YOURS, MINE, AND OURS: ENGAGEMENT IS A THREE-WAY STREET

PROFESSIONAL DEVELOPMENT WORKSHOP

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LEARNING OBJECTIVES

1. To engage our audience in constructing a definition of student engagement.
2. To identify researched best practices of student engagement.
3. To discover faculty experiences with student engagement.
DEFINING

• **Student engagement** refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.
  
  • (Glossary of Education Reform. Edglossary.org)
How do you define engagement?
HOW THE EXPERTS DEFINE ENGAGEMENT
Extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment. In this case, you engage in a behavior not because you enjoy it or because you find it satisfying, but in order to get something in return or avoid something unpleasant.

Intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward. Essentially, the behavior itself is its own reward.
HOW DO YOU ENGAGE YOUR STUDENTS?
How do you define student engagement?
ENGAGEMENT SIMPLIFIED

• Engagement = Action
• Linked to critical thinking
• Captures their attention
• Compels students to seek additional knowledge
• Self-motivates
• Uses hands-on activities
• What is taught CONNECTS to real-world application
• Personally meaningful

Moves beyond content delivery!
The three streets of engagement are....
INSTRUCTOR PRESENCE

It matters!

HELLO...
ARE YOU THERE?
INSTRUCTOR TO STUDENT

• Timely responses are important on discussion boards, emails, phone messages. (Emotional Presence)
• Timely feedback (Social & Emotional Presence)
  • Use voice chat features for comprehensive, meaningful feedback
  • Add video and audio to content help students to connect (Drouin, Hile, Vartanian, & Webb, 2013)
  • Provide clear instruction and examples
INSTRUCTOR TO CLASS

ENGAGEMENT STARTS BEFORE CLASS

• Course designed in clear, logical manner
  • Clear learning objectives for each module (unit, chapter, week)
  • Modules should build on the previous one
  • Content should connect to each lesson and to each learning outcome

• Well-defined, concise expectations
  • Include time in the involved (3 credit hour class ~ 3 - 9 hours study & prep time per week)
  • Break projects into doable chunks with specific due dates
  • Use Rubrics

• MAKE THE FIRST CONTACT BEFORE FIRST CLASS
Engagement continues on the first day of class

- Syllabus/Course navigation quiz
- Introductory discussion board
- Notecards
- Flipbook/Softchalk Syllabi
- Discuss study habits

Flipbook Sample
INCLUDE ACTIVE LEARNING STRATEGIES

• For reading assignments
  • Use before-class low-stakes quizzes with reading assignments
  • Have different groups present questions on the readings
  • Have different groups present interpretations of the readings
  • Use journal entries to prompt feedback on readings

• For in-class activities
  • Small group discussions
  • Think-pair-share
  • Response cards
  • Each one, teach one

'I don't understand this yet.'  'I think I understand, but could not explain it to someone else.'  'I understand this well and could explain it to a friend.'
STUDENT TO STUDENT INTERACTION

• Encourage students to add portraits/avatars on the LMS
• Use discussion boards
• Use collaborative groups for activities
• Small group work for projects
• Encourage study groups to report progress
BUT I TEACH F2F...

• Use the LMS
• Construct modules in LMS
• Instructor bio with picture and contact information
• Create a check-in quiz based off your welcoming message, course orientation, and/or syllabus
• Email students one to two weeks before class starts
ENGAGEMENT ON THE GROUND FOR F2F CLASSES

- Make it mobile
- Use peer review while in class for discussion and evaluation
- Have students access data and information from their phones while in class
- Include both audio and video throughout the course
- Adhere to office hours—both physical and virtual
- Collaborative activities
<table>
<thead>
<tr>
<th>INSTRUCTOR TO CLASS</th>
<th>STUDENT TO STUDENT</th>
<th>INSTRUCTOR TO STUDENT STUDENT TO INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear course design</td>
<td>Email</td>
<td>Email/Phone/Discussion Board</td>
</tr>
<tr>
<td>Concise expectations</td>
<td>Discussion Board/Forum</td>
<td>Timely responses (24-48 hrs)</td>
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<tr>
<td>Design engaging activities</td>
<td>Small group activities in class</td>
<td>Comprehensive, meaningful feedback</td>
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<tr>
<td>Make first contact</td>
<td>Collaborative assignments/projects</td>
<td>Model expectations</td>
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<tr>
<td>Welcoming message</td>
<td>Include video/audio content</td>
<td>Demonstrate caring, support</td>
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</table>
• What three strategies of engagement will you try?
What three strategies of engagement are you going to try?

When poll is active, respond at PollEv.com/cathrynbrook198  📞 Text CATHRYN BROOK198 to 22333 once to join
• Please fill out the survey.
• Thank you kindly for your time and energy to our workshop.
REFERENCES


• Sheridan, Kathleen and Kelly, Melissa, A. December 2010. The Indicators of Instructor Presence that are Important to Students in Online Courses. 6(4) Retrieved from [http://donnelly.nmhu.edu:2048](http://donnelly.nmhu.edu:2048)

