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Leslie Nabor

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The New Normal: Engaging Students during Online Learning

Leslie Nabor

California State University Monterey Bay

Dr. Patty Whang

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Abstract

Schools have been placed under tremendous pressure to provide students with a quality education in an online environment. In the process, student engagement should not be ignored. The purpose of the capstone project is to improve student engagement while in a remote learning environment. It is important to consider the issue of student online engagement because students can fall behind in their studies. An evidence-based argument is offered how students who do not engage in the online classroom express the lack of peer and teacher interactions. The four primary stakeholder perspectives chosen were two parents and two fourth grade students, because they have experienced the struggles of remote learning during COVID 19. Three themes emerged from an analysis of data and explored as ways to address the issue presented. Based on the data analysis, an action was chosen as an effective way to engage students in the remote classroom.

The New Normal: Engaging Students during Online Learning

Before the pandemic, we all had our daily routines. Whether it be going to work, school, buying groceries, life had a sense of normalcy. On March 13, 2020, my sense of routine and normal daily life has since never been the same. On that day, California State University Monterey Bay announced that all classes were to be held online and all students were to move out of the dorms. Adjusting to online classes has not been an easy task. Focusing on school has been a hassle since the pandemic and I have experienced a strong lack of motivation when it comes to my schoolwork. I find myself procrastinating on my classwork, which makes finishing my work a stressful process. I do not know why I do that to myself, but I cannot motivate myself to sit down and begin my work. When it comes to my synchronous classes, I feel a lack of disconnect with my peers and professors. It is hard to create a classroom environment while being online. My engagement level in the classroom is at an all time low; it is easy to get distracted because you can mute your microphone, turn off your camera and watch tv or do something else other than your classwork. It has been a year since the pandemic began and I am still not adjusting to my online classes.

Thinking of my struggles with trying to stay motivated and engaged in my studies while being in the online classroom setting; I could not help but think about students at the grade school level having to adjust to online classes as well. Since being home, I have been able to observe my siblings' experiences with being in the online classroom. What I have noticed with my siblings is that when they are in their classes, they are laying on their beds, wrapped in their blankets trying not to fall asleep. It is noticeable that they struggle to keep focused. There are times where my brothers are playing on their Switch instead of being engaged in the classroom. There are multiple times where my mother has sat by them while they are in their class, trying to

make sure they are focused and engaged. When it came to their parents' conferences, their teachers noted they were not completing their homework assignments and they were not participating in the classroom. It is a cycle that we need to break but if I, a grown adult, cannot manage the stress of online learning, how do we expect children to do the same as well.

We cannot expect students to adjust to the online classroom with a snap of a finger. There needs to be some methods or techniques teachers, and parents can use to guide their students/child, to help them keep their focus in the virtual classroom.

Literature Synthesis & Integration

The global pandemic has affected the way schools approach learning and due to its severity, educators have had no choice but to resort to remote learning. With this, students have had to adjust to the new form of learning, and it is not a simple task. Online learning has had its defects, and student engagement in the online classroom has been affected because of them. It is important to note the issues students face that hinder their engagement in order to address how to improve their engagement in the online classroom.

What is the Issue?

Currently, most students are forced to learn in a remote setting, most prevalently within their home. Online learning has been shown to be a significantly different experience compared to traditional learning in the classroom, one being in the disconnection shown by students in relation to their peers and lectures (Kemp et al, 2014). According to Buttler et al (2021) it was found that most students preferred being in a physical class because of their experience and interaction in the online classroom. Many students have noticed the lack of interaction they have between their peers and teachers which has reduced their satisfaction with remote teaching. Since

most teachers are teaching in a remote classroom setting, they have some freedom to adjust their classroom to their own pace and style (Edyburn, 2021). As a result of the increased freedom teachers have in their classroom, most students and even their parents, have been unprepared for the amount of independent learning necessary during remote learning (Edyburn, 2021). This can create a stressful environment for students at home.

Remote learning has had some benefits with students having spare time to do their work (Jamaludin et al, 2020), but even these advantages are outweighed by their disadvantages. One of the major concerns of distance learning is that students cannot be engaged because they are bored, but even something as simple as boredom has drastic effects on students: “Apart from being bored with online learning and the decreasing number of student’s motivation to learn... at home and online learning decreases the student’s interest and motivation” (Jamaludin, 2020). Kemp et al (2014) found that many students in an online learning environment had to resort to self- motivation exercises in order to complete online activities as compared to in class learning, where teachers took on the role of being a motivator. Students are expected to be able to put in the effort to continue their studies as normal, but the circumstances due to COVID-19 can make it difficult for many students to achieve.

