

The Quest to Design Meaningful and Engaging Learning Activities in Online Courses

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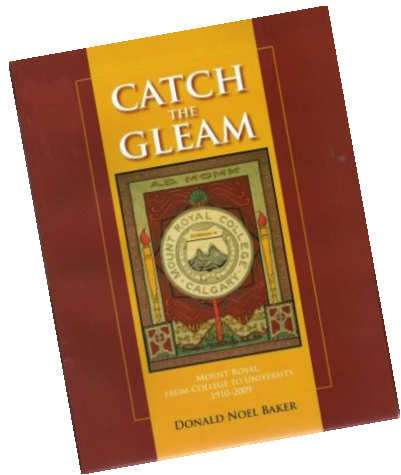
Overview

- Identifying key factors of student engagement
- Community of Inquiry framework
- Designing, facilitating, and directing online learning activities



Student Engagement

What does this term or concept mean to you and your students?



Think-**Pair**-Share

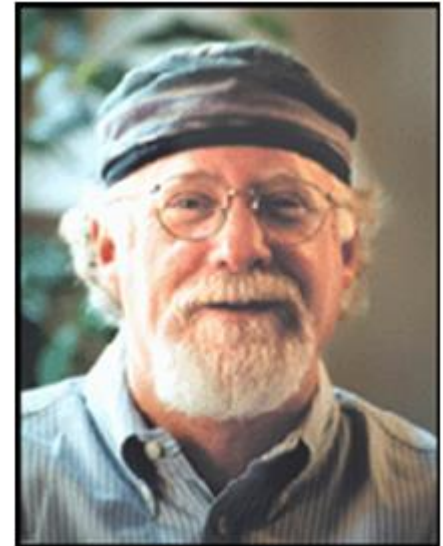


Or in the words of MRU's First President:
“Enabling the young mind to catch the gleam”

(George W. Kerby, Principal's Report to the Board of Governors, July 3, 1912)

