BLEND-*Ed*
Empowering Your Teaching

Champlain
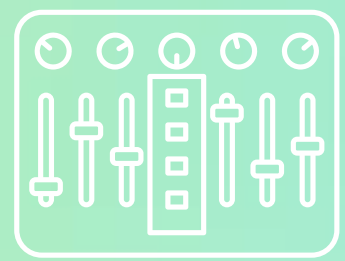
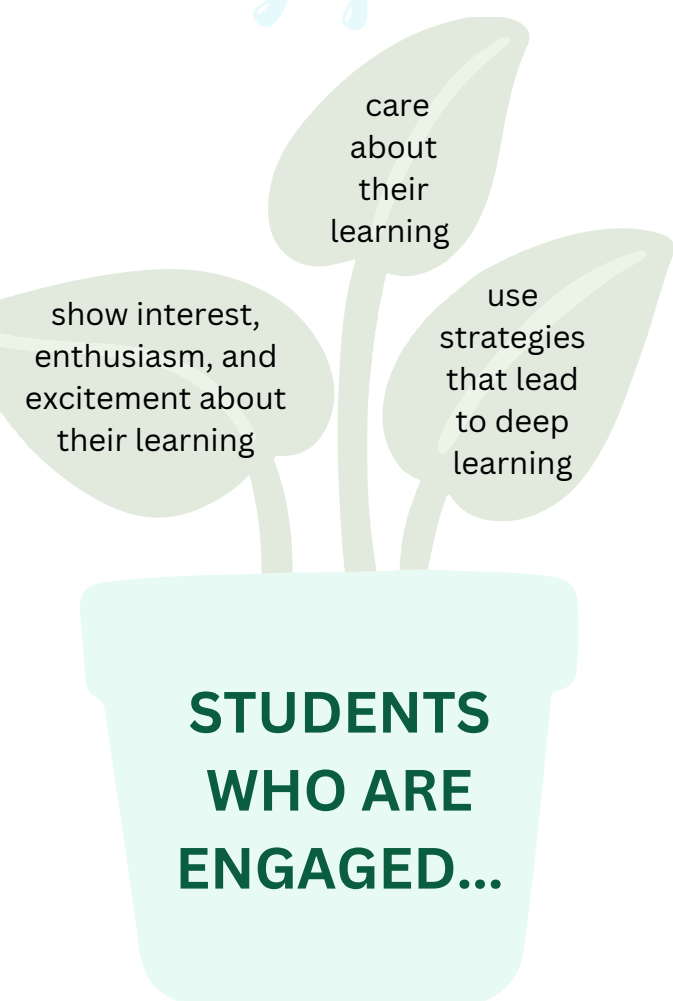# INCREASING ENGAGEMENT IN ASYNCHRONOUS LEARNING

WHAT IS ENGAGEMENT AND WHY DO WE WANT OUR STUDENTS ENGAGED?

Engagement is "*the mental state students are in while learning, representing the intersection of feeling and thinking.*" (Barkley & Major, 2020, p. 6).

Engagement is linked to academic success and higher self-efficacy, students feeling more connected to their school, and higher sense of social-emotional well-being (Christenson, Reschly, & Wylie, 2012)

HOW DO WE CONCEPTUALIZE ENGAGEMENT?

BEHAVIOURAL   AFFECTIVE   COGNITIVE

care about their learning

show interest, enthusiasm, and excitement about their learning

use strategies that lead to deep learning

STUDENTS WHO ARE ENGAGED...

- are motivated, challenged by new things
- participate in the learning process
- go to class
- pay attention
- ask and/or answer questions
- prepare for learning ahead of time
- practicing and take action
- are curious & want to understand
- invest in their learning, psychologically and intellectually

TEACHERS CAN PLANT SEEDS TO INCREASE GENERAL ENGAGEMENT

Provide choices (voice & choice) to students so they can feel autonomous.

Give clear instructions and include grading rubrics so students know what they have to do and how they can succeed during learning activities.

Help students stay connected by using group work, by communicating regularly and by making yourself available during and outside of class.

Favour activities that focus on learning to understand: creating, discussing, critiquing, debating, evaluating, comparing, making links, etc.

STRATEGIES TEACHERS CAN USE TO GROW ENGAGEMENT ASYNCHRONOUS LEARNING ACTIVITIES

- ✿ Follow up on Asynchronous activities during class time.

- ✿ Create activities and tasks where students are equipped to succeed ("just right" challenge).

- ✿ Scaffold learning to make sure students have the required skills and knowledge to work asynchronously and be successful.

- ✿ Plan some asynchronous activities that are collaborative, authentic and that require problem solving skills.

- ✿ Model the learning process students will need for asynchronous activities during class time.

- ✿ Prevent student procrastination by breaking down large tasks into smaller parts with specific deliverables.

- ✿ Provide timely and consistent feedback through the regular use of self-assessment, peer assessment, and teacher assessment.

Student engagement is the product of **motivation** (the driving forces of an individual's behaviour) and **active learning** (what students do to build their skills).
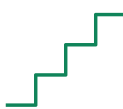(Barkley & Major, 2020)

RESOURCES

Collaborative learning activities from University of Maryland

Examples of Collaborative Learning or Group Activities from Cornell University

Scaffolding using the Practical Inquiry Model from ACU

REFERENCES

Barkley, E.F. & Major, C.H. (2020). *Student Engagement Techniques: A Handbook for College Faculty*. (2nd ed.) Jossey-Bass.

Christenson, S. L., Reschly, A. L., & Wylie, C. (Ed.) (2012). Handbook of Research on Student Engagement. Springer.

Foster, S. (2023). Facilitating and assessing student engagement in the classroom. https://www.colorado.edu/center/teaching-learning/2023/01/23/facilitating-and-assessing-student-engagement-classroom