

Slides: [tinyurl.com/ASE-Lilly2019](https://tinyurl.com/ASE-Lilly2019)

# Approaches to Promoting Student Engagement Using a Learning Management System

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# What engages students?

- Relationships
  - Do students feel they have a relationship with you and their classmates?
- Interaction
  - Do students have ample opportunity to take an active role in their own learning?
- Success
  - Do students know what "success" looks like? Do they know how they are progressing?
- Purpose
  - Do students know why they're doing \_\_\_\_? Is the doing valued?

# Why an LMS?

- Extends the space of a class
  - Provides a virtual space for shared resources
  - Provides a platform for more, different types of activities
- Extends the time of class
  - Enables faculty and students to engage beyond the limited time of class sessions
    - (In ways that don't require students to be fully autonomous)

# Student Engagement in an LMS

- Instructor presence
- Small, low stakes assessments
- Peer interaction
- Collaboration
- Feedback
- Articulated purpose and value

# Instructor presence

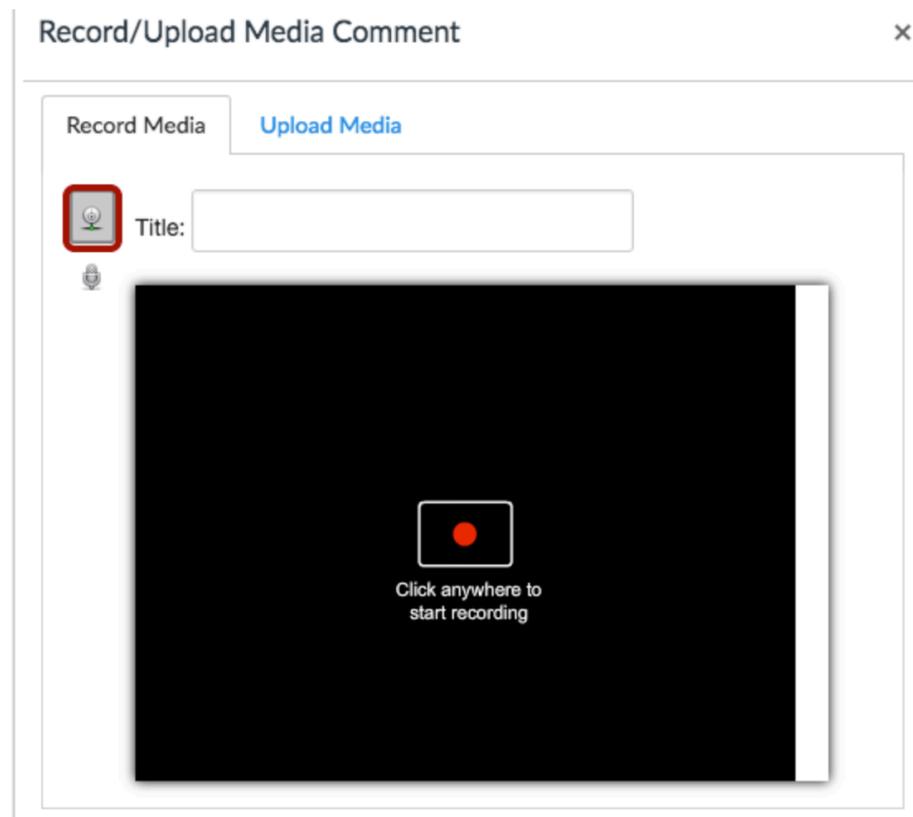
- Relationships:
  - Not a “teacherless” course
  - Professor is a present, integral part of the learning environment

# Instructor presence

LMS tool:  
Video recorder



- Explanations
- Instructions
- Discussion board posts
- Feedback



# Instructor presence example

LMS tool:  
Video recorder



- Explanations
- Instructions
- Discussion board posts
- Feedback



# Instructor presence

LMS tool:  
Targeted emails

of Confederation vs. Cons... The Declarat

1 →

- Assignment Details
- SpeedGrader
- 2 Message Students Who...
- Set Default Grade
- Mute Assignment

Message Students for Articles of Confederation vs. Constitution Topic Discussion ×

Message students who...

for Articles of Confederation vs. Constitution T... Discuss

1

Haven't submitted yet

- ✓ Haven't submitted yet
- Haven't been graded
- Scored less than
- Scored more than

2

Nora Sanderson × Jane Smith × Bruce Jones × Joe Rogers × Max Johnson × Jessica Doe × Emily Boone ×

Subject:

3 No submission for Articles of Confederation vs. Constitution Topic Discussion

Message:

Cancel Send Message

# Small, low-stakes assessments

- Interaction
  - Students have take a more active role; they are not passive recipients
- Success
  - Students get some information about their progress or performance

# Small, low-stakes assessments

- Comprehension checks
  - What do students understand?
- Mastery checks
  - Can students demonstrate mastery? (Before or after instruction)
- Homework checks
  - Did students do the homework?
- Temperature checks
  - How are students feeling? How much confusion or confidence?
- Experience check-ins
  - What related (especially real-world) experience have students had?
- Entrance tickets (Requirement for coming to class)

# Small, low-stakes assessments example

LMS tool:  
Quizzes

## Question 3

Not yet graded / 1 pts

What is contemplation in action?

