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 live, 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
Maximize Learning
Towards Discursive Education
Philosophy, Technology, and Modern Education

CHRISTINA E. ERMELING
Tips
Student to Student Engagement
Course Lounge: Create Space for Student to Student Interactions

Serves as an “information desk” so students can ask questions about the classroom and/or the content. Links to resources or even a gift shop of materials and supplies that students can buy or access in order to supplement their learning.

Acts as an “assemblage” of links to content, related games and entertainment;

Promotes and celebrates the community for their academic or personal accomplishments both online and offline.

1 discussion

Add a new discussion

Sharing Resources--Check out the great article--Preparing for Cultural Diversity: Resources for Teachers

5 hours ago
Using VoiceThread for Student Presentations (Elliot)

WRECK IT RALPH 2 OFFICIAL TRAILER -- BELL HOOKS ANALYSIS

Angela Iglesia
July 6, 2013
Dr. Elliot King
CM 342D - Culture, Media, and Society

SIGNIFICANCE TO BELL HOOKS METHODS

- Not freeing ourselves from representation
- We cannot over-value enough the importance of literacy to a culture that is deeply visual
- There are certain kinds of conservatizing media representation
Using VoiceThread for Discussion and Reflection

VoiceThread Home

Role of Identity and Belonging

Themes
- Culture and Learning
- Identity development
- Building Literacy Instruction from Children’s Sociocultural Worlds
- Authentic Literacy Activities for Developing Comprehension and Writing

“My identity might begin with fact of my race, but it didn’t, couldn't end there. At least that’s what I would choose to believe.”

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

Links to Vocabulary Instruction in a Classroom Setting

Elementary School Vocabulary/Word Study
- making words - Patricia Cunningham

Middle School Vocabulary/Word Study
- rating words 1-4
  1= I have never seen this word
  2= I have seen it, but don’t know it
  3= I think I know it
  4= I know this word and can use it
- semantic mapping for meaning and unit study
- word sorts
- building words with prefixes and suffixes, roots and stems

High School Vocabulary/Word Study
- Ask for sentences that "show you know"
  1. Have students write sentences confirming their understanding of a new word, using more than one new word per sentence to show that connections can also be useful.
- Students are acquiring SAT words strategy. This strategy helps the teacher and the
  Pre-Assessment of Vocabulary words strategy. This strategy helps the teacher and the
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)

ADMINISTRATION

- Course administration
  - Edit settings
  - Turn editing on
  - Course completion
  - Users
- Filters
- Reports
- Gradebook setup
  - Badges

Users

- Enrolled users
  - Enrollment methods
- Groups
- Permissions
- Other users
## Tracking Student Activity on Moodle

### Reports

- **Today's logs**
- **All logs**
- **Outline report**
- **Complete report**
- **Grades overview**

### Student Activity Log

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
<th>Roles</th>
<th>Groups</th>
<th>Course</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td>Amanda Ignacio</td>
<td><a href="mailto:arignacio@loyola.edu">arignacio@loyola.edu</a></td>
<td>Student</td>
<td>CM-203-05</td>
<td>16 days</td>
<td>Active</td>
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<td></td>
<td></td>
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<td>11 hours</td>
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<tr>
<td>Areonce Williams</td>
<td><a href="mailto:ajwilliams1@loyola.edu">ajwilliams1@loyola.edu</a></td>
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<td>Active</td>
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<td></td>
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<td></td>
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<tr>
<td>Blair Skeffington</td>
<td><a href="mailto:baskeffington@loyola.edu">baskeffington@loyola.edu</a></td>
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# Tracking Student Activity (3)

## Introduction and Syllabus Information

<table>
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<tr>
<th>Topic</th>
<th>Views</th>
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<tbody>
<tr>
<td>Introduction to the Course and Learning Aims</td>
<td>1 views</td>
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<tr>
<td>Course Methodology and Expectations</td>
<td>-</td>
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<tr>
<td>Learning Activities and Grading Scale</td>
<td>3 views</td>
</tr>
<tr>
<td>Timeline of Due Dates</td>
<td>4 views</td>
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<tr>
<td>Detailed Formal Writing Assignments</td>
<td>6 views</td>
</tr>
<tr>
<td>Course Policies</td>
<td>-</td>
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</table>

- **Monday, September 17, 2018, 8:18 PM (112 days 12 hours)**
- **Sunday, October 14, 2018, 5:05 PM (85 days 15 hours)**
- **Tuesday, November 27, 2018, 10:17 AM (41 days 21 hours)**
- **Monday, November 26, 2018, 11:13 AM (42 days 20 hours)**

## Course Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Posts</th>
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<tr>
<td>Reading Notes Forum</td>
<td>17 posts</td>
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<tr>
<td>Lecture Notes Discussion Board</td>
<td>13 posts</td>
</tr>
<tr>
<td>What I Observed Discussion Board</td>
<td>7 posts</td>
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</tbody>
</table>

- **Friday, November 30, 2018, 11:06 AM (38 days 20 hours)**
- **Wednesday, November 28, 2018, 10:42 AM (40 days 20 hours)**
- **Monday, November 12, 2018, 9:54 AM (55 days 21 hours)**

