

Empowering, Interactive & Engaging



Engagement in Online Courses

Center for Online and Distance Education
Division of Academic Affairs

COMMUNITY OF LEARNERS



A group of people who share values and beliefs and who actively engage in learning from one another



A group of people who support each other in their collective and individual learning. They are cooperative and can work productively together.



An intentionally developed community that exists to promote and maximize the individual and shared learning of its members. There is ongoing interaction, interplay, and collaboration among the community's members as they strive for specified common learning goals.

Benefits Of Establishing A Community of Learners



- Students feel connected to other students and the instructor
- Increase in student motivation
- Students strengthen relationships with other students
- Helps to build trust between students and the instructor
- Can create a more inclusive learning environments

Benefits of Establishing A Community of Learners

- Students feel included in the course
- Students learn from the perspectives of other students from different backgrounds
- Increases students' sense of belonging
- Can deepen student learning
- Increases the critical thinking skills of students



ENGAGEMENT

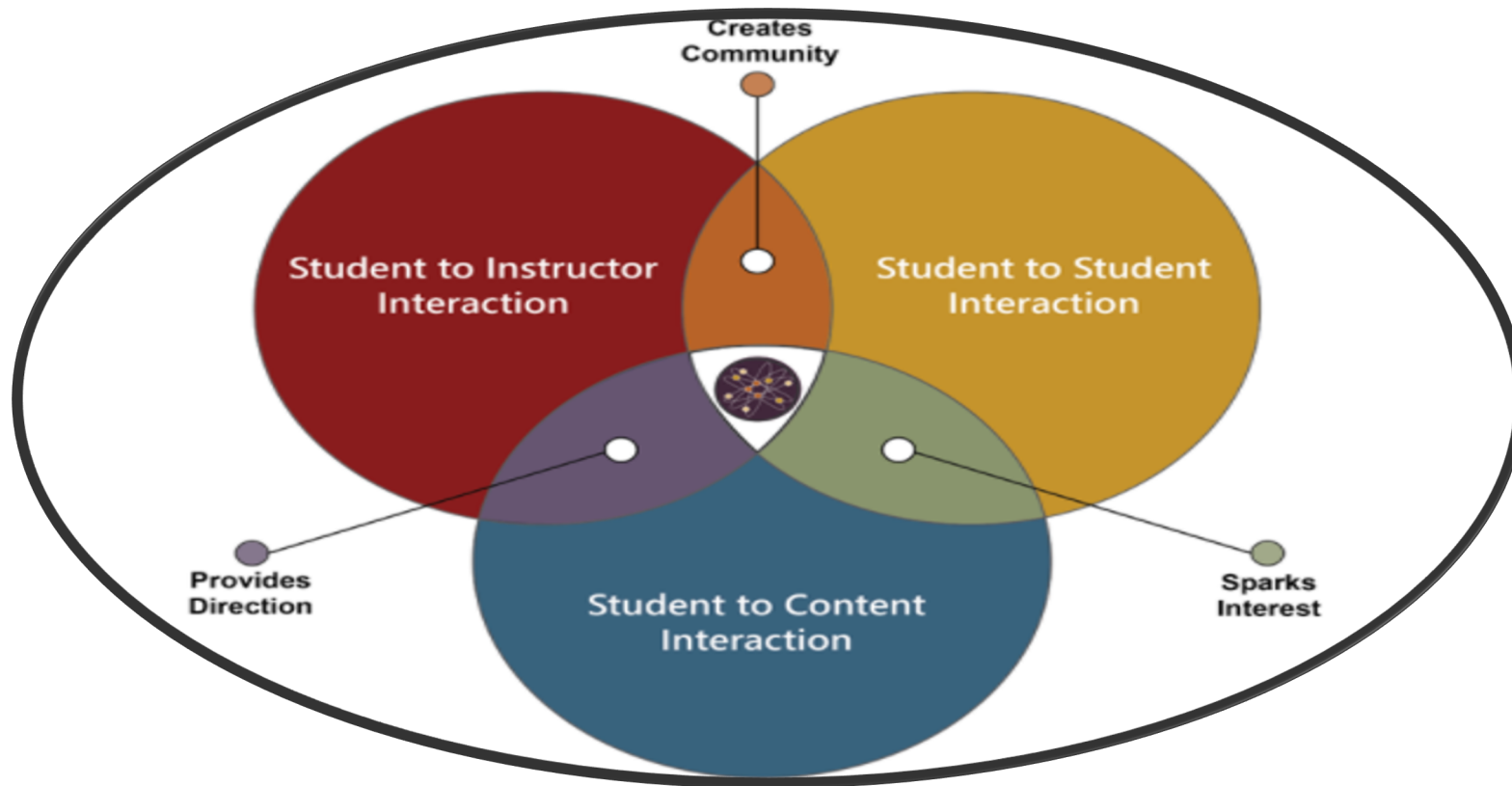


- Engagement is the degree to which learners pay attention, participate, and put forth effort
- Institutions should design and deliver **engaging** learning experiences for students
- Correlation between engagement and improvements in specific desirable outcomes such as:
 - Persistence
 - Student satisfaction
 - Improved grades
 - Cognitive Development
- Engagement requires ACTIVE LEARNING

(Kuh & Klein 2006)

Engagement in Online Courses

3 Types of Interaction



STUDENT TO STUDENT INTERACTION



**Creates a Sense of
Community**

**Causes students to enter
mutually, supportive
relationships with their
peers.**

**Reduces feelings of
isolation and
boredom**

**Causes students to
become responsible for
their own learning as they
seek resources outside of
their instructor**

Cho and Cho (2016) and Shackelford and Maxwell's (2012)

STUDENT TO STUDENT INTERACTION

- Discussion boards that require analyzation, critiques, feedback, open-ended questions
- Peer Teaching / Feedback
- Study Groups
- Chat sessions
- Blogs
- Wikis
- Group Projects
- Web-based applications (Twitter, Instagram, Google Applications)



STUDENT TO INSTRUCTOR INTERACTION



Leads to student engagement

Build Sense of Community

Considered to be the most valuable and most impactful type of interaction in helping students not feel isolated in the online environment.

