SILLIMAN UNIVERSITY

Student Engagement in an Online Environment

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ICI Global Dictionary. Retrieved from https://www.igi-global.com/dictionary/classification-approaches-web-enhanced-learning/11249

"a learning design perspective deeply rooted in the needs of students, with the main objective being to provide them with the most flexible"

- learning content
- schedules
- access
- learning styles

Flexible Learning

"A flexible learning design customizes learning environments to meet the needs of learners, using both technological and non-technological tools."

Flexible learning is a student-centered environment.

It is "about empowering students by offering them choices in how, what, when, and where they learn - the pace, place, and mode of delivery."

Advance HE (2019). **Flexible learning in higher education. Retrieved from** https://www.advance-he.ac.uk/guidance/teaching-and-learning/flexible-learning

Modality	**1.Fully online** **2. Blended (over 50% online)** **3. Blended (25–50% online)** **4. Web-enabled F2F**
Online Communication Synchrony	**1. Asynchronous only** **2. Synchronous only** **3. blend of both**
Pacing	**1. Self-paced (open entry, open exit)** **2. Class-paced** **3. Class-paced with some self-paced**
Pedagogy	**1. Expository** **2. Practice** **3. Exploratory** **4. Collaborative**

Online Learning Environment

STUDENT ENGAGEMENT

is a multidimensional (multifaceted) construct that can be measured with all the dimensions dynamically interrelated. Student engagement typically includes three dimensions:

- *Behavioral engagement*, focusing on participation in academic, social, and co-curricular activities
- *Emotional engagement*, focusing on the extent and nature of positive and negative reactions to teachers, classmates, academics, and school
- *Cognitive engagement*, focusing on students' level of investment in learning

User's Guide and Toolkit for the Surveys of Student Engagement: The High School Survey of Student Engagement (HSSSE) and the Middle Grades Survey of Student Engagement (MGSSE)

By Jonathan Martin and Amada Torres

- *Learning experience design*
- *Learner-content engagement*
- *Learner-teacher engagement*
- *Learner-learner engagement*

(2017) How flexible is flexible learning, who is to decide and what are its implications?, Distance Education, 38:3, 269-272, DOI: 10.1080/01587919.2017.1371831

- *Learner engagement with the learning environment*
- *Learner engagement with assessment activities*
- *Learner engagement with feedback*
- *Learner engagement with the institution*

(2017) How flexible is flexible learning, who is to decide and what are its implications?, Distance Education, 38:3, 269-272, DOI: 10.1080/01587919.2017.1371831

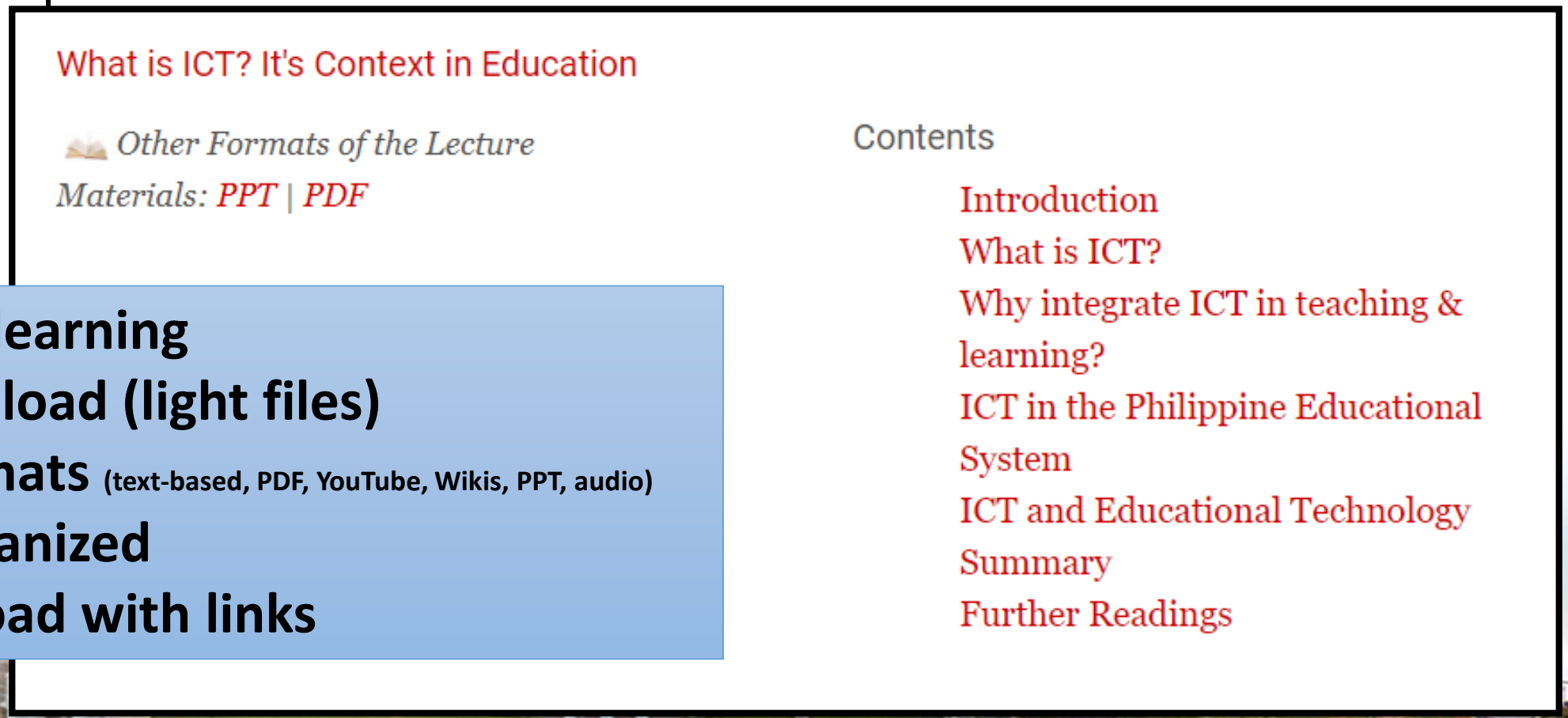
1. Learning experience design:

