

# **Increasing Student Engagement in Online Courses**

## **Participant Guide**

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

## Increasing Student Engagement Agenda

| MODULES   | LENGTH OF TRAINING | ACTIVITIES   |
|---|--------------------|--|
| I. Introduction <ul style="list-style-type: none"> <li>• Present student feedback and stats regarding student engagement as a foundation for the course</li> <li>• Work with attendees as they fill out the worksheets with questions for the Q &amp; A session at the end of the course</li> </ul> | .25 hour           | <ul style="list-style-type: none"> <li>• Review student feedback</li> <li>• Review stats</li> <li>• Distribute worksheets</li> <li>• Complete worksheets</li> </ul>                              |
| II. Identify and Critique Technologies <ul style="list-style-type: none"> <li>• Review current and new</li> <li>• Enhance Technical Skills</li> </ul>   | .25 hour           | <ul style="list-style-type: none"> <li>• Distribute list of technologies</li> <li>• Check those needed for online coursework</li> </ul>  |
| III. Match Learning Tools with Learning Styles <ul style="list-style-type: none"> <li>• Review Learning styles</li> <li>• Review learning tools</li> <li>• Match tools with learning styles</li> <li>• Review learning stats</li> </ul>   | 1 hour             | <ul style="list-style-type: none"> <li>• Distribute “Match Game”</li> <li>• Match tools with learning styles</li> </ul>  |
| IV. Adult Learning Principles <ul style="list-style-type: none"> <li>• How adults learn</li> <li>• Adult learning principles</li> <li>• Adult learning methods</li> </ul>   | 1 hour             | <ul style="list-style-type: none"> <li>• Distribute fill in the blank quiz</li> <li>• 5 key questions</li> </ul>   |
| V. Identify Methods of Engagement <ul style="list-style-type: none"> <li>• Introduce and discuss 5 ways to increase online student engagement</li> </ul>  | 1 hour             | <ul style="list-style-type: none"> <li>• Distribute list of technologies</li> <li>• Learners select 5 new ones</li> <li>• Discuss value of each to meet course objectives</li> </ul>             |
| VI. Q & A Session   | 1 hour             | <ul style="list-style-type: none"> <li>• Distribute checklist of technologies</li> <li>• Learners indicate whether they have used it, would like to use it, or see it as unnecessary.</li> </ul> |
| <b>Total</b>  | <b>4.5 hours</b>   |  |

## Module #1: Introduction

### Course Objectives

- ▣ To ensure that all online instructors are aware of the required technical skills to facilitate and manage an online course
- ▣ To ensure that online instructors can identify which activities correspond with each primary learning style
- ▣ To increase online instructor understanding of the basics of adult learning
- ▣ To introduce new ways of engaging students with current online teaching practices

These are the course objectives:

- ▣ To ensure that all online instructors are aware of the required technical skills to facilitate and manage an online course
- ▣ To ensure that online instructors can identify which activities correspond with each primary learning style
- ▣ To increase online instructor understanding of the basics of adult learning
- ▣ To introduce new ways of engaging students with current online teaching practices

## Course Overview

A presentation slide with a dark grey background and a light grey diagonal gradient. The title "Course Overview" is centered at the top in a yellow, sans-serif font. Below the title is a bulleted list of four key areas for online instructor training. At the bottom center is a blue square logo featuring a white silhouette of a person walking to the right, with the words "GROW", "LEARN", and "EXPLORE" stacked vertically in white text to the right of the figure.

Course Overview

- ▣ To keep up with our online enrollment growth and increase student engagement, our online instructors need to be trained in four key areas:
  - The technical skills needed to facilitate and manage an online course
  - Learning styles and the appropriate activities for each style
  - Understanding adult learning principles
  - Incorporating new means of student engagement into our current online teaching practices

GROW  
LEARN  
EXPLORE

The following areas are covered in the course:

- The importance of student engagement for our online students,
- The technical skills needed to facilitate and manage an online course,
- Learning styles and the appropriate activities for each style,
- Understanding adult learning principles
- Incorporating new means of student engagement into our current online teaching practices

## Module #2: Required Technical Skills



Let's start by reviewing current and new technologies as a means of engaging students.

We can do this by answering this question: What are the required technical skills to facilitate and manage an online course? These are some suggestions:

- Basic computer skills
- Power Point
- Blackboard (LMS)
- Internet
- School website

Our goal today is to determine your level of understanding regarding technologies we are currently using or could use when teaching an online course. We are going to review and discuss your answers during the student engagement module.

