**CTL – Engagement Video Transcript**

**00:00**

Welcome to the CTL's module on Engagement. You know, we can really just think about

engagement as creating connections between you and your students, between your students and the course content.

**00:21**

We all know that engagement is essential in any course regardless of whether we are teaching face-to-face or online. But in the Spring of 2020, we really learned about the impact engagement has on student motivation and the barrier students faced when our courses shifted remotely. So, what can we do to increase student engagement in our classes?

**00:46**

We can consider engagement as different types of interactions between the students and the instructor, the students and the course content, and the students and their peers. When we design engagement activities aligned with our learning outcomes and assessments that integrate all three of these types of interactions. We're creating community, sparking student interests, and providing direction. Essentially, we're really amplifying engagement.

**01:13**

So, let's look at how we implement these different types of interactions starting with the **student to instructor interaction**. By establishing a way for you to interact with your students you are not only developing community with them, but you are also supporting their persistence in the course by providing direction.

**01:30**

We could break down this interaction into two parts. How you the faculty member communicates with your students and how your students communicate with you.

So, let's first think about the different types of communication you might have with your students, regardless of whether you're teaching face-to-face or online.

* You may decide to provide a **weekly preview** of what the students are going to learn that week or unit and giving them some much-needed context for the learning that is going to happen.
* You may also decide to provide a **weekly recap** of the main points at the end of the week or unit.
* Early on in your course or right before a particularly challenging unit you may want to share some **strategies for success** like how students should interact with the content, or how they should study particular concepts.
* After students turn in an assignment, you may want to contact them to **clarify any confusion** they had about course concepts.
* Students will always appreciate **reminders** from you of any due dates or work to complete. These reminders could be emailed put in a PowerPoint or added to your learning management system like Moodle or blackboard having multiple ways of reminding students would be truly beneficial and reflects the principles of Universal Design for Learning.
* And finally, just don't forget that some of the most effective communication from you can come from your **words of encouragement**, or recognition of the work students are doing.

**03:00**

So, there are many different types of tools you can use to initiate this communication with your students.

* The most obvious ones being **email** and the **course announcements** option on Moodle or Blackboard.
* But you also have the option of using **checklists** and the **calendar** function in Moodle and Blackboard to help students with deadlines reminders.
* And keep in mind that you can always just have a **video reminder**, or some sort of video communication. You don't have to restrict yourself to just using text.

But my best advice would be to almost make the communication redundant. Particularly when it comes to reminders. So, you've got those reminders in your syllabus, put them on your Moodle or Blackboard using that calendar, or checklist function. Or even include it in your module per week, so students just have multiple opportunities to see when things are due.

**03:52**

Now let’s think about how students can communicate with you in your class.

* **Email** is the most obvious and easy option just to make sure to let students know when you'll respond to their messages, so they're not left waiting and worrying or constantly emailing you. For example, many faculty will say in their syllabus that they'll respond to students within 48 hours of receiving their email.
* Sometimes students have the same question that they will ask you individually. So, setting up a **discussion board** in Moodle or Blackboard for students to ask those questions is a really great strategy, so you don't have to keep repeating yourself giving the same answers.
* In person or virtual **office hours** create a space for students to interact with you and ask questions in a much more informal setting. We know many faculty have had success this past spring using Zoom with the office hours.

**04:53**

Next, let's explore **Student to Content interaction**. And think about this interaction strategy as one that sparks student interest in the content and supports their persistence in the course by providing them with direction.

05:11

So how can students engage with your course content?

* You can **vary your content** by having your students watch a video, read an article or the textbook, or listen to a podcast that pertains to the topic. Better yet, you could give students a choice in which content they should explore. And giving students a choice is another practice that reflects Universal Design for Learning.
* If you decide to record videos for your course, try to keep them under ten minutes and have them be very focused on a particular concept. Almost like a TED talk. And **integrate some sort of engagement activity** the ask students to do something with the information they just learned in the video. So, for example, after you watch this video what we hope you will do is then locate the Flexible Course Planner that's a word document located on this website, and download it. And, complete it for the Engagement module. So that way that you are taking what you've learned from this video and all of the other resources on this website, and applying it into your own class.
* You can also **ask students to select or create some content** for the course. Such as finding real-world examples of the concepts you're covering and have them create a video, post in a discussion forum, or a post in social media using a hashtag for your course.

**06:39**

Finally let's look at student to peer interaction or **student to student interaction**. Not only does this type of interaction create community, but it also sustains student motivation and interest in the course.

**06:49**

So how can you facilitate activities that increase student to student interaction?

* In a face-to-face class, you'd likely have students **work in groups**. And you can do the same online by organizing them and smaller discussion forum groups, or in Zoom breakout rooms. The key is to have them engage with each other on a task, or a scenario, or a problem, or developing a response to a thought-provoking discussion prompt.
* Think about how you can get your students to **collaborate** on a task aligned with your learning outcomes and assessments. There are different tools you can use for students to collaborate on a shared document, or a shared project, or have them annotate a text together.
* Also think about ways you can **let students choose** how they could respond to a prompt or an activity, which again reflects the Universal Design for Learning. Maybe students write a response, they record a video, or they record an audio response? Which allows them to add a little humanity into their interactions without solely relying on a text-based response.

**08:04**

This video focused on key strategies you could use to amplify student engagement online or face-to-face, through different types of interactions. We could never cover every engagement technique available in this video. But this overview gives you a foundation to work from for your own course.

**08:23**

Please be sure to review the other resources on this module page that provide a deeper

dive into the examples we've covered, as well as our Flexible Course Planner that will help you think through the different learning activities you can use. And, as always, please be in touch with the CTL with any questions you might have about this Engagement module or any other modules on our website.