

Enhancing Student Engagement in the Remote Learning Environment

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1

Disclosures

Financial

- Salary from the University of Central Missouri

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2

Learning Objectives

At the end of this session, you will be able to:

1. discuss how to improve presence (best practice) in your online classroom.
2. design an engaging learning experience for the virtual environment.
3. articulate methods for measuring student engagement in the virtual environment.



3

Engagement and Learning

Preparedness to engage contributes to student success in mastering knowledge and skills (Serdyukov & Serdyukov, 2015)

Knowledge acquisition increases with student engagement (Pascarella & Terenzini, 1991)

“Learning begins with student engagement” ... knowledge and skills will follow (Shulman, 2016)



4

Engagement: Defined

Engagement refers to:

- how involved students appear to be in their learning,
- how much effort students direct toward their learning, and
- how connected students are to their class

(Axelson & Flick, 2011; Glossary of Education Reform, n.d.)



5

Engagement: Gauged

how involved how much effort how connected

HIGH

LOW

Timeliness Showing up Informed questioning



6

Engagement: Gauged

Level of engagement can be gauged by:

- Attention
- Curiosity
- Interaction

(Glossary of Education Reform, n.d.)

Motivation is a necessary element for student engagement in learning (Saeed & Zyngier, 2012)



7

The Question

“How can instructors effectively promote and support desirable levels and direction of motivation in online courses?”



8

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9

Learning Objectives

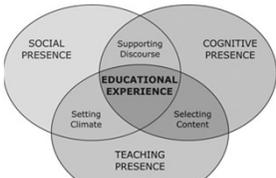
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10

Community of Inquiry Model (Garrison et al., 2000)



Community of Inquiry Model. Adapted by Mathury / Wikipedia (https://en.wikipedia.org/wiki/Community_of_inquiry) (CC BY-SA 3.0).



11

Cognitive Presence

Construct and confirm meaning through sustained reflection and discourse

- Critical thinking
- Collaborative problem-solving
- Construction of meaning

Learner ↔ Learner
Learner ↔ Instructor



Community of Inquiry Model. Adapted by Mathury / Wikipedia (https://en.wikipedia.org/wiki/Community_of_inquiry) (CC BY-SA 3.0).



12

Social Presence

Identify, communicate, and develop interpersonal relationships

- Present as “real people” (Gunawardena & Zittle, 1997; Short et al., 1976)

Related to outcomes (Arbaugh, 2005; Hwang & Arbaugh, 2006; Williams et al., 2006; Yoo et al., 2002)

Related to satisfaction with internet for learning (Arbaugh & Benbunan-Fich, 2006)

Community of Inquiry Model. Adapted by Matbury/Wikipedia (https://en.wikipedia.org/wiki/Community_of_inquiry) (CC BY-SA 3.0).

13

Teaching Presence

Involves two functions:

- Design of educational experience
 - Selection, organization, primary presentation of course content
 - Plan, development of learning activities and assessments
- Facilitation of education experience
 - Monitor, direct cognitive and social aspects

Community of Inquiry Model. Adapted by Matbury/Wikipedia (https://en.wikipedia.org/wiki/Community_of_inquiry) (CC BY-SA 3.0).

14

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15

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16

Example: Teaching Presence

Teaching Presence: What do learners need to know?

Learning Outcome

- Upon completion of this course, you will be able to differentiate the normal voice from the abnormal voice.

Learning Objective

- At the end of Week 1, you will be able to distinguish between the five aspects of voice

17

Community of Inquiry (Garrison et al., 2007)

Elements	Categories	Example Indicators
Teaching Presence	Design and Organization	Setting curriculum and methods
	Facilitating Disorder	Sharing personal meaning
	Direct Instruction	Focusing discussion
Cognitive Presence	Triggering Event	Sense of puzzlement
	Exploration	Information exchange
	Integration	Connecting ideas
	Resolution	Apply new ideas
Social Presence	Open Communication	Risk-free expression
	Group Cohesion	Encourage collaboration
	Affective Expression	Emoticons

Community of Inquiry elements, categories, and example indicators. Table adapted from Garrison et al., 2007.