Why is it an issue?

In order to understand the lack of student engagement in the online classroom, one must consider the factors that may contribute to this lack. Due to how sudden this pandemic has affected schools, providing students the necessary materials such as laptops and internet access for at home learning may not be readily accessible for parents and schools to provide (Mirahmadizadeh et al, 2020). As Mirahmadizadeh et al (2020) mentions, “...providing

electronic devices may not be easy for every parent during the COVID-19 pandemic, thus leading to further loss of education. Moreover, lack of internet access... and the need for the presence of parents to help the younger children in usage of electronic devices may worsen this situation” (Mirahmadizadeh et al, 2020). There is an expectation for students to know how to use technology is a daunting task (Kemp et al, 2014). Technological issues are a factor that hinders many students in the online classroom; most students are expected to perform well in the remote classroom, but these issues can contribute to their lack of motivation in the classroom. Although technological issues have been addressed and make up a factor of student engagement issues, the research surrounding a solution is still lacking. Even though there is still work to be done in this area, the acknowledgement of this issue is still important to note when addressing the aspects to student life outside of an academic environment and responsibilities. Though it affects students academically, it is a socioeconomic issue that needs more work than educators can presently provide.

Students' attitudes towards remote learning are important to consider when it comes to their engagement. Many students have reported a short attention span and the intensive nature of online learning as a factor when it comes to their motivation and engagement (Mukhtar et al, 2020). Since remote learning requires students to stare at their computer screen, it is easy for some students to get distracted and not pay attention in class. Daydreaming and mind wandering while in remote learning is a factor that prohibits some students' engagement in the classroom. “Students do believe that mind wandering can undermine their learning...” (Was et al, 2019). Many students lack the motivation to pay attention and participate in the classroom in an online setting. Teachers have mentioned that during online learning, students have tried accessing online resources during assessments and have been misbehaving (Mukhtar et al, 2020).

Some students have expressed negative emotions toward online learning, such as feeling more lost without having direct contact with a teacher (Unger et al, 2020). Overall, many students have expressed negative feelings towards remote learning during the pandemic. Since many schools are continuing with online learning, there needs to be a

What should be done?

As some schools are continuing with remote learning, there are actions that could help improve student engagement. Creating breakout rooms and allowing students to work with their peers can help motivate some students to engage in the online classroom. In a study conducted by Venton et al (2021) found that many students felt more comfortable participating and speaking in breakout groups rather than in the main room, as well as students reported that the breakout groups allowed them to connect with their peers. Students have noted that they prefer the opportunity to collaborate and have normal interactions with their peers when they are in breakout groups (Cavinato et al, 2021). Breakout groups can help create a classroom environment which can allow students to feel comfortable enough to participate in class.

Having more student and teacher interaction can help boost students' motivation to engage in a remote classroom setting. Edyburg (2021) describes the *Own it, Learn it and Share it* model designed for teachers to help students with class materials and setting goals for the class. This model was designed to help students come up with a learning plan with their teacher; the teacher then will provide any resources needed to assist their learning. This model also includes learning activities that will engage the students in the material they need assistance in. Then the student will present what they learned to the class. Having teachers work with their students individually can provide students the needed motivation to participate and engage in class. This relationship is important because providing a close and positive relationship with

students is beneficial for students who tend to be at risk with academic problems (Westerberg et al, 2020). “Student–teacher relationships characterized by higher levels of closeness and lower levels of conflict and dependency can also ameliorate the trajectory of aggressive behavior over time and the relation between difficult temperament and disruptive play” (Westerburg et al, 2020). When students have a positive relationship with their teacher they tend to have higher engagement and performance in class (Zumbrunn et al, 2014). It is important for many students to have meaningful interactions with their teachers.

Incentives are also a motivational factor that can help students engage in the remote classroom. Chang et al (2016) describes the term gamification which functions as entertainment that entices learners to appreciate participating and engaging actively with others, through rewards, goal setting and reputation points. Engaging students with prizes and points may promote student engagement because it allows the coursework to seem more as a game-like challenge rather than being a chore (Homer et al, 2018). Providing rewards when completing coursework and participating in class may provide a needed push for students to be more engaged.

