



Engaging Online Learners

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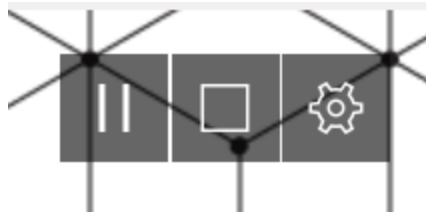
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Note that within our infographics and videos we reference the "Engaging Online Learners Resource." That is this resource, you're here.

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You will then be able to use the navigational menu (bullet points image) to quickly access the chapters by clicking on the chapter icon. To scroll through page by page, use the directional arrows.



Note: if you wish to download the infographics, right click the image in the presentation and select Save Image As...

Meet the Authors and Overview



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Key Terms & Theoretical Frameworks

Key Terms

Active Learning:

Active learning is a pedagogical approach to support students in making connections and forming better understanding. This approach is applied using strategies around how students interact with learning materials (Brewer & Movahedazarhouli, 2018; Curtis & Lawson, 2019; Gilboy et al., 2015; Moreno & Mayer, 2000; Roehl et al., 2013; Zepke & Leach, 2010). Active learning instructional strategies include authentic learning activities, collaboration, problem-solving, reflection, multiple representations, and scaffolding.

Asynchronous/Synchronous Learning:

Asynchronous and synchronous are terms used to describe the time and place of the learning. Asynchronous learning as Journell (2015), states “does not require the simultaneous presence of senders and receivers” (p. 89). Synchronous learning, on the other hand, is when educators and learners communicate at the same time. However, this can take place in person or remotely. In our context, the terms synchronous learning will refer to face-to-face interactions whereas asynchronous learning will refer to online interaction.

Engagement:

Vaughan (2014) describes engagement as “the amount of time and effort that students put into their classroom studies that lead to experiences and outcomes that constitute student success” (p. 248). The classroom studies include course learning material, activities, and assessments designed by the educator (Dixon, 2015; Krause & Coates, 2008).

Face-to-Face Learning:

Face-to-face learning is commonly associated with traditional classroom environments whereby students and teachers interact in-person (Avgerinou & Andersson, 2007). Kumi-Yeboah (2015) further elaborates on how student-teacher interaction must take place at a common physical location based on a set schedule of time. While advances in technology have allowed for synchronous online student-

teacher meetings (Kemp & Grieve, 2014), we will be referring to face-to-face learning in the context of both parties being physically present in a brick-and-mortar classroom environment.

Online Learning:

While more commonly found in post-secondary, online learning is increasing in popularity as an option for those in K-12, particularly in response to the COVID-19 pandemic. Online learning has been defined as “a form of distance education in which all instruction and assessment are carried out using online, Internet-based delivery” (Kumi-Yeboah, 2015). It has evolved from “text-based, asynchronous ‘anytime-anyplace-anywhere’ courses” (Irvine, 2020), to a learning environment that can include synchronous meeting times.

Universal Design for Learning (UDL):

UDL is a framework that addresses diverse learning needs by creating global strategies that allow all students the opportunity to engage in learning. Ostrowski et al. (2016) notes that as “learners differ in their motivations for learning, comprehension of information, and expression of knowledge, the UDL framework enables educators to design and facilitate inclusive learning experiences for all learners” (p. 222). There are three principles: providing multiple means of engagement, multiple means of representation, and multiple means of action and expression which aim to “improve and optimize teaching and learning for all people based on scientific insights into how humans learn” (CAST, 2018b, para. 1).



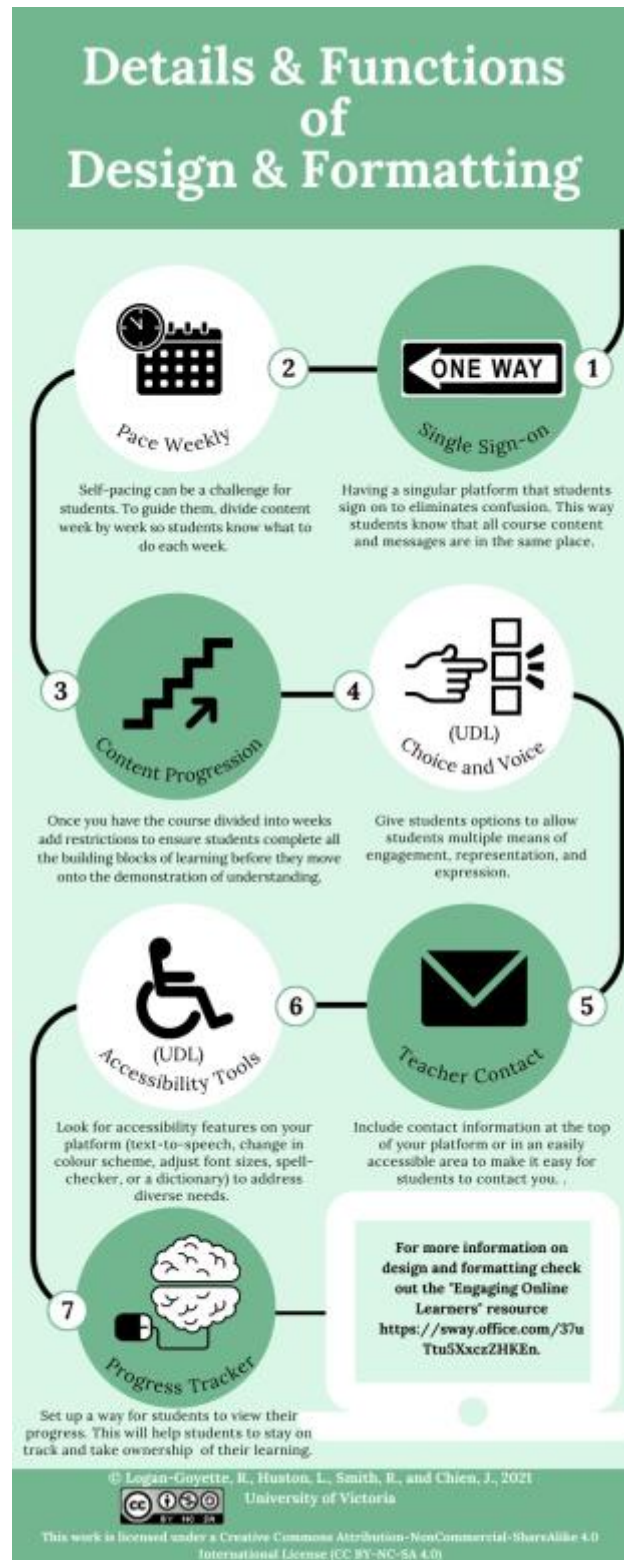
Theoretical Framework

Social constructivism revolves around the idea that students construct meaning through social interactions which relates to “a variety of theories and approaches, such as Vygotsky’s sociocultural theory (1978); Piaget’s (1985), sociocognitive conflict theory and Bandura’s (1986) social cognitive theory” (Barak, 2016, p. 285). A key component of social constructivism is learners engaging in collaboration and sharing their understanding in order to construct meaningful learning experiences (Barak, 2016). Collaboration is important as “social constructivists believe that interpersonal dynamics and subconscious discourse enhance cognitive change” (Barak, 2016, p. 285). Penland (2015) and Kumi-Yeboah (2015) both discussed the importance of collaboration when it comes to constructing

understanding. Social constructivism demonstrates how this generation of learners will harness the power and possibilities within an online learning environment to communicate, collaborate, and connect with their intuitive use of technology (Penland, 2015). Constructivism affords online students the opportunity to be a part of a diverse community which extends learning beyond the classroom (Kumi-Yeboah, 2015)

Community of Inquiry (CoI) is the social constructivist extension for online and blended learning (Dixson, 2015; Garrison et al., 2000; Garrison & Vaughan, 2008). The use of this theory as a framework for blended learning is supported by an abundance of literature (Garrison & Kanuka, 2004; Valverde-Berrocoso & Fernández-Sánchez, 2020). There are three interdependent presences of CoI: social, cognitive, and teaching, which are integral to create impactful learning experiences for communities of learners (Dixson, 2015; Valverde-Berrocoso & Fernández-Sánchez, 2020). Online learning environments can cause students to feel isolated and alone (Alivernini & Lucidi, 2011). As CoI is structured around presence and community, the use of this framework may counteract the isolation students feel, leading to higher levels of engagement (Curtis & Lawson, 2019; Zepke & Leach, 2010). CoI, as a theoretical explanatory framework, can work in conjunction with the UDL model, especially based on the overlap in theoretical ideals.

Design and Formatting Learning Environments



Single Sign-on

Creating multiple places that students are required to sign into to access course information can make it challenging for students to keep track of classes and assignments. Having one place to sign on where students can access everything they need for a course keeps things simple and organized for students.

Single-sign on for Moodle: While students may make use of multiple applications, having one place to sign on that will give them all the information they need for their course, keeps it simple. Regardless of the platform: Moodle, Canvas, Google Classroom, Office 365, Blackboard etc; this is an easy and effective way to reduce confusion. Check out this [list](#) of popular Learning Management Systems (LMS).

In Moodle, all courses are located on the dashboard, making it easy for students to view and access their courses, check messages and keep track of upcoming assignments.



1 - Single-sign on for Moodle



2 - Moodle Dashboard

Pace Weekly

Many researchers have found that a benefit to online learning environments is the ability for students to pace themselves (Journell, 2015; Roehl et al., 2013). This allows students to use more or less time for the learning tasks and monitor their own understanding. This sounds like it will be great for teachers and students, however, pacing their learning is still a skill that students need to learn. When teachers are not setting a pace, students can misjudge how long certain assignments and projects will take them to complete. In many online programs students can see the entirety of the course content every time they log in which may overwhelm them.

So, there are a couple of skills with respect to pacing that students have likely not managed on their own before. For example, setting up a schedule to complete every component of a course and seeing all they need to accomplish over the course at once. To help students pace their work you could set due dates for assignments and projects. However, this only works in some cases as not all online programs use assignment due dates with their students. Another option is to include the average length of time a student should dedicate to an assignment to complete it well. Without due dates and without a teacher-

managed schedule of time to work on assignments and projects, how can you assist students with pacing?

Ideas to assist students with pacing

Our program does not use due dates for online courses. Students have the freedom to work at their own pace, however we provide scaffolding to assist with pacing. The method of scaffolding that we have used successfully is to divide the coursework into a week-by-week format. As we teach using a semester in high school, we set up the number of weeks to match a semester (18), which is likely what students are used to. Next we place course content and assignments within each week.

For students, they can look at the course "weeks" and decide if they would like to take 18 weeks to complete the course or how they would like to plan for completion.

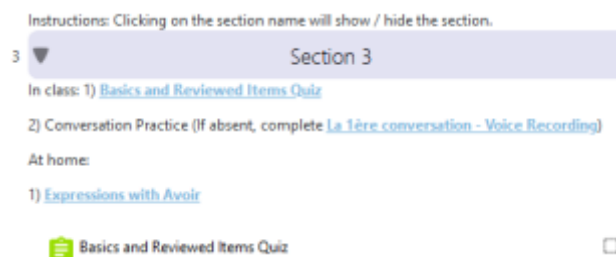
One option is they may plan to work on the course all year and cover the content of each "week" over two weeks. Alternatively, to work at a faster pace, students can complete two or more "weeks" of content in one week.

We use the toggle function so that the students do not have to see all the course content at once, they can collapse past and future weeks so they only see the week they are working on.

Example pictures of what the students see in Moodle



3 - Example 1: An example of how week-by-week looks within the Moodle platform. In this example it is set up to show the concept and calendar week as the toggle title. There are more settings you can choose from.



4 - Example 2: An example of how week-by-week looks within the Moodle platform. In this example it is set up to show the section number as the toggle title. There are more settings you can choose from.

If you are using Moodle, follow these instructions:

How to get week-by-week and toggle functions set up for your course:

- Under Course Management choose "Edit Course Settings"
- Under Course Format heading see dropdown menu for Format and choose "Collapsed Topics"
- Set "Number of Sections" to 18 (or however many weeks you are planning)

To use concept titles and/or calendar weeks as in Example 1:

- Set "Structure" to week
- Set "Elements" to "Toggle word and 'Topic x'/'Week x'/'Day x'"

To use week or section numbers as in Example 2:

- Set "Structure" to topic
- Set "Elements" to "Section number"

You have more options for the structure and elements that allow you to customize the toggle title further.

