Meager Voices: Deepening Teacher-Student Engagement in Online Courses

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Presentation Outline

1. Student Engagement ➔ Student Success
2. Having students comment on my comments to them -- an experiment
3. Examples of students commenting on my comments
4. Student response to the assignment
Having little or no purpose or importance or having little positive outcome.

A useless act or gesture
Since the late 1980’s, researchers have been studying best practices and what helps students to be successful.

What the Research Says . . .

Thirty years of research shows that student success is intricately tied to student engagement in the classroom and at the institution at-large.

student engagement leads to student success
Research about Student Engagement

“Unpacking the Black Box of Student Engagement: The Need for Programmatic Investigation of High-Impact Practices”
Deryl K. Hatch
Community College Journal of Research and Practice 2012

Indeed, Hu and Kuh (2002) unambiguously state that the most important factor in student learning and personal development during college is student engagement. Engagement is positively related to both objective and subjective measures of gains in skills, critical thinking, satisfaction, persistence, academic achievement, graduation, and social engagement, among other outcomes.


Definition

In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.

http://edglossary.org/student-engagement/
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**Emotional and tactile** which is hard to see online

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**Research on Student Engagement**

• For 15 years, the Community College Survey of Student Engagement (CCSSE) has used data from over 250 institutions and over 44,000 students.

• Their findings tell us that there are **three** specific ways that teachers can promote student engagement in the classroom:

  1. Offer more active and collaborative learning activities
  2. Increase the amount of student-faculty interaction
  3. Apply rigor to a climate of open intellectual exploration
Research on Student Success

“Student Engagement and Institutional Graduation Rates: Identifying High-Impact Educational Practices for Community Colleges”
Derek V. Price

In summarizing findings from three independent studies sponsored by CCSSE, McClenney and Marti (2006) observed that the benchmarks most closely associated with degree/certificate attainment were active and collaborative learning, academic challenge, and student-faculty interaction” (771)

Research on Student-Teacher Relationships

“If You Don’t Care, Then Why Should I? The Influence of Instructor Commitment on Student Satisfaction and Commitment”
Alison M. Dachner and Brian M. Saxton

Drawing on social exchange theory, our research found that perceived instructor support, driven by an instructor’s commitment to teaching, influences both student satisfaction and student commitment. Students who believed that their instructor cared about their well-being and valued their contributions were more satisfied with their course and had higher commitment to the course.
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### 1. Offer more active and collaborative learning activities

**Active Learning Defined**

*Active learning* is a process that engages students in activities such as discussion, writing, problem-solving, synthesis, analysis, and evaluation of class content.

[http://edglossary.org/active-learning/](http://edglossary.org/active-learning/)
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Research on Active Learning

Prince, Michael
Journal of Engineering Education; Jul 2004; 93, 3; ProQuest Central

Bonwell and Eison [1] summarize the literature on active learning and conclude that it leads to better student attitudes and improvements in students' thinking and writing.
A six-year study in Helsinki, which compared traditional and activating instruction, found that the activating group developed better study skills and understanding, but were slower in their study initially (Lonka and Ahola 1995).

Active and collaborative learning and undergraduate research were consistently significant, positive predictors for nearly all of the liberal arts educational outcomes within both sets of analyses.
Collaborative Learning Defined

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. According to Gerlach, "Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves (Gerlach, 1994).

Research on Collaborative Learning

Prince, Michael
Journal of Engineering Education; Jul 2004; 93, 3; ProQuest Central

“Looking at a number of meta-analyses [17], Norman and Schmidt [18] point out that having students work in small teams has a positive effect on academic achievement.”
In a review of 90 years of research, Johnson, Johnson and Smith found that cooperation improved learning outcomes relative to individual work across the board [12].

Findings from the first set of analyses suggest that participation in several of the high-impact practices led to higher levels of attainment on a variety of liberal arts educational outcome measures. Two high-impact practices in particular—active and collaborative learning and undergraduate research.
Research on Collaborative Learning

“Beyond student-centered and teacher-centered pedagogy: Teaching and learning as guided participation”
Michael F. Mascolo
Pedagogy and the Human Sciences, 1, No. 1, 2009, pp. 3-27.

