

Student Engagement and Retention: Enhancing Educational Opportunities in an Online Environment

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Online Education Session

Nina • Question



Pinta • Positive

Santa
Maria • Challenge

Discovering a Whole New World



The Home Port

- Make Sure
Your
Foundation

Adult Learning Theory

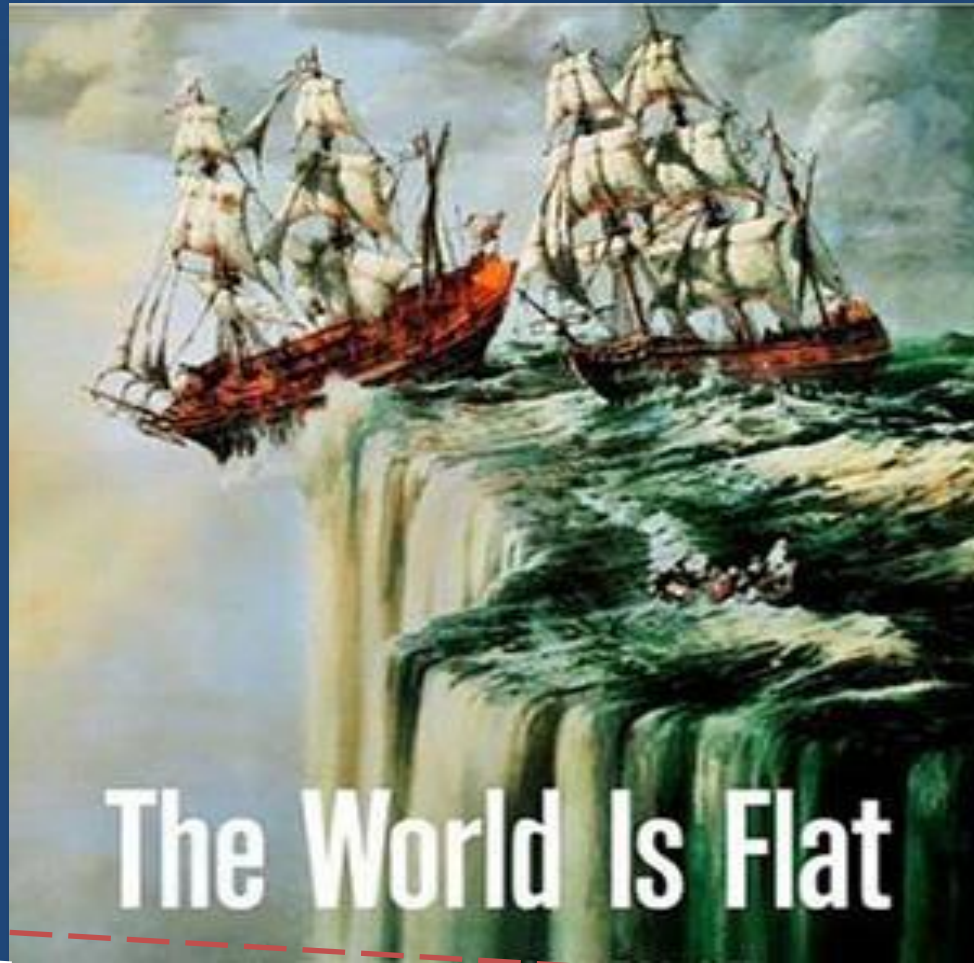
Andragogy: Methods and practices of teaching adults



The Great Migration

- Journey
to a
New Land

Naysayers Throughout History



The World Is Flat

Fact: If you sail, you will fall off!
If you disagree we will burn you at the stake.

Naysayers Throughout History



**NOTHING CAN REPLACE A HEALTHY HORSE
AND WELL BUILT BUGGY!**

Naysayers Throughout History

*We have 8-Tracks to listen to in our homes and cars, that's all we need!
Why would you ever want to rewind?*



I have a walkman, technology is now complete!



Naysayers Throughout History



**NASA HAS A COMPUTER IN A WHOLE ROOM.
WE COULD NEVER HAVE ONE THAT FITS IN OUR HOME!**

Naysayers Throughout History

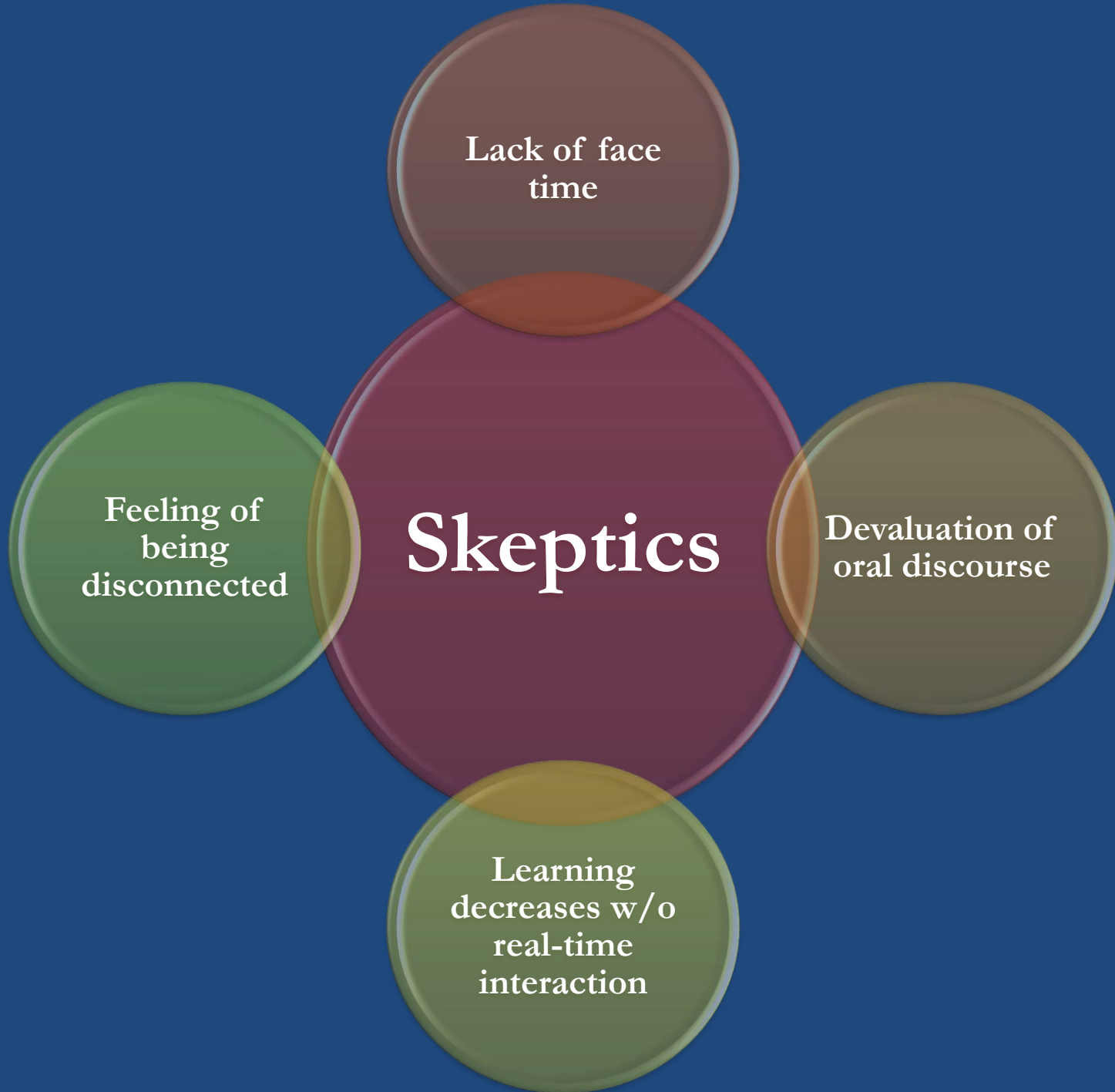


**LEARNING CAN ONLY TAKES PLACE IN A
SYNCHRONOUS, FACE-TO-FACE ENVIRONMENT!**

Virtual Classroom Demand



- Online Learning Consortium (2011):
 - Nearly **one-third** of all students in higher education are taking at least one **online** course.
 - Growth rate in **online** enrollments is **ten** times that of the rate in all higher education.
- Many students are opting for learning through online courses, thus institutes of higher learning must offer engaging educational opportunities in the virtual classroom.