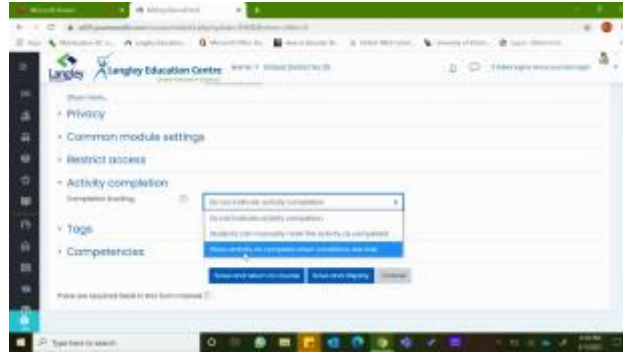
Content Progression

Students may feel overwhelmed if all the content of a course is available to them. It is important that teachers structure the online learning environment so students know where to start, and where to go next. Additionally, students should complete the learning materials before moving on to the demonstration of learning. This can be done by restricting assignments based on activity completion. This structure would mean that students must complete reading A before proceeding to assignment A. Furthermore, students must complete the content in week one before progressing to week two.

As educators, this is an important feature in online courses, as it ensures students are covering the content and building understanding, before completing an assignment.

Depending on your online learning environment, you should be able to create a progression in course content. Which enables students to build on their understanding, rather than by pass the content and guess on the assignment or assessment.

The following video explains how to create restriction setting in the Moodle LMS.











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Student Choice & Voice:

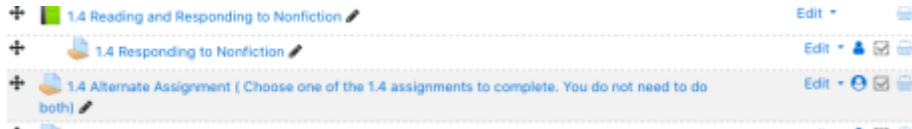
In accordance with the UDL model to accommodate students individual differences, educators should aim for flexibility in assessments to provide learners with different options to demonstrate their understanding (where possible). This can range from:

- Providing in-person versus remote assessment.
- Providing multiple topics for students to research.
- Providing open inquiry topics.
- Allowing written or video formats.





Click Here
for
Examples

- ✚ **Option 1 (In-Class only)**
- ✚  U6 Heart Dissection Lab ✎
- ✚  6.6 Introduction to the Heart ✎
- ✚  U6 Heart Lab ✎
- ✚ _____
- ✚ **Option 2:**
- ✚  U6B Learning Guide ✎
- ✚  6.6 Introduction to the Heart ✎
- ✚  U6B Learning guide ✎
- ✚  U6 Project List ✎
- ✚  U6 Project (hand in) ✎

5 - Image of in-person versus remote assessment



6 - Image showing two options for an assignment

	<p>How are circulatory system disorders treated using First Nations traditional medicine?</p> <p>Topics: , circulatory system, disorder, First Nations, traditional medicine, biology</p>
	<p>How essential is the lymphatic system? Could humans survive without it?</p> <p>Topics: circulatory system, lymphatic system, biology</p>
	<p>What intensity level of exercise is required for you to reach your target heart rate?</p> <p>Topics: exercise, heart, heart rate, biology</p>
	<p>There are lots of songs and poems about the heart, but can you write one that is about the heart from a biological point of view?</p> <p>Topics: heart, biology</p>

7 - Image showing multiple presentation topics.

- ✦ Students may choose any appropriate video (related to 2D Projectile Motion) to analyze for your project.

Marking Guide

- Appropriate video (2D projectile question) - 2 marks
- Attachment (or link) of video - 2 marks
- Problem to examine (maximum distance/height/flight time/velocity etc) - 2 marks
- Statement of assumptions (gravity, no air resistance, angle, etc) - 2 marks
- Calculation to solve problem (which formulas used, vertical/horizontal values, etc) - 10 marks
- Final solution - 2 marks

Example #1

What is the launch velocity of the sand bag from the following clip?



- Looking for 2D velocity (diagonal - includes horizontal AND vertical)
- Assuming launch angle of 45°
- Same gravity on earth.

8 - Image showing choices for student driven inquiry

Part C: Demonstration of Understanding (12 marks)

I believe the two most important skills to take away from Science 10 Chemistry is:

- Predicting products of a reaction (What will be made reacting $\text{KNO}_3 + \text{PbI}_2$?)
- Balancing chemical equations (What will the balanced reaction look like?)

Create your own reaction to demonstrate these two points, and present it using **ONE** of the following options:


- Video - record yourself **explaining each step** while holding drawings or something
OR
- Audio WITH presentation file - record yourself narrating a presentation on screen, kind of like KhanAcademy videos; still need to **explain each step**.

9 - Image showing choices in student presentation of work.

Teacher Contact

As online learning occurs outside of the physical classrooms or regular school hours, students lack the means to ask teachers face-to-face when they encounter questions in the material.

Online teachers need to provide students with information how what is the best way to contact them; be it through email, direct messages, or conference calls. In addition, educators should include their working days and hours to set expectations that responses outside of those times will be delayed.

Message My Teacher   

- [Ms. Logan-Goyette](#)
- [Ms. Smith](#)

10 - Image of link to teacher contact

Accessibility Tools

As online asynchronous learning typically involve engaging with course content presented on a website, not all students are well-versed in learning through this method. Common struggles include reading and processing information presented as plain text, or difficulties in finding their current and remaining course progress. If you are working with Moodle, add the accessibility block to your course.

To address the former issue, educators can incorporate accessibility tools allowing learners to have:

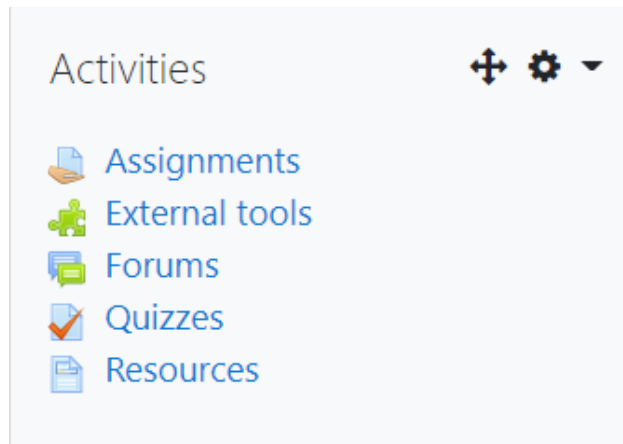
- Control of text size, font, and color
- Control of background color
- Access to built-in spell checker
- Access to a course dictionary / glossary
- Access to text-to-speech

