

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”

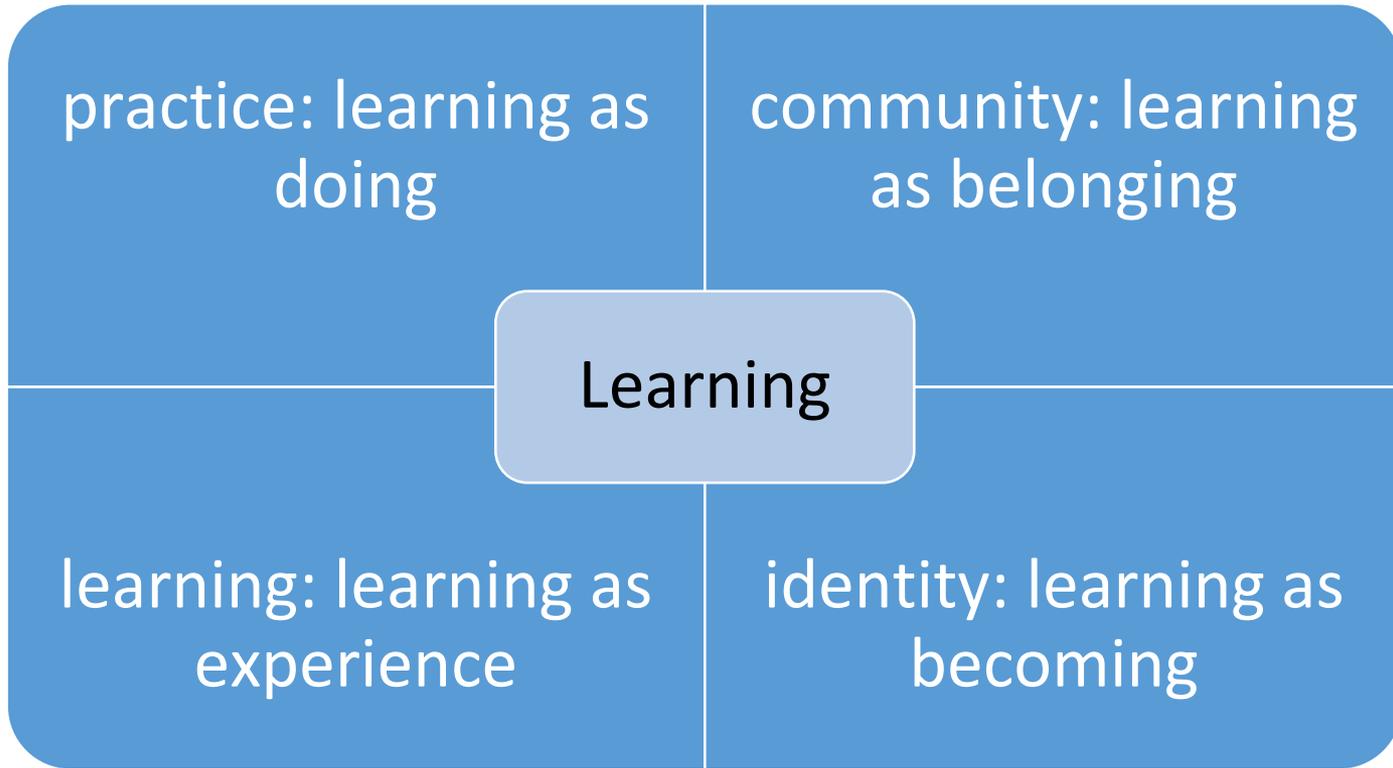




Sociocultural Perspective on Engagement

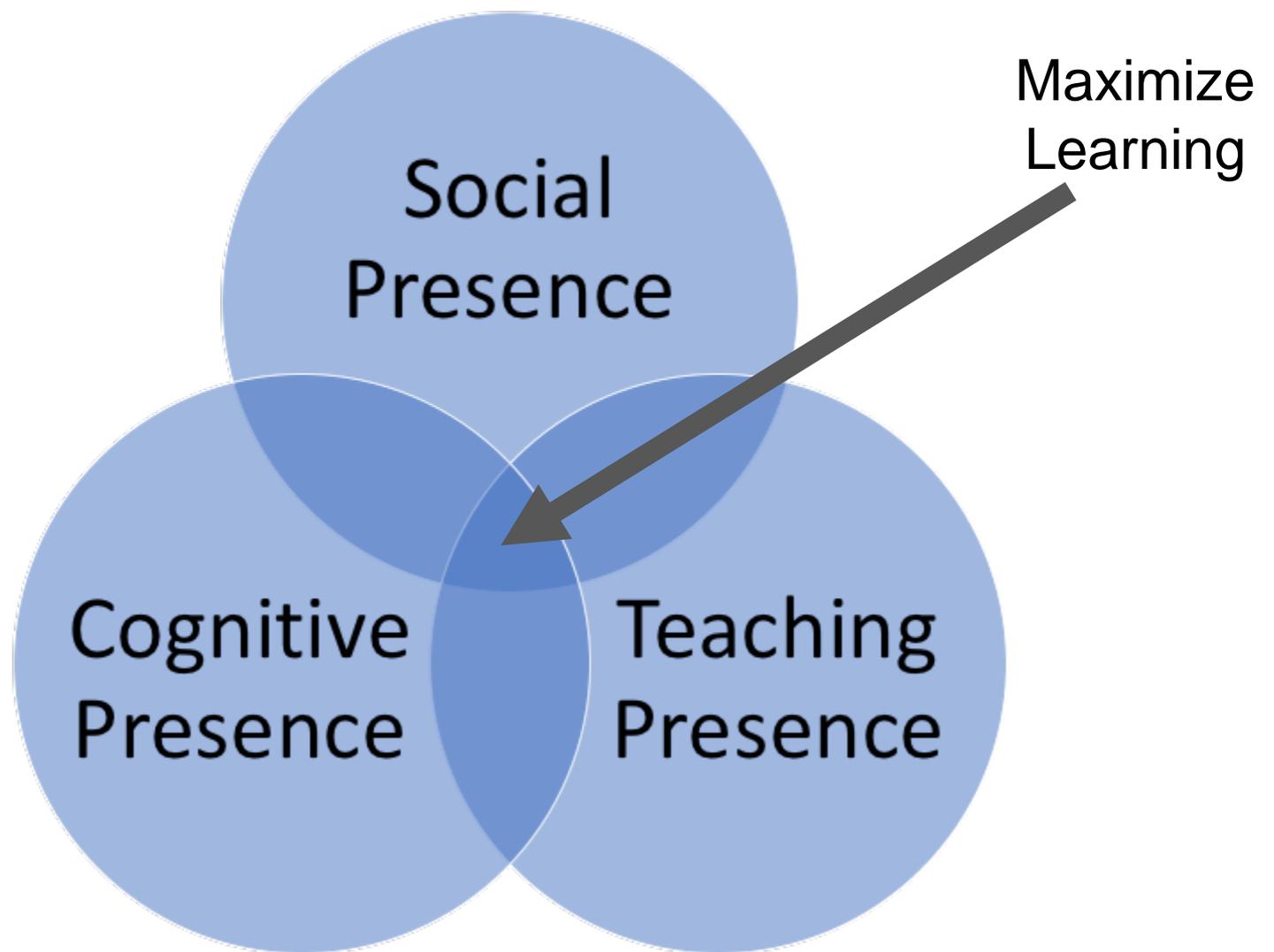
Learner engagement is a multidimensional concept that, occurs when students are simultaneously, reflectively