Opportunities to
develop theories,
best practices, and
capture new data.

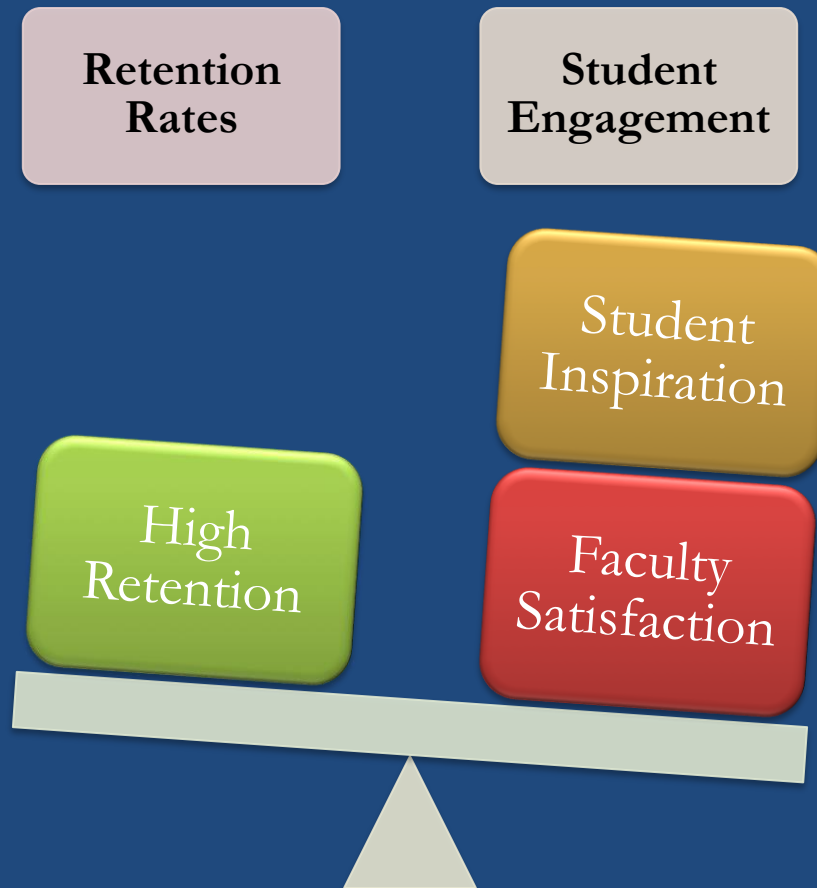
Employ
innovative
faculty

Flexibility to fit non-
traditional students'
hectic schedules

Proponents

Cost effective

Use new technologies
to connect faculty and
students



Practical strategies based on sound research are needed...

From Traditional to Online



Paradigm Shift

- Online learning is unique
- Can be challenging to educators
- Opportunities vs. Problems

Best Practices

- Asynchronous vs Synchronous
- Use **appropriate** combinations
- Voice, text, and video to enhance communication

Application

- Maintain Flexibility
- One size does not fit all
- Capitalize on faculty strengths not uniformity

Benefits of Online Learning



Availability

- 24/7 Access to Class
- Faculty & Student Interactions Key


Efficient Method of Learning

- Prompt Feedback
- Save Time & Money
- Learners set their schedule

Secondary Positive Effects

- Computer Soft Skills
- Learn to connect with others in various modes: video, chat, virtual seminars, email

Effectiveness of Online Learning



Study	<ul style="list-style-type: none">• Online delivery is an effective way to teach students about immunization
Results	<ul style="list-style-type: none">• There was no difference in student performance between the classroom and online sections.
Application	<ul style="list-style-type: none">• Concepts learned online can be applied to practical settings in various fields.

Curriculum Design & Engagement



Study

- Student motivational variables and success rates in online learning.

