

Engage: What are ways to engage students online?

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Kristin Patterson - TIDES

What you will need for today:

- OETF checklist and worksheet related to Engaging Students Online

TIDES Course Design Institute Online: **Welcome!**

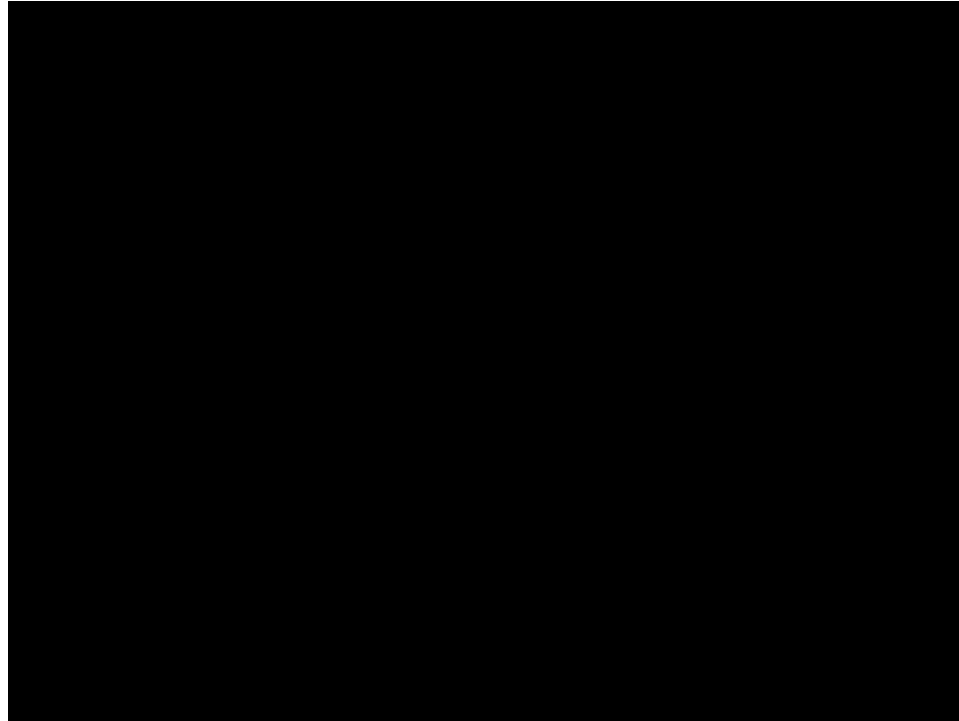
“Guided tour” of the Online Education Task Force / TOTAL teaching modules

Come prepared each week having completed independent preparatory work:

- Watching a short student video (we will do during this session)
- Submit answers to a short survey
- Spend ~1 hour completing the Transitioning to Online Teaching and Learning (TOTAL) Module and worksheet for that topic



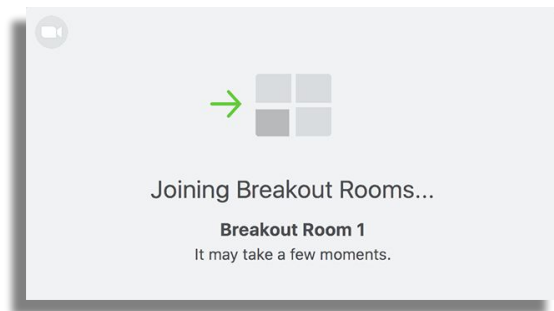
“How did your instructor help you to get to know other students in your online class?”



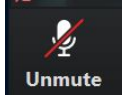
Breakout Rooms activity

In breakout rooms...

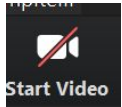
1. Say “hi!”: ***Introduce yourself (name, department, course(s) you teach).***
2. Share: ***Pick one of the “Fast Friends” questions posed and share an answer with the group.***
3. Discuss: ***Your reaction to the student video. What are you considering in terms of “catalyzing” relationships?***
4. ~10 minutes
5. [Instructions for the breakout room.](#)



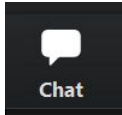
Zoom etiquette (this is something you can have your students help create on day one).



Please mute your sound.



If your internet connection is unstable, feel free to turn off your video.



If you have a question, please use the chat box, and one of us will answer.



Please be aware that we will record this zoom meeting.

