



# HOW TO ENGAGE STUDENTS IN ONLINE COURSES

BY DR. MARIAN T. METY



# THE PROBLEM

- ❑ 37% of our students are enrolled in online courses
- ❑ Enrollment is increasing by 10% each year
- ❑ Student surveys have indicated a lack of student engagement in online courses
- ❑ Instructors have varying levels of knowledge and experience in teaching online courses



# THE SOLUTION

- ❑ 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



# MEET YOUR DESIGNER

## DR. MARIAN METY



Chair of management

55-years old, married, 2 grown children, Catholic, Middle Eastern ancestry

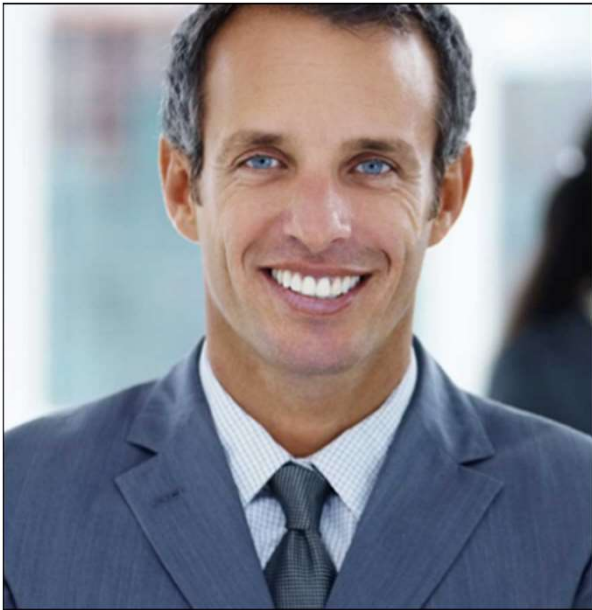
Degrees in Management, Psychology, Sociology, and Business Administration.

30 years experience teaching business courses

“My goal is to ensure that each student is provided the tools necessary to succeed, especially in our online programs. There should be little difference in a face-to-face course and an online course. Students expect to learn, regardless of how the material is presented.”

Marian hopes that taking this course will reinforce and strengthen the commitment of her faculty to the program and to the students enrolled in it. Her goal is to increase enrollment for online programs by minimizing any differences between online and onsite courses.

# MEET THREE OF OUR ONLINE INSTRUCTORS



Dr. Harry James



Dr. Peter Jamison



Dr. Susan Mills

They are the three most experienced online instructors from the eight being trained.



# DR. HARRY JAMES



Business Faculty

40, single, Baptist.

15 years experience teaching online courses

Degrees in Marketing, Management, and Finance.

“Many of my own courses were online and I am proud of what I learned when taking them. I’m anxious to try some new methods of engaging our online students and I’m confident that we will make a difference in both enrollment and learning quality.”

Harry wants students to appreciate the advantages of taking online courses. His goal is to learn new ways to accomplish this by increasing student engagement through online activities. He is very excited about taking Marian’s course.

# DR. PETER JAMISON



Business Faculty

35, single, Protestant

10 years experience teaching online courses

Degrees in Marketing, Communication, and  
Education

“I’m all for reviewing our current processes, but I really don’t see any need for improvement. The students are going to learn or not learn, regardless of how the courses are presented. The key to engaging them is technology. Everything else is wasted time and resources.”

Peter doesn’t necessarily buy into the need for more faculty training, but is amenable to the prospect of increasing the use of technology in his online courses. He is excited about this aspect of Marian’s course and will be making several suggestions during her sessions.

# DR. SUSAN MILLS



Business Faculty

26, single, Catholic

Degrees in Management, Education, and  
Marketing

2 years experience teaching business courses

“I get frustrated because my ideas are often dismissed because of my age and lack of experience. Seniority does not always breed wisdom. My generation understands the importance of student engagement and dreads taking a course that puts students in a coma. I’m looking forward to working on this project.”

Susan is anxious to connect with students in her age group because they understand the importance of interaction in the classroom, especially for the online courses. She hopes to make several suggestions while taking Marian’s course.