involved in **deep understanding and expertise (high cognition), genuinely valuing what they are doing (high emotion), and actively participating in learning activities (high participation).**

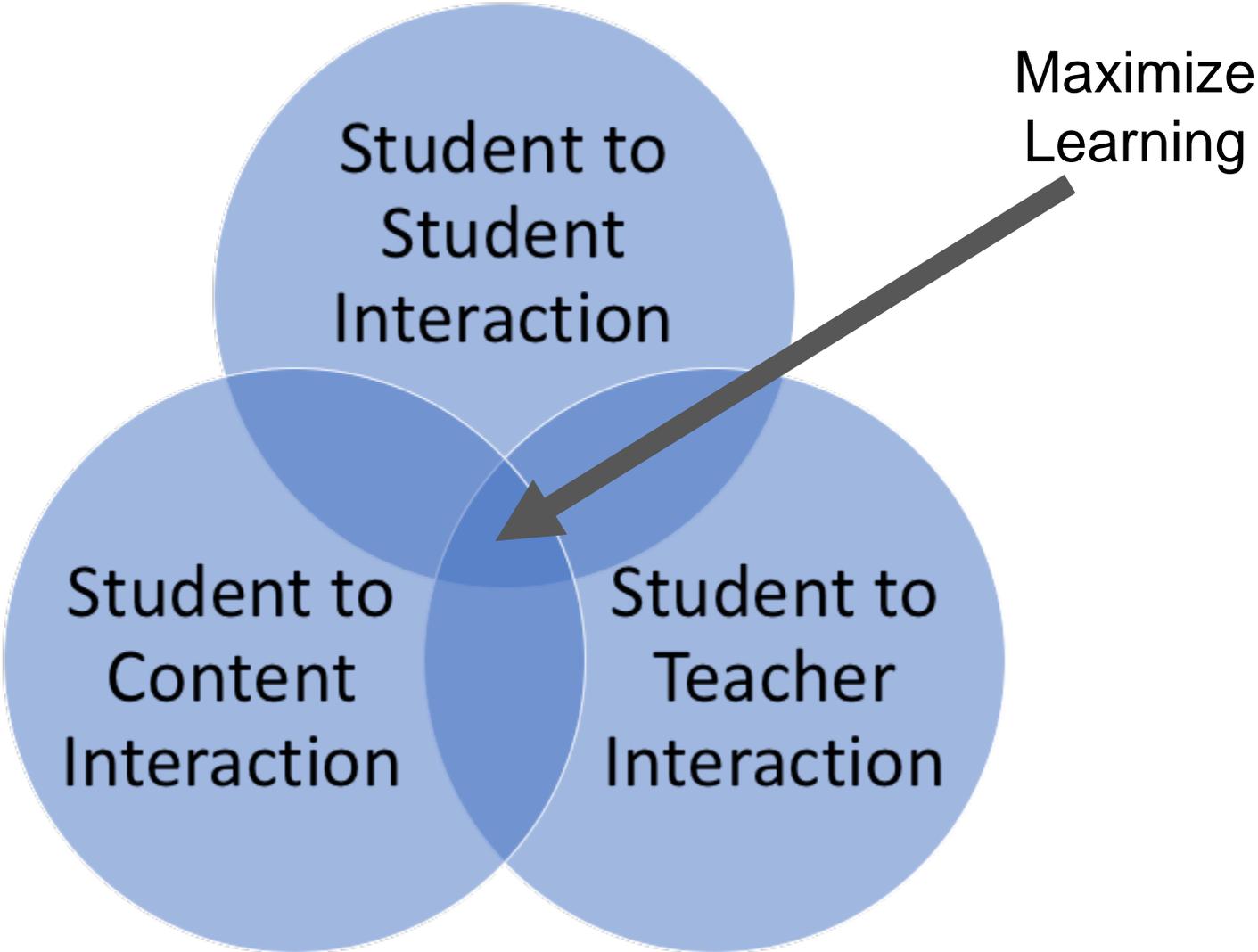
(Munns & Woodward, 2006; Willis, Davis & Chaplin, 2013)

