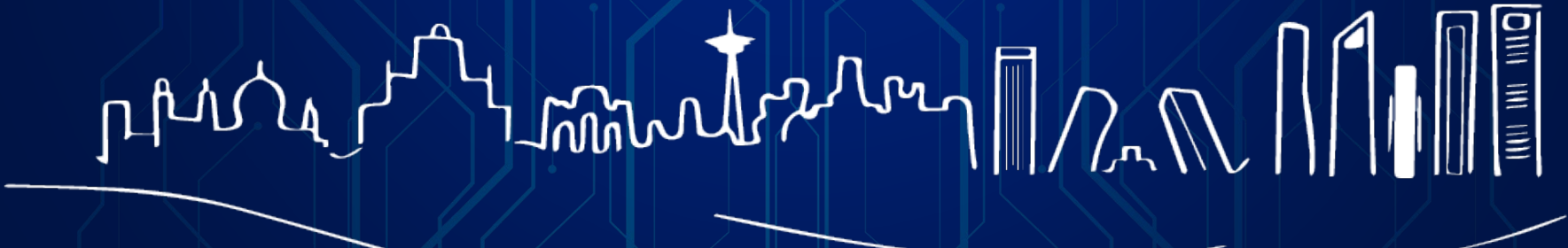




**A new approach for
Asynchronous Interactive Sessions**
Session design guidelines for IE Faculty

May | 2021



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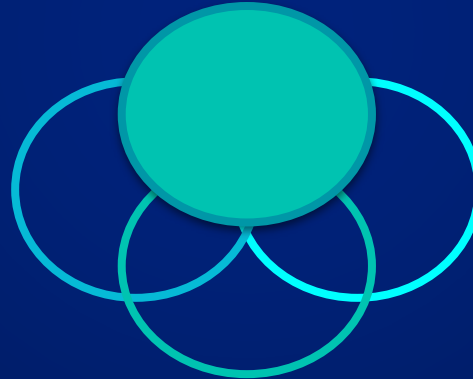
Type # 1: Understand new concepts

Learning Levels achieved:

Understand and reinforce concepts and frameworks.. Apply them

Tech Tools:

Feedback Fruits | Google Suite |
MS | Zoom | Loom | Specific
software



Maximize Interaction:

Short tutorships per team
Interactive feedback
Video feedback

Deliverable by students:

Simple assignment report

FIVE TYPOLOGIES OF ASYNCHRONOUS SESSIONS

Type # 1: Understand new concepts

Illustrative.

Details for faculty: teaching plan

Students Perspective

Professors Perspective

Learning Activity	Estimated Time	Estimated Time 1st Iteration	Estimated Time Next Iteration
1. Readings, multimedia materials, videos. Selected by the professor to introduce the concepts.	60' to 90'	60'	30'
2. Document or video designed by the professor with interactive actions by the students on Feedback Fruits/Campus.	60'	60' to 90'	30'
3. Short tutorship or presentation by teams (optional activity 3 or 4).	15'	15'/team x 8 = 120'	15'/team x 8 = 120'
4. Simple assignment (assignment solution, answers).	30' to 60'	90'	90'
5. Wrap-up feedback by the professor -written or video on Feedback Fruits/Campus.	15'	30'	30'
Total Estimated Time Structure A 1, 2, 3 Structure B 1, 2, 4, 5	A: 135' to 165' B: 165' to 195'	A: 240' to 270' B: 240' to 270'	A: 180' B: 180'

2

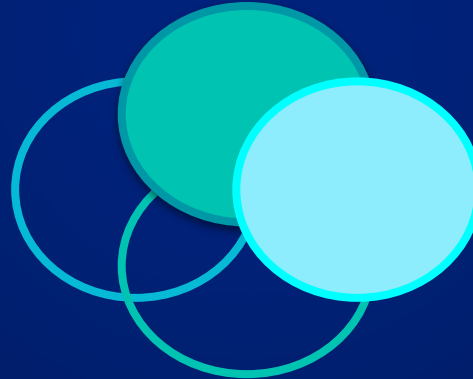
Type # 2: Applied exercise

Learning Levels achieved:

Strong focus on application and put into practice concepts and skills

Tech Tools:

Feedback Fruits | Google Suite
MS | Miro | Zoom | Loom |
Specific software



Maximize Interaction:

Office hours or short tutorships
Applied tasks, workshop style
Feedback

Deliverable by students:

Report | presentations | exercise
solution

FIVE TYPOLOGIES OF ASYNCHRONOUS SESSIONS

Type # 2: Applied exercise

Illustrative.

Details for faculty: teaching plan

Students
Perspective

Professors Perspective

Learning Activity	Estimated Time	Estimated Time 1st Iteration	Estimated Time Next Iteration
1. Readings, multimedia materials, videos. Selected by the professor to apply the concepts.	60' to 90'	60'	30'
2. Instructions (video or reading).	10'	60'	10'
3. Office hours or short tutorships.	15'	15'/team x 8 = 120'	15'/team x 8 = 120'
4. Students' activity doing the exercise (report presentations pieces of work).	90'	-	-
5. Professors and/or peers give feedback (personalized/by teams).	30'	90'	90'
6. Wrap-up feedback by the professor -written or video.	10'	30'	30'
Total Estimated Time Structure A 1, 2, 3, 4, 6 Structure B 1, 2, 4, 5, 6	A: 185' to 215' B: 200' to 230'	A: 270' B: 240'	A: 230' B: 200'

3

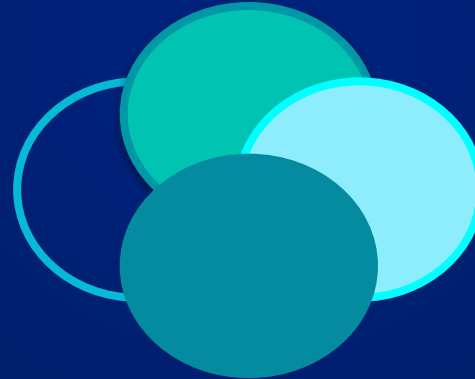
Type # 3: Interactive Discussion

Learning Levels achieved:

Analyze concepts, frameworks, evaluate situations and challenges
Discuss and contrast points of view

Tech Tools:

Blackboard | Google Suite



Maximize Interaction:

Discussion forum for 72 hours
with around 3 posts/student

Deliverable by students:

Participations and final video or report to draw
conclusions about the topics discussed

FIVE TYPOLOGIES OF ASYNCHRONOUS SESSIONS

Type # 3: Interactive discussion

Illustrative.

