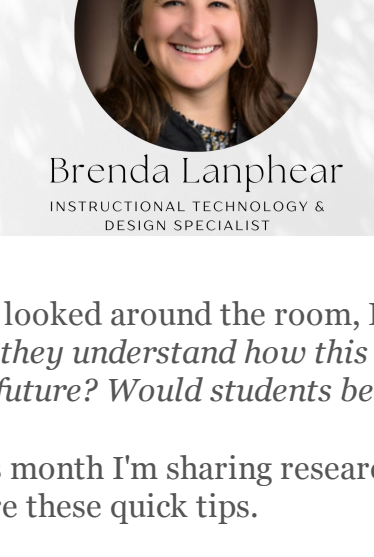


## Strategies for Engaging Learners



Brenda Lanphear  
 INSTRUCTIONAL TECHNOLOGY & DESIGN SPECIALIST

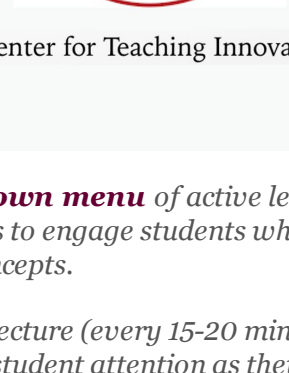
### Considering the student perspective.

What do I need to know?  
 What will I have to produce?

Recently I had the privilege of sitting in on a face-to-face CSC class. The professor—clearly passionate and knowledgeable about their content area—spoke at length, as students listened.

As I looked around the room, I wondered: *Did the students know WHY they were learning this content? Did they understand how this information connected to their prior knowledge, or how it might be used in the future? Would students be expected to produce evidence of learning?*

This month I'm sharing research-based resources vetted by CSC faculty members who encouraged me to share these quick tips.



**Center for Teaching Innovation**

### Maverick Learning and Educational Applied Research Nexus

Carrie Lewis Miller and Michael Manderfeld

MavLEARN is the Maverick Learning and Educational Applied Research Nexus. Learn research-based strategies for student engagement, teaching practice, assessment and feedback, learning theories, course design, and more.

*Easy-to-use strategies presented in short sections that aim to increase student engagement in both individual and group work.*

*Concise, segmented, online chapters include lesson plan templates (for scaffolding) and tips for meeting intended learning outcomes in a systematic way, based on learning theory.*

**A drop-down menu of active learning techniques to engage students while focusing on key concepts.**

*Break up lecture (every 15-20 minutes) to maintain student attention as they apply what they are learning using these quick (2 minute) activities. Click the images to learn more.*

**Easy-to-use strategies presented in short sections that aim to increase student engagement in both individual and group work.**

*Concise, segmented, online chapters include lesson plan templates (for scaffolding) and tips for meeting intended learning outcomes in a systematic way, based on learning theory.*

## Cornell's Center for Teaching Innovation

### In-class activities

- Expand all
- Think-Pair-Share/Write-Pair-Share
 

Present students with a question, problem, or item for reflection. Have students reflect or write on their own for 1-2 minutes then discuss with a peer for another 2 minutes. Call on several pairs to share their thoughts. Gauge student progress and provide further guidance if needed.

*This technique can also be used with polling software.*
- Minute paper
- Catch up
- Brainstorming
- Problem solving/Case study
 

Present students with a problem to solve or case study reflecting a current issue in your field. Students work in groups or pairs to solve using paper, a worksheet, a shared whiteboard (in-person or online), or collaborative documents such as Google docs. Many disciplines have case studies ready for teaching, which you can find online.

*This type of activity generally requires a longer time frame (e.g., 10+ minutes).*
- Making predictions
- Concept mapping

## MAVERICK LEARNING AND EDUCATIONAL APPLIED RESEARCH NEXUS

From the chapter:


### "10 Strategies for Engaging Learners in Face-to-Face Classes"

**Strategy #6: Make the F2F Meeting Responsive Using Just-in-Time Teaching Methods**  
**The basics:** Just-in-Time Teaching is a method used to engage learners in sense-making before they come to class. Learners are asked to do pre-class activities (complete a reading assignment, watch a lecture, etc.) and then to answer questions about the material. The instructor then scans student responses (even in very large courses this can be relatively easy) and adjusts the in-class time to address questions, misunderstandings, and problem areas. The point isn't to read each response in detail, but rather to try to scan and find broad trends of challenge areas that will allow the instructor to focus for time more effectively.

