articles on health information. Peer reviewed articles and research studies are research or reviews on a topic that is reviewed by a group of experts on the topic and published in journals. For more information about Popular and Scholarly sources, check out the UNCG Libraries tutorial.

It can also be tempting to use popular internet resources like WebMD to find easy-to-understand information about conditions, treatments, and other health information.

However, you should always be careful when using consumer health information sources like these websites. They often provide over-simplified explanations, are too generic, and leave out more complex factors that medical professionals should be including in their considerations.

Based on companies wanting as many clicks as possible, there are many times flashy headlines to attract as many viewers as possible. Check out this 4 minute video from John Oliver about how many times scientific studies can be taken out of context to create popular content:

Examples of Asynchronous Learning from UNCG: Canvas Commons

Commons   **Search**   Shared   Imported   Updates (6)   Favorites   ⓘ Guide

| uncg libraries   🔍 | | Most Relevant ⌄ | | �filter Filter |

37 results

MODULE

UNCG Libraries Tutorial: Find: Navigating Library Resources:

Undergraduate - Graduate

Rachel Olsen

⬇ 45   ☆ 3

MODULE

UNCG Libraries Tutorial: Find: Library Databases

Undergraduate - Graduate

Rachel Olsen

⬇ 36   ☆ 1

MODULE

UNCG Libraries Tutorial: Find: Library Catalog

Undergraduate - Graduate

Rachel Olsen

⬇ 23   ☆ 2

MODULE

UNCG Libraries Tutorial: Grey Literature

Undergraduate - Graduate

Rachel Olsen

⬇ 1   ☆ 0

Different Types of Asynchronous Learning Experiences

- Learning Management System (LMS): modules, pages, folders, quizzes, discussions, etc
- Website or LibGuide
- Videos
- Slide decks
- Flyers, infographics
- Interactive tutorials - LibWizard, etc

Misconceptions about Asynchronous Learning

- Asynchronous learning can't be engaging
- Learners feel isolated in these settings
- Learners cannot communicate with one another
- Instructor or peer feedback is impossible or challenging

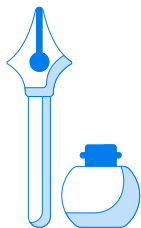# Let's Do Another Poll
www.menti.com
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Advantages of Asynchronous Learning

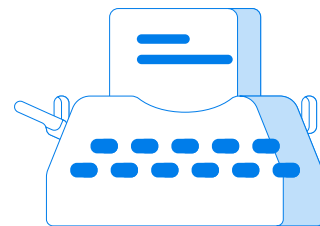## Why use asynchronous learning?

Some Advantages

Accessibility and UDL
Meets learners where they are!

Time Management
Gives librarians freedom and provides opportunities for flipped classes

Engagement and Assessment
Interactive content can be created and assessed in many ways

Accessibility and UDL

- **We will discuss this at length in next webinar**, but Universal Design for Learning (UDL) is a framework that calls for design that includes multiple means of representation, engagement, and action and expression, as well as accessible online content.
- Accessibility presentation - getting started on accessibility in libraries and instruction
- UDL Guidelines - a tool used in the implementation of UDL

Time management

- Asynchronous learning allows us to be respectful of each learner's individual pace
  - Ideal for adult learners or busy traditional learners
- Also helps the time management of librarians to create scaffolded instruction
  - If learners have materials about the "how to" of library services and resources in advance, synchronous information literacy sessions can be more focused on engagement, interaction, and answering questions

Sustainability and Scalability

- Sustainability
  - Modular, reusable online learning objects can be easily updated, customized, remixed, and shared
  - Creating a collection of these learning objects can save time and duplicated effort
- Scalability
  - Asynchronous learning objects can reach much larger audiences than synchronous sessions

Engagement and Interaction

- With technology like HTML5 and interactive online documents, we have increased opportunities to create interactive, engaging asynchronous learning opportunities
- Current creation tools are easy to learn, use, and freely available
- The learning management system (Blackboard, Canvas, etc), forms, interactive video, HTML5 interactions (such as H5P) will be discussed more next time!

Assessment

- Asynchronous learning provides librarians plenty of assessment opportunities (including long term assessment over the course of multiple semesters or years)
- Opportunities for assessment can include: analytics (websites, tutorials, LMS), forms, and summative assessment
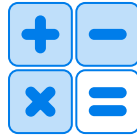
03 Literature

Let's go over some literature on the importance of asynchronous learning to higher education and academic libraries
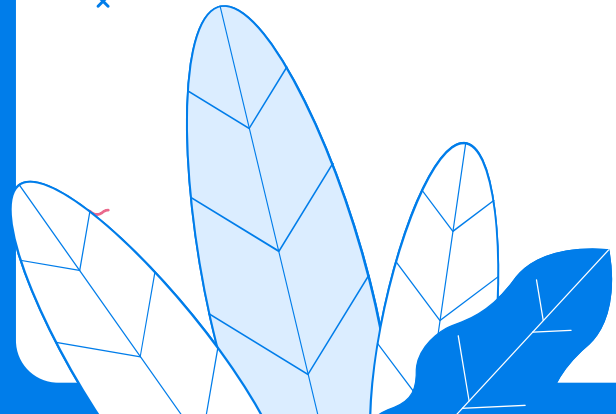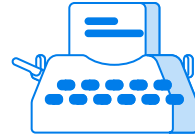
Themes from Literature

Accessibility

Universal Design for Learning (UDL)

Learning Management System (LMS)

Flipped Classroom

Assessment

And more!

