

Teaching Is Not Telling: Student Engagement In Online Learning Environments

Steven D'Agustino, PhD

Anne Fernald, PhD

Please think of your favorite Zoom session.

In the chat, please share three qualities that made that Zoom so effective.

Involuntary Participants

Historically, teachers and learners in online environments have been volunteers.



A Lack of Deep Experiences

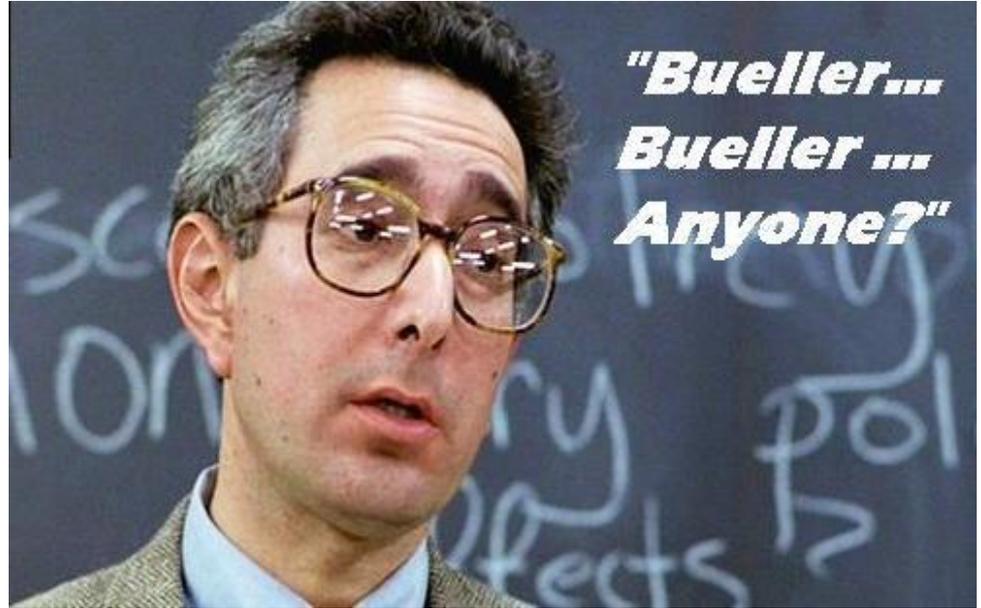
Teachers and learners in online environments cannot call upon deep and meaningful prior learning experiences.



Anxieties

Are my students learning?

Many instructors have responded by **telling**, operating under the assumption that the most reliable way to get information across to students is simply to **tell them**.



Interaction Defined

What is interaction?



Four Types of Interaction

Instructor to Learner

Learner to Learner

Learner to Content

Learner to Self



Barriers to Interaction

Technological
Cultural
Social



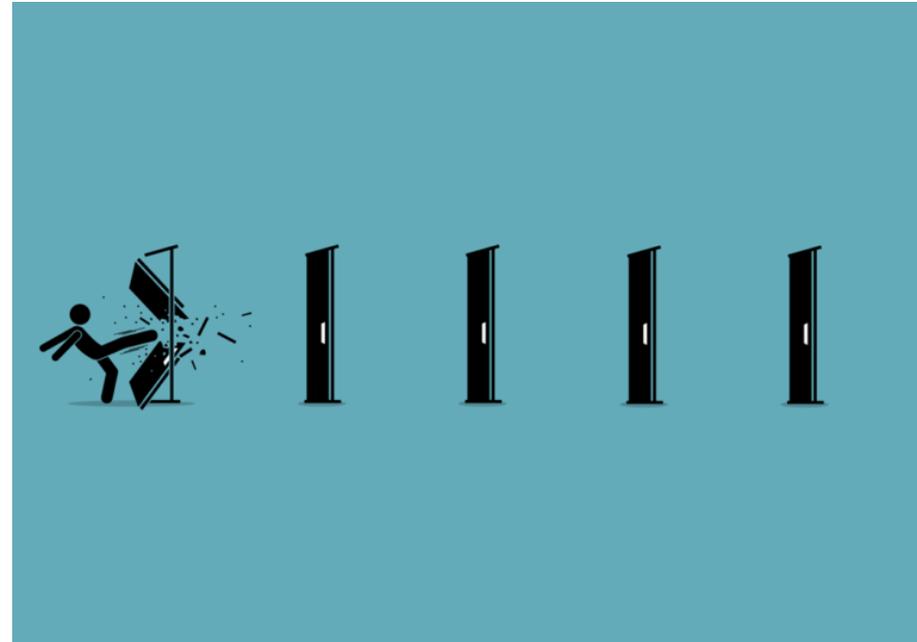
Unclear expectations

Technology challenges
(bandwidth, audio and video
quality)

Spontaneity

Nonverbal communication is
difficult to facilitate

Aphysical (lack of physicality)



Challenges in Asynchronous Environments

- Preference for Learner to Instructor with instructor created lecture videos. These videos
- Transformation of interaction into content (learner to Instructor becomes learner to content)
- Consumption personal and institutional resources
- Decrease in relevance
- Reliance on direct instruction



