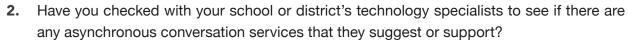# Asynchronous Conversation Checklist

Asynchronous conversations provide teachers with approachable ways to extend Socratic circles and provide students with opportunities to engage with classroom content beyond the school day. This preparation checklist will help you structure successful asynchronous learning experiences for your students.

Technical and Procedural Preparations

1. Have you checked with your school or district's technology specialists to ensure that your school's Internet connection can successfully handle the demands of asynchronous conversations?

   Your Response / Next Steps:

2. Have you checked with your school or district's technology specialists to see if there are any asynchronous conversation services that they suggest or support?

   Your Response / Next Steps:

3. Have you checked with your school or district's technology specialists to see if they have any specific policies or procedures regarding student participation in asynchronous conversations?

   Your Response / Next Steps:

4. Have you experimented with the asynchronous conversation service that you plan to use to see if it is accessible at school? Are you certain that it will run effectively on the computers that your students have access to?

   Your Response / Next Steps:

5. Have you thought through the privacy settings that you plan to use for your asynchronous conversations? If you intend to make your conversations public, are you sure that you are following the Internet safety protocols required by your school or district?

    Your Response / Next Steps:

6. Have you mastered the basic skills necessary to add content and comments to conversations in the asynchronous application that you plan to use with your students? Will you be able to introduce these skills to your students?

    Your Response / Next Steps:

7. When will your students add new content or comments to your asynchronous conversations? Are you expecting them to work primarily from home on this project? Will your students need access to external devices—microphones, video cameras—to add comments to your conversations? If so, how will they access these devices?

    Your Response / Next Steps:

8. Have you set aside time to introduce students to the basic features of the digital application that you have chosen to use for asynchronous conversations? Will you train students to serve as digital mentors for their peers?

    Your Response / Next Steps:

Pedagogical Preparations

1. Are you planning on using asynchronous conversations to extend Socratic circles started in your classroom? If so, when will these Socratic circles take place? How will you choose content for the online conversation once your Socratic circle ends?

    Your Response / Next Steps:

2. Do your students understand the kinds of discussion behaviors found in collaborative conversations? Have they had a chance to engage in collaborative conversations in class? Which behaviors do they struggle with?

   Your Response / Next Steps:

3. Are your students comfortable with the language of collaborative dialogue? If not, will you introduce several sample strands of conversation for students to explore? Is it important to introduce your students to the types of comments that users add to collaborative conversations?

   Your Response / Next Steps:

4. Do your students have enough background knowledge to be effective participants in your asynchronous conversation? How will you support their continued exploration of the topic you are studying?

   Your Response / Next Steps:

5. Have you worked out a system for spotlighting the work being done in your digital conversations? Will you spend a few minutes each day highlighting individual contributions and interactions?

   Your Response / Next Steps:

6. Have you created handouts to structure student thinking before, during, and after your asynchronous conversation?

   Your Response / Next Steps: