

Triton College Workshop: *Student Engagement and Assessment in Online Learning*

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As you join us, please use the Chat pane to type your name and one thing you learned/were reminded of from previous workshop (if attended).



Welcome and Introductions

- Participant introductions
 - Please use the Chat pane to type your name and one thing you learned/were reminded of from previous workshop (if attended).
- Workshop facilitator introductions
 - Cori Renguette and Stephen Hundley from the Assessment Institute in Indianapolis
- Workshop materials, including note taking handout and other resources
 - <https://assessmentinstitute.iupui.edu/events/triton.html>



Learning Outcomes

- I. Describe evidence-based instructional practices to promote student engagement in online learning contexts.
- II. Develop activities and assignments to introduce and reinforce student learning.
- III. Implement formative and summative assessment practices to determine student achievement of intended learning goals.
- IV. Use assessment findings to improve instruction, including the student experience in online learning contexts.
- V. Develop a personal action plan.



Workshop Agenda

- Introductions, Learning Outcomes, and Agenda: 5 minutes
- Initial Orienting Question in Chat and Report-out: 5 minutes (*10 minutes*)
- Presentation and Guided Discussion: 35 minutes (*45 minutes*)
- Break: 10 minutes (*55 minutes*)
- Small Group Discussion using the Discussion Framework and Reporting Template: 30 minutes (*85 minutes*)
- Report-outs and Large Group Discussion: 25 minutes (*110 minutes*)
- Individual Action Planning, Wrap-up, and Adjournment: 10 minutes (*120 minutes*)



Initial Orienting Question in Chat / Report-out

- In a few words, answer these question in Chat:
 - First: What are some challenges with engaging learners in online settings?
 - Report-out summarizing main themes from responses
 - Second: What are the strategies you have used to engage learners in online settings?
 - Report-out summarizing main themes from responses



Evidence-based Instructional Practices to Promote Student Engagement

- Both individual and collaborative learning opportunities
- Building community and connections
- Promoting structure and flexibility
- Navigating individual accountability with collective responsibilities
- Providing opportunities for student agency & ownership of own learning
- Cultivating inclusive & welcoming environments



Evidence-based Instructional Practices to Promote Student Engagement

- Transparency in Learning and Teaching framework (TiLT)
- Help learners understand the purpose, the task, and what success looks like
- Reduces unwritten barriers to student success
 - Examples & research can be found here: <https://tilthighered.com/tiltexamplesandresources>



Activities and Assignments to Introduce and Reinforce Student Learning

TiLT Template

Purpose

[Note to instructors: Replace the bullet points below with the information that pertains to this assignment.]

- What is the purpose of these assignments for the students?
- How will it help them with this course? How will it help them beyond the course and post-graduation?

Task

[Note to instructors: Replace the bullet points below with the information that pertains to this assignment.]

- Outline the tasks that need to be completed for this assignment.
- This is also a good opportunity to address any common issues or barriers that students may run into when doing these assignments. Giving them these steps will help reduce the friction with the learning process and reduce students reaching out to you with questions.
- This is where you can provide resources and links that you expect your students to utilize. For example, if a student needs to get resources from the library, provide a link on how they can do this. If they need to write in a certain style like MLA or APA, link out to that resource, such as your Writing Center or Purdue OWL.

Criteria for Success

[Note to instructors: Replace the bullet points below with the information that pertains to this assignment.]

- How will students be graded on this assignment?
- If you use [Canvas Rubrics](#)², this is a good place to insert one and refer students to this.
- How and when should students expect to receive feedback from you on this assignment?

Source: IUPUI Center
for Teaching and
Learning



Activities and Assignments to Introduce and Reinforce Student Learning

- Getting Started
 - READ: How to Succeed in an Online Class
 - COMPLETE: Accessibility Acknowledgement
1 pts
 - READ: Course Navigation
 - READ: Canvas and Technology Start-Up
 - READ: What is Zoom @IU?
 - SHARE: Please Introduce Yourself

- Week 1
 - Week 1 | Overview
 - Week 1 | Instructor Lecture and Notes
 - Week 1 | Discussion
 - Week 1 | Assignment
0 pts



Activities and Assignments to Introduce and Reinforce Student Learning

- High Impact Practices (Kuh, 2008)
 - First-Year Seminars/Experiences
 - Common Intellectual Experiences (core curricula)
 - Learning Communities
 - Writing-Intensive Courses
 - Collaborative Assignments & Projects
 - Undergraduate Research
 - Diversity/Global Learning
 - ePortfolios
 - Service Learning & Community-Based Learning