**Variations on the Strategy:** The types of questions asked can range from content-specific questions to more general questions, such as "What was the most difficult or interesting thing from your pre-class work?" Consider calling out individual students who pose particularly thoughtful or insightful questions as a means of validating their responses and encouraging quality participation. Create a rubric for "good" responses and spot-check grade students to ensure that responses are thoughtful and that students aren't simply phoning it in. Students can post their responses to a blog, to a wiki, or to a discussion board in D2L. Poll every where could also be used in free-text mode to allow instructors to see both individual responses and the aggregate word cloud. Arts and humanities instructors might use this approach to gather reactions to art or literary pieces as a means of launching discussion during class. Microsoft Forms could also be used to allow learners to fill out a form before class which will then populate a spreadsheet for the instructor.

**Strategy #10: Pepper Your Lectures with Active Learning Mastery Challenges**  
**The basics:** There are limits to human attention; in online learning, we often discuss "chunking" lectures into 10 – 15 minute segments so students don't lose focus. Consider having students "stretch" their cognitive legs once every 10 – 15 minutes by introducing an active learning mastery challenge related to the content that you've just discussed. The point of this approach is to get them to do something active with their brains and to express it with their bodies – even if that is just by typing or writing it down on a piece of paper. Don't just pose a question and assume they are thinking about it; they need to commit to the thought process somehow.

### BONUS: "10 Strategies for Engaging Learners in Blended and Online Classes"

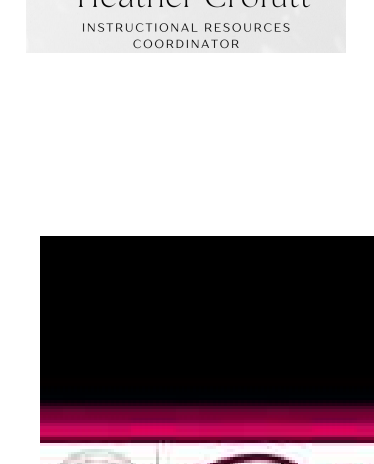


# ATTENTION!

The last date to access content in Sakai is 06/30/2024.  
 Transfer content you wish to keep before that date!  
[Get help HERE.](#)


Watch our instructional video on moving Sakai course content to Canvas.  
 Consider moving images, documents, videos, & links.

## Canvas Gradebook: More Than the Basics



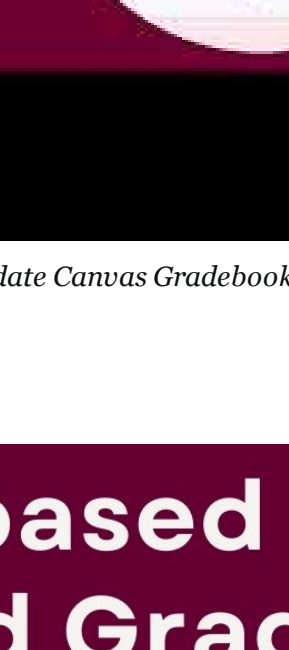
Heather Crofutt  
 INSTRUCTIONAL DESIGNER

The Gradebook in Canvas is more than just a repository of student scores. As an instructor, there are ways to organize the Gradebook to meet individual preferences including how names are listed, what order columns are in, and the gradebook history to note any assignment grade changes. Preference on how grading is handled, including if the grading system is weighted or points-based, if grades are automatically or manually released, if there are letter grades included in the gradebook or just points, if the instructor wants the ability to adjust final grades or offer extra credit, and how to display scores of missing assignments. There are opportunities for individualizing the Gradebook to the instructor's preference while also helping students feel a sense of security that the records in the Gradebook are accurate. Check out the links to learn more.