Improves students' learning, course satisfaction, and confidence

STUDENT TO INSTRUCTOR INTERACTION

- Instructor Introduction
- Discussion Board / Course Questions
- Synchronous Office Hours
- Videos (*less than 5 minutes*)
- Screencasts
- Thorough and Prompt Feedback
- Formative and Summative Feedback





INSTRUCTOR FEEDBACK

7 KEYS TO EFFECTIVE FEEDBACK

BY GRANT WIGGINS VIA ASCD



GOAL-REFERENCED

Feedback leads student to reach a goal.



TANGIBLE & TRANSPARENT

The desired results should be clear.



ACTIONABLE

Students should know what to do with feedback.



USER-FRIENDLY

Students should know what to do with feedback.



TIMELY

It shouldn't take too long for them to get feedback.



ONGOING

Students get lots of opportunities to improve.



CONSISTENT

Feedback needs to be stable, accurate and trustworthy.



<https://ditchthattextbook.com/remote-learning-checklist/>

STUDENT TO CONTENT INTERACTION



Content interaction refers to the way learners obtain information from the course material

Learner-content interaction is essential because it forms the basis as to how students acquire knowledge, skills, and abilities

Instructors should choose **quality over quantity** when deciding what material will be included in the course because

Choose activities that require subject mastery and critical thinking skills

STUDENT TO CONTENT INTERACTION

- Requires intellectually interacting with the content
 - watching instructional videos
 - interacting with multimedia
 - searching for information
 - application of information
- Variety of different types of activities and tasks
- Real-world application of information that enhances subject mastery and critical thinking skills
- The use of appropriate technology
- Design authentic activities that provide opportunities to examine the tasks from different perspective



Course Engagement Check-list



Examine your online course. Can you identify the following?

- ✓ Efforts to connect and get to know students
- ✓ Opportunities for students to get to know each other (outside of discussion board introduction post)
- ✓ Opportunities for students to get to know you
- ✓ Opportunities for students / instructor to support one another
- ✓ Opportunities for collaboration and ACTIVE LEARNING
- ✓ Opportunities to use and apply critical thinking skills



Course Engagement Check-list



Examine your online course. Can you identify the following?
Specific Examples of **Quality** Interaction between

✓ Student and Instructor

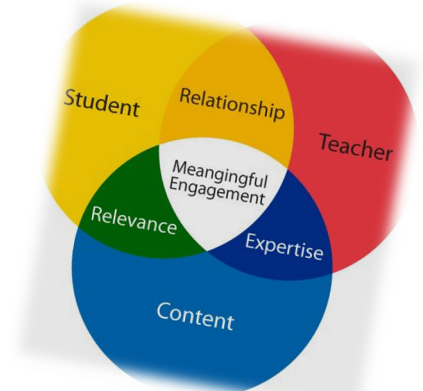
- How often? In what manner?

