

Promoting Intellectual Engagement

How to create excitement about learning in the online environment

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A Little About Us

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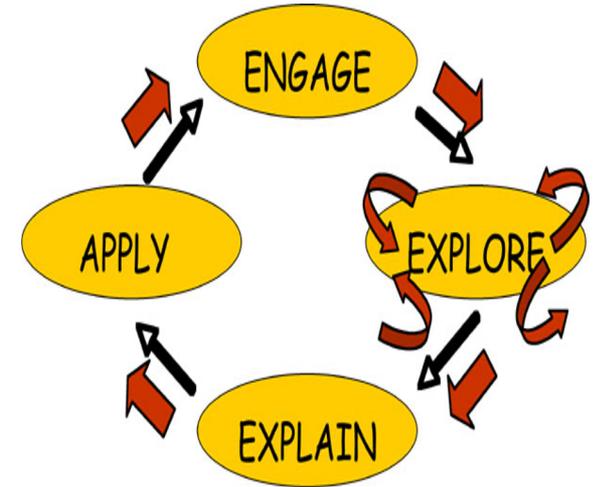
What does **Intellectual
Engagement**
look like?

What does **Intellectual
Engagement** mean to you?



Intellectual Engagement

- Challenging and absorbing interest
- Explore topics with desire to discover and make connections
- Intrinsic motivation to learn, possibly with others, to construct knowledge
- Personal agency to invest in engaging intellectually - creative energy
- Problem-solving, investigating
- Balance between structure and openness - flexibility to learn and explore



Intellectually Engaging Tasks

- Provide structure and freedom
- Are characterized by active learning, choice, and expression
- Require deep thinking and lead to deep understanding
- Immerse students in authentic, discipline-rich inquiry.
- Connect learners socially and to the world
- Involve substantive conversation, collaboration, and idea creation
- Distributed teaching among the learners

Adapted from Jacobsen, Lock, Friesen (2013)



Intellectually Engaged Teaching

Balance structure and openness

Use engaged teaching strategies that support learning process

- modeling
- coaching
- scaffolding
- providing ongoing formative feedback on the learning

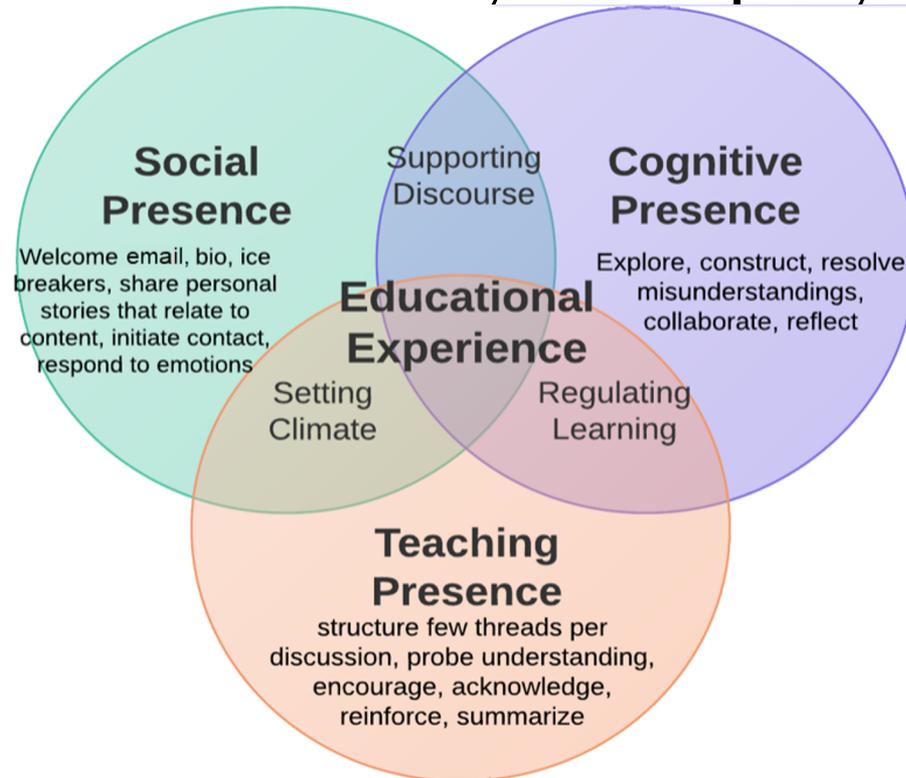
Provide formative feedback and summative assessment