Progress Tracker

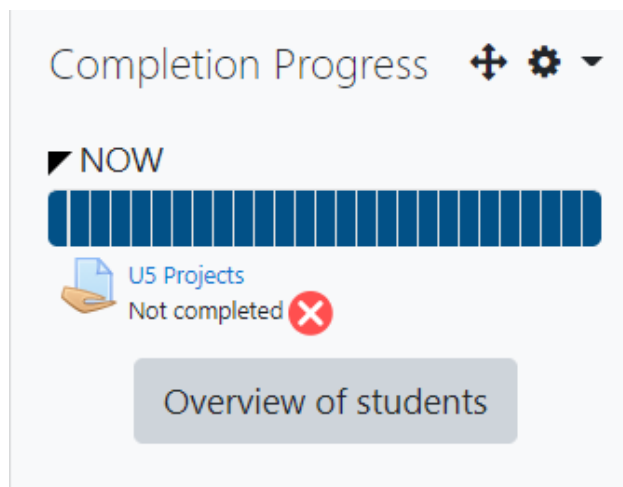
In order to promote students' skills such as self-awareness of their progress in the course, time management to set realistic goals, and personal responsibility to successfully complete their learning, educators should consider incorporating management tools such as:

- Checklist of all activities
- Current vs. remaining progress

Click Here
for
Examples



11 - Image of consolidated tasks



12 - Image of course completion progress bar

Integrating Active Learning

What is active learning?



A key difference between passive and active learning is how the student is involved in the learning process. If the student is a spectator while the teacher discusses a concept that is passive learning. If the student is a contributor to the construction of meaning for the concept that is active learning.

Active learning is a pedagogical approach based in constructivist learning theory. The goal is that students make connections and actively construct meaning to form better understanding (Brewer & Movahedazarhouli, 2018; Curtis & Lawson, 2019; Dabbagh, 2005; Kumi-Yeboah, 2015; Gilboy et al., 2015; Moreno & Mayer, 2000; Roehl et al., 2013; Zepke & Leach, 2010). Within the process of active learning, students are asked to be aware of what they are learning and how they learning as they go through tasks.

Especially in online learning environments students benefit from active learning tasks. Teachers do not have to start from scratch as there are ways to transform learning tasks so they become active.

ACTIVE LEARNING STRATEGIES

Transforming Passive to Active

Involving students in the learning process is a key difference between passive and active learning.

A goal of constructivist learning theory is for students to be actively involved in learning in order to construct meaning.

VIDEO LECTURE

Provide students with the opportunity to interact with the learning concept presented in the video. Include questions prior, to get students to activate prior understanding; embed quizzes to reinforce learning; and, require summary notes, to review concepts.



READING TEXT

Use an online tool, or a tool within your platform, to create a 'choose-your-own-adventure' style textbook. This provides additional examples or practice for students who are still constructing their understanding, and allows students who have prior understanding to continue on.



PRACTICE

Use both individual practice (focused on producing a specific answer) and collaborative problem-solving of complex or authentic open-ended answer questions. Students can collaborate synchronously or asynchronously.

QUESTION

Get students to develop and explore their own questions related to the concept.



Allow them to inquire beyond what is laid out in your lesson plan and pursue further understanding.

FORMATIVE ASSESSMENT

Instead of using formative assessment for your own gauge of understanding, empower the students to use formative assessment as a tool for their learning. This allows students to know what areas they need to review before the final assessment.

SELF-ASSESSMENT

Provide a reflection structure for students to self-assess their learning, their practice, and their final assessment. This encourages students to take ownership of their learning.



SCAFFOLDING

Scaffolding is integral to the success of active learning as students need support to transition from passive to active learners. Students should be included in the process and aware that this transition takes time and patience. In order to be successful active learners, students need to build the skills.

FOR MORE, CHECK OUT THE 'ENGAGING STUDENTS ONLINE' RESOURCE AT [HTTPS://SWAY.OFFICE.COM/37UTTU5XXCZEHKEN](https://sway.office.com/37UTTU5XXCZEHKEN)

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University of Victoria



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Video Lecture

Take a video lecture that you have already recorded and give it an active learning boost. Below is one example of using active learning with a recorded video lecture, you can always use summarizing as an active learning strategy for video or text based content. Using a similar concept to formative assessment in the classroom where students can ask questions at various points of the lesson, and the teacher can ask students to think about and share their ideas. Including a space (a form in the video) for students to ask questions, reflect on their learning and make connections includes the student in the learning journey.

Using a program such as Microsoft Office's Stream Video you can record new videos, upload previously made videos and add in quiz forms.

1. Introduce the topic or concept for the lesson using audio and visuals
2. Option A) Include an open-ended quiz form to ask students what they know and what questions they have about the topic/concept.
2. Option B) Include a quiz related to the concept/topic that will be discussed so students start to formulate what they already know
3. Discuss the topic/concept a bit
4. Include an open-ended reflective question for the students to answer about how they are learning/understanding the topic/concept
5. Alternate between 3 and 4
6. Include a quiz at the end of the video as formative assessment of whether the students furthered their understanding (you can reuse quiz from option 2B above)

Check out the following video example, alternatively use this [video link](#)

```
Embed://<iframe width="640" height="360"
src="https://web.microsoftstream.com/embed/video/25350c32-a2b5-44e6-8e96-
e0aceed291d2?autoplay=false&showinfo=true" allowfullscreen style="border:none;"></iframe>
```

Reading Text

Take a read-through lesson or written content that you have already and give the students tools to actively learn using the resource. Students need to learn to build in questioning and summarizing techniques while reading as those are good ways to actively engage with the text and construct their own meaning.

There are a few ways to transform reading text into an active learning activity with students.

1. Use a similar method as the video lecture but this time it is a read through lesson, see the following video example or use this [video link](#). Using interactive lessons allows you to ask the student a question around comprehension and direct what they see next based on their answer/choice.

2. Have students use an active reading strategy such as SQ3R (follow this [link](#)) or PAWS (outlined in the following video or use this [video link](#)).
3. Have students complete a task when they finish reading such as a quiz or writing a summary, find a summarizing tool that works with your content area at [Reading Rockets](#).



