FROM KNOWING TO DOING
DESIGNING FOR LEARNER ENGAGEMENT IN ASYNCHRONOUS ONLINE CLASSES

OLC Accelerate 2019

Angela van Barneveld, PhD
Agenda

- Link OLL best practices to
  - learner engagement
  - design of the learning experience

- Share practical examples, tips, strategies (what, how, why)
Top best practices for OLL

- Be present
- Set expectations and communicate clearly
- Combine core concept learning with customized and personalized learning
- Create a supportive online course community
- Provide effective and timely feedback

(Boettcher & Conrad, 2016; Chickering & Gamson, 1997; Palloff & Pratt, 2011)
What is learner engagement?

“Engagement is seen to comprise active and collaborative learning, participation in challenging academic activities, formative communication with academic staff, involvement in enriching educational experiences, and feeling legitimated and supported by university learning communities”

Engaging learners

- When do you engage them?
- How do you engage them?
- Why – what’s the intention?
Design considerations

- How far does my vision reach?
  - End of the course
  - End of the program
  - Into practice

- What will learners be able to do at the end of their time with me?
Design considerations

Community of Inquiry

- Social Presence
- Cognitive Presence
- Teaching Presence (Structure/Process)
  - Supporting Discourse
  - Selecting Content
  - Setting Climate

Communication Medium
Pre-class communication (4 weeks out)

- Course description and survey
- Get to know my learners
- Establish my presence
- Seeking their contribution
- Inform course design
- Establish their accountability
- Start the community

Be present
Respects learners as partners in the learning process
Foster learner engagement
Combine core concept learning with customized and personalized learning

Learner ↔ Instructor

The purpose of this survey is to help me get to know you a little bit as I prepare our online Social Media for Learning class. Please complete this survey ASAP and answer all questions. It should take less than 10 minutes. Thanks in advance.
### Pre-class survey (samples/rationale)

<table>
<thead>
<tr>
<th>Q4</th>
<th>How many fully online courses have you taken? Designed? Delivered?</th>
</tr>
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<tbody>
<tr>
<td>Q5</td>
<td>How comfortable are you to engage in a fully online learning course?</td>
</tr>
<tr>
<td>Q6</td>
<td>How comfortable are you to explore/engage with [social media for learning]?</td>
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</table>
| Q7  | What is your experience with the following social media?  
(Never heard of it; Heard of it, do not have an account; Personal/social use; Academic/research use; PLN use; Professional use) |
| Q8  | Rank the following time management strategies in order of how important you think they are for your successful completion of this online course. |
| Q9  | What questions/curiosities do you have about [social media for learning]? |
| Q10 | Suggest ideas to assess learning in this class (specific ideas for graded assignments). |
| Q11 | What would you like me to consider when designing our course? |
7. Rank the following time-management strategies in order of how important you think they are for your successful completion of this online course. To answer this question, click and drag the answer choices to re-order them from most important at the top to least important at the bottom. The rank (e.g., 1, 2, 3,...etc.) will be automatically assigned.

- I will schedule in my calendar at least 15-20 hours a week for this online course.
- I will delegate some of my other responsibilities to others, so I have time for this course.
- I will communicate with my loved ones that I will be working on this course.
- I will create a 'backwards plan' from assignment due dates so that I can complete the assignment on time (calendar entries).
- I will log in to the course site every day.
- I will have a designated time and space to work on this course.
- I will reward myself for time management success.
- I will schedule time to relax, do nothing, and stay healthy.
Course orientation video (1 week out)

- Provide structure/flow
  - Rhythm of the course
  - Expectations
  - Feedback (give/get)
  - Questions and issues
- Explain roles and responsibilities
- Share survey results

Best practices:
Be organized
Share a set of very clear expectations
Establish patterns of course activities

Learner ↔ Instructor
Learner ↔ Content

Rhythm of the course
- Course week:
  - Monday-Saturday
- Discussion forums:
  - Mon-Wed/Thu-Sat
  - Distributed engagement
  - Quality
  - Integration of readings
- Assignments:
  - Sunday @ 11:59 PM
Discussion: Informal

- Introduce yourself
  - Maintain presence
  - Build the community
  - Think about relevance
  - Think about application
  - Reinforce accountability

Goals and expectations:
- What knowledge and skills do you already have that you think relate to the content of this course?
- What do you hope to gain from this course?
- What do you intend to contribute to this course?
- How will you use what you learn in this course in your professional practice?

Be present/visible
Proactively encourage communication
Foster learner engagement

Learner ↔ Instructor
Learner ↔ Learner
Discussions: Informal

- Ask the Instructor/Ask a Peer
- Water Cooler
- Shared Resources
- Introduce Yourself
Discussions: Informal

- Ask the Instructor/Ask a Peer

Samples from Ask the Instructor/Ask a Peer:

Initial Post: I notice there are a couple pairings already for Assignment #2. Was wondering where we sign up for them or how we pair up?

