Engaging the Online Learner

ENGAGING THE ONLINE LEARNER

Strategies for Meaningful and Effective Learning Experiences

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ACCESSIBILITY FEATURES OF THIS RESOURCE

This resource has been designed with accessibility in mind by incorporating the following features:

- Alt-text on images
- Properly formatted heading levels
- Accessible charts
- Present infographics in more accessible ways
- Editing text for accessibility (example: double spaces in sentences)
- VTT or SRT Files from videos made available for download
- Google Doc files converted to accessible Microsoft Word files, available for download
- Colour and contrast review (inclusive colour).

Other file formats available

This book is available in PDF, and EPUB (for eReaders).

TERRITORIAL LAND ACKNOWLEDGEMENT

Richard Hill

Richard Hill gives a fantastic insight into his culture, his work, and a chance to learn about and acknowledge injustices done to Indigenous people of the traditional territories of the Mississauga and Haudenosaunee nations. Watch the video below titled "Voices From Here: Richard Hill" (13 minutes and 5 seconds) and take time to reflect on the European and Indigenous relationship that took place.

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If you would like to view an accessible and downloadable version of the captions from this video, please download the VTT Word document: [Dr. Richard Hill – Voices from Here](#).

Engaging the Online Learner has been sponsored by McMaster University, which stands on the land that is protected by the '[Dish with One Spoon Wampum](#)' agreement. The design and development team hopes to encourage a renewal of respect between the ancestors of the people who inhabited these lands then and those of us who work or live here now.

INTRODUCTION: PATHWAYS INTO MAXIMIZING STUDENT ENGAGEMENT

The 'Extra Edge'

With a single click on a meeting link, we can find ourselves on another side of the digital door. A door to a new session, a new experience, new challenges, and new learning opportunities in our online class. While we continually show required flexibility, there are many instances that still make us realize that we may need an 'Extra Edge' to make our teaching "really meaningful," to help our students become more engaged and for helping ensure that the teaching and learning experiences are rich and effective! If you just nodded your head in agreement, then it's time to explore ways to help you move forward.

From the Trenches...

The sustained transition to online teaching and learning has been challenging for some educators, as many of us are still trying to advance our digital skills and employ strategies for the new pedagogy that is required. The recent pandemic has also been very demanding for many students. Feelings of isolation, anxiety and other impacts can lead to low motivation levels. Student engagement, therefore, has become a prime concern for instructors, in making the online learning experience more meaningful.

Technology has provided us with the relevant tools and a myriad of resources have also been developed to support instructors in their endeavours. Sharing of screens, the use of video resources, better-designed user experiences, higher value discussions to name a few, have become a part of the new teaching landscape. Many instructors still often ponder the question "Were my students engaged?"

This resource is designed to provide insight into some of the deeper aspects of student engagement, thereby enabling you to achieve higher levels of participation and motivation in the digital classroom – an extra edge over existing practices. The course will comprehensively provide an evidence-based and research-based reservoir of examples, strategies, practical activities, and tools that have already created or are creating success stories in the field of engagement.

This resource can help you:

Type your key takeaways here.

- Identify and develop strategies that invite students to engage more with teaching and learning resources and encourage reflective analysis;
- Use facilitation skills to activate and deepen students' intellectual curiosity and motivation;
- Apply strategies to ignite students' communication and interaction with peers and instructors;
- Identify enriching educational experiences which contribute to enhanced engagement;
- Identify strategies to support collaborative learning and community building;
- Shape work-integrated experiences that strengthen student-industry relationships

Essentials of an Engaged Classroom

The research that guided the development of this course dates back to a 1999 seminal paper that proposed the idea of "Community of Inquiry" (CoI) as a framework for the optimal design of online teaching for a deep and meaningful learning experience (Garrison, Anderson & Archer, 1999). The framework highlights the importance of community by representing a process to support critical thinking, critical inquiry and discourse among students and teachers. The CoI model (Figure 1) proposes that the effectiveness of an educational experience depends upon three primary aspects:

1. **Cognitive presence**: the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse (Garrison, Anderson & Archer, 2001). Cognitive presence involves reflecting deeply on the course content, opening up to new ideas and developing new connections with the course material, exploring a problem and proposing solutions.

2. **Social presence** is the ability of participants to project their individual personalities in order to identify and communicate with the community and develop inter-personal relationships. (Garrison, 2009). Social presence involves open communication, affective expression, and group cohesion.

3. **Teaching presence**: is the design, facilitation, and direction of the social and cognitive processes for the purpose of realizing the relevant learning outcomes (Anderson, Rourke, Garrison, & Archer, 2001). Teaching presence involves guidance, building understanding and motivating students.

Figure 1: CoI Framework

The intersection of these three elements represents a rich and meaningful experience for students. The instructor/teacher/facilitator establishes teaching presence by creating ample opportunities for interaction and feedback. Learner interaction fosters social presence and a sense of community and learners are more likely to engage in active processes that help in constructing new knowledge, therefore leading to their cognitive development.

The CoI framework has become the basis for a large number of studies and many researchers have been trying to modify or add more presences (Befus, 2016).

Pathways to Maximizing Engagement

With the CoI framework as the research pillar, this course is divided into four modules, each comprised of effective strategies proposed and practiced by experts, practical activities that have proved to be successful at engaging students, and relevant text, video and audio resources to support your practice.

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ACTIVE LEARNING

OVERVIEW

Active Learning

Active learning is an approach that requires students to thoughtfully engage with the course material, their instructor, and with one another. It involves students in course-related activities, which causes them to think about what they are doing (Bonwell & Eison, 1991), thus placing a greater degree of responsibility on them as an active rather than passive learner. Active learning activities should be aimed at promoting deep learning and higher-order thinking skills (analysis, transfer, application, and synthesis) and allow students to integrate ideas of which they are already aware. Designing with active learning intention does not imply an omission of curriculum accessibility, nor for limiting flexibility and variability of instructional methods.

[Western University's Center for Teaching and Learning](#) shares insight from Dr. Mike Atkinson. His classes are attended by a few hundred learners and Mike's focus is to ignite learning with the use of active teaching tactics. There are valuable nuggets of advice that transfer to online teaching and learning even though Mike's example is a reference his in-class teaching.

> 📰 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/engagingtheonlinelearner/?p=39#oembed-1*

If you would like to view an accessible and downloadable version of the captions from this video, please download the VTT Word document: [VTT – Dr. Atkinson – Advice.](#)

How can we be more 'active' in our online teaching and learning environment?

Active learning should remain an integral part of every type of classroom! The ongoing migration to online teaching and learning has prompted astute educators to try and embrace its goals more than ever. There have been tremendous efforts from practitioners and researchers alike to put together a variety of such activities that can make the learning process more meaningful and truly active. Even with all these activities, it's critical to:

- leverage the ones that are in alignment with your course(s)
- foster creative and critical thinking to a higher level
- seek greater value from discussion forums, activities, and assignments to maintain and enhance

participation, motivation, and potential learning opportunities

It's important to seek active learning activities that are more versatile, flexible, suitable, and able to stimulate the curiosity of students. This module will enable you to address these issues through a series of strategies and suggested activities that have been researched, adapted, practiced, and recommended by successful expert online instructors.