TIDES Course Design Institute Online: **Our goals**

1. Discuss and share your ideas based on the **Online Education Task Force** teaching modules.
2. Participate in a supportive community with other faculty centered on online teaching and course design.
3. Identify online course designs that follow basic principles of quality, evidence based, online instructional practice.
4. Make realistic decisions for your online course in regards to best practices and your course needs.
5. Implement chosen strategies and identified resources into your course design.

TIDES Course Design Institute Online: **Topics**

Week 1 (July 15th): **Big ideas: What are my goals for student learning?**

Week 2 (July 22nd): **Present: What are my options for presenting content online?**

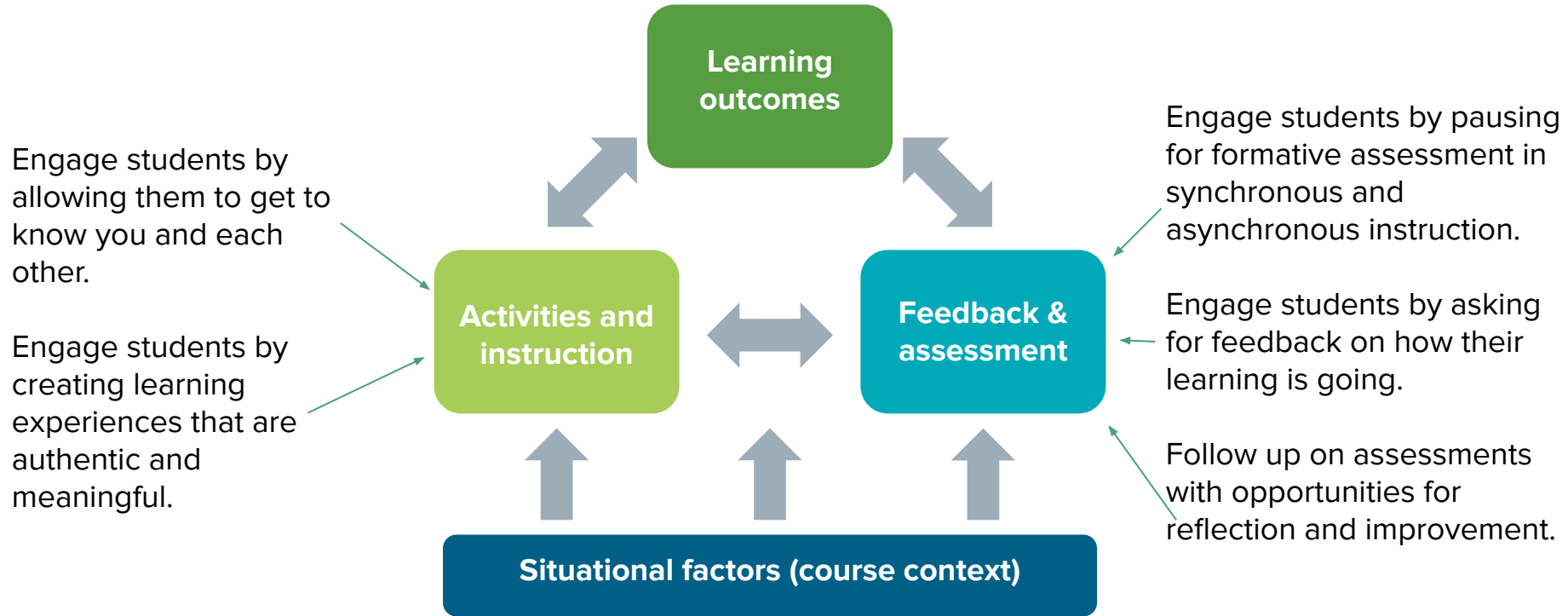
Week 3 (today): **Engage: What are ways to engage students online?**

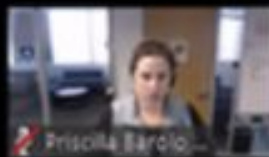
Week 4 (August 5th): **Assess: What are my options for online assessment?**

Week 5 (August 12th): **Assemble: How can I bring it all together?**



Backward design aligns goals/assessments/instruction & allows for planned engagement.





Priscilla Barolo...



Shan Clark, 3600...



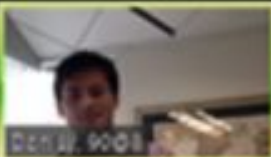
Simon Booth, 9...



