

## Engagement and Reflection in a Synchronous Online Course

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I aim to design learning experiences in which students apply course content authentically. For example, a “coaching rehearsal” provides students with experience coaching an individual in a common problem of practice. Mathematics coaches do not always have an opportunity to practice these types of real-world conversations. In this rehearsal, students were placed in small groups and provided with one of the following roles: mathematics coach, administrator, or observer. Within the launch of this activity, descriptions of roles and background information on the problem of practice is provided.

### The Rehearsal

1. **Identify Roles** (5 minutes)
  - Coach, Administrators & Observer (2 Observers if 4 people)
2. **Teacher Reviews Bonus Information** (2 minutes)
  - Special Google Link → Meet in Breakout Room #5
3. **Read Scenario** (5 minutes)
  - Located in Course Content → Week 15
4. **Act Out Scenario** (3 - 5 minutes)
  - Use Video Camera
  - Teacher & Coach Interact
  - Observers Take Notes (questions, responses, behaviors, etc.)
5. **Small Group Work** (10 minutes)
  - Create a Slide To Respond (See Next Slide for Directions)

In this learning experience, multiple opportunities were provided for students to critically reflect on the rehearsal.

### Small Group Work

**What would be the implications of this interaction in the short term?**

**What would be the implications of this interaction in the long term?**

**Discuss:**

- Your next steps with this administrator.
- How you might reframe your coaching with the teacher, administration, the team, or the school moving forward.

**Decide on one idea/take-away to present to the whole group.**

Specifically, **students considered the short- and long-term implications of their interactions within their small groups.** After summarizing their small group experience on the provided graphic organizer, students participated in a whole class gallery walk in which they were able to engage as a community of learners and read, synthesize, and react to their peers’ thinking.



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