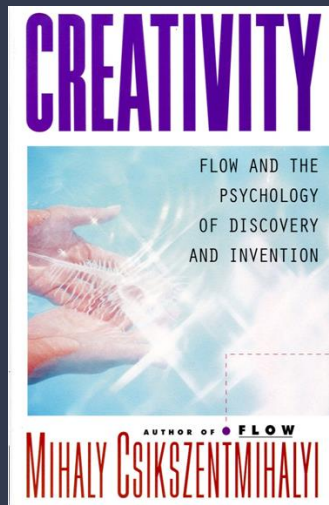
The 3 R's of Engagement

1. Relevance
2. Rigour
3. Relationships

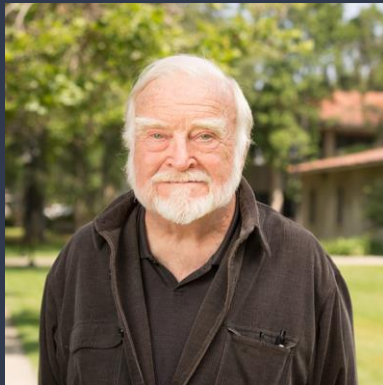


Dennis Littky,
2004

<http://bigpicture.org/>

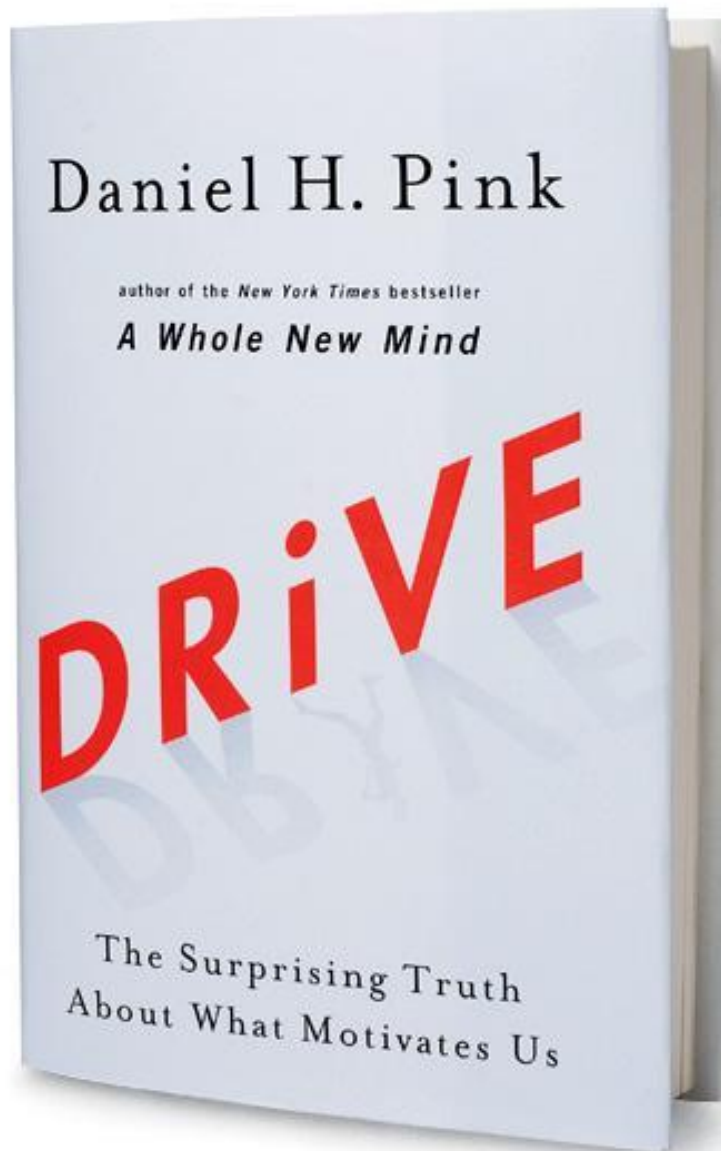


Optimal Flow



Mihály Csíkszentmihályi, 1996

“... the mental state of operation in which the person is fully immersed in what he or she is doing by a feeling of energized focus, full involvement, and success in the process of the activity.”

