Keeping students engaged in an online learning environment

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I feel Like I Know You;
The Key to Being Present
In the Online Classroom
Importance of Engagement

Engagement -> Success -> Persistence -> More Success

- Engagement leads to feelings of belonging in the institution
- Engagement helps the students challenge preconceived notions, build on prior learning, and push cognitive boundaries
- Engagement leads to academic integration within the institution
- Engagement results in persistence
Building engagement through faculty presence

<table>
<thead>
<tr>
<th>Personal</th>
<th>Instructional</th>
<th>Intellectual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share yourself as a whole individual—not just an instructor</td>
<td>Proactively engage students in course</td>
<td>Utilize expertise in one’s discipline to create connections between content and student experiences</td>
</tr>
<tr>
<td>Hobbies, interests, fun facts</td>
<td>Provide individualized, feed forward coaching on all assignments</td>
<td>Share knowledge of course content</td>
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<tr>
<td>Show your personality</td>
<td>Create a safe learning environment</td>
<td>Discuss how own experiences relate to content</td>
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<td>Go on camera once in a while-show your human side</td>
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Show your personality and experience

Share experiences as they relate to content, especially mistakes and lessons learned
Include photos, images, videos and anything else that shows students who you are—encourage students to do the same

Try to replicate the social nature of a face to face classroom

Create social spaces within online classes and participate—water cooler discussions, current events etc
Instructional presence

- Proactively engage students
- Create a safe learning environment
- Offer individualized, feed forward coaching
## Intellectual presence

<table>
<thead>
<tr>
<th>Create connections between content and student experiences</th>
<th>Unlock student prior learning</th>
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<tbody>
<tr>
<td>Demonstrate relevancy of all assignments</td>
<td>Show how each assignment fits into the course/course into the program</td>
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</table>
Personal
- Connections
- Prior Learning
- Problem-Solver

Instructional
- Interactions
- Forward Moving
- Grading & Feedback

Intellectual
- Expertise
- Course Content
- Current Field Developments

Engagement
Integrating Presence
Online to Ignite Student Learning

- Course Content & Research
- Announcements, Discussions, & Webinars
- Expertise & Examples
- Online Learning Environment
- Outreach and Mentoring
- Grading and Feedback
Online Faculty Presence Impact on Engagement

Increased

- Engagement and Completion
- Learning & Growth
- Authentic Learner2Learner/Faculty Interactions
- Academic Performance
- Academic Confidence
- Social Interactions
- Learner-to-Faculty Relationship
- Course Satisfaction

Withdrawing/Drops

Decreased

- Incompletes
- Unresponsive Outreach
- Fixed Mindsets
- Posting for Posting Sake
- Minimum Participation
- Academic Voice Anxieties
- Course Dissatisfaction
### Developing Online Presence Strategy…

<table>
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<tr>
<th>Recruitment, Retention, &amp; Re-Entry Factors</th>
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<th>Instructional</th>
<th>Intellectual</th>
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<tr>
<td><strong>Academic Performance</strong></td>
<td>Individualized Grading and Feedback?</td>
<td>Refinforce Course Concepts?</td>
<td>Share expertise that aligns with content?</td>
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<tr>
<td>Where can these issue occur in course? Intervention strategies? Resources?</td>
<td></td>
<td>Individulized Grading and Feedback?</td>
<td>Share current field develops?</td>
</tr>
<tr>
<td><strong>Academic Confidence</strong></td>
<td>Individualized Connections?</td>
<td>Encourage academic voice?</td>
<td>Encourage expanded collaboration about professional examples, course content, and resources?</td>
</tr>
<tr>
<td>Academic confidence indicators? Intervention strategies?</td>
<td></td>
<td>Connect prior learning?</td>
<td></td>
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<tr>
<td><strong>Social Interactions</strong></td>
<td>Positive Learning Environment?</td>
<td>Guide L2L Interactions?</td>
<td>Distribute supplemental resources for student and course needs?</td>
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<tr>
<td>Active faculty participation in course? Consistent and meaningful faculty participation?</td>
<td>Meaningful L2L and L2F Interactions?</td>
<td>Expand critical thinking in discussions?</td>
<td>Leverage professional background and share expertise?</td>
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<tr>
<td></td>
<td>Effective Problem Solving?</td>
<td>Positive and Forward-Moving Learning Environment?</td>
<td></td>
</tr>
<tr>
<td><strong>Learner - Faculty Relationship</strong></td>
<td>Individualized Grading and Feedback?</td>
<td>Individualized mentoring, grading and feedback, outreach?</td>
<td>Share knowledge and experiences via mentoring, outreach, and feedback?</td>
</tr>
<tr>
<td>What is my learner-faculty relationship building strategy? Is my disposition perceived approachable and accessible?</td>
<td>Individualized Outreach?</td>
<td>Instructional disposition?</td>
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<td></td>
<td>Approachable and Accessible Disposition?</td>
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Recruiting Faculty that Demonstrate Presence

Service and Support Brand Behaviors – COCE Faculty Promise

Be accurate. Be right.
1. We take responsibility for knowing the course content, the learning resources and course materials.
2. We proactively search for answers, resources and services to provide students with accurate information.
3. We participate in training and development opportunities to stay current with what is happening in the field and at SNHU.

Demonstrate CARE for your student in EVERY interaction.
1. We use positive language, encouraging ideas and a good-natured, supportive tone in all interactions with students.
2. We are always approachable and willing to help.
3. We work with students with honesty, empathy and compassion.
4. We actively listen to students assessing their needs and offering guidance and encouragement.
5. We enhance the quality of the student’s academic experience by fostering personal and professional growth.

Take ownership of student issues.
Be a problem solver.
1. We respond objectively and professionally to student issues and concerns.
2. We actively collaborate with students and advisors to resolve issues while upholding academic standards.
3. We listen carefully to students and collaborate with them to find innovative and personalized solutions.
4. We accept the responsibility of supporting and guiding our students.

NEVER give up on a student who is putting in the effort to achieve his/her goals.
1. We acknowledge and respect each student’s effort and progress.
2. We reach out to students who are struggling, offer positive encouragement, and help them develop a plan to successfully complete the course.
3. We promote an environment of continuous learning in which we act to remove barriers to success.
4. We encourage students to share their questions and concerns.

Provide Exceptional Service EVERY time.
1. We provide detailed, personalized feedback, guidance and support to every student, every time.
2. We follow up and follow through on student needs and interests.
3. We respond to student inquiries as quickly as possible and always within 24 hours.
4. We take pride in being the best at helping students achieve their educational goals.

Betts, K. (2014). Build it but will they teach? Strategies for increasing faculty participation & retention in Online & Blended Education. *Online Journal of Distance Learning Administration, 17*(2).


Diekelmann, N. (2005). Being a supportive presence in online courses: attending to students' online presence with each other. *Journal of Nursing Education, 44*(9).


Russo-Gleicher, R. (2015). Qualitative insights into faculty use of student support services with online students at risk: implications for student retention. *Journal of Educators Online, 10*(1).


