

# Land Acknowledgement







# Promoting student interaction and engagement in-person and online

January 2022

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**McGill**

Teaching and Learning Services

# Session outcomes

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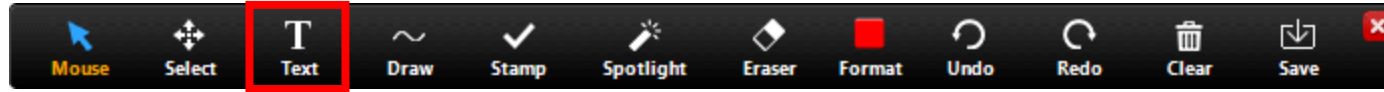


Define engagement and interaction for a blended, in-person and online teaching and learning environment

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



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# 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

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**In-person**



**Online synchronous**



**Online asynchronous**



# In-person Strategies



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# In-person strategies: A sample interactive lecture

Minutes	Strategy	How
5	Welcome and check-in	Polling@McGill –questions on previous lecture or check pre-existing knowledge of new topic
12	Situating and lecture	
1	Think break	Ask a question. Allow 20 seconds for students to think about it before you go on to address it.
10	Lecture	
5	Think-pair-share	Pose a question. Students think about it. Pair up with neighbour & discuss thoughts. Share with class.
12	Lecture and wrap up	Summarize the session and prepare for next class meeting.
5	Exit cards	Post to a myCourses discussion forum or write on piece of paper (e.g. key take-away or questions) and then exit class.

Adapted from: <https://www.mcgill.ca/tls/instructors/strategies>

# In-person strategies: Three types

Interaction	Strategy	How
Student-instructor	Ten-two	Share 10 mins. Stop 2 mins. Students pair up & discuss.
Student-student	Small group work	Whiteboards or screen sharing
Student-content	Polling	Polling@ McGill



# Teaching Strategies

- Interactive Lectures
- Group Work
- Discussion Generation
- Synthesis and Reflection
- Problem-Solving
- Knowledge Application
- Class Preparedness
- Misconceptions

Course and Program Design

**Teaching Strategies**

Class Preparedness

Discussion Generation

Interactive Lectures

Group Work

Problem-Solving

Knowledge Application

Synthesis and Reflection

Misconceptions

Writing Assignment Toolkit

Faculty of Arts Toolkit

Assessment

Mid-course Evaluations

Teaching and Learning Technologies

Faculty Partnerships

McGill Policies and Guidelines

Teaching Portfolio


Teaching Awards

Disruption to Classes

## Teaching Strategies


*Explore strategies for engaging students in learning.*

Many of these strategies can be easily adapted to a remote learning environment using myCourses Discussions and Zoom.




How do I ensure that students come to class prepared?

Class Preparedness




How do I encourage discussion and get students to ask good questions?

Discussion Generation




How do I move away from traditional lectures and engage students in course content?

Interactive Lectures




How do I set up groups and integrate group work and teamwork into my classes?

Group Work






How do I get students to approach problem-solving in a creative way?

Problem-Solving



How do I get students to apply their learning to situations outside the classroom?

Knowledge Application

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## 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 Audiovisual Instructions


- Overview
- Details
- Equipment Available

**McGill** Classroom A/V Instructions 

Building  Classroom

[Overview](#) | [Details](#) | [Equipment](#) | [Feedback](#)

▼ Overview



Arts Building  
853 Sherbrooke Street West  
Montreal, Quebec H3A 2T6  
[See Map >](#)

Wireless Channel:  
**Group 1, Channel 38 & 39**

Service Available:

- [Lecture Recording System >](#)


▼ Details

**General Comments :**


The AV system is controlled by the Crestron unit. Choose an input device to turn it on. See the instructions below for all other room equipment.

This room has HDMI capability for the laptop. The HDMI connection for the laptop supports HDCP.


Page last updated August 2018




Back to front view of classroom.



Side view of classroom and student tables.



Side view of classroom and student tables.



View of instructor's podium.