- Academically rigorous
- Meets discipline and industry standards

Adapted from Jacobsen, Lock, Friesen (2013)



Community of Inquiry[†]



[†]Garrison, Anderson, & Archer, 2000
Garrison, (2011); Garrison & Arbaugh (2007); Lambert & Fisher,
(2013), Tolu, (2012)

Community Classroom



Active Learning Assignments



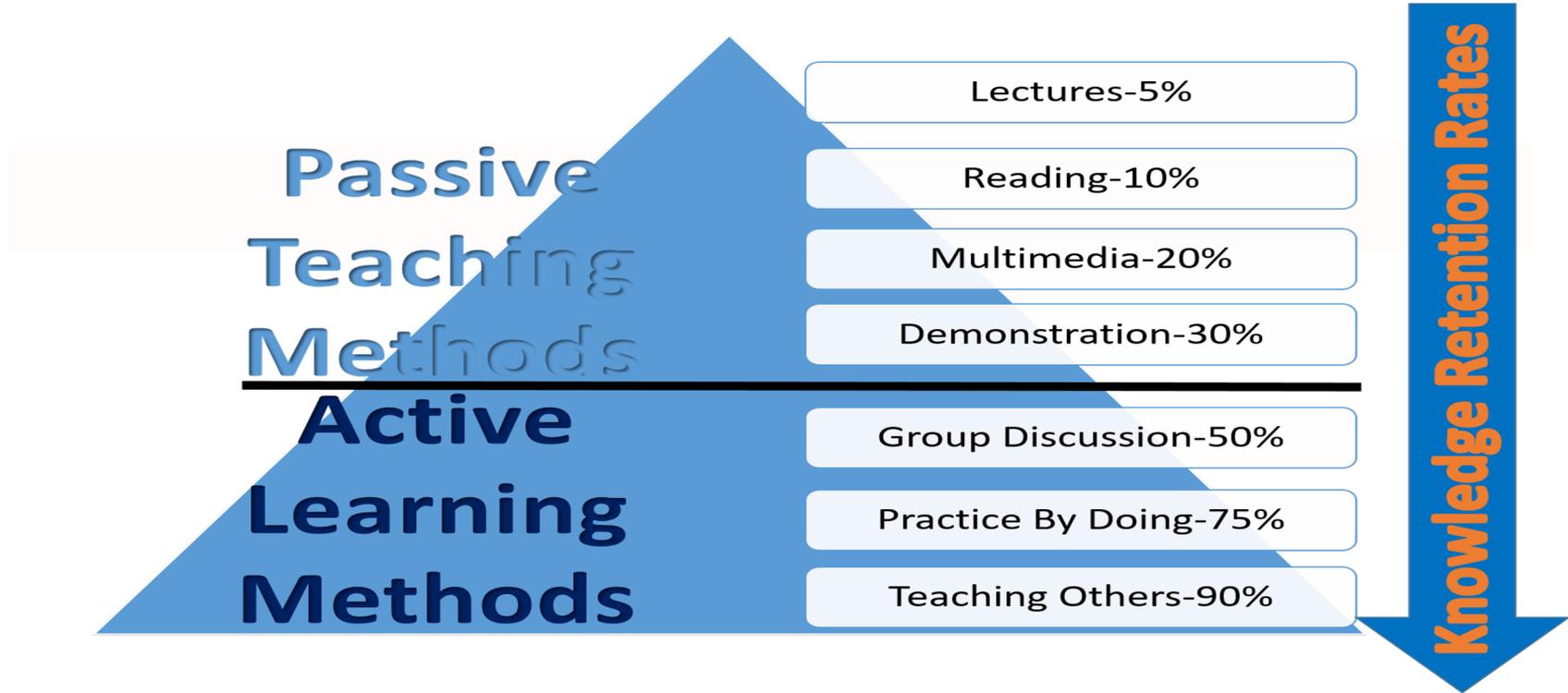
What is Active Learning

*“Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to **do meaningful learning activities** and **think** about what they are doing.”*
-Prince, 2004



