



Promoting student interaction and engagement



McGill

Teaching and
Learning Services

August 25, 2025



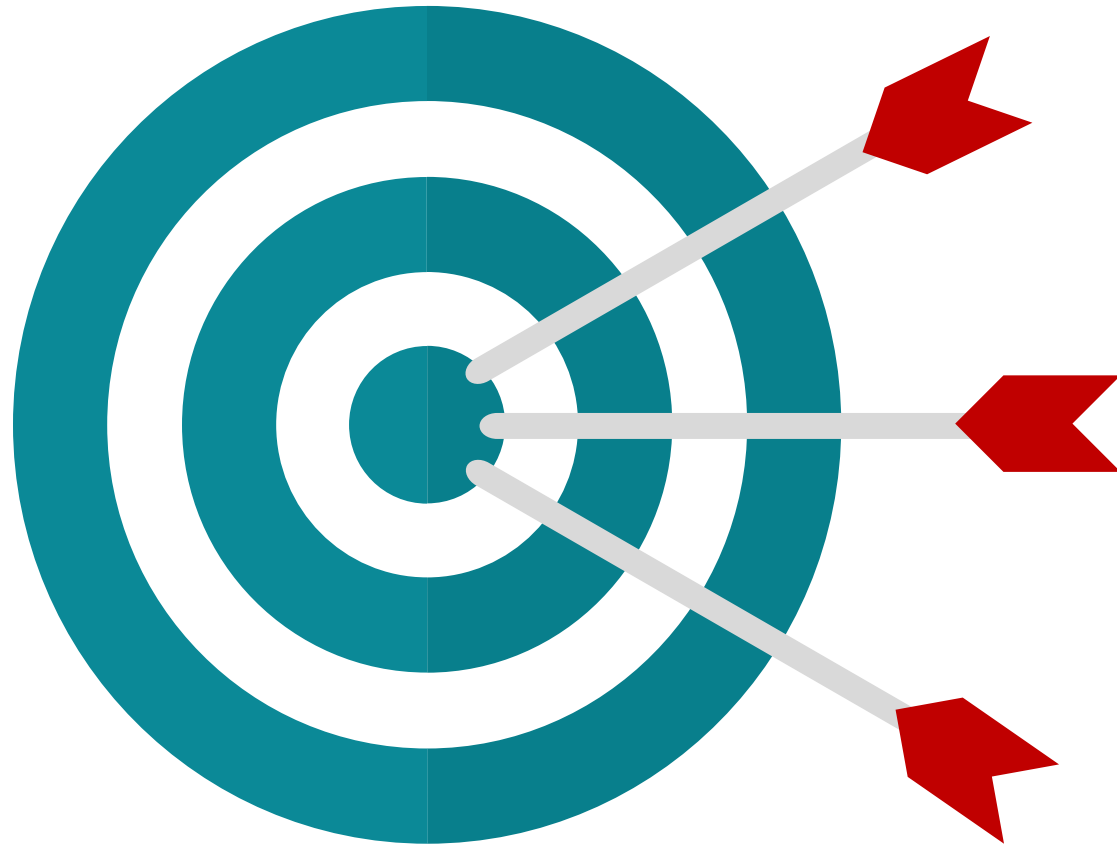
Land acknowledgment

Even meeting in a virtual environment, we would like to acknowledge the Indigenous Peoples of all the lands that we may be separately on today. We do this to reaffirm our commitment to and responsibility for improving relationships among nations, and to improving our own understanding of local Indigenous peoples—the Haudenosaunee and the Anishinabeg—and cultures.

(Inspired by [A guide to acknowledging First Peoples and traditional land.](#))



Session outcomes



Define engagement and interaction for an in-person and online teaching and learning environment

Identify different technologies and strategies to facilitate interactive activities **in-person**

Identify different technologies and strategies to facilitate interactive activities **online**

Why is student engagement important for learning?