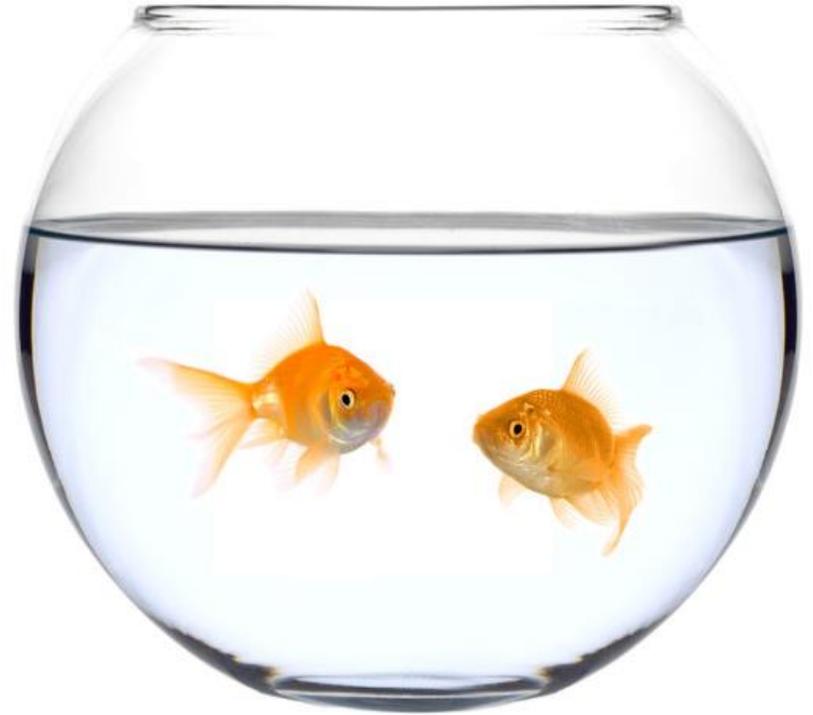
Challenges in Asynchronous Environments

- Preference for Learner to Instructor with instructor created lecture videos. These videos
- Transformation of interaction into content (learner to Instructor becomes learner to content)
- Consumption personal and institutional resources
- Decrease in relevance
- Reliance on direct instruction



Fishbowl

Describe the best Zoom you have ever been a part of either as a learner or instructor.