Learning Objectives

By the end of this module, you will be able to:

- Define a holistic view of active learning;
- Promote and model active learning techniques;
- Explore tactics that can help to increase interaction within discussion forums, before and during activities/ assignments;
- Evaluate opportunities for enhancing engagement after the delivery phase of your course.

A HOLISTIC APPROACH FOR ALIGNING ACTIVITIES WITHIN YOUR COURSE

Active Learning Activities

It's good practice to have learning activities that are aligned with the course objectives and learning outcomes. Planning for active learning systematically isn't only in the domain of experts. This module suggests strategies that can help you prepare well for integrating active learning successfully in classes at any level. As a first step, let's try to understand the implementation of active learning activities from the perspectives of students, teachers, and the institution. Figure 1 presents a holistic view of implementing active learning activities in a course.
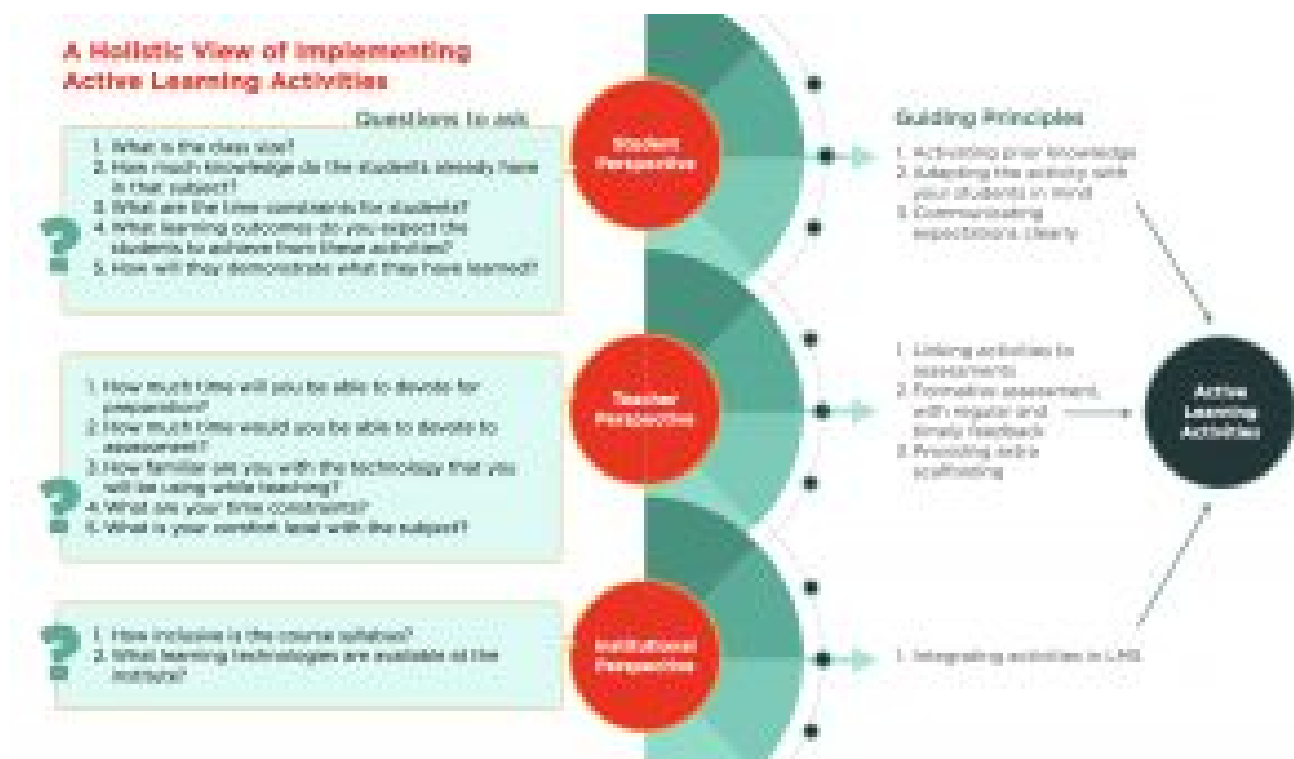
Figure 1: A holistic view of Implementing Active Learning Activities.

If you would like to view an accessible and downloadable figure 1, please download the accessible version: A

[Holistic View of Implementing Active Learning Activities.](#) The downloadable version is visually the same but includes tagged content, correct reading order and alt text where required.

Answers to these questions coupled with the guiding principles that various researchers have suggested can lead you to active learning activities appropriate for your course(s).

SUCCESSFUL STRATEGIES

Improving Engagement

Here are a few of the strategies/insights that can be implemented to improve engagement:

1. Rethink adapting a systematic approach while conducting active learning activities. The choice of the learning activity should be in tight alignment with:

   - What do you expect the students to know?
   - What do you expect your students to do?
   - How will they demonstrate what they have learned?

2. It's essential for instructors to communicate course expectations clearly, but this is ineffective, if students aren't ready to understand the message. Clearly seek acknowledgement expectations and "buy in" for the plan.

3. Explain how certain activities connect to the real world. The course structure, outcomes, assignments, technologies, and activities should be clear, comprehensive, connected and communicated to increase their self-efficacy and have a purpose. At the beginning of each course or module, it is important to clarify why students are learning that topic and how it is connected to the real world.

4. Emphasize the creation of digital content by students either individually or collaboratively using both asynchronous and synchronous technologies. Giving choice and freedom provides responsibility and encourages self-directed learning (Rashid and Asghar, 2018; Leslie, 2020). Choice can lead to higher levels of engagement.

5. Conduct pre-course and mid-semester student surveys. Both of these survey types can help identify what may work or is working and what is not, at the design level. Feedback at various stages and aspects of the course (instructor, activities, design etc.) can provide themes that facilitators, administrators and design team members should build upon.

6. Follow short presentations with structured activities. The activity can be in the form of worksheets which can be saved as a study guide.

7. Transition: In an active learning classroom, an instructor might flip back and forth between group work and whole-class lectures or discussions during a session. The transition can be abrupt and time-consuming, therefore longer active learning sessions often work better, with fewer transitions

back to the larger group.

8. Support the learning activities with material that connects practice and skill development in the real-life context. This is referred to as authentic learning (Davidson et al., 2019). Students should be able to relate to the content and activities if they are based on real-world problems. This can help students develop as better problem solvers (Merriam and Bierema, 2014).

READY-TO-GO ACTIVITIES FOR AN ENGAGING START

Ice Breakers

Ice breakers have always been an integral component of many educational environments, as they allow students to feel welcome and valued in a virtual world dominated by anonymity. Ice breaker activities can help foster a sense of community and/or team building, and they can also help establish a connection with the course content. This section will focus mostly on the latter and share specific activities that can help engage the students with an active learning process from the start of the course.