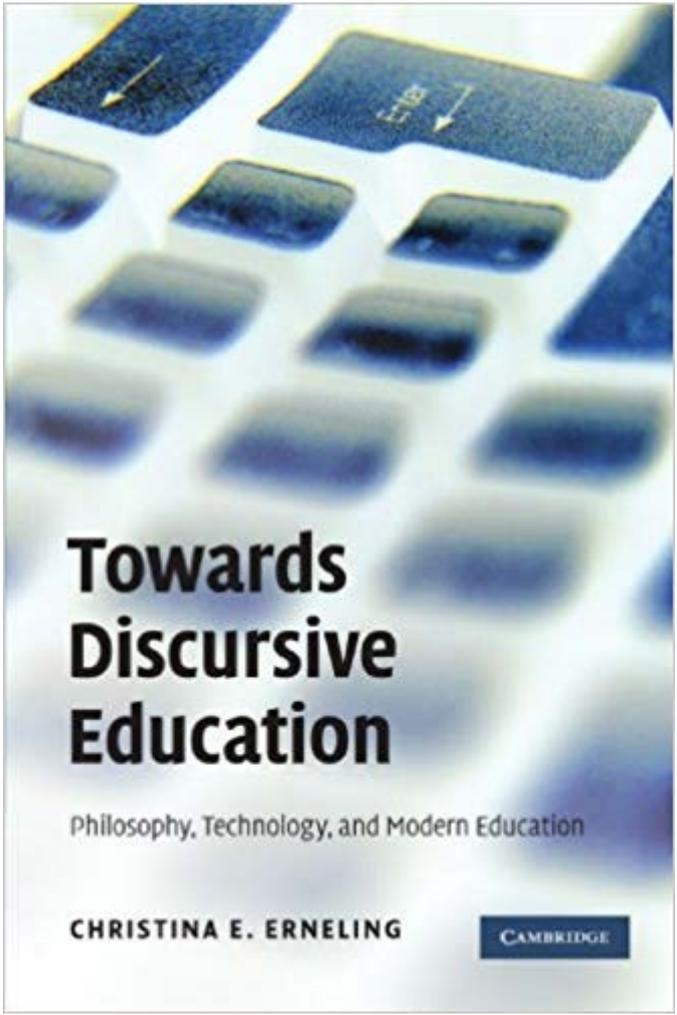


Components of a sociocultural learning theory of learning (Wenger, 1998. p. 5)

Community of Inquiry







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

Moodle - Loyola University Maryland | Loyola Maryland | English - United States (en_us)

Updates Not Installed
Some updates could not be installed automatically.

- Permissions
- Check permissions
- Filters
- Logs
- Backup
- Restore
- Export
- View posters
- Subscription mode
- Subscribe to this forum
- Show/edit forum subscribers

Course administration

NAVIGATION

Home

- Dashboard
- Site pages
- Profile
- My courses
 - 18/FA SE-482-01
 - 18/FA RE-606-601, RE-606-602
 - 18/FA RE-602-W01
 - 18/FA RE-602-W03
 - 18/FA RE-602-W02
 - 18/SU GC-624-601
 - 18/SU GC-614-601
 - 18/SU RE-770-W01
 - 18/SU RE-770-401, RE-770-402
 - 18/SU RE-603-601, RE-603-602
 - More...