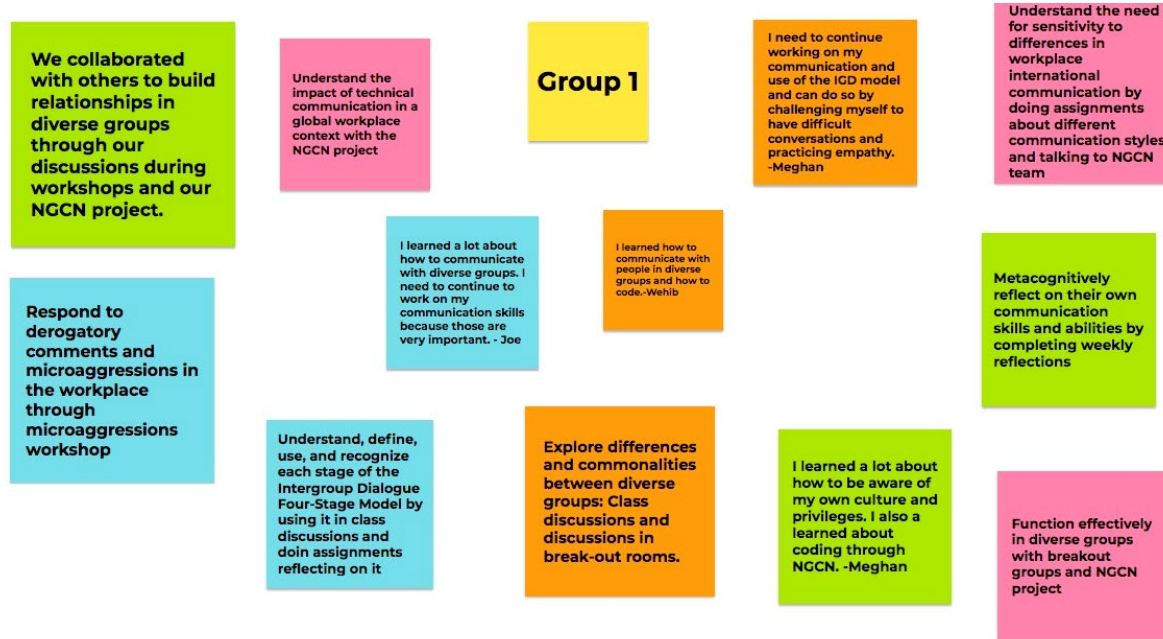
Evidence-based Instructional Practices to Promote Student Engagement

- Adapting “Classroom Assessment Techniques” to online context
 - One-minute paper, exit tickets, muddiest point
 - Knowledge checks, repeatable quizzes,
 - Peer-to-peer learning, collaboration (Jamboard)
 - Specifications grading & oops tokens



Evidence-based Instructional Practices to Promote Student Engagement

- Example: Google Jamboard



Formative and Summative Assessment Practices to Determine Student Achievement of Learning

Formative Assessment	Summative Assessment
<ul style="list-style-type: none">• May or may not be graded• Improvement: to give feedback to instructor and students about how well students understand specific material• Very focused on whether students have acquired specific skills or information• Very focused on whether students have acquired specific skills or information	<ul style="list-style-type: none">• Usually graded• Judgment: to derive a grade, and to allow students to work intensively with course material• Less focused on specific skills or information; instead, allows students to demonstrate a range of skills and knowledge• Requires more time from instructors and students; complex; done outside of class

Source: Indiana University Center for Innovative Teaching and Learning



Use Assessment Findings to Improve Instruction and Student Experiences in Online Contexts

- Individual course and instructor level reflections and improvement
- Multi-section courses – consistency vs. Flexibility
- Program (academic, degree-granting; Gen Ed.; co-curricular; etc.)
- Institution-level – effectiveness / transparency / communication
- Connection to valued systems / processes / policies
 - Curriculum revision, course development, program review, professional development, P&T, rewards/recognition, accreditation, etc.



Recap

- Describe evidence-based instructional practices to promote student engagement in online learning contexts
- Develop activities and assignments to introduce and reinforce student learning
- Implement formative and summative assessment practices to determine student achievement of intended learning goals
- Use assessment findings to improve instruction, including the student experience in online learning contexts
- After the break, we will engage in small group discussions / report-outs



Preview of Group Discussion Questions

1. In reviewing the instructional practices and assignments/activities discussed in this workshop, what are examples of ways you used these to promote student engagement?
2. What challenges did you experience? What recommendations would you offer?
3. What additional instructional practices and assignments/activities would you like to add to the list?

Break (10 minutes)



Small Group Discussion using the Discussion Framework and Reporting Template

- Random group assignment
- Use the *Discussion Framework* for instructions, including selecting a timekeeper, scribe, and spokesperson
- Record answers on the *Reporting Template* to:
 - Prepare a brief (3-5 minute) oral summary of key points from group discussion
 - Share with other workshop participants as a summary resource



Report-outs and Large Group Discussion

- Oral summary of key points from group discussion
- Reactions / large group discussion / Q&A



Individual Action Planning

- Refer to *Note Taking Handout* to capture main points and action items from this workshop: start doing , stop doing, continue doing, and consider doing
- **If you have participated in *all three workshops*, please remain for a brief meta recap of the day**



Meta Recap

- In the chat pane, identify 2-3 main points that transcend all three workshops – new ideas, things you were reminded about, promising practices to consider adapting, etc.
 - Report-out summarizing main themes from responses
- In the chat pane, identify an unanswered question or topic you wish to explore more deeply in the future
 - Report-out summarizing main themes from responses
- Final thoughts and next steps



Wrap-up and Adjournalment

- Contact information
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