# Online Synchronous Strategies



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# Online synchronous strategies:

## A sample interactive lecture

Minutes	Strategy	How
5	Welcome and check-in	Zoom poll. Zoom whiteboard (annotate feature). Type in chat or raise hand to speak.
12	Situating and lecture	
1	Think break	Ask a question. Allow 20 seconds for students to think about it before you go on to address it.
10	Lecture	
5	Picture prompt	Give students a few minutes to think and then have them type in chat or raise hand to speak.  Alternative: Randomly assign students to breakout rooms.
12	Lecture and wrap up	Summarize the session and prepare for next class meeting.
5	Exit cards	Post to a myCourses discussion forum and then exit class.



# Online synchronous strategies: Three types

Interaction	Strategy	How
Student-instructor	Online class lecture	Zoom – use chat, annotation, whiteboard
Student-student	Small group work	Zoom (break-out rooms) Mural (collaborative whiteboard)
Student-content	Polling	Zoom Polling Polling @McGill



# Online synchronous strategy: Student-instructor interaction

Informing

## LEARNING OUTCOMES: DEFINITION AND GUIDING QUESTIONS

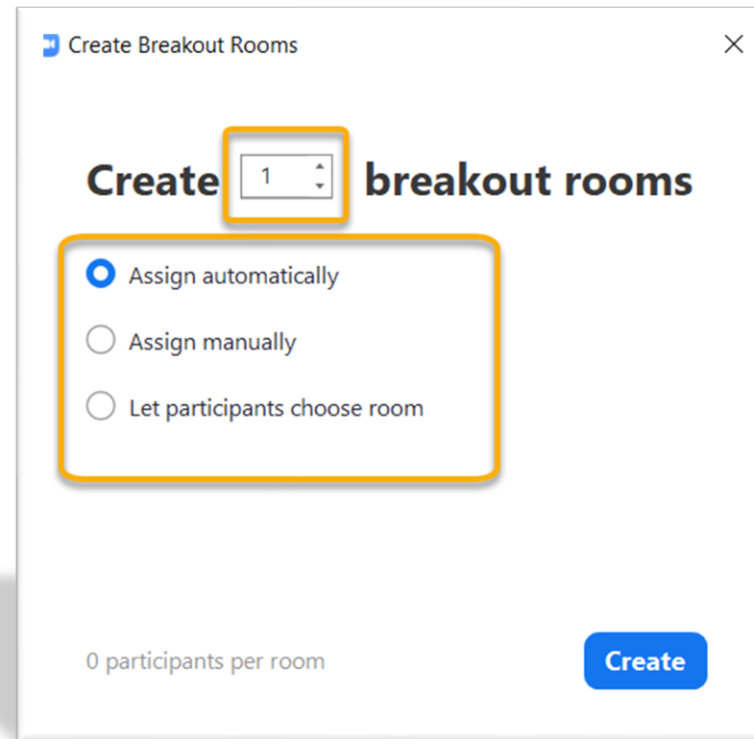
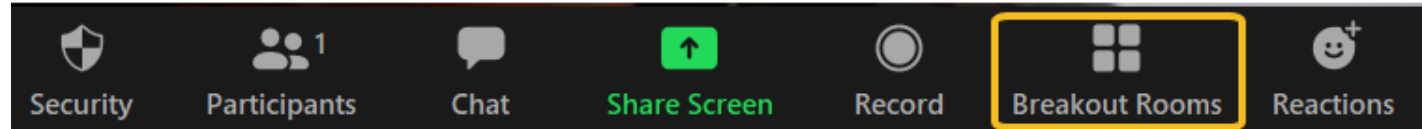


Clear statements of the knowledge, skills, and values that students will develop as a result of participating in your course