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 "arcade" of links to content-related games and entertainment;
Promotes and celebrates in the community for their academic or personal accomplishments both online and offline

1 discussion

Add a new discussion

 **Afra Henri**
5 hours ago

[Sharing Resources--Check out the great article--
Preparing for Cultural Diversity: Resources for
Teachers](#)

Search

www.looyola.edu

Introductions Matter: Student-Student Interactions

The screenshot displays a Moodle LMS interface. At the top, the browser address bar shows the URL <https://moodle.loyola.edu/mod/lti/view.php?id=849919>. The Moodle header includes the site name "Moodle - Loyola University Maryland" and the user "Afra Hersi".

The main content area is titled "RE603 Introductory activity (Slide 2 of 6: PS)". It features a video player showing a photograph of two women, Paige Spangler and Jaime Harpster, standing next to a large bear sculpture at the DC Zoo. A comment overlay from Jaime Harpster is visible, stating: "Paige! I love this photo! It's the DC Zoo, right? I went for the first time this summer. It is pretty incredible!".

On the left side of the video player, there is a list of commenters:

- PS Paige Spangler (Mar 11, 2018, 1:59 PM)
- GS Grace Sharp (Mar 12, 2018, 10:58 PM)
- Erin Ward (Mar 13, 2018, 6:40 PM)
- Jaime Harpster (Mar 13, 2018, 7:13 PM) - This comment is highlighted.
- MC Melanie Coburn (Mar 13, 2018, 7:17 PM)
- PS Paige Spangler (Mar 21, 2018, 12:02 PM)

At the bottom of the page, there is a footer with the following text:

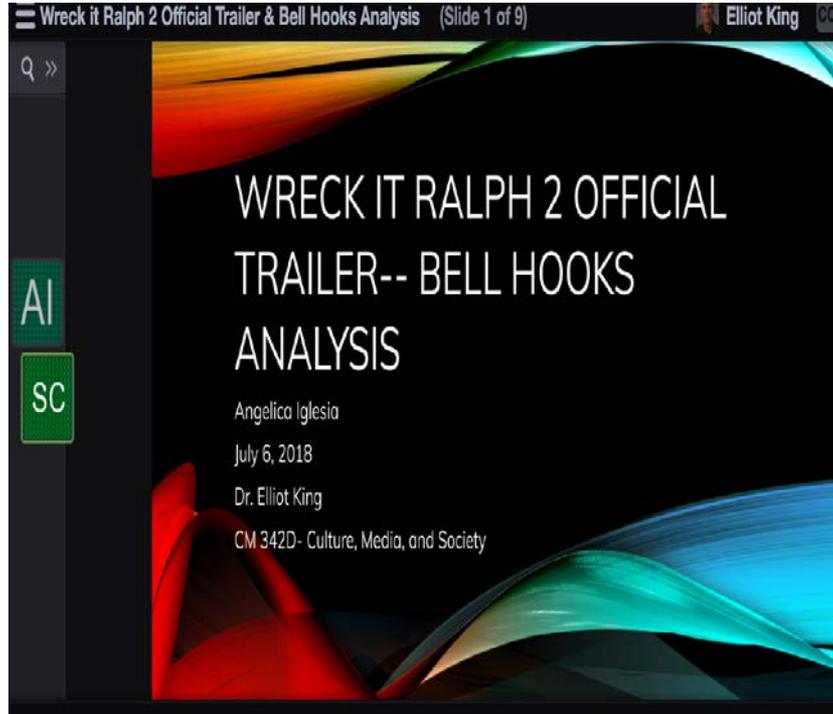
[Moodle Docs for this page](#)
You are logged in as [Afra Hersi](#) ([Log out](#))
[18/SP_RE-603-W01_RE-603-W02](#)
[Get the mobile app](#)

Using VoiceThread for Student Presentations (Elliot)

Wreck it Ralph 2 Official Trailer & Bell Hooks Analysis (Slide 1 of 9) Elliot King

