Welcome to the Student Engagement and Interactivity module.

This module will expose faculty to technological tools to enhance student engagement. The activities included in this module demonstrate various ways educators can enhance student engagement through the use of different tools. The examples utilize Blackboard as a demonstration platform, but the same practices and similar tools can be utilized in other platforms. This module is a combination of tool demonstration and teaching strategy to provide educators with a knowledge base of tools available to engage students in the learning process.

**After completion of this module, faculty will be able to:**

- Create a virtual environment (place and space) which encourages student participation and learning.
- Provide experiences that encourage active learning through interaction, collaboration and student participation.
- Motivate students through communication both with peers and faculty.
- Foster a community of learners through developing relationships through the use of tools that let students know they are respected and their input is valued.
- Model leadership and engage students through supportive activities and interaction with their peers.

**Student Engagement Module**

**Student Engagement and Interactivity PDF Version**

Attached Files:  
[Student Engagement-Interactivity.pdf](https://blackboard.ecu.edu/webapps/blackboard/content/listContent.jsp?c...)

Click the link above to view this module in PDF format. This may take a few moments to load.

**Student Engagement Quiz**

Please click the link above to take the quiz.

**Reflection (Optional)**
Take a few minutes to reflect upon the following questions as you complete module:

- How can I utilize the technology tool to create the most powerful teaching and learning environment?
- What types of technology tools will provide the most value to student engagement based on the content I teach?
- How do I foster student interaction and communication in my course?
- What methods of evaluation could you incorporate to address the integration of the tool to measure if students are engaged?

Once you have completed the module you will complete a short assessment. Listed below are advanced technology tool resources.

**Supplemental Resources (Optional)**
Introduction to Student Engagement

Within this section, you will find a thorough overview on student engagement and instructional strategies.
Student Engagement

Student engagement has been defined as: the more students study a subject, the more they know about it, and the more students practice and get feedback from faculty and staff members on their writing and collaborative problem solving, the deeper they come to understand what they are learning and the more adept they become at managing complexity, tolerating ambiguity, and working with people from different backgrounds or with different views.


Ways in which to engage students in an online environment include:

- Encourage Students to be active participants in the online environment.
- "Providing multiple avenues for learning: online learning should include varied opportunities to learn new skills or content concepts."
- "Developing a compelling digital story line, with more challenging activities that match or exceed a face-to-face learning environment."
- "Propelling students toward inquiry and discovery or experiential learning."
- "Providing an appropriate level of challenge."
- "Supporting students' general learning."
- "Encouraging interaction and problem solving."
- "Using new media in different learning environments."
- "Developing relevant and alternative activities to traditional learning."

Instructional Strategies and the ADDIE Model

Instructional strategies are vast and cover a variety of methods and models for implementation.

The university doesn’t prescribe to one particular model; however, as you begin to assess the purpose for utilizing a technology tool as a medium for course delivery, you should address the value added to the learning process.

Begin with your expectations and the intended outcomes and work backwards.

The ADDIE model is the five-phase instructional design model consisting of Analysis, Design, Development, Implementation, and Evaluation. Each step has an outcome that feeds into the next step in the sequence. The five phases of ADDIE are as follows:

- Analysis
- Design
- Development
- Implementation
- Evaluation

For more about the ADDIE Learning Theory:
http://www.learning-theories.com/addie-model.html
During analysis, the instructor identifies the learning problem, the goals and objectives, the students' needs, existing knowledge, and any other relevant information. Analysis also considers the learning environment, any constraints, the delivery options, and the timeline for the project.

Faculty can begin by asking…

- What is the purpose of the course?
- What are the outcomes that you want students to accomplish?
- What value will be added to the course by integrating a particular interactive technology tool?
- What tool will provide my students with the most engaging and interactive learning process?
- How will you know if the student successfully completed the activity and achieved the intended outcome?
Faculty should review their responses to the analysis phase and develop a systematic process of specifying learning objectives.

- During the design phase instructors often create maps, storyboards and outlines to evaluate the look and feel of the graphic design, user interface and content.
- The visual elements help the instructor to evaluate what is shown by what is needed to meet the learning objectives.
The development phase is the creation or production of the content and learning materials based on what was outlined in the design phase.

In the analysis phase, you reviewed the tools available in Blackboard, or alternate platform, to determine what tools would be most beneficial to engaging students. In this phase, you will need to develop the activities and assignments that work in conjunction with the tools to meet the intended objectives and goals.
Asynchronous v. Synchronous

**Asynchronous e-learning** is a flexible way to facilitate communication between students and instructor through discussion forums, e-mail, journal entries, wiki's, blogs and other media forms when students cannot be or are not required to be online at the same time. Asynchronous allows students to login to courses at any time to work on course material.

**Synchronous e-learning** is commonly referred to as real-time discussion where students and instructor meet on designated dates and times to communicate. Instant chat, video conferencing or multi-user virtual environments are utilized for synchronous communications. Synchronous communication has the potential to support the development of learning communities by engaging students in interactive real-time discussions.

Faculty should determine the purpose for integrating either or both types of e-learning into their courses. By outlining the purpose, expectations and outcomes, the instructor will be able to provide students will have a better understanding of what is required for the course.
Implementation

During the implementation phase, the content and material are made available to the students within Blackboard. Students will access the content, activities and assignments through a variety of tools that you have chosen within the collaboration tools area. Students will complete a variety of elements to reach the intended objectives and outcomes.

