

**Linking Methods of Student Engagement:  
Implementing and assessing teaching components  
with a new synchronous classroom tool**

Miranda Brand, EdD  
Associate Dean, College of Social and Behavioral Sciences

Jody DeKorte, PhD  
Dean, School of General Education and Open College


Sara Sander, PhD  
Dean and Vice President, College of Social and Behavioral Sciences

October, 2019

**PURDUE GLOBAL**  
UNIVERSITY

**Purdue University Global - Overview**

- Mission
- Programs/Degrees
- Student Demographics
- Faculty Demographics



Purdue University Global | IUPUI Assessment Institute | Linking Methods of Student Engagement: Implementing and Assessing Teaching Components with a new Synchronous Classroom

2 PURDUE GLOBAL

## Implementation of a new synchronous tool

**Part I: Explore the university's role in the institutional-wide implementation of a new synchronous online classroom tool.**

Background:

- How seminars work
- Why we needed a new tool
- Who was involved in the process

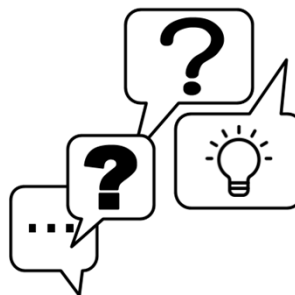


## New Expectations

**Part II: Describe the rationale and process for implementing new teaching expectations for facilitating seminars and the impact on student engagement.**

Background:

- Faculty Task Force created to review literature and develop research-based best practices for student engagement.
- Process of how development of new expectations, grading rubrics, pilot of new synchronous tool and faculty training to implement took shape.



## New Expectations

### Implementation:

- Faculty Task Force to revise seminar expectations/best practices for the college. Charge: Review position statement, current best practices, and incorporate the three areas supported by research:
  - information exchange
  - social support
  - task management
  
- Incorporate refined seminar expectations/ best practices through the following:
  - Training
  - Faculty meetings
  - Best practices sessions
  - Course leader meetings

## Results

**Part III:** Explain how the goal of increasing student engagement by improving seminar delivery was evaluated.

**Measurement:** Student satisfaction each quarter

- Reduction in student escalations
- Improvement in qualitative chair review

	PRE INTERVENTION Solid	POST INTERVENTION Solid
Overall Seminar Performance	65.5%	82.9%

PRE INTERVENTION Building	POST INTERVENTION Building	PRE INTERVENTION Not Meeting	POST INTERVENTION Not Meeting
27.4%	17.1%	7.1%	

## Contact Information

Jody DeKorte: [JDeKorte@purdueglobal.edu](mailto:JDeKorte@purdueglobal.edu)

Sara Sander: [SSander@purdueglobal.edu](mailto:SSander@purdueglobal.edu)

Miranda Brand: [MBrand@purdueglobal.edu](mailto:MBrand@purdueglobal.edu)



## References

- Altun, S. A., Kalayci, E., & Avci, U. (2011). Integrating ICT at the faculty level: A case study. *The Turkish Online Journal of Educational Technology*, 10(4), 230-240.
- Haythornthwaite, C. (2002) Building social networks via computer networks: Creating and sustaining distributed learning communities. In K.A. Renninger and W. Shumar (Eds.), *Building virtual communities: Learning and change in cyberspace* (pp. 159–209), Cambridge: Cambridge University Press.
- Hrastinski, S., & Jaldemark, J. (2012). How and why do students of higher education participate in online seminars? *Education and Information Technologies*, 17(3), 253-271. doi: 10.1007/s10639-011-9155-y
- Snowball, J., & Mostert, M. (2010). Introducing a learning management system in a large first year class: Impact on lecturers and students. *South African Journal on Higher Education*, 24(5), 818-831.
- Watts, L. (2016). Synchronous and asynchronous communication in distance learning: A review of the literature. *The Quarterly Review of Distance Education*, 17(1), 23-32.