This is about the design and development of productive learning experiences so that each learner is able to make most of the learning opportunities they afford. (2017) How flexible is flexible learning, who is to decide and what are its implications?, Distance Education, 38:3, 269-272, DOI: 10.1080/01587919.2017.1371831

2. Learner-content engagement

This is about learners' engagement and interaction with the subject matter in ways that suit individuals, their styles and approaches to studying and its time, place and pace.

(2017) How flexible is flexible learning, who is to decide and what are its implications?, Distance Education, 38:3, 269-272, DOI: 10.1080/01587919.2017.1371831



- **Apply micro-learning**
- **Easy to download (light files)**
- **Multiple formats** **(text-based, PDF, YouTube, Wikis, PPT, audio)**
- **Neat and organized**
- **do not overload with links**

3. Learner-teacher engagement

This is about choices learners have in relation to the mode and method of their engagement and interaction with their teachers.

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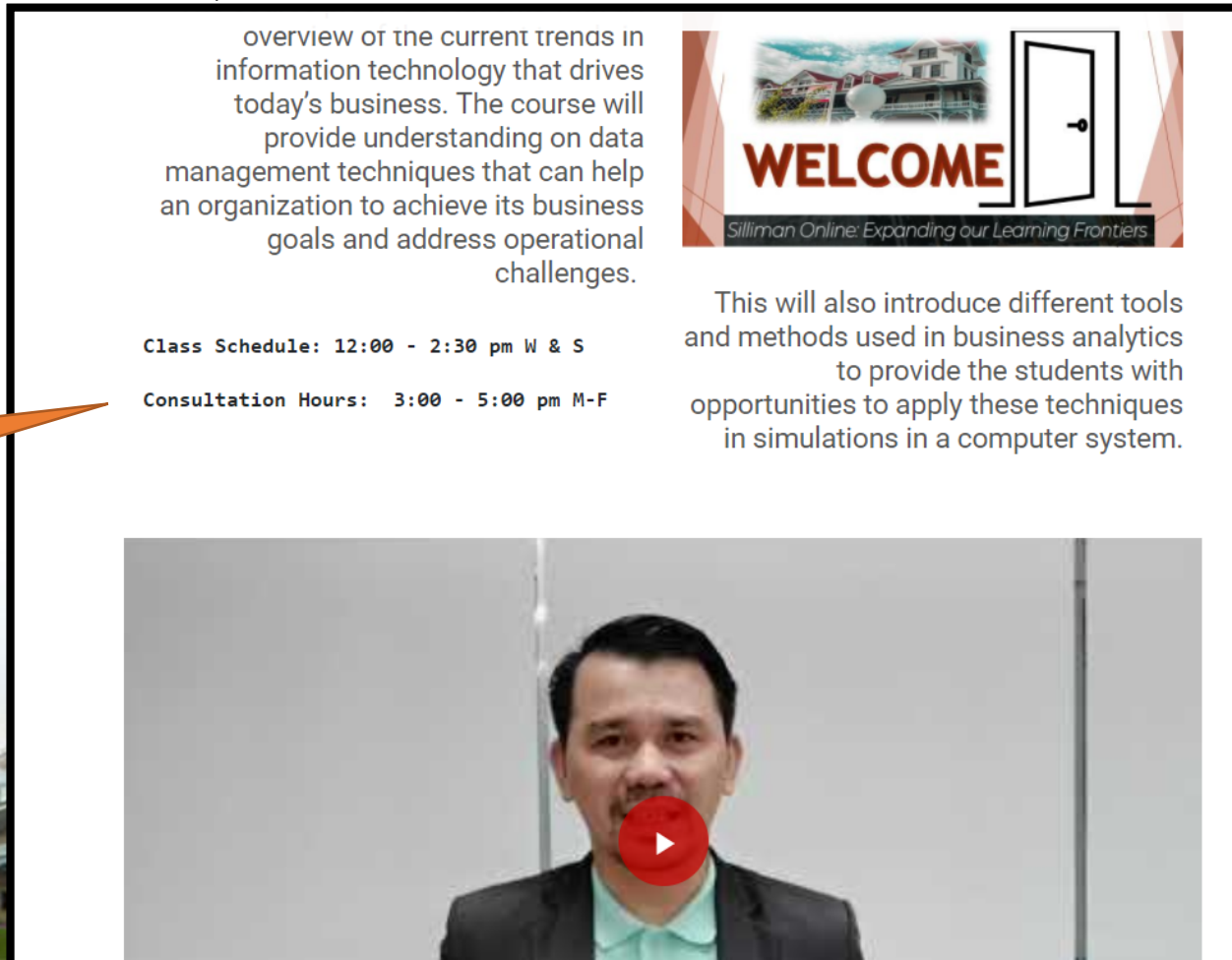
- **Set rules when to contact you (class schedule, consultation hours)**