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Teaching and Learning



- Adapted from National Training Laboratories, Maine (https://www.fitnyc.edu/files/pdfs/CET_Pyramid.pdf)

Active Learning and Engagement Theories

Active learning case studies

- Kearsley and Shneiderman (1998)
- Vonderwell & Turner (2005)
- Pruitt (2008)
- Dahl (2015)
- Lemke (2017)

Engagement Theories

- Dial (2012)
- Baker and Taylor (2012)
- Garrison, Anderson, and Archer (2000)



High-Impact Practices

High-Impact Practices (HIPs) are designed for students to:

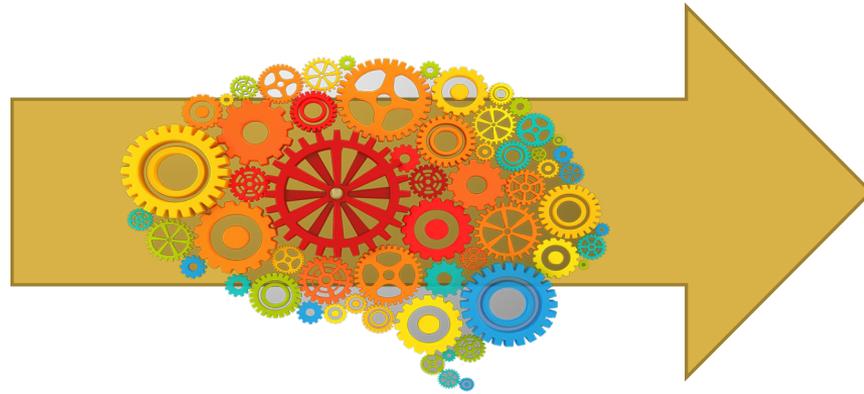
- Invest time and effort
- Interact with faculty and peers about substantive matters
- Experience Diversity
- Respond to more frequent feedback
- Reflect and integrate learning
- Discover the relevance of learning through real-world experiences.

(Kuh (2008), as cited in Hobbs and Kropp, 2018).



Strategies for Taking Active Learning Online

**Active
Learning
Assignment**



**Online
Active
Learning
Activity**

Active Learning Assignments

- Faculty design robust activities and assignments
- Students choose what and how they learn
- Activities build knowledge



Active Learning Exercises

@Catin_Tucker
CatinTucker.com
CatinTucker.Teachable.com

Asynchronous Learning Activities



Read + Take Notes



Watch Video-based
Instruction



Listen to Podcasts



Explore Teacher-curated
Resources



Engage in Online Discussions



Practice + Review



Research + Explore



Reflect + Document
Learning

Active Learning Discussions



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Questions to Enliven the Conversation

Promote Engagement & Critical Thinking

- Provocative and engaging
- Multi-level - inclusive participatory pedagogy
- Higher-Order questions*
 - Require deep thinking and lead to deep understanding
- Relate to self or society
- Conditional phrasing*
- Poignant vignette
- Dilemmas
- Real-world application/Case study*



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Sample Question

List an important cultural influence in your life. How has this influence affected your development?



Think about an important cultural influence in your life. How has this influence affected your **development**? What would **Erikson** say about the role of this cultural influence? Which **stage** of development is most important to who we are as adults? Why do you think so? How does our **cognitive development** impact our **socio-emotional development**? What happens if, as a society, most children were hampered at a particular stage of socio-emotional development? Pick a stage and share your thoughts. Answer any one of these questions, not all of them. See if anyone else started a conversation by viewing the subject headings.

Intellectually Engaging Tasks

- **Provide structure and freedom**
- Active learning, choice, and expression
- Require deep thinking and lead to deep understanding
- **Immerse students in authentic, discipline-rich inquiry**
- Connect learners socially and to the world
- **Involve substantive conversation, collaboration, and idea creation**
- **Distributed teaching among the learners**

Adapted from Jacobsen, Lock, Friesen (2013)



Traditional Asynchronous Discussions

Instructor posts a question

Each student posts a homework-style response

Student A post

- Student B response
- Student C response
- Student X response

> Student B post

> Student C post

- Student A response
- Student Q response

> ...