Defining modes of engagement and interaction

Modes of engagement and interaction

(Anderson, 2003; Riggs, 2020)

Student to content
interaction



Student to student
interaction

Student to instructor
interaction

In-person and online strategies



In-person



Online synchronous



Online asynchronous



In-person strategies

In-person strategies: A sample interactive lecture

Minutes	Strategy
5	Welcome and check-in – Polling@McGill
12	Situating and lecture
1	Think break
10	Lecture
5	Think-pair-share
12	Lecture and wrap up
5	Exit cards

In-person strategies: Three types



Student-instructor

- Ten-two teaching strategy



Student-student

- Small group work
- Physical or digital whiteboards



Student-content

- Polling@McGill

In-person strategy: Student-student interaction



Ice breaker activity

HOPES

Getting a good grade in this class!

Becoming a super hero

Wearing shorts till December

Ice cream at Frostbite!
Toonie Tuesdays!

FEARS

Squirrels

Close talkers


Winter in Montreal

Gluten

In-person strategy: Student-content interaction

8 Join at: vevox.app ID: 424-118-403 Showing Results

Where is the patella located?



An anatomical diagram of a human skeleton is centered on the page. The skeleton is shown from the front, with a semi-transparent skin overlay. Several callouts are present: a white circle with a black dot on the forehead, a white circle with a black dot on the sternum, a white circle with a black dot on the right elbow, a white circle with a black dot on the left elbow, and two blue circles with white dots on the knees, one on each side. The patella is the bone at the front of the knee joint.

Teaching Strategies

- Interactive lectures
- Group work
- Discussion generation
- Synthesis and reflection
- Problem-solving
- Knowledge application
- Class preparedness
- Misconceptions

Popular TL KB sections



Teaching strategies

Find inspiration from example strategies to encourage class preparedness, discussion generation, knowledge application, and more.

[Access strategies](#)



Assessment

Read about planning an assessment scheme, writing meaningful criteria, and using rubrics. Find example strategies and tools from McGill instructors.

[Learn about assessment](#)



Technologies

Learn how to use tools and technologies to manage your course content, enhance student interaction and participation, and streamline assessment tasks.

[Explore technologies](#)

Chat Question

Please answer in the chat.

What teaching strategies have you used in your class to promote engagement?



What features are available in my classroom?

Classroom Information

- Overview
- Details
- Equipment available

The screenshot displays a web application interface for Classroom Information. At the top, there is a breadcrumb navigation path: Home > All Knowledge Bases > Classroom Knowledge. To the right of the breadcrumb is a search bar labeled "Search Knowledge" with a magnifying glass icon. Below the breadcrumb, the interface is divided into three main sections. On the left, there is a "Knowledge Bases" section with a dropdown menu currently set to "Classroom Knowledge". Below this is a "Categories" section listing various buildings: Adams Building, Armstrong Building, Arts Building (McCall-MacBain), Barton Building, Birks Building, Bronfman Building, Burnside Hall, Campus1 MTL, Centennial Center, and Centennial Center Trailer. The middle section is titled "Top Rated Articles" and lists two articles: "McGill College - 2001, Room 461 (460)" with a 5-star rating, and "Burnside Hall, Room 920" with a 5-star rating. The right section is titled "Most Viewed Articles" and lists five articles: "Stewart Biology Building, Room S1/4", "Arts Building (McCall-MacBain), Room 150", "Macdonald Engineering Building, Room 280", "Otto Maass Chemistry Building, Room 112", and "Leacock Building, Room 26". Each article in the "Most Viewed Articles" section has a small eye icon next to it. In the bottom right corner, there is a blue circular chat icon with a white speech bubble.



Online synchronous strategies

Online synchronous strategies: A sample interactive lecture

Minutes	Strategy
5	Welcome and check-in (Polling@McGill, Zoom Poll, Mural)
12	Situating and lecture
1	Think break
10	Lecture
5	Picture prompt
12	Lecture and wrap up
5	Exit cards



Online synchronous strategies: Three types



Student-instructor

- Online lecture (questions & comments within chat)



Student-student

- Small group work (break-out rooms, Mural)



Student-content

- Zoom polling
- Polling@McGill

Online synchronous strategy: Student-instructor interaction

Picture prompt
teaching strategy





Online asynchronous strategies

Online asynchronous strategy: **Discussion boards**



Student-instructor

- Q&A
- Icebreakers
- Reflective Journals



Student-student

- Student café
- Private groups



Student-content

- Reading-based discussions
- Reflections



Online asynchronous strategy: Discussion boards

Course Forum and Topics (Informational) ▾

These are examples of general discussion topics you can provide to students to address different aspects of the course.