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VIRTUAL CLASSROOM GUIDELINES

1. All students must have a photo ID in their profile.
2. Be prepared at all times. Exit or close other applications on computers prior to logging in to mySOUL.
3. Learning resources in different formats are available for viewing and downloading from the virtual classrooms. None of these materials should be screenshot, forwarded to friends, uploaded, or shared on social media or on the Internet.
4. All topic-related questions/inquiries must be posted in the Open Forum section. Students are encouraged to help each other by replying to the posting in the open forum.
5. Inquiries related to grades and class standing must be sent via private message to me. I will not respond in email. I only respond during our class schedule and my consultation hours.
6. No to cyberbullying

- **Set rules how to contact (email, private message, forum section)**

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- **Interact with them during asynchronous activities**
- **Listen to them during synchronous activities**

Kumusta? This week (3rd week) is about "data collection tool". After studying this unit, you will be able to: 1) Describe an online survey tool, 2) Create and share a survey form.

"Data collection is a methodical process of gathering and analyzing specific information to proffer solutions to relevant questions and evaluate the results". Click this link to review data collection. In terms of tools, specifically digital tools, there are many software tools to collect data. Go to this list of apps to have an idea. For the complete list, go to this link. Read this article about the use of a web-based tool in assessing high school students' work and health status.

For our exercise this week, we will use Google Form. Google Forms allows us to create and edit a variety of forms, either from scratch or by using a template. Download and read the slide presentation. Watch the video tutorial for your guidance. You can also go to this link for the text-based step-by-step tutorial. **Let us do this exercise collaboratively.**

If you have inquiry or clarification, post in the open forum area. Participate. Make sure to revisit your message and check the responses. You can also respond to your co-learners if you wish to share something related to his/her messages.

Take note of the required output of this week. This week's required output is to be done individually. I highly suggest to comply the requirement on time. We will be using your survey and collected responses in our next topic. By the way, the Further Readings I posted is my research about the ethical considerations in collecting data online. I hope you have time to read it.

Don't forget to take Quiz 3 which is due on April 30. Please take note that I modified the deadline of the quiz so that I can review the answers during the video session. So, the quiz will be open every Monday and it will be close every Thursday. Please be guided accordingly!

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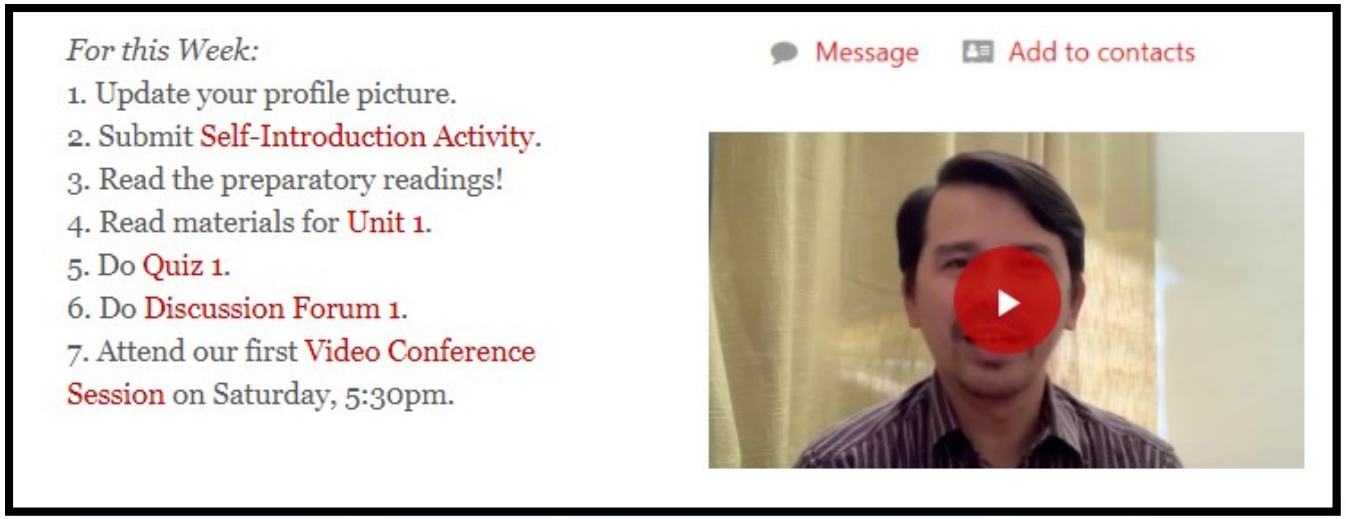
- **Guide them, give clear and easy-to-find instructions.**