# MODULE OVERVIEW

- ❑ Introduction and Objectives (10 minutes)
- ❑ Module 1 – Technical Skills (10 minutes)
- ❑ Module 2 – Learning Styles (10 minutes)
- ❑ Module 3 – Adult Learners (10 minutes)
- ❑ Module 4 – New Ways to Engage (30 minutes)
- ❑ Wrap-Up – Q & A (10 minutes)





# MODULE 1 - TECHNICAL SKILLS

Time Frame – 10 minutes

## Learning Outcome

- Demonstrate awareness of the required technical skills to facilitate and manage an online course

## Assessment

- Answer yes or no to indicate on a list of technologies if they are needed to teach an online course.

## Activities

- Distribute a list of the possible technologies that instructors would need to teach an online course.
- Include checkboxes to select Yes or No to see how aware they are regarding online technology requirements.



# TECHNICAL SKILLS - CONTENT

What skills are needed to facilitate and manage an online course?

- Basic computer skills
- Power Point
- Blackboard
- Internet and School website

Our Goal

- To determine your level of awareness regarding the technologies we are currently using when teaching online courses.



# MODULE 2 – LEARNING STYLES

Time Frame – 10 minutes

## Learning Outcome

- Identify the teaching tools that correspond with each learning style

## Assessment

- Use the Match Game and have learners “match” a teaching tool with the appropriate learning style

## Activities

- Create a “Match Game” that lists various teaching tools for 3three key Learning styles in column 1. The three learning styles will be listed in the second column and designated with the letters a, b, and c. Learners then place the letter for their selection to the left of the first column.



# LEARNING STYLES - CONTENT

Which teaching tools work best for a specific learning style?

## Visual Learners

- Learn by looking, seeing, viewing, and watching
- Think in pictures and learn best from visual displays
- Teaching tools: Transparencies, videos/slides, flip charts, readings, demonstrations

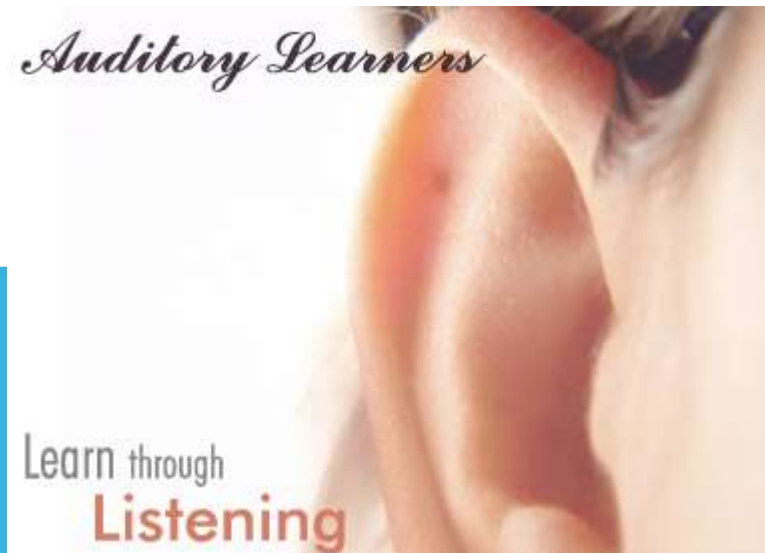




# LEARNING STYLES - CONTENT

## Auditory learners

- Learn by listening, hearing, and speaking
- Learn best through lectures, discussions, and brainstorming
- Teaching tools: Lectures, group discussions, informal conversations, stories and examples, and brainstorms



# LEARNING STYLES - CONTENT

## Kinesthetic learners

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



# LEARNING STYLES – CONTENT

Did you know?

Learners retain:

- 10 percent of what they see
- 30 to 40 percent of what they see and hear
- 90 percent of what they see, hear, and do

This is why we are here today

- To determine how we can increase learning through increased student engagement



# MODULE 2 - ASSESSMENT

## Play the Match Game! Module 2 Activity

Match the teaching tool with the appropriate learning style. Place the letter for the style to indicate your selection. Use this exercise to help you learn the Teaching Tools for each of the three key Learning Styles.