Topic	Threads	Posts	Last Post
Ask the tutor or lecturer ▾			
Post any questions for myself or one you would like me to pass along to one of the guest lecturers, regarding course material.	0	0	

Introduce yourself ▾

Another small activity that can be used to develop a sense of community within your course. In General, the Instructor should post first to give an example and then respond to the first few and then to others as they post. Here are some guidelines for the activity:

1. Contextualize the introduction to the course subject matter and activities
2. Incorporate both professional and personal information and components.



Student-instructor

- Q&A
- Icebreakers
- Reflective Journals



Online asynchronous strategy: Discussion boards



Student-student

- Student café
- Private groups



Topic	Threads
Chapter Review ▾ 🔒 Unlocked: Monday, August 13, 2018 3:20 PM EDT - Friday, September 28, 2018 3:20 PM EDT.	
Group topics - Group 1 ▾ 👤 Group/section restrictions. Must post first. Discuss Subject A	0
Group topics - Group 2 ▾ 👤 Group/section restrictions. Discuss Subject B	0
Group topics - Group 3 ▾ 👤 Group/section restrictions. Discuss Subject C	0

Online asynchronous strategy: **Discussion boards**

Topic	Threads	Posts
Unit 2: Food Production - Techniques, Issues & Health Impacts ▼ 🔑 Includes assessment.	0	0
Topic 05 Lesson 01 Activity 04: Organic Foods ▼	0	0
Topic 05 Lesson 02 Activity 02: GMO Crops - A Global View ▼	0	0
Topic 06 Lesson 02 Activity 02: Colourful Foods ▼	0	0
Topic 06 Lesson 03 Activity 06: High Intensity Sweeteners ▼	0	0
Topic 07 Lesson 02 Activity 04: Risk of Adverse Food Reactions ▼	0	0



Student-content

- Reading-based discussions
- Reflections



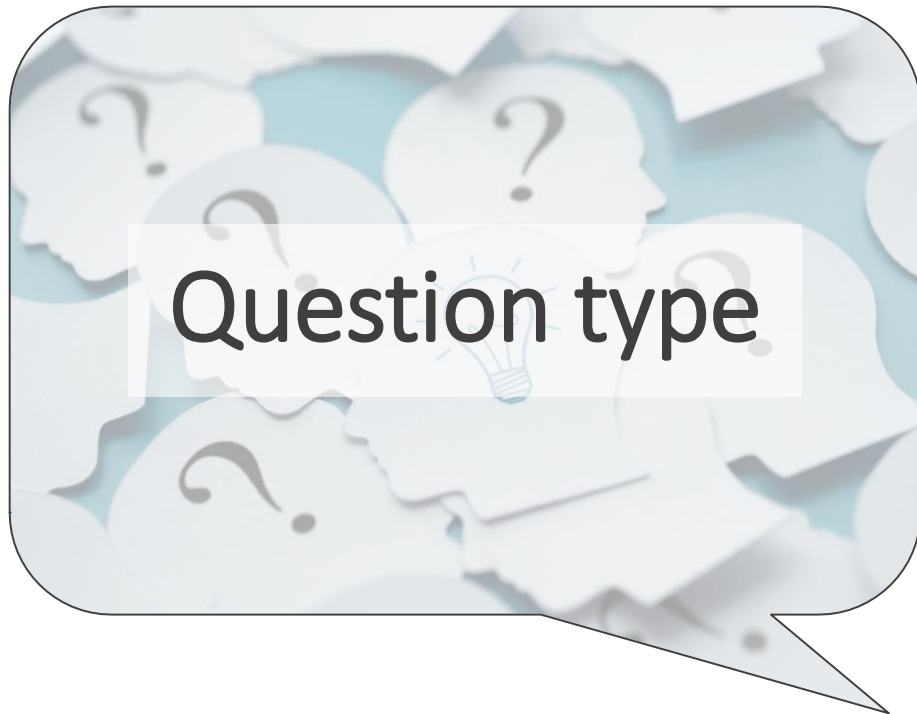
Chat Question

Please answer in the chat.