<https://sway.office.com/37uTtu5XxczZHKEn#content=v7Rm7B8KJlBcqp>

Embed://<iframe width="560" height="315" src="https://www.youtube.com/embed/9F5MF--uL4M" frameborder="0" allow="accelerometer; autoplay; clipboard-write; encrypted-media; gyroscope; picture-in-picture" allowfullscreen></iframe>

Formative Assessment

A major component of active learning is students being responsible for their own learning which means they need to monitor their own understanding. Formative feedback is an excellent way for students to self-monitor their learning, especially if there is real-time feedback. There is formative assessment built into the video lecture example and the read through lesson example as those were teacher created. Including automated feedback for the formative assessment ensures that students are able to learn from mistakes and know what to do differently next time or where to look for further information. This automated real-time feedback allows students to progress with their learning asynchronously.

Formative and Summative Assessment in an Online Environment

Formative	VS.	Summative
<ul style="list-style-type: none"> - ongoing - informal - feedback - informs instruction <p style="font-size: small; text-align: center;"><i>Most formative and summative assessment strategies can be transferred to an online environment. Remember to allow time to teach students how to use these tools prior to asking them to use them.</i></p>		<ul style="list-style-type: none"> - final - formal - assessment of knowledge - grade or performance scale
<p>Formative In Class</p> <p>The types of formative assessments you're probably already doing:</p> <ul style="list-style-type: none"> - conversations - observations - written work with feedback - quizes / check for understanding 		<p>Summative in Class</p> <p>The types of summative assessments you're probably already doing:</p> <ul style="list-style-type: none"> - tests - quizzes - essays - projects / presentations
<p>Formative Assessment Online</p> <p>Quizzes</p> <p>Quizzes give both the teacher and students quick feedback on where they are in their learning. They should be used as low-stakes check-ins. You can use quizzes that can already be built into your learning management system or use websites / apps such as Quizlet, Google Classroom, Apsis, Quiz, Kah!, Mentimeter, Aplak Math, Aplak Learning, Adobe Captivate (Microsoft Teams) or Edmentum.</p> <p>Observations</p> <p>Observations are used to gather quick feedback on a specific topic. Online platforms such as Zoom, Padlet, Miroapp, Flocab and Zoom meeting annotation allow for an interactive experience where teachers are able to check for understanding. With younger students quick feedback can be used in both in an online meeting, ask your students a question, have them write or draw their answer then display it in the screen for the teacher to see.</p> <p>Academic Focused Reflections</p> <p>Academic focused reflections include things such as writers, peer or self-reflections. When online, you can try things such as group discussions that focus on a specific topic and then have students complete self-reflections derived from the conversation. This can be done through online conferencing platforms or AyoitooPrint. Peer reflections can be done through online shared documents such as Google or Word documents, Flipgrid and Edmentum, or write in a journal.</p>		<p>Summative Assessment Online</p> <p>Tests</p> <p>Tests provide a formal assessment of students knowledge of concepts. While some can be a good formative assessment, teachers need to be aware of the following:</p> <ul style="list-style-type: none"> - technology glitches can lead to lost work time and this can be frustrating and stressful for students - timed tests may not be the best for all learners as they can create anxiety - students will likely not be motivated as often - Consider open book test and written questions that allow students to demonstrate their learning - Monitoring software is available, however, better concerned to HIPAA should be considered - Consider that there may be other better ways to authentically assess student understanding <p>Projects</p> <p>Projects are a great way to evaluate student's cumulative understanding. Inquiry and passion projects allow students to explore personal areas of interest at deeper level, while meeting curricular expectations. Projects that work well in the online environment include video, podcasts, Flipgrid, Edmentum and blogs.</p> <p>Interviews & Presentations</p> <p>Interviews and presentations can be a great way to assess student understanding. Interviews are a one-on-one assessment where the teacher asks the student to demonstrate specific skills in math or ask them comprehension questions by reading. Presentations are a demonstration of their learning to a whole class or small group. Both of these assessments are easily done online through video conferencing platforms, Flipgrid or by submitting an online video.</p>

Go ahead and experiment online learning activities. This resource is supported by academic research: Brown, Smith, Chinn, & Nicholas, 2019. For more check out the "Engaging Online Learners" resource at <https://www.office.com/37a183acc081616>

Resources

1. Understanding more about Active Learning in the Rese arch

[Creating Effective Student Engagement in Online Courses: What do Students Find Engaging?](#)

[Creating a New Context for Activity in Blended Learning Environments: Engaging the Twitchy Fingers](#)

2. Active Learning Ideas

[Active Learning in Secondary and College Science Classrooms book](#)

[Active Learning Through Formative Assessment book](#)

[Embedding Quizzes in Video Using Stream tutorial](#)

[Strategies to Incorporate Active Learning into Online Teaching Presentation](#)

[Using Active Learning in the Classroom Chapter](#)

[Using Interactive Lessons on Moodle tutorial](#)

Teacher Presence

What is Teacher Presence?

Within a Community of Inquiry (CoI) framework, teaching presence is described as “course design and organization, discourse facilitation, and direct instruction” (Dixson, 2015, p. 146). The design and organization process includes components that create a clear course structure: scheduling, guidelines, presentations, videos, and audio (Richardson et al., 2012). Course facilitation includes activities connected to student-student and teacher-student communication (Richardson et al., 2012). Direct instruction includes the instructor’s sharing of knowledge as a content expert, scaffolding, checking for understanding, assessment, and descriptive feedback (Richardson et al., 2012). Arguably the most important factor in engaging students, teacher presence is “integral to the learning process online, as the more “visible” [teachers] are, the greater the chance that students will be successful” (Journell, 2015, p. 88).

Delving into Teacher Presence



<https://sway.office.com/37uTtu5XxczZHKEn#content=4umy9GZgFla27z>

TIPS & PRACTICES for Teacher Presence



IMAGES

Include an image or a video to introduce yourself and/or the course. This builds connections between teachers and students. While students love to see you, if you are not comfortable in front of the camera, use an avatar or a cartoon version of yourself. The more human the better!

ANNOUNCEMENTS

Use announcements to remind students of important activities, upcoming due dates, troubleshoot technical issues, or simply wish them a happy holiday.



FEEDBACK

Timely feedback is an important tool for communicating with students about their progress. Add in a personal connection to interests they express through their work.

MESSAGING

Build relationships with students through online communication tools like direct messaging, course check ins, and reminders.

