

ACES LESSON PLAN

Intensive Week ACES Lesson Plan & Teaching Demonstration

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Author Note

There is no know conflict of interest to disclose.

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Intensive Week ACES Lesson Plan & Teaching Demonstration

Lesson Theme Description

The effectiveness of online virtual synchronous class platform versus online asynchronous class in learning outcomes for college student.

Learning Outcomes

Counselor Educators will evaluate the social presence found in the online virtual synchronous class platform versus an online asynchronous class.

Counselor Educator will examine the use of asynchronous learning as a core part of an adaptable education model, supplemented by synchronous activities.

Audience Knowledge

The audience are future counselor educators in COUC 747 Instruction in Counselor Education.

The audience are Professional Counselors working in the clinical field. We are pursuing a doctorate degree in Counselor Education and Supervision through the CACREP accredited Liberty University doctorate program.

Strategies

Teaching strategies were based on education of synchronous versus asynchronous components of higher education. Through a PowerPoint presentation, the goal was to engage and encourage the audience to evaluate their experiences with learning outcomes and reflect on the cognitive changes and social present throughout their academic journey. These strategies were

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accomplished through the presentation of the PowerPoint Slide, a narrative reading, questions and answers through Web-Ex chat and completing a Poll on a favorite type of class. Built on Bloom's Taxonomy to communicate a creative learning experience for future counselor educators.

Reference Page

Al Maani, D., & Shanti, Z. (2023). Technology-enhanced learning in light of Bloom's taxonomy:

A student-experience study of the history of architecture course. *Sustainability (Basel, Switzerland)*, 15(3), 2624. <https://doi.org/10.3390/su15032624>

Chaudhury, P. (2023). Asynchronous learning design-lessons for the post-pandemic world of

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223. <https://doi.org/10.1080/00220485.2023.2174233>

Farros, J. N., Shawler, L. A., Gatzunis, K. S., & Weiss, M. J. (2022). The effect of synchronous

discussion sessions in an asynchronous course. *Journal of Behavioral Education*, 31(4),

718-730. <https://doi.org/10.1007/s10864-020-09421-2>

Jensen, W. J., Smith, C. M., Bowers, R., Kaloi, M., Ogden, T. H., Parry, K. A., Payne, J. S., Fife,

P., & Holt, E. (2022). Asynchronous online instruction leads to learning gaps when

compared to a flipped classroom. *Journal of Science Education and Technology*, 31(6),

718-729. <https://doi.org/10.1007/s10956-022-09988-7>

Presley, R. G., Cumberland, D. M., & Rose, K. (2023). A comparison of cognitive and social

presence in online graduate courses: Asynchronous vs. synchronous modalities. *Online*

Learning (Newburyport, Mass.), 27(2) <https://doi.org/10.24059/olj.v27i2.3046>

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Lesson Plan: The effectiveness of online virtual synchronous class platform versus online asynchronous class in learning outcomes for college student.

Time allotted	Teaching Activity	Resources Needed	Rationale
1 minute	Lesson Theme Synchronous and Asynchronous classes, introduction.	PowerPoint with slide	I want them to have a clear idea of where the presentation is headed
3-4 minutes	Social presence question, experiential interaction	PPT Slide	Engaging the future counselor educators
4 minutes	Learning Outcomes: Social presence	PPT slide	Gaining an understanding of increased social presence through adaptable modalities.
3-4 minutes	Think of learning moments in your doctorate journey, When alone, classroom interaction, or a combination	PPT slide	Ascertain learning experiences.

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4 minutes	Effectiveness of learning outcomes in synchronous and asynchronous teaching methods.	PPT slide	Integration of synchronous and asynchronous learning
2 minutes (think), 3 minutes (pair), 3 minutes (share) 8 minutes total	Think, pair, share: Poll: What is your favorite type of class: A – Asynchronous online only? B – Synchronous (live) class? C – Combination?	Future counselor educators will answer in chat.	Baseline understanding of the audience preference for learning
3 minutes	Summary of the benefits of integrating the platforms of learning together.	PPT slides	Enhancing the learning outcome for students.
1 minute	References are available in the end.	References are attached.	References are available.

Lesson Plan Rubric (50 points)

Lesson Plan Area	Unsatisfactory (0-10 pts)	Below Average (10-20pts)	Average (20-30 pts)	Good (30-40 pts)	Excellent (40-50pts)
Description					
Comments	Clear lesson-plan was presented				50
Learning Outcomes					
Comments	Presented two clearly stated learning outcomes				50
Resources					

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Comments	References were listed and incorporated, used Chat, PowerPoint				50
Class Knowledge					
Comments	Applied class knowledge and educated the future counselor educators.				50
Strategies					
Comments	Applied Bloom's Taxonomy to higher learning outcomes				50
Timeline					
Comments	Established a time-frame and used the time effectively				50

Narrative

Farros et al. (2022) identify online education as significantly more accessible than a traditional Classroom education. Online learning is not constrained by location, affording students with caretaking responsibilities, full-time employment, and other commitments the

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opportunity to attend college classes. The authors also note, even in 2015, there were six million online postsecondary students. Presley et al. (2023) reported programs in higher education had to adapt to online formats in March 2020. The benefits and limitations of synchronous and asynchronous learning has become the focus and the cognitive and social benefits of the two different online learning platforms are being reviewed.