WRECK IT RALPH 2 OFFICIAL TRAILER-- BELL HOOKS ANALYSIS

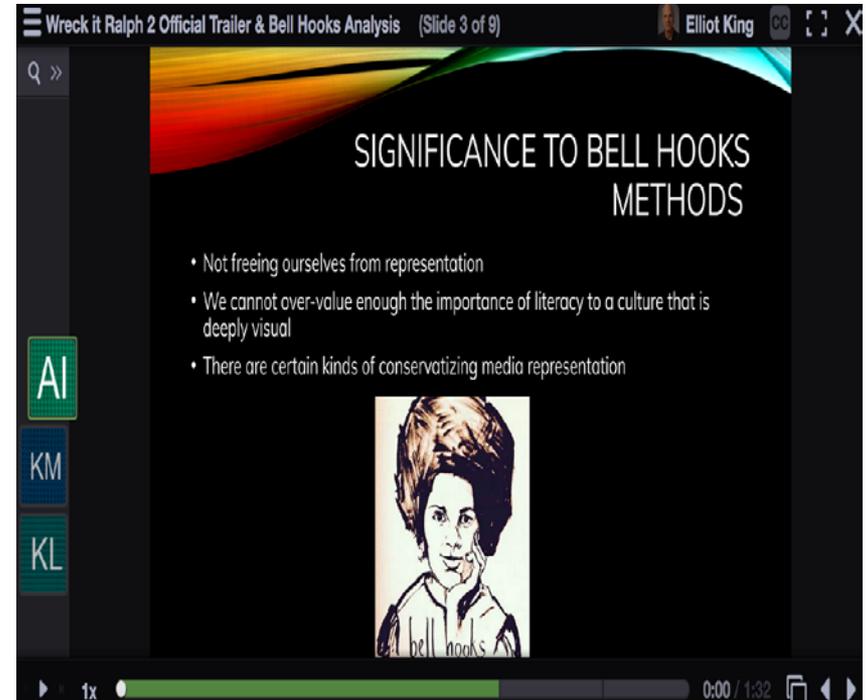
Angelica Iglesia
July 6, 2018
Dr. Elliot King
CM 342D- Culture, Media, and Society



Wreck it Ralph 2 Official Trailer & Bell Hooks Analysis (Slide 3 of 9) Elliot King

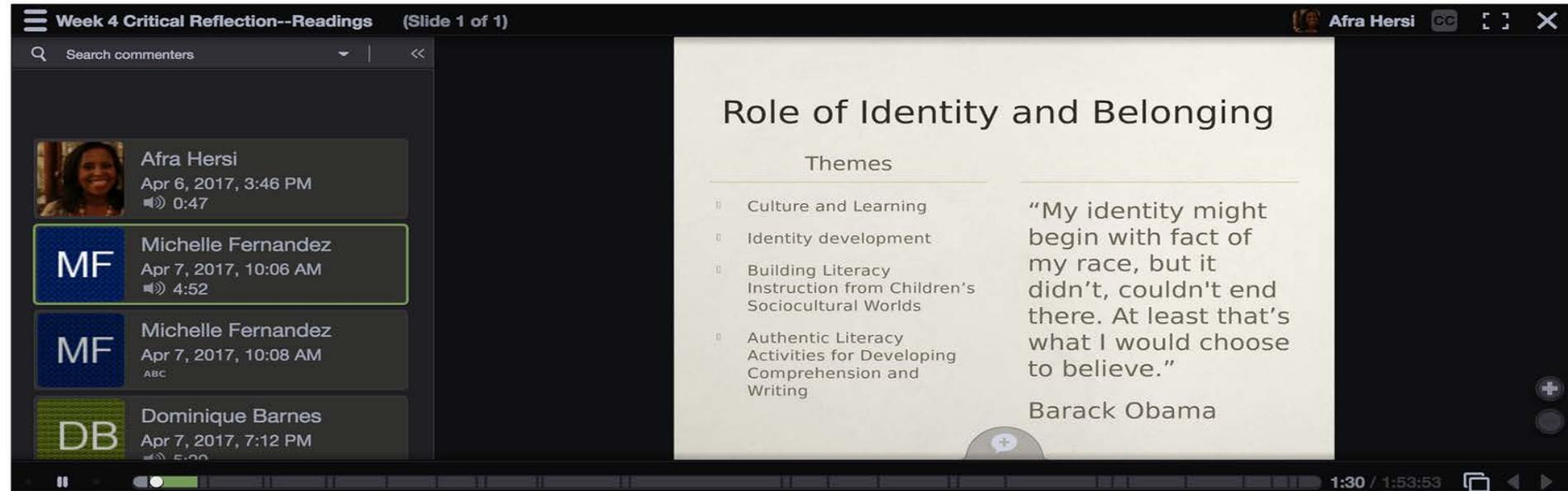
SIGNIFICANCE TO BELL HOOKS METHODS

- 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



The screenshot displays a VoiceThread interface. At the top, the title "Week 4 Critical Reflection--Readings (Slide 1 of 1)" is visible. The user "Afra Hersi" is logged in. A search bar for commenters is present. The main content area shows a video player with a slide titled "Role of Identity and Belonging". The slide content includes a list of themes and a quote from Barack Obama.

