Managing Student Engagement Remotely
Aims

‘Good enough’
Synchronicity
Content and connection
Actively managing Chat
Planning
Remote Teaching

‘Good enough’

Content
Connection
Focus

Purpose Principles

Prototype
Teaching in Higher Education

**Lecture**
- New content
- One to many

**Seminar**
- Extended content
- Small group facilitated discussion

**Online Lecture**
- Extended content
- Assignment

**Online Classroom**
- Teams
- Zoom
- Adobe Connect

**Feedback**

**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

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
What happens in your lectures?

Dr Lisa Jardine-Wright, Physics
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
Remote Teaching

NETFLIX

Flexibility
Individual

Connection
Shared
Inclusive Teaching

Isolation
- Mobility
- Vision
- Learning
- Mental health
- Neurodiversity
- Hearing

Quick wins
- Keep to time
- Minimise stress
- Self access [accessible content](#)
- Signpost
- Say what you see
- Use the Chat

[Microsoft accessibility tools](#)
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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