Redefining the College Classroom: Enhancing Student Engagement Using Online Learning Environments

Afra Hersi, David Marcovitz, Elliot King

Session Objectives

- Discuss ways to increase students engagement using online pedagogies
- Apply the community of inquiry framework to motivate and engage students
- Apply at least one idea for enhancing student engagement in online classrooms to their classes immediately

Coming at the End: Small Group Discussion

- Application of strategies
  - Think about an issue of student engagement in your own classroom (1 minute)
  - In groups of 3, talk about how you might use online tools to enhance student engagement in your own classroom. Use strategies presented or come up with your own.
  - Report back from groups

Incredible Pace of Change

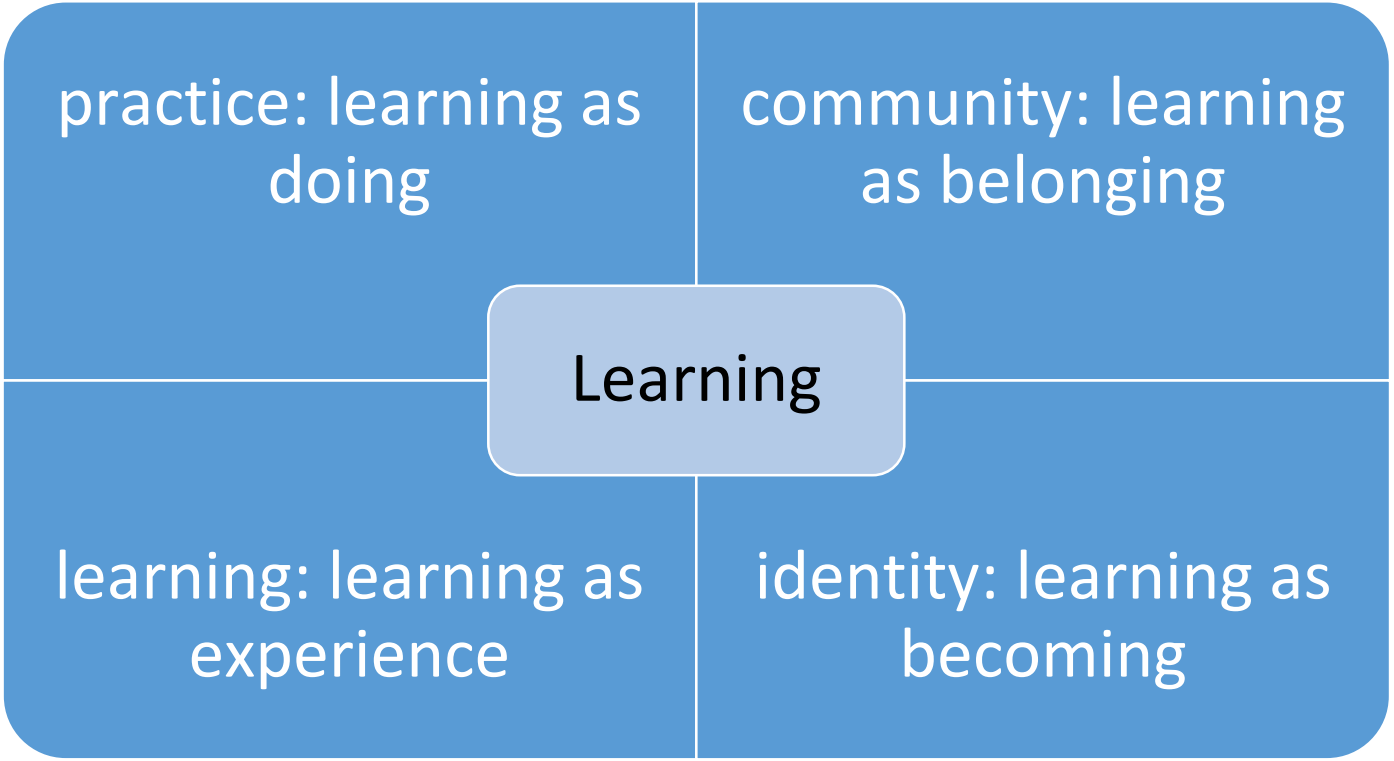
Digital technology is changing the way we life, work and learn.

New “classroom spaces”

Sociocultural Perspective on Engagement

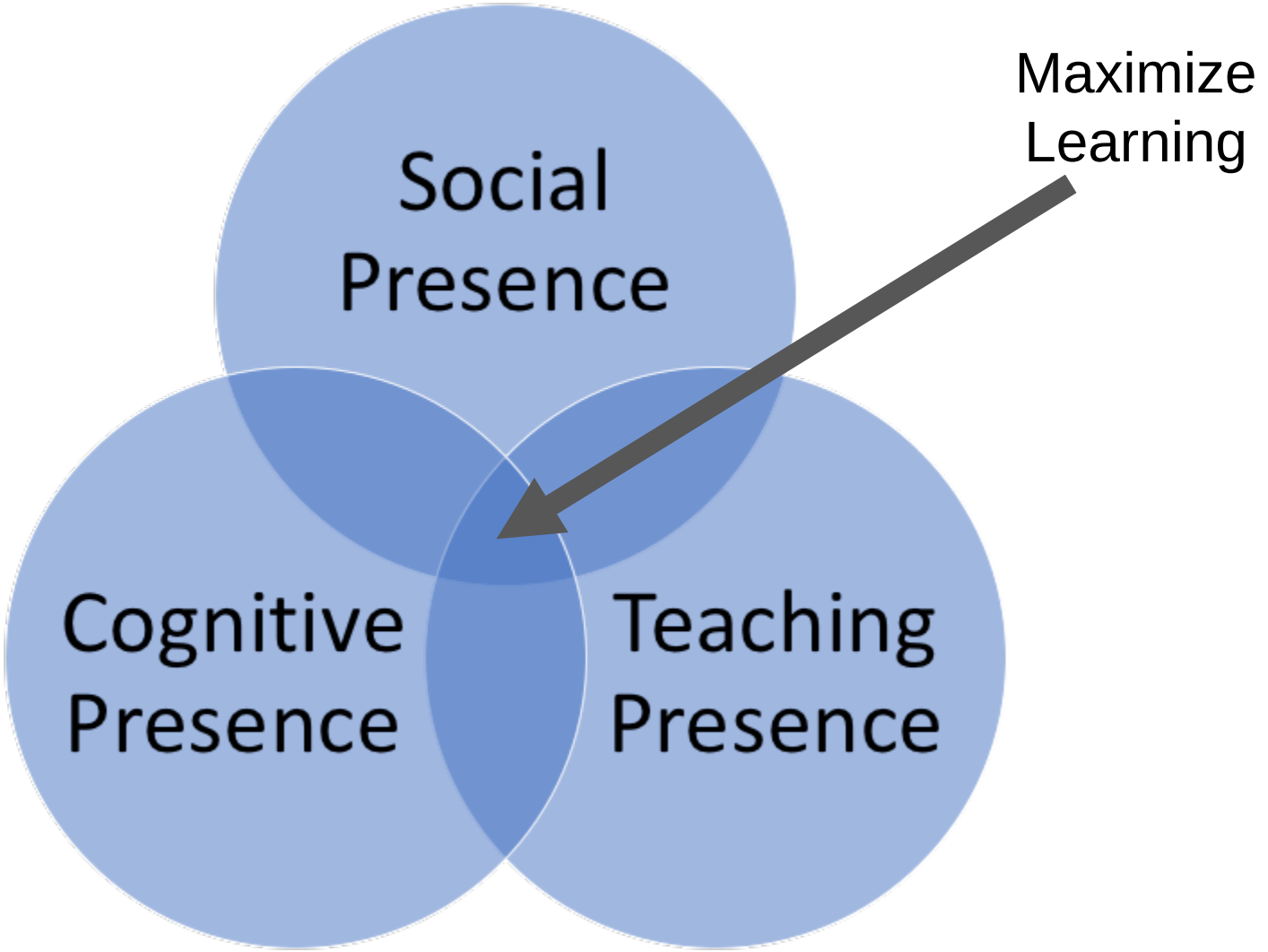
Learner engagement is a multidimensional concept that, occurs when students are simultaneously, reflectively involved in **deep understanding and expertise (high cognition), genuinely valuing what they are doing (high emotion), and actively participating in learning activities (high participation).**