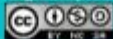


LANGUAGE

Use conversational language in assignment instructions. If you get a pre-made course try adding in a couple labels or changing a few assignment and project instructions to make it sound like your voice and language.

For more information, check out the "Engaging Online Learners" resource at <https://www.offline.com/TheTipsXcessZHXKa>

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Community and Collaborative Learning Environments

The Importance of Community and Collaboration

The most important factor in learning environments are the people; those who teach, learn, collaborate, and interact with one another.

Teachers play a vital role in the creation of supportive, collaborative, and engaging learning environments. Positive and safe learning environments are constructed through a sense of community, building rapport, and encouraging students to interact with peers, an integral part of Community of Inquiry (CoI). A collaborative learning environment, when facilitated by teachers, will result in meaningful learning where students feel valued.

Unfortunately, a common misperception of online learning is that students are at a computer completing large amounts of written work in isolation, while a faceless instructor marks assignments asynchronously, but otherwise has very little connection with their students (Journell, 2015). In today's online learning environments, this may still be the case; however, many online learning environments now include synchronous class time as well as other factors that help to build community and collaboration. So how can teachers build community and collaboration in online environments?



Building Community and Collaboration

The video includes some of the following content:

A. Tips for building community and collaboration (00:50)

1. Creating flexible and engaging online environments that still provide structure and guidance for students. (02:28)

2. Creating connections and meaningful communication. (03:12)

3. Modelling collaboration and contribution. (03:54)

4. Creating opportunity for interpersonal and social interactions with peers and teachers. (05:08)

B. Specific examples of collaboration tools like:

1. Forums: formal asynchronous discussions connected to course content. (06:19)

2. Discussions: informal synchronous whole class or small group discussions; these may also take place asynchronously. (07:45)

3. Peer/teacher editing and collaboration. (08:47)



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13 - Building Community and Collaboration Online

HOW TO SUPPORT ASYNCHRONOUS LEARNING

USING DIGITAL TOOLS AND RESOURCES

CONNECTION TO CORE COMPETENCIES



**Collaborate and share
in open or closed
online environments**



**Research and
application of online
tools or technology**



**Digital citizenship
and internet
safety**

CONNECTION TO CURRICULAR COMPETENCIES (8-12)

[Math] Apply flexible and strategic approaches to solve problems

[English] Access information for diverse purposes and from a variety of sources to inform writing

[Science] Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods

[Socials] Assess the credibility and justifiability of evidence, data, and interpretations



CONNECTION TO DIGITAL LITERACY

What sites are safe and credible? (Information literacy)

What tools are needed? (Critical thinking)

What special effects are available? (Creativity)


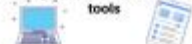

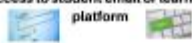




How will this influence my future? (Digital citizenship)

How can we share the workload? (Collaboration)

What are the limits of this tool? (Technology operation)

ADDRESSING BARRIERS

DIGITAL TOOLS CONNECT TEACHERS WITH LEARNING COMMUNITY

BARRIERS	SOLUTIONS
Access to device or reliable internet 	Provide support to family to access resources available to them through the school, district or community.
Familiarity with other software/ digital tools 	District IT checks software and digital tools for their FERPA compliance. They outline a district approved list and teachers are restricted to use those digital tools.
Technology Learning Curve 	Allow for office hour trial times and check ins to support students/parents/teachers learning new software and technology systems.
Access to student email or learning platform 	Trial login and access of learning platforms with student and parent. Students can contact their school about password reset options.
Privacy and Safety Online 	Teachers use approved sites. Parents and students should check their personal online safety with resources such as The White House or CyberSafe BC . 
Participation with video online class meetings 	Allow students to participate without speaking or using video. Remind them that there is a chat function.
Extra screen time 	Balance your schedule to allow for frequent movement breaks. Set a timer for 20 minutes to avoid prolonged screen time.

ENGAGING STUDENTS

- Teachers can connect with families when students are not participating asynchronously through emails, messaging, and phone calls.
- Teachers can choose digital tools to allow for personalization, flexibility and choice.
- Teachers can create meaningful learning experiences for their students.
- Parents and students also have a role in engagement.

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ROLES & RESPONSIBILITIES

THE EDUCATIONAL TEAM

TEACHER ROLE

- Create access to course/schoolwork :
 - one location allows for access and minimizes login/access confusion
- Frequent communication :
 - messages, emails, and online announcements to students and families
- Clear and simple instructions:
 - reduces confusion and questions; encourage independent learning
- Organize learning chunks:
 - easy to follow weekly task lists streamlines work for students
- Calendar with due dates :
 - helps students visualize and prioritize tasks

PARENT ROLE

- Create a designated learning space :
 - A space that has their learning materials, schedule, device and is free from clutter
- Monitor your child's progress :
 - Check using the class' platform and your child's login
- Set reasonable expectations :
 - Remember you do not have to recreate a school day
- Communicate with teachers :
 - Email your questions and concerns

STUDENT ROLE

- Check teacher communication :
 - Find out when and how your teacher communicates and check it often
- Participate in class :
 - Attend class and complete online learning tasks
- Create a support group of peers :
 - Check in with peers about school work and keep each other accountable
- Ask for help without delay :
 - Try your best to problem solve but then reach out for help

Parents, help your child become an independent learner :

Build the following skills with your child so they can manage their own learning

Plan distraction free learning time



Create single access to learning platforms



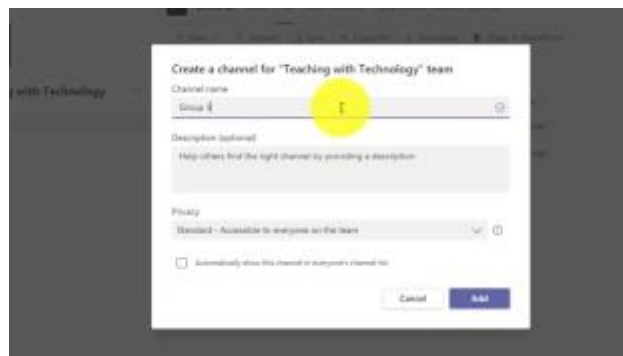
Set daily and weekly schedules



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14 - How to create a forum in Moodle



15 - Microsoft Teams- Setup Private channels for collaboration



16 - How to use breakout rooms in Microsoft Teams

Active Learning Applications

Active Learning Applications



FLIPPED LEARNING

What?

