Creating Community and Student Engagement in Online Courses

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Kristin Stanley
August 21st, 2019
Effective Online Instruction

- Online courses can be as effective as traditional instruction
  - Designed to foster community and active learning
  - Have a strong social and instructor presence
Sense of Community

- Increased learner satisfaction, motivation & performance
- Decreased sense of isolation
- Increased student retention rates
- Increased learning and time on task
- Group cohesiveness
Overview

• Strategies to engage students and facilitate active learning
• Develop ways for students to interact with each other and with you
• Tools you can use in Bb and/or incorporate into Bb
• Best practices for each tool
Self Introduction Videos by Students

- Discussion board in Blackboard
  - Autumn Juarez [http://www.kaltura.com/tiny/tv0b8](http://www.kaltura.com/tiny/tv0b8)
Self Introduction Videos

- **FLIPGRID ACTIVITY 😊**
  - Flipgrid -
    - [https://flipgrid.com/3xj2zw5](https://flipgrid.com/3xj2zw5)
  - Free
  - Fun
  - Students can see all other students from a single screen
Self Introduction Videos by Faculty

What is the purpose of your intro video?

• Capture Attention
• Build Excitement
• Dispel fears and uncertainty
• Visually demonstrate the content relevance
Self Introduction Videos by Faculty

What should you include?

- Welcome and self-introduction
- Purpose and structure of the class
- Class expectations
- What to do next to get started in the course
- Example: http://www.kaltura.com/tiny/m540e
Best Practices for Self Introduction by Students

- Provide instructions on how to create and post the video
- Assign points to the activity motivating students to participate
- Provide a simple grading rubric
  - **Criteria**: Adequately addressed the questions, Effort on the Assignment
- Model the behavior and create a self introduction video
- Reach out to students who do not participate
- Formative Assessment
- Early Intervention Performance Dashboard
I Have a Question Forum

- Socioemotional discussion forum that connects student to instructor
- Students post general questions about the course and assignments
- Can reduce the number of emails you receive with repetitive questions

Best Practices

- Provide a description and your response time
- Encourage students to answer each other’s questions
- Subscribe to this discussion forum
Groups for Collaborative Learning

- Add the Groups tool
- Build Groups
- Give your students the tools you will want them to use
  - Group Blog
  - Group Wiki
  - Email
  - Discussion board
  - Collaborate (students can make recordings too!)
- Group Assignments
Groups Blog Example

- Gallery Walk, Dr. Heather Lehto, Online Earth Science Course

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**Friday, February 22, 2019**

**Our Final Answer PowerPoint**

*Posted by [Name] at Friday, February 22, 2019 9:12:26 AM*

**Attached Files:**
- Geology Group Project .pptx (1467.7kb)

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**Tuesday, February 19, 2019**

**Energy Future**

*Posted by [Name] at Tuesday, February 19, 2019 10:31:03 AM*

Our energy future seems like it will be aiming strongly towards renewable resources with solar and wind being the big two.

Wind and solar are already growing in the U.S. "... both solar- and wind-energy capacities more than tripled between 2008 and 2013." We have seen in West-Central Texas in just the last few years many wind towers going up, we believe this is just the beginning of what is to come.

We will be using the sunlight, wind, and geothermal (steam or hot water) as resources in the future.

We don’t think energy will be too different from what it is today, because we are already using some of the resources that we talked about. It will take years for solar and wind power to advance enough for it to be fully used for all of the energy needed.
Best Practices for Groups

- Task oriented group discussions, divide students into Groups of 8-10
  - In a detailed course schedule, set one DUE date for initial posting. Set a second DUE date for peer responses
  - Design questions to develop higher order thinking skills (Bloom's Taxonomy)
  - Instructor should help facilitate the discussion, but not dominate
- Motivation to participate:
  - Consider having a group or a student moderate the discussion
  - Allow students to choose topics
  - Develop questions that draw on students' background or experiences
  - Allow students to draw from their backgrounds and experiences
Best Practices for Groups