Week 4 Critical Reflection--Readings (Slide 1 of 1)

Search commenters

Afra Hersi
Apr 6, 2017, 3:46 PM
0:47

MF Michelle Fernandez
Apr 7, 2017, 10:06 AM
4:52

MF Michelle Fernandez
Apr 7, 2017, 10:08 AM
ABC

DB Dominique Barnes
Apr 7, 2017, 7:12 PM
5:00

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

1:30 / 1:53:53

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

The image shows a screenshot of a Padlet board. At the top left, the word "padlet" is visible. At the top right, there are links for "SIGN UP", "LOG IN", a heart icon, "SHARE", and a help icon. Below this, the user "Michelle Massie" is listed with "+12" and "4mo". The board title is "Links to Vocabulary Instruction in a Classroom Setting". The board contains several text-based tiles:

- Elementary School Vocabulary/Word Study**
 - making words-Patricia Cunningham
 - New Vocabulary Book**

Students have a new vocabulary book that they keep all year. During guided reading, if there is a new word in their book that students cannot use context clues to figure out then we add them to the book. I give the definition to the students and have them talk about an example. Then they share and write in the book. They need to write a definition and draw a picture.
 - Elaborating words
- 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 each day using a graphic organizer
 - Pre-Assement of Vocabulary words strategy. This strategy helps the teacher and the

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

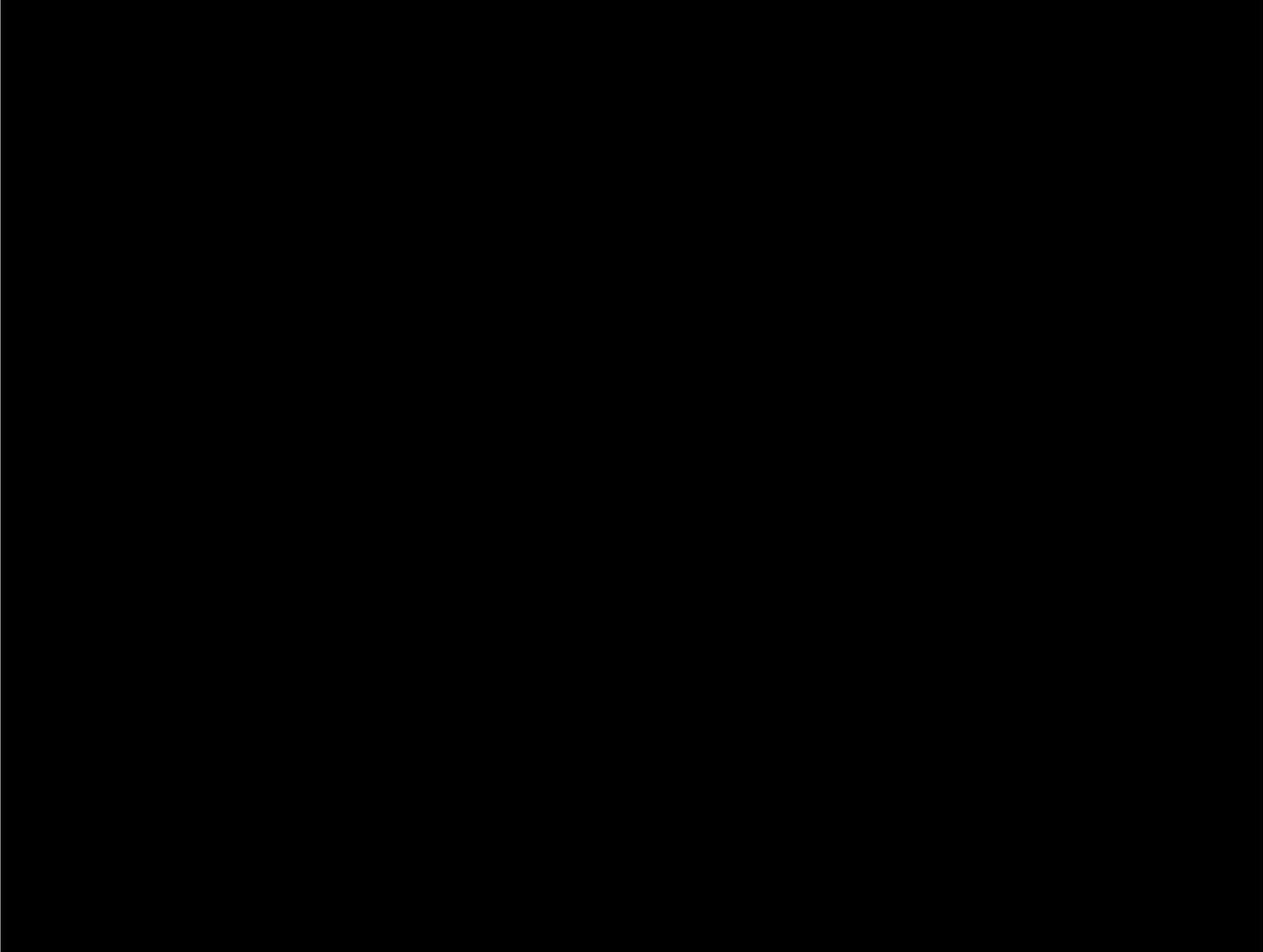
- [Group Delta VoiceThread](#)
- [Group Delta Wiki](#)

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)