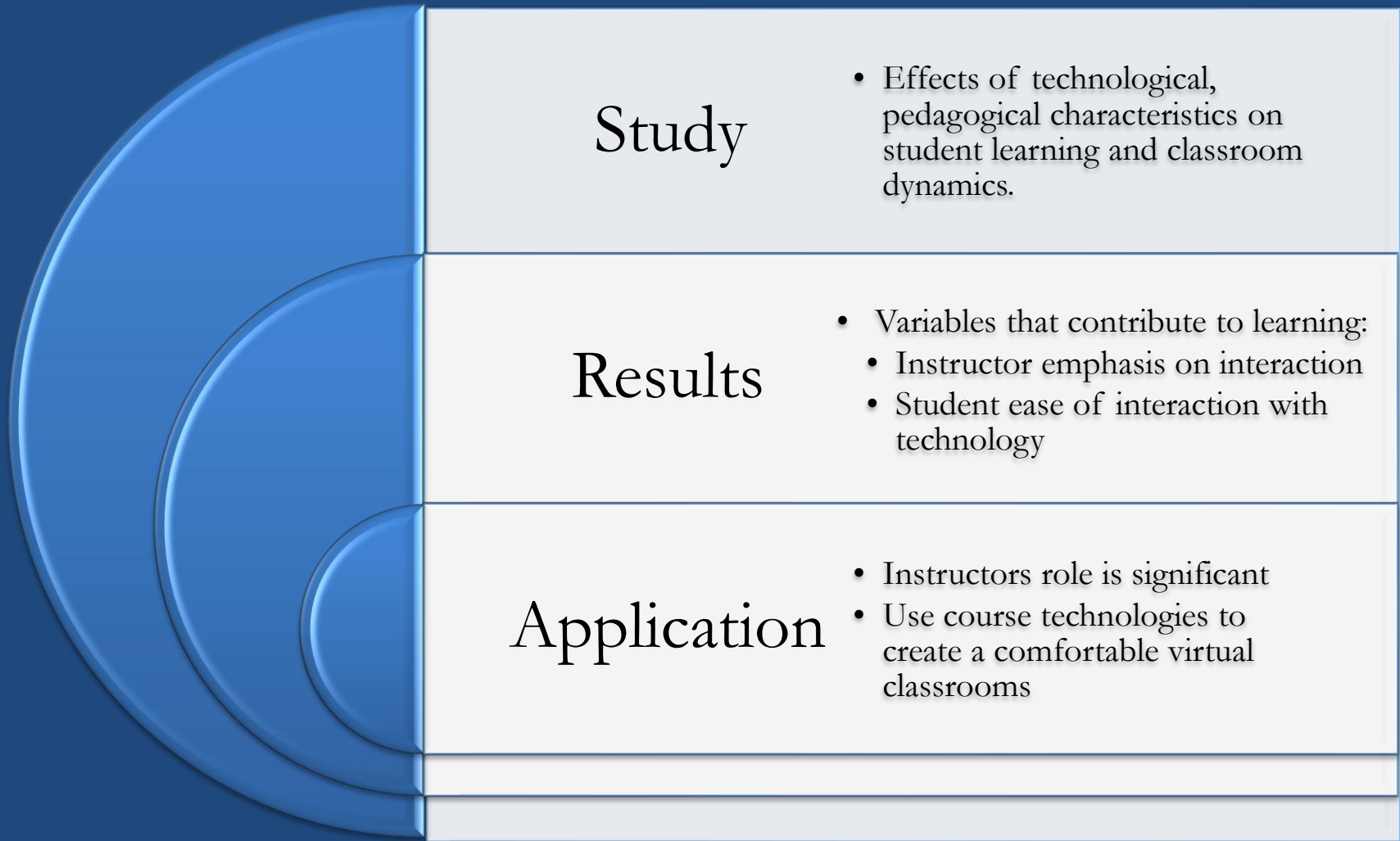
Results

- Assignment selection can make a significant impact

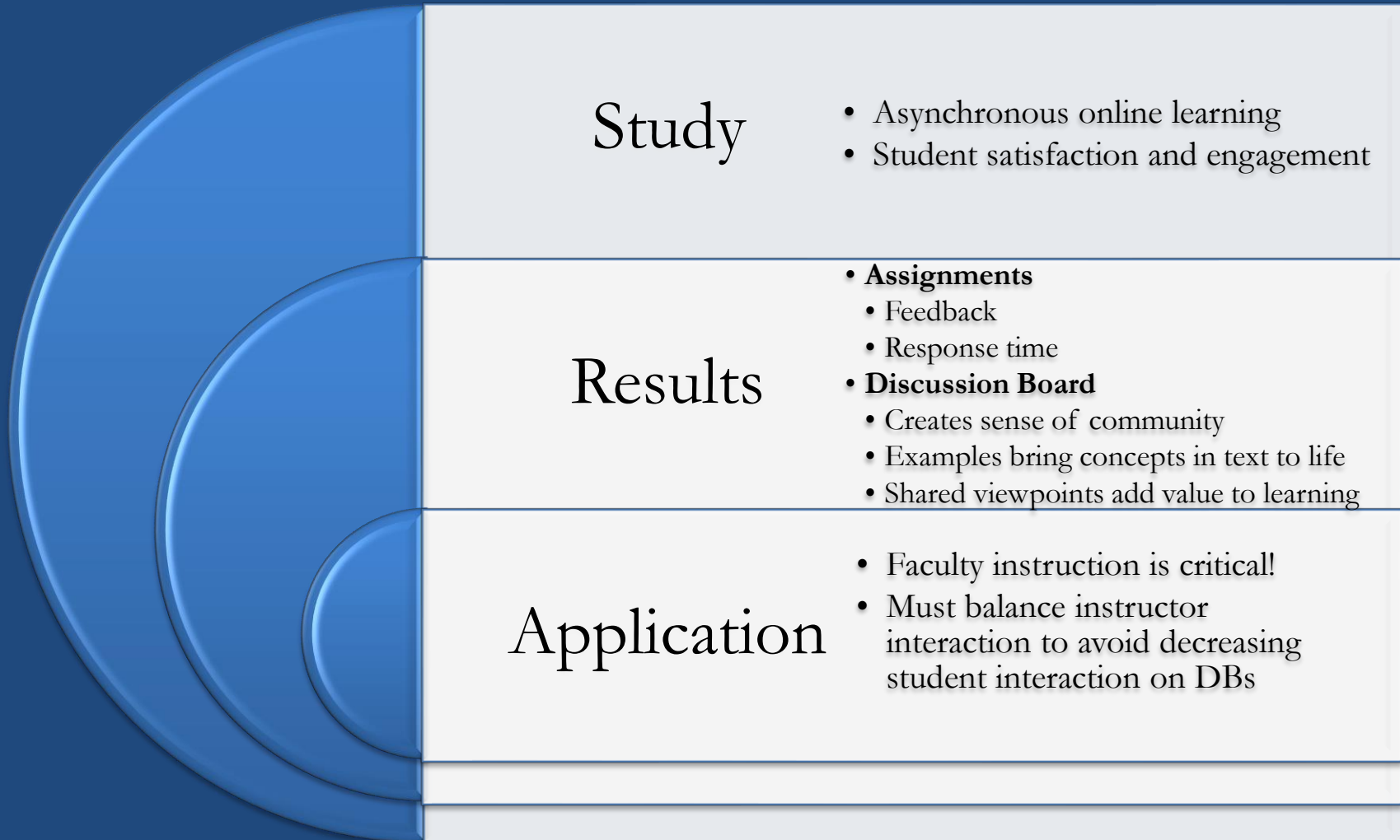
Application

- Provide students a choice:
 - Participate in an assignment or a discussion
 - Choose assignment from a list