18

Example: Teaching Presence

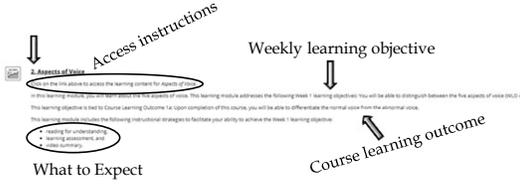
Teaching presence:

- Design
 - Content to present
 - Content layout
 - Content assessment
- Facilitate



19

Example: Teaching Presence



Access instructions

Weekly learning objective

What to Expect

Course learning outcome



20

Example: Teaching & Cognitive Presence

The "normal" voice may be characterized by five aspects:

- loudness
- register
- pitch/frequency
- flexibility
- representation



21

Example: Teaching & Cognitive Presence

I Can't Hear You

Short text with questions to consider

Image reflecting message




22

Example: Teaching Presence

You must understand the normal voice as efficiently and effectively as possible and that the abnormal voice does the same as well. You've learned about the five aspects of voice: loudness, register, pitch/frequency, flexibility, and representation. Read more about these aspects of normal voice on page 103 of the text.

Brown, D.A., McFarlane, S.C., Yin-Berg, S.L., & Zuck, R. (2020). The voice and voice therapy. SP-Edison, by Pearson Education.

The information in this report/reading addresses the following week 1 learning objective: You will be able to distinguish between the five aspects of voice (SLD 4). This learning objective is tied to Course Learning Outcome 1a upon completion of this course, you will be able to differentiate the normal voice from the abnormal voice.



23

Example: Teaching Presence

This learning module has been opened in a new window. If not, then click the link below.

Click to open:

Click on the link above to access the assessment for Study Object 1-2: Aspects of voice.

This assessment will give you the opportunity to reflect on what you have learned and to demonstrate that knowledge on a small scale. This assessment addresses the following week 1 learning objective: You will be able to distinguish between the five aspects of voice (SLD 4).

This learning objective is tied to Course Learning Outcome 1a upon completion of this course, you will be able to differentiate the normal voice from the abnormal voice.

Weekly learning objective

Course learning outcome



24

Example: Teaching Presence – Design

Description
This assessment will give you the opportunity to reflect on what you have learned and to demonstrate that knowledge on a small scale. This assessment addresses the following Week 1 learning objectives: You will be able to distinguish between the two aspects of vocal folds.

Instructions
This assessment contains five questions (two five-choice items and three short-answer). Each question is worth two points for a total of 10 points. There is no time limit. Read each question carefully and respond with the most appropriate answer. You can do this!

Time Completion
Once started, this test must be completed in one sitting. Do not save the test before clicking **Save and Submit**.

Click **Begin to start Study Check 1.2 aspects of voice. Click **Back** to go back.**



25

Example: Teaching Presence – Design

Each of these two aspects (i.e., toughness, hygiene, pleasantness, flexibility, representativeness) is related to vocal function. When any of them are impaired, the voice may be recognized as abnormal.

Listen to the record below for a 45-second wrap-up of the aspects of normal voice.




26

Example: Teaching Presence - Design

LEARNING MODULE OPTIONS

Click on the link to view the content in the order that is set by the number next to each Content Item. Users are unable to advance to a page within the learning module without viewing the previous page.

Content Sequential Learning of the Learning Module

Open Content

1 of 17 (13)

Sequential learning enforced to reduce accidental skips



27

Example: Teaching & Cognitive Presence

4. Critical Thinking 1. Recognizing Voice Disorders

Click on the link above to access the assessment for Critical Thinking 1. Recognizing Voice Disorders.

All a speech-language pathologist, you must be able to formulate well-reasoned clear and responses. This critical thinking assessment offers you the opportunity to improve your ability to mentally organize information, think through it, and derive conclusions that are logical and valid.

This assessment addresses each of the Week 1 Learning Objectives you will be able to:

1. explain the biological function of the larynx,
2. explain the anatomical function of the larynx,
3. explain the physical function of the larynx,
4. distinguish between the two aspects of normal voice, and
5. apply the aspects of normal voice to vocal range.

These learning objectives are tied to Course Learning Outcome 1a. Upon completion of this course, you will be able to differentiate the normal voice from the abnormal voice.



28

Example: Teaching, Cognitive, & Social Presence

4. Critical Thinking 1. Recognizing Voice Disorders

Click on the link above to access the learning content for Critical Thinking 1. Recognizing Voice Disorders.

All a speech-language pathologist, you must be able to formulate questions as well as responses to those questions. You must also be able to make information and extend it to form new ideas or understandings. Additionally, you must be able to work together (either in person or through technology) to share information and ideas. Lastly, please be aware is a discussion that you, your classmates, and will make together. Here, we will contribute ideas from our readings, discussions, and personal thoughts.

