



# How to Promote and Maintain Student Engagement in Online Courses

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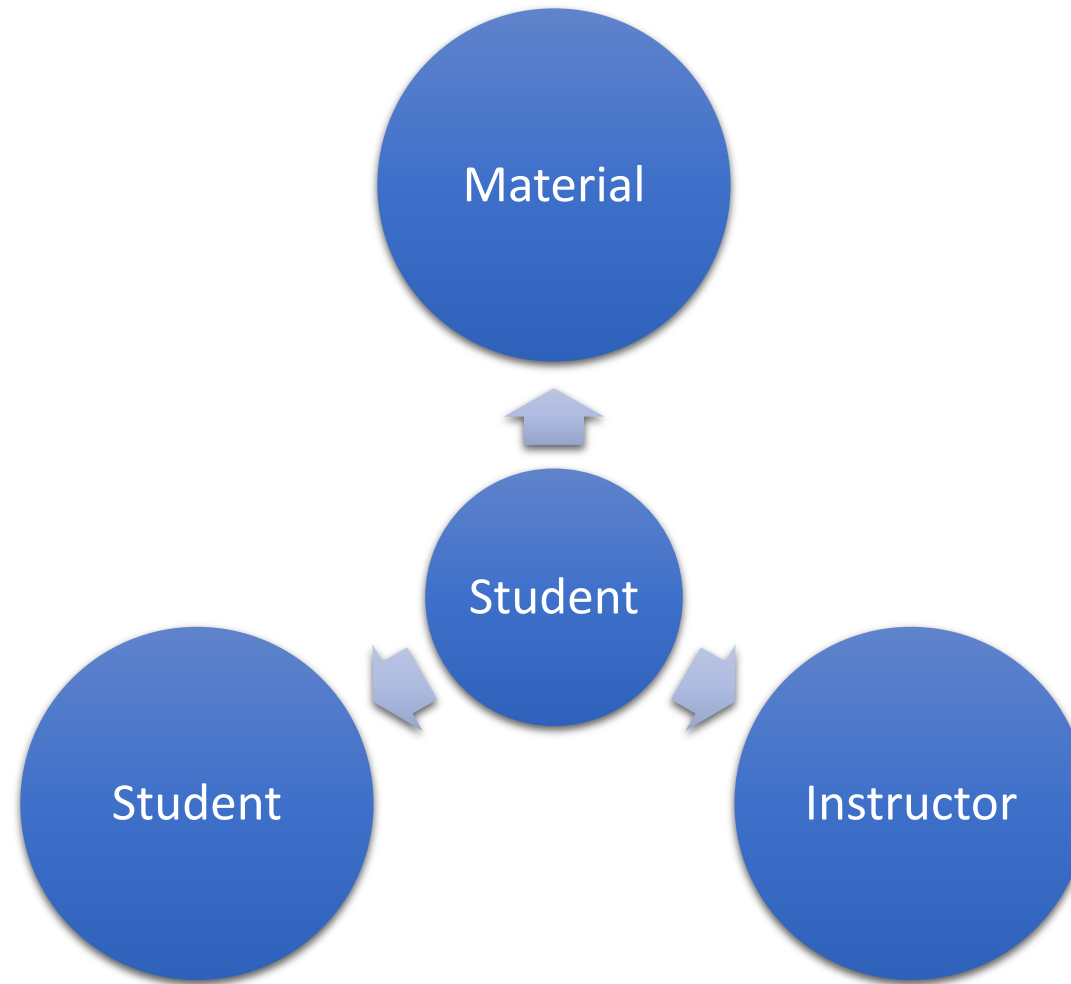
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Instructional Designer