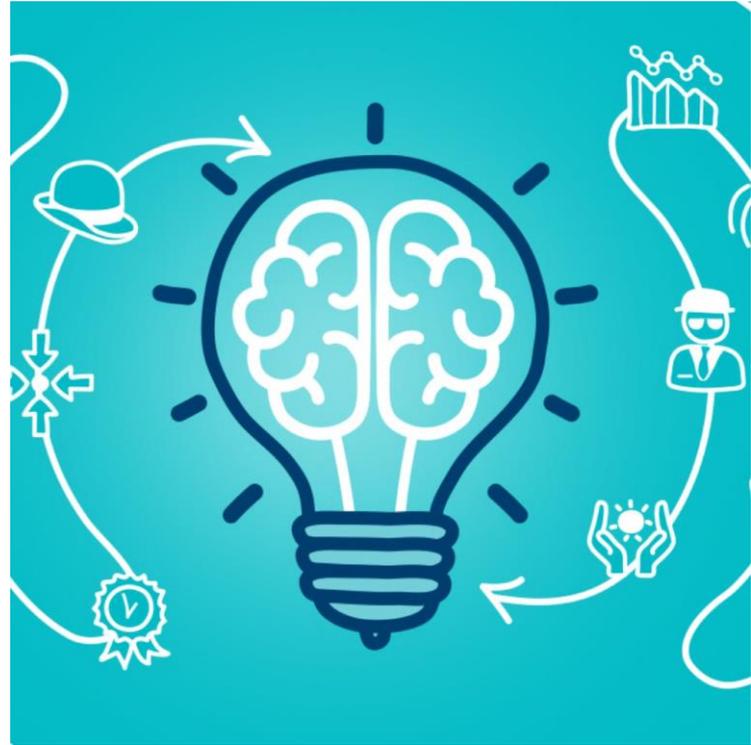
Techniques for Synchronous Environments

Fishbowl

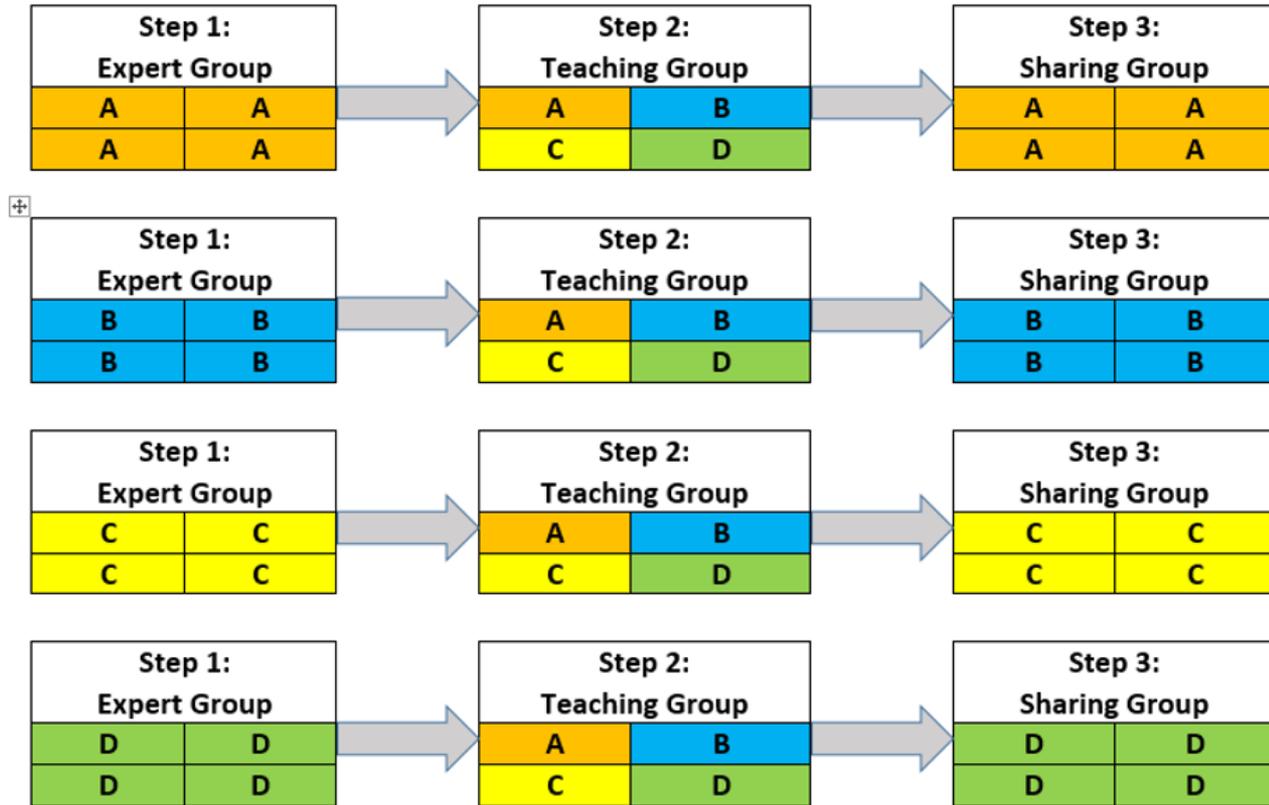
Jigsaw

Question techniques (before,
during and after Zoom)

A focus on collaboration not
competition in class
discussion



Adapted Jigsaw



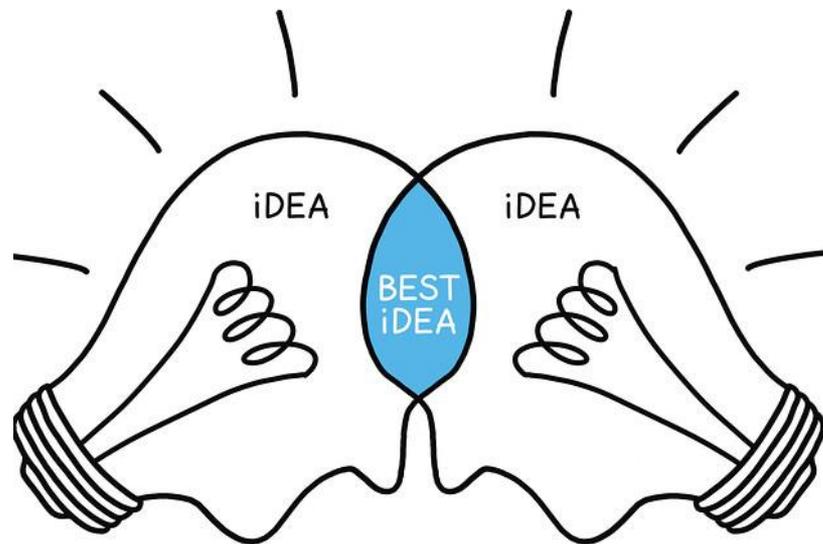
Techniques for Synchronous Environments

Question techniques
(before, during and
after Zoom)



Techniques for Synchronous Environments

A focus on collaboration
not competition in class
discussion



Techniques for Asynchronous Environments

Differentiating prompts
by type

Using video feedback for
learner submissions

Audio and video
discussion tools

Techniques for Asynchronous Environments

Differentiating prompts
by type



Techniques for Asynchronous Environments

Using video feedback for learner submissions



Techniques for Asynchronous Environments

Audio and video
discussion tools



voicethread

Additional Resources

Learn at a Distance

<https://learnatadistance.wordpress.com/>

Twice Over Podcast

<https://twiceoverpodcast.com/>



ONLINE LEARNING™
CONSORTIUM



Evaluate Sessions and Win!

- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
 - Complete session evaluation*



*Each session evaluation completed (limited to one per person per session) = one contest entry. **Five (5) \$25 gift cards** will be awarded