Activating and engaging students online

UM Webinar July 7th 2020

Barend Last
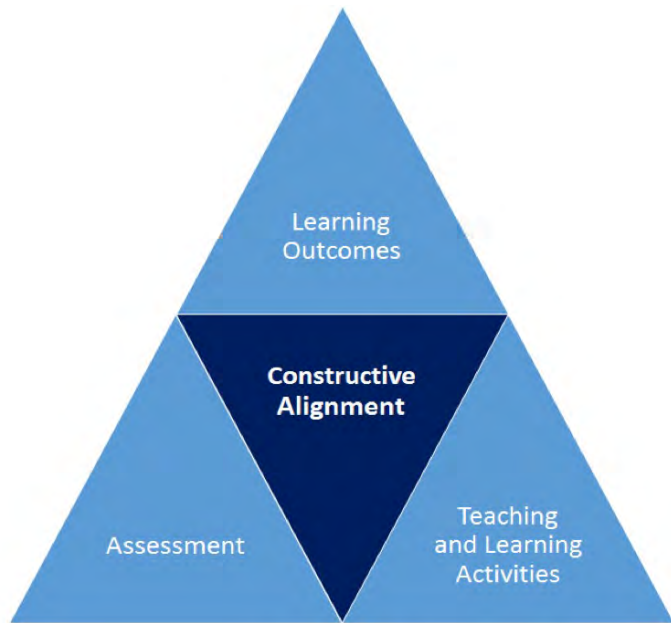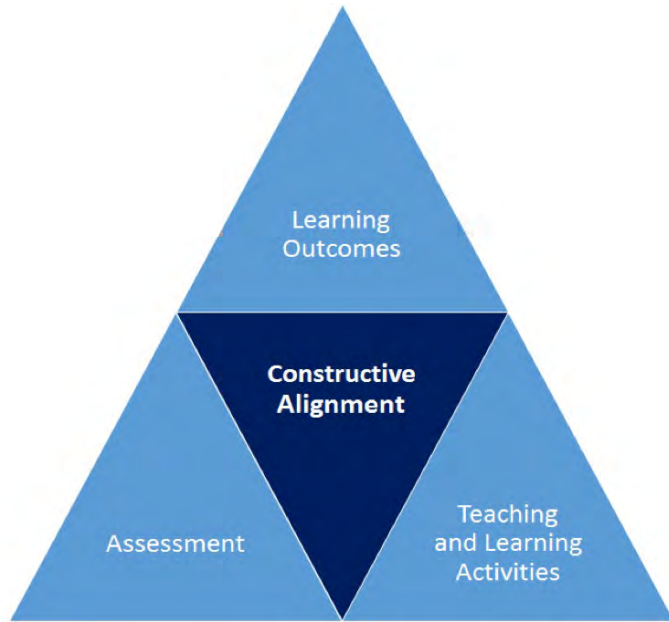*University Library*

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Goals

- Blended Learning: what is it (not)?

- Tips for activating and engage students in online TLA's

- Choosing the right tool to support your TLA's

- Differentiating between synchronous and asynchronous

- Q&A

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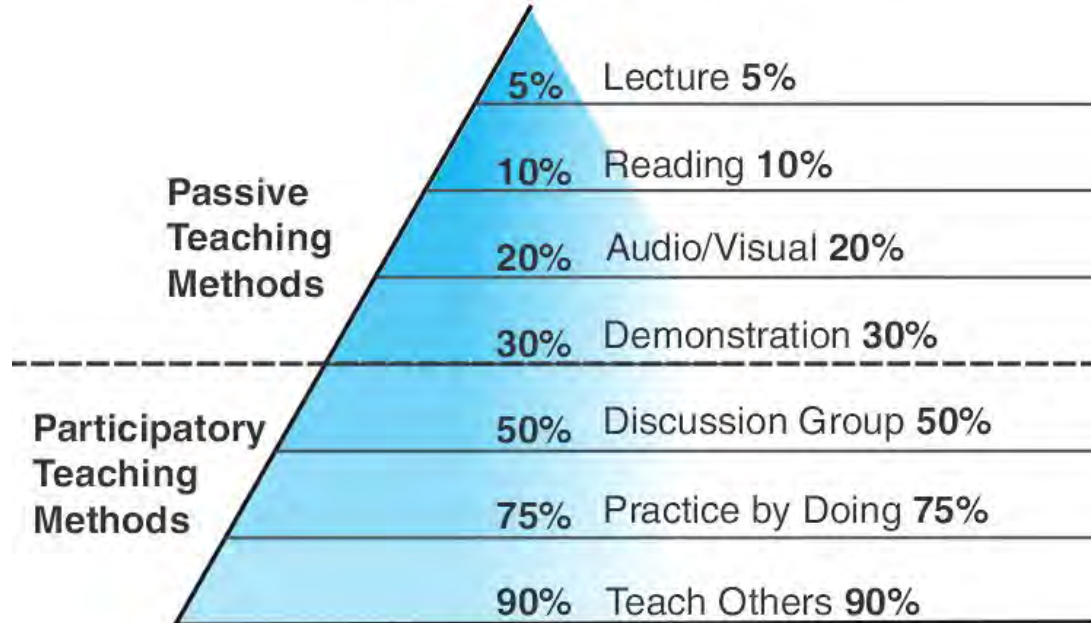# Summarise the online education in one emoticon