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<tr>
<th>Discussion</th>
<th>Started by</th>
<th>Replies</th>
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</thead>
<tbody>
<tr>
<td>Chapter 7 Lecture Notes: Celebrity Culture</td>
<td>Elliot King</td>
<td>22</td>
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<tr>
<td>Chapter 9: Media Forms and Genres</td>
<td>Elliot King</td>
<td>19</td>
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<td>Chapter 8 Lecture Notes: The Evolution of Media Systems</td>
<td>Elliot King</td>
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<td>Chapter 6 Lecture Notes: Communication and the Marketplace</td>
<td>Elliot King</td>
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<td>Chapter 5 Lecture Notes Politics and Communication</td>
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<td>Chapter 4 Lecture Notes</td>
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<td>Chapter 2 Lecture Notes</td>
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<tr>
<td>Chapter 1 Lecture Notes</td>
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</table>
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

"The world in which you were born is just one model of reality. Other cultures are not failed attempts at being you: they are unique manifestations of the human spirit."
-- Wade Davis

The title of this ethnography represents a play on words; the brokering of languages, cultures, and lifestyles that Camila experienced, shaped her life forever. The journey of adaptation and persistence of Camila, from English classes once a week at her local community center to writing thesis papers on fashion merchandising during college, is one that can be considered a true manifestation of the American dream.
# Group book reports

**It's Complicated Forum**

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

Add a new discussion topic

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Started by</th>
<th>Replies</th>
<th>Last post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1: Danger</td>
<td>Joseleen Gomez</td>
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<td>Thu, Nov 1, 2018, 10:27 PM</td>
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<tr>
<td>Chapter 2: Privacy</td>
<td>James McBride</td>
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<td>Wed, Oct 31, 2018, 12:48 AM</td>
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<td>Chapter 3: Bullying</td>
<td>Julia Linko</td>
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<td>Tue, Oct 30, 2018, 9:50 PM</td>
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<td>Chapter 7: Literacy</td>
<td>Patricia Bryan</td>
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<td>Tue, Oct 30, 2018, 9:50 AM</td>
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<tr>
<td>Chapter 8: Can social media resolve social divisions?</td>
<td>Latoria ButlerClark</td>
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<td>Latoria ButlerClark</td>
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<tr>
<td>Chapter 9: A Public of Their Own</td>
<td>Taylor Yancey</td>
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<td>Mon, Oct 28, 2018, 6:42 PM</td>
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<tr>
<td>Chapter 10: Addicted</td>
<td>Jennifer Greer</td>
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<td>Mon, Oct 28, 2018, 2:59 PM</td>
</tr>
<tr>
<td>Ch1: It's Complicated - Identity: Rice</td>
<td>Ashley Rice</td>
<td>0</td>
<td>Mon, Oct 28, 2018, 1:43 PM</td>
</tr>
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</table>

**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

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Started by</th>
<th>Replies</th>
<th>Last post</th>
</tr>
</thead>
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<td>It's Complicated: Overall Review</td>
<td>Joseleen Gomez</td>
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<td>Sun, Nov 11, 2018, 3:56 PM</td>
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<td>Important Points</td>
<td>Patricia Bryan</td>
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<td>Mon, Nov 5, 2018, 9:10 PM</td>
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<tr>
<td>It's Complicated Overall Review</td>
<td>Jennifer Greer</td>
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<tr>
<td>Rice: It's Complicated Overview</td>
<td>Ashley Rice</td>
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</table>
Building content toward a goal (David)

How Do I Implement Innovation in My School?

**Theoretical Models**

- Individual Change
  - ACOT
  - SAMR

- Culture of Change
  - Ely’s 8 Conditions

- Diffusion Theory
  - Rogers’ Perceived Attributes

**What do I think about?**

- Helping Individuals Progress
- Enabling Conditions of Change
- Overcoming Negative Perceptions

**What do I do?**

**What do I think about?**

- Aspiration
- Shared Vision
- Input
- Buy-In
- Goals
- Actions
- Evaluation

**Planning Models**

- Vision/Mission
- Stakeholders
- Action Steps
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
<table>
<thead>
<tr>
<th>Current Situation - Perceived Attributes</th>
<th>Exemplary (4) 9 points</th>
<th>Proficient (3) TARGET 7-8 points</th>
<th>Developing (2) 5-6 points</th>
<th>Basic (1) 0-4 points</th>
<th>Key Concepts Alignment (2016 Version)</th>
<th>Key Concepts Alignment (2017 Version)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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</td>
<td>Shows a complete understanding of each of the five perceived attributes described from Rogers’ Diffusion Theory paper</td>
<td>Misinterprets one or more of the five perceived attributes.</td>
<td>8. Models &amp; 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.</td>
<td>12.1 Candidates will be able to apply models of change to understand the current situation of technology innovation in a school.</td>
<td></td>
</tr>
</tbody>
</table>

**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, 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 missing. | 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, can influence | 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. |
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