

Evaluating and Promoting Student Engagement

I want to:	Consider:	Rationale:
<p>Engage those students in my course who are not interacting with course materials, or whose access to materials is irregular</p>	<p>Using the filter function in Course Insights and choosing the <i>Engagement</i> filter to identify those at-risk students.</p> <p>Accessing the Blackboard Retention Centre data to view low student activity on the site or students not accessing the course materials.</p> <p>Contacting those students, enquiring as to whether there are any challenges that have stopped them engaging (e.g. poor internet connection), and, where appropriate, offer support.</p> <p>Creating downloadable resources for offline work.</p>	<p>Identifying and mitigating perceived or actual barriers to academic success will increase learners' self-efficacy and perceptions of control, which are positively correlated with academic performance (Broadbent, 2016).</p>
<p>Engage those students in my course who are performing poorly on assessment</p>	<p>Using the filter function in Course Insights and choosing the <i>Assessment</i> filter to identify those at-risk students.</p> <p>Directing students to missed resources/ additional opportunities to address learning outcomes.</p> <p>For course coordinators of smaller courses, personalising your response and providing additional feedback to individual student, e.g. end-of-week, post formative learning activities, and pre/post-assessment.</p>	<p>Students value frequent opportunities for feedback, which allows them to monitor their progress and enables them to identify areas for development.</p> <p>Individualised, specific feedback also prepares students to identify and address deficiencies in their knowledge and in the application of that knowledge (Wheatley et al., 2015).</p>
<p>Engage those students in my course who are actively interacting with course materials, or who are performing well on assessment</p>	<p>Using the filter function in Course Insights to identify the engaged/high-performing students.</p> <p>Contacting those students to congratulate them on a job well done and encourage their ongoing engagement.</p>	<p>Positive feedback reinforces student engagement and promotes learner self-efficacy. This is particularly important for first-year students who will have had fewer opportunities to develop their university identity and self-efficacious beliefs in relation to their academic ability (Honicke & Broadbent, 2016).</p>
<p>Provide additional support and feedback for different cohorts (e.g. international students, repeating students, etc) or for a specific student</p>	<p>Using the Students section and filtering function in Course Insights to identify students who require additional support.</p> <p>Contacting cohorts of students to provide additional feedback, resources, or links to support services.</p> <p>Contacting specific students and providing personalised feedback and</p>	<p>It is important to provide cues or reinforcement to learners and to relate to those cues back to course goals. Effective feedback includes feedback about the task, about the processing of the task, and about self-regulation (Hattie & Timperly, 2007).</p>

	advice on how to improve their course experience and/or performance.	
Help students with accountability and self-regulated learning	<p>Reminding students of the resources they should be accessing weekly via an Announcement and encourage spacing the activities out to avoid last minute “cramming” of content.</p> <p>Posting frequent announcements and reminders throughout the semester to keep students on track with deadlines.</p> <p>Helping students prepare for their assessments by sending out reminders about available resources.</p>	<p>When faculty are active in the online environment, students benefit and student participation increases (Morris & Finnegan, 2008).</p> <p>Evidence suggests that spacing of learning and practice over the semester is more effective for long-term retention of knowledge and skill when compared to cramming (Dunn et al., 2013).</p>
Maintain a connection with students in the course	<p>Providing weekly overview videos and including course coordinators’ voices and faces in lecture videos throughout the semester.</p> <p>Opening a line of communication for students to ask questions (dealer’s choice: FAQ session, email etc).</p> <p>Using Learn.UQ discussion boards or padlets for general questions and holding virtual office hours via Zoom.</p>	<p>Establishing a social presence in the course increases student respect for the course coordinator and their sense of connectedness to the course and university (Swan & Shih, 2005).</p>
Provide feedback to tutors	<p>Using the filter function in Course Insights to compare assessment outcomes in the overall cohort to each tutorial group.</p> <p>Contacting tutors to provide additional resources, to develop some personalised strategies, or offer to observe a virtual session.</p>	<p>Many tutors are learning to teach in this online environment too. Tutors are more likely to be novice teachers, which may make the additional stressors of a virtual learning environment even more challenging. Providing them with feedback or support may help alleviate some of the stress and boost their confidence in this new learning environment.</p>
Improve course organisation	<p>Reviewing course structure and ensuring consistency in the presentation of content. One strategy is to organize by units or weeks, with clear objectives and subheadings e.g. Read, Learn, Explore, Watch, Apply</p>	<p>Students report higher levels of satisfaction and learning when there is a high level of instructional design organisation within a course (Shea, Pickett, & Pelz, 2003).</p> <p>Additionally, it is important to set recurring weekly activity and assessment deadlines along with unit learning outcomes (Zsohar & Smith, 2008).</p>