Organic Discussion Structure

Generative Participatory Conversation Model - **Classroom**

Instructor Prompt

- Student A answers
 - Student B responds to A and adds new ideas
 - Student C responds to B & builds connections
 - Student D summarizes A, B & C
 - **Instructor scaffolding prompt/redirect**
 - Student E responds
 - ...



Organic Discussion Structure

Generative Participatory Conversation Model - **Online**

- **Instructor multi-level prompt**
 - Student A answers one question
 - Student B comments on A & **Adds, Analyzes, Applies** (UL-Synthesize, Evaluate)
 - Student C comments on B & Adds, Analyzes, & Applies
 - Student D comments C & Adds, Analyzes, & Applies
 - **Instructor scaffolding prompt after summary of A-D**
 - Student E answers & AAA
 - Student Z comments on E & AAA
 - ...



Online Discussion Structural Difference

Each student starts thread-monologue

- > Student A post
 - Student B response
 - Student C response
 - Student X response

- > Student B post

- > Student C post
 - Student A response
 - Student Q response

- > ...

Instructor starts thread-conversation

- Instructor multi-level prompt
 - Student A answer (**Add, Analyze, Apply**)
 - Student B summary of A & AAA
 - Student C summary of B & AAA
 - Student D summary of C & AAA
 - Instructor scaffold question
 - ...
- Instructor multi-level prompt
 - Student E answer (**Add, Analyze, Apply**)
 - Student Z summary of E & AAA
 - Student W summary of Z & AAA
 - And so on

Student Instructions

After the first person responds to me, respond to each other.

To keep the conversations going, follow these steps:

1. Read my initial questions and any peer responses.
2. Find an interesting comment by one of your classmates and click **Respond**.
3. Use your classmate's name and briefly summarize what that person said or comment on it (one sentence is fine).
4. Share new information from the assigned readings and apply it using your critical thinking skills. That is, **Add** new information (terminology), **Analyze** what it means and **Apply** it to a situation for a **AAA** post.
5. Sign your name and adjust subject line before posting

Repeat steps 1-5 twice more for at least three 100-word responses.



Reminders to Students

- Goal: great conversation, apply
- Learn while writing and reading
- Prompts - *to inspire great conversations, not limit them*
- Answer only one of my prompts, not all
- Respond to my more recent prompts



qualitylogic.com

Conversation Starters & Samples

Summarize or comment on your peer's post

- > I learned from you that ...
- > I appreciated how you explained ... because I learned...

Transition to what you will add to the conversation

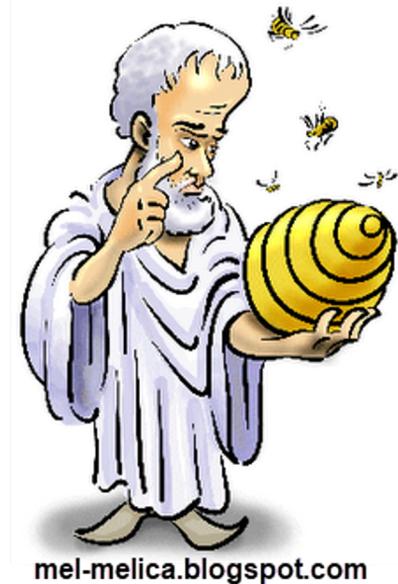
- > And, I think that we also need to consider...
- > Another important question we need to think about is...
- > What this means is ...
- > That makes me think of ...
- > I am confused about ..., what I know is ... and I would like help ...
- > While you said..., I disagree because...



Instructor's Role[†]

Ask Socratic and scaffolding questions*

- Increase critical thinking
 - Presence
 - Modeling
- Direct the conversation
- Provide meaning for the discursive aspects
- Share teaching stories



[†]Dennen & Wieland (2007), Graham, Cagiltay, Lim, Craner, & Duffy, (2001); Mazzolini & Maddison (2005); Rovai, 2007; Shindler & Burkholder, (2014)

Grid View Screen-Shot

Course Home Syllabus Content Assessments Communication Resources Library Design Free Tutoring