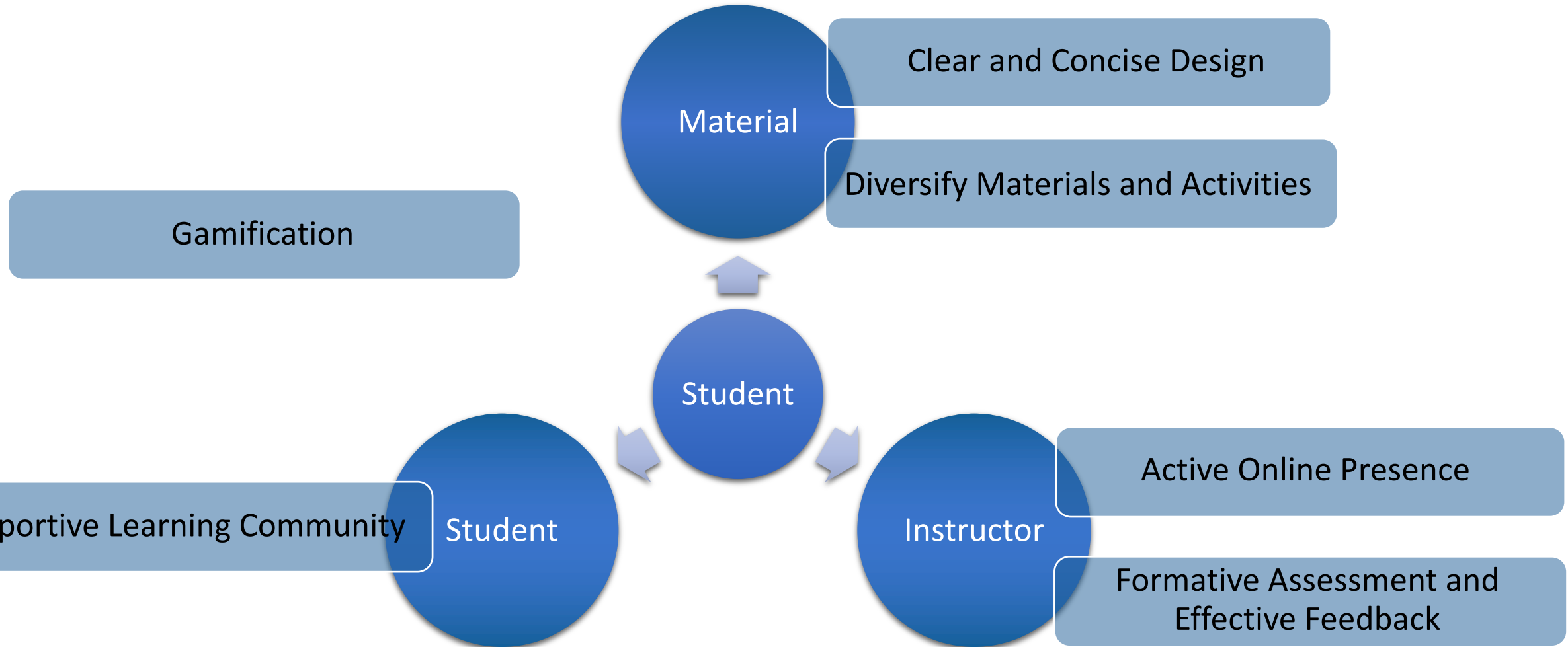
Faculty Development and Innovation Center