The basic premise is to have learners explore learning materials to gain foundational knowledge and skills, and then apply their learning through authentic problems or collaborative learning tasks. The learning is consecutive and connects asynchronous learning to synchronous learning.

Why?

- Individual active learning strategies to gain skills
- Students take responsibility of learning
- Problem-solving synchronously
- Student-centered
- Collaborative



INQUIRY

What?

Inquiry refers to project-based learning that allows students to explore areas of interest with the support of teachers. Applicable to any subject, inquiry provides students the opportunity to engage with course material and use their knowledge for practical applications.

Why?

- Creates authentic learning experiences for students
- Develops curiosity
- Provides a meaningful context for learning
- Opportunity to improve, clarify and apply knowledge
- Addresses diverse student needs.



PROBLEM-BASED

What?

Problem-based learning is based around intended curriculum concepts, unlike inquiry which is completely student directed. However, learners still work together through small group collaboration to solve complex, authentic, open-ended questions.

Why?

- Provides a meaningful context for learning
- Develops curiosity through problem-solving
- Student-centered
- Self-directed learning
- Opportunity to improve, clarify, and apply knowledge

For more check out the "Engaging Online Learners" resource at <https://www.uvic.ca/ehc/theblackboard/>



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Flipped Learning



What is Flipped Learning?

What is Flipped Learning?

The basic premise of the flipped learning strategy is to have learners explore materials to gain foundational knowledge, and then actively apply that knowledge (Cheng et al., 2018; Gilboy et al., 2015; Klenner-Moore, 2011; Roehl et al., 2013). This learning is consecutive and connects the asynchronous learning to the synchronous learning (Norberg et al., 2011). In asynchronous class time, students interact with lessons and assignments that then provide the opportunity for students to “work through problems, advance concepts and engage in collaborative learning” (Roehl et al., 2013, p.45) in the synchronous class time. Flipped learning is dynamic and interactive (Brewer & Movahedazarhouli, 2018), and “promote[s] student-centered, active learning” (Gilboy et al., 2015, p. 113).

Benefits:

1. With increased student-teacher interaction, teachers are able to evaluate and have “greater insight into students’ grasp of information and learning” (Roehl et al., 2013, p. 47).
2. Increased student engagement, self-awareness and can improve student engagement, self-awareness and support student understanding, retention and transference of skills and knowledge (Berrett et al., 2015a; Brewer & Movahedazarhouli, 2018; Roehl et al., 2013; Sun et al., 2018).
3. The flexibility of having didactic teaching such as lectures and content online allows students to monitor their understanding, revisit topics and learn at their own pace (Brewer & Movahedazarhouli, 2018; Roehl et al., 2013; Yong et al., 2015).

Tips:

1. Flipped learning has a greater positive impact when synchronous lectures are replaced with active learning strategies and students have the flexibility to personalize learning new content (Berrett et al., 2015a; Brewer & Movahedazarhouligh, 2018; Roehl et al., 2013).
2. Integrating technology will engage students in the learning, including using asynchronous online “digital media to enhance content” (Gilboy et al., 2015, p. 110).
3. It is not enough to digitize a textbook to post online, the key is to develop interactive digital content “that support learning objectives” (Austin & Mescia, n.d., p. 1).

When students have access to one-to-one technology and teachers have the time and skills to create experiences, flipped learning has the potential to make use of engagement strategies within class that extend via technology to the online experience (Conole et al., 2004; Dabbagh, 2005).

Flipped Learning Examples**Ready to do some flipping!**

Here are a few examples of Flipped Learning activities to use in English courses.

1. Paragraph Writing

Students read a short story ahead of time and respond to a series of questions. During synchronous class time they then write paragraphs, in groups, based on the reading; for example, a character analysis. The writing is modelled and scaffolded during class time so that by the end of class all students have created a paragraph that includes all the required components. As the teacher, this gives you the opportunity to provide specific feedback while students are working. While this could be completed individually, the added benefit of working in groups is that students are also able to learn from each other.

2. Using Citations

Students complete paragraph response to an article prior to synchronous class time. As part of this assignments they are required to use both in-text and end of text citations. During synchronous class time, review how to use both in-text and end of text citations and then students can pull up their work to check over and fix their citations. While they are working they can also receive direct feedback regarding citations, quote integration and general writing tips. They are then able to resubmit their assignment. This allows for active learning opportunities during synchronous class and gives me the time to connect with the students one on one and in small groups.

3. Demonstration of Understanding

Students are required to read/view a section of a play, e.g., "Twelfth Night", and respond to a series of questions. Questions can be completed during or after reading. During synchronous class time, students are then prepared to engage in a variety of activities. (e.g., creating visuals, paragraphs, debates, skits)

Tips: If they are reading online, requiring students to complete a question after each page before they move on to the next page, or including a video with questions throughout (see 4.2 Video Lecture) can help to ensure that students are prepared to engage in the synchronous activities.



But what about non-academic courses? Don't worry you can flip learning in any course to actively engage students.

Here are a few examples of Flipped Learning activities to use in a Physical and Health Education course .

1. Sport Rule Quizzes

Students are required to read information on a specific sport or skill and then complete a quiz to check their understanding asynchronously. The information includes game set up, rules of play, objectives and potential fouls or penalties. When students complete the readings and quiz in advance, students come prepared for the synchronous class with a basic understanding of the activity.

For example, after learning about volleyball rules, and game objectives, students participate in volleyball skills, drills and games synchronously. In my experience, this reduces the amount of time spent explaining rules because students have learned the information.

Tip: Make sure you outline a few weeks in advance so you can ensure students have the information to prepare for synchronous class time.

2. Skills Demonstration Videos

Teaching physical and health education asynchronously can have its challenges, including having limited evidence of movement skills and competencies.

Skill demonstration videos allow students to show their mastery of sport specific skills. For example, a throwing demonstration asks students to record themselves throwing an object. This allows teachers to see which students have mastered the skill, and determine how to differentiate the learning experience for the students. You wouldn't want to spend time reviewing the proper steps to an overhand throw if the class has already mastered the skill. Additionally, this ensures students have acquired basic movement skills before tackling more complex movement patterns.

Tip: Give students options in how they demonstrate the skill. For example, students can demonstrate proper kicking movements through: soccer, football, rugby, and martial arts.