Discussions List

Forums & Topics List

- MANDATORY INTRODUCTION FORUM
- MAIN AREA
- LESSON DISCUSSIONS
 - Lesson 01
 - Discussion: Burning Issues in Psychology (1) **Psychology** (0)
 - Lesson 02
 - Discussion - optional (0)
 - Lesson 03
 - Discussion - Neuro-Dynamics: Changing Your Brain (0)
 - Week 3 - Learning and Memory (0)
 - Lesson 04 - Behavior Modification Support (Optional) (0)
 - Development Discussion (0)
 - Personality, Disorders, and Treatment (0)
 - Last discussion! Social Psychology (0)

Mark Unread Delete Print

| <input type="checkbox"/> | | | | Votes | Subject | Authored By | Date |
|--------------------------|--|--|--|-------|---|---------------|-----------------------|
| <input type="checkbox"/> | | | | 1 | Burning Issues in Psychology | Beth Roepnack | Aug 16, 2019 1:09 PM |
| <input type="checkbox"/> | | | | 0 | Burning Issues in Psychology | | Aug 19, 2019 11:24 PM |
| <input type="checkbox"/> | | | | 0 | Burning Issues in Psychology | | Aug 20, 2019 9:39 AM |
| <input type="checkbox"/> | | | | 0 | Burning Issues in Psychology | | Aug 21, 2019 4:14 PM |
| <input type="checkbox"/> | | | | 0 | Burning Issues in Psychology | | Aug 21, 2019 9:54 PM |
| <input type="checkbox"/> | | | | 0 | Burning Issues in Psychology | | Aug 21, 2019 11:11 PM |
| <input type="checkbox"/> | | | | 0 | Burning Issues in Psychology -> Anxiety | Beth Roepnack | Aug 22, 2019 7:54 AM |
| <input type="checkbox"/> | | | | 0 | Burning Issues in Psychology -> Anxiety | | Aug 24, 2019 8:11 PM |
| <input type="checkbox"/> | | | | 0 | Burning Issues in Psychology | | Aug 24, 2019 3:38 PM |
| <input type="checkbox"/> | | | | 0 | Burning Issues in Psychology | | Aug 24, 2019 4:20 PM |
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| <input type="checkbox"/> | | | | 0 | Burning Issues in Psychology | | Aug 25, 2019 9:24 PM |
| <input type="checkbox"/> | | | | 0 | Burning Issues in Psychology | | Aug 21, 2019 10:33 PM |
| <input type="checkbox"/> | | | | 0 | Burning Issues in Psychology | | Aug 23, 2019 9:52 AM |
| <input type="checkbox"/> | | | | 0 | Burning Issues in Psychology | | Aug 24, 2019 1:56 PM |

Social Constructivist Model

Meaning Construction occurs in a **collaborative** dialogue

- > Interacting with others
- > Negotiating meaning
- > Considering multiple perspectives
- > Evaluating rationales

Improved performance on exams*

Jonassen, Davidson, Collins, Campbell, & Haag, (1995)
Roepnack (forthcoming)



Social Construction - Reading

- **Premise:** well designed OD can support learning[†]
- **Reality:** *Post depth predicted by % of posts read**
 - Reading and re-reading posts benefits quality

Organic Online Discussions nudge students to

- Summarize
- Read more posts
- Form connections because of the graphic representation

[†]Foo & Quek, 2019; Shindler & Burkholder, 2019)

*Wise, Hausknecht, & Zhao (2014)



Scaffolding Prompts*

Share scaffolding prompts with students in AOD

- Clarification
- Assumptions
- Reasons and evidence
- Viewpoints and perspectives
- Implications and consequences



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Model scaffolding

- Thread structure ensures more visibility of critical thinking

*Toledo (2006)

Structural Difference

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 - Student E answers & **AAA**
 - Student Z comments on E & **AAA**
 - ...



Role Playing



- > Weeks 1 and 2: Build familiarity
- > Weeks 3 and 4: Assign roles
 - Skeptic
 - Reflector
 - Validator
 - Challenger
 - Scaffolder
- > Week 5 and on: metacognitive work
 - Invite students to summarize conversations, evaluate, synthesize

Questions

- Based on what you've learned from us and your colleagues in this webinar, what active learning technique(s) might you try in your course?
- What other ideas do you have?
- Questions for us?



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Helpful Links

Presentation Handout

(checklist and organic discussion support)

[eCampus Flexible Teaching Resource Center](#)