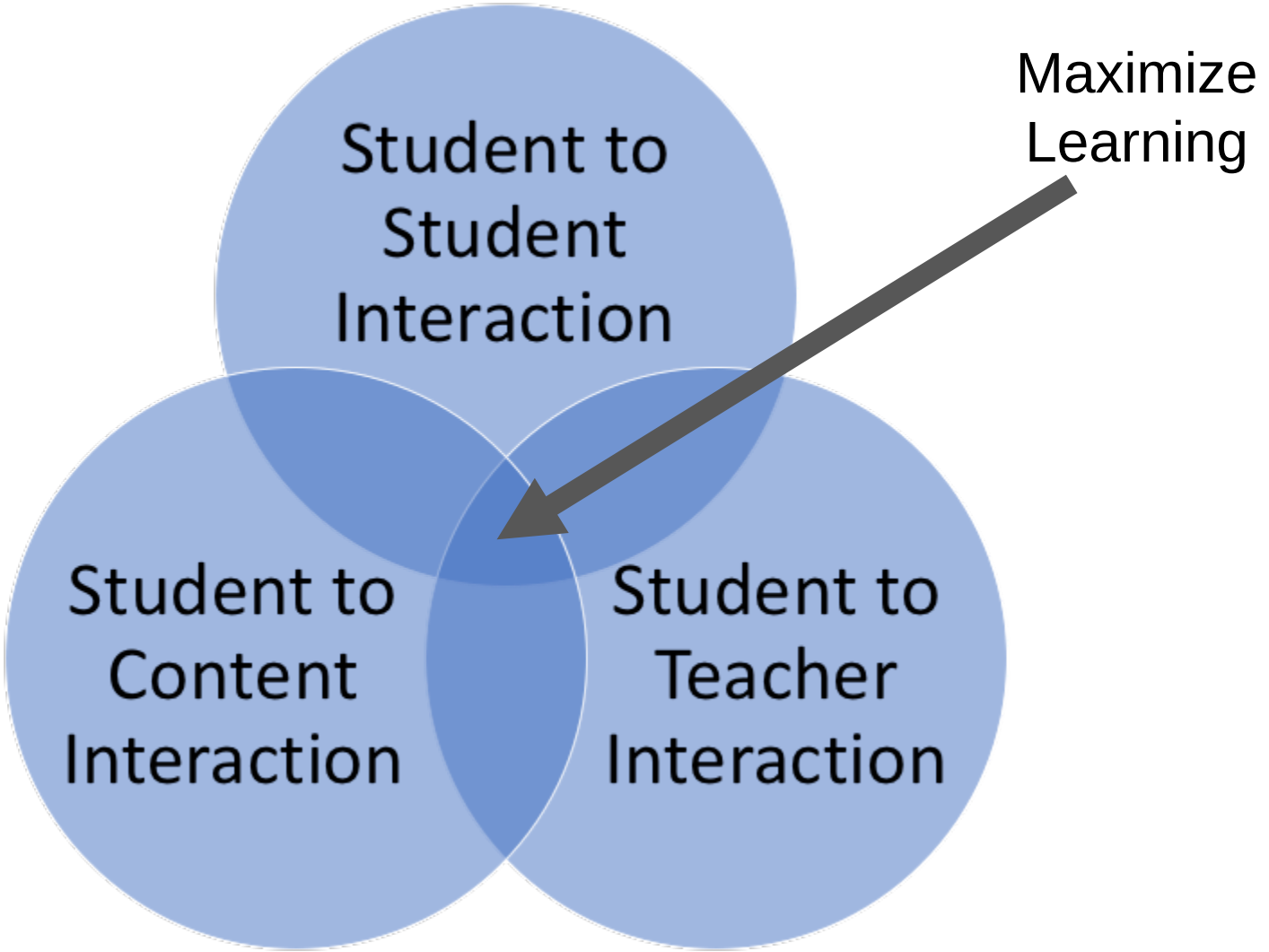
(Munns & Woodward, 2006; Willis, Davis & Chaplin, 2013)

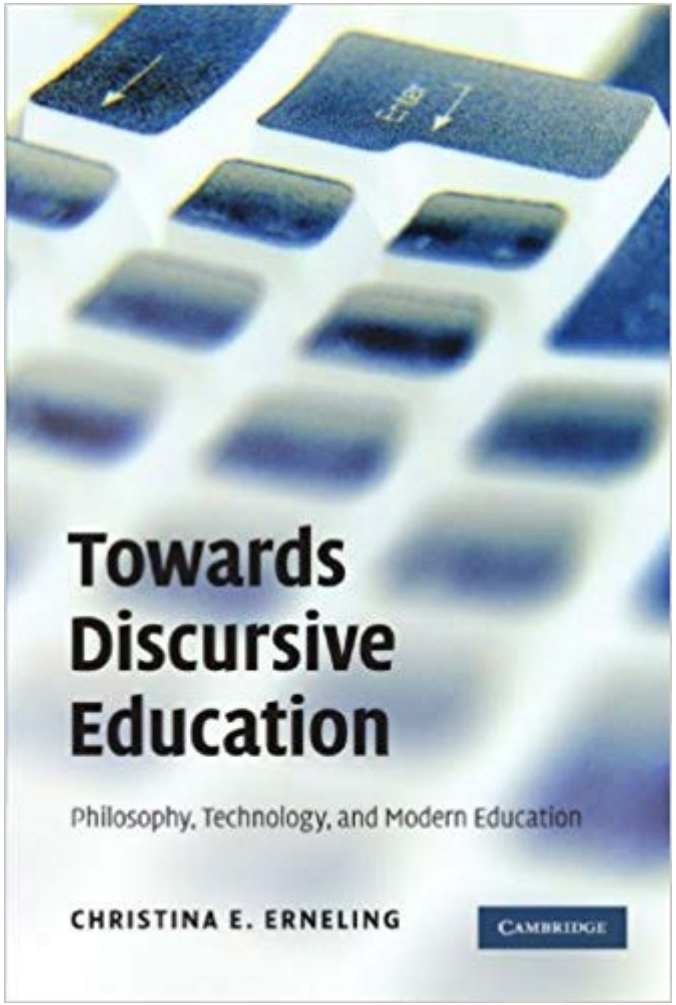


Components of a sociocultural learning theory of learning (Wenger, 1998. p. 5)