Conclusion

The effect online learning has placed on students is evident. Many factors have to be considered in order to address students' online engagement in the classroom. Students who lack motivation to engage, tend to feel a disconnection to their peers and teachers. With the circumstances students may face with online learning, it is the teacher’s responsibility to provide their students with the necessary tools to succeed in the remote classroom. This may not seem like a simple task, but it can be attainable considering the findings in the literature.

Method

Due to Covid 19, schools have been forced to resort to online learning. Online schooling has had its benefits, but ultimately has become a hassle for many parents and students. Many students are not as focused and engaged in their schooling. For this Capstone project, I have investigated how parents and their students have been adjusting to online learning and what methods can be used to help engage students more in the classroom. I have interviewed two Parents and two Children. I have used what I have learned from the participants to help teachers use methods to better engage students in the classroom, as well as examined what needs to be done in the online classroom setting to improve engagement. This issue is important because with online learning, it is easy for students to fall behind due to lack of engagement.

Context

This research took place at a K-4th grade school located in Tukane California. Eleanor Elementary school is one of the eleven elementary schools in the Tukane City School District. This school is in a lower income area. According to the school's SARC report, the average teacher to student ratio from the 2019-2020 school year was 1 to 27. The teacher to student ratio for the fourth-grade class is 1 to 32. There is a total of 89.6% of students who are Hispanic or Latino, 4.8% White, 2.3% Black or African American and 1.9% Asian. This school serves around 566 students in the community. Approximately 97% of students who attend this school are considered socioeconomically disadvantaged.

Participants and Participant Selection

I have invited two parents and two children to participate in this study. The children are 4th grade students from. The children attend Eleanor Elementary school., located in Tukane

California. This school is in a lower income area. This group of prospective participants were invited to participate because they are currently in school online or have a child who is in school online.

Maribel S: A Latina female who has a daughter in the fourth grade at Eleanor Elementary School. In her elementary school years, she too has attended Eleanor Elementary School. She is a medical assistant who works 40 hours during the week.

Melanie S: Is the daughter of Maribel. She is currently attending Eleanor Elementary School. She is 10 years old and is in the fourth grade.

Olivia N: A Mexican immigrant who has only attended school at the fourth-grade level. She is a Spanish speaker and only knows a little English. She works as a field worker seasonally and works six days a week. She has a son who attends Eleanor Elementary School.

Nando N: Is the son of Olivia. He is currently attending Eleanor Elementary School. He is 10 years old and is in the fourth grade.

Researcher

This topic is meaningful for me because I know how difficult online learning can be, especially dealing with the pandemic and factors at home. Since I am sheltered in place at home with my parents and siblings, I have noticed how much my siblings struggle with paying attention and being in class. I too have struggled to maintain focus in class, and it has been

detrimental to my learning as well as for my siblings. I know people around the United States and the World are faced with similar experiences with online learning and I believe that it is important to address student engagement in the classroom.

Semi-Structured Interview and Survey Questions

Interview questions for the Parents

1. What do you know about online learning? What do you see as the challenges with online learning; or What are you most concerned about when it comes to online learning?
2. What is currently being done to engage students with online learning - by whom - and what are the strengths and weaknesses of these efforts?
3. What do you think should be done to improve online learning?
4. What do you think are the challenges to doing something to improve online learning?
5. What have you noticed in your child's behavior/ attitude towards learning online?
6. Has your child had any issues with attending school online?
7. Do you feel your child has benefited from attending school online?
8. Are there any ideas you may have that can help students become more engaged in online school? What do you think can be done to help students be more engaged in class?

Interview questions for the 4th grade students

1. How do you feel about going to school online?

2. Do you prefer online or in class learning? Why?
3. Has there been any challenges attending class online? Explain.
4. Is there anything you would want to change about having classes online?
5. Is there any moment where you feel distracted in class? Explain
6. Can you offer any ideas on how students can be more engaged in class online? What do you think can be done to help students be more engaged in class?

Procedure

This section describes in detail the data-collection procedures. It describes how participants were recruited, whether they participated alone or in groups, how informed consent or assent was obtained, what they were asked to do, how they were compensated for their participation, etc.

