

**Triton College Workshop:
*Lessons Learned, Future Opportunities: Continuing to
Engage Students in Online Learning Environments***

Corinne C. Renguette, Ph.D.

Stephen P. Hundley, Ph.D.

Assessment Institute in Indianapolis, IUPUI

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 (Both)

- 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 (Stephen)

- I. Describe lessons learned from online student engagement
- II. Identify future opportunities to adapt, scale, or modify for our "new normal"
- III. Develop a plan to increase student engagement in online learning environments



Workshop Agenda (Stephen)

- Introductions, Learning Outcomes, and Agenda: 5 minutes
- Initial Orienting Question in Chat and Report-out: 5 minutes (*10 minutes*)
- Presentation and Triton Treasures: 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 (Stephen)

- In a few words, answer this question in Chat:
 - First: What are some reasons students do not engage or stop engaging in online learning?
 - Report-out summarizing main themes from responses
 - Second: How would you characterize your ability to engage students and keep them engaged in an online environment?
 - Report-out summarizing main themes from responses



Promoting Student Engagement: Lessons Learned (Stephen - Overview)

How to reduce barriers to engagement

- Culturally responsive design
- Inclusive & universal content and design
- Creative engagement activities
- Recursive cycle of continuous improvement



Culturally Responsive Design (Cori)

- Asset-based mindset
- Student-centered instruction
- Equity-centered assessment
- Empathy
- UDL approach



Inclusive Content and Design (Cori)

Universal Design for Learning Guidelines

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

[Visit the UDL Guidelines](#)

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

[Explore Engagement](#)

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

[Explore Representation](#)

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

[Explore Action & Expression](#)



Creative Engagement Activities (Cori)

Communication

- Depth of content, announcements & reminders, frequent messages – high-touch engagement; student-student, student-instructor, student-content

Collaboration

- Synchronous and asynchronous engagement, recorded video classes, TED talks, mini-lectures, discussion forums, chats, multiple means of assessment: short quizzes, reflections, minute-papers, Jamboards, Google docs

Multiple engagement methods

- Videos, audio, text, visuals, other creative methods

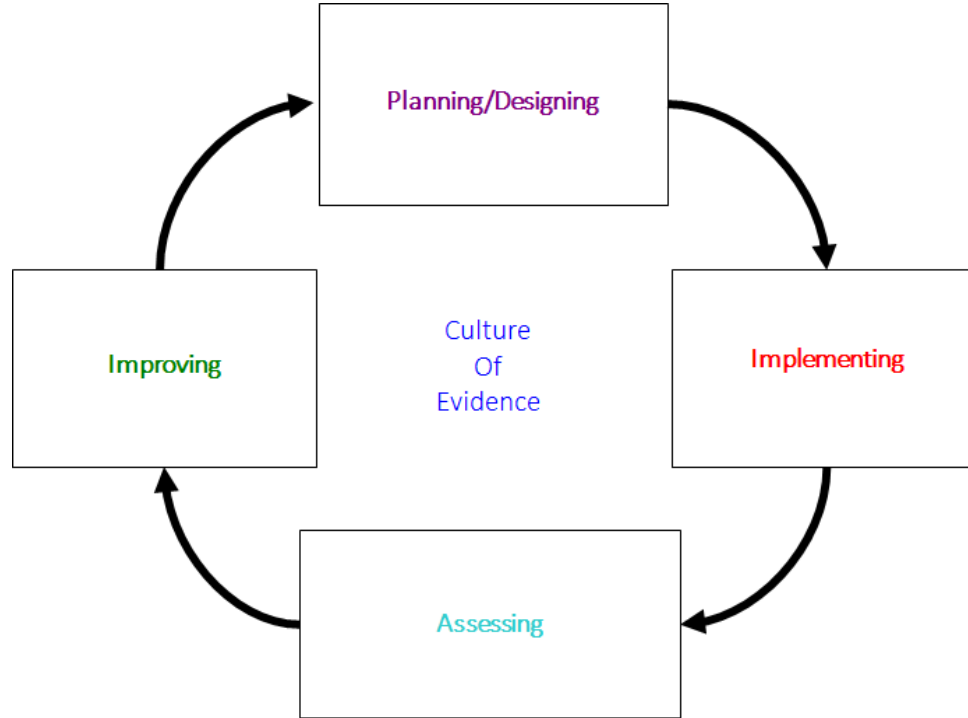


Resources for Culturally Responsive, Inclusive, & Creative Engagement (Cori)

- Culturally Responsive Design-QM: (<https://www.qualitymatters.org/qa-resources/resource-center/articles-resources/culturally-responsive-design>)
- UDL: (<http://www.cast.org/impact/universal-design-for-learning-udl>)
- Microsoft: (<https://www.microsoft.com/design/inclusive/>)
- Inclusive Assessment: (<https://learninginnovation.duke.edu/blog/2018/11/inclusive-assessment/>)
- Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future (<https://wac.colostate.edu/books/perspectives/inoue/>)
- Success for All? A Call to Re-examine How Student Success is Defined in HE (<https://www.lifescied.org/doi/10.1187/cbe.20-09-0223>)
- Encouraging a Growth Mindset: (<https://www.edsurge.com/news/2014-10-24-4-ways-to-encourage-a-growth-mindset-in-the-classroom>)
- Engaging Ideas: (<https://www.celt.iastate.edu/teaching/teaching-with-technology/engaging-students-online/>)



Recursive Cycle of Continuous Improvement (Stephen)



Future Opportunities to Adapt, Scale, or Modify for a “New Normal” (Stephen)

Use evidence from assessments to

- Adapt content and structure
- Be flexible, yet maintain integrity
- Promote holistic wellness
- Prioritize and communicate learning goals
- Technology + people = belongingness in the “new normal”



“Triton Treasures” Presentation



“Triton Treasures” Reactions/Discussion and Recap

- “Triton Treasures” Reactions from Cori and Stephen
- “Triton Treasures” Discussion
- Recap of Key Points
- After the break, we will engage in small group discussions / report-outs



Preview of Group Discussion Questions (Cori)

1. What barriers can you eliminate for your students?
2. What can you change in your course, program, or experience to promote an inclusive, culturally responsive, creatively engaged learning space?
3. How will you adapt your context for the “new normal”?

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, Wrap-up, and Adjourning

- Refer to *Note Taking Handout* to capture main points and action items from this workshop: start doing , stop doing, continue doing, and consider doing
- Final thoughts and next steps
- Contact information
 - Cori Renguette: crenguet@iupui.edu; 317-274-0018
 - Stephen Hundley: shundley@iupui.edu; 317-274-2876
 - Website: <https://assessmentinstitute.iupui.edu/events/triton.html>