Classroom Environment & Engagement



Faculty Driven Engagement

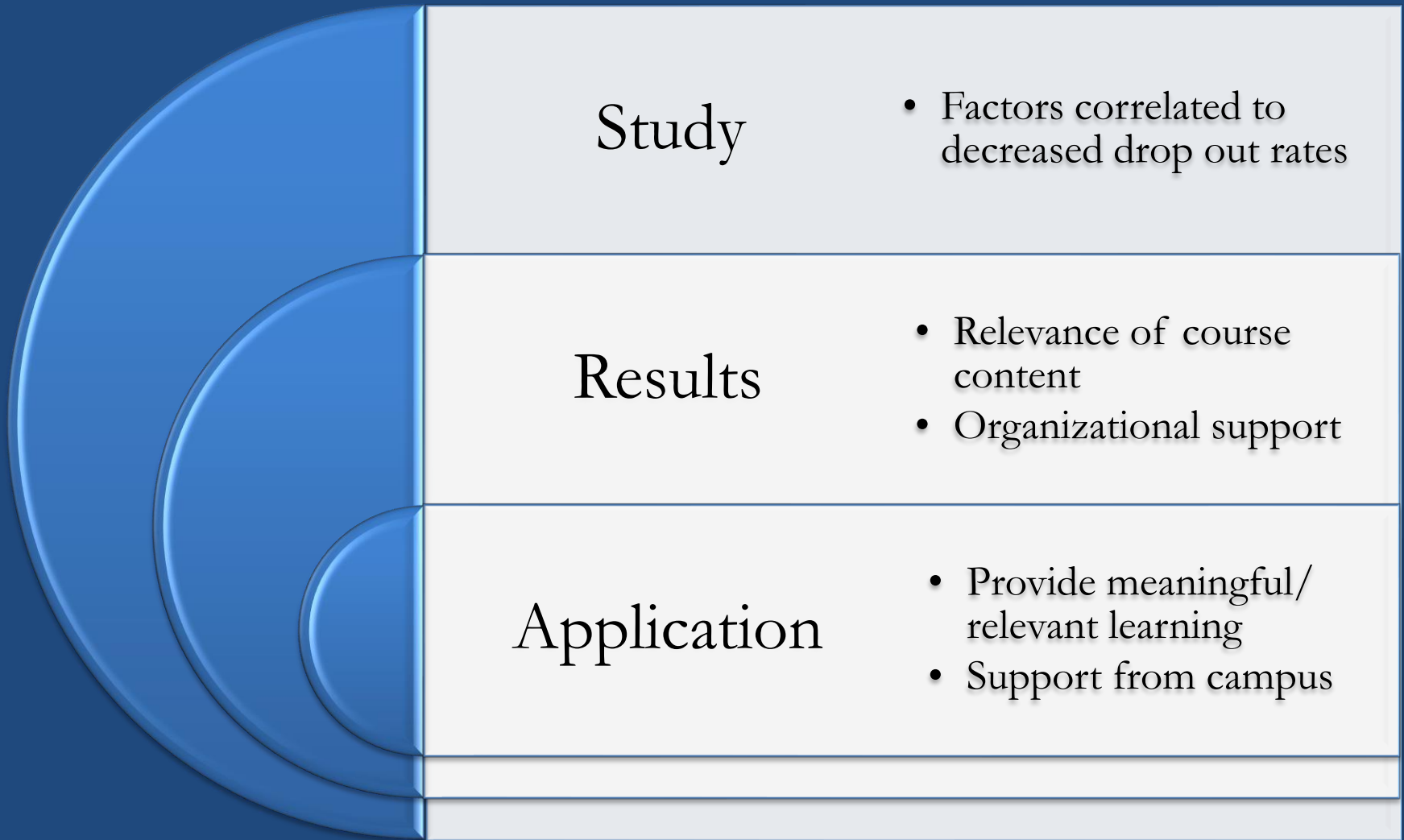


Principles of Engagement

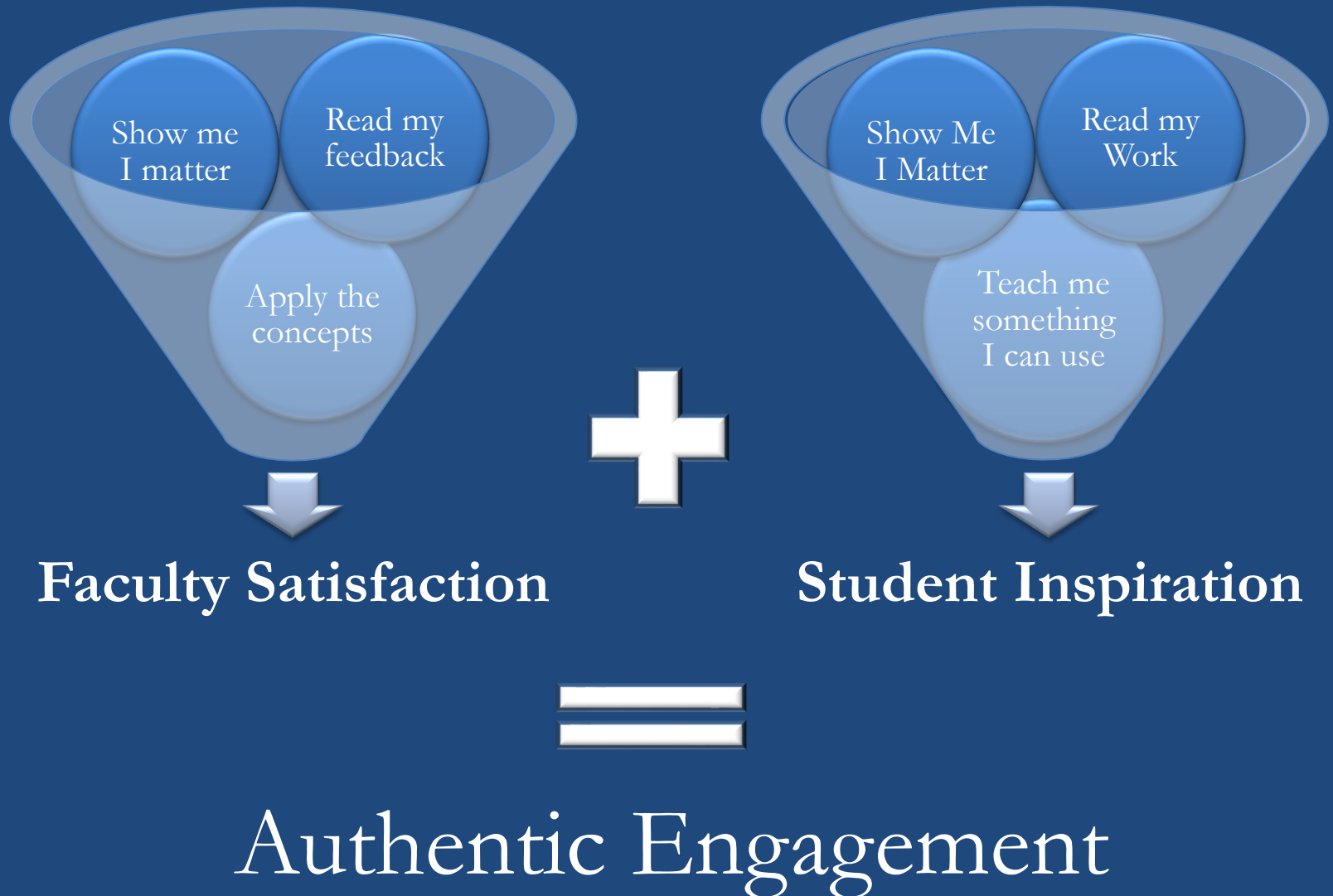


Study	<ul style="list-style-type: none">• Student engagement practices in online marketing classes• Seven Principles of Engagement
Results	<ul style="list-style-type: none">• Student-Faculty Contact• Connections among students• Active learning• Prompt feedback• Time on task – need deadlines• Clear expectations• Respects diverse talents
Application	<ul style="list-style-type: none">• Look for ways to improve the course with faculty input• Goal is for students to master course content

Retention & Engagement



Retention Solutions



The Settlement

- Making
Things
Work

Practical strategies for enhancing teaching and learning
events in an online setting.