What strategies have you used to increase engagement on discussion boards?

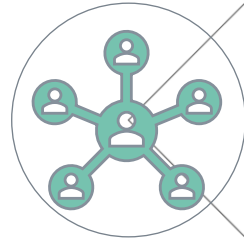


Strategies to encourage participation



Question Type	Description
Challenge	Interrogate assumptions, conclusions, or interpretations
Relational	Ask for comparisons of themes, ideas, or issues
Diagnostic	Probe motives or causes
Action	Call for a conclusion or action
Cause/Effect	Explore causal relationships
Extension	Expand the discussion into new areas
Hypothetical	Pose a change in the facts or issues
Priority	Seek to identify the most important issue(s)
Summary	Elicit synthesis

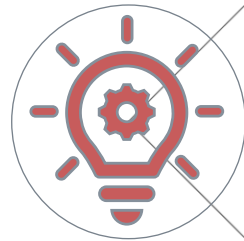
Strategies to encourage participation



Smaller groups



1 post, 1 reply



Post first



Managing communications

- Clearly set expectations
- Netiquette
- Giving feedback/moderating

M01: Introduction to Pharmacology ▾

Reminder: Thoughtful contributions to Discussion Posts throughout the semester (Posts, Responses and Resource Sharing) contribute to 5% of your grade. Take a look at the grading rubric for more details.

[Discussion Board Portfolio and Rubric](#)

Topic	Threads	Posts
Lesson 1. Pharmacology & Nursing Scope of Practice ▾		
 Group/section restrictions. Must post first.		
Question: Your patient has been living with Familial Mediterranean fever since they were 8 years old. They have been admitted to your unit due to the fact that they are having complications as a result of being non-compliant to their medication treatment (especially with taking colchicine). Explain how you would aim to educate your patient on the importance of re-starting treatment.	14	19 (19)
Lesson 2. Kinetics and Dynamics - Question #1 ▾		
 Group/section restrictions. Must post first.		
Your parent is watching Greys Anatomy with you. A patient's preliminary blood cultures have resulted positive for E. coli and the physician prescribed antibiotics to start via intravenous. Your parent says, "these shows are so exaggerated, why don't they just give them a pill then go home". Given what you've learned to date, how	23	26 (26)

Managing communications

- Clearly set expectations
- Netiquette
- Giving feedback/moderating

Distribution	Excellent 1 point	Pass 0.5 points	Fail 0 points	Criterion Score
Module Span	Portfolio submissions are distributed across at least 3 different modules.	Portfolio submissions are distributed across less than 3 different modules.	Portfolio submissions are all from the same module or No submission	/ 1
Types of Posts	Submissions combine at least one of the three types of post: Original Answer / Reply to a peer / Shared Resource	Submissions combine only 2 of the three types of post: Original Answer / Reply to a peer / Shared Resource	Submissions are all from the same type or No submission	/ 1

Content	Excellent 2 points	Great 1.5 points	Satisfactory 1 point	Needs Improvement 0.5 points	(0) 0 points	Criterion Score
Post Quality	Posts/Responses display an excellent understanding of the course content, and directly connect to the prompt/post. Posts/Responses provide stimulation for further thought & discussion.	Posts/Responses quality display a mix of excellent and satisfactory understanding	Posts/Responses display an understanding of the course content and connect to the prompt/post. Posts/Responses attempt to stimulate further thought & discussion.	Posts/Responses provide obvious information without further analysis of the concept or may not connect to the prompt/post. Posts/Responses add little to further thought & discussion.	No posts	/ 2