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# Student Engagement



# Six Strategies



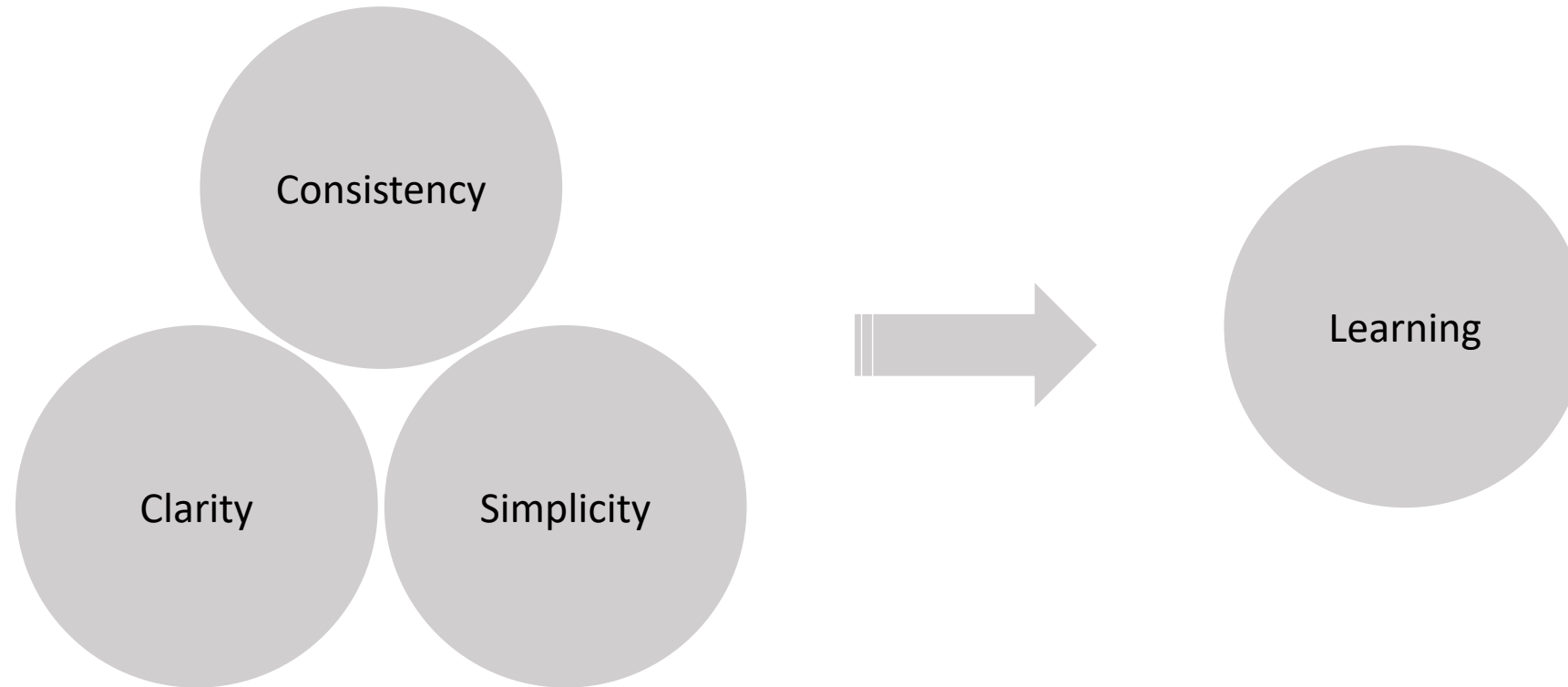


Strategy 1

# Student-Material Interaction

## Clear and Concise Design

# Clear and Concise Design



# Practical Strategies



Clarify when you are available and how quickly you will respond



Keep the materials consistent



Modularize materials in D2L: Explain the layout



Provide explicit instruction for students to complete assignments/activities



Help students plan ahead by scaffolding major assignments



Strategy 2

## Student-Material Interaction

Diversifying materials and  
learning activities

# Practical Strategies

1

Use different  
assignments/projects

2

Use different teaching  
styles

3

Use different style of  
activities



# Use different assignments/projects

- Multimedia presentations
- Online discussions
  - traditional online discussions
  - a project exhibition
- Exploration
  - inquiry-based learning
- Portfolios
  - portfolios of an event, an object, a product, a historical individual, etc.
- Case studies

# Use different teaching styles

- Synchronous and asynchronous
  - Flip classes
  - Q&A sessions
- Video/Audio lectures
- Guest speakers
- Student-led teaching
  - Graduate level course

# Use different styles of learning activities

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- Individual activity
- Group activity
  - *How to Conduct Group activities in Online Courses, Thursday, August 13, 10:00 AM*

