

Engaging in asynchronous professional learning: our experience in PGCAP

Ana Cabral and Steph Fuller – Queen Mary Academy

PGCAP participants: Franziska Arnold-Dwyer, Ana Gutierrez del Arroyo and Ahmed Ismail

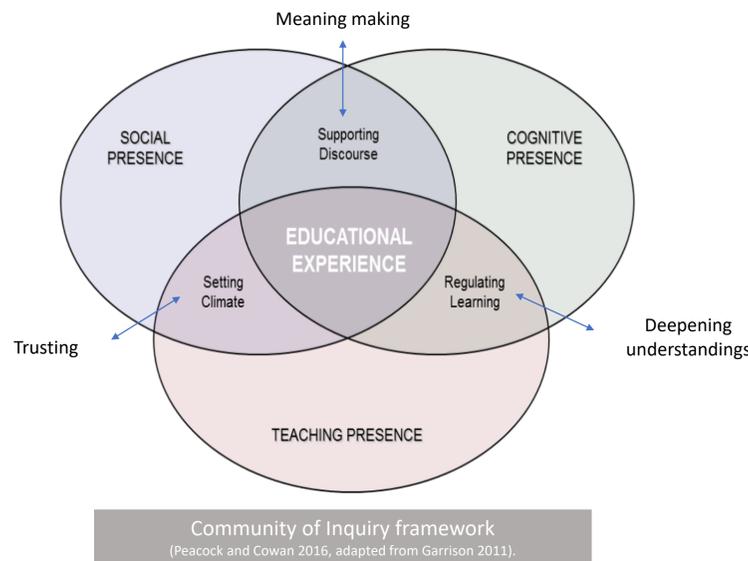
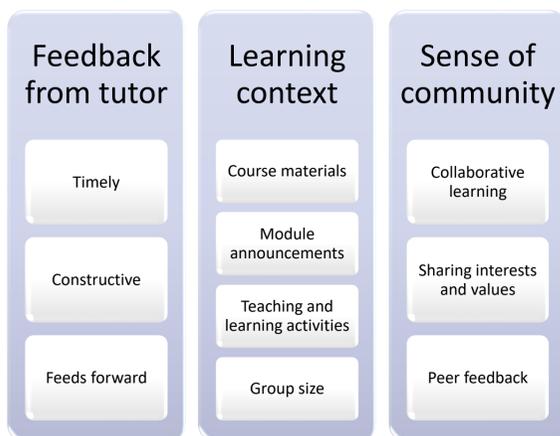
This study was developed in a module of our **Postgraduate Certificate in Academic Practice (PGCAP)** - a qualification which is offered to our new academics
Module 4: Action (practitioner) Research is taught asynchronously via Qmplus with 107 participants to date.

As part of ongoing evaluation of our programme, this study intended to answer the question:

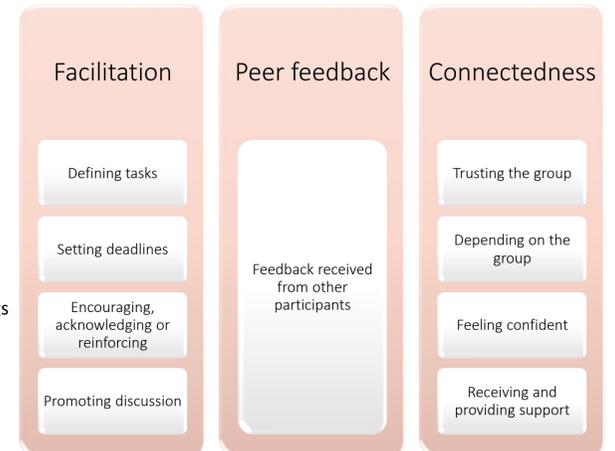
Does an asynchronous teaching and learning approach facilitate effective professional learning?

Average responses to the Likert scale questions (n=35 participants)

Most important factors for effective asynchronous experience



Factors requiring further development



Garrison, D. R., (2011). E-learning in the 21st Century (2nd ed.). New York: Routledge.
 Peacock, S. & Cowan, J. (2016) From Presences to Linked Influences Within Communities of Inquiry. International Review of Research in Open and Distance Learning 17(5):267-283

How (if at all) has the experience of studying asynchronously influenced your approach to teaching online?

Studying asynchronously highlighted to me how important it is to ensure that students feel **connected to their teachers and their peers, and vice versa**. For my own teaching practice this means that I am using 'asynchronous learning' sparingly and supplemental to live sessions. There are learning tasks that students can complete by themselves and in their own time but these tasks need to be **embedded in a more comprehensive approach** so that students have the opportunity to check their understanding of course contents and obtain constructive feedback

Franziska Arnold-Dwyer
 Senior Lecturer In Insurance Law
 Centre For Commercial Law Studies, HSS

It has helped to become more **empathic with how my students would feel** on lectures online, adding content to make it easier for them to grasp and memorise the main topics of my lectures, so they could come out with the correct answers at the end of the term assessments. Also, to understand the importance of stressing my **availability** if any doubts arose that needed to be addressed

Ana Gutierrez del Arroyo
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I believe studying parts of the PGCAP asynchronously was really useful. It gave me the opportunity to **live the asynchronous teaching experience from the student chair**. This helped me to develop my teaching approach **considering the student point of view**, as this type of study might be confusing for new students. My own reflection on this practice allowed me to develop a teaching approach which is a mixture of synchronous and asynchronous active sessions. This approach proved to be efficient as it increased the student evaluation score in the modules I teach.

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