3. Physical Activity Portfolios

Due to time and resource constraints, it is challenging to include multiple activity types in synchronous class times. Unfortunately, this means some students may never get the opportunity to showcase their own abilities. For example, if you have a student who is an equestrian, it is unlikely that they will be able to showcase that athleticism in a synchronous class. Physical Activity Portfolios allow students to provide evidence of their physical activity outside of class and demonstrate their physical competencies.

Portfolios should include:

- which physical activity students participated in
- when students were physically active and how long they participated in each activity
- evidence to support the physical activity, for example:
 - photos
 - journal of physical activity
 - gym membership logs
 - Fitbit recordings or step tracking
 - recreational activities
 - sports team/ dance schedules
 - exercise app screenshots
- related health information, such as:
 - healthy recipes you cooked/made
 - mindfulness activities
- A summary reflection on your physical activity:

- Discuss how you felt about this activity.
- Did you do anything that you really enjoyed? Disliked?
- Were you as active as you wished?

Physical Activity Portfolios allow teachers an insight into students area of interest and physical activity levels. Additionally, portfolios enable teachers to recognize the competencies students have already mastered and differentiate the learning.

Resources

[A Guide to the Flipped Classroom](#)

[The Flipped Classroom: An Opportunity to Engage Millennial Students Through Active Learning Strategies](#)

[12 Resources on Flipped Learning](#)

Inquiry Learning



What is Inquiry?

This video discusses inquiry as an active learning strategy, as well as my personal experiences with implementing inquiry. (video length: 9 minutes)


- What is Inquiry? (00:00)
- Teacher Role (00:30)
- Goals of Inquiry (01:15)

- Personal Experience and Examples (01:55)
- Why Choose Inquiry? (08:25)



<https://sway.office.com/37uTtu5XxczZHKEn#content=rH1PaR6CinMXQ6>

Inquiry Templates

<p>Name: _____</p> <p>Word Process Proposal</p> <p>This Word Process proposal is a case about proposed you have to submit to obtain permission to go forward with your project. Obviously, it is an extension of your project.</p> <p>1) Describe your project.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2) What is your ultimate goal for this project?</p> <p>_____</p> <p>_____</p> <p>3) What is your big question?</p> <p>_____</p> <p>_____</p> <p>4) Which activities do you think will be your project's goals? (4)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>5) How do you think you will present your project?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. Consultation with Teacher:</p> <p>You do not need to complete anything here this space is for when you want someone else to discuss/consult forward with your project.</p> <p></p> <p>Student Name (print): _____ Teacher Name (print): Black/White</p> <p>Student Signature: _____ Teacher Signature: _____</p> <p>Printed Name: _____</p> <p>Approved: <input type="checkbox"/> by Parent: <input type="checkbox"/> Date: _____</p>
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U-Connect: IDS

What are you going to learn?	Curriculum you are covering (big idea, curricula, competencies, and content)	Objective, goal or question for each piece of curriculum
How are you going to learn it?	Resources and Strategies	What do you have to do in order to meet each objective, goal or question?
How are you going to know that you have learned it?	Evidence	I will be able to ...
How are you going to prove that you learned it?	Evidence	How will you demonstrate your learning of the objective, goal or question?
How does your Evidence meet the Curriculum?	Connect your project to the chosen Curriculum	Does what you have produced and learned meet the chosen curriculum?
Self Teacher Feedback	Assessment - How well has the task been completed?	How do you rate your project to be assessed?

- Benefits:**
- Requires students to be actively involved in the process of developing their unit of study
 - Requires students to expose their teachers to learn and their own-directed learning skills
 - Maximizes students' motivation to learn because they have chosen the agenda
 - Includes a schedule of regular meetings with the teacher and helps to keep learners on track because it is specific and concrete
 - Encourages student ownership and independence
 - Provides structured learning goals and evaluation, which helps to maximize understandings and clearly communicated expectations
 - Provides continual feedback about progress, goals, and achievement
 - Enables advising faculty member to encourage use of a wide variety of resources (e.g., peer, library, community, experiential)

Signatures:

Student		Date:
Teacher		Date:
Parent		Date:

U-Connect: IDS

Curriculum	Objective/Question/Goal	Resources and Strategies	Evidence: I will be able to ...	Demonstrate objective/question/goal	Curriculum Connection	Feedback

Resources

[Inquiry Circles for Curiosity, Engagement, and Understanding](#)

[Inquiry: Level 1, 2, and 3 Questions](#)

[Inquiry-Based Learning Using Everyday Objects](#)

[Powerful Understanding](#)

[Resources and Downloads to Facilitate Inquiry-Based Learning](#)

[Teaching Inquiry Learning](#)

[The Curious Classroom](#)

Problem-Based Learning

THINKING...



What is Problem-based Learning?

Problem Based Learning (PBL) is pedagogical approach where small groups of learners work towards solving a complex, real world problem that is open-ended with multiple possible answers. Teachers take on the role of a facilitator to help scaffold and guide students towards self-directed learning as they:

- identify issue presented in the open-ended question.
- brainstorm potential avenues to address question.
- research and acquire knowledge to support their ideas.
- attempt to solve the question using what they've learned.

PBL Benefits and Design Considerations

The benefits of using this model of learning is that students are actively engaged throughout as they are required to work collaboratively while conducting both self and group reflections during the process. Each learner has their individual responsibility to prepare, participate, and contribute to the group's effort.

When designing a lesson or course around PBL, it is important to keep the following aspects in consideration:

- Initial problem must be authentic, interesting, open ended, stimulates discussion, and appropriate for the students' level.
- Fostering of group collaborating to help build relation between teacher-students and student-students to encourage personal responsibility.
- Provide flexible scaffolding and support to help the group or individual students if necessary.

Resources

The [BC curriculum website](#) offers **Big Ideas** that supports PBL. Adjustments may be required to make questions relatable or collaborative. Some examples are provided below:

- (*Environmental Science 12*) How can we prevent storm-surge damages in our coastal community?
- (*Life Science 11*) How have human influences in our local environment affected speciation?
- (*Foundations of Math 10*) How can we use Trigonometry to create art?
- (*English 9*) How can we interpret the same story using different perspectives?
- (*Socials 8*) How can conflicts between people stimulate political change?

Additional Resources:

[How to Use Problem-Based Learning in the Classroom](#)

[The Wiley Handbook of Problem-Based Learning](#)

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