Activities

Hopes and fears

- Concept: Group the students or pair them up and ask them to spend five minutes discussing their biggest hopes and fears about your course. Share some answers anonymously to help students feel that they are others also who may make similar assumptions.
- Mode and Facilitation:

  - Synchronous: Group activity or Create breakout rooms in Zoom and set time for them to prepare their list.
  - Asynchronous: This can be facilitated through a discussion board or a shared Google Doc.

- Outcome: Clarity of communication and assurance to the students that their fears will be addressed.

Alphabet brainstorming

- Concept: Divide the students into smaller groups and assign each cluster three or four random letters of the alphabet. Ask the students to generate a list of as many topics as possible related to the subject, beginning with that alphabet within a set time frame.
- Mode and Facilitation:

  - Synchronous: Group activity or use breakout rooms to divide students into teams and ask them to create a list.
  - Asynchronous: The same can be facilitated in an anonymous discussion forum thread.

- Outcome: Activates prior knowledge. Chance to share what topics will be covered during the course.

Who said that?

- Concept: Just like a quiz contest, read a famous quote or describe a particular theory/ model/ experiment/ formula and let the students guess the name of the scholar from the list already shared with them. Video or audio presentations could be leveraged too.
- Mode and Facilitation:

  - Synchronous: Group activity or use breakout rooms to divide the class into smaller groups if needed.
  - Asynchronous: Discussion board.

- Outcome: Activates prior knowledge.

Syllabus questionnaire

- Concept: Before sharing your syllabus with students, divide the class into small groups and ask them to create a list of questions they might have about the course. After each group has their list prepared, distribute the syllabus and have students find answers to their questions using this document. Give students an opportunity to ask any further questions that couldn't be answered from the syllabus.
- Mode and Facilitation:

  - Synchronous: Group activity or create groups in breakout rooms for discussion, if needed.
  - Asynchronous: Discussion board.

- Outcome: Connects students with the content. Generates curiosity.

Introduce yourself and learning outcome

- Concept: Ask the students to introduce themselves on the discussion board and identify a learning outcome that is most important to them and why.
- Mode and Facilitation:

  ◦ Synchronous: Group activity or create groups in breakout rooms for discussion, if needed. Video introductions could also be requested.
  ◦ Asynchronous: Discussion board. Video introductions could also be requested.

- Outcome: Establishes relevance to the content.

MORE READY-TO-GO ACTIVITIES

Active Learning Activities

Active learning activities can be conducted asynchronously or synchronously according to:

- Goals you want to achieve;
- Group size;
- The complexity of the activities.

Some of these activities might already have been a part of your online teaching skillset. This section explores some medium to high complexity activities supported with effective strategies which award-winning and expert online instructors have recommended.

Activity

Digital storytelling

- Concept: Ask students to create digital stories using presentation software. Photo story or other technologies on a topic of their choice related to the subject matter.
- Mode & Facilitation:

  - Asynchronous: Encourage the students to share their stories with the class.

- Potential Outcome(s): Students relate the content to their lives and can demonstrate indirect skills.

Use of podcast

- Concept: Ask students to read articles or text related to their subject and create a short 2–3-minute podcast presentation.

- Mode & Facilitation:

    - Asynchronous: Encourage the students to share their stories with the class.

- Potential Outcome(s): Promotes critical thinking. Students experience a different method of presenting.

Electronic study guide

- Concept: This activity can be assigned as a major assignment. Require the students to create an electronic study guide about a topic – a web page with tabs, which could be used by future students.
- Mode & Facilitation:

    - Asynchronous: Encourage the students to share their guides with the class.

- Potential Outcome(s): Promotes critical and creative thinking. Allows students to go in-depth of the subject.

Expert interviews

- Concept: Ask the students to interview experts in the field of their study and create audiovisual presentations relating to the content and interviews.
- Mode & Facilitation:

    - Asynchronous: Encourage the students to share their results with the class.

- Potential Outcome(s): In-depth analysis. Critical questioning skills. Synergizing information.

Twitter discussion

- Concept: Ask students to tweet in three (or more) different ways about the course content each week. The tweets can be informational, attitudinal, or linked to the course topic.
- Mode & Facilitation:

    - Asynchronous: Use a hashtag for courses that can help curate tweets and encourage dialogue between students.
    - Synchronous: Conduct an active discussion discussing the tweets.

- Potential Outcome(s): Critical analysis skills. Observing and respecting others' opinions.

Debate Sessions

- Concept: Ask the students to discuss a course topic's benefits and drawbacks.
- Mode & Facilitation: Synchronous: Conduct an active discussion session in the class. You may divide the class into two groups and then ask them to discuss.
- Potential Outcome(s): Students can view topics from different perspectives. Able to establish connections.

Student facilitators

- Concept: Allow students to be the facilitators for topics of their choice in the class. Ask them to facilitate a synchronous session with their peers to provide an opportunity to develop facilitation skills.
- Mode & Facilitation:

  ◦ Synchronous: Make suggestions on facilitation topics based on students' research interests and career goals.

- Potential Outcome(s): Establish a connection with the content. Integrated learning.

Share Your Experience

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/engagingtheonlinelearner/?p=44#h5p-6

ACTIVE LEARNING THROUGH ASSESSMENT

Assessments

Assessments can cause anxiety among some students. Clear instructions about assessments may be able to alleviate some of that anxiety. Assessments can be classified as the following:

- Formative assessments
- Summative Assessments
- Students' reflection of their own learning (included in formative or summative assessments)

Reflection is often omitted when considering active learning, but it doesn't have to be that way! A few reflective activity techniques that have been successfully applied are:

- Create a screencast that demonstrates a complex answer and explains it thoroughly. Add elements where some learners answer correctly, and the others get it wrong. Engage students in a discussion to reflect upon the challenges they may have faced and improve in this situation. This enables the students to assess their own learning, and how far they have achieved towards a specific challenge;
- Allow the students to go back to their quiz/ test answers and reflect on their learning. Ask them to reflect on their performance by posing questions and encouraging reflection;
- Ask the students to reflect on their discussion posts. Encourage them to reflect upon how frequently they posted, what they posted and what they may have learnt from their posts. Using voice threads for commenting on discussion posts can add value;
- To assess students' mastery of the content, ask them to create a project/ content that connects theory to practice;
- Ask the students to reflect upon the work done by presenting a 'reflection assignment' in the form of a project video, an audio file/podcast, or an infographic;
- Rubrics can bring in clarity of criteria and trigger reflective habits. Rubrics may help students improve their performance (Barkley, 2016).

Reflect with Intention

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/engagingtheonlinelearner/?p=45#h5p-2

Check Your Understanding

Self-Check Your Learning

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/engagingtheonlinelearner/?p=46#h5p-1

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BUILDING COLLABORATIVE LEARNING COMMUNITIES

OVERVIEW

Building Collaborative Learning Communities

Collaborative learning may fall within the subset of active learning and can involve several students sharing an equitable workload and challenges, supporting each other and working together in sync to achieve the desired learning outcomes. This collaboration stimulates engagement in active learning and fosters community among students who might otherwise feel disengaged and disconnected in the anonymity of the online environment (Barkley et al., 2014). In a collaborative learning setting, students discover and inculcate team-building skills together, support each other academically and socially (Lai, 2015), and develop a sense of belonging (Berry, 2017). By working towards a shared learning goal (Adams & Wilson, 2020), students can prepare themselves for success.

