FOSTERING STUDENT ENGAGEMENT

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AGENDA

Mindset
Creating the culture
Designing engaging activities
ONLINE ENGAGEMENT: THE MINDSET

Know the expectations
Set the tone
FOUR ROLES OF ONLINE INSTRUCTORS

• Managerial
• Pedagogical
• Social
• Technological
TEACHING ONLINE

PEOPLE FIRST. CONTENT SECOND. TECHNOLOGY THIRD.
WHAT IS ENGAGEMENT

**Simple Definition of ENGAGE**

- to hire (someone) to perform a particular service
- to pay for (help, services, etc.)
- to get and keep (someone’s attention, interest, etc.)
- to start fighting against (an opponent) (formal)
WHAT IS ENGAGEMENT

Full Definition of engagement

1 a: an arrangement to meet or be present at a specified time and place
   a dinner engagement
   b: a job or period of employment especially as a performer
2 : something that engages: PLEDGE
3 a: the act of engaging: the state of being engaged
   b: emotional involvement or commitment — seesaws between
      obsessive engagement and ambiguous detachment — Gary Taylor
   c: BETROTHAL
4 : the state of being in gear
5 : a hostile encounter between military forces
“In my opinion, most students (including myself) are most interested in how he or she can do well in the class. I don’t even check to see if anyone has responded to my posts. We are not concerned about others. It is an online class, and requires little to no interaction with others, and should stay that way.”

-student participant in study of online discussion
CLASSROOM CULTURAL SHIFTS

Values
Expectations
Examples
Supports
ONLINE ENGAGEMENT: SETTING THE CULTURE

Developing relationships, trust, and reciprocity
INTRODUCTIONS: PURPOSEFUL ENGAGEMENT

Identity

• Who is in this class?

Presence

• How do we know each other is there?

Community

• What is our group identity, mission, and responsibility?
## INTRODUCTIONS
### CONSIDERATIONS

- Mode (video or text?)
- Content (what do you want to know?)
- Modeling
- Responding
- Learning about your students

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Major</th>
<th>Course Interest</th>
<th>Other Info</th>
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</thead>
<tbody>
<tr>
<td>Alia Adams</td>
<td>Tampa</td>
<td>Communications</td>
<td>Friend of Sarah P</td>
<td>Runner; Likes Sci-Fi</td>
</tr>
<tr>
<td>Bryan Burns</td>
<td>Miami</td>
<td>Education</td>
<td>Wants to learn about CoPs</td>
<td>Big sports fan, esp. football</td>
</tr>
<tr>
<td>Celia Correa</td>
<td>Tallahassee</td>
<td>Education</td>
<td>Required</td>
<td>Nervous about learning online</td>
</tr>
<tr>
<td>Darren Downy</td>
<td>Jacksonville</td>
<td>Communication</td>
<td>Took EME5456</td>
<td>Travels a lot; starting new job</td>
</tr>
</tbody>
</table>
ACTIVITY: INTRODUCE YOURSELF

We'll use Flipgrid
We’ll take 10 minutes for this activity.

Directions:
Go to the flipgrid at https://flipgrid.com/31b97070
Follow the prompt to record an introduction video.
After you have recorded your introduction video, watch what others have recorded. Leave them likes and video comments!
ONLINE ENGAGEMENT: DESIGNING ACTIVITIES
CLASSROOM CULTURAL SHIFTS

Values

Expectations

Examples

Supports
OWNING SPACE

• Where can students share?
• What should students share?
• When should students share?
• What happens if they share?
• What happens if they don’t share?
Discussion boards = instructor space?
Blogs = student space
Directions:

Go to the Padlet created for you at:
https://padlet.com/vdennen/piemay2020

Add a note to the padlet by clicking the red plus sign in the bottom right corner.

Read some of the others and give them a "like" if you're so inclined.

We will take 5 minutes for this activity. Stretch your legs if you need to!
ANOTHER SHARED SPACE: DIIGO

https://groups.diigo.com/group/pieworkshop
OWNING SILENCE
OWNING SILENCE: LECTURE
OWNING SILENCE: DISCUSSION
Take 90 seconds. Think about the class you plan to teach in the fall.

What would you most like to accomplish with your class in terms of student engagement?

Type it into the chat.
Course

Why are you here?
Why are these other people here?

Discussion

What is required?
What is the outcome?

Exchange

What are you saying?
What am I replying?
AUDIENCE
What were the three main points of this week’s reading?
What’s wrong with it? How do we make it better?
FINAL REMINDERS
WHAT YOU MODEL WILL BE MIRRORED
People show up when they know they’ll be missed.
People perform when they know others depend on them.
People take risks when they know it’s okay to fail.
People do their best when they know it is valued.
People forgive when they know you’re doing your best.
TEACHING ONLINE

PEOPLE FIRST.
CONTENT SECOND.
TECHNOLOGY THIRD.
For More Information about Instructional Systems & Learning Technologies at FSU:

- http://education.fsu.edu/islt

Graduate Certificates:

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- Instructional Design & Technology
- Human Performance Technology

MS (Online and Campus)

EdD (Online) and PhD (Campus)

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