Managing Student Engagement Remotely

Deirdre Cijffers April 2020

Aims

'Good enough'

Synchronicity

Content and connection

Actively managing Chat
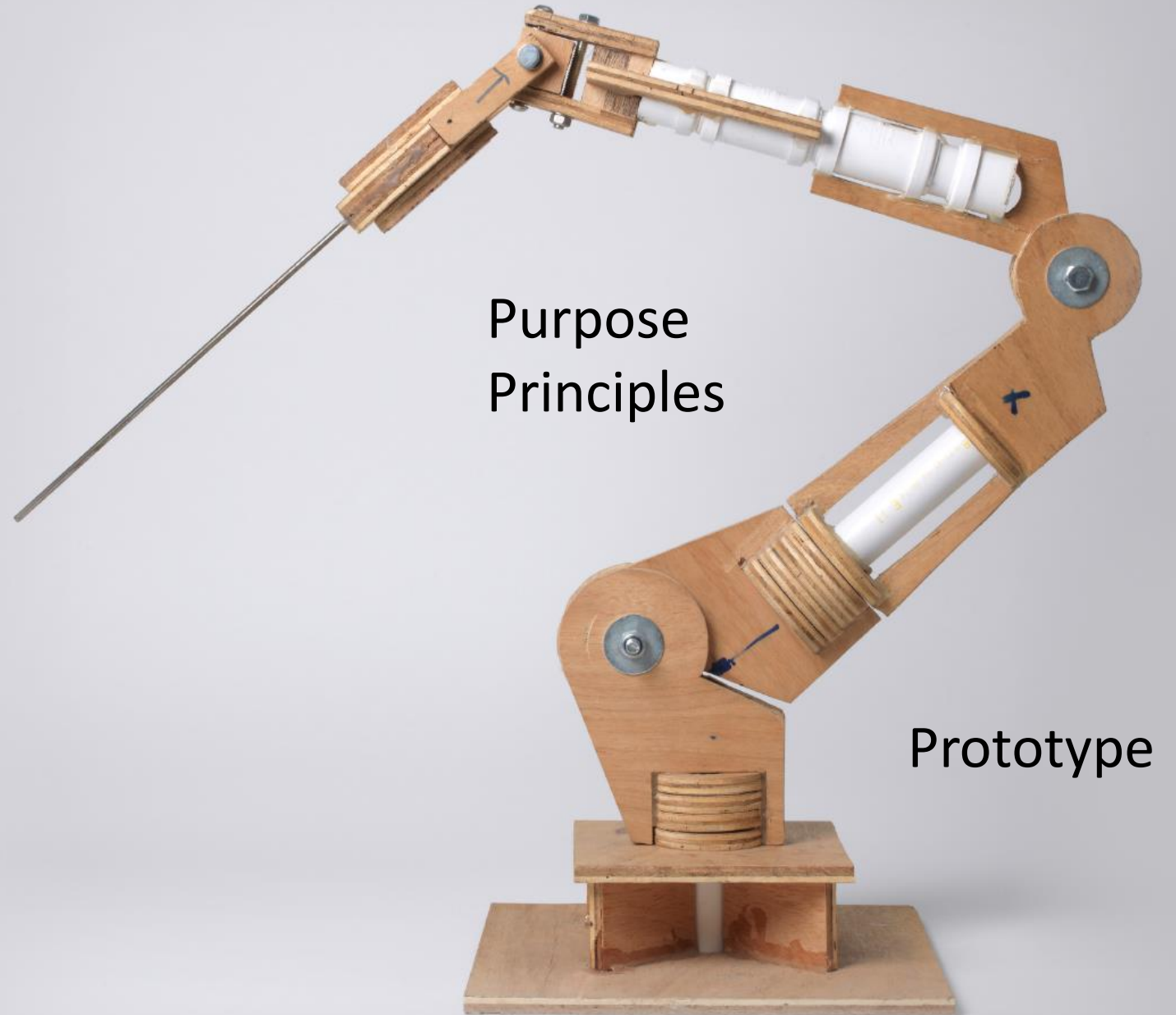
Planning

Remote Teaching

'Good enough'

Purpose
Principles

Content
Connection
Focus

Prototype

Teaching in Higher Education

Lecture

Extended content
Assignment

New content

One to many

Seminar

Feedback

Extended content
Small group facilitated discussion

Online Lecture

Teams
Zoom
Adobe Connect

Online Classroom

Good enough?

