ENGAGEMENT

EVEN WHEN YOUR STUDENTS DON’T COME TO CLASS!
LITERATURE ON STUDENT ENGAGEMENT

• Pertains to the **time and physical energy** that students expend on activities in their academic experience (Jacobi, Astin, Ayala, 1987; Kuh, 2003)

• The efforts of the student to **study a subject, practice, obtain feedback, analyze, and solve problems** (Kuh, 2003)

• The **single best predictor** of student learning and personal development (Astin, 1993; Kuh et al., 2007; Pascarella & Terenzini, 1991, 2005; Pace, 1984)

• The more involved a student is, the **more successful** he or she will be (Astin, 1984)

• High levels of engagement lead to **higher levels of student achievement, greater likelihood of graduation, and deeper satisfaction** (Oblinger, 2014)
ENGAGEMENT AS MEASURED BY:

1. Time and effort students put into their learning and other activities
2. How institutions allocate their human and other resources and organize learning opportunities and services to encourage students to participate in and benefit from such activities (Kuh, 2001).

It is about encouraging institutional reflection and action on effective practice. Specifically, it includes consideration of the institution’s role in channeling students’ participation in effective educational practice.

GOOD PRACTICE

1. Encourages contact between students and faculty.
2. Develops reciprocity and cooperation among students.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.

BUT...

• What happens when your students don’t attend class in a physical setting?
• What happens when the physical setting discourages interaction?
• What happens when the scale of the course increases the faculty to student ratio?
• What happens when your students are trained to be passive consumers?
HOW TO MAKE IT HAPPEN?

• Time + energy = learning (increase time on task)
• Timely feedback following assessment
• Provide structured activities, discussions, peer critiques, team projects (more than lectures and exams)
• Encourage learning/study groups/communities
• Peer mentors and reaching out from instructors
• Solicit input and interaction in class and online
• Bring students to class (for real or virtual)
PROMOTE INSTRUCTOR PRESENCE

• Send out welcome email, regular announcements to “nudge”
• Continually highlight connections between course content, activities, and assignments
• Provide detailed specific feedback (audio, video)
• Reach out to struggling students (and students who are doing well), using Canvas’ Message Students Who…
• Incorporate more video (shorter, “human-ized” and even student created video)
• Use technologies (Catchbox, Yellowdig, Twitter, polling, discussion boards, surveys) for in class and online
TECHNOLOGIES FOR ENGAGEMENT

CANVAS AND MORE
DO’S AND DON’TS ABOUT TOOLS

• Try one thing at a time
• Purpose first, then select a tool
• Test, vet, play before introducing to the class
• Bring students in to the experiment (pioneers!)

• Don’t try everything at once (even for different purposes!)
• Don’t use technology just to use a “shiny object”
• Don’t be afraid to try something new
CANVAS

IF YOU’VE GOT IT... USE IT!
MESSAGE STUDENTS WHO...

• Have not submitted
• Scored more than/less than...
OTHER GOOD WAYS TO USE CANVAS

• Send “personalized” messages using Inbox (just check to send as an individual message)

• Use analytics to see when students are participating
DATA CAN BE YOUR FRIEND

• Student context cards and analytics
• Integration dashboards
• Video consumption data
YOUR MILEAGE MAY VARY

https://flic.kr/p/7NgFNf
VIDEO
HUMANIZE YOURSELF
CATCHBOX

• Use in class to capture questions and interactions without awkward repeating of questions from students
• High quality audio
• Get audience participation
• Add fun to class!
• Educational discounts available
• Easy to implement

http://getcatchbox.com/what-is-catchbox/
BEAM TELEPRESENCE ROBOT

• Bring remote experts and guest speakers to class without travel time and cost
• Bring remote students into the physical classroom
• Encourage interaction and promote presence

https://suitabletech.com/
Haul Video Assignment

Due: Jul 23, 2015 by 11:59pm Points: 150 Submitting: a website url, a media recording, or a file upload

Available: May 11, 2015 at 8am - Jul 29, 2015 at 10:05am (3 months)

This assignment was locked Jul 23, 2015 at 10:05am.

One way to enhance your shopping experience is to find a great bargain! For Assignment 2, you have a $5.00 spending limit. Use your wit, wisdom, and creativity to make your purchase – an amazing outfit, for example, or the items needed to decorate a space. What you purchase is up to you – it’s your shopping experience. Then create a 2-minute “Haul Video” to show off your purchase. If you are flat broke and cannot afford to spend five dollars, shop anyway! Create your “Haul Video” and then return the items to their boxes, bins, and racks. I can hardly wait to see what you come up with!