Managing communications

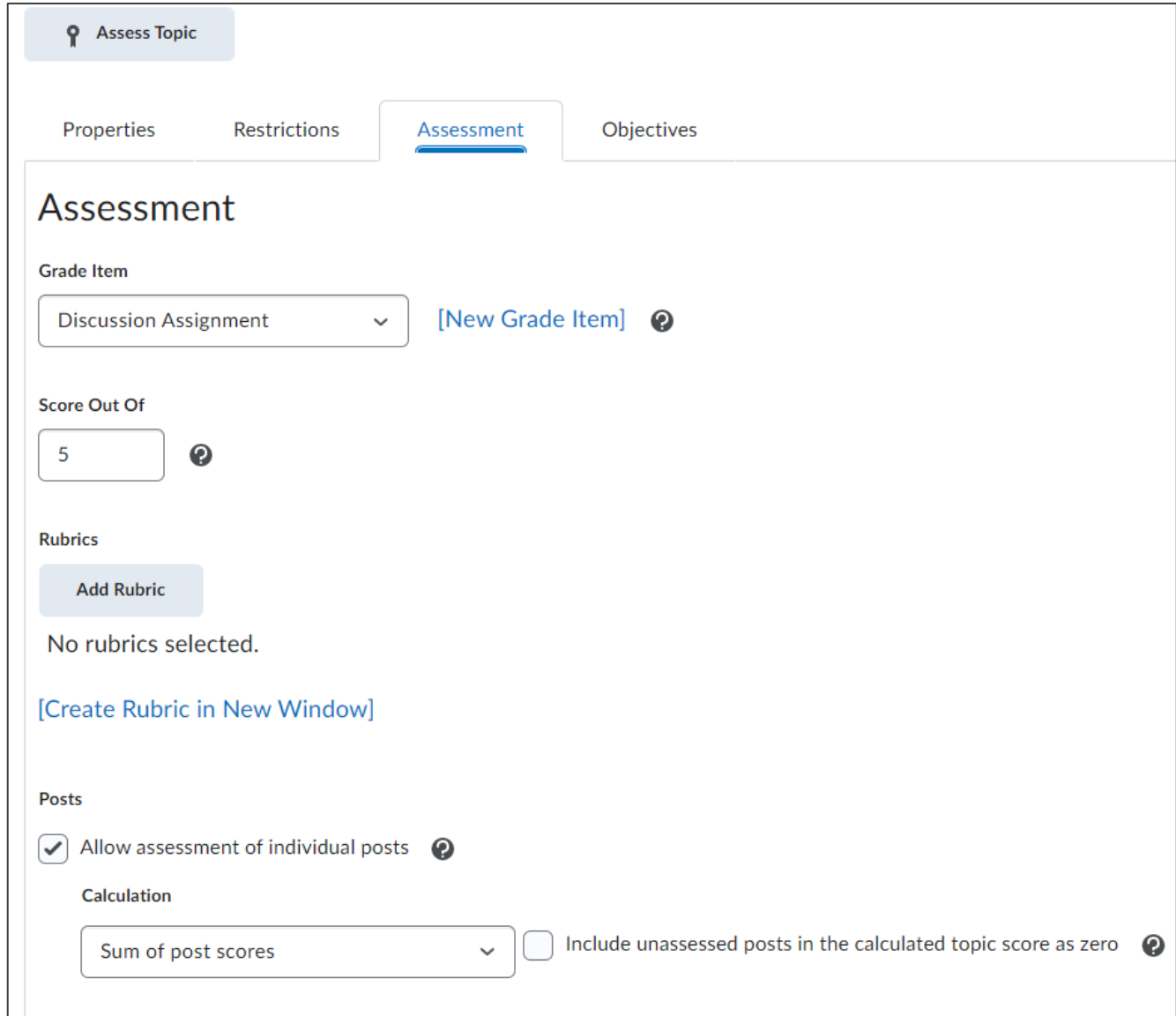
- Clearly set expectations
- **Netiquette**
- Giving feedback/moderating

