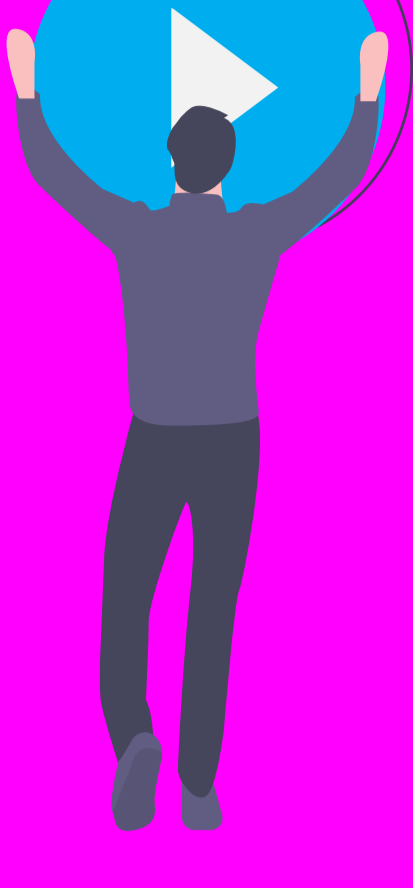


QUICK GUIDE TO ONLINE STUDENT ENGAGEMENT IN WEEK ONE



Step 1

CREATE INTRODUCTORY VIDEOS

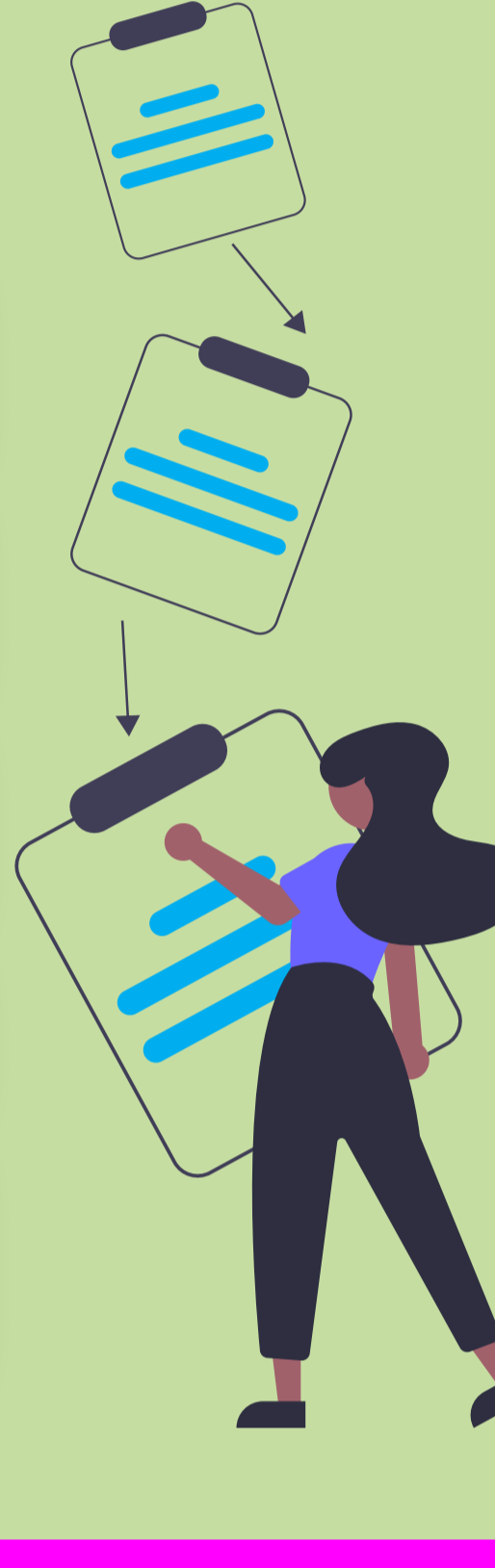


- Make a short, informal video welcoming the students and introducing yourself.
- Talk a little about the course.
- Post the video on the Welcome page of the course.
- Have students post a similar introduction of themselves during the first week of the class.
- The introduction can be in the form of text, image, video or audio.
- Encourage students to reply to each other.
- Encourage students to ask a follow up question to discover more about each other.

Step 2

MAKE THE PURPOSE EXPLICIT – WHAT, WHY AND HOW

- Provide a short, written description introducing the module's content. You can also provide a video introduction.
- Provide a short explanation of how the module's content, activities and assignments can help the students succeed.
- Provide a small list of 4-6 learning objectives for each assignment / activity that align with the course goal.
- Provide detailed instructions and examples to bring clarity.
- Reinforce the reasoning behind class activities using video/written announcements at intentionally timed intervals all through the course.



Step 3

ACTIVATE PRIOR KNOWLEDGE



- At the end of the orientation period, give students a quiz or assignment to test their prior knowledge.
- Provide a quiz for large classes or an assignment for small classes.
- Set an early deadline.
- Provide early feedback in the form of a written or video response.
- Once students submit the quiz or assignment, allow the rest of the course content to automatically open up.
- Identify their strengths and weaknesses and discuss them at appropriate times during the course.

Step 4

GOALS CONTRACT

- Create a 'Goals Contract' to clarify expectations.
- Make a list of statements for students to agree to.
- Have students print the document, initial next to each statement, and sign and date the contract.
- Ask them to take a picture with their phone and upload it.
- On a separate document, have students identify two specific goals that they will commit to doing - one challenge and one strategy.

- ✓ I have read and understood the syllabus.
- ✓ I carefully reviewed the course schedule and noted deadlines in my calendar.
- ✓ I have scheduled time in my weekly routine to log into class at least four days of the week, some of which are not consecutive.
- ✓ I understand that to succeed in this class, I will work 16-18 hours per week on coursework.
- ✓ I can and should post questions about the course in the Q&A forum on the discussion board.
- ✓ I will attend online tutoring if I start falling behind.

Step 5

TALK ABOUT THE FINAL ASSESSMENT



- Create an online activity to familiarise students with the final assessment.
- Require them to share ideas about the final assessment on a discussion board.
- Encourage them to ask at least one question regarding the same on the discussion board.
- Have students read the questions and submit in writing their own understanding of the assignment requirements.
- Have students take a low stakes quiz that mirrors the final assessment.



This infographic was created in collaboration with **Flower Darby**, Faculty Educator, Author and Speaker, USA. It is based on the content of the book 'Small Teaching Online: Applying Learning Science in Online Classes' (2019).

Reference:

- Darby, F. & Lang, J. M. (2019). Small Teaching Online: Applying Learning Science in Online Classes. Jossey-Bass. (In particular Chapter 4 on Building Community).