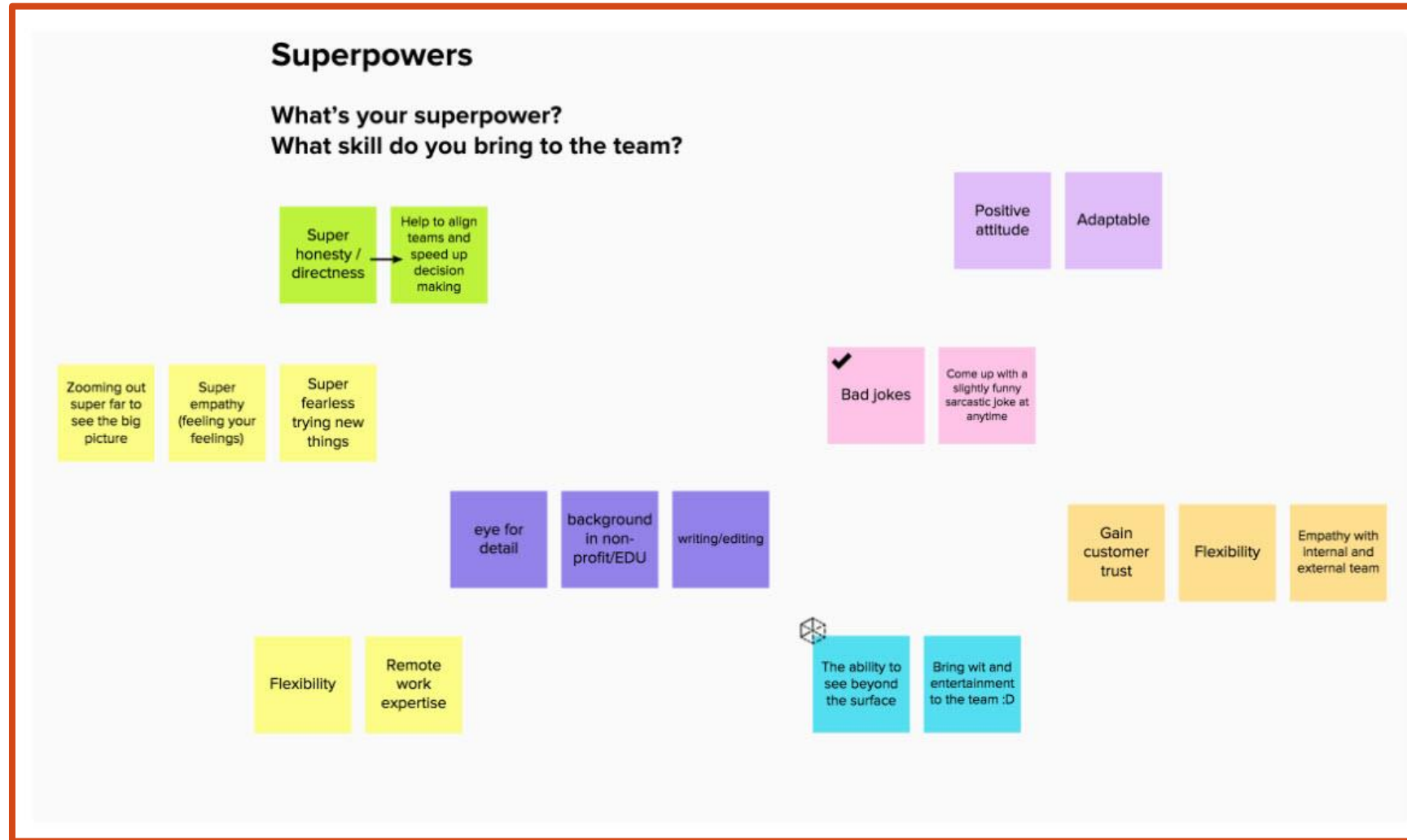
- What is most important for students to learn in your course?
- What do you want students to know, value, and be able to do?