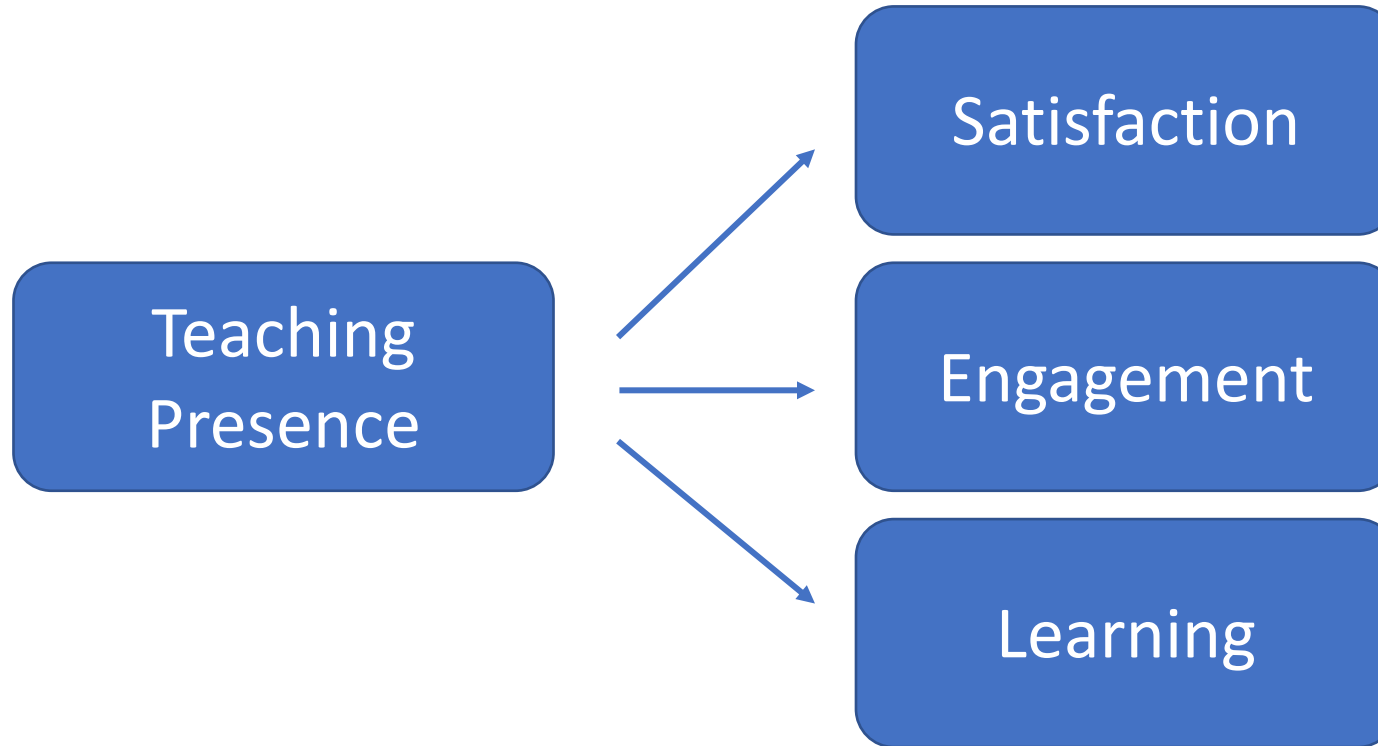


Strategy 3

# Student-Instructor Interaction

Active Online Teaching  
Presence

# Active Online Presence



# Practical Strategies



Create a personalized welcome to class announcement (with photo)



Add a robust bio in course information



Use News Widget/Activity Feed and online discussion boards to show teaching presence

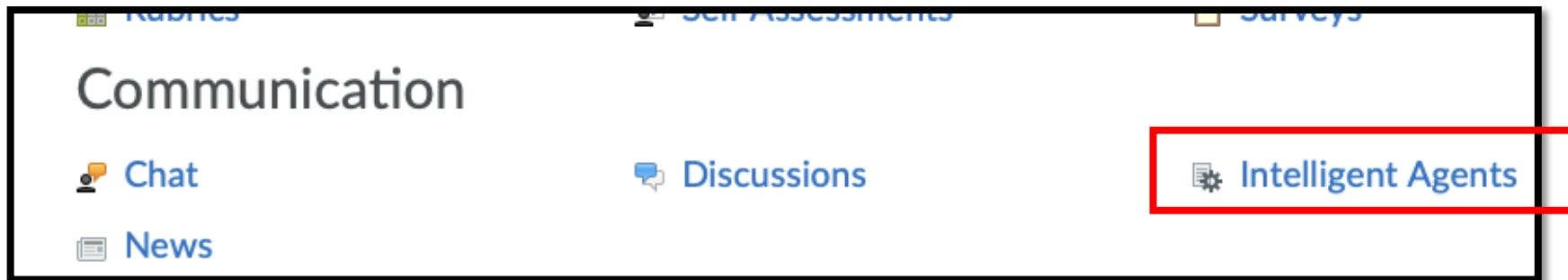
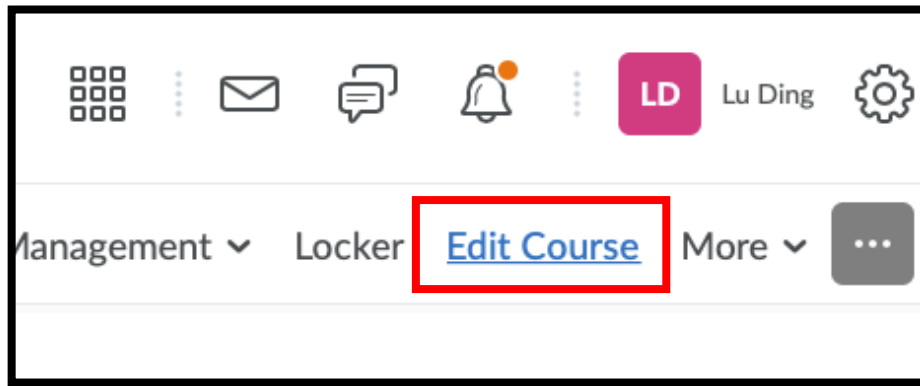