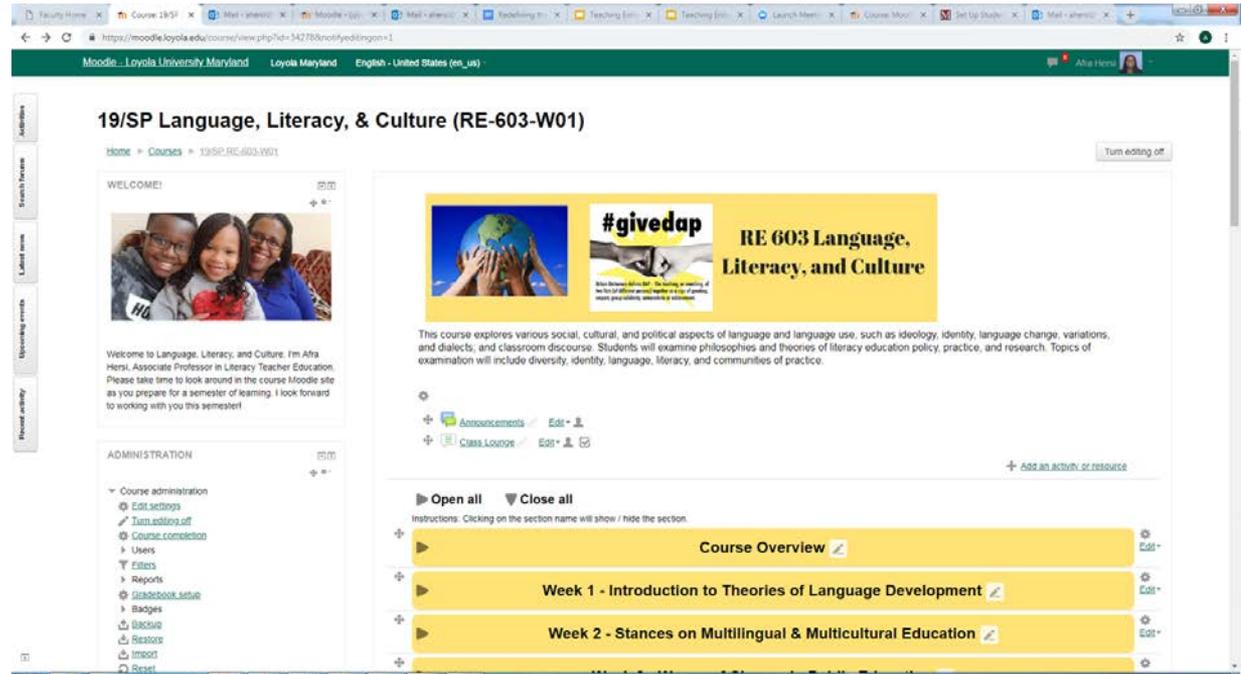
- Publisher's post the results from the Wiki to the forum



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).



The screenshot shows a Moodle course page for '19/SP Language, Literacy, & Culture (RE-603-W01)'. The page is titled 'WELCOME!' and features a photo of three people. Below the photo, the instructor, Aha Hani, writes: 'Welcome to Language, Literacy, and Culture. I'm Aha Hani, Associate Professor in Literacy Teacher Education. Please take time to look around in the course Moodle site as you prepare for a semester of learning. I look forward to working with you this semester!'.

The page also includes an 'ADMINISTRATION' section with options like 'Edit settings', 'Turn editing off', 'Course completion', 'Users', 'Filters', 'Reports', 'Backup/restore', 'Badges', 'Discourse', 'Restore', 'Import', and 'Export'.

A prominent yellow banner on the right side of the page reads '#givedap RE 603 Language, Literacy, and Culture'. Below this banner, a text box explains: 'This course explores various social, cultural, and political aspects of language and language use, such as ideology, identity, language change, variations, and dialects, and classroom discourse. Students will examine philosophies and theories of literacy education policy, practice, and research. Topics of examination will include diversity, identity, language, literacy, and communities of practice.'

At the bottom of the page, there is a section titled 'Open all' and 'Close all' with instructions: 'Clicking on the section name will show / hide the section.' This section contains three items: 'Course Overview', 'Week 1 - Introduction to Theories of Language Development', and 'Week 2 - Stances on Multilingual & Multicultural Education'.

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 (2)

Select	name	Email address	Roles	Groups	course	Status
<input type="checkbox"/>	 Amanda Ignacio	arignacio@loyola.edu	Student	CM-203-05 (CS72532)	16 days 11 hours	Active   
<input type="checkbox"/>	 Arence Williams	ajwilliams1@loyola.edu	Student	CM-203-05 (CS72532)	22 days 11 hours	Active   
<input type="checkbox"/>	 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

"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 "New" Colombian Exchange



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.



Prezi



You're using the new, improved player. You can always go back to the old viewer. [Switch back](#)→

Create your own

Share

Embed

Like

Public



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?	 Latoria Butler-Clark	0	Latoria 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?

