Objectives

You’ll be able to…

• Determine what interaction and engagement strategies may be best for you and your course goals
• Implement quick and effective strategies for instructor presence
• Identify teaching tools appropriate for your course
Enhancing Student Learning in Remote Instruction

Not Engaged

Successful & meaningful engagement
Synchronous or Asynchronous?

My class is a face-to-face class being taught remotely.....

Summer class assumptions:
• synchronous sessions during the scheduled class time
• instruction and interaction analogous with traditional face-to-face courses

Find the best blend for you & your students
Interacting with Students Research & Strategies

• (online) Faculty engagement positively influences student satisfaction and retention\(^1\)

• Quality of interpersonal interaction (frequent & effective) relates positively and significantly to student grades\(^2\)

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Strategies to Increase Instructor Presence

Instructor Presence: Visibly & Actively Engaged

- **Visual**
  - Images → avatar → video

- **Welcoming**
  - Course introductory video
  - Welcome email
  - Personal bio
  - Regular but flexible “office” hours

- **Personal**
  - Targeted feedback: individual → whole class
  - Recognizing shared challenges and inviting feedback
  - Sharing experiences and resources

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Attrition & sense of isolation

Student engagement & satisfaction

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Content Delivery (Lecture) Considerations

**Synchronous**

Real-time questions/answers

Instant feedback
- Teaching
- Their understanding

**Mechanisms**
- Use Ultra’s chat function for questions
- Raise hands within Ultra
- Record & post

**Asynchronous**

Goal – content delivery

Less worries about connectivity

Students can view at convenient time

**Mechanisms**
- Voice-over Presentation with Kaltura
- Quiz-embedded videos

**Important Reminder**

- Record and post sessions
- Break up delivery with questions, reflections, or problem solving
Group Work Considerations

**Synchronous**
- Real-time monitoring
- Timely feedback & guidance
- Avoids scheduling concerns

*Mechanisms*
- Ultra breakout rooms
- Google documents

**Asynchronous**
- Avoids connectivity challenges
- Student absences not an issue

*Additional Mechanisms*
- Bb discussion groups

**Important Reminders**
Clear expectations: who, when, what, how
Interactive Discussion Considerations

**Synchronous**
- Small group vs. large group
- Communication norms & expectations
- Post discussion reflections?

*Mechanisms*
Ultra’s chat function
Bb breakout rooms

**Asynchronous**
- Different prompts/instructions are necessary
  - Post initial by X, after X then post at least # initial responses doing []

*Mechanisms*
Bb discussion board
allow audio/video/other responses

**Important Reminder**
- Allow for other ways for students to participate
Student Presentations Considerations

**Synchronous**
- Length of time limitations
- Connectivity challenges
- Real-time feedback & interactions

*Mechanisms*
- Sharing screens
- Breakout rooms

**Asynchronous**
- Recording can occur offline at various locations
- Easier to share product or paper
- Decreased student anxiety

*Mechanisms*
- Phone recording + upload
- Kaltura
- Gallery walk

How will students engage in the presentations (feedback/questions)
Overall Considerations

- Test/try it out ahead of time
- Flexibility
- Empathy for yourself & students
- What are you comfortable with?
  - How can CTL &/or OCDE support you?
Resources

Center for Teaching & Learning: kent.edu/ctl
- Virtual Consultations
- Teaching Tools in a Flash
- Virtual Workshop (by request): Workshops in a Flash or longer

Keep on Teaching: kent.edu/keeponteaching
- Webinars
  - Top 5 Tools & Strategies for Instructors
  - Blackboard Test and Assignments (recording)
  - Assessing Student Learning (recording)
  - Essentials (recording)
  - Science Labs (recording)

kent.edu/keeponlearning (for students)
Q & A

(Recording off)
Thank You.
www.kent.edu