Your Answer:

[Sample student entry here]

Compare your response to the explanation below. What did your definition include? What, if anything, did you miss?

Contemplation in action involves reflecting, discerning what God is asking of us, and then taking action.

- Comprehension check
- Mastery check
- Homework check
- Entrance ticket

# Small, low-stakes assessments example

LMS tool:  
Quizzes

## Question 2

1 pts

Briefly describe one way you have practiced contemplation in action.

[HTML Editor](#)

**B** *I* U A ▾ **A** ▾ I<sub>x</sub> ☰ ☷ ☹ ☶ ☵  $x^2$   $x_2$  ☰ ☷

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0 words

- Comprehension check
- Experience check-in
- Entrance ticket

# Small, low-stakes assessments example

LMS tool:  
Quizzes

## Question 1

1 pts

Could you articulate GU's values to a prospective student?

- Yes! With lots of detail
- Yes, but in general without a lot of detail
- Yes, but only bits and pieces
- No, not really

- Temperature check
- Experience check-in
- Entrance ticket

# Small, low-stakes assessments

## Your Turn!

Take 3 minutes and jot a few ideas for using small, low-stakes assessments in one of your courses

- Comprehension checks
- Mastery checks
- Homework checks
- Temperature checks
- Experience checks
- Entrance tickets

# Peer Interaction

- Relationships
  - Building a community of learners
- Interaction
  - More direct interaction than an instructor is able to provide to any individual student
  - More equal footing to brainstorm or test hypotheses

# Peer Interaction

- Implementation examples:
  - Peer interviews
  - Consensus mandate
  - Evidence-based argumentation
  - Roleplays
  - Media use

# Peer interview example

LMS tool:  
Discussions



## Peer Interviews

Jennifer Lubkin Chavez

All Sections

1 1

Over the semester, we will be learning together. Let's begin by getting to know each other a little better. You've each been assigned a partner (check the list below). Arrange to talk with your partner for about 20 minutes either in person or over video conferencing (e.g., Zoom, Hangouts, Skype, FaceTime). Ask about their background with the course topic and why this course interests them. Summarize what you learned about your partner in a paragraph (100-200 words) and post it in the discussion board below. Then read about at least 2 other classmates and ask them a follow-up question about their interest, knowledge, or experience.

# Consensus mandate example

## Discussion prompt:

We've read about several approaches to conducting the Census (as well as some of the challenges to population counts in DC). Given what you have read, come to a consensus on what approach you, as a class, would recommend that DC leadership advocate.

# Evidence-based argumentation example

LMS tool:  
Discussions

## Sample instructions for discussion replies:

Reply to one post that you agree with and one post that you disagree with (at least 2 total). In each reply, include one reference to a credible text as evidence either a) in support of the point you are making, or b) to refute the point made in the original post.

# Roleplays

LMS tool:  
Discussions

Assign students different roles/perspectives to adopt for a specific discussion board around a debatable topic:

- Historic or current day individuals with differing viewpoints
- Personas with particular experiences/backgrounds
- Theoretical/analytical/philosophical approaches

# Roleplay example

LMS tool:  
Discussions

Group discussion prompt:

NPR's *1A* program has assembled a group of scholars to discuss and provide perspective on the current approach to immigration. You are that panel. Each of you have been assigned a perspective that you will adopt for this assignment: historical, feminist, economic, and sociological. One of you will serve as moderator "Joshua Johnson." Stay in character. "Joshua" will aim to have a balanced discussion with each panelist taking the floor at least three times.

# Media use

LMS tool:  
Discussions

## Discussion prompts

- In your prompt, include a provoking image or video

## Instructions for replies

- Consider asking students to record their response as a video or to create multimedia

# Media use example

LMS tool:  
Discussions

## Discussion prompt:

The Women's March on Washington, including sister marches around the country, is the largest US protest to date. This image is of one of the participants. Given what we have studied about both the history and current state of women's rights, how do you interpret her message? Use data (and identify your source!) to support your interpretation.