Host synchronous class meetings/virtual office hours/record video lectures



Reach out to students who are “no shows” and “low scores”: Intelligent Agent

# Intelligent Agent



How to Communicate Asynchronously with Your Students in D2L

[https://www.eiu.edu/fdic/past\\_august2020.php](https://www.eiu.edu/fdic/past_august2020.php)



Strategy 4

## Student-Instructor Interaction

Formative Assessment and  
Effective Feedback



# Formative Assessment and Effective Feedback



- Formative Assessments
  - Help us understand student learning and adjust our teaching
  - Help us provide constant feedback to show our presence
  - Help student learning
  - Prevent students from cheating

# Practical Strategies

Good feedback says four things:

- What are the good or successful features of the assessed work
- What are the poor or less successful features of the assessed work
- How the student can improve in this piece of work
- How the students might do better work in the future

Use specific examples when commenting on student work

Use synchronous meetings/announcements to address FAQ or common errors



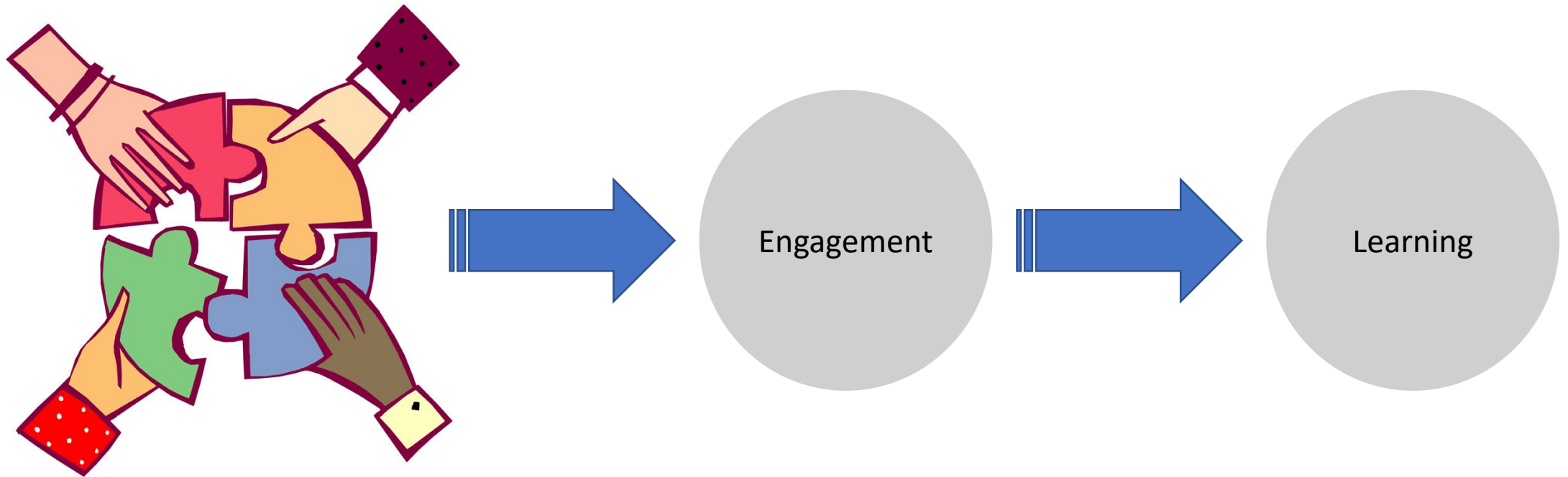
Strategy 5

## Student-Student Interaction

### Supportive Learning Community

# Supportive Learning Community

- A group of people who share the same academic goal.



# Practical Strategies



Establish norms for student interaction



Maintain positive and motivational tone



Use exercises to help students get to know each other

Ice-breaker

Café shop discussion



Provide opportunity for students to help each other

Help-seeking

Peer review



Provide a “Wrap-up” each week

Kudos to ...