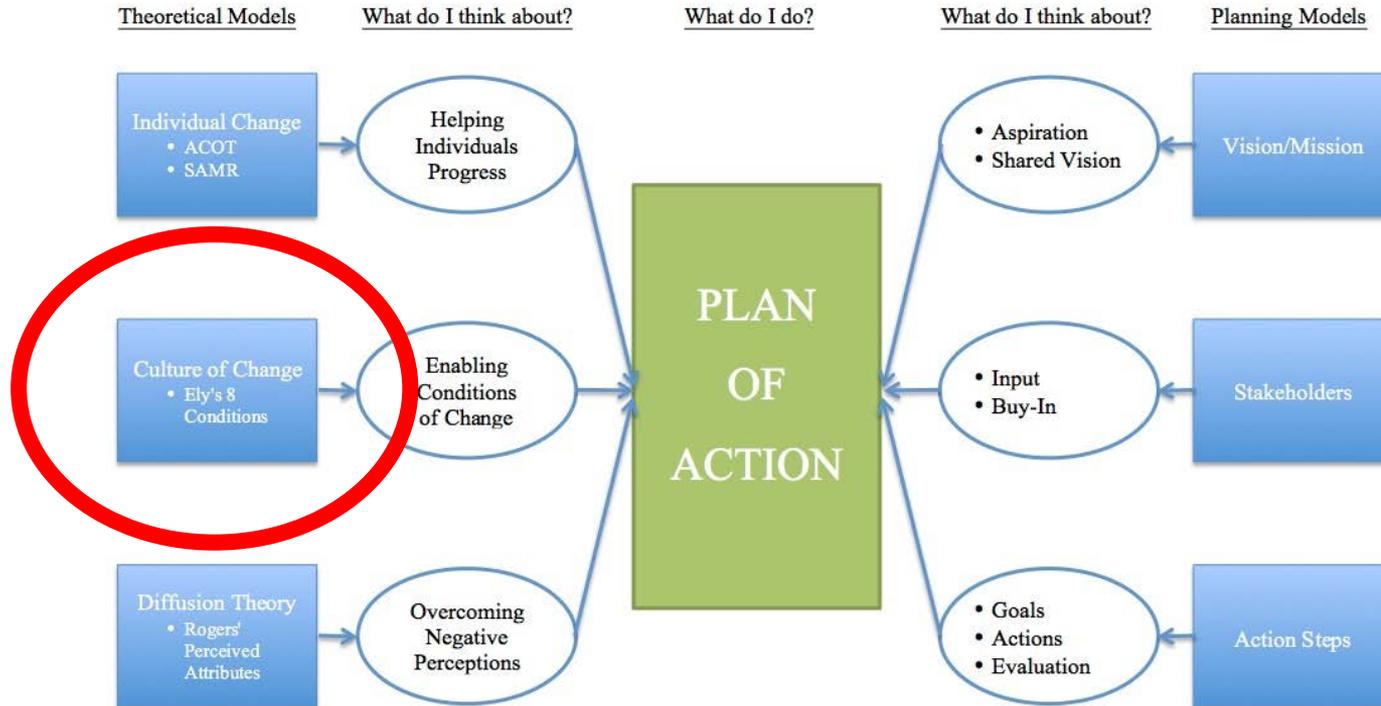
Be sure to note whose summary you are pulling from.

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)

How Do I Implement Innovation in My School?



Topic: Culture of Change (Ely)

Read/Watch

1. Read [Ely Paper](#)
2. Watch [Introduction to Ely' Conditions](#) (7:39)
3. View optional Ely resources:
 - o [Turek: Ely's Conditions of Change](#)
 - o [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

https://moodle.loyola.edu/mod/lt/view.php?id=929285

Moodle - Loyola University Maryland | English - United States (en_us)

Home > My courses > 18/FA/RE-602-W01 > Week 3: Individual Learner Differences --2/1/2018 > Submit Comment: Exit ticket Activity--Application of Theories

ADD A BLOCK
Add...

Submit Comment: Exit ticket Activity--Application of Theories

refresh Open in a new tab? ahersi@loyola.edu

Exit Ticket Application of Theories (Slide 1 of 2)

Afra Hersi

Search commenters

Exit Ticket: Application of L1 & L2 Language Acquisition Theories

Theory: L1 Behaviorist Perspective	Theory: L1 Interactionist Perspective:
How would you teach a group of students the new vocabulary word "volcano?"	
Theory: L2 Behaviorist Perspective	Theory: L2 Interactionist Perspective

EXIT TICKET

Afra Hersi
Sep 10, 2018, 10:34 AM
1:36

Corinne Janes
Sep 22, 2018, 9:50 AM
4:41

MC Marie Carberry
Sep 22, 2018, 11:43 AM
1:59

TB Tracy Baker
Sep 22, 2018, 9:02 PM
3:26

0:25 / 4:00:16

Discussion Lightbown and Spada 2 and Freeman Chapter 6

Jump to...

Week 4 VoiceThread Response to Reading

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