Jules Park, 9007...



Alex Kim, 9005...



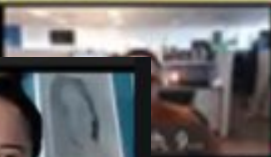
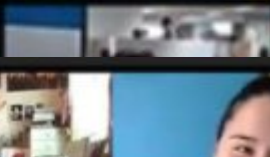
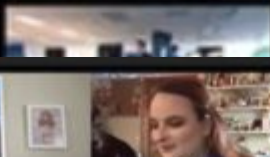
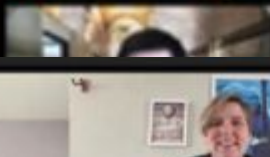
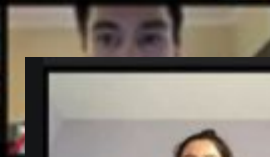
Darius, 9008...



Yash Moh...



Jules Park, 9006...



Wylton Betz, 9...

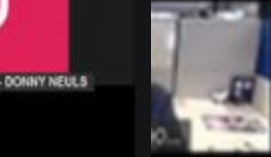
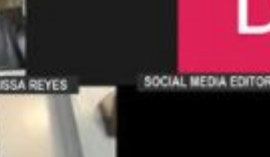
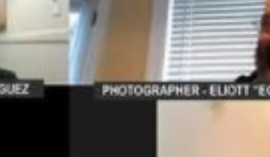


...aker, 9007...

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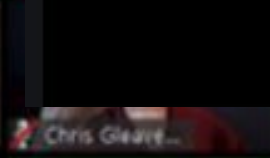
Brian Spragg...



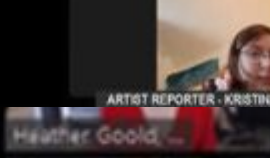
Eric Platt, 900-1...



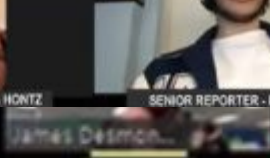
David King, 9...



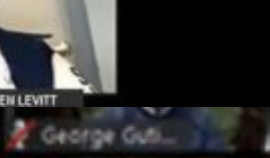
Chris Gleavy...



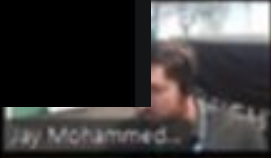
Heather Goad...



James Desmon...



George Gull...



Jay Mohammed...



Austin Stumpe...



Jeffrey Faulkner...



James Wood...



Janelle Spac...



Dustin DeMayo...



John Menik, 0...



Katherine Sm...



Katrina Tsai, 900...

Questions pulled from the OETF / TOTAL Checklist related to Engaging Students:

A - Opportunities for students to engage with the material by doing and producing products are built into my course design.	
B - I know when students will interact with me and with peers to solve problems collaboratively.	
C - I am prepared to include community building activities into my course throughout the semester.	
D - I know what technology I will use to engage students with the content, with me, and with each other.	
E - I have practiced using the technology I will use to build community.	
F - I am prepared to orient my students to make sure they can access and use the required technology.	
G - I am prepared to take steps to ensure my engagement activities and overall course climate are welcoming and inclusive.	

Breakout rooms

Before breakout rooms...

1. Use the “...” next to your name or click on your name in the participant window and “Rename” yourself. **Add the letter from the previous slide (A - G), that corresponds to the item you are most comfortable with, to your Zoom Name.**
 - a. E.g. Keely Finkelstein - A

In breakout rooms...

1. Share and Discuss: ***Share with the group which item in the list you are most comfortable and suggest a concrete example.***
2. Your TIDES facilitator will type concrete solutions into a google slide.
3. 15 minutes

Engagement - Concrete ideas for the checklist.

Kristin

1. We need practice
 - a. Breakout rooms:
 - i. Get together with colleagues, take turns making assigned breakout rooms
 - ii. With students, at the beginning of class plan a low-stakes activity to practice with them
 - iii. Get your family to get in a meeting with you
 - iv. Make instructions for students
 - v. Open breakout rooms before class starts - keep it totally social
 - vi. How to give students the question you want them to talk about
 1. Copy and paste in broadcast
 2. Google docs, documents in Canvas
 - vii. Ask students to give you ideas, they can often help
 - b. Polling
 - c. Using Canvas features
 - d. Using Zoom - can practice most things by yourself, get others to help with other things
 - e. Panopto to make asynchronous video, adding questions to quizzes
 - f. Perusall - collaborative reading, integrated with Canvas (request to import it with IT), can set up groups, AI tells you what parts were hardest or most interesting, students can answer each other's questions, AI can grade the annotations.