After completion, the effectiveness of the materials is evaluated.
The evaluation phase allows faculty to address student success, content, delivery method and tool application. In addition it allows for analysis of policies and procedures:

Analyze current policies and procedures:

- Ethics, Codes, & Legality
- Safety
- Emergency Plan
- Plan “B” or Backup
- Usability Testing

Be sure to outline resources and support required:

- Organization and Delivery Strategies
- Basic Tutorials
- Technical Support
- Course Management System
- Server space and technical hardware requirements
### Some questions that may help you begin the process

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Purpose</th>
<th>Design Process</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>What is the purpose?</td>
<td>What specific tool will provide students with the most engaging and interactive learning process?</td>
<td>How does it impact my students?</td>
</tr>
<tr>
<td></td>
<td>What value will be added to the course by integrating a technology tool?</td>
<td></td>
<td>Technology skills and computer literacy level?</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Will I apply the technology to the entire class or a specific lesson?</td>
<td>What tool would add value for each content area?</td>
<td>How do students learn content area?</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Were students required to take a prerequisite?</td>
</tr>
<tr>
<td><strong>Skills &amp; Expected Performance</strong></td>
<td>Research and analyze what is already available and proven to work. Address how you currently present course material.</td>
<td>Address specific technology tools that meet your specific programmatic needs.</td>
<td>Discuss students’ previous knowledge.</td>
</tr>
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<td></td>
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<td>What did the pretest survey indicate?</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Analyze current assessment process and activities.</td>
<td>What tool would work best to meet course objectives?</td>
<td>What are the expected student outcomes?</td>
</tr>
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<td>Will you conduct action research?</td>
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Within this section, you will find an overview of collaborative tools in Blackboard designed for student engagement.
In a previous module "Course Management and Design," you determined the type of design and navigation in your Blackboard course.

As you continue the design process, it is important to assess how you will engage students in the learning process. To do so you should ask yourself some of the following questions:

- What is the purpose of the course?
- What are the outcomes that you want students to accomplish?
- What value will be added to the course by integrating a particular collaboration tool?
- What tool will provide my students with the most engaging and interactive learning process?
- How will you know if the student successfully completed the activity and achieved the intended outcome objective?
- What method of delivery will the tool require (asynchronous v. synchronous)?

Now determine what tools will meet your objectives and begin the development process by adding the interactive tools that will engage students.
One method for fostering student-to-student engagement is by utilizing groups. Group communication and activities may include:

- Group e-mail function
- Discussion Boards
- Wikis
- Blogs

To learn how to setup groups, watch the following video.

Creating Groups in Bb 9.0
Duration: (2:40)
User: demodules - Added: 10/21/11

Click here for a closed caption enabled version of the video above.
The Wiki tool is effective for collaborative groups to share ideas, research and reflective thinking.

- A wiki can provide a different venue or outlet for students to participate in discussions and share ideas.
- Utilize a wiki to share academic or writing resources can be helpful for all students to access as a resource for improving techniques.
- Introduce a topical wiki where each student in a group builds upon the previous team members posting by adding more research, references and resources to support their teams' position.
- Develop a wiki on the various cultures, customs and beliefs of each student participating in the class. Students can share information about their heritage and provide a narrative to what they practice and also comment on and add to their fellow classmates’ posts.
**Discussion Board**

A discussion board gives students the freedom to share their thoughts and opinions on class topics, questions, videos, assignments with other participants enrolled in the class.

**General Discussion**

- Faculty posts a topic and students are required to reply to topic. Topics can be specific theoretical questions or more reflective responses based on faculty intent.
- Students are often required to post comments to main discussion thread posted by faculty, but also return to the discussion to reply to classmates post so that a discussion can be developed about the topic.

**Other Methods**

- Post assignments or images with classmates and require students to respond, and evaluate student submissions. This is a great way to share documents that have been created by students and for each to be peer evaluated.
- Students create video reflections to share on specific topics or case studies.
Blogs and Journals

Topics for blogs and Journals can vary based on the course content, instructional strategy and anticipated faculty outcome. Some of these may include:

- Sharing thoughts about a particular topic.
- Reflective practices on a particular article, topic or element discussed/presented within the online course.
- Sharing knowledge about an activity required for the course, or even solving a case problem.
- Sharing images and videos that can be related to course material or a particular topic presented by faculty.

The major difference between Blogs and Journals is the method in which they are used. Blogs are typically utilized for group/class activities that everyone can view and comment on, whereas Journals are typically viewed by the instructor and individual student.

Creating a Journal in Bb 9

Watch Video

Duration: (3:08)
User: demodules - Added: 10/24/11

Click here for a closed caption enabled version of the video above.
Collaboration Tool

The collaboration tool allows the professor to set up virtual synchronous sessions where students communicate directly with the professor and other classmates.

The ability to engage students in an online environment in real-time discussions helps to alleviate frequently asked questions. The virtual classroom also provides an environment to review theories and course concepts that can be recorded for playback at a later date.

- Faculty can record a session that includes only themselves or record a synchronous session and direct students to the playback feature if they require further direction or explanation of particular concepts covered in class.
- Faculty can also hold a review session where students load the pages within the course site to provide an overview of syllabus, course calendar, expectations etc.
- Group sessions can be held where students collaborate on projects, hold conversations and share documents.