Making Collaborative Learning Work

Three important aspects that make collaborative learning work (Johnson et al., 2014) are:

- the ability to promote cordial relationships;
- the connection to skill development;
- the ability to help develop a positive attitude towards learning and teaching.

Successful collaborative learning is entwined with inclusivity that thrives on mutual trust and respect. Community building is about planning and creating a positive learning space by applying deliberate pedagogical choices. Students and instructors work together towards a shared learning goal through meaningful social interactions (Dolan et al., 2019; Berry, 2019).

Collaborative and community-building approaches are an integral part of online education practice. Yet, many of us may still find it challenging to instill a collaborative culture in our classroom that promotes the three thrusts mentioned. Promoting all three are paramount for success in the corporate world and in life, in general.

Demonstrating an ability to collaborate effectively is a critical aspect for students who are making the transition to the workplace (Stephens & Roberts,2017). We will explore how successful instructors have been able to foster a culture of collaborative communities, and we'll highlight some strategies for effective

collaborative learning. You will also be able to learn about some of the activities that may direct you to harness the power of social interactions for more purposeful learning.

Learning Objectives

After exploring this module, you will be able to:

- Identify the key concepts of collaborative learning and student community building;
- Plan innovative and effective collaborative activities that promote higher-level thinking;
- Apply specific strategies to create an environment of respect and gratitude that enables students to reach a higher potential.

The Essence of Collaborative Learning Communities

The Fully Online Learning Community model (FOLC) (vanOosteen et al., 2016), represents an offshoot of the Community of Inquiry (CoI) model (Garrison, 2011) as discussed earlier.

Figure 1: The Fully Online Learning Community (FOCL) Model (Blayone et al., 2017)

FOLC incorporates only social presence (SP) and cognitive presence (CP) from the CoI model, as it acknowledges Teaching presence within Social Presence (SP) and Cognitive Presence (CP), thus placing more importance on communities and learner empowerment. It also introduces "digital space" as another construct that subsumes synchronous and asynchronous interventions. Successful collaborative learning is achieved at the intersection of these three dimensions, where students develop a sense of community and apply the digital affordances to build up their cognitive and critical thinking skills.

GUIDING STRATEGIES

Collaboratively Engage Students

We discussed the importance of clarifying the purpose and benefit of conducting active learning activities and being explicit regarding the expectations of that practice. The next step is to collaboratively engage the students with their own learning and to help them take ownership of the process by partnering with them throughout. This can be achieved in many ways by involving partners at various phases of the learning transaction, such as co-constructing guidelines and expectations for class assignments, projects, and other aspects.

1. Assigning specific roles to students or asking them to choose their own roles in a team can help them increase responsibility for their tasks.
2. Breaking down big complex group tasks into smaller manageable tasks, scaffolding all the way and providing meaningful feedback (Darby, 2019). Provide a checklist and incremental deadlines for the group to submit their bigger task. This will provide time to review the completed task, provide timely feedback to improve. Frequent interactions among students for incremental tasks facilitate healthy group functioning.
3. Releasing content strategically and conditionally for group assignments (can be applied at individual assignment level too) where the instructions on the assignment or other group activities only become available after the attainment of a minimum score. This may provide another point of engagement with group members where they must work together to fulfil these expectations.
4. Assigning bonus points for trying out or helping others with online group communication tools. This may encourage students to embrace tools. It may help establish communication and appeal to altruists and those who seeking this type of reward.
5. Planning out low-stake tasks that require the students to share appropriate personal information amongst themselves. This may help in building trust and establishing peer-to-peer connections. The tactic may require monitoring.

RAPPORT BUILDING WITH SOCIAL ICEBREAKERS

Ice Breakers

Social ice breakers are ideal for the opening of a semester, but often using these types of activities throughout the course helps in the community-building process. Ice breakers can help in any context or anytime students may feel isolated or become disconnected.

Activities

Eight nouns

- Ask students to think about eight nouns that best describe them on a personal level. Allow students to reflect individually on their ideas and then encourage themselves to share why their set of nouns are representative of their personalities and backgrounds.
- Synchronous: Consider using "emojis" or the "raise hands" option to indicate whether they'd like to share their insight with the larger group and then encourage them to share.
- Asynchronous: The same activity can be facilitated through a discussion board.

Collaborative resume

- Ask students to create a group resume that captures what they hope to get out of your course, their current knowledge of your subject, and any related work experiences that they wish to highlight.
- Synchronous: Consider using breakout rooms to schedule the sub-tasks.
- Asynchronous: Give students a time limit to prepare for the activity.

What's in front of you

- Encourage participants to share a photo of what's in front of their workspace at home. Ask them to use this to describe how it helps or can help them achieve goals or other reasons for the photos.
- Synchronous: Have students upload their photos in live chat or display the object directly on the screen. They can also add a brief description for context or talk about it in the chat.

Story of your name

- Ask learners to share personal insight on their names. How did their name get chosen? Explain some background of their family name. This activity allows students better to understand their peers' backgrounds and family histories.
- Synchronous: Have students share their name and its relevance or meaning.
- Asynchronous: Use a discussion board to facilitate this concept. Use of presentation software and/or video presentations could be employed.

The soundtrack of your life

- Ask students to think of 5-6 songs that represent their lives, philosophy of life, beliefs, personalities, etc. Next, ask them to think of a set of 6 songs with 2 representing their past, 2 their present and 2 their future.
- Synchronous/Asynchronous: Ask students to share the songs and explain the reason behind choosing the songs.

Your favourite quote

- Ask students to share a favourite quote and post it on the board/ discussion to explain why the quote resonates with them.
- Synchronous: Make use of a virtual whiteboard if the tool provides and use the discussion boards
- Asynchronous: Ask students to respond to others' posts to relate to them. Encourage the use of "like," commenting and emojis.

CONTENT-RELATED COLLABORATIVE ACTIVITIES

Collaborative Activities

These collaborative-focused activities require subject-specific interactions between peers. Such interactions have the potential to kickstart motivation and help ignite or develop problem-solving skills. Sharing a goal is critical to collaboration, and it's essential to learn from others.

Activity

Shark tank

- Require each group to develop an idea, brand, logo, product, features etc. and a marketing strategy for how they approach a group task.
- Synchronous/Asynchronous: Require the students to present their idea in front of the 'sharks' (judges). The winning team can get a project extension or any other form of appreciation.

Synthesis

- Prepare a discussion activity that can help students to synthesize course concepts through prior knowledge and learning experiences. The discussions can include questions such as "How can this idea be combined with _____ to create a more complete or comprehensive understanding of _____?"
- Synchronous: Ask the students to discuss the question in small teams or breakout rooms and later present their synthesis in the large group.
- Asynchronous: The students can work asynchronously in their teams and later present their findings in a large group.

Concept specific soundtrack

- Ask the group to think about songs that use specific concepts in your course subject. Example: Money by Pink Floyd, Taxman by Beatles etc. Encourage them to analyze the lyrics of the song, which relate to the concepts, why they think they relate to the topic assigned. Ask them to share the same with the rest of the groups.
- Discuss the same as above and elaborate upon the concepts behind the song's lyrics.