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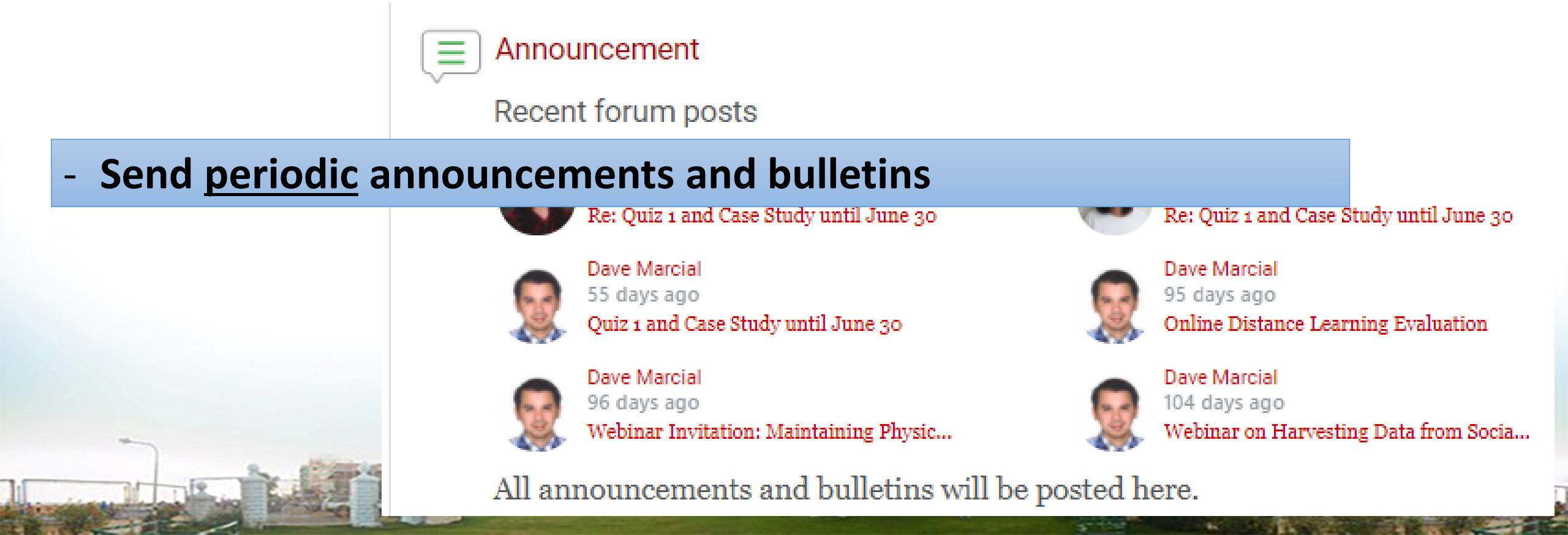
- **Send <u>periodic</u> announcements and bulletins**



4. Learner-learner engagement

This is about choices learners have in relation to the mode and method of their engagement and interaction with their peers in small and large groups, and in offline and online educational settings.

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- **provide a forum during asynchronous activity**
- **encourage students to interact & communicate with each other**

FORUM

Discussion Forum for Week 3

How is technology affecting the learning process? How does technology change thinking?

To answer, click ADD A NEW DISCUSSION TOPIC then write your answers in the MESSAGE box. Answers can be in the form of text, image or video link. Check MAIL NOW then click POST TO FORUM. Please make sure to revisit your message and check the responses. You can also respond to your co-learners if you wish to share something related to his/her messages. To respond, please click on the desired DISCUSSION topic, and then click REPLY. Type your message in the MESSAGE box. Check MAIL NOW then click POST TO FORUM.

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- **Provide groupwork using easy-to-use/access collaboration tools (asynchronous, and synchronous)**

ASSIGNMENT

RO 3: Drive Account

Group yourselves into 2-3 members (See groupings below). Decide on health education program that you could start in your community. It can be anything you want! Create a program name and the core idea of what your health education program does. Then, open Google Drive to start planning! Here is what you need to do:

1. Each member of the team should have a google account. You should activate your @su.edu.ph
2. Create a folder and rename it as "MPH-1"
3. Once you're in, create a Google Doc.
4. Name the document "Health Education Plan". As the first line in the document, add your Program Name and make it bold. On a second line in smaller text, write what your program will do.
5. Share the newly created document with all members of your group. You'll have to add your group member's name and their email address, and give them the ability to edit the document in settings.
6. Each person in your group can add more detail to the document from their