Managing communications

- Clearly set expectations
- Netiquette
- Giving feedback/moderating

Assessing discussions


- Assess in myCourses
- Link to gradebook
- View statistics




Assess Topic

Properties Restrictions **Assessment** Objectives


Assessment


Grade Item
Discussion Assignment [\[New Grade Item\]](#) 

Score Out Of
 

Rubrics

No rubrics selected.
[\[Create Rubric in New Window\]](#)

Posts
 Allow assessment of individual posts 

Calculation
 Include unassessed posts in the calculated topic score as zero 

Assessing discussions

- Assess in myCourses
- Link to gradebook
- View statistics

Export to CSV File

Users Forums and Topics

Org Unit Statistics

Total Threads (All Forums): 83
Total Replies (All Forums): 8
Unapproved Posts: 0

User Statistics

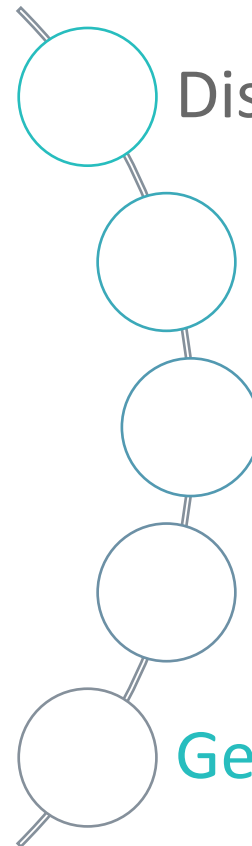
View By: User

Search For...

Last Name ▲, First Name	Number of Posts				
	Threads	Replies	Read (including own)	Unapproved	Scored
Assayag, Rebecca	1	0	1	0	0

Online asynchronous strategy: **Social Annotation Tools**

Perusall

- 
- Discussion is student led
 - Students learn collectively
 - Engages them with pre-lecture readings
 - Makes social connections
 - Generates a confusion report

Example of Perusall

The screenshot displays the Perusall interface. On the left is a navigation sidebar for a course titled "Winter 2021 - S...". The main area shows a document with several paragraphs of text. The first paragraph is highlighted in purple, and the second in yellow. A chat window on the right, titled "Current conversation", shows a thread of student comments. The comments discuss the complexity of group interests and the logic of collective action. The interface includes a top navigation bar with "Page 14", a search bar, and user information for "Jasmine Parent".

Perusall > Winter 2021 - S... JP Page 14 A All comments Help JP Jasmine Parent

Winter 2021 - S... JP

- My Courses
- Course home
- Settings
- Gradebook
- Student view
- Notifications
- Notes
- Add to my calendar

Content

Library

-
-
-
-
-

Assignments

Show old assignments

Chats

Groups

- Announcements
- General discussion

One-on-One

Hashtags

- #MeToo
- #blm
- #grades
- #lecture
- #logistics

Show more

It is often taken for granted, at least where economic objectives are involved, that groups of individuals with common interests usually attempt to further those common interests. Groups of individuals with common interests are expected to act on behalf of their common interests much as single individuals are often expected to act on behalf of their personal interests. This opinion about group behavior is frequently found not only in popular discussions but also in scholarly writings. Many economists of diverse methodological and ideological traditions have implicitly or explicitly accepted it. This view has, for example, been important in many theories of labor unions, in Marxian theories of class action, in concepts of "countervailing power," and in various discussions of economic institutions. It has, in addition, occupied a prominent place in political science, at least in the United States, where the study of pressure groups has been dominated by a celebrated "group theory" based on the idea that groups will act when necessary to further their common or group goals. Finally, it has played a significant role in many well-known sociological studies.