Peer response: Hi, We were assigned our partner for the infographics assignment, but you get to choose which group you’d like to be in for the group assignment. Go to the other tools tab on the top and go to groups. In that, it will show you who your partner is for the infographic assignment. On the same group page there is a button on the top left that says show available groups, click on that and it will show you the groups you can join for the group assignment. Hope this helps!

Initiator response: Found it, thanks so much!
Learner → Interface (course site)

- Organized
- Predictable
- Consistent
Learner ➔ Content/Learner (discussions)

- Design considerations: Bloom’s Taxonomy

[Diagram showing Bloom's Taxonomy with the following levels: Remembering, Understanding, Applying, Analysing, Evaluating, Creating]
Discussions: Formal

- Move beyond ‘KNOW’ (LOTS)
- Practice → Apply → Formative → Summative
- Focus on HOTS (design, debate, synthesize)
- Individual and group
- Learner choice

- Intent is ALWAYS to build community
Examples

- Memes

MON-SAT: Memes about Digital Natives

Angela van Barneveld posted Jun 29, 2017 12:02 PM

Definition: A meme is:

- An element of a culture or system of behaviour passed from one individual to another by imitation or other non-genetic means.
- An image, video, piece of text, etc., typically humorous in nature, that is copied and spread rapidly by Internet users, often with slight variations.

Examples of memes: [https://sites.google.com/view/lnbookstudy2017/week-3](https://sites.google.com/view/lnbookstudy2017/week-3) (note the relationships between the images and the words - this is important)

Meme generator: [https://imgflip.com/memegenerator](https://imgflip.com/memegenerator) (as an option)

The prompt: What are the myths about digital natives? (create your memes in response to this)

Your task: Create three (3) memes that reflect myths about digital natives (image + text) and post them in the discussion (not on the Internet). Be sure to include/state the myth(s) you selected. While it seems simple enough, you really need to think about how to say what you want to say in an accurate way - how to transmit your intention concisely and meaningfully. It does not have to be humorous.

GO!
Examples

Memes

DIGITAL IMMIGRANT: “ARE YOU READY TO HELP ME WITH THIS APP?”

DIGITAL NATIVE: “I WAS BORN READY.”

IN GRADE 3 AND HAVE YOUR OWN CELL PHONE?

YOU MUST KNOW THE INTRICACIES OF VIRTUAL REALITIES, CODING, WEBSITE DESIGN, NAVIGATING SEARCH ENGINES, BE FLUENT IN WORD PROCESSORS AND PHOTOSHOP

Myth 4.3 Today’s Digital Natives are a New Generation Who Want a New Style of Education

“Within digital native discourse, students are seen as innately or inherently tech-savvy, desiring and using digital technology in all arenas...” (p.140). This citation from the Bruyckere, Kirschner & Hulshof (2015) text suggests that although students may have more access to technology and have their own personal devices, does not mean they are fluent in all things tech. It may be easy for educators to assume that since a grade three student (for instance) is able to operate SnapChat, they will also be able to create and maintain a blog.
This week, you will work individually and in small groups to curate learning about a social media topic of relevance to this class. Focus on one of the "Big Four" social media options in the textbook (e.g., perhaps curate a 'how to', curate a 'what is', 'curate a 'what's happening today', etc.). Use your creativity and imagination. WOO-HOO!

The audience is your colleagues (and potentially other teachers). You can use any curation tool that you wish, as long as the class can access it.
Wk04 Discussion: Curate a topic

Examples

Curation

From MON to WED, post your *individually* curated draft of the topic and then, *as a team*, compile what you think are the best parts into a final curated topic. Post that final link with a brief description and how to use the curated topic by WED @ 11:59PM ET.

*** You are developing resources for yourselves and your peers. Keep that in mind! Make them useful and usable!

From THU to SAT, your colleagues will engage in the learning your team assembled and provide feedback, ideas, suggestions, kudos.

Start a New Thread

Filter by: All Threads

Team 1: Learner 1 & Learner 2

Angela van Barneveld posted Mar 27, 2019 2:40 PM

Team! Your curated topic should focus on BLOGS. Post your individual draft of the curated topic here first. Compile the best bits as a team and then post that to the ALL-IN discussion. HAVE FUN! BE CREATIVE!
Examples

- Scenarios
- Case study

Discussion Week 7: Ethics / Literature Review

(MON-WED) I created 5 groups to review 5 different ethical case studies (they are short ones). You will develop a group response to the ethical case studies assigned to you. Be sure to identify what ethical issues come up in the example, and what you think the characters should do (recommendations). Be sure to integrate this week’s readings (show how the readings inform your responses).

