



Keeping Students Engaged Online

Be Human | Be Present | Be Adaptable

Agenda

- Be **Human**
- Be **Present**
- Be **Adaptable**
- Q&A



Human | Present | Adaptable

Setting the stage

- Online teaching and learning is a new skill set and one that is developed over time, much like teaching, in general.
- “Engagement” can be thought of differently teaching online--whether synchronously or asynchronously.

Be **Human** | Be **Present** | Be **Adaptable**

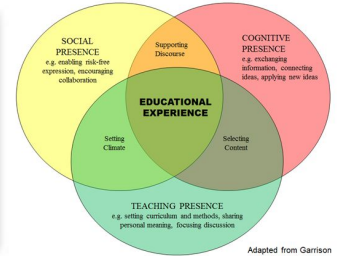
Be Human

- **Maslow** before **Blooms**
- What do you do in F2F to create relationships? → **Do That.**
 - Simulate the human experience of F2F as much as you can.
 - **Telephone, text, video, and personalized emails.**
- Have a discussion? → Treat it like a **bi-directional dialog.**
- Have an assignment → Treat it like a **1:1 session.**
- Non-graded, optional **hangouts.**



Be present

- What do you do in your F2F classes? → **Do that.**
 - Be **on-time** / Login **daily**.
 - Engage in **meaningful dialog**.
 - Provide **direction**.
- Balance your presence according to **evidence-based** strategy.
- Keep a **Student Log**.
- Bring your **whole self** to class.



Adapted from Garrison and Vaughan (2008)



Be adaptable

- What would you do in your F2F classes to evaluate learning? → **Do That.**
- **Create** baseline knowledge events & pivot often.
- **Reflect** on the data:
 - Grade performance
 - Attendance (synchronous vs. asynchronous)
 - Content access
- **Triangulate data** and add to Student Log for action.
 - Communicate individually & liaise with Student Services, if applicable.



Be adaptable



- **Evaluate** the week:
 - What worked well / not well?
 - What needs more **scaffolding** / different strategies?
 - What will you try this week? **Experiment** often!
- Use Classroom Assessment Techniques (**CATs**) often.
 - Your students will be honest with you -- just **listen**.

KEEP
CALM
AND
BE
ADAPTABLE



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Other things to consider

- Your students are feeling the same way you are -- offer **grace** over all.
- Consider how to incorporate current events into your lecture/activities -- be **relevant**.
- Know your plan may not work -- use **humor**.
- Consider asking your students how they learn best, and what the group would like to do -- **partner** with students.



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point today?



Questions?



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