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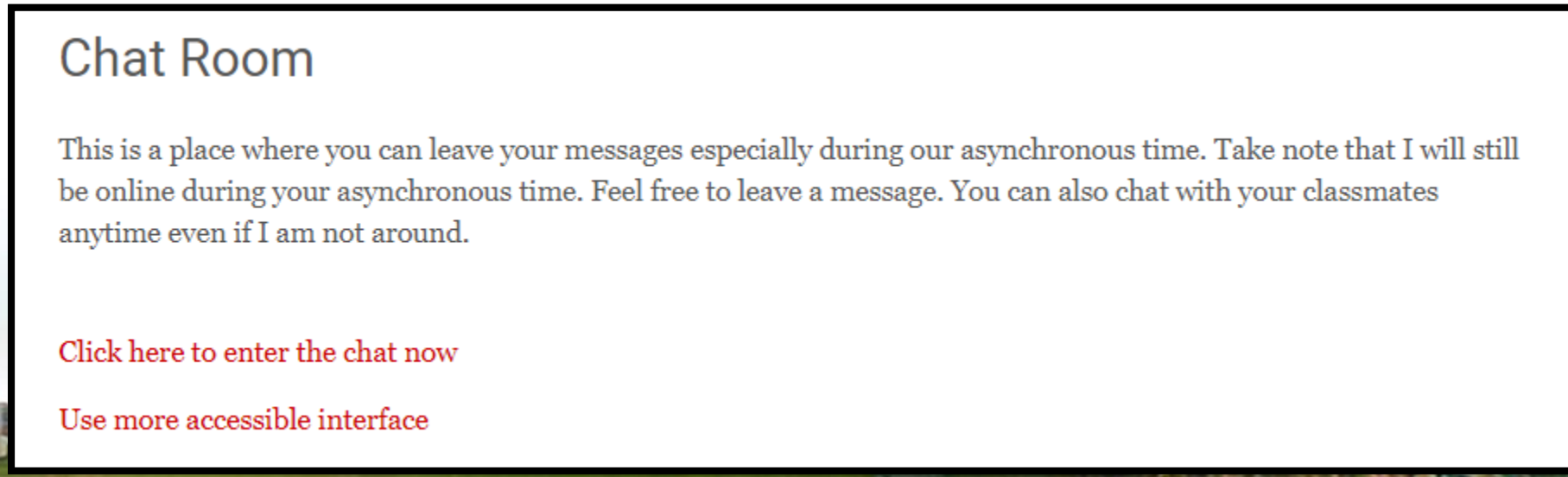
- **Provide and allow students to chat with each other asynchronously (recorded) or synchronously**



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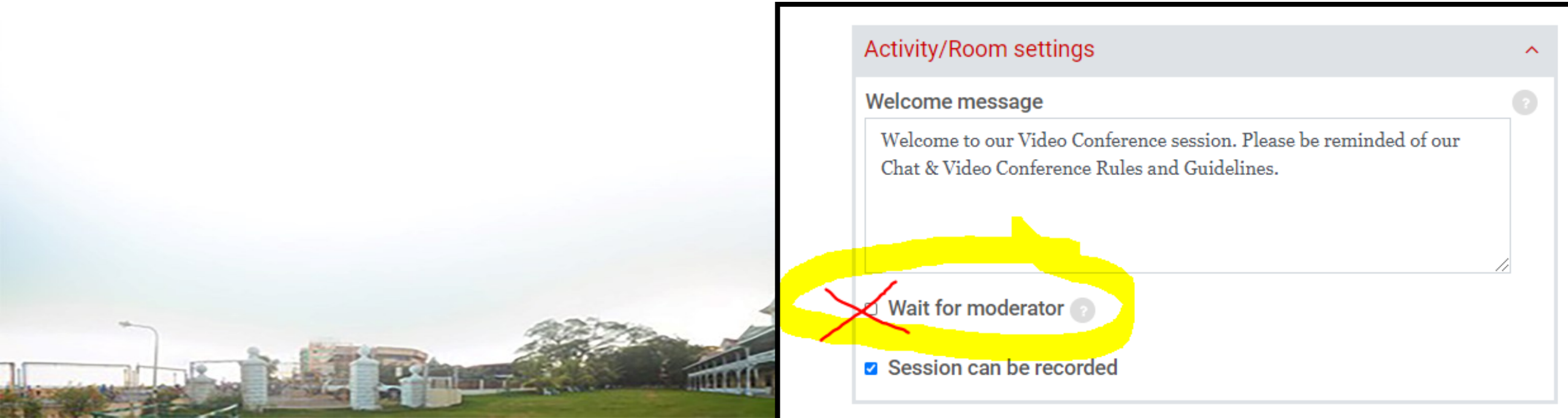
- **Allow students to join in a video conference session before you**



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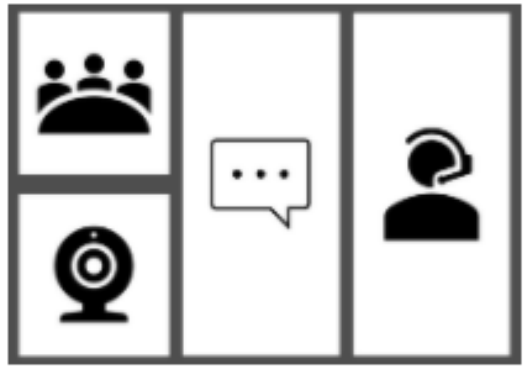
- **Use breakout sessions and let them share**

This is where you can chat with me during asynchronous time. Feel free also to chat and talk with your classmates. Likewise, always go to this section for the scheduled video conference. For our video conference tool, we will be using BigBlueButton, Google Meet or Zoom.



5. Learner engagement with the learning environment

This is about adaptable access, interaction and engagement with the learning environment (such as with mobile devices, Wi-Fi access and innovative use of study space).