Learning Outcomes

Constructive Alignment

Assessment

Teaching and Learning Activities

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- **C**onstructive
- **C**ollaborative
- **C**ontextual
- **S**elf-directed

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The Pyramid Learning

Average Retention Rates

Passive Teaching Methods
- 5% — Lecture **5%**
- 10% — Reading **10%**
- 20% — Audio/Visual **20%**
- 30% — Demonstration **30%**

Participatory Teaching Methods
- 50% — Discussion Group **50%**
- 75% — Practice by Doing **75%**
- 90% — Teach Others **90%**
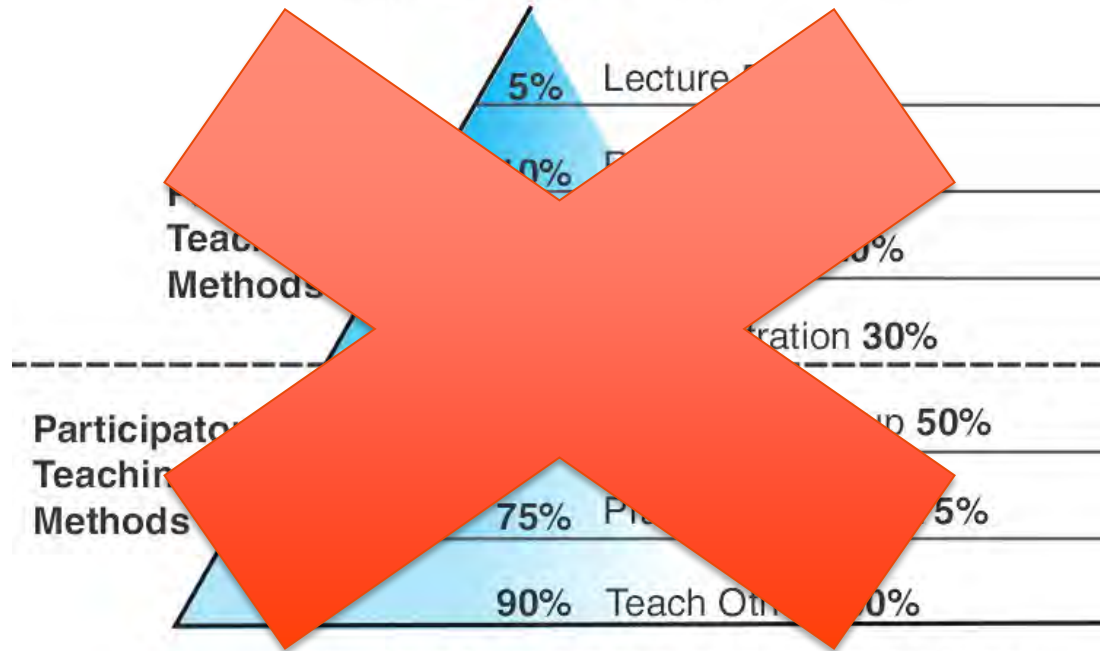
Adapted from National Training Laboratories. Bethel, Maine

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Active learning - Theory

Bloom's Taxonomy

create
Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate
Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze
Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply
Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand
Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember
Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

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What is Blended Learning?