**Activity #1: Technology Review**

List at least 5 technologies that you have used and 5 that you have not used when facilitating an online course. Answer Yes or No next to each technology to indicate whether you feel it is necessary to use it when teaching an online course.

| Yes/No | Technology |
|--------|------------|
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## Module #3: Learning Styles



Knowing the technology is only the first step toward increasing student engagement. The next step is to understand learning styles and identify the teaching tools that work best for each of them.

Let's review each learning style and identify which teaching tools work best for each one. We're also going to review some learning statistics to reinforce the importance of knowing and understanding these learning styles.

- Visual learners
  - a. Learn by looking, seeing, viewing, and watching
  - b. Think in pictures and learn best from visual displays
  - c. Teaching tools: Transparencies, videos/slides, flip charts, readings, demonstrations
- Auditory learners
  - a. Learn by listening, hearing, and speaking
  - b. Learn best through lectures, discussions, and brainstorming
  - c. Teaching tools: Lectures, group discussions, informal conversations, stories and examples, and brainstormers
  - d. Learners retain 90 percent of what they see, hear, and do.

## Learning Styles

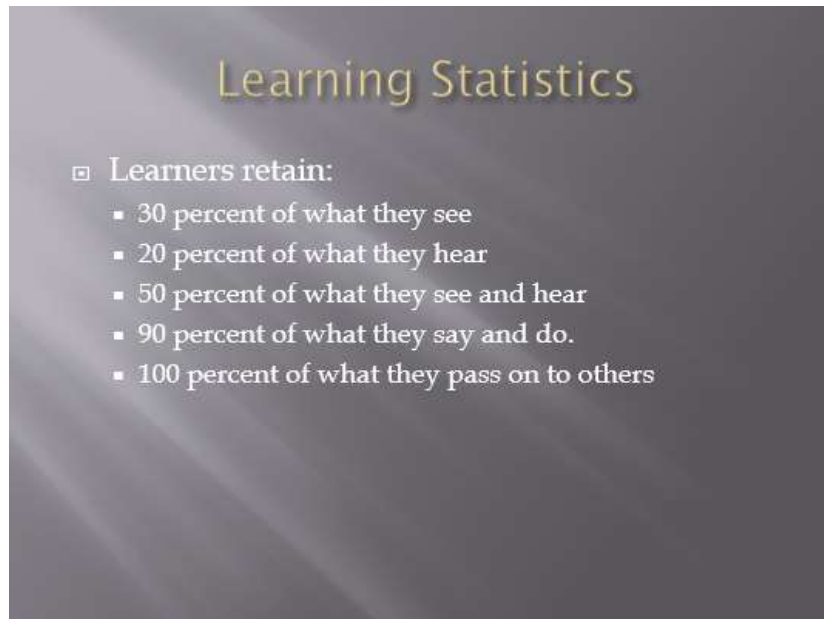


Let's continue with Kinesthetic learners

- Kinesthetic learners
  - a. Learn by experiencing, moving, and doing
  - b. Learn best through a hands-on approach and actively engaging in a task
  - c. Teaching tools: Role plays, simulations, practice demonstrations, writing/note taking, activities



## Module #3: Learning Statistics



Let's review some learning statistics to help us realize the importance of what we are covering today in the course:

Learners retain:

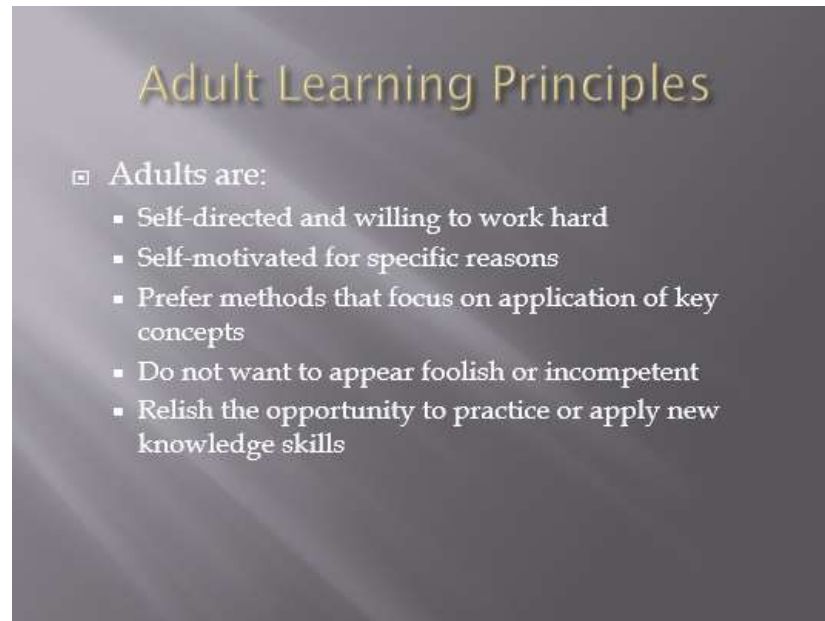
- 30 percent of what they see
- 20 percent of what they hear
- 50 percent of what they see and hear
- 90 percent of what they say and do.
- 100 percent of what they pass on to others