Participants were all interviewed. All interviews were done individually. Since we are still in a Pandemic, two interviews were conducted as an online survey and two were face-to-face. For the students under the age of 18, consent forms were signed by both students and their parents. The interviews/ surveys took less than one hour, the face-to-face interviews were audio-recorded (with participant consent), and face-to-face interviews took place in the home of the parent. Masks were worn. A semi-structured interview format was used for face-to-face interviews, that allowed for follow-up questions to unclear, interesting or unexpected responses. For the survey questions, they were emailed a google form to answer the questions. All interviews/surveys were scheduled at the convenience of the interviewee and took approximately

20 minutes to complete.

Data Analysis

Transcribed interviews will be coded and analyzed for emergent themes.

Results

For this Capstone Project, two parents and two fourth grade students were interviewed to give insight and possible solutions to improve student engagement in the online classroom. This is important because currently most schools are still learning in a remote setting. Since most students are learning from home, being engaged is important for their learning. Based on the relevant literature and analysis of data three themes emerged (see table 1). Evidence-based decision- making required evaluating each potential Action Plan by the following criteria: time, resources, and effectiveness. Time is an important factor to consider. Teachers need to consider how much time it will take to complete each action. Resources are to be considered as well because if teachers and students are not provided the proper resources it will be difficult to carry out their plan. Effectiveness is key when it comes to student engagement, because if the plan teachers try to implement is not effective, then there will need to be a revision. The plan must be effective in order to be considered successful. Based on the evaluation of each Action Option an action will be recommended and justified.

Table 1.

Evaluation of Action Options

	Time	Resources	Effectiveness
Creating Breakout groups for more student inclusivity and engagement	Medium	Medium	Low
Creating office hours for students to meet individually	Low	Medium	High
Providing incentives for more student engagement	Medium	Low	Medium

Breakout groups

A common theme discussed in the interviews was the need for student interaction with their peers. “I have noticed that in the online classroom the students are not interacting with one another, they just sit there and do their work individually (Olivia N, personal communication, April 2021) Since students are learning online, they do not have the same interaction with peers as they would in person. An action that arose was for teachers to create breakout groups for their students to have more interactions with one another. One student mentioned how in class they feel bored just listening to their teacher through their computer screen and expressed how much they want to work in groups and interact with their peers. In order to improve student engagement in the remote classroom, teachers need to set aside time and prepare for lessons that allow students to work together in breakout groups. Cavinato (2021) expresses students' attitudes towards breakout groups and noted that students prefer the opportunity to collaborate and have normal interactions with their peers when they are in breakout groups. Breakout groups can help create a classroom environment which can allow students to feel comfortable enough to participate in class.

Office Hours

Another theme discussed in the interviews was developing more teacher and student relationships. Since students have to learn from home, it makes it difficult for teachers to develop relationships with their students. One student revealed that they felt a lack of connection with their teacher in the classroom which contributed to their lack of engagement. Providing students with office hours can help build a student teacher relationship, which can motivate students to participate and engage more in class. Zumbrunn (2014) found that when students have a positive relationship with their teacher, they tend to have higher engagement and performance in class. (pg. 663) Since remote learning has put a divide between creating a student and teacher relationship in the classroom, teachers must put more effort into creating this relationship. When asking the participants to provide any possible solutions to engaging students in the classroom, one student mentioned how meeting with their teacher weekly to discuss and set goals can help with motivating students to engage more. Edyburg (2021) describes the *Own it, Learn it and Share it* model designed to help students with class materials and setting goals for the class using the assistance of their teacher. This model includes learning activities that will engage the students in the material they need assistance in. With teachers working individually with their students can provide students the necessary motivation to participate and engage in class. Providing office hours would allow students and their teacher to discuss any issues that inhibit their learning, teachers can then provide them resources on how to deal with these issues.

Providing Incentives

Another theme mentioned throughout the interviews was students' lack of motivation in the classroom. One of the parents interviewed mentioned a possible solution to engaging students

in the classroom would be providing students with incentives. Students' motivation during remote learning may be at an all-time low; so teachers providing an incentive when completing work or participating in class can improve their engagement. Chang (2016) describes the term gamification as a method using entertainment that entices learners to enjoy participating and engaging actively with others, with rewards, goal setting and reputation points. Engaging students with prizes and points can foster their engagement because it allows their coursework to seem more as a game-like challenge rather than being a chore. (Homer 2018) Since students are in a remote learning environment, teachers can provide e-gift cards for students who complete their classwork, participate in class, and behave well while in class.