'Blended Learning refers to enriched, student-centered learning experiences

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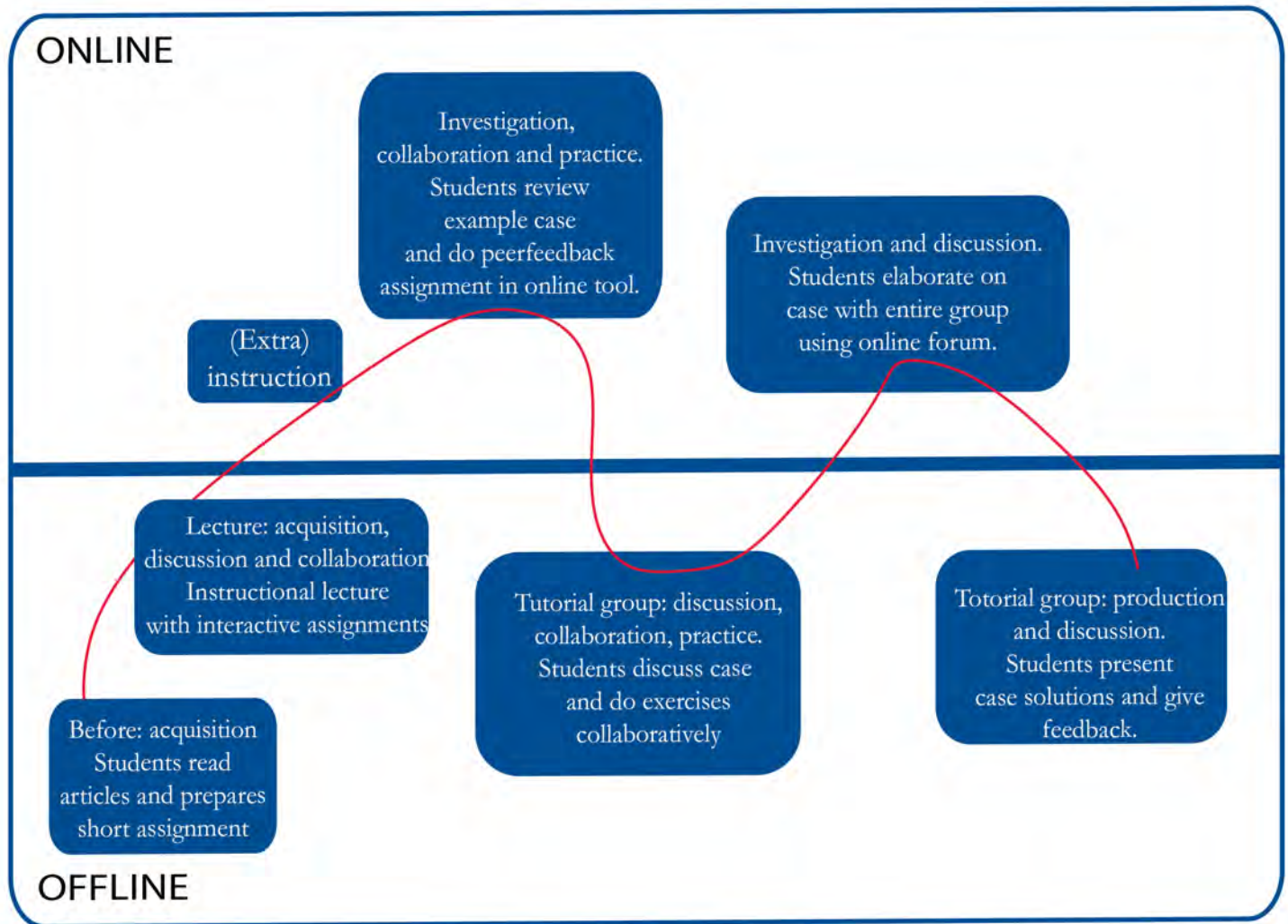
Active learning

INCORRECT

asynchronous:

Discussion boards, quizzes, polls, email, digital documents, recorded audio or video, recorded slides with narration, self-paced courses.
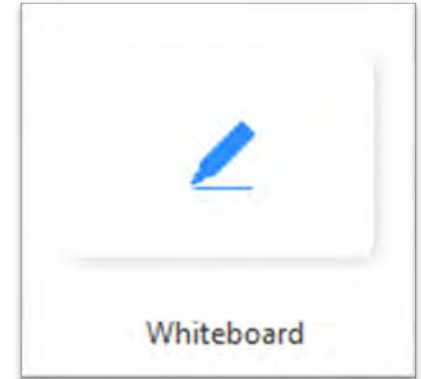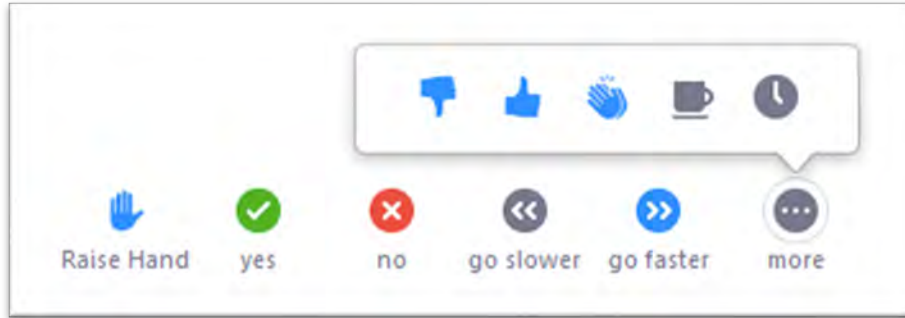
synchronous:

Virtual classroom, live presentations, live text chat, instant messaging, live audio or video chat, live quizzes, live polling

Example course

ONLINE

Investigation, collaboration and practice. Students review example case and do peerfeedback assignment in online tool.

