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I'm Engaged! Maximizing the Online Learning Experience

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Engaging Learners Online

How do we engage learners online? In this poster, we present design and teaching solutions to help engage students in online learning.

Format and Pedagogy

"The lack of engagement was attributed less to the online setting and more to students not experiencing active and collaborative pedagogies, interacting one-on-one with faculty, or experiencing social and academic support."

(Meyer, 2014)

"Fisher (2010) clarifies that the problem of engagement (or learning or retention) cannot be attributed solely or exclusively to the online setting, but to the lack of appropriate pedagogical choices that include the kind of learning activities that seem to encourage student engagement in online learning."

(Meyer, 2014, emphasis added)

"By applying the theories and techniques for student engagement in online learning instructors and designers of online courses can improve and increase student engagement and help higher education produce graduates who can contribute to their families, communities, and the economy."

(Meyer, 2014, emphasis added)

Maximizing Engagement Through Design

Issue #1

Discussion posts don't stimulate discussions.

Best Practices

- Use discussion boards in creative ways: focus on pedagogy and strategy, e.g., debates, cases, blogs-type discussions, go outside of discussion board and report back (Meyer, 2014)
- Much depends on the questions asked of students; instructor needs to be involved but not dominate (Meyer, 2014)

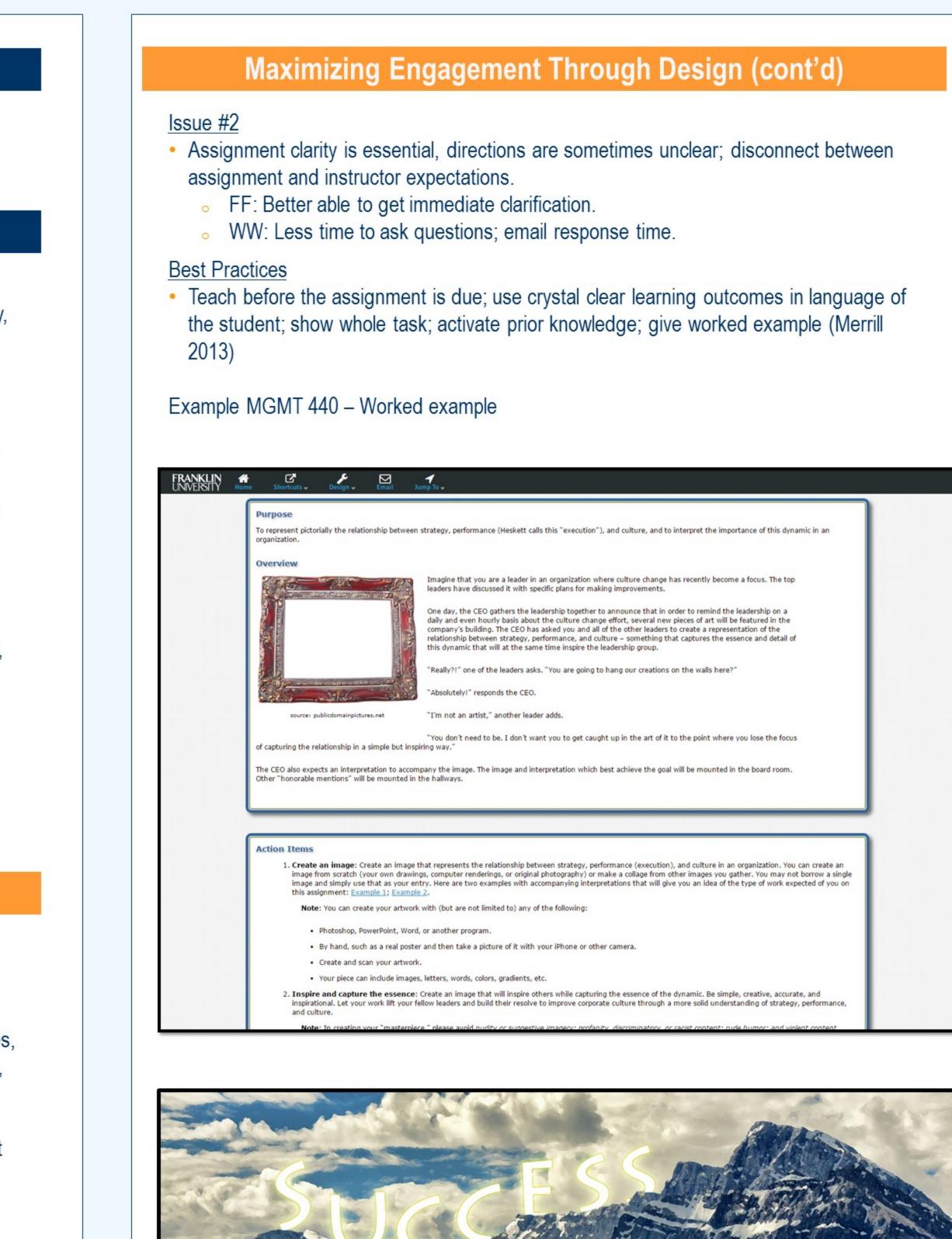
Example: MGMT 312 – Grade the Manager

Purpose To assess your ability to begin creating solutions for controlling in an organization.
To assess your ability to begin treating solutions for controlling in an organization.
Overview
As a manager, what do you do when employees stray from the plan? In this assignment, you will get to watch a manager's attempt at controlling. You will be the evaluator. What grade will you give this manager and why?
Image source: McGraw-Hill video "Workplace Aggression"
Action Items
1. Review what you have learned about controlling so far.
 View the McGraw-Hill video "<u>Workplace Aggression</u>." Use the concepts and principles from the readings in chapters 13-15, as well insights from the given example (video), to evaluate the manager's (Lenny's) efforts to control for this organization this situation. Give a letter grade on the normal grading scale (A, A-, B+, B, B D, D-, F) and justify your evaluation. (Do this in about one page in length don't get caught up on the word
count, this is a rough guide.)
4. Reference the relevant and appropriate concepts and principles about conflict, communication, teams and controlling in your work. Post your evaluation for controlling to the discussion board