Recommendation

After considering the three potential action plans, it is essential for teachers to provide their students the most effective learning experience to engage in the classroom. It is necessary that teachers consider their relationship with their students in the remote classroom. I propose the most effective solution would be for teachers to provide their students with office hours. I believe this solution will help teachers create a better student- teacher relationship which can better motivate students to engage in the classroom. This section will continue to examine the concessions, limitations, and potential negative outcomes of this solution.

Concessions

Choosing the action, I picked does not indicate that the two other potential action plans are not notable. For example, creating more breakout groups for students in the classroom can help boost student interactions in class. Having more group activities can allow the students who tend to be more shy, interact with their classmates and class materials in a small group setting.

This will allow students to engage with one another while tackling class assignments. As for providing more incentives, incentives may give students the needed motivation to engage in class. Incentives allow for teachers to make their classwork seem more as a game-like challenge for their students. I believe that all solutions allow teachers the opportunity to engage their students in the remote classroom.

Limitations

Although creating office hours is the best solution for teachers to help engage their students, there are still limitations that come with it. The issue is the amount of time teachers must put in to create hours that fit their schedules is difficult to do; especially if they have too much on their plate already. Sometimes the selected office hours do not work for the students, so teachers have to be more flexible when it comes to meeting with them. Another limitation could be providing necessary resources that can help the students achieve their academic goals and engage in class; this may be difficult for teachers to provide.

Possible Negative Outcomes

Office hours provide teachers the ability to work one on one with their students but there can be potential negative outcomes to this. Even if teachers set aside office hours that work well for their students, there is no guarantee that students will attend. This can be discouraging for some teachers, who set aside time outside the classroom hours to assist their students. Another possible negative outcome could be that the students who attend the office hours do not feel comfortable addressing any issues that hinder their engagement with their teacher. Teachers are going to have to be aware of this issue and be able to build relationships with their students and help them to the best of their ability.

Conclusion

With considering the concessions, limitations, and the potential negative outcomes, I am confident that teachers providing office hours for their students will help them engage more in the classroom. As expressed from the interviews, “I would like my teacher to be more involved with us. I feel like we just listen to her talk, I want to be able to ask her questions, but I get too embarrassed to ask questions during class time, so I just sit there looking at my screen” (Melanie S. personal communication, April 2021) Many students will benefit from working with their teacher’s one-on-one. Remote learning has caused a divide with the communication/ interactions many students had with their teachers in a normal classroom setting. As remote learning continues to be an option for schools, teachers need to ensure that they establish a personal relationship with their students. Many students are lacking the motivation to engage in the virtual classroom, this is understandable, but it is important teachers invest time and provide resources for their students who are struggling.

Action Documentation and Critical Reflection

As the pandemic continues to inhibit in class instruction, students are having to adjust to the online classroom. Remote learning is fairly new to many, especially for students, teachers and even parents. It is crucial that teachers create an environment where students can thrive during their online education. Learning behind a computer screen is not a simple task for many students, it makes it easy for them to slack off and disengage in the class. Having done research and conducting interviews with my participants, there were three actions that emerged. The first option was to create breakout rooms, this would allow students to interact with each other and participate in group work that influences students to engage. The second option was to create

office hours that would allow teachers to meet individually with their students; this would allow them to discuss any needs and concerns students may have with remote learning. The last option was to provide incentives to students who participate and complete classwork; this would provide the necessary push some students need to engage in the class. The option selected was to create office hours. This option was the most effective and had no monetary costs. I sent out an email to the Eleanor School Principal, who will forward the letter to their teachers that suggests creating office hours for their students. I included instructions on how to make a google form just in case some teachers may not know how to create one; *see image 1*. With the google form, this allows teachers to receive feedback from their students about their meeting, as well as providing more insight on what can be improved or changed; *see image 1*.