Investigation and discussion. Students elaborate on case with entire group using online forum.

(Extra) instruction

OFFLINE

Lecture: acquisition, discussion and collaboration Instructional lecture with interactive assignments

Tutorial group: discussion, collaboration, practice. Students discuss case and do exercises collaboratively

Totorial group: production and discussion. Students present case solutions and give feedback.

Before: acquisition Students read articles and prepares short assignment

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Synchronous

STUDENT CONTRIBUTIONS

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Synchronous

What are your ideas to improve motivation in classroom?

Infrastructure (wifi, classroom,...)

Classroom with more screens

Better Wifi

EdTech Tools

Interact with the teacher

Using our smartphone

Activity (team project, cases,...)

Practical exercises

Group work

Feedback

Getting instant feedback

wooclap 7 answers

Asynchronous

Asynchronous

- **Know names**

Asynchronous

- **Know names**

- **Work with profiles**

Asynchronous

- **Know names**

- **Work with profiles**

- **Use video**

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Asynchronous

- **Know names**

- **Work with profiles**

- **Use video**

- **Facilitate collaboration**

Asynchronous

COMMUNITY RELATIONS

- **Know names**

- **Work with profiles**

- **Use video**

- **Facilitate collaboration**

- **Encourage peer evaluation**

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I want my students to...

Collaborate

Discuss

Acquire knowledge

Practice

Investigate

Produce

Hover over the different learning activities to view detailed descriptions.
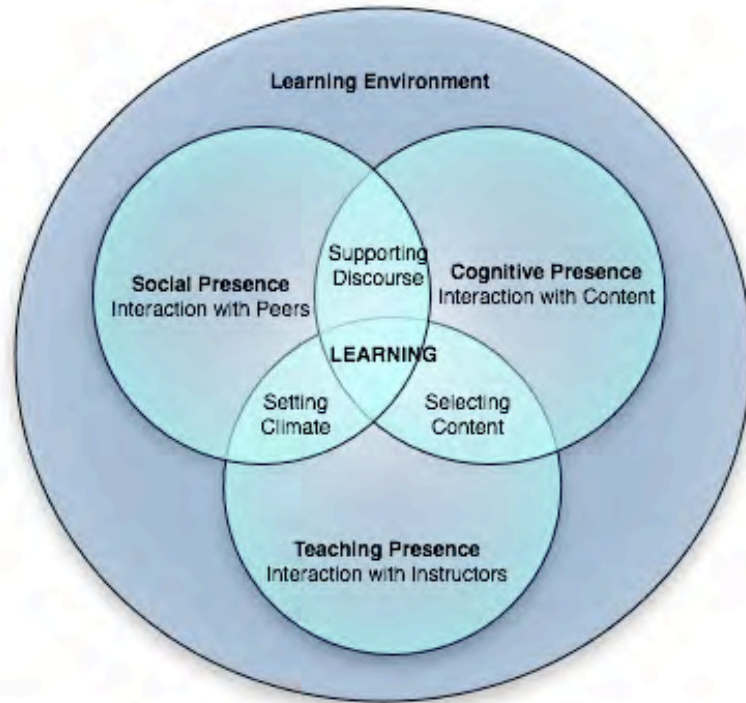
Exit

QUESTIONS
DISCLAIMER
FEEDBACK

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Community of Inquiry

Figure adapted from R. Garrison, T. Anderson, L. Rourke et al Community of Inquiry Model [2007]

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Designing a Community of Inquiry in Online Courses

Holly S. Fiock
Purdue University, USA

Summary of Instructional Activities for CoI

Seven principles of good practice for the online environment	CoI framework presences	Instructional activities
Student-teacher contact	Social presence	• Create a "Meet Your Classmates" section of your course where you and students introduce yourselves to one another (Richardson, Ice, & Swan, 2009). • Develop initial course activities (e.g., ice breakers) to encourage the development of swift trust (Peacock & Cowan, 2016; Richardson et al., 2009). • Model and encourage the use of verbal immediacy behaviors in interactions with students (Richardson et al., 2009). • Encourage students to share experiences and beliefs in online discussion (Richardson et al., 2009). • Encourage and support vicarious interaction (Richardson et al., 2009). • Use short videos of yourself to introduce the course and particular topics (Richardson et al., 2009; Seckman, 2018).

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Questions / discussion

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