Agenda

Part 1 - Reflection

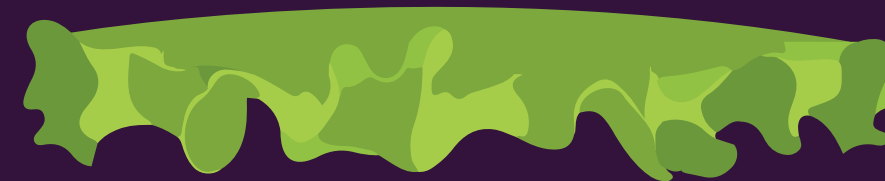Part 2 - Mini Lecture

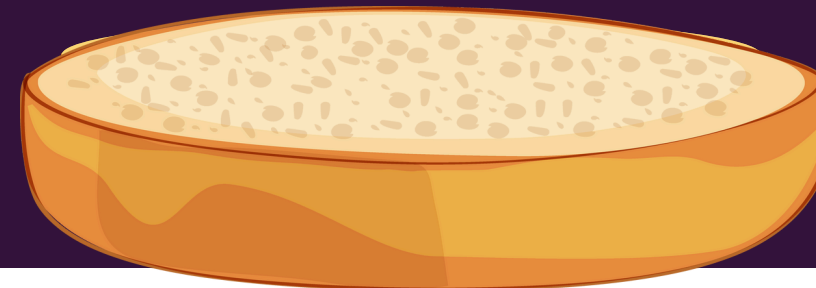Part 3 - Group Activity

Agenda

Active

Passive

Active

Engagement Norms

- Please mute your microphone unless speaking

- Keep your camera on if possible

- Use the chat to ask questions or respond to content

- Use the **React** button anytime you like

Mini-Lecture

Are my students...

Informed?

Do my students know how **I** define 'good' engagement?

Motivated?

Are my students in touch with why they should actively engage in class time?
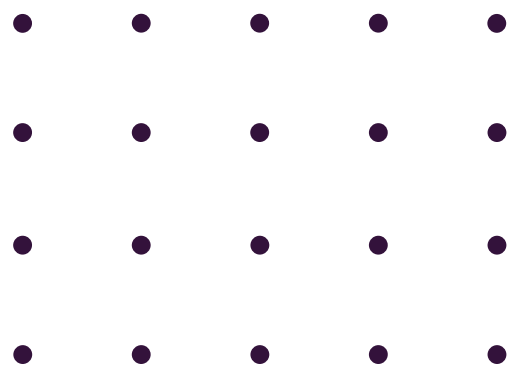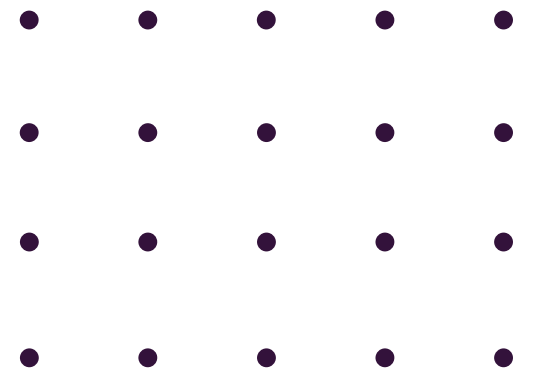
Primed?

Am I giving my students as many opportunities as possible to show me engagement?

Note

Today focuses aspects of engagement that we can control. We won't delve into the reality of our student's competing priorities.

Inform - why?

- The pandemic created Zoom 'microcultures'
- Showing up looks different for everyone
- We cannot assume our students know how we would like them to show up

When we are explicit about what 'good' participation looks like, we increase the likelihood that we'll see it.

Source: Slagter van Tryona, P. J., & Bishop, M. J. (2009). Theoretical foundations for enhancing social connectedness in online learning environments. Distance Education, 30(3), 291–315.

Inform - how?

- Syllabus statements

- Announcement reminders before class

- Slides dedicated to expectations in every class

- Clear rubrics for participation

Repeat your definition of 'good' engagement early and often. Don't forget to revisit it later in the semester!

Source: Slagter van Tryona, P. J., & Bishop, M. J. (2009). Theoretical foundations for enhancing social connectedness in online learning environments. Distance Education, 30(3), 291–315.

Motivate - why?

- Go back to basics

- Reflect for yourself: Why is it useful for students to participate in my class?

- Take them with you: Don't assume students are in touch with <u>why</u> their education includes synchronous class time.

When students understand the unique opportunity their engagement creates, they're more likely to aim for it.