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- **Apply flipped learning**
- **Always have a downloadable**
- **Maximize the use of your LMS mobile app**
- **Record your video session but set a time limit for viewing**

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- Apply flipped learning
- Always have a downloadable
- Maximize the use of your LMS mobile app
- Record your video session but set a time limit for viewing
- **Provide FAQ, Tutorial and user guide in different formats**

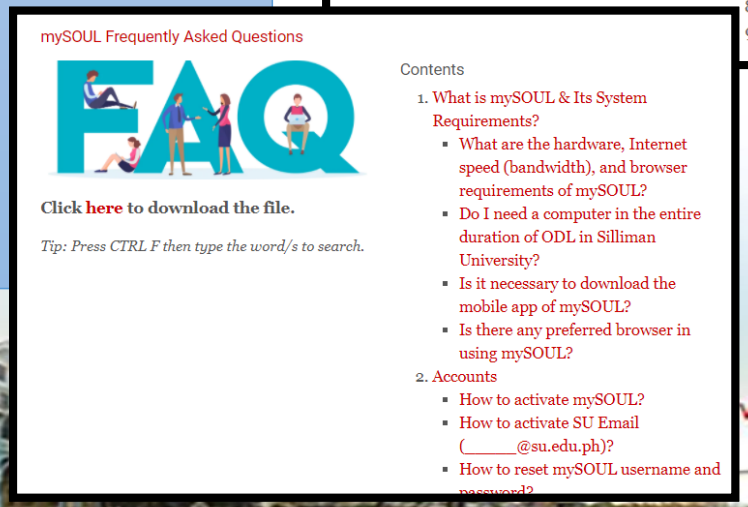
mySOUL Tutorial

Click to view the videos. → | Like&Subscribe

SOUL YouTube Channel. | **Click here to download the text-based tutorial.**

Contents

1. Activating mySOUL
2. Editing User Profile
3. Entering & navigating a virtual classroom
4. Checking an Attendance
5. Submitting Assignment
6. Taking a quiz
7. Video Conference Session
   - Joining a BigBlueButton Video Session
   - Troubleshooting - Fix Muted Microphone
8. Joining a Chat Session
9. Posting a reply in an open forum


mySOUL Frequently Asked Questions

Click here to download the file.

Tip: Press CTRL F then type the word/s to search.

Contents

1. What is mySOUL & Its System Requirements?
   - What are the hardware, Internet speed (bandwidth), and browser requirements of mySOUL?
   - Do I need a computer in the entire duration of ODL in Silliman University?
   - Is it necessary to download the mobile app of mySOUL?
   - Is there any preferred browser in using mySOUL?
2. Accounts
   - How to activate mySOUL?
   - How to activate SU Email (_____@su.edu.ph)?
   - How to reset mySOUL username and password?

6. Learner engagement with assessment activities

This is about choices learners have in relation to the fulfillment of their assessment requirements.

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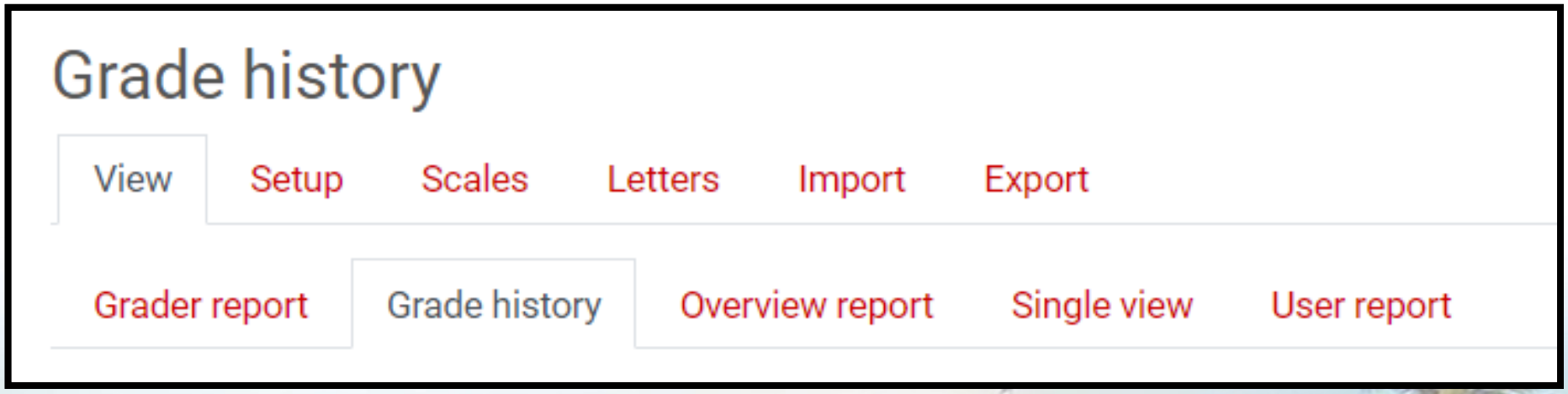
- **Orient and remind them to track their progress**