Wray, 2013

Wray, C. C. (2013). Practical Strategies for Making Online Library Services and Instruction Accessible to All Patrons. *Journal of Library & Information Services in Distance Learning*, 7(4), 360–371. https://doi.org/10.1080/1533290X.2013.844219

Abstract: Providing accessible library services and instruction to distance users with disabilities can seem daunting. This article, which grew out of a webinar presented by the author to the Health Science Special Interest Group of ACRL, provides practical strategies to help content creators utilize built-in accessibility features and provides a resources guide to develop deeper knowledge.

Olesova and Melville, 2017

Olesova, L. A., & Melville, A. D. (2017). Embedded Library Services: From Cooperation to Collaboration to Enhance Student Learning in Asynchronous Online Course. *Journal of Library & Information Services in Distance Learning*, 11(3–4), 287–299. https://doi.org/10.1080/1533290X.2017.1404546

Abstract: Shifting from the face-to-face format to online not only involves rethinking course design, but requires careful consideration of when and how to teach students, how to find and evaluate information needed to successfully complete coursework. This case study discusses one such successful partnership from designing the course to choosing and embedding library resources and finally to the learning outcome of the online course.

Schilperoort, 2020

Schilperoort, H. M. (2020). Self-Paced Tutorials to Support Evidence-Based Practice and Information Literacy in Online Health Sciences Education. *Journal of Library & Information Services in Distance Learning*, 14(3–4), 278–290. https://doi.org/10.1080/1533290X.2021.1873890

Abstract: Information literacy instruction for evidence-based practice in health sciences education often centers around literature review assignments in research courses. In this paper, the author, a health sciences librarian, summarizes the development, implementation, and assessment of a self-paced, interactive information literacy tutorial (LibWizard) to support evidence-based practice in two clinical courses in an online graduate nursing program.

Roth and Turnbow, 2021

Roth, A., Turnbow, D., & Singh, G. (2021). Equitable but Not Diverse: Universal Design for Learning is Not Enough. *In the Library with the Lead Pipe*. https://www.inthelibrarywiththeleadpipe.org/2021/equitable-but-not-diverse/

In Brief: Information literacy instruction is increasingly being delivered online, particularly through the use of learning objects. The development practice for creating learning objects often uses the Universal Design for Learning (UDL) framework to meet needs for inclusivity. However, missing from this framework is the lens of diversity. This article calls out the need to include practices in learning object development that goes beyond UDL so that learning objects are inclusive from the lens of equity, diversity, and inclusion. Looking at transferable techniques used in in-person instruction, we suggest guidelines to fill the inclusivity gap in learning object creation.

Some Recommended Journals

- [Journal of Library & Information Services in Distance Learning](#)
- [College and Research Libraries](#)
- [In the Library with the Lead Pipe](#)
- Keywords: tutorials, asynchronous, online learning objects, learning environments
- More! [Here is a bibliography](#) of asynchronous research and workflows from academic libraries

04 Wrap Up

Let's conclude this session with takeaways and next steps!
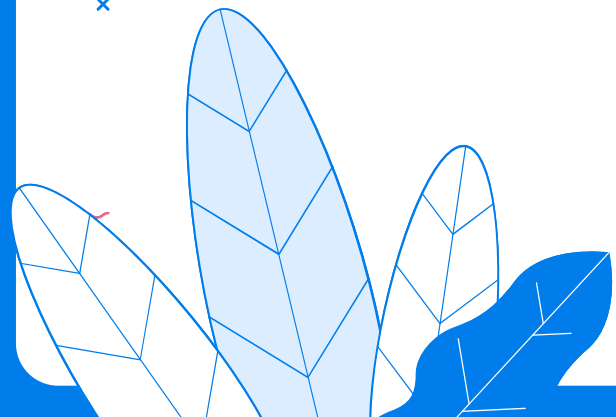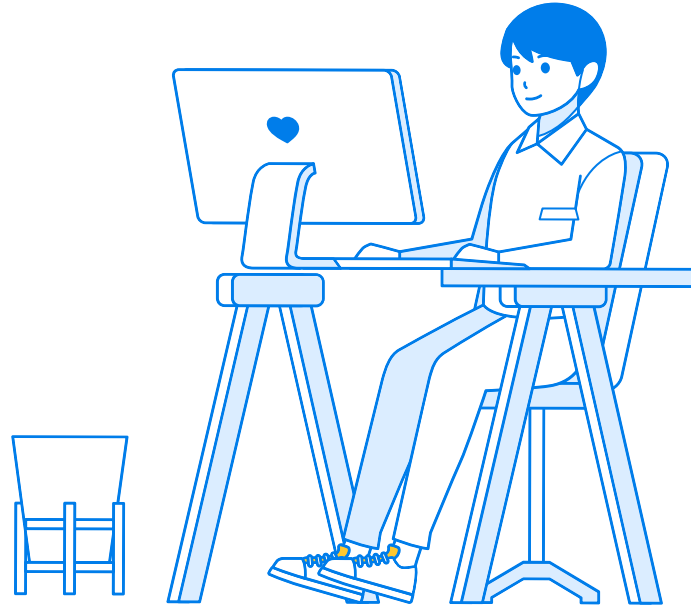
Asynchronous Learning Takeaways

- Flexibility
- Accessibility
- Engagement
- Flipped Instruction
- Assessment

THANKS

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