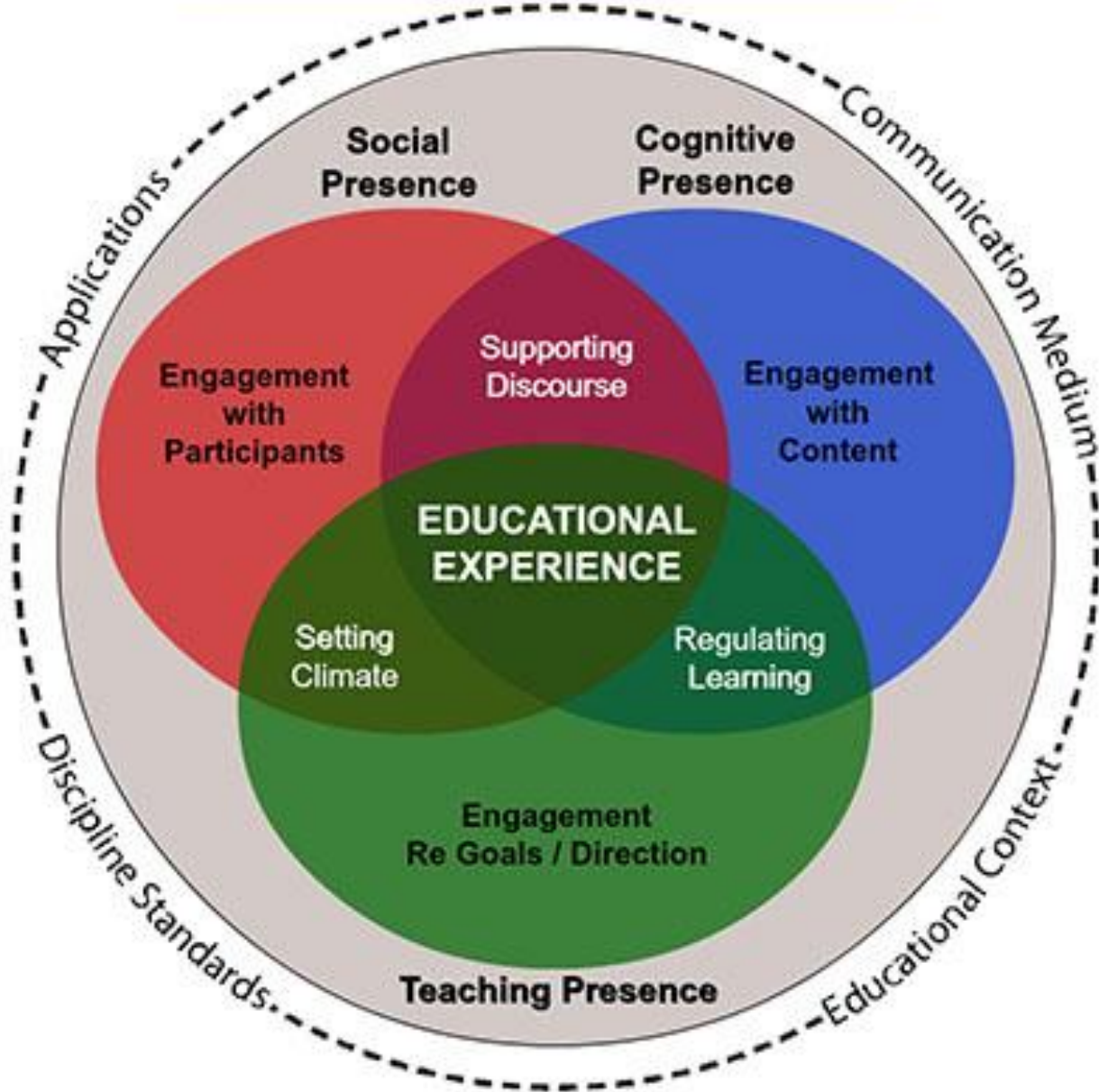


1. Autonomy
2. Mastery
3. Purpose

[Pink, 2009](#)

Community of Inquiry Framework

Creating an Educational Experience



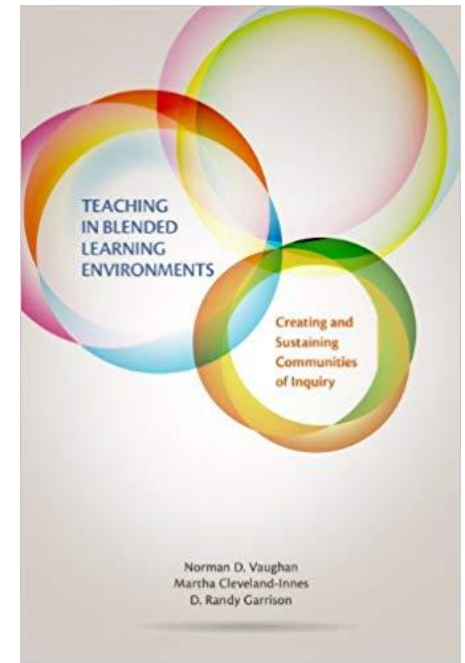
Teaching Presence



The design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes. ([Randy Garrison, Terry Anderson & Walter Archer, 2000](#))

7 Principles of Blended Learning

1. Design for open communication & trust
2. Design for critical reflection & discourse
3. Create and sustain sense of community
4. Support purposeful inquiry
5. Ensure students sustain collaboration
6. Ensure that inquiry moves to resolution
7. Ensure assessment is congruent with intended learning outcomes



Design

1. Open Communication & Trust

2. Critical Reflection & Discourse

Guidelines:

- Establish trust
- Get to know other participants
- Be willing to engage with community
- Focus on course concepts
- Limit curriculum content to allow significant time for:
 - Discourse and reflection
 - Create opportunities for small group discussion

Facilitation

3. Create and sustain sense of community

4. Support purposeful inquiry

Guidelines:

- Collaborative learning activities
- Provide activities where participants must engage and rely on each other to accomplish a task or goal
- Provide stimulating questions
- Keep discussion focused
- Identify issues needing clarification
- Encourage students to respond to and build on ideas offered by other members of the community

Direction and leadership

5. Ensure students sustain collaboration

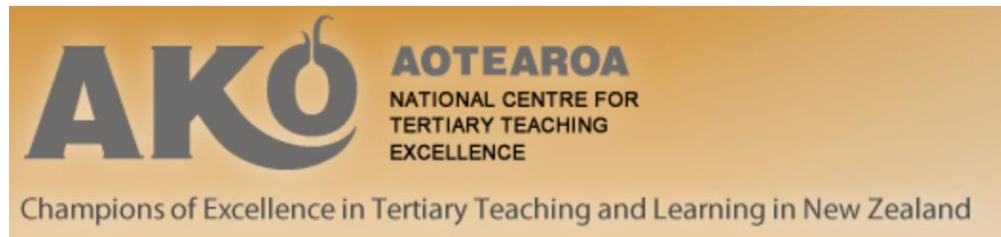
6. Ensure that inquiry moves to resolution

Guidelines:

- Be supportive but expect students to be self-directed and work collaboratively
- Form a teaching presence to utilize in directly addressing and resolving conflict and tension
- Be prepared to contribute ideas and perspectives that will constructively shape the discourse.
- Identify and diagnose student misconceptions
- Make connections among ideas and summarize discussion before moving on

ako

- In te ao Māori, the concept of ako means both to teach and to learn.
- It recognises the knowledge that both teachers and students bring to learning interactions, and it acknowledges the way that new knowledge and understandings can grow out of shared learning experiences.
- This powerful concept has been supported by educational research showing that when teachers facilitate reciprocal teaching and learning roles in their classrooms, students' achievement improves ([Alton-Lee, 2003](#)).



Visible Teaching - Learning

When teachers SEE learning through the eyes
of their students and



When students SEE themselves as their own
teachers

[\(Hattie, 2011\)](#)

Questions?



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