Presley et al. (2023) define social presence for online learning as the ability of participants to identify with the community. This identification is the ability to communicate purposefully in a trusting environment and developing inter-personal relationships by way of projecting their individual differences. Graduate students report high social presence in both synchronous and asynchronous online classroom platforms. In a virtual synchronous classroom, students engage through webinar sessions, break-out groups, and group chats. In an asynchronous class, engagement is based on discussion boards forums and emails.

The traditional process of learning has been synchronous in nature (i.e., live and in person/physical classroom). This has seen some innovative changes over the years. The first asynchronous program I was personally aware of was Southern Christian University in Montgomery, AL back in the 1980's. SCU recorded their classes on VHS and mailed them out to students who then asynchronously worked and submitted their work through mail (as I recall). This model (that was advanced) was a stepping stone that evolved into online platforms where work was assigned by an instructor who oversaw the process from afar. The asynchronous online process may have had video embedded in the process or may have been solely text driven. This method proved (and continues prove) valuable to students who could not make a traditionally scheduled class work, but now have availability to the education

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process. In line with Bloom's taxonomy regarding the higher-order levels of thinking, online asynchronous activities can promote students to be better suited for the workplace due to having been trained to think, plan, and follow through with their work. To achieve the high-order learning an instructor will have to be intentional to give task that prompt analytical thinking (Al Maani & Shanti 2023).

It seems the consensus of scholarship leans toward the effectiveness of asynchronous but with some variation. Jenson et. al., shared research that indicated asynchronous online learning had higher outcomes. [However, they noted there was little distinctions made (in many of the works they reviewed) between truly online asynchronous learning versus dual asynchronous/synchronous courses.] Jenson et. al., did a study and made distinct separation of the modes of delivery (asynchronous online versus synchronous flipped in person). They found the asynchronous online out-performed the flipped in person classes. This was measured by giving the same follow-up exam to both groups (2022). Chaudhury indicates that using a combination of asynchronous and synchronous methods provide the best outcomes (2023).

Regardless of the platform used, it is also important for instructors to support students.

Chaudhury said, "The most effective way to provide support for students... is probably through the course itself, with the instructor clearly communicating early and often why the course is structured as it is and the specifics of what students need to do each week to succeed" (2013).

Asynchronous opens up doors to in-depth thinking and self-drive where traditional synchronous teaching has potential for lazy students slipping through the process without having proven anything other than they can pass an exam. This is not to say synchronous learning is a poor method that should not be used, actually quit the opposite is true. The current scholarship

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demonstrates value in both platform but appears to be increased when they are used in combination.

The course I am currently in at Liberty University is making use of this very pattern. It uses a synchronous component (a one-week live virtual intensive) to improve upon a primarily asynchronous platform (online self-paced as long as turned in by the due date). This combination allows the individual the autonomy to shine individually and demonstrate responsibility (Al Maani & Shanti, 2023). It also allows for an opportunity to work alongside of their future colleagues in the field of Counselor Educators (Iron sharpening Iron Proverbs 27:17).

Further, the class I am currently in at Liberty University used an asynchronous component to prepare for the synchronous online virtual classroom encounter. The instructor gave the class questions to prompt thought as we read through the two text books for course. This asynchronous work laid the foundation for the synchronous component of the class to be more fruitful.

In a similar manner as I just described, the traditional (in person) class can use an asynchronous online pre class session component (e.g., a video lecture, reading) to allow the physical class time to build upon and apply the concepts gained prior to arrival at the class session. Chaudhury indicated that some things that had traditionally been covered in a live lecture “were prerecorded and divided into a collection of short videos, each focusing on a single concept or issue” (2023). This is a tool that not only allows students to get the information, but allows them to review it for clarity (a resource not possible with live lectures unless each student records it individually). The instructor is then able in the synchronous section of the class to guide a discussion towards a better understanding of the material. Teaching and learning are a

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continual process of growth that requires us to be aware of current research in preparing ourselves and the future counselors with up-to-date best practices.

PowerPoint Presentation

Synchronous and Asynchronous Learning

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Synchronous and Asynchronous Learning

Lesson Theme

The effectiveness of online virtual synchronous class versus online asynchronous class in learning outcomes for counselor educators.

Synchronous and Asynchronous Learning

Social presence
(Ability to identify with the community)

(Presley et al., 2023)

Learning through adaptable modalities.
(Supplements to asynchronous learning)

(Chaudhury, 2023)

Synchronous and Asynchronous Learning

Think of social presence

Do you remember your first email?, did it feel foreign, impersonal, business oriented? Did it feel like a relationship?

Synchronous and Asynchronous Learning

Learning Outcome

Counselor Educators will evaluate the social presence found in the online virtual synchronous class versus an online asynchronous class.

Synchronous and Asynchronous Learning

Think of learning moments in your doctorate journey

When alone, classroom interaction, or a combination?

Synchronous and Asynchronous Learning

Learning Outcome

Counselor Educator will examine the use of asynchronous learning as a core part of an adaptable education model, supplemented by synchronous activities.

Synchronous and Asynchronous Learning

Poll: Based on this information, What type of class do you hope to teach?:

A – Asynchronous online only?

B – Synchronous (live) class?

C – Combination?

Synchronous and Asynchronous Learning

Conclusion:

There is a benefit to both the synchronous and asynchronous learning outcomes for social presence and learning outcomes. Research indicates the integration of synchronous and asynchronous is best for graduate students.

Synchronous and Asynchronous Learning

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Synchronous and Asynchronous Learning

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