Synchronicity

What is synchronicity?

A: Being part of an urban symphony

B: Being together at the same time

C: Singing badly again and again

Cost of Synchronicity

Good enough?

Technological
- Wifi – per individual and for the network as a whole, coverage
- Devices – standards, availability
- Need to learn new tech tool
- Accessibility

Temporal
- Time specific
- Loss of time to technical issues – at the beginning or when everything crashes

Personal
- Distraction – caring responsibilities, lack of quiet space in which to work
- Stress – high pressure to get everything covered/to understand everything
- Support - need for moderators in larger groups

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What happens in your lectures?

Dr Lisa Jardine-Wright, Physics

Lecture

Purpose
- introduce new content, concepts, theories
- Build on previously presented content

Value
- social event
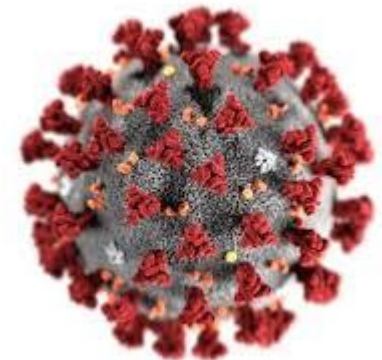- fixes time – contributes to routine, finite (predictable)

Effectiveness
- Content covered or learning achieved
- attention span, strategies