Barkley, Cross and Major (2005) summarize the results of Springer, Stanne and Donvan’s meta-analysis as follows: (a) students in collaborative learning classrooms exhibited higher levels of achievement and persistence than students in traditional classrooms; (b) improved performance was stronger when students were assessed with instructor-generated examinations than with standardized tests; (c) students described collaborative learning more positively than traditional learning experiences; (d) meetings among students that occurred outside of class produced greater achievement than in-class collaborations; however, within-class collaborations resulted in more positive evaluations of learning activity than did out-of-class collaborations. These results corroborate in college and university settings the positive effects reported collaborative learning found in primary and secondary education.

Research in Collaborative Project-Based Learning (PBL)

Prince, Michael
Journal of Engineering Education; Jul 2004; 93, 3; ProQuest Central

There is also evidence that Project-Based Learning improves the long-term retention of knowledge compared to traditional instruction [51-53]. Evidence also suggests that PBL promotes better study habits among students. (228)
Research on Student Engagement

- There are three specific ways that teachers can promote student engagement in the classroom:
  
  1. Offer more active and collaborative learning activities
  2. Apply rigor to a climate of open intellectual exploration
  3. Increase the amount of student-faculty interaction

Rigor Defined

Rigor is the result of work that challenges students' thinking in new and interesting ways. It occurs when they are encouraged toward a sophisticated understanding of fundamental ideas and are driven by curiosity to discover what they don't know.

http://www.edutopia.org/blog/a-new-definition-of-rigor-brian-sztabnik
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Research about Rigor

“Developing a Student Conception of Academic Rigor”
John Draeger & Pixita del Prado Hill & Ronnie Mahler

elements of academic rigor identified by students differed from those of the faculty. . . responses also revealed that grading standards, difficulty, and workload are filtered through perceived level of student interest.
A course might not seem as hard if students are interested in course content, and it might seem much harder if they are not as interested
Research about Rigor

“That Truly Meant a Lot to Me”: A Qualitative Examination of Meaningful Faculty-Student Interactions
Ashley Grantham, Emily Erin Robinson & Diane Chapman
*College Teaching, 63:3, 125-132*

Contrary to the perception that students value teachers who are merely “easy” or “fun,” students value high-quality interactions with faculty members.

Research on Student Engagement

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About Feedback

Feedback is an important part of the student-teacher relationship. It develops trust and encourages growth.

Research about Feedback

“Beyond student-centered and teacher-centered pedagogy: Teaching and learning as guided participation”
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Instructor feedback can play an important role in promoting the development of growth rather than fixed mindsets in students (Dweck, 2006; Schapiro & Livingston, 2000).
Feedback that (a) acknowledges a student’s ongoing progress, (b) articulates the value of hard work and continuous improvement, and (c) identifies what a student has to do in order to take the next incremental step in developing any given skill or understanding can foster the development of a student’s sense of the value of incremental learning over the mere attempt to meet particular performance goals.
Perhaps most startling is the finding is that students are grateful when faculty members perform what could be considered their basic job responsibilities, such as meeting with students during office hours.

What makes a difference, according to Kuh (2011), is that teachers and students are in a position of interacting on substantive matters. Indeed, these kinds of activities or features—such as active learning or providing feedback—can be intentional and added to any classroom situation. What a high-impact practice does is provide a vehicle to enable meaningful interaction.
Research about Reflective Learning

The link between high-impact practices and student learning: some longitudinal evidence
Cindy A. Kilgo • Jessica K. Ezell Sheets • Ernest T. Pascarella

