While published research demonstrates consistently that synchronous and asynchronous teaching can yield similar outcomes in student achievement, many TU undergraduate students have indicated a strong preference for synchronous (live in real time) instruction. Synchronous teaching has the benefit of giving students the important feeling of being engaged in a community of scholars, with real-time interaction with classmates and faculty. Recent research indicates that students report a higher level of satisfaction, engagement, and success when engaged in even brief, live meetings with professors and their classmates. I have, therefore, encouraged faculty to include synchronous class meetings and learning activities as part of their teaching this semester. Faculty ultimately have the ability to choose the appropriate format for their classes.

**Examples of Synchronous (live in real time) Instruction include:**

- Large class discussions
- Small group discussion in break-out rooms
- Small group problem-solving activities (e.g., scavenger hunt for fact versus fiction related to course content; compare news reporting on topic across three different countries; Jeopardy game, based upon target concepts)
- K-W-L tables (What I Know; What I Want to Know; What I Learned)
- Tables of pros and cons
- Fill-in-the-blank outlines or Cloze notes
- Quick checks, using interpretation questions, multiple-choice questions, polling, etc.
- Guided notes
- Peer feedback/edits
- Case studies, walked through sequentially as a large group or in small groups

FACET is adding information about many of these methods to the Faculty one-stop shop Blackboard page, which can be found at this link: Faculty One-Stop Shop