# Peer Interaction

## Your Turn!

Choose one of these uses and draft the prompt you would pose to the students. If you finish early, find a partner to read it and give you feedback.

- Peer Interviews
- Consensus mandate
- Evidence-based argumentation
- Amplifying peers
- Roleplays
- Media use

# Collaboration

- Relationships
  - Deeper level of engagement and team building
- Interaction
  - Learning together
  - More opportunities to brainstorm or test hypotheses

# Collaboration examples

Tool:  
Wikis or Google Docs

- Collaborative writing
  - Write findings of a group project
  - Discuss divergent perspectives
  - Crowdsource a glossary
- Collaborative editing
  - Develop concise or precise language
  - Modify a text for a different audience
  - Modify a text to serve a particular purpose
- Collaborative annotation
  - Dissect a difficult text
  - Explain allusions
  - Articulate the significance of specific citations
- Collaborative research
  - Pooling interview data or field observations
  - Jigsawing a search for court precedents
  - Building an annotated bibliography

# Feedback

- Relationships
  - Often the primary form of personal interaction with the instructor
  - Students may construe feedback as a reflection of their relationship with the instructor
- Success
  - Provides students with information about progress and performance

# Feedback

- Implementation example:
  - In-line feedback
  - Video feedback
  - Targeted feedback
  - Rubrics

# In-line feedback

Canvas tool:  
Speedgrader

The screenshot displays the Canvas Speedgrader interface. At the top, a dark grey toolbar contains various icons for navigation and editing, including a download icon, page navigation (Page 1 of 2), zoom controls, and a point annotation tool (a lightbulb icon). Below the toolbar is a row of colored circles representing different feedback colors. The main content area shows a document with a "Paper Title" and two paragraphs of placeholder text. A green point annotation tool icon is placed on the first paragraph, with a dashed line connecting it to a feedback box on the right. The feedback box is titled "Doug Roberts" and contains a text input field with the placeholder text "Write a Point Annotation" and a "Reply" button. Numbered callouts (1-6) highlight key features: 1 points to the point annotation tool in the toolbar; 2 points to the color selection row; 3 points to the point annotation tool on the document; 4 points to the text input field in the feedback box; 5 points to the "Reply" button; and 6 points to the trash icon in the feedback box.

# Video feedback

Canvas tool:  
Speedgrader

certainly been made before. I find it  
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and again to this same debate? If the  
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s more at the individual level, among  
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unenlightened when compared to  
| pursue a liberal education--whether  
for the citizenry or for the individual.

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## Assignment Comments

Add a Comment



Submit

# Targeted feedback

Canvas tool:  
Quizzes

p 0 words

**Answers:**

 **Correct Answer**

**Possible Answer**

[+ Add Another Answer](#)

# Rubrics

Canvas tool:  
Rubrics



## Plant Genetics

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## Grading

Essay Rubric				
Criteria	Ratings			Pts
Introduction Paragraph	States theme and provides background info 5.0 pts	States theme but does not provide background info 3.0 pts	Does not state theme 0.0 pts	5 / 5.0 pts
Grammar and Spelling	No grammar or spelling errors 5.0 pts	A few grammar or spelling errors 3.0 pts	Many grammar or spelling errors 0.0 pts	5 / 5.0 pts
Analysis	Strong analysis of the topic and solid evidence provided 5.0 pts	Some analysis and weak evidence 3.0 pts	No analysis or evidence provided 0.0 pts	5 / 5.0 pts
Thoroughness	Many examples supporting the argument 5.0 pts	Few examples to support the argument 3.0 pts	No examples to support the argument 0.0 pts	5 / 5.0 pts
Research Proposal	Proposal is completely introduced and uses the scientific method 5.0 pts	Proposal is vaguely defined and doesn't fully follow the scientific method 3.0 pts	Proposal is not defined and does not follow the scientific method 0.0 pts	3 / 5.0 pts
Writing Prompt Outcome <a href="#">view longer description</a> threshold: 3.0 pts	Exceeds Expectations 5.0 pts	Meets Expectations 3.0 pts	Does Not Meet Expectations 0.0 pts	5 / 5.0 pts
	Exceeds	Meets	Does Not Meet	

# Articulated purpose and value

- Explicitly interwoven *throughout* the course
  - Course description
  - Instructor introduction
  - Module or unit overviews
  - Activity instructions
  - Grade weighting
  - Optional: Individual goal-setting or purpose statement assignment

# Articulated purpose and value

- Consider what students do before, during, and after class
- Make an effort to tie out-of-class and in-class work (and life!)
- In particular, be sure to bring work from the LMS into instructor-student interaction or instructor materials
  - Highlight excellent work
  - Raise points students expressed online
  - Address points of confusion you noticed

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