

- Good morning everyone. My name is Andrea Bearman and I am the director of instructional design and development for Trine Online. Today we will be discussing Student Engagement Strategies.
- Please keep your microphone muted and your camera off. This will help limit distractions for all of us today and those that watch the recording of this presentation. If you have questions, please put them in the chat box or ask them during the open discussion time at the end of the session.
- Hopefully, you all have a bingo card for this session. The bingo card is a form of gamification which we will talk more about later. And it also is a small reward for participating today, the first three instructors to fill it out correctly and completely and email it to me will receive a gift card.
- Our agenda is easy today: brief introductions, the prepared learning materials, and then the open discussion that I mentioned.
- A little about me, I have been in instructional design in some form or fashion for about seven years. I have worked with every age group from preschool through the elderly at 102. I prefer working with adults because I don't have to call your mom when you are bad and I don't have to provide you with a bunch of snacks. If you have worked with children, you know these things come up a lot.
- Now, a little about you. Please share your name, your favorite subject or topic to teach and where you are located. You do not need to share an address or even a city. Just please share the state you live in if you are in the United States or the country you live in if you live elsewhere. I will call your name from the participants listing so we can be orderly about this and limit talking over each other.
- [complete introductions with map]
- Thank you for all of that! I can't wait to look at this map more!
- Moving on to our engagement strategies. As you can see we have a fair few to cover, so let's begin.
- First, a brief overview of the MFCC and OFCC. These are excellent faculty certification courses that TrineOnline provides. I'm sure you have all taken these courses already, but if not, please contact me so we can enroll you.
- The courses boil down to two main points, for me, which are creating a presence online and engaging discussion forums. If you can do these two things already, you can definitely do all the crazy ideas I'm about to throw at you.
- Next, we have ways to liven up discussion boards. I have five ways to share with you, all of which came from Faculty Focus which is a higher education publication that largely focuses on online learning. Please check out their website for the metric ton of ways to make discussions lively.
- Discussion boards are part and parcel of online learning. They are the key form of interaction for students and sometimes the only form of interaction; so, they are deeply important. Just because they are important, doesn't mean they have to be dull.
- The first and maybe the easiest thing to do is to ask better questions. Ask students to solve a problem, identify and weigh variables, contextualize or historicize, compare and contrast, or evaluate. All of these ideas engage students in critical thinking and allow them the opportunity to apply your learning materials.
- Next, raise the stakes. In the first suggestion, we are working toward quality responses. In this approach we are looking for quality over quantity. A portion of the class will respond to your discussion question and the remaining students will evaluate the responses to be grounded in evidence, substantive, or provocative; whatever your evaluation guidelines dictate. If I was responding one of your posts, I would make sure it is the best possible post. I would not want to be raked over the coals by my peers in a public setting.
- Next, think about re-imagining the display, adopting a new form of interaction. The class could collaborate on annotating a text or the creation of a document, blog, website, and so on. Substantial

discussion has to occur in order for a website, for example, to be successful; theme, style, font, coloration, logo, images, content... all of this needs to be discussed.