Here is a video with some tips for increasing your haul:

Poppin’ Tags: The Literacy of Thrifting
• Presentation self-record and live record (and react)
• Video/media prompt

https://goreact.zendesk.com/hc/en-us
SOCIAL MEDIA
HASHTAGS, TRENDS, QUESTIONS
Create a course or topic #hashtag
Use technology to continue or extend the conversation

The findings of the U.S. Department of Education's report on evidence-based practices in online learning\(^3\) indicate that a significant factor for improving student success is to design courses that increase students' time on task.

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Closed Group

Change the World UF
Public Group

Discussion Members Events Videos Photos Files

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Recent Activity

Craig Tapley shared a link
March 1 at 2:36pm

"The Dow Jones Industrial Average surged above 21000 for the first time Wednesday, as investors embraced optimism from President Donald Trump and Federal Reserve officials. Stocks have soared since November, with the blue-chip index surpassing 19000, 20000—and now 21000—since Election Day. Enthusiasm for Mr. Trump’s plans to cut taxes, loosen regulations and ramp up fiscal spending have bolstered shares alongside signs of improvement in the U.S. economy.

The Dow rose 304 points... See More

Investors focus on Fed, not Trump as first dollar rose and government bond prices fell on Donald Trump’s speech to Congress and officials."
STUDENT INTERACTIONS

DISCUSSIONS, PEER REVIEW
Yellowdig

- Student-driven discussions on current topics
- Configure points, view analytics
- Instructor badges
- Pin and Comment word counts, Like, Love, Not relevant
- Leaderboards and analytics
- Integrates with Canvas grade book
- Student, course, and College licenses available

https://yellowdig.zendesk.com/hc/en-us/articles/215295528-Professor-Onboarding-Guide-must-read-
Tips for the First-Time Graduate Student Instructor - Association for Psychological Science

I thought this article would be helpful for the first-time instructors, people like me. This article cites Bain (2004) and McKeachie (2006) books, and so I'm guessing we'll go over some of the points discussed here. But this is a nice summary about how we should behave or what strategies we should adopt when we first start.
• Student driven question and answer
• Instructor endorsement of correct answer
• View collaborative answers over time
• Private, group, and public posts
• Integrates into Canvas, free for everyone
POLL EVERYWHERE

• Ice breakers, ask questions, launch discussions
• Responses from anywhere (web, mobile, SMS, Twitter, etc.)
• Analytics and LMS integration
• Educational pricing for student, instructor, college (or free)

https://www.polleverywhere.com/
TEAMMATE

• Specific, actionable information on strengths/weaknesses
• Peer (12 item instrument) measuring accountability, quantity and quality of work
• Team (9 key dimensions) to develop and improve teamwork skills
• Anonymous for students, individual and aggregate reports for faculty
• Integrates into Canvas
• Student, course, College licenses available
Team Dynamics

Your results and tailored teamwork improvement strategies are grouped into three sections below.

Section 1 - Team Dynamics - Team scores are broken into five categories. Individual scores are on four factors based on your teammates' ratings of you.

Section 2 - Developmental Tactics - Improve your team's performance and your own contributions based on comparisons to thousands of other teams. In-depth scores are under the "Deep Dive" tab.

Section 3 - Activities - One-page team and individual activities designed to help you and your team apply the recommended developmental tactics.

Developmental Tactics

Low Team Conflict

Ensure that conflict is actively and continually managed in the team so that if it does arise, your team will be prepared. This means immediately recognizing and resolving sources of tension among team members. Discuss as a team any areas of disagreement in the way the project is currently being accomplished. Verify that each team member...

Low Team Confidence

Schedule a team meeting immediately (within 48 hours) to discuss why there is doubt and concern about the team's capability to successfully perform. Evaluate the accuracy of such concerns to determine whether or not the concerns represent real or perceived obstacles to project success. Seek external feedback and suggestions about the team's...

High Team Cooperation

Maintain the open exchange (give and take) of information among team members. This means that team members should both receive and provide information to one another.

Medium Team Cohesion

If one isn't already scheduled in the next few days, consider calling a team meeting to discuss why the team project is emotionally important to each team member. This means...

15 Conflict

84 Cooperation

1 Coordination

1 Confidence

67 Cohesion
• Presentation self-record and live record (and react)
• Video/media prompt
• Feedback in context (annotations: self, peer, and instructor)
• Scoring rubrics and markers
• Student, course and College licenses available
• Integrates with Canvas grade book and assignments

https://goreact.zendesk.com/hc/en-us
GETTING STARTED
HOW TO LAUNCH, GAIN MOMENTUM
CROSSING THE CHASM

FACULTY ADOPTION

Resources could include:

• Teaching Innovation funds
• Instructional design support (research and implementation)
• Peers
THANK YOU!

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