Course Tune-Up Challenge 3: Activities/Engagement

Week 3: Activities/Engagement
Try to complete one **Plus 1** task (small time commitment) and/or one **High Impact** task (more significant time commitment).

Tasks	What you will do	Why you are doing it	How you will do it
Plus 1 Option 1	**Give students the opportunity to introduce themselves to the class and share their interests.**	Building a sense of community is important to support learning, especially for online courses, which can feel isolating. Students are more motivated to show up for and participate in class (online of face-to-face) if they feel connected to their peers.	Ask students to record brief introduction videos and respond to each other so they can get to know each other. Offer prompts that will encourage conversation. Some examples from courses at Seattle U: https://seattleu.instructure.com/courses/1592624 **Tools:** Brightspace discussion board, Padlet, small-group discussions.
Plus 1 Option 2	**Set up intelligent agents in Brightspace.**	Intelligent agents are automatic emails to students that are triggered by certain conditions. Using intelligent agents is a good way to encourage student engagement without a significant time commitment from you.	Intelligent agents can be created for a variety of conditions. For example, you can set one up to send an automated email to students who have not logged into Brightspace for the last 5 days, e.g., "Dear [student's name], [course name] has not been accessed in the last 5 days. To succeed in this course, you need to participate regularly. Please login and catch up on any missed announcements and/or assignments." **Ed Tech Webinar:** Brightspace Intelligent Agents **Guide:** Intelligent uses of Intelligent Agents
Plus 1 Option 3	**Create a survey to gather student feedback.**	In addition to regularly gathering information through formative assessment, which focuses on how well students understand the material, it's also important to gauge how well students are managing in the course. At the midpoint of a course, ask students for anonymous feedback. Sometimes when we do a final course evaluation, students suggest changes that we could have easily implemented, or we receive comments that we could have addressed while the course was still under way. Midpoint feedback can enable us to make changes to improve students' learning or to explain why we are teaching in a particular way. In addition, asking students for feedback, increases engagement and further builds rapport with your class.	Create a survey in Brightspace: written instructions or video. Consider creating an introductory survey to find out where students are located (which time zone), which devices they are using to access the course, and if they are full-time students or if they have other responsibilities to juggle while they study. **A standard midpoint survey includes 3 simple questions:** • What should we start doing to improve your learning? • What should we stop doing to improve your learning? • What should we continue doing to improve your learning? Once you have the survey results, be sure to address them with your class. Explain what you can and will do and what isn't possible and why it isn't.

High Impact Option 1	**Provide multiple means of action and expression—offer pre-tests or other formative assessments.**	Pre-tests can support learning by allowing learners to test their understanding without penalty. Feedback from this form of support directs them to areas of weakness that may need further review and can indicate useful support resources. Retrieval practice is effective in enhancing learning, even if students give incorrect answers. It is essential to provide feedback soon if not immediately. (Research in *Small Teaching*, Lang)	You can offer pre-tests online in Brightspace or have students do them at the start of class. An Introduction to the Quizzes Tool in Brightspace (5:30 minute video). Learn to use H5P! Contact edtech@langara.ca to join Langara's H5P Community of Practice.
High Impact Option 2	**Clarify approximately how long a student should spend on a discussion assignment.**	Giving specific criteria for discussion posts and what you consider a substantial contribution helps improve the quality of the discussion. Further reading: Three Ways to Focus a Discussion Forum on Learning Goals" (section from The Online Teaching Survival Guide, eBook available from Langara's library)	Set up discussions in Brightspace: https://iweb.langara.ca/brightspace-instructor-help/communication/creating-forums-and-topics/ Develop rubrics to assess participation in discussions that align with your course learning outcomes. Attach rubrics to Discussion Forums. Video: https://www.youtube.com/watch?v=gJihVTtCiCI&ab_channel=BrightspaceTutorials
High Impact Option 3	**Provide multiple means of engagement. Encourage students to use reflections, journals, or blogs.**	Completing a journal entry, blog, or weekly reflection helps keep learners engaged with the content and on track in the course. Weekly reflections allow learners to further explore their learning, investigate how it may be applicable to their lives, and reflect upon any difficulties they may have with a topic or concept. Reflection encourages students to become more autonomous and self-regulated. As well, the entries, if available to the instructor, can provide insight into learners' progress through the course and be a connection point for discussion between instructor and learner. These activities can be graded for completion.	Use Brightspace Discussions for Journaling **Brightspace Tutorial:** Use Private Discussions for Journaling