Details for faculty: teaching plan

Students
Perspective

Professors Perspective

Learning Activity	Estimated Time	Estimated Time 1st Iteration	Estimated Time Next Iteration
1. Readings, multimedia materials, videos. Selected by the professor to apply the concepts.	60' to 90'	60'	30'
2. Discussion forum for 72 hours with around 3 posts/student.	180'	240'	240'
3. Final video or report by teams or individually to draw conclusions about assigned threads, topics or discussions.	60'	30'	30'
4. Feedback by professor to final video or reports.	15'	30'	30'
5. Final notes by faculty to close the discussion.	15'	30'	30'
Total Estimated Time Structure A 1, 2, 5 Structure B 1, 2, 3, 4, 5	A: 255' to 285' B: 330' to 360'	A: 330' B: 390'	A: 300' B: 360'

4

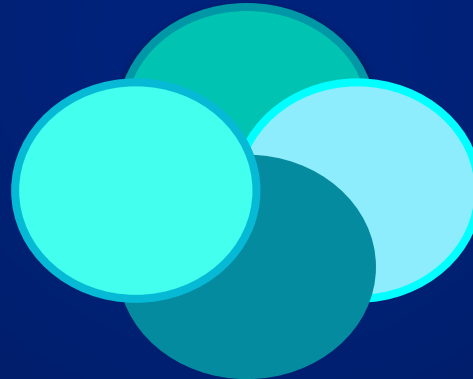
Type # 4: Project (Analytical or Creative)

Learning Levels achieved:

Develop, create work by applying concepts and skills
Evaluate alternatives

Tech Tools:

Miro | Google Suite | MS | Other software



Maximize Interaction:

Short tutorships by teams
Office hours
Professors and/or peers give feedback
Wrap -up feedback

Deliverable by students:

Students work, design on specific elements | phases of the project (report | presentations)

FIVE TYPOLOGIES OF ASYNCHRONOUS SESSIONS

Type # 4: Project (Analytical or Creative)

Illustrative.

Details for faculty: teaching plan

Students
Perspective

Professors Perspective

Learning Activity	Estimated Time	Estimated Time 1st Iteration	Estimated Time Next Iteration
1. Pre-readings or viewings selected by the professor	40' to 60'	60'	30'
2. Instructions (video or reading).	10'	50' to 60'	10'
3. Office hours or short tutorships by teams.	10'	15'/team x 8 = 120'	15'/team x 8 = 120'
4. Students work, design on specific elements phases of the project (report presentations).	120'	-	-
5. Professors and/or peers give feedback (personalized/by teams).	20' to 40'	90'	90'
6. Wrap-up feedback by the professor -written or video.	10'	30'	30'
Total Estimated Time	220' to 260'	350' to 360'	280'

For long projects, there will be several sessions during the course following this method.

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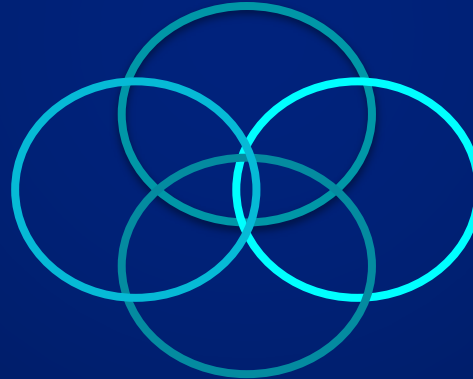
Type # 5: Studio Culture

Learning Levels achieved:

Create work by applying concepts and skills, project
Create their own design, elements or solution

Tech Tools:

Miro | Google Suite | Adobe CC |
Other software
(a common space)



Maximize Interaction:

Developing projects or designs with
professor and peer's interaction and
critique
Cycles of iterations

Deliverable by students:

Students work, design specific elements | phases of the
project (report | presentations | discussions)

FIVE TYPOLOGIES OF ASYNCHRONOUS SESSIONS

Type # 5: Studio Culture

Illustrative.
Details for faculty: teaching plan

Learning Activity	Students Perspective		Professors Perspective	
	Estimated Time	Estimated Time 1st Iteration	Estimated Time Next Iteration	
1. Readings, multimedia materials, videos selected by the professor.	60'	60'	30'	
2. Definition of the activity on the interactive board with templates, texts and/or videos.	20'	60' to 90'	30'	
3. Students work on the interactive board to engage with the activity designed by the professor, and creating their own elements (e.g. adding input, sourcing examples, analyzing concepts or creating specific elements)	100'	-	-	
4. Students work on the interactive board to critique the elements developed by their peers (e.g. evaluating or "critiquing" content)	20'	-	-	
5. Professors give feedback on the activity in the interactive board (personalized/by teams).	30'	60'	60'	
6. Wrap-up feedback by the professor (class level) -written or video.	10'	30'	20'	
Total Estimated Time	240'	210' to 240'	140'	

There will be several sessions during the course following this method, combining live and asynchronous interactions.