5. Assume the role of a management consultant and review the work posted by one peer. In your review of your peer's work, indicate 2 to 3 items in their solution that you feel would be effective and why. Then identify one item you would do differently and why. (Do this in about 75-100 words. Again, don't get caught up in the word count. Just use it as a guide but focus on the quality your feedback.)
Submission Instructions
 By Thursday, copy & paste your text to the discussion board.

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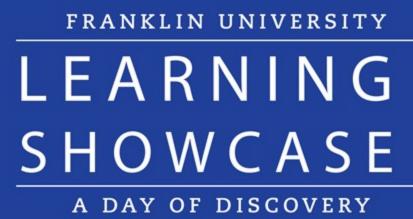
Issue #3

Group Projects- Groups don't meet! Email, phone, and text.

Best Practices

Avoid big group projects & 2-3 pairings vs larger groups to assist with logistics

- Faculty "drop in" group meetings in addition to meet sessions
- Clear expectations & grade peer feedback (Michaelsen, Bauman-Knight, & Fink 2004)



Maximizing Engagement Through Course Delivery

Areas of Engagement

With Course Content With Other Students With the Instructor

In face-to-face classes, students are engaged through instructor-facilitated classroom discussions, group breakouts, Q&A, projects outside of class, and the same is true for the online classroom, but what does this look like in the online environment?

Microphones/Webcam

For Instructor Presentation of Course Content, Student-to-Student Interactions & Student-Instructor Interactions; Note: Not always used, due to concerns with bandwidth issues. An alternative is to post a photograph during synchronous sessions.

Chat

Ongoing free-flowing dialogue, comments and responses, fuels momentum in the discussion. Students are able to quickly respond to and build upon each other's comments. Students can "talk" at the same time. (Faster than getting comments one-by-one on mics) Allows instructor to compare/contrast responses. Ability to send private chats to check in with "quiet" students

Whiteboard

Equivalent to a "dry erase board" in the online classroom. Useful for collaboration (e.g. brainstorming sessions)

Poll

Ask questions about the content; Cast votes (e.g. on best day/time for meet sessions); Get real-time feedback; Open-ended questions or multiple choice; Publish responses or keep anonymous

Recording of Session

Recordings can be accessed by students (whether they attended or not) to play back and reinforce concepts they may have missed or need to hear again.

Breakout Rooms

Allow students to meet in smaller groups to work on discussion questions, project, etc. Breakout groups have access to whiteboard if needed. (Breakout rooms are not recorded).

Student Presentations

Students present their work to the instructor, guests/clients, classmates, etc. in real-time and receive feedback, answer questions, etc.

Instructor

Knowledge of subject manner; Ask questions and pause to encourage responses; Acknowledge responses and affirm/build/re-direct as needed; Enthusiasm, pacing and clarity of instructor also contribute to engagement!



- Interaction
- Customization
- Enthusiasm

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