Studies of deep learning, for example, have found that reflective learning is positively associated with critical thinking skill growth and that higher-order, integrative, and reflective learning is positively associated with need for cognition and principled/post conventional moral reasoning growth (Nelson Laird et al. 2011; Pascarella and Blaich 2013).
In today’s educational system, everyone seems to form different opinions. Many people, like Kohn, believe grades affect the students’ learning. However, it does not have the positive impact that teachers and the educational system make it seem like. Kohn stated that grades tend to reduce the students’ interest in the learning itself, due to the fact that students are most likely to view assignments that are graded as a chore (Kohn 238-239). Instead of seeing how they should see it, which is working hard and earning a grade and meanwhile having a positive attitude while completing it. (Kohn 238-239). According to Kohn, it also reduces the student’s preference for challenging tasks. For instance, students are choosing the easiest assignments to complete so they can get the so-called good grade. When in reality, they should challenge themselves to do assignments that are a bit more challenging for them. Not surprisingly, students choose the easiest assignment they think they understand so they can secure the passing grade. The pressure of the assignment being graded and affecting their chance of not passing the class makes a major impact on the student. Although at the end of the day, they don’t learn anything new. Due to the fact they didn’t challenge themselves into doing an assignment that is out of their comfort zone, rather than just choosing the easy assignment. Kohn also states, “that grades tend to reduce the quality of students’ thinking, encouraging students to respond better to receiving feedback instead of thinking.”
a way to educate yourself or find a way that works best for yourself when it comes to education. It
plenty of people that have become important without having the full twelve years of school and
yet they became important people that will always be remembered. Truth is that even in today's
really need mandatory five days and six classes for nine months a year of school? Whilst they are
in today's world people find ways to educate themselves without being in the educational system and
well that are bored of following the same rigid structure they must follow. (Kohn 271).
Those twelve years of school that might seem "unnecessary" to some is very well needed in
world if you don't have a valid education of twelve years finding employment is very hard.
Twelve-years the education system mandates to have". "Especially in today's world you can find
students that felt bored but the teachers felt the exact same way. All the teachers ever did in the
and if you would ask the students why they were always bored it would always be the same
response, this work is "stupid" or it makes "no sense". As Gatto refers, it was not only the
lounge was whine about student's rude attitudes and how their attitudes made it hard for them
response, this work is "stupid" or it makes "no sense". As Gatto refers, it was not only the
preparing children for a life of monotony and conformity? Commented[QP17]: In my personal experience in the educational system both to teachers and students ourselves teaching in the educational system not completing the tested year of school that is mandatory to complete in our education system
When in reality the educational system has hit low because most of the educators do
not have the passion and the drive to help these students who are struggling internally. Which is causing
Grades in my point of view do make school a bit more stressful because you are
constantly thinking of what grade you will get when you do an assignment. Especially when it
includes. "Especially in today's world you can find winners and losers to how schools from very early on sort students in lists. Instead of grades..." Gatto talks about his too. He objects to how schools from very early on sort students in winners and losers. How schools sort their students or put them into these types of lists. Instead of comments without any numerical scores included. (Butler 1987; Butler 1988; Butler and Nisan 1986.)
very important people, but that is not always bound to happen to everyone and in a future your
school education is just going to count even more especially in a career world.

Sabrina,
This is a good effort. Your personal responses are appropriate and add depth and interest
in the topic. A synthesis essay is essentially a conversation between sources. What do the
articles say separately and together? To answer this question you should develop a framework
where you provide an overarching thesis that encompasses the main ideas from each article.
Then, write a concise and accurate summary of each article, and then synthesize the shared ideas.

Gatto and Kohn have many ideas in common. For example, both articles discuss
educational outcomes. Both articles claim schools are used for sorting students
into winners and losers. Both essays talk about spoiled relationships. Both essays talk about how
there is a loss of trust in the school. Both essays talk about how schools subtly reduce
the quality of thinking that goes on. Both essays suggest changes.

Taken together, both articles claim that schools are less than stimulating and valuable
experiences for children. Radical changes need to take place. Having more directly the
similarities and differences between each article is an important part of the synthesis process. Keep
writing on.