Community of Inquiry


Maximize Learning
Social Presence
Cognitive Presence
Teaching Presence

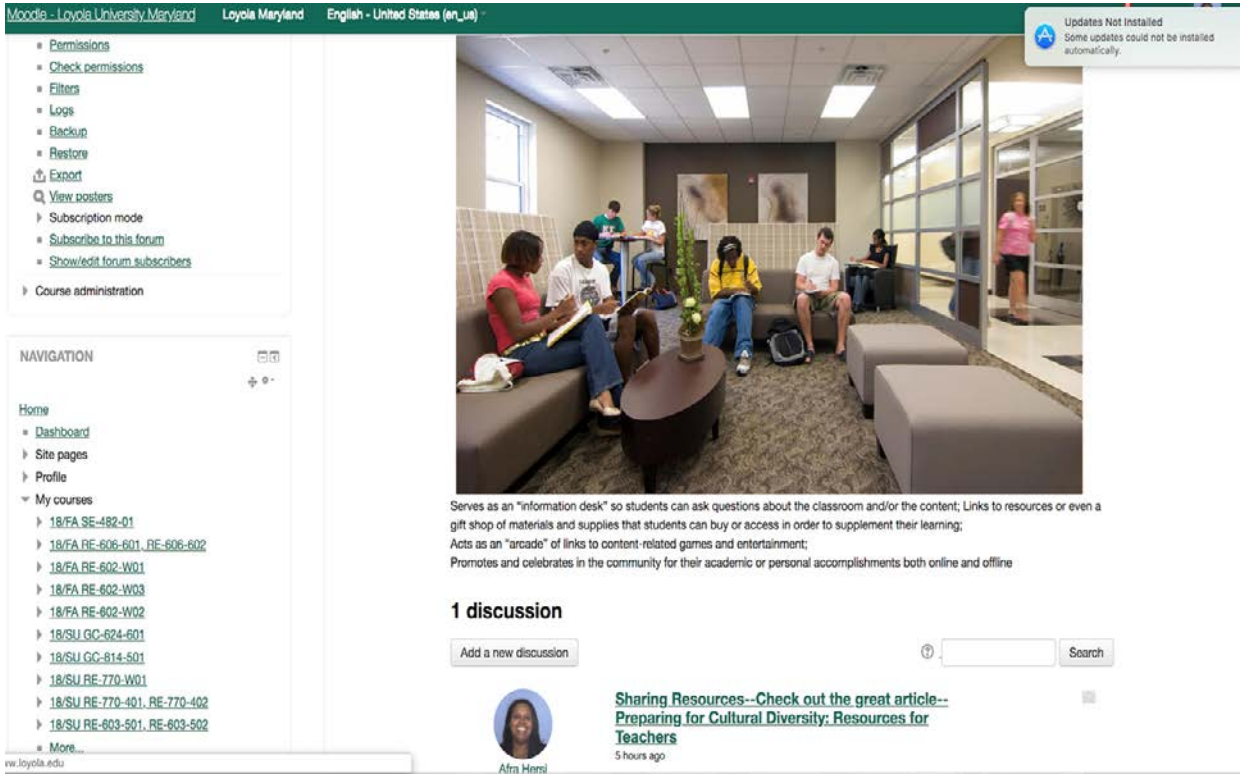

Maximize Learning
Student to Student Interaction
Student to Content Interaction
Student to Teacher Interaction


Towards
Discursive
Education
Philosophy, Technology, and Modern Education
CHRISTINA E. ERNELING
CAMBRIDGE