# Online synchronous strategy: Student-student interaction



# Online synchronous strategy: Student-student interaction

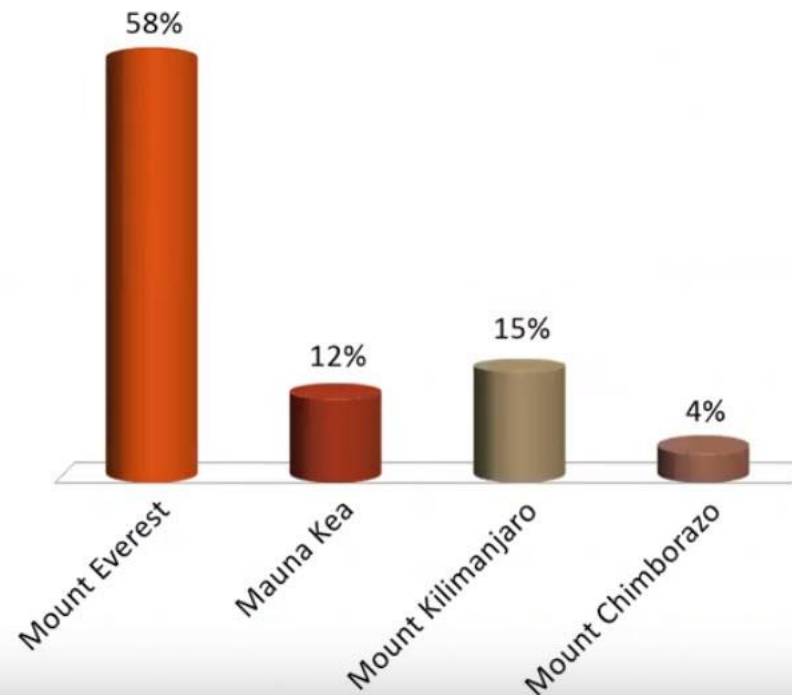




# Online synchronous strategy: Student-content interaction

What is the tallest point on Earth?

- A. Mount Everest
- B. Mauna Kea
- C. Mount Kilimanjaro
- D. Mount Chimborazo



MULTIPLE CHOICE QUESTION





# Online Asynchronous Strategies



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4

# 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
<b>Ask the tutor or lecturer</b> ▾			
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.

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*Student-instructor*

FAQ's/Q&A

Icebreakers

Reflective journals

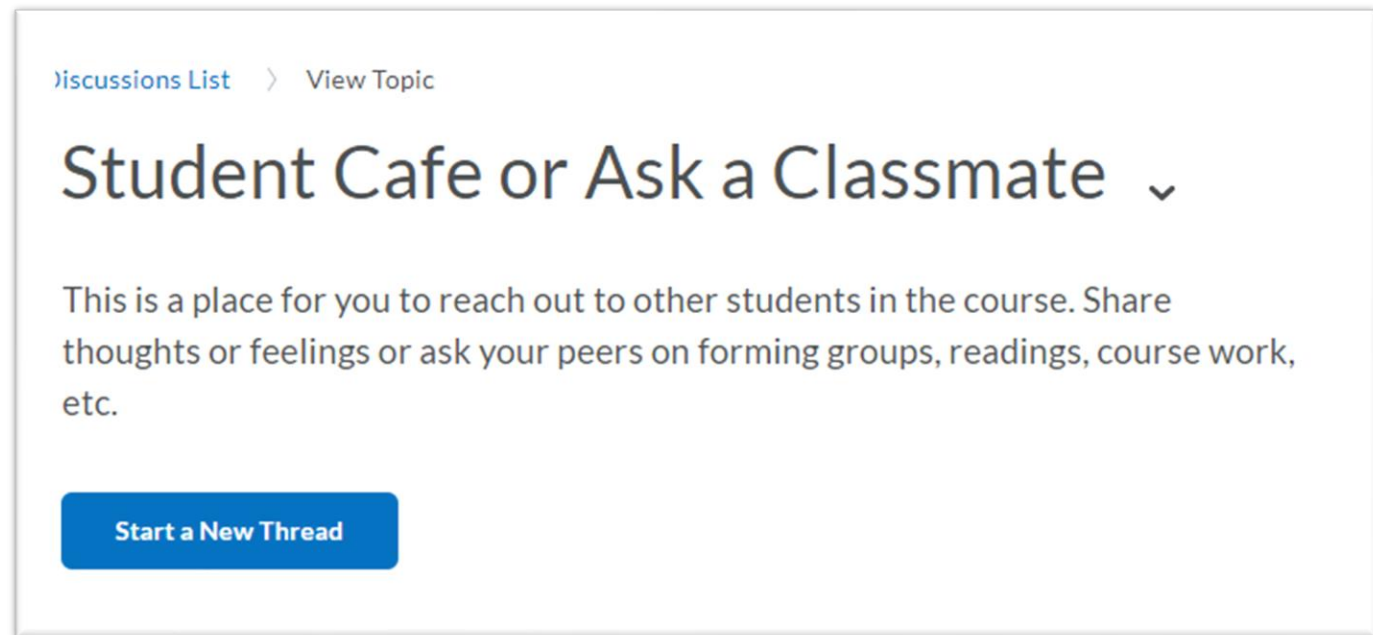
# Online asynchronous strategy: Discussion boards

## *Student-student*

Student Café (community)

Space to share content

Private group discussions



Discussions List > View Topic

### Student Cafe or Ask a Classmate ▾

This is a place for you to reach out to other students in the course. Share thoughts or feelings or ask your peers on forming groups, readings, course work, etc.