Strategy 6

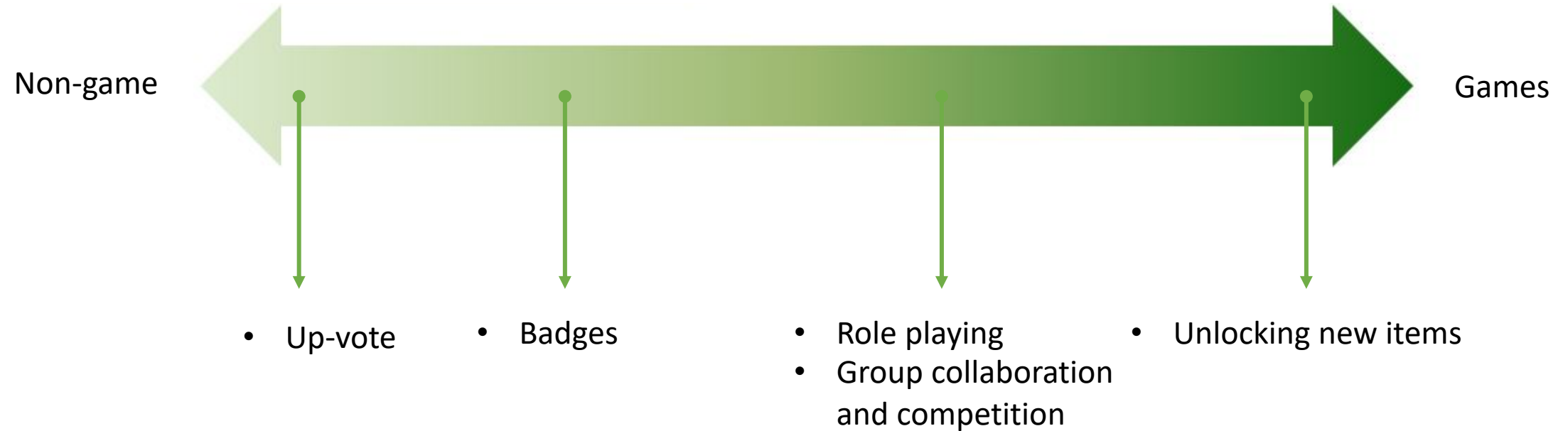
# Gamification

# Gamification

- Definition
  - A process of adding a fun layer to a learning activity to engage learners (Ding et. al, 2020).
- Examples
  - Airline loyalty programs
  - Running apps
  - Starbucks
  - Piano stair ([example](#))

# Practical Strategies

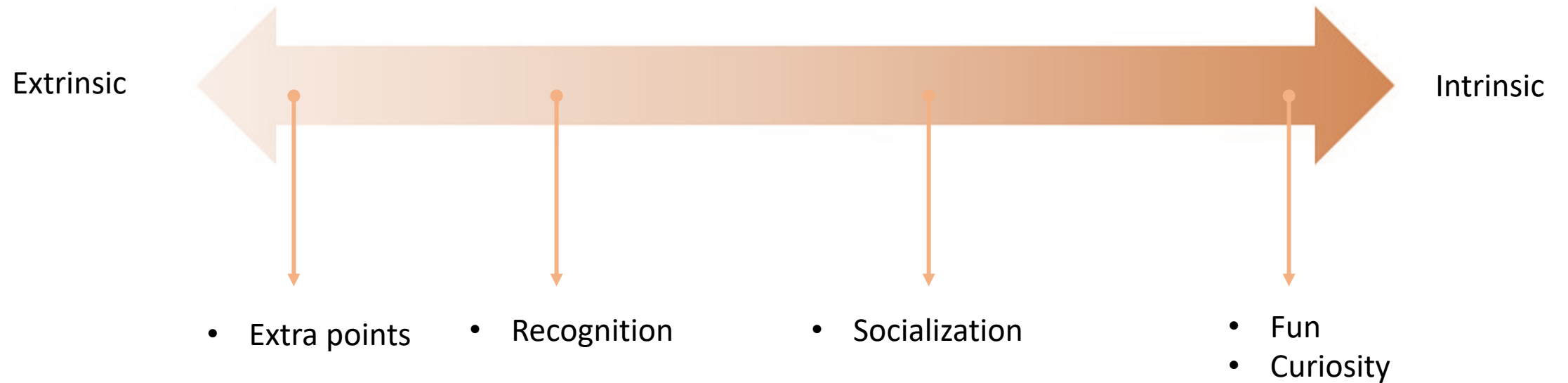
## Gamification





# Practical Strategies

## Rewarding



# Take away

- Make the Course as Clear, as Concise, and as consistent as possible
- Show Teaching Presence
- Encourage Student Interactions
- Keep the Surprising Element Alive

# Q & A

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## Reference

- Ding, L., Kim, C., & Orey, M. (2020) Design of gamified asynchronous online discussions, *Technology, Pedagogy, and Education*.