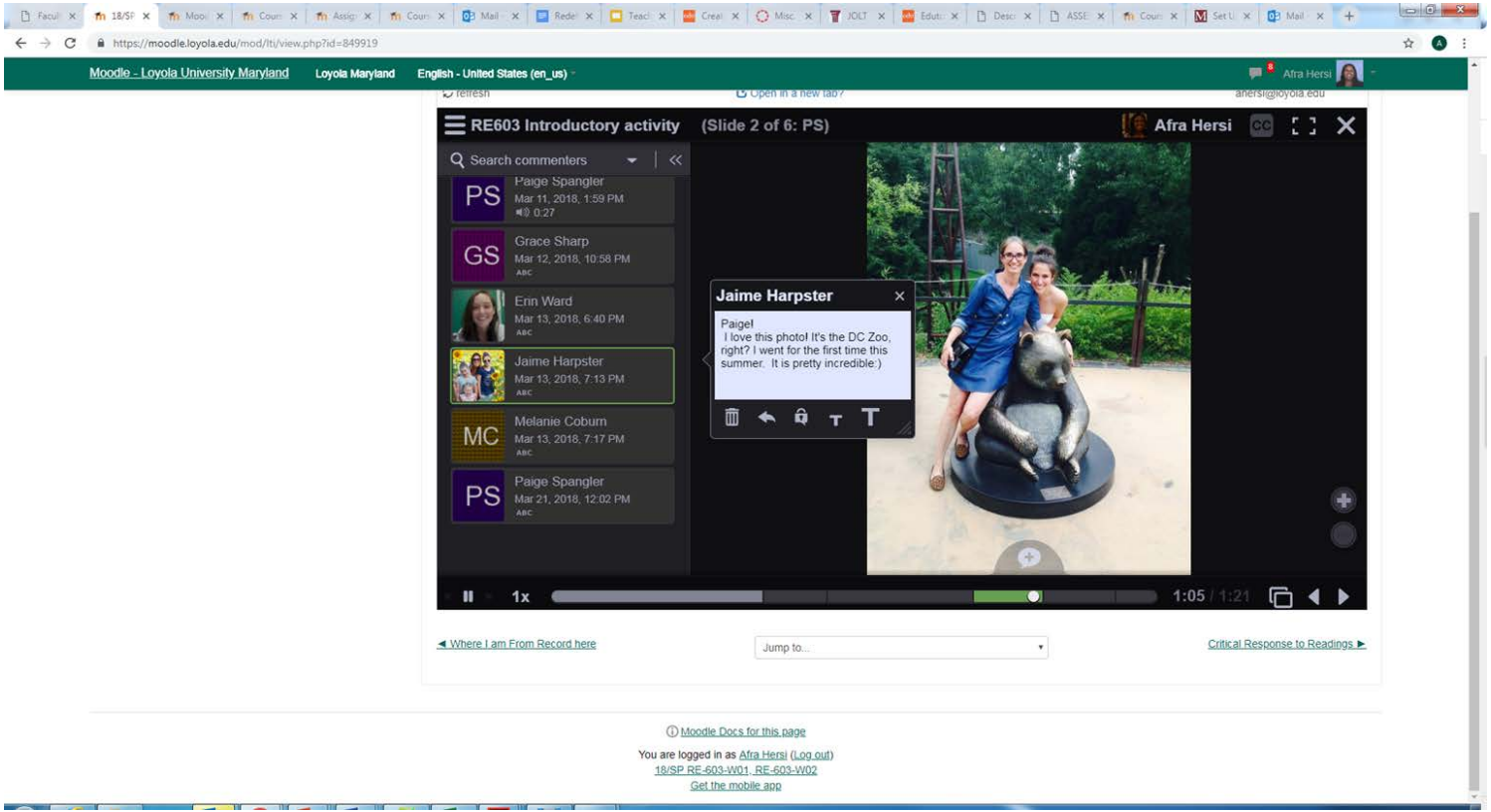
Tips

Student to Student Engagement

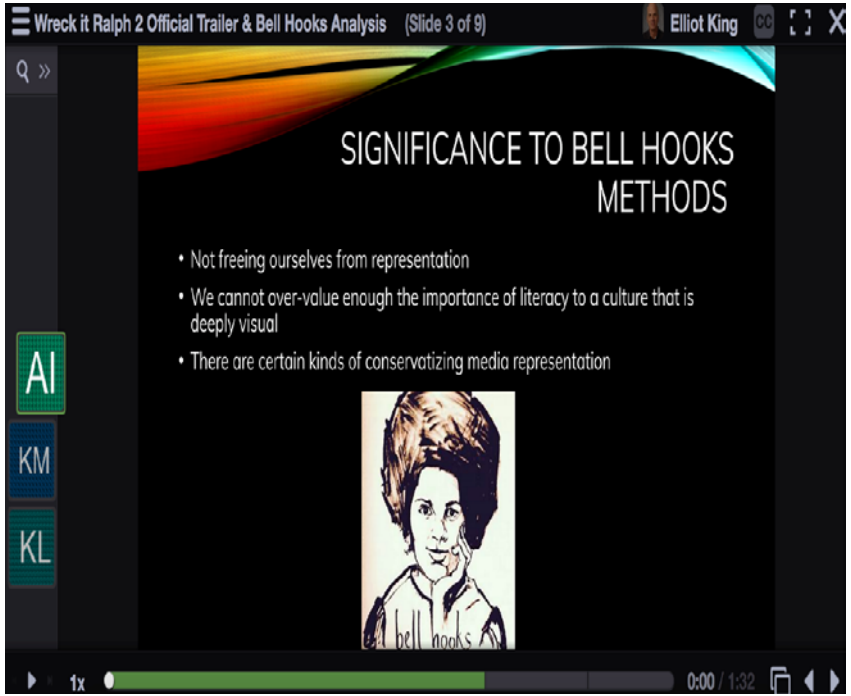
Course Lounge: Create Space for Student to Student Interactions



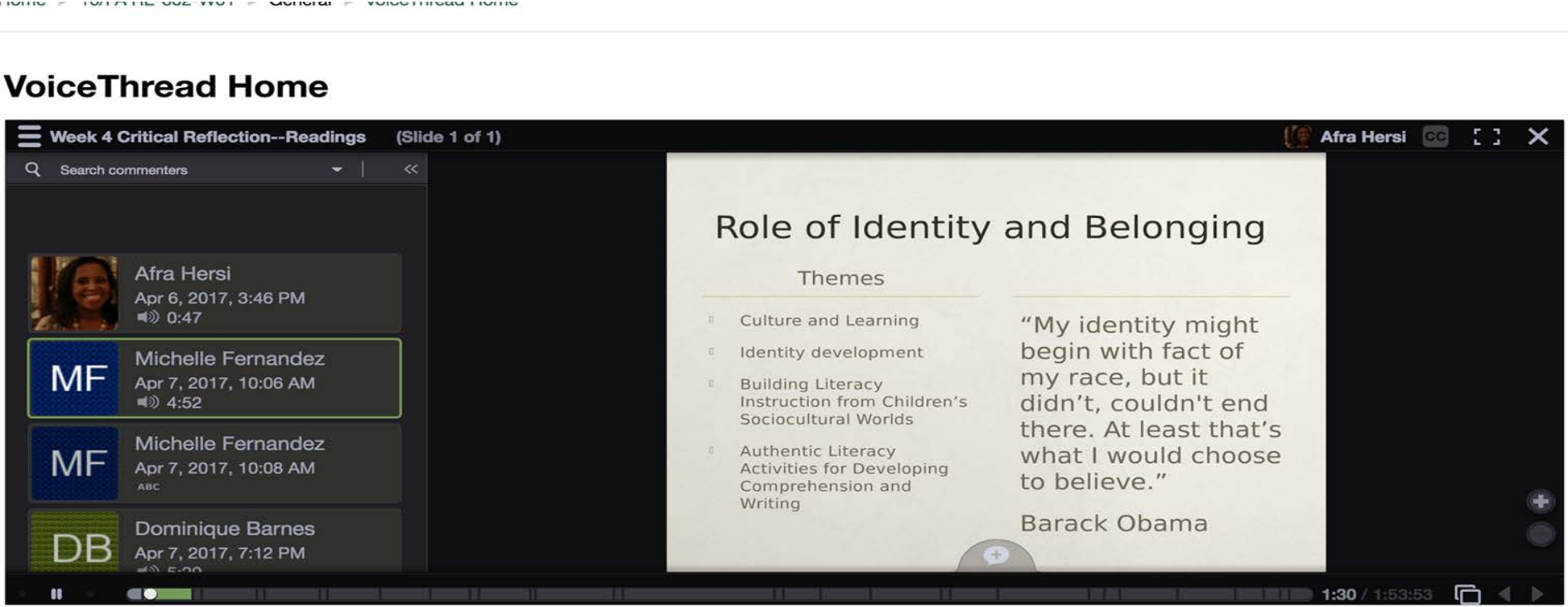
Introductions Matter: Student-Student Interactions



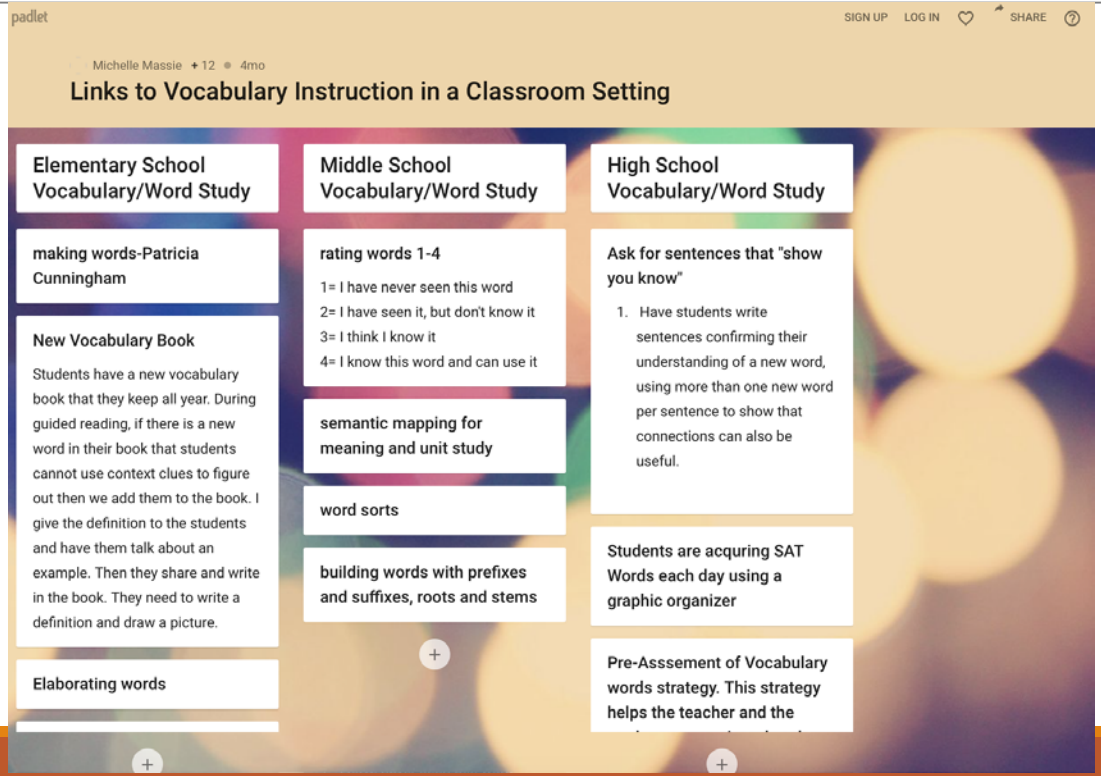
Using VoiceThread for Student Presentations (Elliot)