[Start a New Thread](#)

# Online asynchronous strategy: Discussion boards

## *Student-content*

Reflection

Self assessment

Reading-based discussions

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



# Online asynchronous strategy: Discussion boards

- Basic
  - Ratings
  - Up-vote
- Sophisticated
  - Rubrics
  - Assessment

## Feedback



Criteria	Excellent	Good	Average	Poor
Timely discussion contributions				
Responsiveness to discussion and demonstration of knowledge and understanding gained from assigned reading				
Adherence to on-line protocols				

# Online asynchronous strategy: Discussion boards

Chapter Review ▾

🔒 Unlocked: Monday, August 13, 2018 3:20 PM EDT - Friday, September 28, 2018 3:20 PM EDT.

Topic	Threads
<b>Group topics - Group 1</b> ▾ 👤 Group/section restrictions. Must post first. Discuss Subject A	0
<b>Group topics - Group 2</b> ▾ 👤 Group/section restrictions. Discuss Subject B	0
<b>Group topics - Group 3</b> ▾ 👤 Group/section restrictions. Discuss Subject C	0

- Groups
- 1 post, 1 reply
- Post first
- Question type

## Strategies



## Chat Question

Please answer in the chat.

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

# Online asynchronous strategy: Discussion boards

- Setting expectations
- Netiquette
- Moderating

Communications



## Discussion & Collaboration Guidelines

### Overview

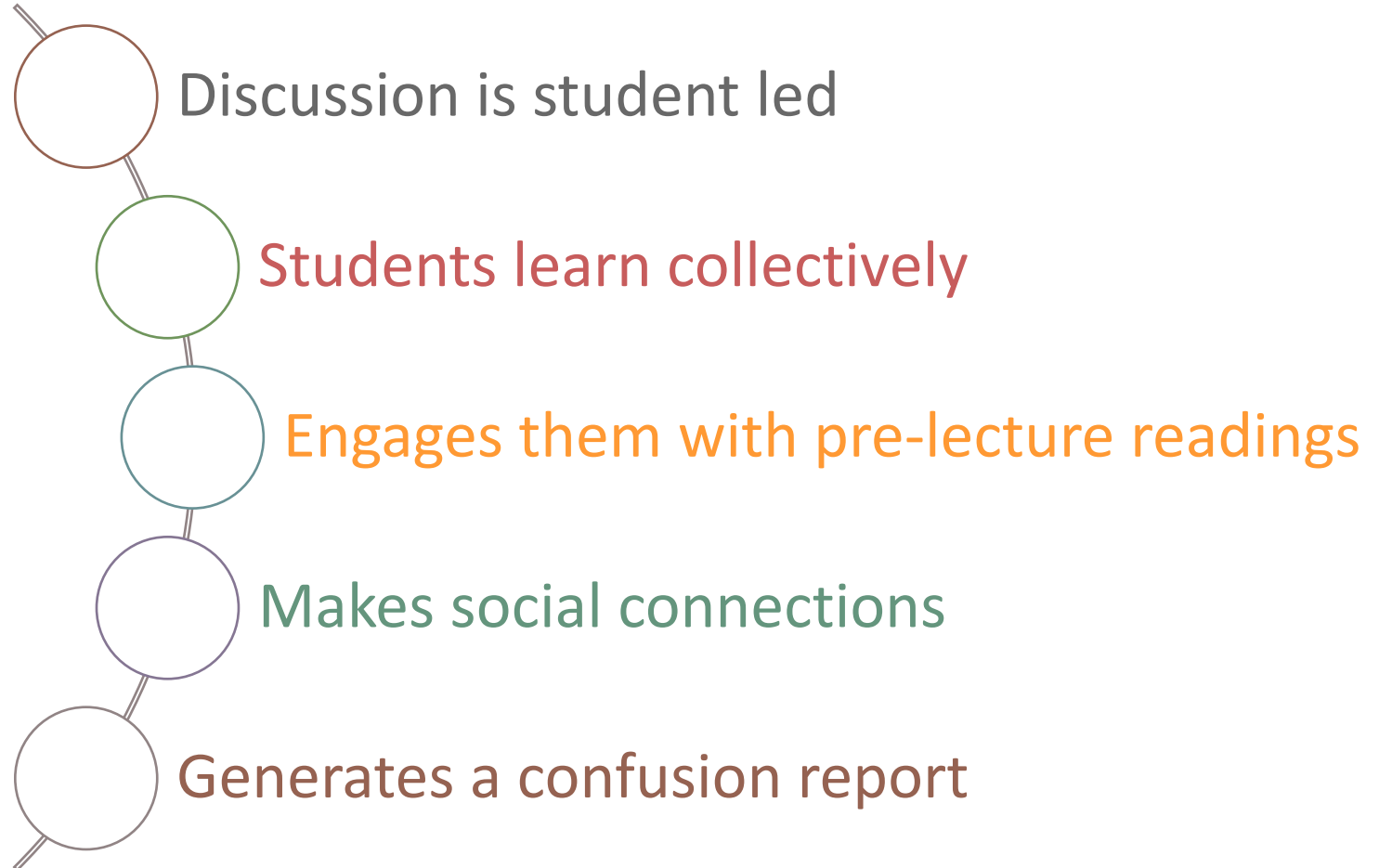
Below are guidelines and best practices for productive collaboration and discussion in CHEM181 World of Chemistry: Food.