### TLPEC Presents

**UPDATE CANVAS GRADEBOOK WITH MISSING ASSIGNMENT SUBMISSIONS**



Watch this 1:07 minute instructional video to learn how to update Canvas Gradebook with missing Assignment submissions.

## Points-based vs. Weighted Grading

### POINTS-BASED

- Clarity & Simplicity**- System that focuses on numerical values rather than complex weightings.
- Flexibility & Fairness**- Instructors have more flexibility in adjusting scores in a points-based system.
- Objective Appearance**- Point values convey accuracy, which are reassuring for both instructors and students.
- Student Familiarity**- Students are accustomed to this system thus reducing anxiety and allowing them to focus on learning.
- Uniform Treatment of Assignments**- All assignments are important, but some are assigned a higher point value.
- Transparency & Accountability**- Students can see how their performance aligns with the point distribution.

### WEIGHTED

- Reflecting Course Structure**- Categories can be assigned appropriate weights based on their significance.
- Emphasizing Key Concepts**- By assigning higher weights to essential components, instructors signal their importance to students.
- Accommodating Varied Assessment Types**- Instructors can include categories (homework, presentations, group work) and assign appropriate weights.
- Motivating Student Engagement**- Knowing that each category contributes to the final grade encourages student to participate consistently.
- Providing Transparency & Clarity**- Students see percentage breakdowns and understand how performance contributes to an overall grade.

## Continuing the Campus Conversation: AI & the Golden Eagles



TLPEC invited the Golden Eagles, important retired members of our CSC community, to join the conversation about how artificial intelligence is impacting our lives. During our hour together, we:

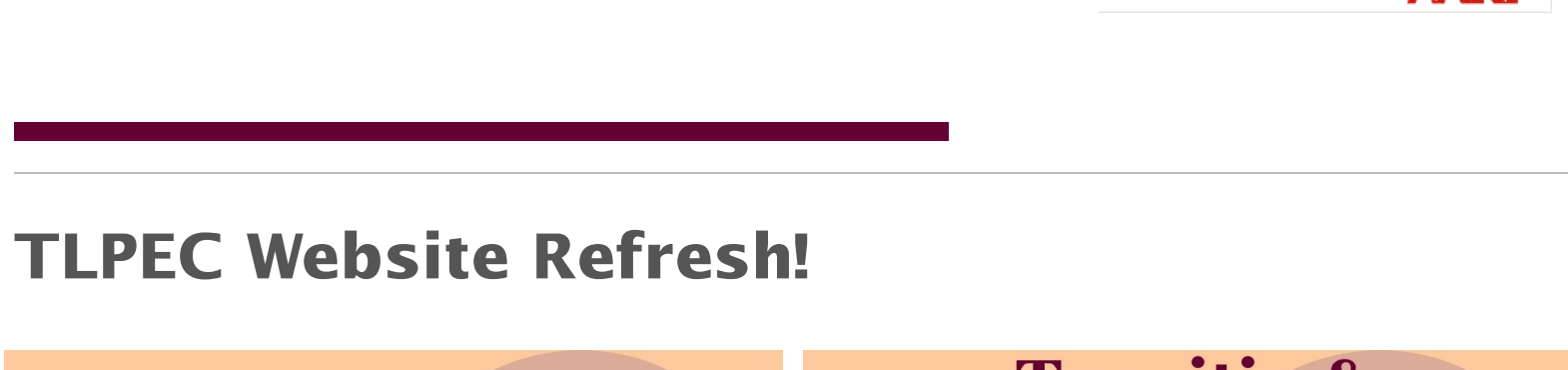
**Created a lesson plan.**  
 Using ChatGPT 3.5, TLPEC staff asked the Golden Eagles to write a topic and style. They determined the prompt and asked AI to: "Write a poem in the style of Irish loquaciousness." One Eagle read the poem aloud in his best Irish accent, and everyone appreciated the results. Below, the first four lines:

In the emerald isle, where tales unfold,  
 A land of myths and legends, bold,  
 With words that dance upon the air,  
 In the style of Irish loquaciousness, fair.