Online Lecture

Content

Connection

Remote Teaching

Flexibility — Connection

Individual

Shared

Inclusive Teaching

Isolation

Mobility

Vision

Learning

Mental health

Neurodiversity

Hearing

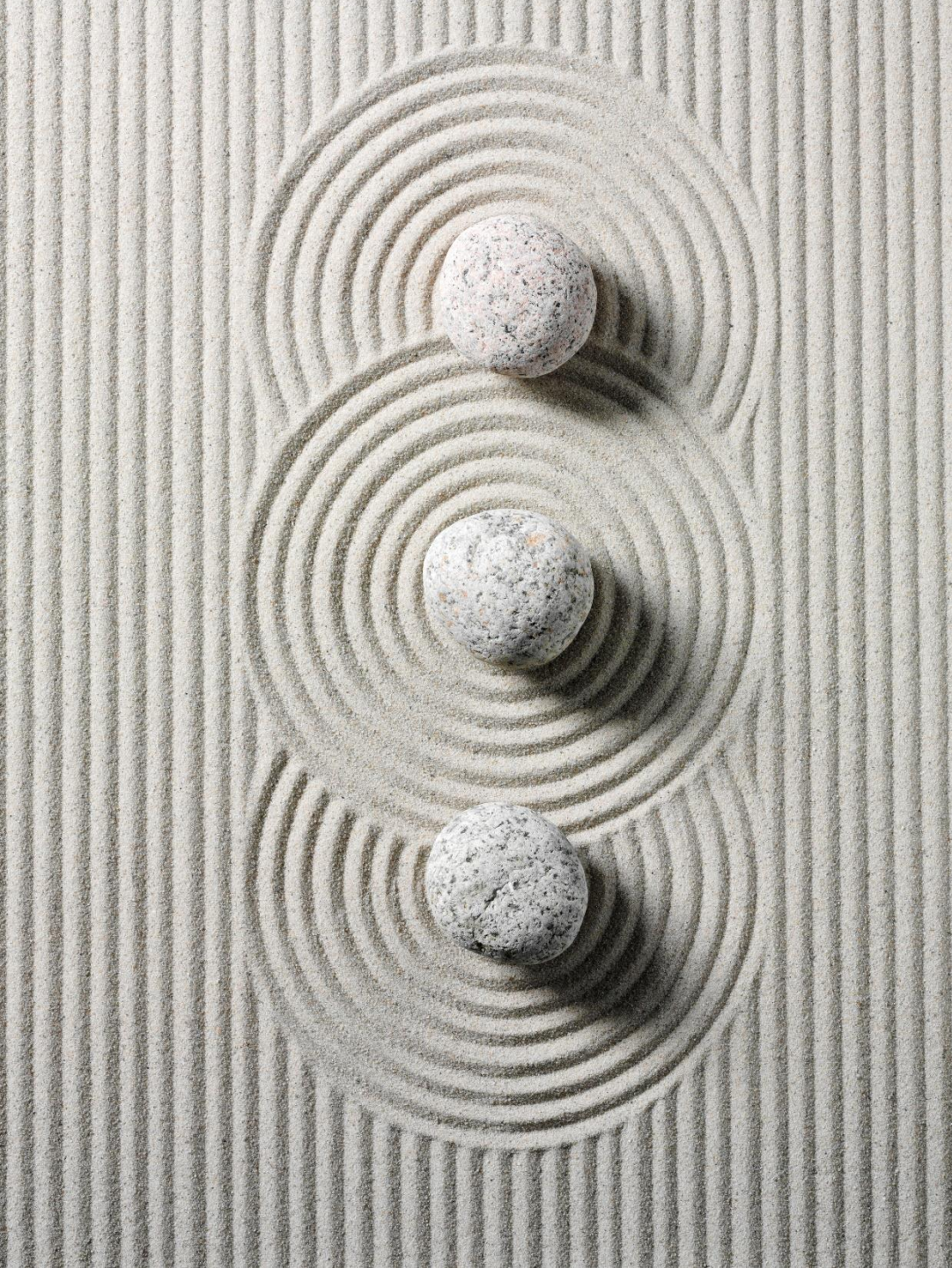Microsoft accessibility tools

Quick wins

Keep to time

Minimise stress

Self access accessible content

Signpost

Say what you see

Use the Chat

Minimising Stress

What simple inclusive teaching approaches can help minimise stress for students during online lectures?

- Materials in advance
- Plan available in advance
- Clear signposting throughout
- Using chat for comms not camera/mic

Managing Chat

Questions, questions

- Preparatory
- Contextual/Personalising
- Predictive
- Concept Checking (CCQ)
- Pointless

Preparatory

If you can hear me, can you please type the name of your least favourite pandemic in the chat box?

Sets tone

Sets expectation

Flags activity to people who haven't switched on audio

Hands on keyboard

Contextual/Personalising

What happens in your lectures? Type in the verbs for teacher actions, for student actions.

Reflect on current practice

See commonalities in group

Recognise connection to new practice

Analyse effectiveness and transferability together

Predictive

What is synchronicity?

What might the cost of synchronicity be?

- Elicit existing knowledge
- Share (knowledge) authority
- Activate schemata
- Build argument with participants

Concept checking question (CCQs)

What simple inclusive teaching approaches can help minimise stress for students during online lectures?

- Identify whether students have understood something
- Identify and address specific misunderstandings quickly

Pointless

Does that make sense?

Yes, yes, yes

Time intensive to unearth actual misunderstanding from individuals

Behaviours

How did I manage the questions?

1. Signal
2. Ask
3. Instruct ('type in the chatbox', time limit)
4. Re-read question
5. Wait/Countdown
6. Respond

Review

1. Online lecture = content + interaction
2. Use questions to involve students and control the Chat
3. Sit with silence
4. Less content/more concise
5. Be yourself
6. Get feedback

Implications for Planning

1. Don't give a talk. Talk to people. What do they need from you?
2. Plan your questions – type and interval
3. Fewer slides (20-25 per hour, including question slides)
4. Focus on what students most need to know or will have most trouble with
5. Decide what to provide to them outside the live online session and how it fits in overall

Thank you!

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