Using VoiceThread for Discussion and Reflection



Use Padlet, Blogs, and Wikis for Students to Collaborate and Create



Small group discussions around Case Studies (David)

Case Study #1 - Keri Beswick

View (by February 18)

- Watch the Case Study Overview (4:09)
- View the Internship Presentation (18:28) - scroll down a bit on the page to see the video
- Optional: Look around the rest of the portfolio

Ask (by February 18)

- Ask the presenter a question in the Google Doc and watch for the reply

Discuss (join group by February 19, parts due throughout week)

- Read the discussion directions

Case Study Group Alpha - Ashley (Writer), Molly (Editor/Publisher), Deidre, Jennifer

- Group Alpha VoiceThread
- Group Alpha Wiki

Case Study Group Beta - Clair (Writer), Sarah (Editor/Publisher), Carl, Megan

- Group Beta VoiceThread
- Group Beta Wiki

Case Study Group Gamma - Dave (Writer), Amanda B. (Editor/Publisher), Blair, Cailin, Mike

- Group Gamma VoiceThread
- Group Gamma Wiki

Case Study Group Delta - Ali (Writer), Leslie (Editor/Publisher), Becky, Alexandra, Amanda K

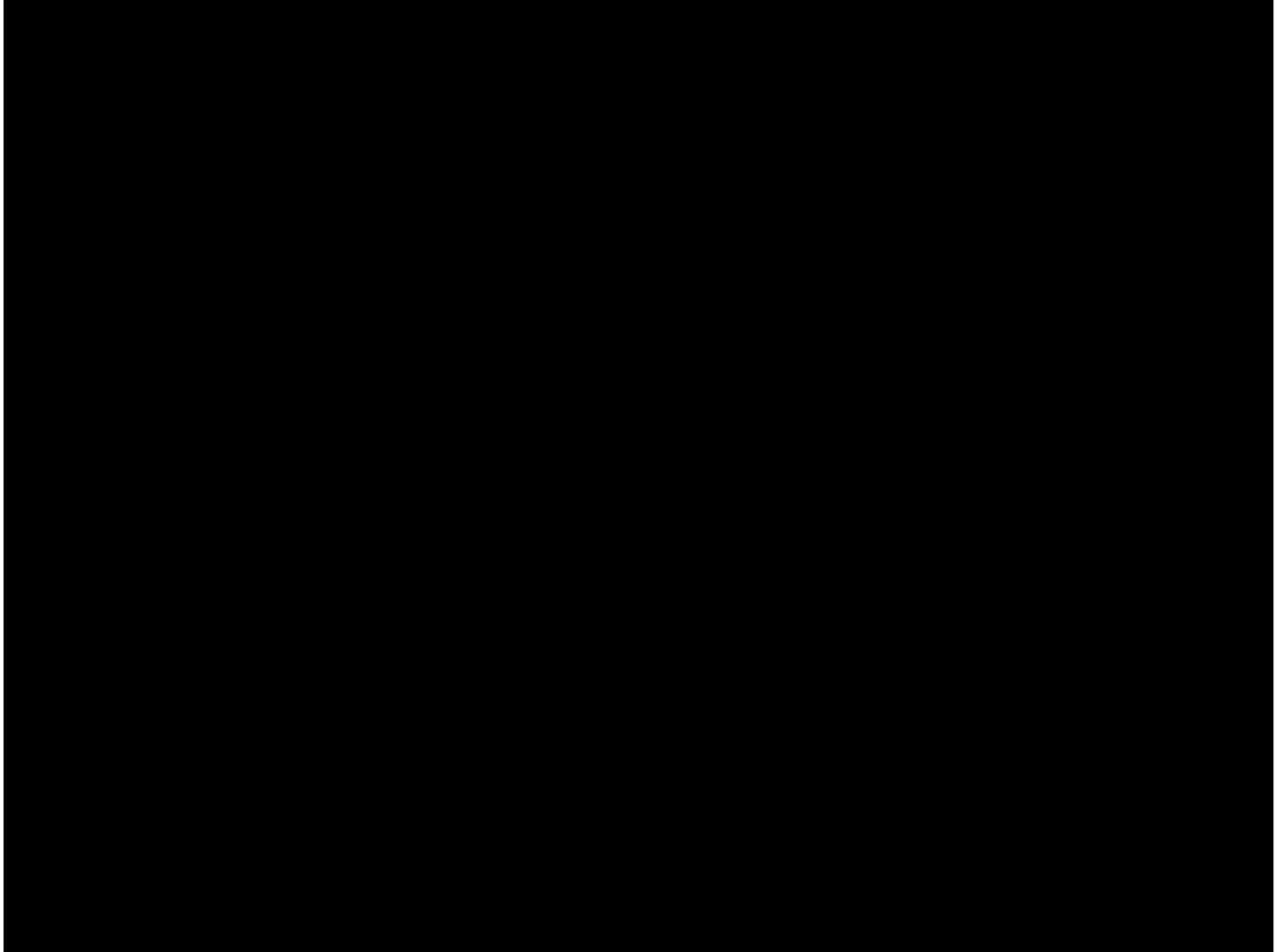
- Group Delta VoiceThread
- Group Delta Wiki

Case Study Group Epsilon - Stephanie A (Writer), Gabrielle (Editor/Publisher), Whitney, Stephanie G., Samantha

- Group Epsilon VoiceThread
- Group Epsilon Wiki

Publisher's Forum (by February 24)

