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For master teachers
of math and science

## Creating Asynchronous Lessons with Student Supports
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Jade found that her students were not always completing asynchronous lessons. She also found that the feedback she gave did not resonate with all of her students. In the end, Jade wanted to find other ways to motivate her students to engage with the asynchronous lessons and give herself ways to better reflect on what, and how much, they were learning.

"[A]nother issue was lagging feedback - trying to respond to kids' questions or trying to give kids feedback. When I noticed a significant issue, I couldn't get back to the kid right away. And if you can't get back to them right away, the feedback is dead … or they're not going to take the time to read the feedback. So it isn't really that meaningful."

▶ **How did Jade create engaging asynchronous lessons while supporting student learning?**

Jade designed her lessons in three parts - an asynchronous lesson, checkpoints for student understanding, and follow ups with small group synchronous meetings. Jade's asynchronous lessons were made using a visually appealing PowerPoint created as a screencast. She recognized that in class she asked so many questions her students had to respond to or hear responses to; therefore, Jade needed the asynchronous lessons to have several checks for understanding where students could receive real-time feedback.
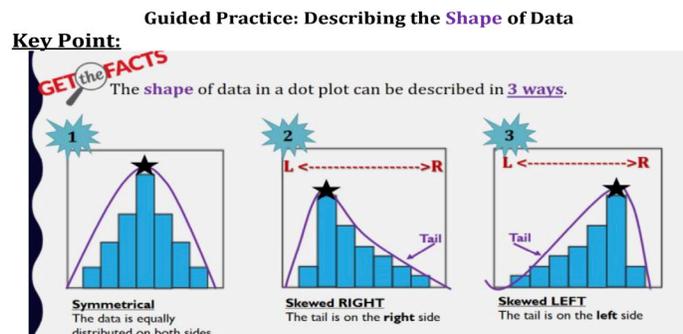
Slides like this gave Jade's students an opportunity to learn the content and apply it later on.

▶ **Start implementing this cycle of asynchronous and synchronous instruction by following these two pieces of advice:**

1. Carefully consider the technology tool and the platforms you are using. Jade had to embed everything that she wanted to write in PowerPoint, which was very time consuming. A different tool might have helped the lessons to be more engaging, interactive, and easier to produce.

2. Recognize that learning is not a spectator sport. To help engage students in learning and better assess student understanding, have as many opportunities for feedback as possible.

"I would recommend making all asynchronous videos interactive, whether it's Pear Deck, Nearpod, or something else, because they need to be doing some work. It's not a spectator sport where you can just watch it - students need to be doing something."