The view that groups act to serve their interests presumably is based upon the assumption that the individuals in groups act out of self-interest. If the individuals in a group altruistically disregarded their personal welfare, it would not be very likely that collectively they would seek some selfish common or group objective. Such

Current conversation JP Jan 27 2:16 pm

AM To add to the above discussion. I believe this concept is more complex than the statement ultimately suggests. Individual interests may influence group interests interconnecting the two. Though groups are more likely to be influenced by one another and thus act on behalf of the common interests of the group, this trend has exceptions and is complex. Jan 27 6:17 pm

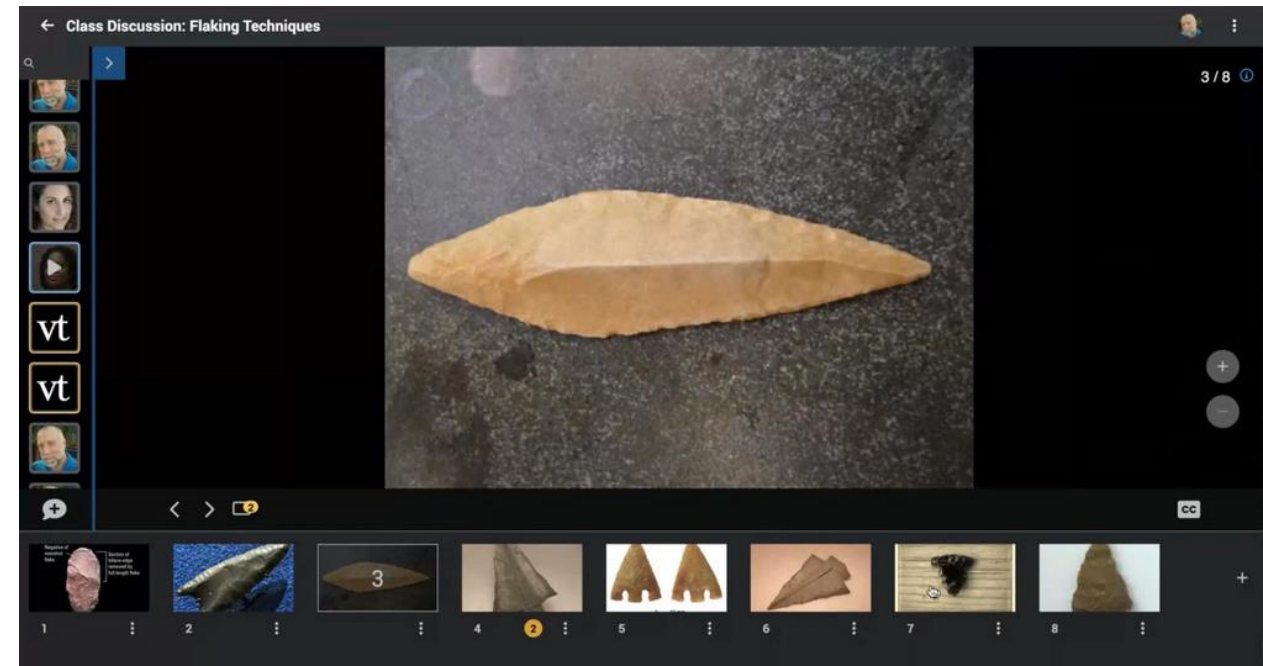
SH I think this quote is super interesting. I would have previously thought that people would be expected to act on personal interests rather than common interests. I guess this is because I was raised in an individualistic neoliberal society. Thinking about it more, our individual interests usually align with common interests. Jan 27 7:01 pm

EK Logic of collective action? Jan 27 7:14 pm

SB The interests/motivations of either groups or single individuals definitely have psychological reasonings as well. This raises the question: do groups of individuals with common interests purely act due to their interests or is it mostly conformity to society? Jan 28 3:11 am

JP Enter your comment or question and press Enter. Mention a friend by typing @. Add hashtags by typing #.

Online asynchronous strategy: **VoiceThread**



What is VoiceThread?



- Interactive presentation tool that facilitates conversations
- Allows instructors and students to engage with material by adding text, audio or video comments
- Integrated with myCourses

Mixed: in-person, online synchronous & asynchronous strategies

Mural

- Digital workspace
- Visual collaboration
- Many use cases

Team Bookshelf

Use this template to connect with your team and leverage your room intelligence by sharing each other's favorite book and what can be learned from it.