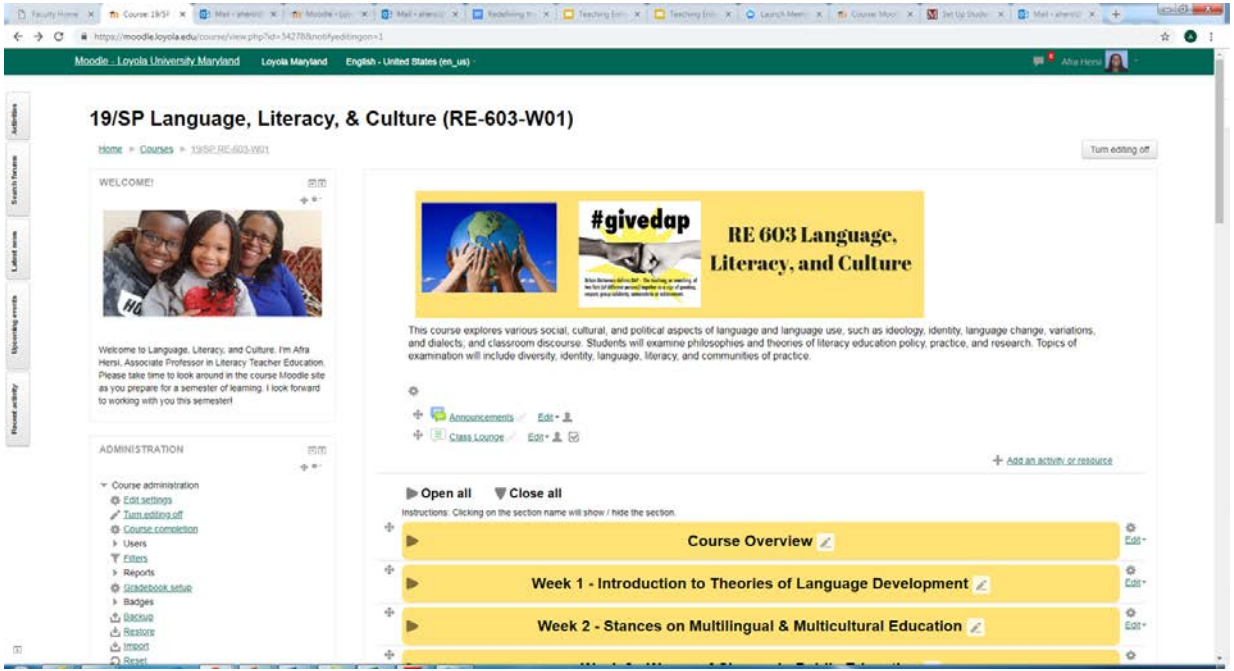
- Publisher's post the results from the Wiki to the forum



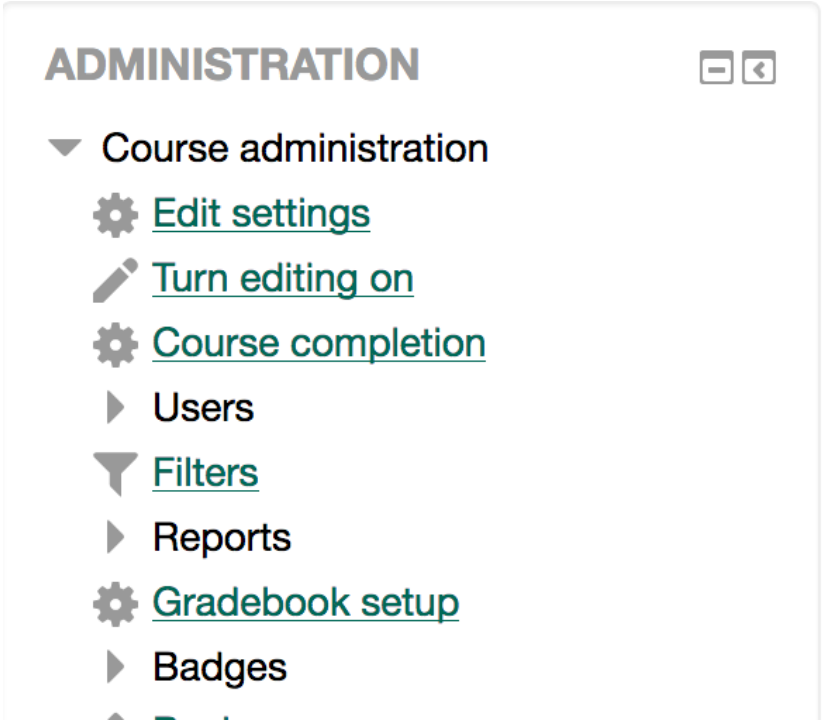
Student to Teacher Engagement

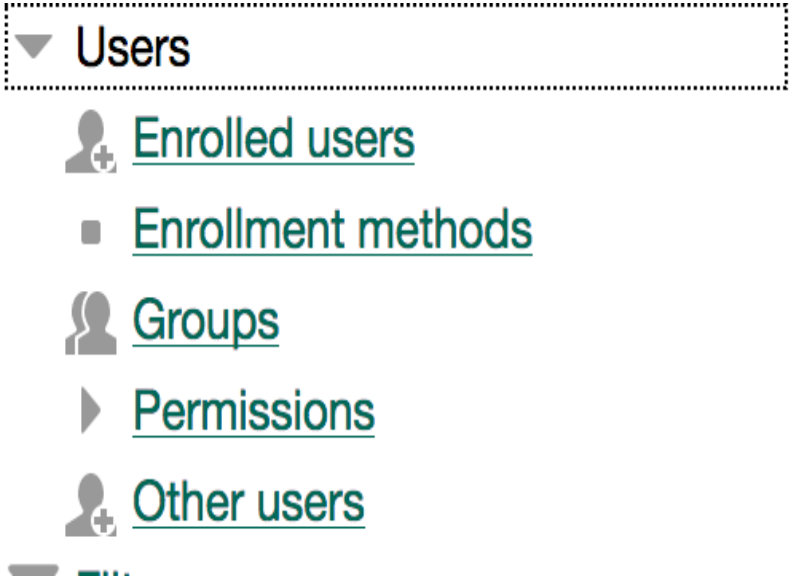
Teacher Presence: Start from the Beginning

“Learning communities include all participants, student and instructor; the instructor however, sets the climate and ensures that a community of learning is people-centered, and **through dialog, discussion, and sharing, learners have the opportunity to connect with others”** (Merriam, Caffarella, & Baumgartner, 2007, p. 193).



Tracking student activity on Moodle (1)





Tracking Student Activity on Moodle (2)

Select	name	Email address	Roles	Groups	course	Status
☐	Amanda Ignacio	arignacio@loyola.edu	Student	CM-203-05 (CS72532)	16 days 11 hours	Active
☐	Arence Williams	ajwilliams1@loyola.edu	Student	CM-203-05 (CS72532)	22 days 11 hours	Active
☐	Blair Skeffington	baskeffington@loyola.edu	Student	CM-203-05 (CS72532)	2 days 15 hours	Active

Reports

Today's logs

All logs

Outline report

Complete report

Grades overview

Tracking Student Activity (3)

Introduction and Syllabus Information

Introduction to the Course and Learning Aims	1 views	Monday, September 17, 2018, 8:16 PM (112 days 12 hours)
Course Methodology and Expectations	-	
Learning Activities and Grading Scale	3 views	Sunday, October 14, 2018, 5:09 PM (85 days 15 hours)
Timeline of Due Dates	4 views	Tuesday, November 27, 2018, 10:17 AM (41 days 21 hours)
Detailed Formal Writing Assignments	6 views	Monday, November 26, 2018, 11:13 AM (42 days 20 hours)
Course Policies	-	