Engagement - Concrete ideas for the checklist.

Keely

- A. Use Panopto videos before class, or a reading - Perusal - students can comment and annotate material, students can reply / creates collaboration.
 - a. Use course packet to work on in small groups based on pre-class videos.
 - b. Solving problems in class - work on it together in class
- B. Class time / discussion section time. Collaborative problem sets that would normally have been individual work. Random groups, that change.
 - a. Office hours - interactions w/ instructor. Work on problems w/ groups of students or individually.
 - b. Setting up project work sessions for teams. Use google docs
- C. Start Zoom sessions 5 min early - have an ice breaker Q up on the screen, students can share in the chat.
 - a. Other informal times invite class to get together virtually
 - b. Kahoot - word cloud feature - ask everyone how they are doing. - Note: UT Instapoll also has a word cloud feature
 - c. Have every breakout session start w/ an icebreaker
- D. Example
- E. Example
- F. Example
- G. Example

Engagement - Concrete ideas for the checklist.

Brandon

- A. Building an ePortfolio. Working on some “product” together. Scheduling regular Zoom meetings where students can come to study together....put them into breakrooms that they request (essentially be the facilitator of study groups).
- B. Example
- C. Statistics. Begin each class with randomized breakout rooms. Will show them data from a magazine, and just ask them to discuss the data, and use a Google doc to record information. Use icebreaker questions. Have students answer them in breakout rooms, or put answers in the chat.
- D. Make use of breakout rooms. Purusall - annotate papers together.. Padlet - creates online “post it” notes where students can tag one another. Producing videos together and posting on YouTube. FlipGrid. Polling software in Zoom and Canvas (UT Instapoll). Keep it simple....use technology that students are used to. Canvas discussions.
- E. Practice sessions within departments...took turns being host and trying all the features (found this tremendously valuable). Bribe your family to be a “class”. Use personal Canvas sandbox....got fake eids from eid.utexas.edu to create fake eids, permit to Canvas course to see student view.
- F. Using survey early on to gather information about technology they may not have access to, and use this to share appropriate resources with students based on responses.
- G. Establish code of conduct at the beginning of class. Have students take the “clifton strengths” (<https://store.gallup.com/p/en-us/10265/cliftonstrengths-for-students-top-5>) survey to reveal strengths of students, and organize teams around these. Allows for common language around these and to value the differences that teams members may have. Online values survey (https://www.gallup.com/workplace/136326/online-values-survey.aspx) to facilitate conversations around personal values

Engagement - Concrete ideas for the checklist.

Cynthia

- A. Focus on mindset of developing skills to take outside the class to get buy in to do the work less focus on assessment. Students build to a project. Case study assignment. Do a gallery walk to share and do it on zoom.
- B. Structure all classes same way. Start will be 20 min mini lecture then go to breakout rooms to do problems. Start with ice breaker and end with a feedback poll.
- C. Use fast friends technique throughout the semester to build relationships.
- D. Specific ZOOM office hours for TA's Used chat function in ZOOM to get them to ask questions. Have TA's and mentors to answer questions that came up in chat. Everything funnels into Canvas so it was a one stop place to get content and help. Tracked attendance and reached out to the students who were falling away from the class. Opening avenues for students to communicate. Discord works. Slack also works. Students liked it and were comfortable with it. Use Piazza - vetted for UT use. Trello to manage group projects.
- E. Example
- F. Example
- G. Offer a pre-meeting to lower the anxiety level. Do ice breakers on that day. Include language around growth mindset in the syllabus. Give a sign up sheet and set a column to share their pronouns put your name first and your pronouns. Put pronouns next name in Zoom name.

Engagement in Online Learning



Engagement occurs across the entire course from the beginning of getting to know each other, to growing as a learning community by learning from each other, to validating the learning that has occurred. Communicate the importance of engagement by what you say and what you do. The ultimate goal is to create a pathway for students to engage with the course content to promote deep learning.

Thank you!

- Be sure to check out our “Follow-Up Resources”. We will update this document throughout the Course Design Institute
- Next week - ***Assess: What are my options for online assessment?***