Creating course concept maps

- Ask the groups of students to collectively map out a concept about the course using collaborative online tools like Google Slides, Docs, or Zoom whiteboard. Ask the group members to share their concepts with the class.
- Use these ideas to explain the details of the course to the students.

Assigning roles

- Assign roles to students for content-related assignments where students can enact specific roles of a source searcher, theoretician, summarizer, moderator, and starter.
- Promotes student engagement and collaborative learning through role-playing.

3C + Q method

- Ask the students to follow the 3C + Q approach, 3 Cs refer to compliment (compliment a person on his specific post), comment (comment on something meaningful that was written) and connect (a textual connection between text-text, text-self, text-world etc.) and finally, the Q refers to question (ask a specific question about what has been written).
- This method keeps the conversation flowing while students learn how to appreciate each other and question others respectfully.

CRITICAL REFLECTION ACTIVITIES

Critical reflection activities

Critical reflection activities encourage learners to reflect on their own learning. The activities shared below encourage students to practice reflecting on experiences collaboratively. Have you tried any of these activities? What are the challenges in making reflection authentic and growth enabling?

Activity

Biological writing prompts

- Provide students with an article about learning and ask them to reflect on their childhood memories in relation to their reading. E.g. first memory of learning any new knowledge or skill – reading, writing, singing, dancing, skating etc. Ask them to relate this to the article they read.
- Synchronous/ Asynchronous: Ask students to post their written expression in a 'Chat' or on a discussion board and ask the other students to respond to the same.

Group reflection

- After students have finished the group assignment, ask them to review and reflect upon their work and answer the following questions:

  ○ To what extent was the task successfully accomplished?
  ○ To what extent were the resources used?
  ○ If you were the instructor, what would you include as strengths and limitations of your work?
  ○ Is there anything you would like to do differently?

- Asynchronous: Provide time and structure to aid in the success of group reflection. It may be appropriate to use tools that provide anonymity.

COMMUNITY BUILDING THROUGH ASSESSMENT ACTIVITIES

Collaborative assessments

Collaborative assessments are often considered challenging to implement. However, they can prove to be an excellent opportunity to foster a spirit of community. CO-Lab provides various methods of collaborative assessments, which can be accessed to give you greater insight into this topic.

The concept of peer assessment makes the student feel responsible and accountable and promotes collaboration. Such assessments tend to elicit critical thinking skills through the constructive feedback of their peers' work.

If you are ready to dig deeper into peer assessment methods, then check out:

This McGill University resource on making teamwork work and peer assessment (page 5 -8) provides excellent insight into making peer assessment work. You may also like to explore Iowa State University's Center for Teaching and Learning insight or Carnegie Mellon Eberly Center's insight into some different methods of grading group work.

Reflect with Intention

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/engagingtheonlinelearner/?p=33#h5p-5

Check Your Understanding

Self-check your learning

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/engagingtheonlinelearner/?p=35#h5p-7

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MANAGING AND FOSTERING MEANINGFUL INTERACTIONS

OVERVIEW

Managing and Fostering Meaningful Interactions

Instructors sometimes overlook how a small thoughtful gesture and a few empathetic words can make students feel valued, cared for, and appreciated in the learning community. Creating a sense of community should be an essential element in our thinking (Darby, 2019) and communication to avoid the sense of isolation and help make the learning experience more meaningful. Fostering meaningful interactions with students helps them stay connected and engaged during the course journey (Blankstein et al., 2020). We previously explored the first two components of the Community of Inquiry (CoI) model (Garrison et al., 2000) – "cognitive presence" through active learning, "social presence" through collaborative learning. This module will explore aspects of building and retaining the human connection through "teaching presence" and its correlation with these other components.

Instructor presence has played a pivotal role in student engagement and has been extensively explored in literature. Vygotsky's (1978) Zone of Proximal Development (ZPD) suggests that learners can accomplish a task by achieving optimal learning when they have guidance and support from teachers or knowledgeable peers. It refers to the difference between what the learners can learn on their own and what they can learn from their community.
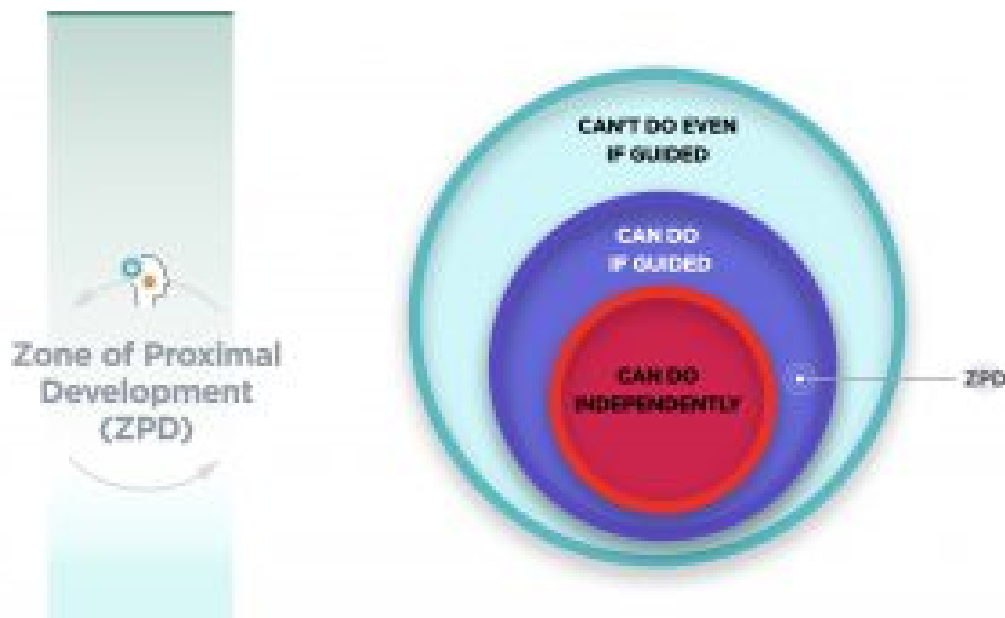

Figure 1: Zone of Proximal Development (Vygotsky, 1978)

The ZPD concept alludes to 'scaffolding' by Wood, Bruner and Ross (1976), a process through which a teacher or a more competent group member helps a developing student towards independence. The support can be exhibited in the form of focused questions, and positive interactions become tapered off when it's no longer required and thus leads to greater potential learning gains and skill development.

Communication and interaction was and will always be a key element in the learning process. Some say that the meaning, relevance and modes of communication and interactions have changed immensely since pre-pandemic times.

Communication may seem natural in a brick-and-mortar classroom and less so in an online class. Isolation within the learning transaction can lead to stressful experiences for students (Alawamleh et al., 2020). Frequent and meaningful student-student and student-faculty contact can help students stay motivated and engaged.

Dr. Ismat Shah aptly summarizes five ways to forge human connections to try and initiate and sustain meaningful interactions with students.