Build
Rapport

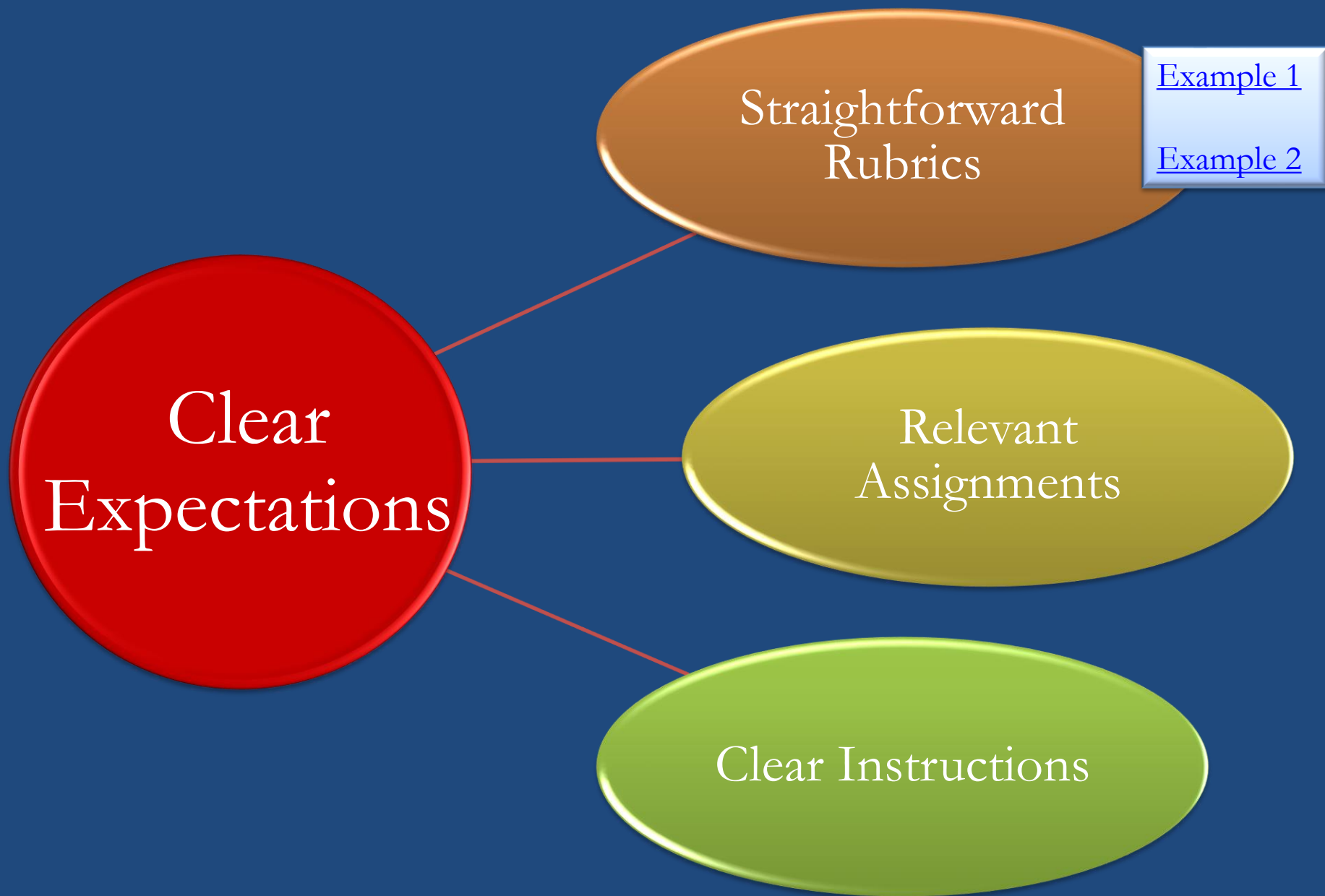
Clear
Expectations

Faculty
Talent

Practical
Strategies

```
graph TD; A[Build Rapport] --> D((Practical Strategies)); B[Clear Expectations] --> D; C[Faculty Talent] --> D;
```

The diagram illustrates a conceptual model where three distinct factors contribute to the development of practical strategies. At the top, three rectangular boxes are arranged horizontally: a gold box on the left labeled 'Build Rapport', a red box in the center labeled 'Clear Expectations', and a green box on the right labeled 'Faculty Talent'. From the bottom of each of these three boxes, a large arrow of the same color points downwards and inwards towards a central blue circle at the bottom of the image. The circle is labeled 'Practical Strategies'. The entire diagram is set against a solid dark blue background.



Clear Expectations

Course Expectations: *Review the Course Syllabus and Assignment Instructions*

Discussion Boards:

- Be creative, be responsive, have fun!
- The Discussion Board (DB) is the part of the class where you can discuss the concepts we are studying and how they relate to your current or previous roles.
- These weekly discussions allow us to interact with each other and explore the topics in more detail.
 - Draw on your personal experiences and share your opinions about the topics presented.
 - Provide substantial posts by supporting your ideas with examples or if you find an interesting article, website, or content from the course textbook that supports your opinion on the topics discussed, feel free to share it.
 - Be sure to give credit to any work used from a source.
- Make at least two substantial posts per week:
 - Answer the original question, and make a follow-up post to someone else's post.
 - You can do this by answering why you agree or disagree to most questions.
- Your viewpoint will be respected, so respect the ideas of others!

Course Assignments - Unit IV & Unit VI

- Review the link entitled Syllabus/Schedule located on the left panel to become familiar with the assignment requirements.
- Look for Unit IV & VI Coming Attraction Announcements and Ask the Professor Forum posts for helpful tips in completing these assignments.
- Review grading rubrics for each assignment within the Unit IV and Unit VI Course Content links to view how your work will be evaluated.

Build
Rapport




```
graph TD; A[Build Rapport] --> B((Practical Strategies))
```

The diagram consists of two main elements connected by a downward arrow. The top element is an orange rounded rectangle with the text 'Build Rapport' in white serif font. The bottom element is a blue circle with the text 'Practical Strategies' in white serif font. The arrow is a light orange color pointing downwards from the rectangle to the circle.

Practical
Strategies

Build Rapport: Lessons from Online Strategies



Be approachable
Use student's name
Ask good questions
Respectfully disagree
Stay upbeat
Find common ground
Appeal to different listening styles

Young (2014)

Build Rapport: Introductory Discussion Board

Respond to each student
in introduction discussion

Use student's name

Relate to experiences

Introduce relevant class
topics/tips



Build Rapport: Student Introductions

Sample Introduction DB Question:

One way to establish common ground and get to know your fellow classmates is to discover what commonalities you may share.

Provide any of the following information within your introduction or other information you would like to share:

- What degree are you pursuing?
- What topics in this course interest you most?
- What is your favorite movie or book?
- Do you have any pets? What kind?
- Do you have any hobbies or other interests?
- Have you ever traveled or lived abroad?
- Share one interesting fact about yourself.

Building Rapport: What's Your Story



The Power of the Story

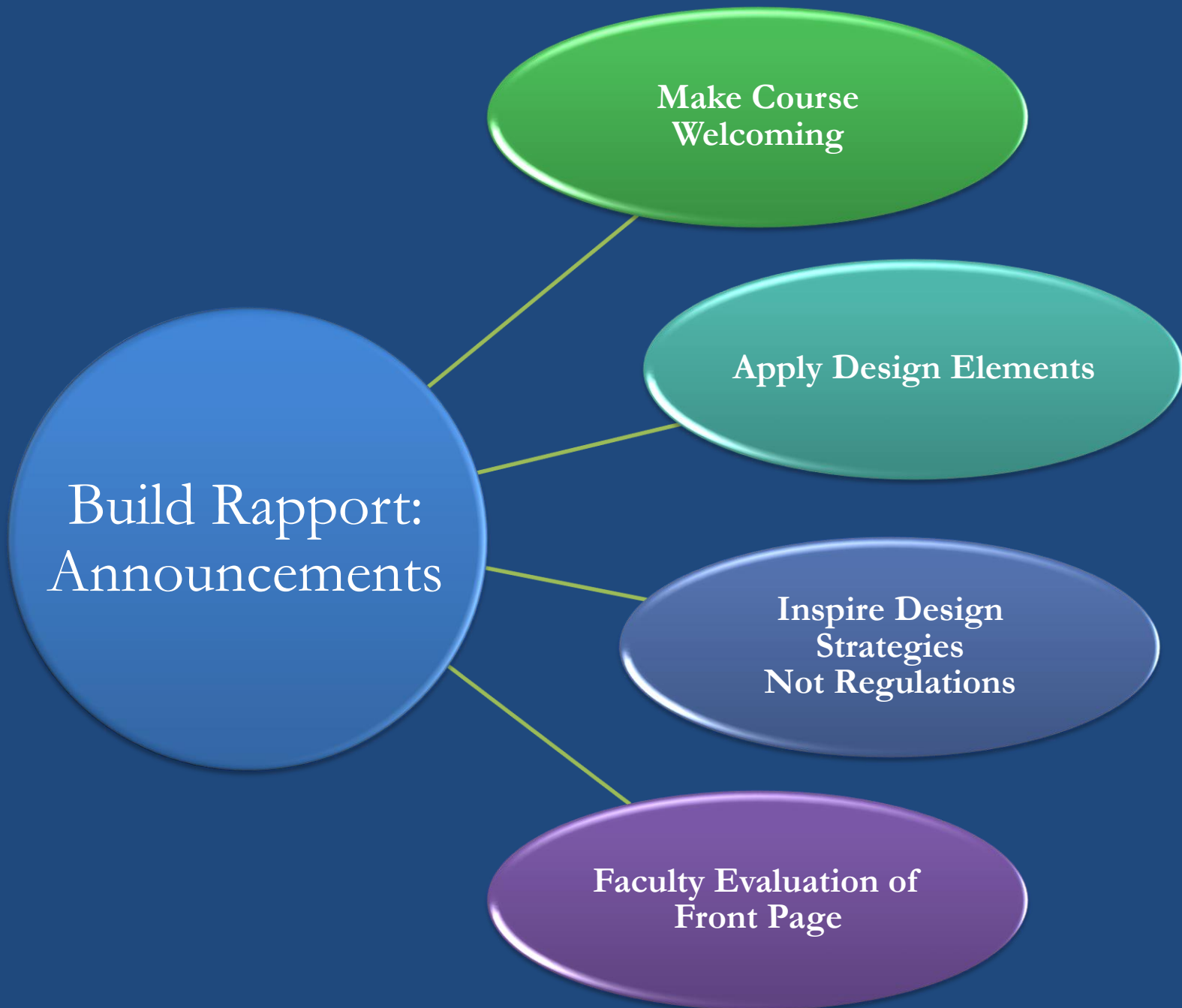
- Share story to establish common ground
- Faculty share why they are passionate about course

Establish Common Ground

- What past experience influence the way you look at the subject?
- What led you to your degree?
- Challenges' you overcame?
- Special interests?
- Your personal goals?