Course Resources

Reading Notes Forum	17 posts	Friday, November 30, 2018, 11:06 AM (38 days 20 hours)
Lecture Notes Discussion Board	13 posts	Wednesday, November 28, 2018, 10:42 AM (40 days 20 hours)
What I Observed Discussion Board	7 posts	Monday, November 12, 2018, 9:54 AM (56 days 21 hours)

Discussion	Started by	Replies
Chapter 7 Lecture Notes: Celebrity Culture	Elliot King	22
Chapter 9: Media Forms and Genres	Elliot King	19
Chapter 8 Lecture Notes: The Evolution of Media Systems	Elliot King	18
Chapter 6 Lecture Notes: Communication and the Marketplace	Elliot King	21
Chapter 5 Lecture Notes Politics and Communication	Elliot King	19
Chapter 4 Lecture Notes	Elliot King	22
Chapter 3 Lecture Notes	Elliot King	22
Chapter 2 Lecture Notes	Elliot King	22
Chapter 1: Lecture Notes	Elliot King	23

Balancing teacher discussion with student discussion (David)

- Formative feedback is good
- Everything doesn’t need your feedback
- Encourage and model student to student discussion

Student to Content Engagement

Ethnography Case Study: Interviewing a Second Language Learner

Group book reports

danah boyd It's Complicated Forum

Please post your summary of the chapter you read in It's Complicated here.

Add a new discussion topic

Discussion	Started by	Replies	Last post
Chapter 4: Danger	Joseleen Gomez	0	Joseleen Gomez Thu, Nov 1, 2018, 10:27 PM
Chapter 2 Privacy	James McBride	0	James McBride Wed, Oct 31, 2018, 12:48 AM
Chapter 5 – Bullying	Julia Linko	0	Julia Linko Tue, Oct 30, 2018, 9:50 PM
CHAPTER 7: LITERACY	Patricia Bryan	0	Patricia Bryan Tue, Oct 30, 2018, 9:50 AM
Chapter 6: can social media resolve social divisions?	Latonia Butler-Clark	0	Latonia Butler-Clark Mon, Oct 29, 2018, 8:42 PM
Chapter 8: A Public of Their Own	Taylor Yancey	0	Taylor Yancey Mon, Oct 29, 2018, 6:40 PM
Chapter 3: Addicted	Jennifer Greer	0	Jennifer Greer Mon, Oct 29, 2018, 2:59 PM
Ch1 It's Complicated -Identity - Rice	Ashley Rice	0	Ashley Rice Mon, Oct 29, 2018, 1:43 PM

It's Complicated Overall Review Forum

Please post what you think are the three to five most important points from the chapters of the book that you did not read that you think are helpful to formulating an answer to the essential question-

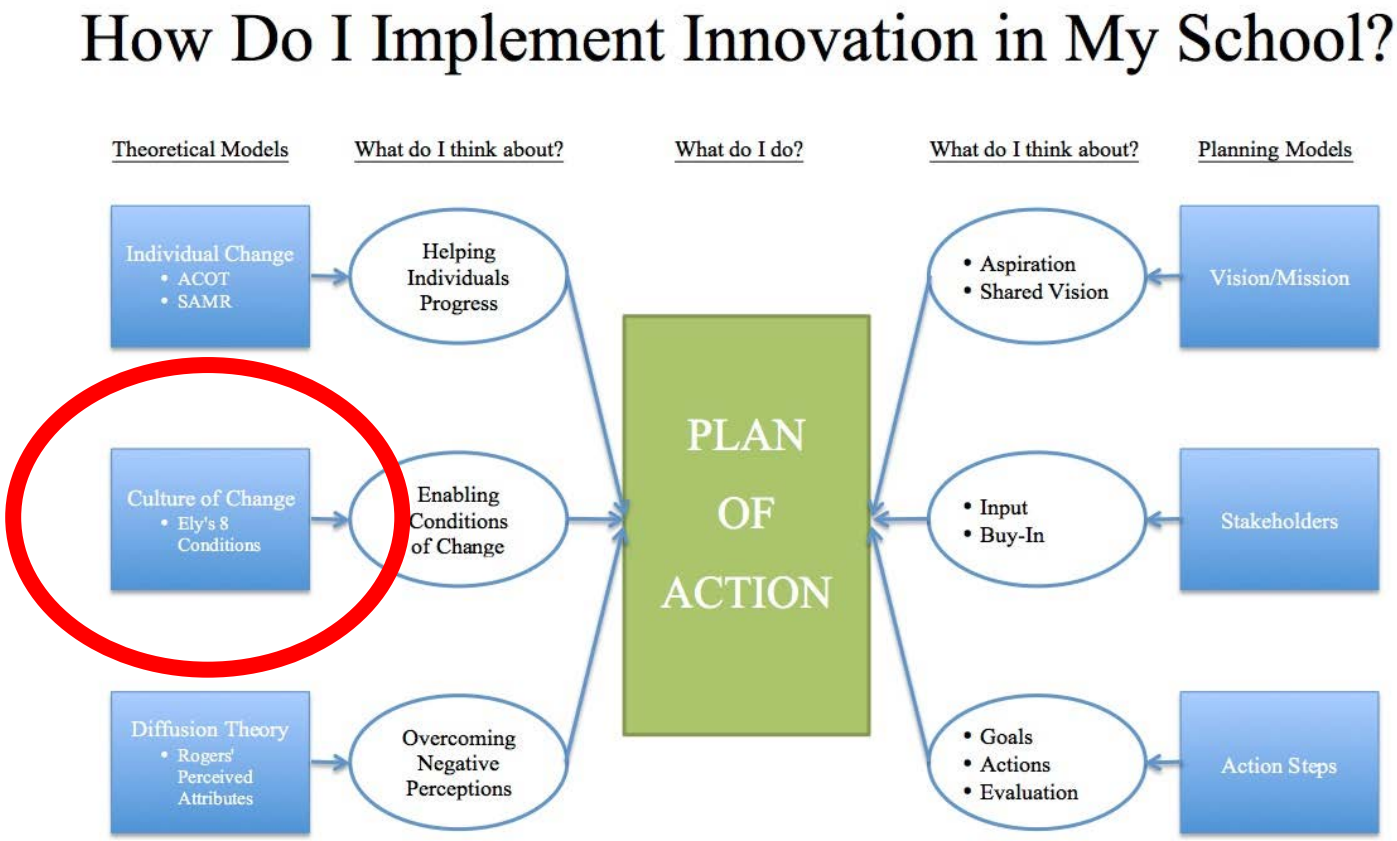
How does the changing media landscape influence the way we see ourselves and relate to each other?

Be sure to note whose summary you are pulling from.