**Discussed ways AI might assist seniors.**  
 Referring to three AARP articles, the group left with realistic ideas on how retired individuals might use AI tools, including: **retirement planning** - how to best generate investment income, when to convert an IRA to ROTH IRA, how to have informed meetings with financial planners; **care-giving options** - predictive care, pattern and data tracking on blood oxygen levels, medication intake, hydration, and sleep patterns, as well as **travel planning** - destinations to meet accessibility needs, specific dietary requests (such as a low-salt diet) and themed itineraries.

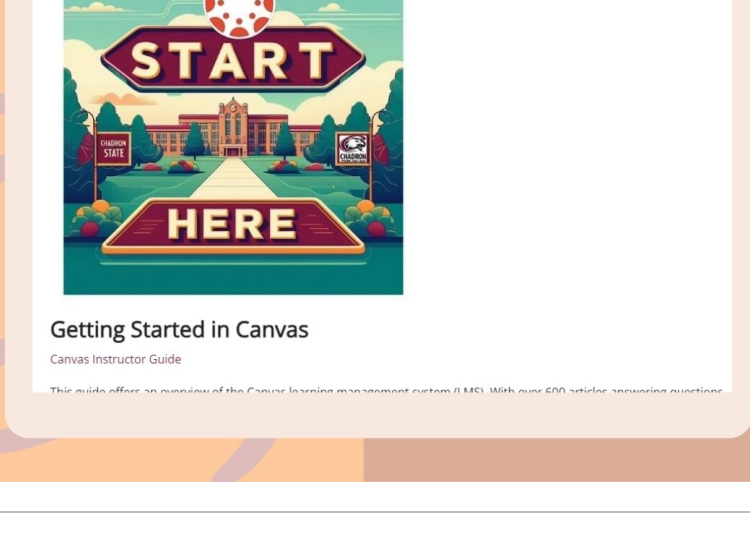
**Reviewed CSC's plans for an AI policy.**  
 The Library Learning Commons and TLPEC have joined efforts (at the request of ETC, the Deans, and others) to draft sample academic honesty statements for campus-wide use in policy and syllabi. The language and content are currently under review by various stakeholders.

It was wonderful to include valued members of the Chadron State community in our conversations about artificial intelligence! TLPEC was happy to host this month's event.

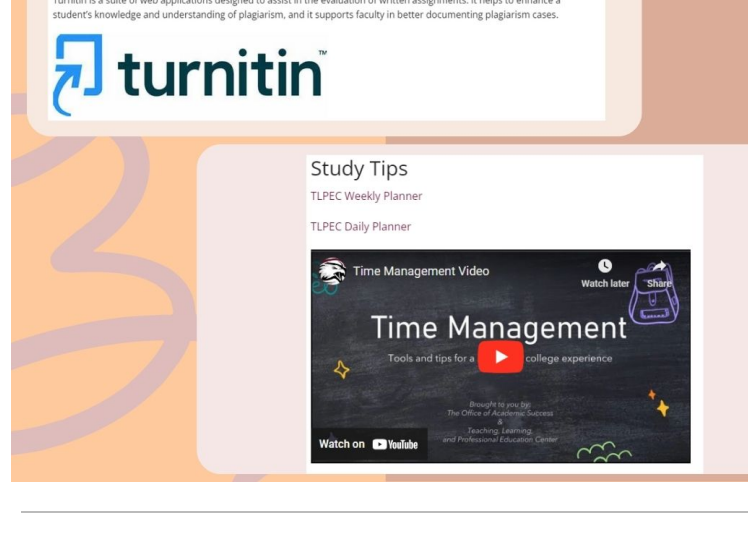


## TLPEC Website Refresh!

### Faculty Resources



### Turnitin & Student Resources

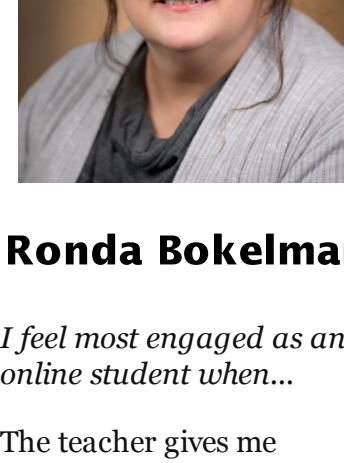


We have reorganized and refreshed our website. Highlights include Canvas Resource Library and easy-to-use tabs to find content and troubleshoot answers to unique-to-you course issues. [Check it out!](#)

Learn what **Turnitin** can do for you and your students, and find other [useful resources to share with students.](#)

## When do you feel most engaged as a student?

Each month, the Teaching, Learning, and Professional Education Center asks the TLPEC Student Curriculum Specialists a new question. This month is all about the ways students feel engaged in online and face-to-face classes.