Since no one could have predicted this pandemic, remote learning was abruptly pushed upon students. It was not surprising that there was little research on how the pandemic has affected student engagement in the remote classroom. After conducting student interviews, it did not surprise me that the students missed interacting in the classroom. This was notable when they expressed how much they preferred being in a physical classroom with their teacher. The parent interviews provided an insight into what they have noticed with their students in the online classroom. Teacher interactions were a main focal point in these interviews, or the lack of interaction, as mentioned by one of the parents. Coming up with an action plan that would help students engage more in the classroom was a pressing matter. Based on the literature, I discovered the importance of student and teacher relationships and its effect on student engagement in the classroom. Since students are not in the physical classroom, it is difficult for teachers to create relationships with their students online. I proposed teachers providing office hours because this would allow teachers the opportunity to create a personal relationship with

their students. Writing a letter to the Eleanor principal/ staff was just a small step to get teachers to understand how providing office hours will be beneficial to their students. As I wrote the letter to the staff, I realized the importance of having students give their feedback to these meetings. Coming up with an action plan for engaging students seemed to be more difficult than intended. This has taught me to adjust, modify, and reflect on what action would best benefit the students as well as the teachers.

Synthesis and Integration

My time at California State University Monterey Bay has improved my way of thinking, communicating, and working with others. It has been a challenging yet rewarding experience I would not change for anything. As I reflect on my years at CSUMB, I recognized 2 MLO's that have impacted my professional development. MLO 3 involves using technology for investigation, collaboration, expression, and design. I see how I utilized MLO 3 throughout my project. In the beginning, I had to research and utilize sources from the internet to gather information about student engagement during the COVID pandemic. As I conducted my interviews with my participants, I had to utilize a google form for the participants who could not interview in person. In creating a potential action plan, all three plans allowed for the use of technology, using break out groups on Zoom, using a google form for feedback on the office hours, and providing electronic gift cards to provide incentives.

MLO 4 has allowed me to become a social justice advocate. This has allowed me to see issues in my community that I can stand up for and bring awareness to. I was able to talk to parents and students about the issues they were facing with remote learning. As I conducted my interviews, I saw how important it was for students to have a substantial relationship with their

teacher. I was able to comprehend how this relationship affects the students in their online classroom. With this, I saw the need for teachers to be more involved with their students. This would mean providing office hours that allows teachers to communicate with their students, build a personal relationship and discuss any issues involving their students. It was important for me to address the concerns my participants had expressed during their interviews. I felt the need to come up with a solution that could be implemented to help create an environment where students feel compelled to engage more in their online classroom.

Thinking about the next steps I need to take in order to be the best teacher I can be, there are a few things that come to mind. The first thing I think about is to be more understanding. I realize that not all students will have the same academic needs. It is my job to understand what issues and problems students may face in their academics and help them succeed. Another thing that came to mind was providing my students with emotional support. My students may have issues or problems at home that can affect them in the classroom. Since my students will spend seven hours or so a day with me in the classroom, I need to be able to provide them with the emotional support to get through. This may be providing them certain resources, spending more one-on-one time with them etc. I see how providing students with emotional support is important to consider. One more thing that came to mind was not being afraid of constructive criticism. I am a type of person who views criticism as a form of judgement, and it is discouraging for me. I know this is something I need to work on. I need to learn how to be able to take criticism, especially with being a teacher. I believe that doing all these steps will allow me to be a well-rounded teacher. I want my future students to remember me as a teacher who did all she could to help her students and provide them a quality education.

Image 1. Screenshot of the letter I sent out to the principal to forward to his staff. This letter includes a solution to engaging students in the classroom would be to offer them office hours, as well as a link to a website that shows how to make a google form.

May 1, 2021

Rough Rider Family

Dear Rough Rider family,

My name is Leslie Nabor and I am currently finishing up my senior year at California State University Monterey Bay. I am writing this email because I had the opportunity to interview two of your students and their parents for my Capstone project. This project was focused on student engagement during remote learning. From my responses I received from the interviews, I noticed both students and parents emphasized the need to have more student and teacher involvement to enhance their learning experience while online. Based on my research, I found that many students benefit from having close one-on-one time with their teachers. It has shown this relationship increases student positive attitudes and behaviors in class. Since schools are still online, I believe having teachers providing office hours for their students can help teachers build relationships and overall improve student engagement in the classroom. After students meet with their teacher during their office hours, I recommend sending out a google form to the student, this will allow teachers to receive feedback from their students about their meeting, as well as providing more insight on what can be improved or changed. I included a link for teachers who may not know how to make a google form. This link shows step by step how to create a google form. Please reach out to me if you have any questions about ways educators can engage students in the classroom.

<https://www.laptopmag.com/articles/create-survey-google-forms>

Sincerely,

Leslie Nabor

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