- For projects, divide students into groups of 2-4.
- Provide opportunities for self evaluation and peer evaluation
  - Provide assessment materials so students are clear about expectations
- Provide grading rubrics ([Barbara Frey’s discussion board grading rubric](#))
- Make participation 10 – 15% of grade

**GROUPS ACTIVITY 😊**
- Enroll in Yourself in a Group
- Post to Week 1 Discussion
Collaboration Online

- Ways you can use Collaborate
  - Self Introductions
  - Orientations
  - Class Lecture
  - Student Presentations
  - Group Presentations
  - Individual Assessments
  - Office Hours

- COLLABORATE ACTIVITY ©
- Copy and paste in URL into a Chrome Browser -
  https://us.bbcollab.com/guest/51d17e6ffbad4e668014de638ad70985
Best Practices for Collaborating Online

- Add technical requirements and expectations to your syllabus
  - Webcam and Ethernet Cable
  - Add expectations to any assignment that will require Collaborate
- Provide instructions on how to access the room and navigate the room
- Use Chrome browser
- Provide netiquette guidelines for participating online
- Record sessions for students who are not able to attend
What Tools Have Worked for You to Create Interaction and Engagement?
THANK YOU!

Jayna Phinney
Kristin Stanley

August 21st, 2019
Resources

- Barbara Frey’s Discussion Board Grading Rubric - https://www1.udel.edu/janet/MARC2006/rubric.html
- Blackboard Collaborate Ultra Help for Participants - https://help.blackboard.com/Collaborate/Ultra/Participant
- Blackboard Collaborate Ultra User Interface Tour - https://www.youtube.com/watch?v=1W4sGpVmA0Y
- Bloom’s Taxonomy - http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/
- Create a Welcome Video for Your Online Courses - https://www.angelo.edu/content/blogs/18-create-a-welcome-video-for-online-courses
<table>
<thead>
<tr>
<th>Interactions to Build Community and Engagement</th>
<th>Tool Idea</th>
<th>Suggested Activity</th>
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</thead>
<tbody>
<tr>
<td>Student-to-Student</td>
<td>Discussion Board, Video (Kaltura, YouTube, Flipgrid)</td>
<td>Socio-Emotional Discussion Forums</td>
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<tr>
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<td>• Self-Introduction, Student Lounge/I Have a Question</td>
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<tr>
<td>Student-to-Student</td>
<td>Discussion Board, Video, Voice Thread, Flipgrid</td>
<td>Task Oriented Discussion Forums</td>
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<tr>
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<td>• Discussions - Design the questions to be real world and authentic.</td>
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<td>• Student Moderated Discussions: One student moderates the weekly discussion. Student provides a summary of the reading and discussion questions.</td>
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<td><strong>Note:</strong> For a large class, divide students into groups. The ideal group size is 8-10 students.</td>
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<tr>
<td>Student-to-Student</td>
<td>Group Discussion Board, Collaborate, Skype, Zoom, Google Hangouts, Google Docs</td>
<td>Collaborative work/group projects (place students in groups of 4 to 5)</td>
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<td>• Peer review</td>
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<td>• Assign each student in the group to a discussion question about an article or case study. Design the questions to be real world and authentic.</td>
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<td>• Presentation of Group Work</td>
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<td>Student-to-Student</td>
<td>Collaborate, Zoom, Skype</td>
<td>Group project meetings and final presentations</td>
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<td>• Practice with other students for an individualized assessment</td>
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<td>• Self-Introductions at the beginning of the semester</td>
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<td>• Office hours/Q &amp; A sessions</td>
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<td>• Classroom lecture/Guest lecturers</td>
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<td>• Individual assessment</td>
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<td>Instructor-to-Student</td>
<td>Audio – Audacity, Kaltura, TurnItIn, Grading Tools, Video</td>
<td>Feedback to students</td>
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