> *One or more interactive elements has been excluded from this version of the text. You can view them online here:* [*https://ecampusontario.pressbooks.pub/engagingtheonlinelearner/?p=51#oembed-1*](https://ecampusontario.pressbooks.pub/engagingtheonlinelearner/?p=51#oembed-1)

If you would like to view an accessible and downloadable version of the captions from this video, please download the VTT Word document: [Ismat Shah – Five Ways to Forge Human Connections](#).

Could you take any of Dr. Shah's 5 Things to Try to a new level?

This module explores practical tips, techniques, and strategies to maintain and foster human-human contact.

Learning Objectives

After exploring this module, you will be able to:

- Identify and adapt interactive strategies relevant to your course;
- Develop and implement strategies to humanize your online classroom;
- Create and sustain lines of communication.

BEING PRESENT TO FOSTER MEANINGFUL INTERACTIONS

Instructor Presence

Kassinger (2004) defines instructor presence as "the instructor's interaction and communication style and the frequency of the instructor's input into the class discussions and communications". Interactions with faculty have been considered to be one of the most powerful tools for effective student engagement (Pascarella & Terenzini, 2005).

Sheridan & Kelly (2010) sought to identify the [Ten Most Important Behaviors and Ten Least Important Behaviors](#) that indicate instructor presence from a students' point of view. Here's a summary of valued behaviours:

- making course requirements clear and being responsive to students' needs;
- timeliness of information and feedback;
- letting students know what was expected of them in all aspects of the course, including assignment requirements and due dates.

And what isn't an indicator of instructor presence?

- synchronous or face-to-face communication

One may expect synchronous or face-to-face communication to be an important behaviour, but this clearly illustrates the complexity of instructor presence!

Drilling down on the aspect of discussion strategies may be helpful to understanding communication. To view a comprehensive compilation of techniques and discussion strategies to ensure instructor presence, visit the following: [Instructor presence discussion strategies](#) and [Teaching presence (.pdf)](#)

It's not necessarily the quantity of interactions but the quality of interactions that counts! Occasional interactions specific to the individual student needs, or interactions that have broader intellectual focus and certain interactions that take place beyond formal environments, have proven to be more meaningful and productive than more frequent ones (Kuh & Hu, 2001). Interactions must be beyond the discussion about grades. The focus must be on sharing of ideas, career development plans and other activities (Coates, 2009).

Here's some more detail into strategy improvement that may help you gain an edge in engaging students better and for fostering higher valued interactions:

1. Make your presence felt: Making your presence felt by frequent and short online interactions with the students is what we should strive for. However, to make your presence more impactful and conspicuous, you can interact in the form of posting short audio or video messages or announcements. These interactions can be to clarify misunderstandings, summarize the week's requirements, or to help students prepare for an upcoming assessment. Periodic communication in the form of daily or weekly announcements helps in making the students stay active. You can be present even when you are not. Most LMSs allow you to schedule announcements to be automatically posted. Thus, you can still show your presence and remind the students to stay on task.

2. Provide timely engagement, response, and feedback: Engage extensively for the first 2-3 weeks by being available for longer hours on phone or email, and then scale back a bit. Focus on interactions and building community in the initial weeks and then shift the focus to giving feedback on formative assessments. Timely response and feedback, usually within 24-48 hours can enable you to retain and elevate the engagement levels. A lengthy silence from you often demotivates and discourages students from participating. The feedback can be in the form of written, audio or a video note.

3. Establish a routine: Being active in online discussions is what we have been practicing for long but establishing a regular routine and choosing specific days to respond to discussion boards will make it convenient to you and motivate the students as well. Structuring such discussions also helps in increasing participation among the students as well as with the instructor. E.g. using a Starter-wrapper strategy: assign the role of "starter" to one student who will read ahead to get the discussion started and assign the role of "wrapper" who will summarize the discussion.

4. Provide engagement while grading: Engage the students in the grading process by encouraging discussions on the same. Example: Provide students with examples of what you consider to be an "A" post, a "B" post, a "C" post and so on, and explain in detail why each example merits that grade. You can create those examples yourself or use previous posts from students and encourage students to ask questions and clarify their points on the same.

5. Follow a problem-solving pattern: Encourage the students to follow a pattern of problem-solving which will require your scaffolding at each step. Ask them to start from P1 (Propose, define, and clarify the problem) to P2 (provide solutions for possible answers) to P3 (compare, discuss, and analyze) to P4 (organize and form conclusions). This prevents the students from skipping the discussions and helps them to reach the conclusion with your support and guidance. Encourage them to ask questions at every step to help clear up their doubts. You can even use rewards and strongly motivate them to rethink their work after discussing the same with you.

6. Employ a 'Goals Contract': Ask students to submit a Goals Contract at the beginning of the course. It should combine the teacher's statement of expectations and the goals established by students. The first

half of the goals contract can include a set of expectation statements from the teachers, which the students agree to, e.g. "I have read and understood the syllabus.", "I should post Q&A on the discussion board." etc. The second part can include two goal statements from students – one thing that they commit to doing to achieve their goals and one challenge that can interfere with their ability to reach the goals. This type of written interaction may give students a sense of ownership and responsibility for planning for their own goals.

HUMANIZING YOUR CLASSROOM

Humanizing to a Higher Level

Dr. Michelle Pacansky-Brock takes humanizing to a higher level. Watch Dr. Pacansky-Brock's video and explore her strategy and how she executes by adding a humanizing touch to teaching and learning.

> 📽 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/engagingtheonlinelearner/?p=53#oembed-1*

If you would like to view an accessible and downloadable version of the captions from this video, please download the VTT Word document: Dr. Michelle Pacansky-Brock – Module 1

Did you feel a connection with Michelle? Would you be more comfortable with an instructor and other members of the learning community if you perceive a connection? How much emphasis should you put on humanizing within the teaching and learning process?

Humanizing is bringing the human factor into an online classroom (Ducharme-Hansen & Dupin-Bryant, 2005) and building relationships so that the students feel a sense of community towards the course, their peers, and their instructor.

This requires the implementation of effective practices and careful thinking on the instructor's part. Due to the constraints of physical distance, students may feel there is a lack of empathy Russell (2006) and therefore yearn for instructors who care and make their presence felt by understanding them (Pacansky-Brock, 2014). Besides reiterating the importance of audio and video messages to humanize the class, there are other practices that can help lay a foundation of meaningful interactions and community building to help you achieve the same goal:

1. **Reveal your personality:** Create a welcoming environment and allow students to put a face to your name and know you a little better. There are various ways to do this and the simplest being posting a photograph of yourself and writing a short bio that can include your professional and personal background and interests. You can also create a short slideshow video or a short introductory video of yourself, introducing you as the instructor and the introduction to the course. The video need not be

perfect, can be prepared in a few minutes and should include your personal journey. Sarah Williams Welcome to Foothill College video shares her growth journey, her career steps and is presented in a warm, personal, and informal way so that all viewers may find it relatable. If you would like to view an accessible and downloadable version of the captions from this video, please download the VTT Word document: Dr. Sarah Williams – How I became Your Math Professor.