1. **Participate!** It will enhance your learning experience and some discussions may be subject to examination.
2. **Be polite!** Opinions are good, but please respect others' opinions as well.
3. **Do not cheat!** See collaboration guidelines below to see what's acceptable.
4. **Help each other!** We encourage you to reply to your peers' questions and comments.

# Online asynchronous strategy: Social Annotation Tools

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**Perusall**





# Example of Perusall

The screenshot displays the Perusall interface. On the left is a navigation sidebar with sections: "Winter 2021 - S...", "My Courses", "Course home", "Settings", "Gradebook", "Student view", "Notifications", "Notes", "Add to my calendar", "Content", "Library", "Assignments", "Chats", "Groups", "One-on-One", and "Hashtags". The main area shows a text document with several paragraphs. 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 with timestamps and user avatars (AM, SH, EK, SB, JP).

Perusall® > Page 14

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  
Jan 27 2:16 pm  
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.  
AM

Jan 27 6:17 pm  
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.  
SH

Jan 27 7:01 pm  
Logic of collective action?  
EK

Jan 27 7:14 pm  
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?  
SB

Jan 28 3:11 am  
Enter your comment or question and press Enter. Mention a friend by typing @. Add hashtags by typing #.  
JP

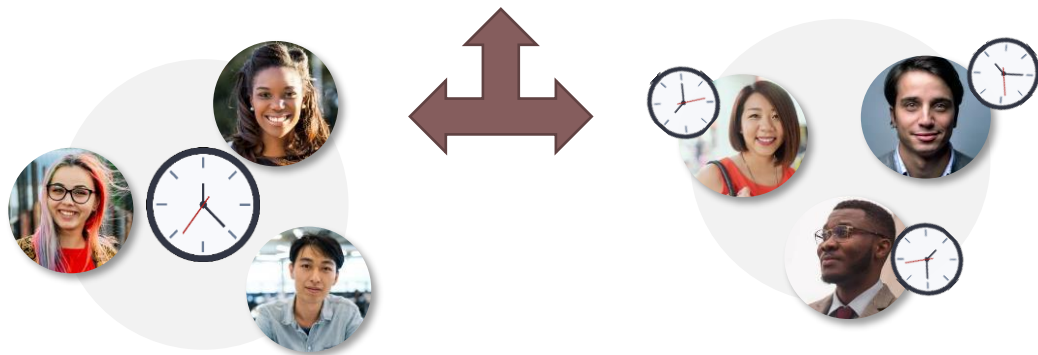
# Conclusion



Student to content interaction



Student to student interaction



Student to instructor interaction



# Next Steps



**Register for upcoming sessions**

[www.mcgill.ca/tls/events](http://www.mcgill.ca/tls/events)



**Access resources**

[www.mcgill.ca/teachingkb](http://www.mcgill.ca/teachingkb)

[www.mcgill.ca/tls](http://www.mcgill.ca/tls)

[teachingblog.mcgill.ca](http://teachingblog.mcgill.ca)



**Connect with a colleague**



**Book a consultation**

[www.mcgill.ca/tls/contact/consultation](http://www.mcgill.ca/tls/contact/consultation)

## 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!