Student Engagement:
Engagement and Feedback for Students

Jenny S Wakefield, PhD
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The Learning Technology Team
How Do You Frame Engagement?

Presentation attendees:
What DCCCD Faculty Say...

Rockstar: Engaging Online Students [Video 8:33]
Attendees:

From video:

- Edutainment
- Feedback (QM 3.5, 5.3)
- Social presence / online visibility (1.8, 4.2, 5.2, 5.3, 6.2)
- Instructional variety (QM 3.4, 4.5)
- Community building (QM 1.8, 1.9, 5.2, 5.3, 5.4)
- Student engagement (QM 5.1, 5.2, 5.3, 5.4, 6.2)
- Student retention
- Teaching presence (QM 1.8, 1.9, 4.2, 4.4, 5.1, 5.2, 5.3, 6.2)
Calibrate Technology Comfort Level

Regardless of technical expertise you CAN engage your online students to learn.

The Learning Technology Team at LeCroy is here to help
**Easy: Flipping Anticipation Guides!**

- **Anticipation guides** help students *start* and *finish* thinking about a topic
  - Simple exercises
  - Receive a few points for completing
  - Work best with a thought-provoking statement
  - Link to learning objectives for maximum impact
# Anticipation Guide Example “Before”

<table>
<thead>
<tr>
<th>Before Reading (Agree or Disagree)</th>
<th>Statements</th>
<th>After Reading (Agree or Disagree)</th>
<th>Rational for final opinion (complete after reading)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>1. Pictures are text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>2. Discussion board assignments leave little time to real learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>3. Reading is less challenging than it used to be due to increased use of technologies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Anticipation Guide Instructions

Instructions:

- Read a statement on the guide and type in Agree or Disagree in the “Before Reading” column. There are no wrong or right answers.
- Submit Anticipation Guide with “Before” completed before reading.
- Keep the statements in mind while reading. Complete the “After” and “Rationale” columns of the document and submit it completed.
### Anticipation Guide Example “After”

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Disagree</strong></td>
<td>1. Pictures are text.</td>
<td><strong>Agree</strong></td>
<td>I had not thought of this before but it now makes sense. Students create a lot of mash-up media. Pictures and collages have stories to tell. Alvermann, Gills, &amp; Phelps (2013) mentioned how “texts include print-based plays and non-traditional non-print text including scenery, costumes, props, lights, sounds, bodies, movements, and the interactions of tall of these texts” (p. 17)</td>
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-Alvermann, Gills, & Phelps (2013) mentioned how “texts include print-based plays and non-traditional non-print text including scenery, costumes, props, lights, sounds, bodies, movements, and the interactions of tall of these texts” (p. 17)
Reflection

- Should anticipation guides be graded?
- How can you use an anticipation guide?
- What challenges will you face in implementing anticipation guides?
The **flipped classroom** strategy introduces students to a new topic before class making students prepared for what is to come during the class.

- **Easy:** Share a link to the video
- **Medium:** Embed the video inside of the assignment in eCampus
Assess Flipped Classroom

- Simple or more complex
  - Ask students to view a video before responding to an assignment or discussion prompt
  - Ask students to view a video as an introduction to a topic, have them research the topic, and then write a short essay expanding on the topic
  - Ask students to compare/contrast (or question content) two videos where different views are shared and write a journal post
Reflection

- Share an example of how you use flipped classroom
- What challenges will you face in implementing a flipped classroom?
In flipped learning, “direct instruction moves from the group learning space to the learning individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students...”

(Flipped Learning Network, 2014)
The Four Pillars of F-L-I-P™

- Pillar I: Flexible Environment
  - The learning environment is conducive to student interactions and self-reflection on learning
  - The instructor monitors and scaffolds students and adjusts learning when needed
  - Students are provided various ways to learn content and then show mastery

(Flipped Learning Network, 2014)
Pillar II: Learning Culture

- Learner-centered culture in which students get meaningful activities from the instructor
- The instructor scaffolds learners in their activities and ensures they are accessible to all

(Flipped Learning Network, 2014)
Pillar III: Intentional Content

- Instructor makes decisions on what is important to be taught and what content can be left for learners to explore.
- Targeted content such as videos is often shared.
- Content is made accessible and relevant to everyone.

(Flipped Learning Network, 2014)
**Pillar IV: Professional Educator**

- The instructor is available to students and shares feedback
- Formative assessments through observation and data collection to inform instruction
- The instructor collaborates with other instructors and reflect on own practice

(Flipped Learning Network, 2014)
Medium-Hard: *Steam-It* Video

- Link *Stream It* video to Blackboard for student self-check
Medium-Hard: Steam-It Video

- Insert video timeline stopping points
- Add prompts and multiple choice (MC) questions
- Ideas for use:
  - Share objective(s) with watching video for focus
  - Break up a longer video by adding MC questions allowing students actively to self-check their understanding
    - Add questions to timeline or
    - Add questions on a slide and leave a few moments w/o audio
Reflection

- Have you used video with embedded comments or questions?
- What pros / cons did you experience?
Quality Matters and Engagement

- Learner Interaction and Engagement
  - Quality Matters standards 5.1-5.4, 6.2
    1. Activities correspond to learning objectives
    2. Activities promote interaction and active learning
    3. Feedback on assignments
    4. Interaction requirements are clear
    5. Tools actively used engage the students

(Maryland Online, Quality Matters)
Feedback

- Importance of feedback
  - Higher scores on subsequent tests (Larson & Lockee, 2014, p. 143)
  - Students who receive feedback earn 27% higher scores than students who do not receive feedback (Snowman & McCown, 2015)

- General feedback: good but has poor transition (Snowman & McCown, 2015)

- Productive feedback: is specific feedback that relate to strategies, skills, tactics, and approaches that assist learners (Snowman & McCown, 2015; Weinstein, Meyer, Husman, van Mater Stone, & McKeachie, 2006)

- No feedback: may “lead to undesirable Results” (Snowman & McCown, 2015, p.329)
Performance Feedback

- Snowman and McCown suggested that the instructor could comment on (2015, p.329).
  - How closely the student followed directions
  - How the student created a concept map that identified interrelationships among a set of concepts from a reading assignment
  - Or, how the student reviewed her work in an effort to identify mistakes
An instructor in a course teaching Negotiation and Dispute Resolution asked students to watch and analyze a video based on a five-step strategy student had learned about in their weekly reading. The assignment read:

*Please view the movie, Twelve Angry Men, and read pages 209-213 of chapter 12 before completing the exercise. Consider the jury room negotiations in the movie. What happened in the jury room that allowed the jurors to move beyond deadlock and ultimately reach a unanimous verdict? Please be specific and explain yourself fully.*
You provided a brief summary of what happened in the video; however, you did not connect the events to the textbook reading—the five steps of the authors’ breakthrough strategy. Ideally, you should analyze the video keeping the five steps of the strategy in mind and share examples of when in the movie each step takes place. Thinking back, can you identify all these steps in the video?
Fostering Intrinsic Motivation

- To foster intrinsic motivation instructors can (Hofer, 2006, p.149):
  - Provide challenge
  - Offer choices
  - Provide extrinsic rewards that contain informative feedback
  - Focus on improvement

- Productive feedback facilitates deeper understanding and improves transfer of skills (Snowman & McCown, 2015)
Review: Engaging online learners

- Anticipation guides
- Flipped classroom / Flipped learning
- Video with embedded questions
- Feedback
References:

Find out more...

Contact the Learning Technology Team

ltt@dcccd.edu