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/engagingtheonlinelearner/?p=53#oembed-2*

2. **Establish a personal connection:** An audio/video biography enables students to know you and therefore increasing the potential to strengthen the bond.
3. **Convey meaning in a natural way:** The use of brief instructional videos besides an introductory video is a great way to bond in a meaningful way. You can prepare brief instructional videos that may be imperfect and casual. They can convey instructional meaning but at the same time can portray your natural, humane side.
4. **Cherish your informal and creative side:** Create video postcards. Send an informal video postcard, featuring yourself outside your workspace, and beyond the class hours.

These tactics can create a sense of belonging and help develop trust among the students:

1. **Prepare for mindfulness:** Incorporating mindfulness practices in your courses can help relieve stress and anxiety of your students as well as your own self. This can help in establishing a connection with the students as it portrays you like a more real, humane, authentic, and honest instructor.
2. **Provide more personalized and humanized feedback:** At the beginning of the session gather student images, avatars, background information etc. and include the same while giving them feedback. This helps in associating a face to your learner thus visualizing them while giving personalized feedback and thus conveying that they care. Use personal notes to make a connection with the students. At the beginning of the course, gather a few facts about students. This can be done in the form of a "Getting to know you" short survey assignment at the beginning of the course. More about this survey is discussed in the next section. Then later integrate these facts while making any comment or giving feedback. This small gesture makes the student valued and respected. Michelle Pacansky-Brock shares her choice of technology tools in her Tool Buffet if you need ideas for getting technical with humanizing.
3. **Provide a warm demeanour:** Support the students towards overcoming higher challenges. Encourage the students to achieve more and become more independent and offer extra support, where you are

assertive and caring. As the course progresses, note the lapses and dips and reach out to those students to identify their challenges and offer support to overcome them. This may entail resources that your institution has in place, that may be provided by the student services department(counsellors and mentors). For more on demeanor, check out the [Teaching Online podcast](#) as they host Michelle Pacansky-Brock (episode #64).

4. **Provide an 'Oops Token':** You may wish to set up a token system and allow students to turn in a token if they feel that they will miss an assignment submission deadline or wish to revise or resubmit the assignment. One or more of such changes can be offered to students to convey your empathy towards them.

CREATING AND SUSTAINING LINES OF COMMUNICATION

Communication Strategies

It's imperative for instructors to be equipped with effective communication strategies and tactics that provide students with ample moments to interact without feeling uncomfortable or awkward. Following the principles of equity and inclusion, we owe it to every student to provide a vast array of options.

Here are a few that may work for you and your students:

1. **Create a virtual conference center:** Create a space for students to meet separately in groups, where they can post comments and their findings after completing their assignments or activities. Just like a conference center has different rooms, replicate the same by creating different areas (in the form of discussion threads/ forums) where students can post messages related to their different topics. This tactic may open another segment-specific communication channel for student-instructor interaction. Moreover, the written record serves as a repository of ideas, examples, and information for future reference.

2. **Try a "Getting to Know You" survey.** Check out [Pacansky-Brock's Getting to Know You survey](#)

3. **Be alert for observing cues from class interactions**: Notice what questions you receive through the discussion threads and class interactions. If you observe many students asking the same thing, prepare a standard answer and reply to them individually, or post the answer as an announcement or video.

4. **Provide module discussion highlights:** Shortly before the next class, send a module/ topic discussion key points and questions as a summary. Students may feel better prepared for the next class(es).

5. **Develop your cultural awareness for a culturally inclusive diverse classroom:** First generation equity practitioners (Bensimon & Gray, 2020) make intentional efforts to improve your cultural competency to fulfill the communication and learning needs of culturally diverse learners. By increasing awareness of these cultural contexts, we can help students develop a sense of belonging irrespective of the cultural practices they follow. Analyze the ways in which students' cultural background might manifest itself through the language, policies, behaviour they exhibit in the class (Milheim, 2017).

6. **Use office hours effectively:** Here are a few simple strategies on an old tactic:

   ◦ Rebrand office hours by using a more appealing name with which students may associate

themselves better. How about happy hours, or coffee breaks? This may help in breaking the mental barrier of attending office hours.

◦ Strategically schedule these meetings when they will be most useful like just before an exam, after a major assignment etc.

◦ Dr. Viji Sathy hopes to make office hours more structured and inclusive by following different formats during different stages of the course. In the beginning, he focuses more on introducing and getting to know the learners better. Throughout the course, he shifts to course-related topics for discussion and at the end stage, he emphasizes more on working together. Dr. Sathy suggests holding these sessions at different locations, however, in online settings, you can change the name of your virtual meeting room or break-out rooms to share the intent.

7. **Use course and LMS analytics to improve communication:** Students who tend to spend more time on LMS are generally more engaged in class. The LMS data provides various indicators of student engagement (Beer, Clark and Jones, 2010). The click count on LMS is an indicator of student participation, which is a predictor of student engagement. Similarly, the average number of visits per student and average time spent on site is indicative of the ease with which information can be accessed on the site. Analytics can provide valuable insights for instructors to help modify their strategies, but it be used to help students to improve upon their engagement levels.

Reflect with Intention

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/engagingtheonlinelearner/?p=54#h5p-4

Check Your Understanding

Self-check your learning

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/engagingtheonlinelearner/?p=55#h5p-8

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Resources (Strategies adopted from)

https://ufl.pb.unizin.org/instructorguide/chapter/humanize-your-online-course/

Humanizing Online Learning – Oregon State

[Social Learning in Online Environments – University of Saskatchewan](#)

[Community From a Distance Building a Sense of Belonging in an Online Classroom – Scholarly Teacher](#)

[Build Community in your Online Course – Harvard](#)

[Five Ways to Build Community in Online Classrooms – Faculty Focus](#)

[Online Learning Communities – Lumen Learning](#)

[Online Discussion Tips for Instructors – University of Waterloo](#)

[Voice and Video Instructor Feedback Enhance Instructor Presence – Open LCC](#)

[Teaching and Learning Online Handbook – University of Massachusetts](#)

[Education System v. Cultural Competence | Gracia Bareti | TEDxDirigo](#)

[Promoting Culturally Competent Teaching](#)

PART IV

WORKPLACE-INTEGRATED LEARNING AND SUSTAINING STUDENT ENGAGEMENT

OVERVIEW

Workplace-integrated Learning and Sustaining Student Engagement

Work-integrated learning (WIL) has increasingly become an integral part of the higher education curriculum (Smigiel, Macleod & Stephenson, 2015; Wood, Zegwaard and Turnbull, 2020) for student development and for preparing learners to make a smooth transition to their next steps in education or work (Kennedy et al., 2015). WIL is a model of experiential education which allows the embedding of a workplace setting into students' academic studies, thus enabling them to meet the demands of employers seeking work-ready graduates. It includes an engaged partnership between an academic institution, a host organization, and students. WIL can occur at the course or program level. Instructors can integrate WIL to create rich practical experiences that add an unprecedented level of relevancy. This module will hopefully demystify challenges that occur with respect to integrating WIL in your teaching practice.