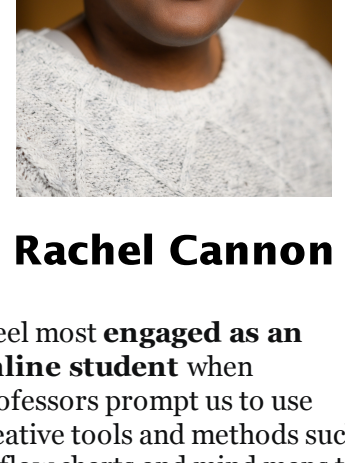
**Ronda Bokelman**

*I feel most engaged as an online student when...*

The teacher gives me feedback from my assignments. I like reading their announcements. I like seeing them engage in the online forums, injecting positive comments once in a while.

*I feel most engaged as a face-to-face student when...*

The teacher has manipulatives that correspond to the daily lesson. Also, when the teacher gives examples that apply to our own lives.



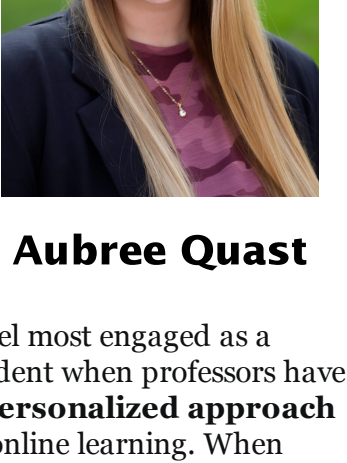
**Rachel Cannon**

*I feel most engaged as an online student when...*

professors prompt us to use creative tools and methods such as flow charts and mind maps to demonstrate our understanding of the material. For me these methods not only strengthen my understanding but provide an interactive element to the learning process which is often challenging to achieve in online classes.

*I feel most engaged as a face-to-face student when we are given in class assignments that promote working together with classmates.*

By discussing the topic with peers, it not only deepens my understanding of the material, but it also allows for immediate clarification when doubts arise.



**Aubree Quast**

*I feel most engaged as a student when professors have a personalized approach to online learning.*

When professors take the time to comment on my work that I have turned in, it helps me better understand if I am on the right track with my learning and shows me that the work I turn in is valued.

*I feel most engaged as a student face to face when professors allow the class a small break during lecture.*

It can be hard for me to sit and focus in for the whole 50 minutes, but being able to stand and move for a second helps me to focus in on the rest of the material for that lecture.

## SOCIAL MEDIA & EVENTS





**Restorative Yoga: CSC Health & Wellness**  
 CSC's Wellness initiatives support teachers and learners, and this month the Teaching, Learning, and Professional Education Center encouraged our talented student curriculum specialist, **Rachel Cannon**, to attend Restorative Yoga. She shares her experience here:

Attending the Restorative Yoga session hosted by CSC Wellness was the perfect way to start the weekend, helping me let go of the stress built up over the week. The 40-minute class, led by Dr. Brittany Helmreich, was expertly guided, making it easy for everyone to follow along and get the most out of the experience. Brittany was an excellent leader. Her approachable style made the yoga practice more engaging and effective. Seeing professors, staff, and fellow students participate was really uplifting; it showcased how much the CSC community values taking time out for mental and physical health. Kicking off the weekend by reconnecting with myself in this way was not only enjoyable but also set a positive tone for the days ahead.



**Canvas Reminder**

Do not make changes to a live quiz once students have attempted it! In order to avoid technical issues, wait until all students have completed the quiz to make any changes.



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