Connect

- Use appropriate technology to make an impact.
- Video, PPT, Voice Recording, Bio, Letter
- One size does not fit all!



Build Rapport: Announcements

Use Design Elements

Welcome

**Citation
Style**

**Coming
Attractions**

**Resources &
Strategies**



Faculty
Talent



```
graph TD; A[Faculty Talent] --> B((Practical Strategies));
```

The diagram consists of a green rounded rectangle at the top containing the text 'Faculty Talent'. A large, light green arrow points downwards from the bottom center of this rectangle to a blue circle below it. The circle contains the text 'Practical Strategies'.

Practical
Strategies

“Don't tell people how to do things,
tell them what to do and let them
surprise you with their results.”

George S. Patton

```
graph LR; A((Faculty Talent: Classroom Management)) --- B(Use of Technology); A --- C(Quality Feedback); A --- D(Inspirational Discussions); A --- E(High Performing Faculty);
```

Faculty Talent:
Classroom
Management

Use of
Technology

Quality
Feedback

Inspirational
Discussions

High Performing
Faculty

```
graph LR; A((Faculty Talent: Use of Technology)) --- B(When faculty inspired, students will reap the benefits); A --- C(Avoid MOLD mentality); A --- D(Empower faculty to choose based on comfort & field relevant); A --- E(Technology Tools for Teaching Handout)
```

Faculty Talent:
Use of
Technology

When faculty inspired,
students will reap the
benefits

Avoid MOLD mentality

Empower faculty to
choose based on
comfort & field relevant

Technology Tools for
Teaching Handout

Faculty Talent: Quality Feedback

```
graph LR; A((Faculty Talent: Quality Feedback)) --- B(Show students their work matters); A --- C(Demonstrate you have read their submissions); A --- D(Don't just critique – praise! Life and death is in the power of the tongue.); A --- E(Involve faculty What is Good Feedback?); A --- F(Make feedback accessible – 3 Click Rule)
```

Show students their work
matters

Demonstrate you have
read their submissions

Don't just critique –
praise!
*Life and death is in the power of
the tongue.*

Involve faculty
What is Good Feedback?

Make feedback
accessible – *3 Click Rule*

Faculty Feedback: Epic Fail Samples

Sound reasoning!

Way off track!

Fine job, keep up the good work.

This is plagiarized, you get a zero!

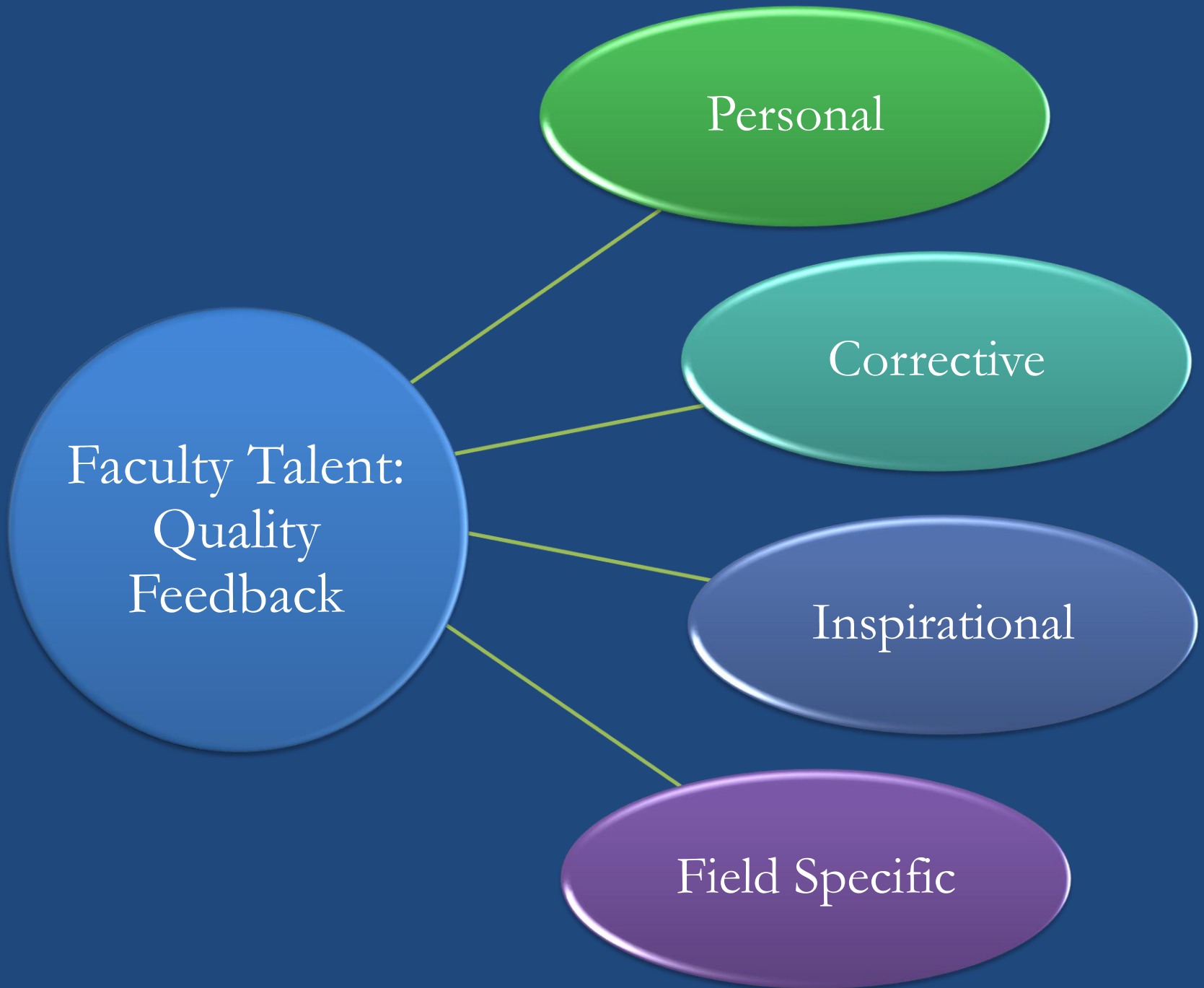
Need work on your citations & reference listing

This is not a quality response!

Good work, stay on track.

You are on target!

Solid answer!



Faculty Feedback: Sample

Toby,

- Detailed observations and analysis of the situation between the two communicators.
- You applied some important concepts related to intercultural communication to interpret the challenges these two communicators were experiencing including language equivalency and cultural differences in the use of space and time.
- A challenge to cross-cultural communication is evidenced in this scenario. If we understand what the limitations are we can mitigate the impact cultural differences have on our communication. Working in a global economy requires us to learn how to communicate effectively with those of other cultures.
- Great job proofreading your work!
- Effective use of transitions and separate paragraphs to move your reader from point to point.
- Need conclusion. Work on wrapping up your ideas and closing with a statement that reinforces the importance of this topic and your viewpoint.
- I look forward to reading your next submission.