## Activity #2: Play the Match Game!

Match each Learning Tool with the appropriate Learning Style by placing the letter for the learning style next to the learning tool. Use this activity to help you learn which learning tool matches one of the learning styles covered.

| Learning Tool           | Learning Style |
|-------------------------|----------------|
| Role plays              |                |
| Lectures                |                |
| Videos/slides           |                |
| Simulations             |                |
| Group Discussions       |                |
| Flip charts             |                |
| Practice demonstrations |                |
| Readings                |                |
| Stories and examples    |                |
| Writing/note taking     |                |
| Demonstrations          |                |
| Brainstorms             |                |
| Pictures                |                |
| Transparencies          |                |
| Informal conversation   |                |

## Module #4: Adult Learning Principles



We've looked at the technology, reviewed the learning styles, and now comes the most important aspect of the course – understanding adult learning principles. Many of your online students are adults and rather than just going to college with no real goals, they have specific goals and do not want to waste their time in the classroom. Let's review some of the key principles in adult learning:

- Adult learning principles
  1. Adults are self-directed and willing to do what is necessary to learn
  2. Adults are motivated to learn for different reasons:
    - a. Networking
    - b. Advancing in their careers
    - c. Being stimulated
    - d. Helping others
    - e. Learning for its own sake
  3. Adults prefer learning methods that focus on the application of key ideas, principles, or the experiences of others. They do not like to appear foolish or incompetent and require support and encouragement.
  4. Adults typically need opportunities to practice or apply new knowledge or skills. This can be accomplished by engaging them in open-ended activities that require an answer to a difficult problem or an analysis of a specific situation or case study.

### Activity #3: How do Adults Learn?

Match each Learning Tool with the appropriate Learning Style by placing the letter for the learning style next to the learning tool. Use this activity to help you learn which learning tool matches one of the learning styles covered.

1. Adults do not want to appear \_\_\_\_\_ or \_\_\_\_\_ and require support and encouragement from instructors and from other students.
2. When discussing how adults approach the learning process, we can say that because they know what they need to learn and are willing to do what is necessary, they are \_\_\_\_\_.
3. Adults prefer learning methods that focus on several areas, including: \_\_\_\_\_, \_\_\_\_\_, or the \_\_\_\_\_.
4. Providing opportunities for adult learners to learn includes engaging them in \_\_\_\_\_ activities.
5. Adults have specific career goals and do not want to \_\_\_\_\_ their time when in the classroom.

Once you have filled in the blanks, we will break into groups to discuss your answers and the importance of knowing the principles of adult learning.

## Module #5: Ways to Engage Students



Now that we have reviewed adult learning principles, the final step is to use what you have learned today regarding technology, learning styles, and adult learning to identify at least five new ways to engage students in an online course. I'm going to outline some ways in this part of the course, but these are only meant to facilitate discussion. Of course, you can include them on your list, but you must also indicate how each one listed will increase student engagement in your online courses.

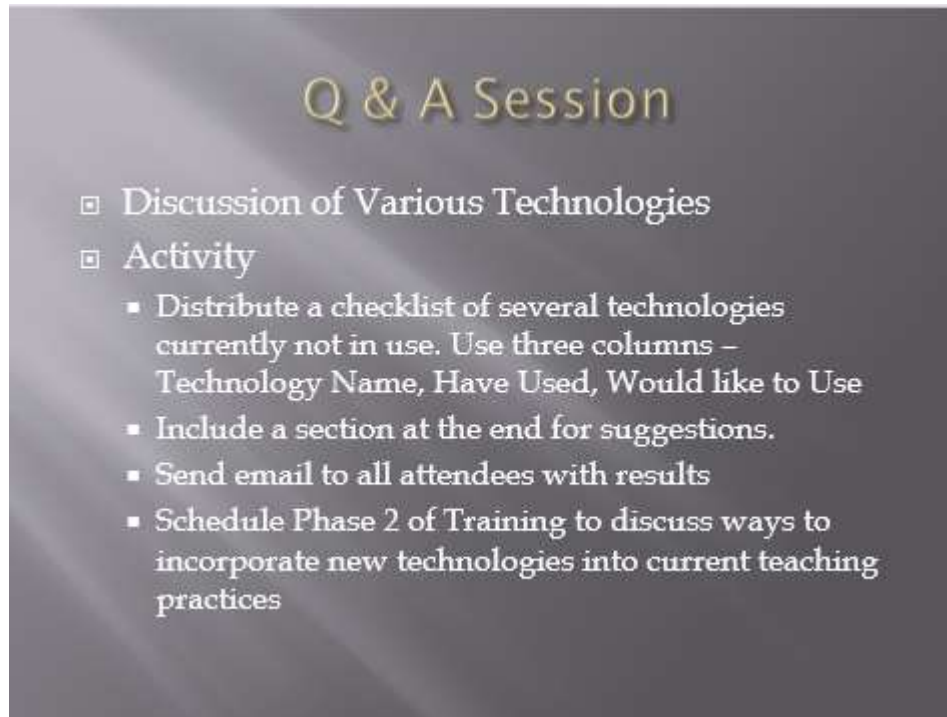
Some new ways of engaging students include the following:

- a. Add an FAQ (frequently asked questions) section on each course home page.
- b. Students can quickly access the answers they need as they progress through an online course.
  - i. Can be added to Syllabus folder in Blackboard
- c. Obtain student feedback throughout the course
- d. [www.polleverywhere.com](http://www.polleverywhere.com)
  - i. Incorporate online surveys into the course for students to evaluate their level of understanding

- e. Enhance use of Power Point
  - i. 10/20/30 rule – no more than 10 slides, talk for no more than 20 minutes, and never use a font smaller than 30 points
  - ii. Include sound bite on each slide
- f. Discussion Board Questions
  - i. Analytical responses necessary
  - ii. Apply concepts from readings
  - iii. Solve real-life problems
  - iv. Open-ended
- g. Monitor discussion and interact with students
  - i. Enable students to add threads and initiate new discussions
- h. Blackboard
  - i. Post weekly videos of mini-lectures
  - ii. Insert weekly quizzes for students to complete



## Slide #11: Q & A Session



**Q & A Session**

- ▣ Discussion of Various Technologies
- ▣ Activity
  - Distribute a checklist of several technologies currently not in use. Use three columns – Technology Name, Have Used, Would like to Use
  - Include a section at the end for suggestions.
  - Send email to all attendees with results
  - Schedule Phase 2 of Training to discuss ways to incorporate new technologies into current teaching practices

### **Say:**

OK – let's review the answers and suggestions that you provided during the course to determine our next course of action. We are also going to use this time to answer any questions you may have regarding course content. I will be collecting all completed activities and your suggestions for review and follow-up during our next meeting, which is scheduled for 30 days from today. I will be sending you an email with the results of your checklist selections, suggestions, and feedback.

Let's review the benefits of completing this course:

- Increased faculty awareness of technical requirements for teaching and managing online courses
- More incorporation of teaching tools that reflect the three key learning styles
- Increased understanding of the principles of adult learning
- Maximize use of current online technology and teaching practices
- Eventual incorporation of new technologies into current teaching practices
- Increased student engagement

### **Do:**

Distribute a checklist of several technologies and use three columns – Technology Name, Have Used, Would like to Use, No Useful Purpose

Include a section for suggestions from the attendees.

Send email to all participants with results of checklist selections and suggestions.

Q & A Session slide is displayed.



## Overview of the Course

### Say:

Let's look at what we covered in the course.

- We looked at the statistics and feedback that support our need to increase student engagement in our online courses;
- We reviewed a list of required technical skills that an online instructor must have to be successful in this endeavor;
- We matched several learning tools with learning styles to get a better idea of which ones help learners grasp the concepts presented to them;
- We looked at some key adult learning principles to get a better handle on how to teach adult learners; and
- We reviewed our technology list and selected some new technologies to incorporate into our online courses.

Are there any questions about any of the topics covered in training today?

### Do:

Answer questions or write down for follow-up.

### Say:

I am going to schedule a follow-up meeting to review and compare your technology selections with those of instructors at other institutions. Each of you will be assigned a technology to research and present at our follow-up meeting, which will take place in 30 days. You will receive an email with further details. Until then, I would like to thank you all for coming today and sharing your thoughts and suggestions. By collaborating together, we will be able to increase student engagement and improve student feedback in our online courses.

Again, thank you all for coming and thank you for your support of this endeavor! Please turn in your completed activities – results will be compiled for our follow up meeting.

## Q & A Notes

| Question | Answer |
|----------|--------|
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