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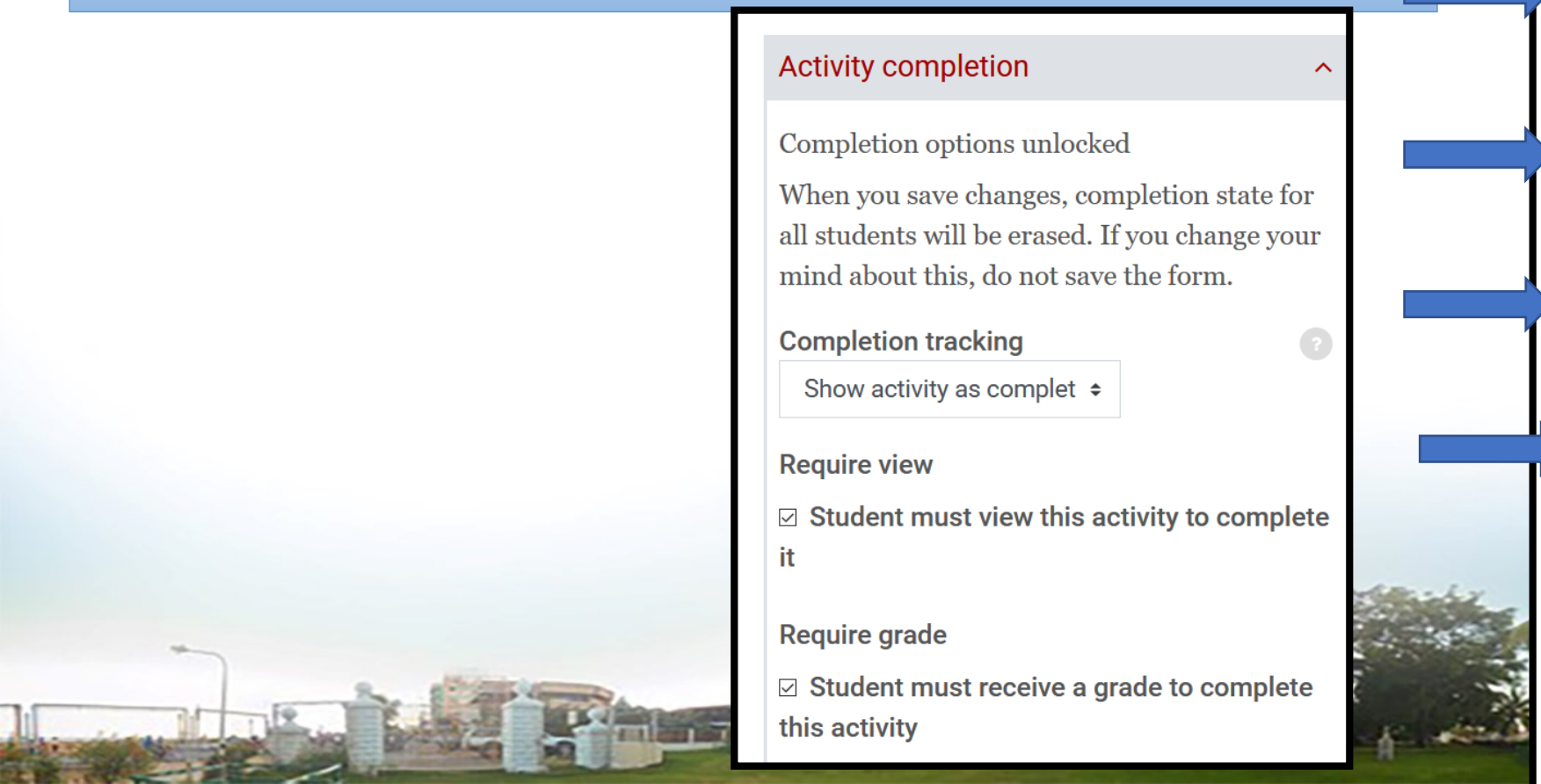
- **Activate activity completion**



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- **Short but frequent assessment activities**
- **Give performance-based activities with less screen-time**

Using MS Word, make an essay about your quarantine experiences. Submit the PDF format in the submission link provided.

In a one whole sheet of paper, write in handwriting an essay about your quarantine experiences. Take a photo of your output and submit it in the submission link provided. Keep the paper with your answer for your future reference.

7. Learner engagement with feedback

This is about choices learners have in relation to access to feedback on their learning and assessment activities.

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- ✓ *Set-up your gradebook before the start of the class*
- ✓ *Give ratings/scores in a periodic manner*
- ✓ *Respond to inquiries the soonest you can*
- ✓ *Check student logs, quiz res… performance.*
- ✓ *Apply Personalized Learning*

Conditions	Actions
User has logged into course within the last 2 days.	**Display alert**: Hi, ((student_firstname))! Dont Forget ou...
User has logged into course within the last 7 days.	**Display alert**: Welcome back ((student_firstname))! I h...
Current activity has **not** been completed **and** Current activity has been completed **and** Inquiries/Clarifications about Website ... has **not** been completed	**Display alert**: Dear ((student_firstname)), Do not forge... **Display alert**: It is nice to know that you viewed the e-... **Go to activity**: Inqu
User has logged into course within the last 7 days.	**Display alert**: Kumu
Download SlideShow: Mobile Technology, ... has been viewed	**Display alert**: It is nice to know that you download the...
User has logged into course within the last 7 days.	**Display alert**: Dear ((student_firstname)), We are now i...
User has logged into course within the last 7 days.	**Display alert**: ((student_firstname)), hello! Aside from ...
User has NOT logged into course within the last 7 days.	**Display alert**: Dear ((student_firstname)), How are you ...

It is nice to know that you viewed the e-Book, ((student_firstname)). I hope this time you are now ready to create your website.