TYPES OF WORKPLACE-INTEGRATED LEARNING

Beyond the Classroom

It can be argued extensively that a substantial part of learning takes place beyond the formal classroom contexts (Coates, 2009). The Australasian Survey of Student Engagement (AUSSE) reinforces the value of this critical aspect of supporting learner needs with findings reported that students value the support extended by peers, support by teaching staff and seeking career-related advice in their journey of becoming work-ready graduates (Coates, 2009).

Kaider et al. (2017) proposed an [authenticity-proximity framework](#) with examples of activities that encompass introductory, year 2/3 and placement levels of university education.

WIL may present itself as various different types of experiences, and our focus is more aligned with work connections as part of the online classroom. Even though Co-op work terms and field placements are considered as WIL examples, these popular types are not explored within this module.

A few innovative WIL models are getting a lot of attention. Micro-placements, online projects, competitions (hackathons), incubators/ start-ups and consulting are part of the WIL portfolio. Which of these WIL types does your organization put the most emphasis on?

Figure 1: The Nine Types of Work-Integrated Learning

It has been observed that when students feel that they are being guided properly, their motivation for learning from WIL is enhanced. The students should be supported with an in-depth explanation about the relevance of WIL, structured instruction, and assessment framework. This module will take you a little deep into WIL to better understand your role in implementing ways to enhance student engagement in WIL, with special emphasis on high-value integrated learning.

Learning Objectives

By the end of this module, you will be able to:

- Discuss concepts and methods for using workplace-integrated learning within your course;
- Examine methods to assist learners in their development of goal-oriented behaviour habits;
- Describe methods to help sustain engagement and enrich the educational experience.

STRATEGIES FOR GETTING THE MOST OUT OF WORKPLACE-INTEGRATED LEARNING

Strategies

As a silver lining to this cloud of challenges, educators are coming up with innovative ideas to meet the learning goals. This module attempts to present a compilation of a few such initiatives.

The strategies that can work best for students who are learning to adapt to the online workspace (Green and Payne, 2014; Bowen, 2020) include the ability to be accessible to other team members and having a physical space at home dedicated for work. A few basic things that instructors can ensure are:

1. Help the students be resourceful and self-directed under these situations to make things less stressful for them. Students can be encouraged to set and prioritize their task goals, collect and ask questions about the task, and gather information related to the task. Providing such opportunities for students to become more self-directed in their work, communication and attitude can start right from the classroom prior to their WIL experience. This may enable instructors to re-evaluate their curriculum to help students become work ready.
2. Encourage students to stay organized by keeping an online journal or notebook to record their progress and note questions that arise. Guide them in replicating a professional environment by following a routine and exhibiting professional behaviour during interactions.

Besides following the above, there are other methods that can be applied to successfully engage the students despite the challenges posed by the pandemic today. Here's some strategies that have been recommended by researchers and practitioners:

- Think of the campus as a potential partner and assign projects that can benefit the campus. For example, the University of Toronto has assigned students a task of finding a way to prevent condensation from forming in the walls of the rare book library.
- Explore and seek ways to leverage a wealth of resources available from UNESCO's Sustainable Development Goals – Resources for educators.
- Planning high-level collaborations like sharing one partner project across many courses and encouraging students to connect and network with peers at other institutions to address a common global problem. These activities help in broadening students' perspectives while giving them a diverse experience.

- Identifying small businesses that need help in their operations. E.g. Fifty students from York University helped 3300 businesses in building their websites, under the [City of Toronto's ShopHERE program](#).
- Using experiential learning platforms like [Riipen](#) to identify projects and industry partners.
- Simulations (Quinn et al., 2019; Wood et al., 2020) and Gaming (Smith, 2020): Instructors can choose resources (or collaborate such resources with industry partners) to create interactive virtual work-integrated learning environments consisting of embedded images (preferably 360-degree images), explanatory videos, shared documents and virtual tours. Simulating the work environment can create real-world experiences within an educational framework. Getting more insight into [simulated WIL and remote WIL](#) can be explored in this resource. (Tables in particular on 6-12 & 15)

Simulated activities and virtual trips can be found at PHET Simulations, University of Toronto Open Modules Projects, Morpho Source, OER Commons, Jove, Labster and Concord Consortium, LEARNZ and Oxford University Press and other sites.

Here are a few more tactics for linking WIL to the classroom and beyond:

- Alumni connect: Giving opportunities to students to learn and collaborate with their alumni allows continuous learning and networking. These opportunities can be in the form of presentations, discussion forums, blogs or hubs. An innovative way to achieve this is "[Wisdom Walls](#)" (Packansky-Brock, 2017). This involves inviting your current students to share a piece of advice about the course with future students or it can be used to share workplace advice or to connect Alumni.
- Mentoring and feedback by industry: Mentoring by industry experts and receiving feedback from them is considered to be highly motivated by the students. (Janchai et al., 2019; Snell-Siddle et al., 2019), Besides individual mentoring, this can be achieved by guest speakers from industry or students sharing their success stories, challenges and career insights. [Humber College champions students' WIL feedback](#) which may help create new mentors over time.
- Encourage critical reflection: Students' reflections on their work can be used to develop a better understanding of the impact of their work experience on crucial aspects of their learning like personal growth, relationship building, knowledge transfer, self-directedness etc. Two such models which can prove to be highly effective in critical reflective journaling are:
  - DEAL (Describe, Examine and Articulate learning) by Ash & Clayton (2009): The model comprises three steps (a) Description which includes a comprehensive detailed account of the work experience, (b) Examine the learning opportunities with respect to previously identified learning goals and (c) Articulation of learning that involves recognizing the learning experience and create goals for future action. Here's an insight into the [DEAL Model](#) with an example to help explain the model.
  - Reflection map: A [Reflection Map](#) (Eyler, 2110; 2002) is another method to ensure to engage students in WIL through a progressive reflection across their experience. The map lays out

reflections according to timing – pre, during and post-experience and thus enables students to assume ownership over the reflection plan and its connection to learning goals. As a small example, pre-work reflection can include a goal statement, during-the-work can include discussion with peers and post-experience can include a summary of work.

- Prepare students with more insight: Presenting pre-recorded presentations about the industry and a virtual field trip assists students in preparing themselves better for their WIL projects (Snell and Snell-Siddle, 2017). Further, offering supplementary training about their workplace rights and safety, professional etiquette and what is expected of them can further help them adapt faster. Also encourage students to take ownership by reaching out to colleagues, experts, friends, and associates. Self-direction at this point can help maintain focus on the world beyond the classroom(Darby, 2019).

Reflect with Intention

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/engagingtheonlinelearner/?p=63#h5p-3

Adding to your Toolkit

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/engagingtheonlinelearner/?p=63#h5p-12

Check Your Understanding

Self-check your learning

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/engagingtheonlinelearner/?p=65#h5p-10

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PART V
FEEDBACK

YOUR INPUT IS WELCOME!

Evaluate Your Learning Experience

Please take time to complete this [Google Form](#) to evaluate your learning experience after the facilitator-led sessions. Thanks in advance for your participation.

ACKNOWLEDGEMENTS