- The hero vs villain discussion is an opportunity for students to assume a disguise basically as they pick a character to embody for the remainder of the term in their discussion forums. The instructor provides a few characteristics for each hero and villain and the students pick one. I feel like this provides anonymity to students, allowing them to express themselves more honestly through the viewpoint of a character. It also fosters creativity and expression. I read an interaction between Darth Vader and Iron Man; not only was it entertaining, but it applied leadership concepts in a somewhat novel way. It is important to note that you must have the dark in order to have the light; heroes are just average people without the villains to challenge them. So, be sure to include both. One critique of this idea is that it is too immature for college students; but with some adaptation I think it could be relevant to a larger audience, like using literary figures or even historical figures. I would love to see Professor Moriarity from Sherlock Holmes in a discussion; he's brilliant, terrifying, and conniving.
- Last, ask your students to do something. I realize a discussion forum is already asking students to do something, but what I mean is to ask students to do something outside of writing, outside of the usual discussion format. For example, you could ask students to take a picture, find a popular culture reference, find or create a video or commercial. Or, my favorite, ask students to find a meme related to your discussion post or learning objective. Students could even make a meme! Then the class can evaluate to determine if the submissions are relevant, aligned to the question, or what should be critiqued to make a better meme. As the instructor, you could also offer several memes to students for evaluation. Quality Matters offers resources for memes in higher education, if you need that information, please contact me.
- Here I share two memes that I found which relate to the learning objective: Define leadership roles. In these memes there are different messages, and sometimes conflicting messages. So, your students could evaluate these and determine their alignment.
- Now, we move to applied learning. Applied learning is when students apply their learning to a real-life situation, outside of class. The learning objective I picked for this strategy is to analyze social interaction on a micro and macro level. So, one-to-one versus nation to nation. I like to think about coffee, ironically since I don't drink coffee. But, in the United States, I would estimate that most people purchase their daily coffee from a chain, like Starbucks, McDonalds, or something similar. The interactions are rote: consistent, convenient, and very often cheap. Then, if compared to other countries that enjoy a rich coffee culture, like Spain or Italy, where the interactions are often personal, it is quite a difference. Even down to how you are served in a ceramic or glass cup versus a paper or plastic cup. The shop has been there 100 years, the barista too, they slip you a cookie when they know you've had a bad day, they know you well enough to know you have had a bad day. It is a completely different experience. Just in this quick example, you can see how different the interactions would be. Students could use any form of media, digital or otherwise to compare and contrast these interactions.
- Video learning is something I am sure most, if not all, of you use already. It is a great form of engagement when used properly. A couple notes though. Videos need to be short, if they are longer than 20 or 30 minutes they are too long. There is significant research that shows our attention spans are short; so hour long videos won't work. If it is a lecture, chop it up into smaller chunks so it is manageable, the students have to click on each chunk, refreshing their perspective. Also, as a Quality Matters institution, captioning services and transcriptions are necessary. And they also need to be accurate. Captioning services are only about 80% correct, this can be the difference between a student learning about addiction or addition. Very different messages. I have a short video to share that connects to the English learning objective, develop persuasive texts. I thought, what about persuasive videos?

- On to gamification. Gamification is when a game, in its whole form, is integrated into learning materials, where game-based learning is when the learning materials are inherently a game. I will give you some examples here in a moment to make this clear. Before I do, gamification can take many forms like the bingo card I provided you or point systems, badges, leader boards, and so on. There really is no limit to what can be done in this area. Games can be input anywhere really, but popular choices may be discussion forums and quizzes.
- So, gamification. Consider, Yahtzee. In a class about marketing or business, students must play the game to learn how to sell it to a new generation or make it portable. In a health class, students learn how games can contribute to mental health. This is how a game in its whole state can be added to a course. An example of game-based learning is one I developed last fall for an organization. There's a lesson that is super fun, but not COVID safe, so I was determined to make that lesson safe to be used in workshops. I took the basic components of Yahtzee and integrated all of the course materials about predator prey relationships, limiting factors, and so on. The lesson became safe while still keeping the fun pieces. The interesting part for me was in pilot testing when the participants were significantly more invested in the life or death of the deer. I found this fascinating in contrast to the typical game.
- The learning objective I've pulled to discuss gamification is this one: use market trends to create product and technology road maps. The road map process can be gamification. Each stage of the road map the student could earn badges and points. The points or badges can equate to extra credit or dropping a low assignment, whatever. As I said, there are no limits to the options here.
- Last, we have microlearning, and I realize that microlearning is part of all of these engagements strategies we have discussed. Microlearning is considered small chunks of learning to be done in five to 15 minutes or less. It should be flexible, interactive, and power-packed with information. The objective I pulled is to identify common factors that may create conflict situations in an organization. Using one-second-a-day videos, students could start by logging points of frustration in a workplace and finish with solutions they have found, like grants for new technology, petition for recycling bins, or standardized work schedule templates. The video would show growth over time as students apply their learning.
- I have a short video to share with you that demonstrates the one-second-a-day video. I wasn't able to find an educational one, but I wanted to show you what I meant.
- Okay, that's it! We made it! If you have any questions, please contact me and I'll be happy to help anyway that I can. Thank you for being here today, I really appreciate and value your time. So now we move to open discussion for the remainder of the session.