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- ✓ *Set-up your gradebook before the start of the class*
- ✓ *Give ratings/scores in a periodic manner*
- ✓ *Respond to inquiries the soonest you can*
- ✓ *Check student logs, quiz results, etc. Remind the students about their performance.*
- ✓ *Apply Personalized Learning Design*
- ✓ *Praise! Give stars and smileys! -)*
- ✓ *Establish online referral system*

8. Learner engagement with the institution

This is about choices learners have in relation to their engagement with the services of the educational institution.

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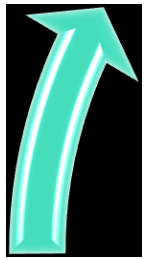
- ✓ *Learner's Support and Services*
  - ✓ *Virtual Library is a must!*
  - ✓ *College/Dean's Offices*
  - ✓ *Guidance and Counseling Office*
  - ✓ *Help Desks, Contact Directory, Inquiry Handling and Management*
  - ✓ *Social media platforms*

implement

recalibrate outcomes

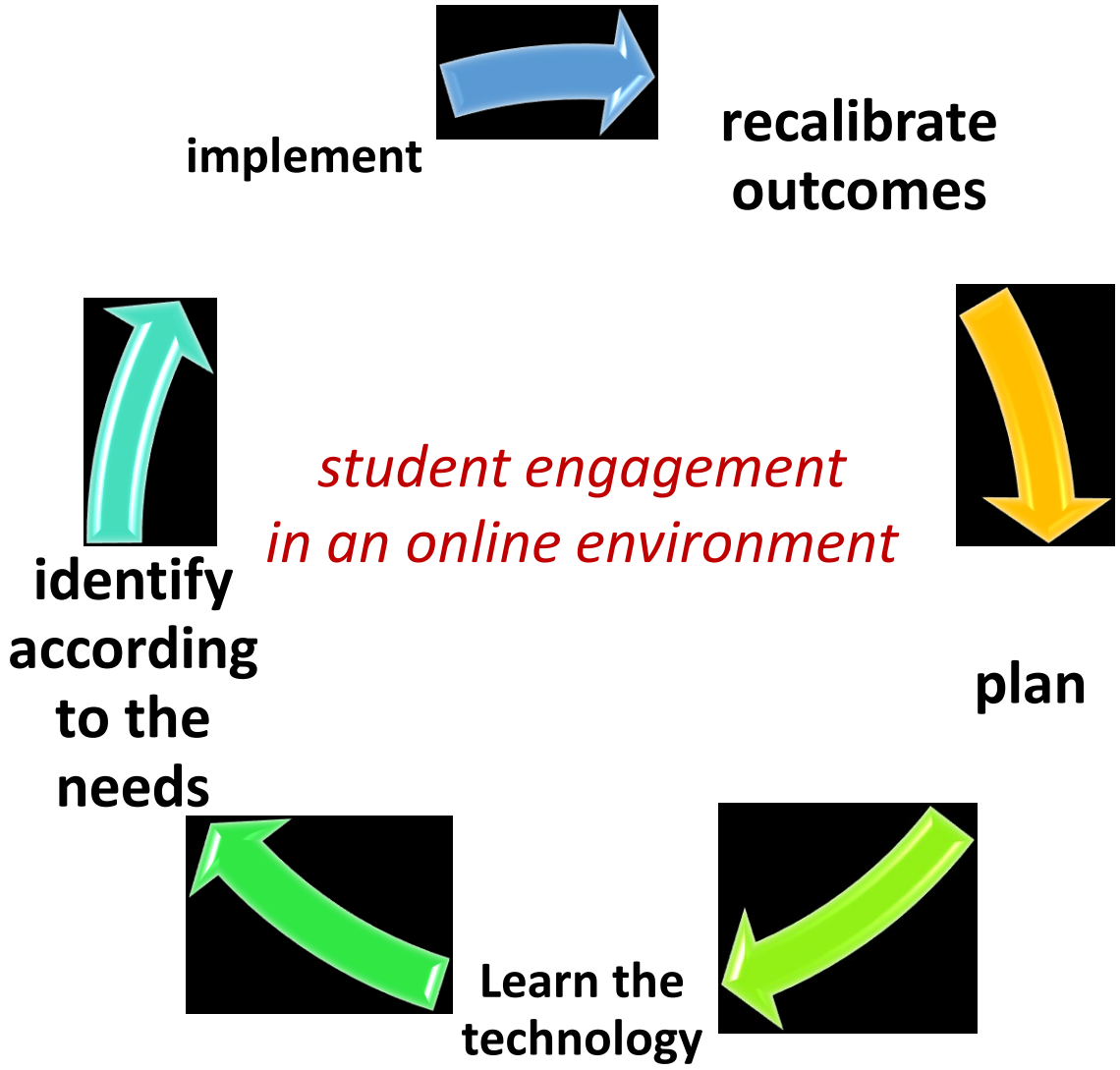


student engagement in an online environment

identify according to the needs

plan

Learn the technology


implement
recalibrate outcomes
plan
Learn the technology
identify according to the needs
student engagement
in an online environment

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We don't need a sophisticated technology;
we need creativity and implementing strategies
to involve our students
in the new normal of teaching and learning!

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Student Engagement in an Online Environment

Dave E. Marcial, Ph.D.

Director for Silliman Online University Learning

www.davemarcial.net