

FACULTY SESSION: ENGAGING AND EMPOWERING STUDENTS

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FALL, 2020



AGENDA

- Current context
- Strategies for three types of online-student engagement: (1) instructor-student, (2) student-student, and (3) student-content
 - Instructor presence
 - Course norms/netiquette
 - Frequent formative assessments
 - Variability in your course resources
 - Group activities
 - Online course template
- Q&A

CURRENT CONTEXT: INSTRUCTIONAL STRATEGY RECOMMENDED FOR FALL, 2020

- Optimistic about resuming in person Fall, 2020; but it won't be typical:
 - social distancing
 - health guidelines
 - populations that cannot be on campus (high risk students, international students)
 - Possible quarantined populations
- Classroom census:
 - ID room capacity give social distancing
 - ID logistics of movement and sanitation
 - ID what courses are highly dependent on f2f
 - expected to be done at the end of June

SPECIFIC COURSE &/OR DEPARTMENT QUESTIONS

- Speak with your department chair for any questions related to:
 - accommodations
 - course schedule
 - course modality

CURRENT CONTEXT: ONLINE COMPONENT – PREPARE FOR BLENDED

- Inevitable online course component – at least blended/flipped classroom
 - Not 2 separate courses
 - 1 course that can be accessed online and/or f2f
 - Online course template (d2l)
 - Strategies to engage and empower students

ENGAGEMENT RATIONAL

- Evidenced-based best online pedagogy practices
- Marquette's Spring, 2020 shift-to-online student survey: Students want/need more:
 - Engagement;
 - Consistency;
 - Interaction; and
 - Guidance.

ENGAGEMENT-RATIONAL RESPONSE

- Online course template:
 - MU's DDL created to help you build your online and blended courses in D2L
 - customizable
 - includes examples and suggestions on how to organize content
 - includes examples and suggestions on how to engage, support, and guide online students
 - provides consistency

TYPES OF ENGAGEMENT



INSTRUCTOR –
STUDENT



STUDENT –
STUDENT



CONTENT -
STUDENT

INSTRUCTOR-STUDENT ENGAGEMENT: INSTRUCTOR PRESENCE – GETTING STARTED

- Reach out to your students before the class begins
 - Email and News item
- Set the tone for participation – course norms and netiquette
 - Start Here module in online course template
- Warm-up activity/Ice-breaker
 - participate in it
- Online course template
 - Provides organization and tips that promote instructor presence and all types of engagement

INSTRUCTOR-STUDENT ENGAGEMENT: INSTRUCTOR PRESENCE - COMMUNICATION

- Ongoing
- Explicit, efficient and transparent communication infused with warmth
- News item/Announcements: 1-3 times weekly
- Plan to check in with online students/course every day
 - Course Q&A/Cyber Café discussion forum
- Monitor discussion forums
 - Supply timely feedback and participate in the discussion forums
- Consistent

INSTRUCTOR-STUDENT ENGAGEMENT: BE CONSISTENT WITH EVERYTHING:

- Naming conventions
- Communication modes/content/timing
- Plan the course ahead of time, if possible
 - Online course template
- Model how you want students to communicate with the class
- Reduces cognitive load/stress
 - more available for learning content

INSTRUCTOR-STUDENT ENGAGEMENT: INSTRUCTOR PRESENCE - CONSISTENCY

- Consistently reach out to students
 - Class email or the D2L News item
 - What is coming up this week?
 - What went well the previous week?
 - What were some common misconceptions from the previous week?
 - Weekly live session (Teams)

ENGAGE AND EMPOWER: FREQUENT FORMATIVE ASSESSMENTS

- Create weekly opportunities for students to practice and receive feedback on progress towards weekly objectives
 - Low-stakes
 - Dropbox, Quiz, Discussion
- Explicit directions (due dates, resources, expectations)
- Explicit connections to week's objectives and students' lives
 - why is this exercise important/meaningful/relevant?
- Online course template

ENGAGE AND EMPOWER: FREQUENT FORMATIVE FEEDBACK

- Scaffold assignments with meaningful instructor feedback so students develop skills over the course leading to a potentially higher-stakes/summative assessment
 - Requires some preparation – backward design
- Feedback
 - Go beyond just giving students letter grades
 - Give them feedback on how to improve or where they are doing really well
 - Be prompt
 - Communicate in the syllabus how long it will take to give feedback

ENGAGE AND EMPOWER: TIME MANAGEMENT

- Create the course content (course organization, resources, formative assessments, weekly overviews) ahead of time, if possible
 - Online course template
- Create a schedule for when you will facilitate the course
 - Feedback on assignments
 - Monitor discussion forums
 - Post News items
 - Host synchronous sessions
- Empower students to create their own online course time-management plan
 - Consume resources
 - Complete assignments
 - Participate in group work
 - Review feedback
 - Attend synchronous sessions

INSTRUCTOR – STUDENT ENGAGEMENT SUMMARY

01

Set the tone for engagement in your course.