Respectfully,
Professor Jones

Personal

Corrective

Inspirational

Field Specific

Faculty Feedback: Feedback Repertoire

Unit I - Nonverbal Communication

Examples of Support Material:

- “According to Thill and Bovee (2011), “Paying attention to nonverbal cues will make you both a better speaker and a better listener” (p. 52).
- Active listening is “making a conscious effort to turn off their own filters and biases to truly hear and understand what the other party is saying” (Thill & Bovee, 2011, p. 48).

Inspirational:

- You provided some interesting examples and detailed explanations to highlight the importance of interpreting one’s own nonverbal communication behaviors.
- Understanding these techniques can enhance one’s professional presence and ensure the verbal and nonverbal message is consistent.

Field Specific:

- For more information on communication barriers see Chapter 1, p. 12 in the course textbook.
- If you would like more information about nonverbal communication, you can visit the Online Library in four steps: select the *My Library* link on the left panel, under *Research Databases* choose *Business Source Complete*, and then use search terms “nonverbal communication” to find articles on this topic or to read the following:
Hiemstra, K. (2014). Making First Impressions with the Hand Shake. *Business Communication*, 50(5), 33. Retrieved from Business Source Complete database.

Faculty Feedback: Samples

[Sample Feedback Template](#)

[Sample Feedback Template Need Citation & Reference](#)

[Sample Student Feedback](#)




```
graph LR; A((Faculty Talent)) --- B([Inspiring Discussions])
```

Faculty Talent

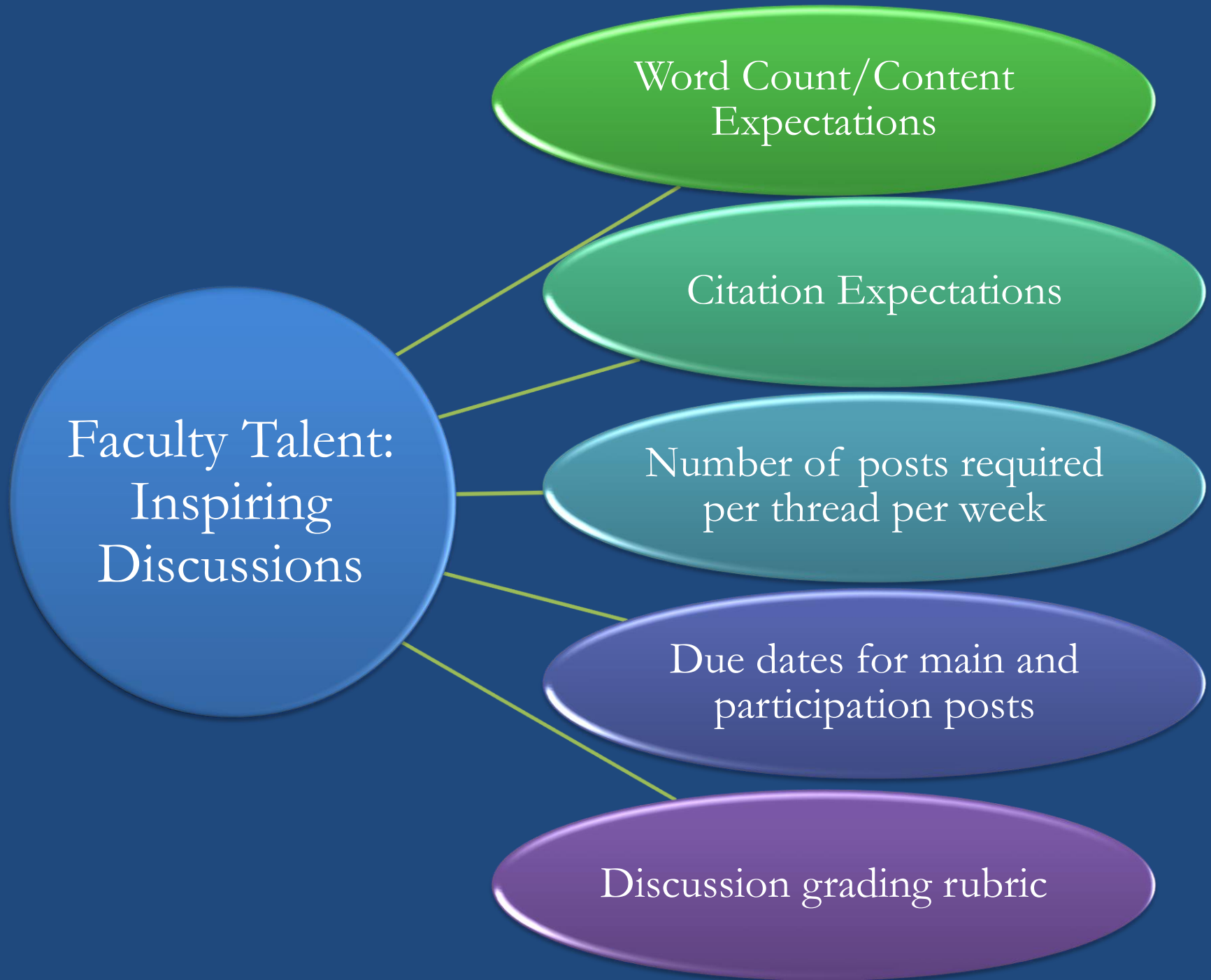
Inspiring
Discussions

Faculty Talent: DB Management



Research	<ul style="list-style-type: none">• Allowing students to draw on their own opinions and experiences is correlated with higher pass rates and lower drop rates for online courses• Better Questions=Better interaction
Quality Questions	<ul style="list-style-type: none">• Be specific with theories, diagrams or life experiences that you want students to refer to or use in their responses• Ask for reasons for answers or to support them with class materials and/or outside resources
Strategies	<ul style="list-style-type: none">• Ask open-ended, relevant questions• Questions tied to course topics and learning outcomes• Clear expectations• Refer to websites on current events, watch podcasts, video, articles, etc. related to course

McCourt, Yarbrough, & Tanner (2014)



Good Idea



Bad Idea

Bad Idea:

This discussion question will refer to the sample letter on pages x – xx of your textbook.

Analyze the letter and explain the fallacies in reasoning you see used by the writer.

Good Idea



Bad Idea

Good Ideas:

- Create questions related to course content & outcomes
- Inspire varied answers
 - Use powerful quote and ask for responses
 - Ask opinions/Support opinions
 - Apply concepts
- Define by negation
- Have students post engaging questions
- Teach students to respectfully disagree

Good Idea



Bad Idea

Hypothetical Situations

Draw From Personal Experience

Encourage Cooperative Learning

Good Idea



Bad Idea

Follow-up Posts

- Connect with students
- Guide the conversation

Good Idea



Bad Idea

Combative Student

- Exemplify respectful disagreement
- Show students how to disagree while respecting others' ideas

```
graph LR; A((Faculty Talent: Inspiring Discussions)) --- B(Goal: Get students excited about the reading material and teach them how to engage with others.); A --- C(Measure response rates to determine high performing faculty); A --- D(Balance faculty presence in DBs to ensure high student interaction);
```