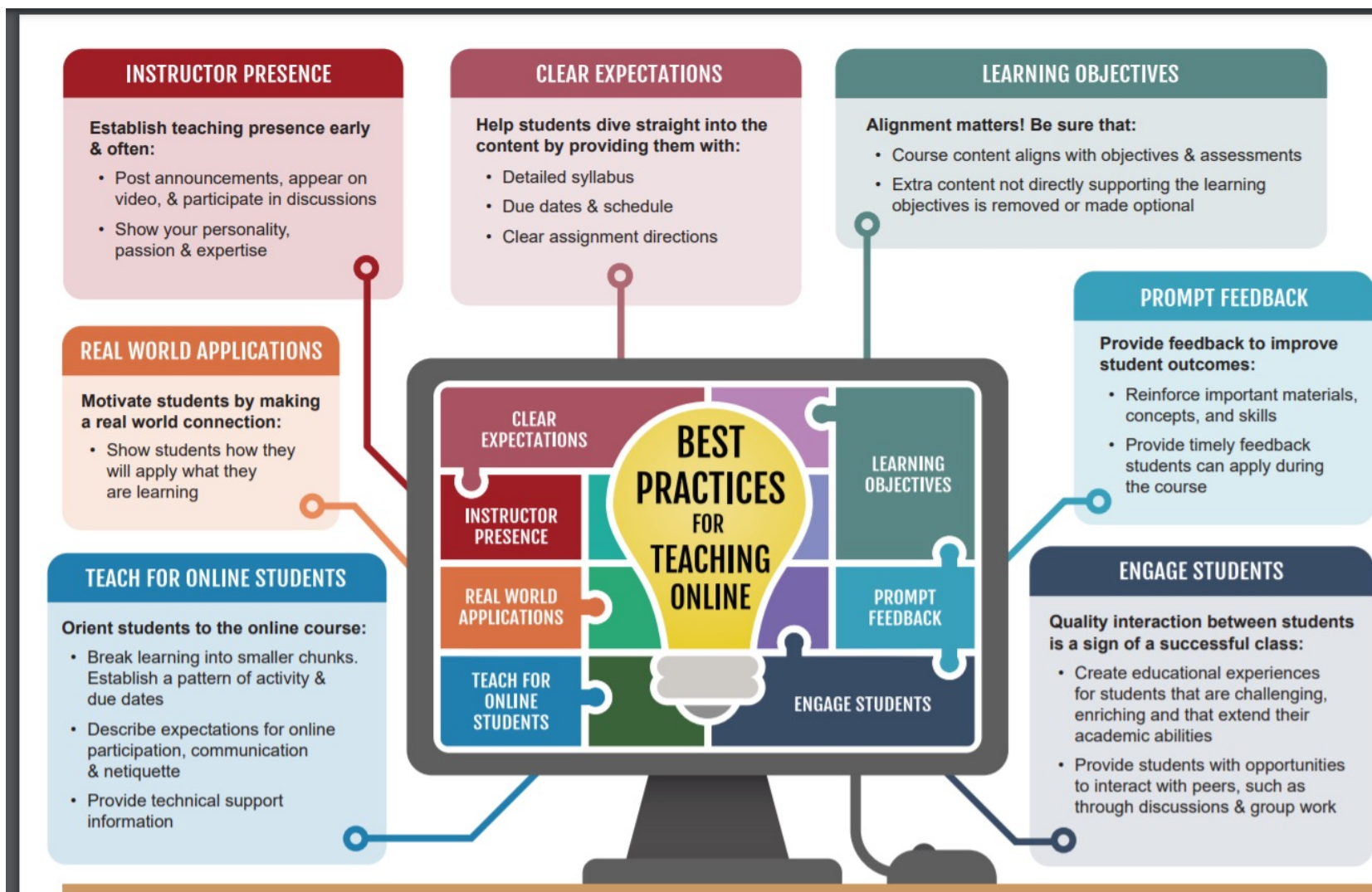
✓ Student and Student

- How often? In what manner?

✓ Student and Content

How often? In what manner?





<https://teachonline.asu.edu/2018/09/best-practices-for-teaching-online/>



Resources

- [Engage and Excite: Tips for Effective Synchronous Online Courses](#) (video)
- [Learner Interaction Ideas and Examples](#)
- [Literature, guides and other resources: student](#)



References

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