Teaching Tool	Learning Style		
transparencies	a. Visual	b. Auditory	c. Kinesthetic
Brainstorms	a. Visual	b. Auditory	c. Kinesthetic
Role plays	a. Visual	b. Auditory	c. Kinesthetic
Videos/slides	a. Visual	b. Auditory	c. Kinesthetic
Writing/notetaking	a. Visual	b. Auditory	c. Kinesthetic
Group discussions	a. Visual	b. Auditory	c. Kinesthetic
Flip charts	a. Visual	b. Auditory	c. Kinesthetic
Informal conversations	a. Visual	b. Auditory	c. Kinesthetic
Lectures	a. Visual	b. Auditory	c. Kinesthetic
Readings	a. Visual	b. Auditory	c. Kinesthetic
Stories and examples	a. Visual	b. Auditory	c. Kinesthetic
Activities	a. Visual	b. Auditory	c. Kinesthetic
Demonstrations	a. Visual	b. Auditory	c. Kinesthetic
Simulations	a. Visual	b. Auditory	c. Kinesthetic
Practice demonstrations	a. Visual	b. Auditory	c. Kinesthetic

# MODULE 3 – ADULT LEARNING

Time Frame – 10 minutes

## Learning Outcome

- Demonstrate that you understand basic adult learning principles

## Assessment

- Fill-in-the blank 5 question quiz based on the principles outlined in the section

## Activity

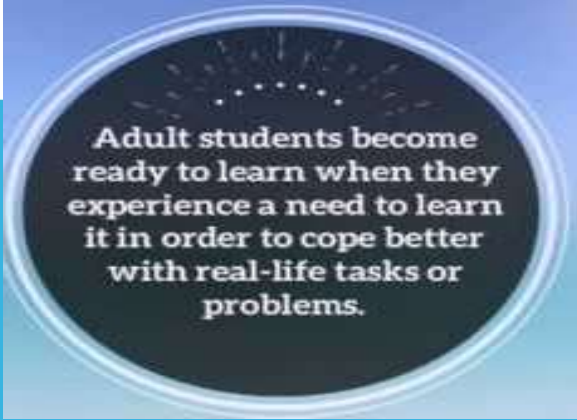
- Complete a 5-question fill-in-the-blank quiz



# ADULT LEARNERS - CONTENT

## Adult Learners

- Are self-directed and willing to do what is necessary to learn
- Are motivated to learn for different reasons:
  - Networking
  - Advancing in their careers
  - Being stimulated
  - Helping others
  - Learning for its own sake
- Prefer learning methods that focus on the application of key ideas, principles, or the experiences of others.
- Do not like to appear foolish or incompetent and require support and encouragement.
- Typically need opportunities to practice or apply new knowledge or skills.
- Need open-ended activities that require an answer to a difficult problem or an analysis of a specific situation or case study.



Adult students become ready to learn when they experience a need to learn it in order to cope better with real-life tasks or problems.



# MODULE 4 – NEW WAYS TO ENGAGE

Time Frame – 30 minutes

## Learning Outcome

- Identify at least five ways to engage students when using current online teaching practices

## Assessment

- List the technology being used and ask them to list two ways to engage students for each of them (e.g. Power Point, Blackboard, Internet, school website)

## Activity

- Create a list of the technologies currently used in an online course and ask the attendees to list two ways of engaging students under each technology. This can be completed during the training.
- Compile new ideas into an email and send to all attendees



# NEW WAYS TO ENGAGE - CONTENT

Add an FAQ (frequently asked questions) section on each course home page.

- Students can quickly access the answers they need as they progress through an online course.
- Can be added to Syllabus folder in Blackboard

Obtain student feedback throughout the course

- [www.polleverywhere.com](http://www.polleverywhere.com)
- Incorporate online surveys into the course for students to evaluate their level of understanding

Enhance your use of Power Point

- Follow the 10/20/30 rule
  - No more than 10 slides
  - Don't speak longer than 20 minutes
  - Include sound bite on each slide



# NEW WAYS TO ENGAGE - CONTENT

## Discussion Board

- Questions
  - Analytical responses necessary
  - Apply concepts from readings
  - Solve real-life problems
  - Open-ended
- Monitor discussion and interact with students
- Enable students to add threads and initiate new discussions

## Blackboard

- Post weekly videos of mini-lectures or to introduce content
- Insert weekly quizzes for students to complete

## ENGAGING STUDENTS



# BENEFITS OF TODAY'S TRAINING

- 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



**BENEFITS**

# WRAP UP - Q & A

Time Frame – 10 minutes

## Learning outcome

- To identify which technology you have used or would like to use in an online course

## Assessment

- Place a checkmark next to the technology you have used or would like to use in an online course

## 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

Thank you for your time!

Any questions, or  
comments. . .