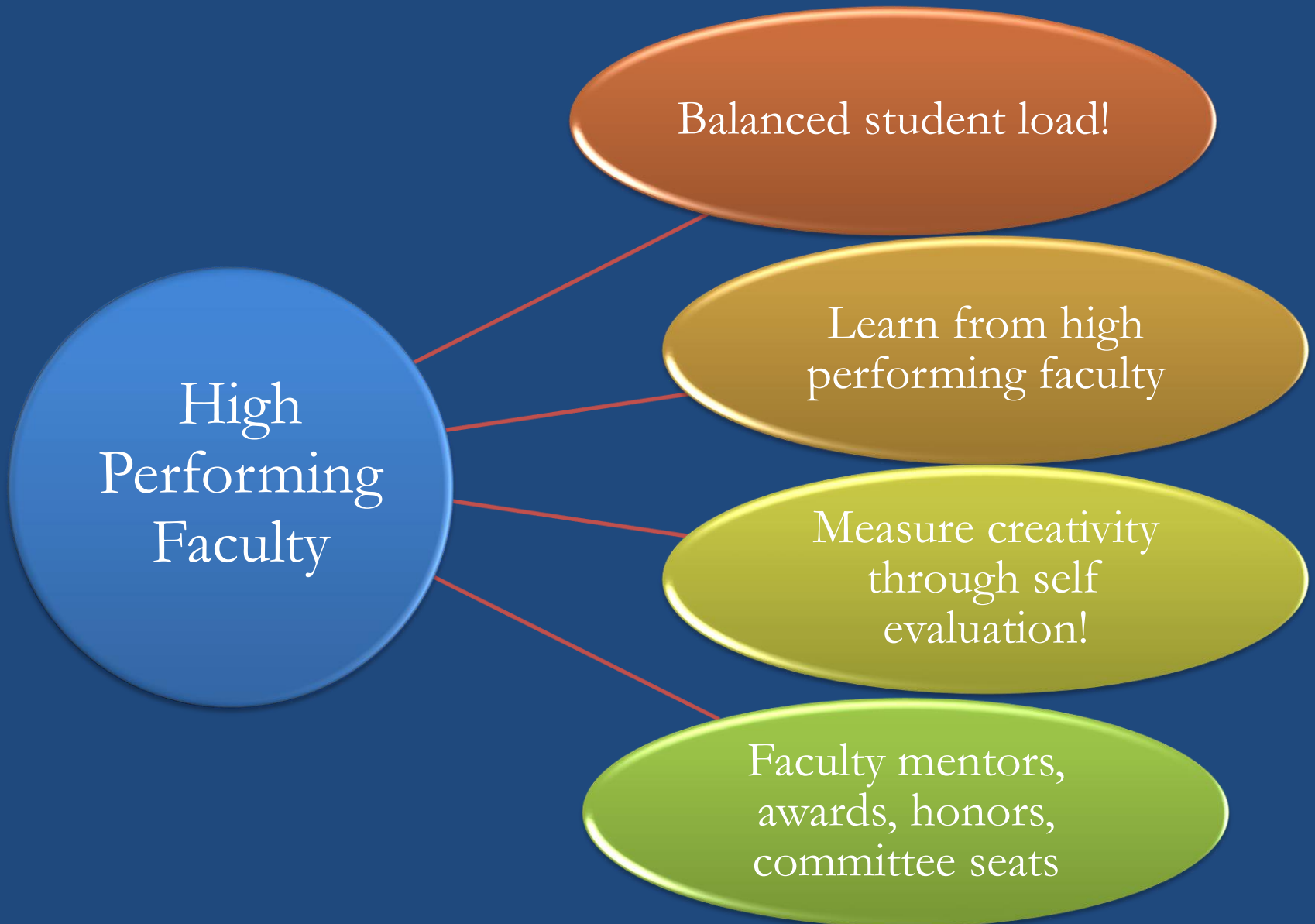
Faculty Talent: Inspiring Discussions

Goal: Get students excited about the reading material and teach them how to engage with others.

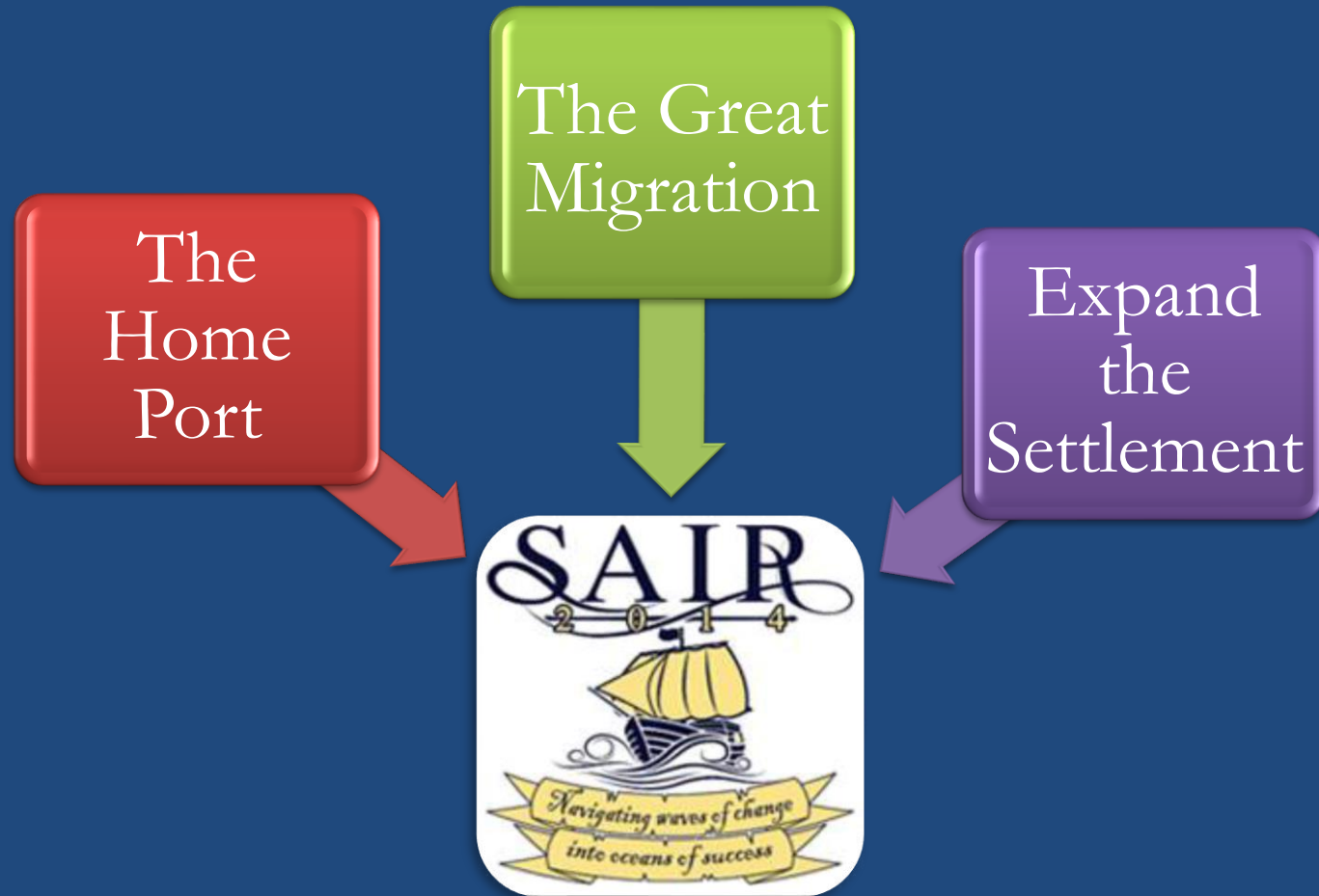
Measure response rates to determine high performing faculty

Balance faculty presence in DBs to ensure high student interaction

Faculty Talent



Discovering a Whole New World



Concluding Thoughts

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

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