Voltage Control is a facilitation agency that helps teams work better together with custom-designed meetings and workshops, both in-person and virtual.

People 2-8 | Time 30 min | Difficulty Easy

[Need context? Find a finished example & facilitation tips here](#)

- 1 What is the ONE book you wished people would read and embody? Place it on the bookshelf
- 2 Why would we benefit from reading this book and implementing its wisdom? Create a sticky and place it next to the book.

The screenshot shows a digital workspace with a wooden bookshelf. On the top shelf, three books are placed: 'The Design Everyday Things', 'The Design Thinking Process', and 'Change by Design'. Each book has a yellow sticky note next to it. The bottom shelf is empty. A small thumbnail of the workspace is visible on the left side of the shelf.

2 How are you feeling right now?

Kicking off GEOG272 Winter 2023

INTRODUCTION

This is a short, **community-building** exercise **aimed** to let you share with your fellow classmates how you are feeling and to realize many of us feel the same way and that this is absolutely okay!

 PEOPLE
 GEOG272-
 students
 Individual

 TIME
 3-5 min

 DIFFICULTY
 Beginner



A bit hungry Hungry

Curious

excited!	excited	Excited to start this class!	excited to learn	:)
Thrilled to be here	good :)	Pretty good	good:)	Well!
Feeling pretty good :)	better than expected	Eager to learn	nervous but happy to be here :)	nervous but excited

Tired but excited for new classes	tired but excited for this class	I'm tired	A little tired but good!	Sleepy
Tired and excited	a little nervous, tired, excited :)	Tired but good	excited but tired	

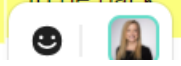
nervous for my classes	nervous	feeling a little nervous	decent, slightly overwhelmed to be back	Nervous -an exchange student
------------------------	---------	--------------------------	---	------------------------------

INSTRUCTIONS

- Double click anywhere on the mural (the whiteboard) and a sticky note will appear
- With few words, describe how you feel
- Adjust the size and text and change color if you like
- Don't forget to lock your note, by right clicking on your pin and click 'Lock'

alright	been better
good but could be feeling better	Not ready for classes
Jetlagged... Happy to be here but feeling unprepared	wishing the break was longer

Neutral	yeah
---------	------



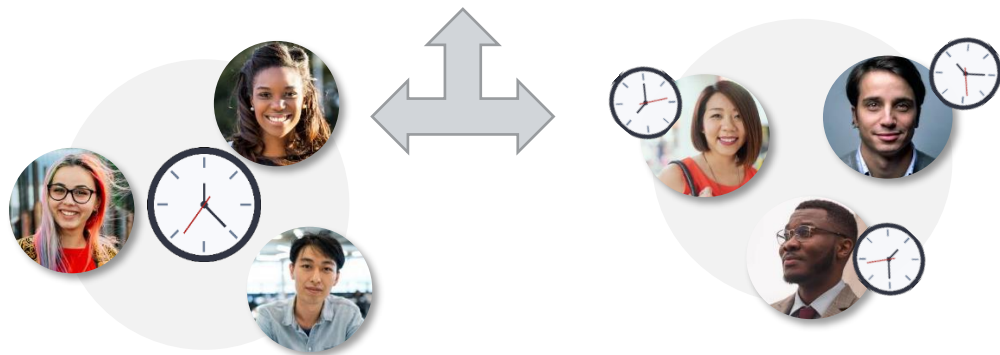
Conclusion



Student to content interaction



Student to student interaction



Student to instructor interaction

Next steps



Register for upcoming sessions

mcgill.ca/tls/events



Access resources

mcgill.ca/tls | teachingkb.mcgill.ca/tlk/ | teachingblog.mcgill.ca



Connect with a colleague



Book a consultation

mcgill.ca/tls/contact/consultations



Chat Question

Please answer in the chat

1. What's your most important take-away from today's session?
2. Do you have any additional questions on what we covered today?

Thank you!



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