02

Don't just grade, give feedback.

03

Set aside time each week to interact with your students in the course.

QUESTIONS



CONTENT – STUDENT ENGAGEMENT

- Resources
 - Written Content
 - Videos
 - Lectures
 - Readings
 - Podcast episodes
 - Embedded subject librarian/expert
 - Contact your college's Marquette Librarian for resources

CONTENT CONTEXT

- Give context to resources you are providing for students
 - What do you usually say about a resource in the classroom that you now have to put online?
 - Avoid a content dump
 - The course template provides guidance to avoid this
- Should students review resources before they work on the activities?
 - Do they provide context for activities?

ENGAGING CONTENT CONT.

- Faculty created vs found content
 - When to choose which?
- Resource usefulness in activities
 - If resources are not being used in class activities, the students will soon stop visiting your resources.

STUDENT – CONTENT ENGAGEMENT SUMMARY

- Use a variety of resources
- Give context to resources
- Consider the order in which you want students to complete your course content, typically resources are first for each section

STUDENT TO STUDENT ENGAGEMENT

- Key D2L tools
 - D2L Discussion
 - D2L Dropbox
- D2L Discussion
 - Discussion
 - Debate
 - Roleplay
 - Share Resources

STUDENT TO STUDENT ENGAGEMENT CONT.

- D2L Dropbox
 - Group assignments
 - Group Presentation
 - Complete a worksheet together
- Assess student's teamwork, not just the final product.
 - Peer feedback.
 - Rubrics students fill out to assess each other

STUDENT TO STUDENT ENGAGEMENT CONT.

- Group Assignment Structure
 - Multiple due dates to ensure students meet as a group more than once.
 - Enough time between due dates to allow students to meet.
- Group Size
 - Small Groups
 - Pairs
 - ~5 students

STUDENT TO STUDENT ENGAGEMENT CONT.

- Setting up Online Group Activities
 - How will they communicate with their peers?
 - What software/digital space will they need to complete the activity?
 - Expectations of their interactions with peers?
 - When will do they need to interact with their peers by?
 - Assessment of their interactions with peers?
 - Self or Peer evaluations?

STUDENT – STUDENT SUMMARY

D2L Discussion and Dropbox are just tools, the actual group activities should not be restricted to just discussions and assignment submissions.

Give students a space to interact. They may use a different space, but it is important for the instructor to provide a default space.

Detail in your course how you expect them to interact in group activities.

LIVE SESSIONS

- Microsoft Teams
 - Whiteboard
 - Breakout Rooms
 - Polling
- Can be synchronous
 - Also creates an asynchronous video after
- Can be used to create video lectures
- There are specific Microsoft Teams Workshops for additional information. (7/22 at 2)

DIGITAL LEARNING D2L TEMPLATE

- We have created a D2L course site template for you to copy over to your course.
- The template is a general structure to allow you to focus on course content, not course structure. The template is flexible enough for most courses.
- Using the template would provide consistency in navigation and formatting for students. This will allow students to focus on learning your content, not navigating your course.

THANK YOU FOR
ATTENDING

Q&A

RESOURCES

- [Marquette's Standards of Excellence](#) - Quality assurance checklist for pedagogical excellence in online and hybrid courses using Ignatian Pedagogy.
- [Marquette's Netiquette](#) - Netiquette refers to the guidelines for what is socially acceptable in a virtual environment. As many online and hybrid courses require students to interact with one another, often over controversial issues, awareness of how we "sound" in a text-based discussion is essential.
- [Activities and Assessments List](#) - A list of examples activities and assessments you can use for your course.
- [Andragogy](#) (aka - adult learning) (Malcolm Knowles) - This website will provide you with a brief understanding of Knowles assumptions about adult learning theory.
- [Connections: An Essential Element of Online Learning Communities](#) - Note: This article will open in ERIC. You will need to download the .pdf that is located in the upper right corner of the new window.
- [How to Better Engage Online Students with Online Strategies](#) - This article provides the perspective of engagement in the online learning environment.
- [Ignatian Pedagogical Paradigm](#) - The Ignatian Pedagogical Paradigm page provides enough information for you to understand how it impacts the student's engagement,
- [Online Group Checklist for Creating and Implementing Online Group Projects](#) are reference documents that you may use throughout this course and when you are working on other online courses. The documents are checklists of the best practices that Marquette requires when designing a new course.
- Penn State - [Best Practices and Expectations for Online Teaching](#)
- UW Stout - [Checklist for Online Instructors](#)
- UW Stout - [Time Management Strategies for Online Instructors](#)
- [The Art of Giving Online Feedback](#) - this article is foundational as it describes how to provide feedback, best practices and tips for being effective and efficient.
- [Using Rubrics to Promote Thinking and Learning](#) - this article does a nice job explaining the purpose of a rubric, how it is used and how to create one for your assignments
- [Marquette's CTL D2L Resources](#) page