ANNOTATED BIBLIOGRAPHY

" Impact of Synchronous and Asynchronous Delivery Methods on Online Learning"

by Edward Frison

1.) Hrastinski, S. (2008). Asynchronous and Synchronous E-Learning. EDUCAUSE Quarterly, 31(4), October–December 2008,

   Hrastinski examines the preferences and associated benefits of asynchronous and synchronous online learning methods with two groups of post-graduate students. Through a series of interviews, he found that there were perceived benefits to both methods. For the most part, his findings indicated a preference for asynchronous methods when looking for deeper and more reflective studies. The synchronous methods were preferred when face-to-face was seen as a benefit for getting to know each other in a group or when more urgent motivation due to immediate feedback was required.

2.) Bali, M. , and Meier, Bard (2014, 03). An Affinity for Asynchronous Learning. *Hybrid Pedagogy*. Retrieved 10, 2014, from http://www.hybridpedagogy.com/journal/affinity-asynchronous-learning/

   Bard and Bali write about what they believe are the "mistaken" notions of the benefits of synchronous learning in an online environment. They feel that teachers trying to replicate physical classrooms online will find too many barriers that interfere with success. Some of these factors limiting success are due to biases such as cultural awareness, family time, time differences, and equality of technology. They believe that asynchronous formats overcome most of these biases. Their research was centered on learning opportunities in MOOCs primarily with adult learners.

3.) Cheng, R., et. al. (2009, 06). Virtual Spaces: Employing a Synchronous Online Classroom to Facilitate Student Engagement in Online Learning. *The International Review of Research in Open and Distance Learning*. Retrieved 10, 2014, from http://www.irrodl.org/index.php/irrodl/article/view/605/1264

   The authors examined a group of undergraduate and graduate students in terms of their experiences in taking online courses. Their research centered on whether synchronous opportunities would increase success in class due to opportunities for socialization and if any identified weaknesses could be overcome. Most of the students reported positive experiences in their online classes with difficulties coming mostly from hardware and software issues and an overload of stimuli. Overall, they felt the successes were worth teachers engaging in online learning as long as there was a sensitivity to the issues their students were likely to experience.

4.) Al-Shalchi, O. (2009, 03). The Effectiveness and Development of Online Discussions . *MERLOT Journal of Online Learning and Teaching*. Retrieved 10, 2014, from http://jolt.merlot.org/vol5no1/al-shalchi_0309.htm

Al-Shalchi looks at the two types of online discussion; asynchronous and Rather than looking to see which type is better, she looks at the strengths and weaknesses of each. Her premise is that participants in online learning should be aware of the advantages and problems associated with this type of learning environment. Al-Shalchi identifies six factors affecting the online experience. They are; clear directions, instructor feedback, promoting motivation, expectations, organization, and types of questions. The article provides similar views on the associated benefits and difficulties of online learning.

5.) Giesbers, B., Rienties, B., Tempelaar, D. and Gijselaers, W. (2014), A dynamic analysis of the interplay between asynchronous and synchronous communication in online learning: The impact of motivation. Journal of Computer Assisted Learning, 30: 30–50. doi: 10.1111/jcal.12020

The authors look at the increase in learning opportunities and the relativeness of asynchronous and synchronous communication models in online classrooms. This study is very detailed and upholds the assumptions of many other researchers in that the best design for an online classroom has to include both synchronous and asynchronous modes of engagement for students and that increased student motivation results from a balance of these two factors.