Keep in mind as you start writing the research essay that it is like a synthesis essay but
with more than two sources. However, the requirements are the same: 1) Establish a framework
to understand the topic; 2) Use multiple sources; 3) Summarize main ideas; 4) Compare and
contrast; 5) Revolve all information around a thesis. (207-117)

Thank you, Professor Quinn for reviewing my critique essay. This is the first time that I
write a critique essay. I appreciate your feedback and comments regarding my essay. Next
time, I will be sure to do a critique essay. I will definitely establish a specific framework
in each essay, even as two separate essays have the same topic. I will write my essay and
then write a critique essay. I will be sure to write my essay and then write a critique
essay.

Commented [QP21]: You can’t stop here, at the end of a single idea. You should have a summary that ties it all up.

Commented [SB22R22]: You are correct, I should have included a conclusion paragraph summarizing the main
points.
plenty of people that have become important without having the full twelve years of school and yet they became important people that will always be remembered. Truth is that even in today’s world people find ways to educate themselves without being in the educational system and completing the twelve years of school that is mandatory to complete in our education system. (Kohn 271).

In Gatto’s essay “Against School” he stated how boredom was everywhere in his world and if you would ask the students why they were always bored it would always be the same response, this work is “boring” as it makes “no sense”. In other words there is not only the numbers that the student is forced to learn in a very same way. All the teachers not only the language was where students write and think but they are also made to feel that they are teachers in truth. As a result, the students watch the students instead of admitting it as a form as well as not being told that the same right answer they must follow. (Gatto 271)

In reality, teachers are the ones that have no interest in the idea of teaching and choose to blame the students. (Gatto 271) As a result the students are not always told to be innovative in teaching and learning and they therefore become important people that will always be remembered. Truth is that in today’s world people need to choose themselves whether they are to be influenced or complete in our education system. When there overly rely on the external system that is there because most of the students do not have the passion and the will to help these students who are going through boredom, which is very common.

What I believe Kohn means is that students nowadays respond better when professors give them actual feedback of what they did wrong. Instead of just receiving a flat grade without any comments as to why they receive the grade they did. Instead professors should meet with students and explain what they did wrong and how they can do better next time.

Are you correct Kohn does not state this. This is more of my opinion of what I interpreted from the text. Since the students are picking the easier route than completing more challenging assignments.
There are many advantages to learning on your own and finding the best way for you, particularly since the educational system is not designed for the individual student. In today’s world, it is easy to find a way to educate yourself or find a way that works best for yourself when it comes to education. 

One of the major advantages of learning on your own is that you have full control over the way you learn and how you learn. You can focus on the specific areas of knowledge that you need and learn at your own pace. This can be particularly beneficial if you are interested in a specific topic and want to learn more about it in-depth.

Another advantage of learning on your own is that you can create your own learning environment. You can choose the resources that you want to use and the methods of learning that work best for you. This can be particularly helpful if you have learning disabilities or if you need to learn in a non-traditional way.

Additionally, learning on your own can be more cost-effective than formal education. You don’t have to pay for tuition or other fees, and you can learn at your own pace.

Finally, learning on your own can be more flexible than formal education. You can learn at any time and from any location, which can be particularly beneficial if you have a busy schedule.

In conclusion, there are many advantages to learning on your own. You have full control over your learning, you can create your own learning environment, it can be more cost-effective, and it can be more flexible than formal education.

To summarize, learning on your own can provide many benefits, but it also requires self-discipline and self-motivation. You need to be able to stay focused and committed to your goals. With the right mindset and approach, learning on your own can be a rewarding and successful experience.
Thank you, Professor Quinn for reviewing my critique essay. This is the first time that I write a synthesis essay. I appreciate your feedback and comments regarding my essay. Next time, that I am task to do a synthesis essay, I will begin by establishing a specific framework so I can understand both of the topics being discussed, summarize both of the articles main points, compare how the two articles are different and how they are both similar, as well as using multiple sources to back up the information I am stating, besides the articles. Finally, I plan to write a more thought out concise thesis to revolve my essay around and include a conclusion that reflects my thesis.

Examples

Davis
Noone
Vona
Rofael
Changing a grade
Student comments about activity