



Comparing live and asynchronous learning time

	Synchronous learning 	Asynchronous learning 
The learning experience	<ul style="list-style-type: none"> • Can be experienced by students as more dynamic, guided and engaging • Can be experienced by students as less reflective, self-directed, convenient 	<ul style="list-style-type: none"> • Can be experienced by students as more reflective, self-directed, convenient • Can be experienced by students as less dynamic, guided and engaging
Locus of control	<ul style="list-style-type: none"> • Sessions are usually led by an educator, though students may be invited to manage part of a session, eg to present, respond, lead an activity • Educators may scaffold or sequence tasks in a deliberate way to support learning (eg in a learning cycle or flipped classroom model) 	<ul style="list-style-type: none"> • Tasks and outcomes are usually given by an educator, but time, timing and pace are determined by the learner • Learners need considerable time and task management skills • Learners structure their own approach to the task
Typical locations	<ul style="list-style-type: none"> • On campus: lecture and seminar rooms, tutorial and workshop rooms, laboratories, studios • Off campus: field work sites, visits and placements • Assessment sites: exam halls, viva rooms, practical rooms (eg labs), performance spaces 	<ul style="list-style-type: none"> • Space for personal/private study, on or off campus; access to specialist learning spaces e.g. labs, studios • Personal or virtual learning environment with access to learning resources • Text-based and multi-media production tools • Environments for knowledge building, sharing and review e.g. threaded discussions, wikis, shared documents, design spaces, project development platforms, virtual labs, simulations
Group work	<ul style="list-style-type: none"> • Rapid knowledge-building, mind-mapping, problem-solving, design sprints • Live discussion, dialogue and debate • Giving and receiving feedback, peer review 	<ul style="list-style-type: none"> • Project-based working and extended collaborations • Developing a shared knowledge base • Reaching out beyond the classroom eg public and open pedagogies, especially across time zones
Typical assessments	<ul style="list-style-type: none"> • Examination, viva, practical, performance 	<ul style="list-style-type: none"> • Timed assessment, assignment, project, iterative assessment, 'authentic' assessment, workbook, portfolio