Add a new discussion topic

Discussion	Started by	Replies	Last post
It's Complicated: Overall Review	Joseleen Gomez	0	Joseleen Gomez Sun, Nov 11, 2018, 3:56 PM
Important Points	Patricia Bryan	0	Patricia Bryan Mon, Nov 5, 2018, 9:10 PM
It's Complicated Overall Review	Jennifer Greer	0	Jennifer Greer Sun, Nov 4, 2018, 2:46 PM
Rice- Its Complicated Overview	Ashley Rice	0	Ashley Rice

Building content toward a goal (David)



Topic: Culture of Change (Ely)

Read/Watch

1. Read Ely Paper
2. Watch Introduction to Ely' Conditions (7:39)
3. View optional Ely resources:
   - Turek: Ely's Conditions of Change
   - Finken: Breaking the Mold: An Educational Perspective on Diffusion of Innovation/Ely's Conditions to Facilitate the Implementation of Educational Technology Innovations

Introduction to Ely Interviews

Now that you have picked an innovation you would like to implement in your school and created a vision for that innovation, it is time to find out what others in your school think and get a sense of the culture of change around that vision.

- **First**, you will develop a set of interview questions about your innovation and Ely's conditions and give feedback to others and get feedback to modify your questions.
- **Second**, you will identify three people in your school (teachers, media specialists, and/or administrators to interview.
- **Third**, you will conduct the interviews; interviews should be in the 5-10 minute range.
- **Fourth**, you will post the results of your interviews to a forum (next week).

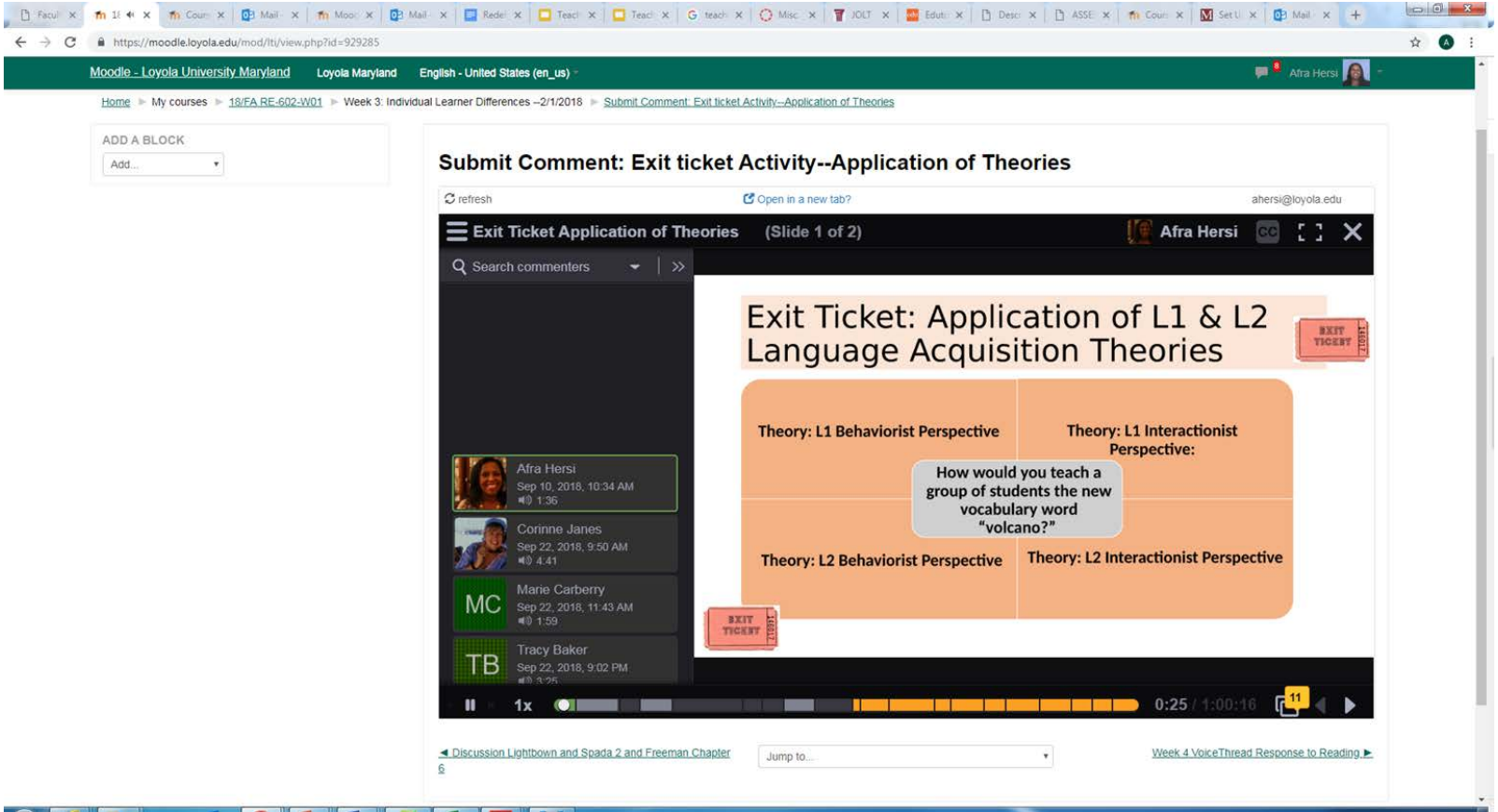
Participate

Post your draft interview questions in the forum below by the date of this tab:

- Ely Interview Questions Forum - Green Group
- Ely Interview Questions Forum - Grey Group

	Exemplary (4) 9 points	Proficient (3) TARGET 7-8 points	Developing (2) 5-6 points	Basic (1) 0-4 points	Key Concepts Alignment (2016 Version)	Key Concepts Alignment (2017 Version)
Current Situation - Perceived Attributes	In addition to everything listed in Proficient, outlines a clear and appropriate plan of action for overcoming perceptions of potential adopters to help the innovation get adopted.	Shows a thorough understanding of how the perceived attributes of the proposed technological change might impact diffusion of this innovation including an understanding of the perceptions of potential adopters	Shows a complete understanding of each of the five perceived attributes described from Rogers' Diffusion Theory paper	Misinterprets one or more of the five perceived attributes.	8. Models & Theories of Change: 8.1 Candidates will be able to apply models of change to understand the current situation of technology innovation in a school.	12.1 Candidates will be able to apply models of change to understand the current situation of technology innovation in a school.
Current Situation - Ely	Shows a thorough understanding of how Ely's Eight Conditions apply to the current situation and the proposed technological change, including an understanding of what conditions are missing and what conditions you, as a technology leader,	Shows a thorough understanding of how Ely's Eight Conditions apply to the current situation and the proposed technological change, including an understanding of what conditions are missing and what conditions you, as a	Describes Ely's Eight Conditions in broad, generic terms with limited application to the current situation and/or proposed technological change	Shows a limited understanding of Ely's Eight Conditions	8. Models & Theories of Change: 8.1 Candidates will be able to apply models of change to understand the current situation of technology innovation in a school.	12.1 Candidates will be able to apply models of change to understand the current situation of technology innovation in a school.
	can influence, giving the reader a clear understanding of what conditions will support the proposed change, what conditions will hinder the proposed change and what conditions are within your power	technology leader, can influence				

Informal Assessment: Exit Ticket



Small Group Discussion

- Application of strategies
  - Think about an issue of student engagement in your own classroom (1 minute)
  - In groups of 3, talk about how you might use online tools to enhance student engagement in your own classroom. Use strategies presented or come up with your own.
  - Report back from groups