Source: Lovett, M., Bridges, M. W., DiPietro, M., Ambrose, S. A., & Norman, M. K. (2023). How learning works: 8 research-based principles for smart teaching (2nd ed.). Jossey-Bass. (Chapter 4).

Motivate - how?

- Be explicit about the role of class time in their learning.

- Consider helping them brainstorm reasons to be fully present.

- The most powerful thing we can do is spark their 'why'

- Always. Be. Closing.

Source: Lovett, M., Bridges, M. W., DiPietro, M., Ambrose, S. A., & Norman, M. K. (2023). How learning works: 8 research-based principles for smart teaching (2nd ed.). Jossey-Bass. (Chapter 4).

"How does coming to class benefit me?"

- Learn from one another's diverse life experiences

- Test our understanding with real time corrections

- Practice critical collaboration skills

- Facilitate social connections for networking

- Replicate the remote workplace

- Engage in interactive, real-time discussions that enhance learning

- Make connections that result in jobs

- Increase your chances of graduating by forging connection with peers

- Foster a sense of community and shared learning experiences with peers

- Participate in live demonstrations, case studies, or problem-solving sessions

- Access expert instruction and guidance directly from the professor

- Gain faculty mentors

Prime - why?

- It's easy to forget to create engagement opportunities.

- Students will quickly adapt to a passive space if we establish one.

- By creating opportunities for engagement, we activate the work of informing them how to show up.

The key to robust participation is variety. Different channels of participation will play to the strengths of different students.

Source: Hogan, K. A., & Sathy, V. (2022). Inclusive teaching: Strategies for promoting equity in the college classroom. West Virginia University Press, 129-153.

Prime - how?

- Ask for verbal and non-verbal responses

- Create smaller, lower stake breakout rooms for group problem solving and questions

- Prepare students before they are asked to participate

- Give students time to respond

- Vary the types of activities to reach as many students as possible.

To be continued in Part 3...

Source: Hogan, K. A., & Sathy, V. (2022). Inclusive teaching: Strategies for promoting equity in the college classroom. West Virginia University Press, 129-153.
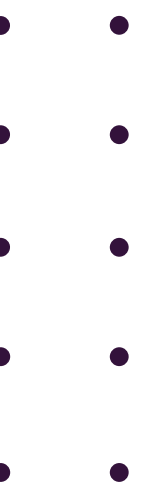
Mini-Lecture

Recap:

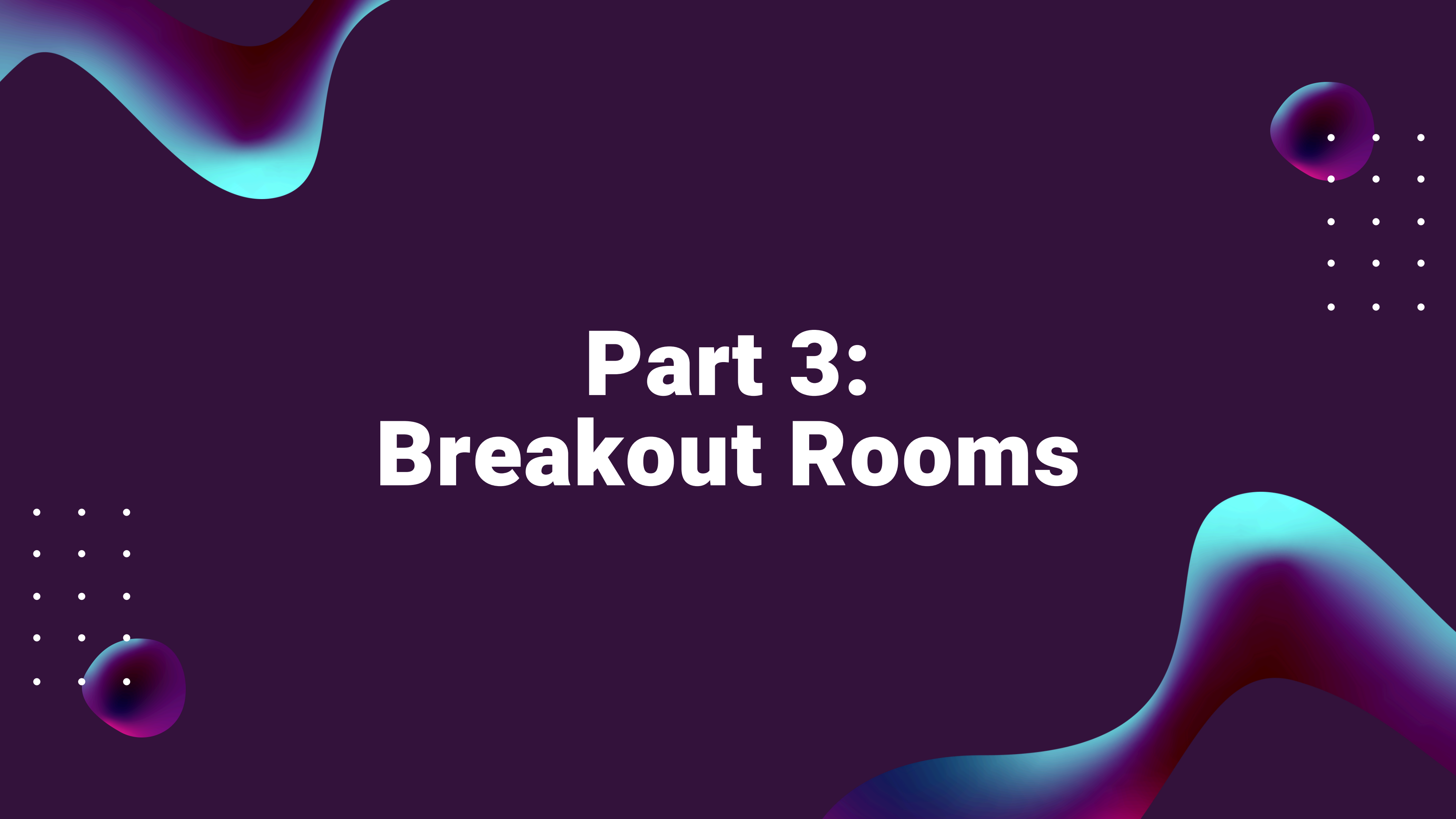✓ Help my students define 'good' engagement.