(MON-WED) Learner1, Learner2, Learner3

Angela van Barneveld posted Aug 31, 2017 4:43 PM

Case Study: Corporations

A toy company approaches Joan, as an educational expert, to endorse a toy that’s meant to help literacy development in preschool aged children. They send her summaries of their internal research as evidence for the toy’s effectiveness. She notices some significant flaws in their research and tells them that she will be unable to endorse their product with the current evidence. They ask her if she’d be interested in conducting a study to test their product more rigorously. They would entirely fund the study and compensate Joan and her research team very well for their time. Joan is intrigued by this area of research, and the inherent costs of doing a rigorous study are high enough that she couldn’t do the study without the corporation’s funding.
Examples

- Role play

Discussion 2: Constructivist Learning

(MON-WED) You are an educational consulting team hired by a school board to assist with an initiative to create more student-centered learning. Find your team and work on your assigned scenario. Be sure to show integration of the readings to inform your ideas.

VIDEO OPTION: You have the option to make your presentation of recommendations to your client through a video (make it professional and no more than 3 minutes).

- Team 1: <learner> <learner> <learner>
- Team 2: <learner> <learner> <learner>
- Team 3: <learner> <learner> <learner>
- Team 4: <learner> <learner> <learner>

(THU-SAT) You will post your recommendations to this discussion area. You will then take on the role of a principal and provide feedback on each team’s recommendations. Are you buying what they are selling?

MON-WED: Team 1

Angela van Barneveld posted Jun 25, 2019 10:30 AM

Your consulting team has recently been advised by school board officials that several principals are skeptical of the initiative, having read the work of Kirschner, Sweller, and Clark (2006) and having the concern that these constructivist, inquiry-based, project/problem-based approaches do not work.

Work as a team to develop two or three supported points to help the principals understand that value of this initiative and the benefits to learners. Be sure to show integration of the readings in your brainstorming. Prepare a final recommendation (no more than 2 well-written paragraphs) to present to the principals and be ready to address any questions they may have.
Discussion Week 4: How to Critique Research (Quantitative)

I have created 4 groups for the upcoming debate. Please find your assigned group and article. Work within your team to create your case to argue your side (Pro or Con).

Article: Mackenzie & Hemmings (2014)
- Team Pro: <learner>, <learner>, <learner>, <learner>
- Team Con: <learner>, <learner>, <learner>, <learner>

Article: Evans (2014)
- Team Pro: <learner>, <learner>, <learner>, <learner>
- Team Con: <learner>, <learner>, <learner>, <learner>

(MON-WED) Team CON: Learner 1, Learner 2, Learner 3, Learner 4

Angela van Barneveld posted Aug 28, 2017 5:25 PM

You are reading Evans (2014). You will argue the point that "This Is not good research" - based particularly on the research process, not the topic of the article. You can make use of the Locke et al. 12-Step framework to help you with your efforts.

You will post your assigned position to the larger discussion thread on Thursday and then defend it in a debate against Team PRO for this same article. Have fun!
Designing discussion questions

AVOID Qs THAT…
- Ask yes/no questions
- Ask for purely factual answers

INSTEAD ASK Qs THAT…
- Target reflection, interpretation, analysis, or problem solving
- Solicit relevant personal opinion and/or personal experience
- Encourage learners to engage with other learners in the class
- Require connections to be drawn between past and present course material
- Prompt learners to generate lists of information/data as a class

Prepare discussion posts that engage learners with content
Promote interactivity between learners; Incorporate collaborative work
Use a variety of large group, small group, and individual work

Learner ↔ Content
Learner ↔ Learner
Personalized/Differentiated

Respects learners as partners in the learning process
Combine core concept learning with customized and personalized learning

Learner ↔ Learner
Learner ↔ Content
How about you?

- What other ideas do you have for discussion activities?

  - Instructor
    - How do/have you differentiated?

  - Learner
    - What works for you, as a learner?
Survey: Midterm Checkpoint

- 4 questions
- Temperature check
- Make feasible adjustments
- Foster reflection/contribution
  - Acknowledge input/impact
  - Reinforce that their voices matter
  - Prep for course evaluations
- Share survey results (aggregated)

Early in the term - about week 3, ask for informal feedback
Respects students as partners in the learning process

Learner ↔ Instructor
Learner ↔ Content
Learner ↔ Learner
Feedback: Early and often

- During discussions
- After discussions
- Weekly wrap up
- After assignments
- After surveys
- After course evaluations

Consider everything you do as a form of feedback
How about you?

- Was this useful for you?
- What questions/tips do you have about designing or facilitating for online learner engagement?
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