This assessment addresses Week 1 Learning Objectives you will be able to:

1. explain the biological function of the larynx,
2. explain the anatomical function of the larynx,
3. explain the physical function of the larynx,
4. distinguish between the two aspects of normal voice, and
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These learning objectives are tied to Course Learning Outcome 1a. Upon completion of this course, you will be able to differentiate the normal voice from the abnormal voice.



29

Community of Inquiry - Revisited

Elements	Categories	Example Indicators
Teaching Presence	Design and Organization	Set curriculum/ provided structure
	Facilitating Discourse	Use of Wiki
	Direct Instruction	Focused discussion (PARTIAL)
Cognitive Presence	Triggering Event	Sense of puzzlement (NOT MET)
	Exploration	Information exchange (PARTIAL)
	Integration	Critical thinking/study checks
	Resolution	Edpuzzle
Social Presence	Open Communication	Risk-free expression (PARTIAL)
	Group Cohesion	Encourage collaboration (PARTIAL)
	Affective Expression	Emoticons (NOT MET)

Community of Inquiry elements, categories, and example indicators. Table adapted from Garrison et al., 2007.



30

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31

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32

Learning Analytics: Overview

Learners report 3 reasons for not succeeding:

1. It was too hard to catch up.
2. Personal problems (health, job, child care) interfered.
3. Juggling studying and work or family responsibilities was too much.



33

Performance Dashboard

The performance dashboard provides a snapshot (and link) of:

- When the learner last accessed the course
- How many documents the learner has reviewed
- How many postings the learner has made to the discussion board
- Whether the learner is at academic risk either because of their grade or their access behavior



34

Performance Dashboard: Retention Status



Risk Factors	VIDEO DQ/LIVE	SPACE ALERT	ACTIVITY ALERT	ACCESS ALERT
None	97.85% ↑ 2.17% above average		287% ↑ 287% above average	4 hours/0 days
None	95.67%		68% ↓ 68% below average	21 hours/0 days



35

Course Reports

All User Activity inside Content Areas

- Displays percentage of time spent in course content areas

Overview for Single User

- Displays specific information regarding course content access:
 - Content accessed, including number of times and duration



36

Supporting Materials

Quality Matter Rubrics

- <https://www.qualitymatters.org/qa-resources/rubric-standards>

Exemplary Course Program (EPC) Rubric

- <https://www.blackboard.com/resources/are-your-courses-exemplary>



37

Quality Matters Rubric

Includes eight General Standards:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learning Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability*



38

Exemplary Course Program (EPC) Rubric

Includes four areas:

1. Course design
2. Interaction and Collaboration
3. Assessment
4. Learner Support



39

Exemplary Course Program (EPC) Rubric

Course design

- Goals and Objectives
 - Clearly written, aligned to outcomes, easily located, measurable
- Content Composition and Structure
 - Chunked, enhanced, intuitive navigation, low- or no-cost
- Learner Engagement
 - Instructional strategies will enable learners to reach course goals
 - Guidance for learners to work with content in meaningful ways



40

Exemplary Course Program (EPC) Rubric

Course design

- Technology Use
 - LMS tools used to reduce labor intensity of learning
 - Technology available used to facilitate learning by engaging
- Accessibility of Course Design
 - Course files easily readable by assistive technologies
 - Design and delivery of content integrate alternative resources or enable assistive processes
 - Materials support multiple learning preferences



41

Exemplary Course Program (EPC) Rubric

Interaction and Collaboration

- Communication Strategies
 - Promote critical reflection or other higher order thinking aligned with learning objectives
- Development of Learning Community
 - Collaboration reinforces course content and learning outcomes
 - Learner-to-learner and learner-to-instructor interactions required
 - Activities designed to help build a sense of community, rather than each learner perceiving themselves studying independently



42

Exemplary Course Program (EPC) Rubric
Interaction and Collaboration

- Interaction Logistics
 - Rubric is included to explain how participation will be evaluated
 - Examples of quality communications
 - Instructions are written clearly



43

Exemplary Course Program (EPC) Rubric
Assessment

- Learner Expectations
 - Clear to students how performance will be evaluated
 - Visibly aligned to goals, objectives, and content
- Assessment Design
 - Assessment activities occur frequently
 - Multiple types used



44

Exemplary Course Program (EPC) Rubric
Assessment

- Learner Self-Assessment
 - Opportunities for learner self-assessment provided



45

Exemplary Course Program (EPC) Rubric
Learner Support

- Orientation to Course and LMS
- Instructor Contact Information and Communication
- Course/Institutional Policies & Support
- Accessibility and Technical Factors for Learner Support
- Feedback



46

Thank you!

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47