✓ Remind my students why they should actively engage in class time.

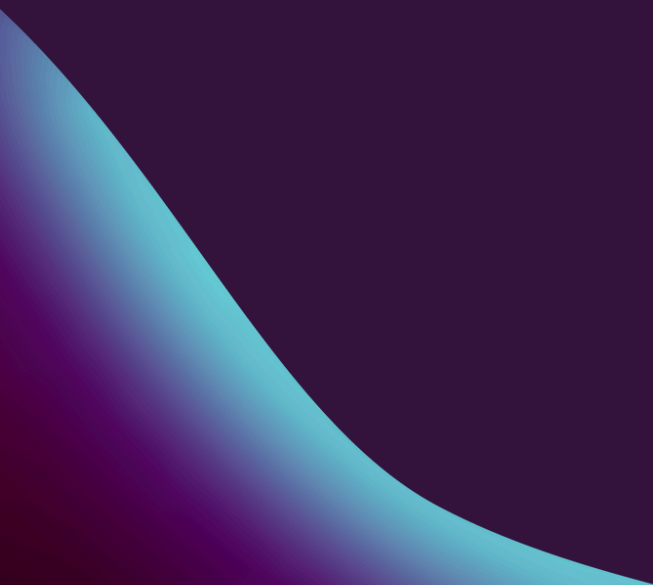✓ Give my students as many opportunities as possible to show engagement.

Part 3:
Breakout Rooms

Directions

1   **Find the link to your group's worksheet**

2   **Complete the worksheet in your Breakout room**

3   **Come back to the main room and share**

2 **Complete the worksheet**

Read

↓

Reflect

↓

Apply

[Topic Headline]

Modified directly from 'Teaching Effectively with Zoom' by Dan Levy

Strategy 1 Description
Steps:

-
-
-

Strategy 2 Description
Steps:

-
-
-

What pedagogical strategies do these activities employ? What makes them engaging?

-
-

What may be challenging about these strategies?

-
-

Briefly describe how you would adapt one of the strategies above to your own classroom:

3 **Come back to the main room and share**

- Each group will cover a different engagement strategy
- Every participant will receive every completed worksheet after the session
- We'll all leave with several new strategies to try!

As you plan to share, please focus on the new activity that you created (the final portion of the worksheet).

ONE LAST NOTE:

Adapting an activity for Zoom is the perfect reason to schedule a CTSE consultation!

To schedule email
CTSE@suffolk.edu

1 Find the link to your group's worksheet

Group/ Breakout Room Number	Link to Worksheet
1	[Group 1 Worksheet_ Breakout rooms for Guided Reflection.docx](#)
2	[Group 2 Worksheet_ Breakout Rooms for Student Choice.docx](#)
3	[Group 3 Worksheet_ Giving Feedback with Zoom tools.docx](#)
4	[Group 4 Worksheet_ Engaging Lectures Techniques.docx](#)
5	[Group 5 Worksheet_ Student-led facilitation.docx](#)