Construct

# Higher Education in a Post-COVID World

VIRTUAL CONFERENCE

# Academic Communities of Engagement with Blended Learning

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Slides at:
https://bit.ly/Graham-ConstructEd-2020

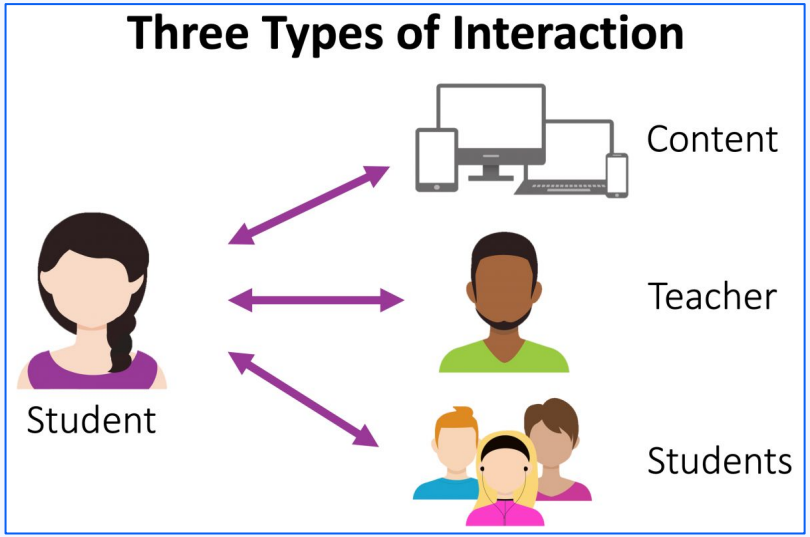
# Engagement Dilemma

Engagement is positively correlated with many desired outcomes: student satisfaction, achievement, persistence, sense of community, etc.

Many students struggle to engage in online learning environments.

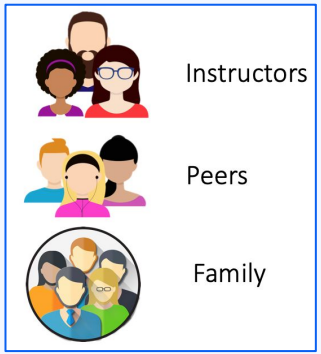
**How do we better encourage and support learner engagement?**

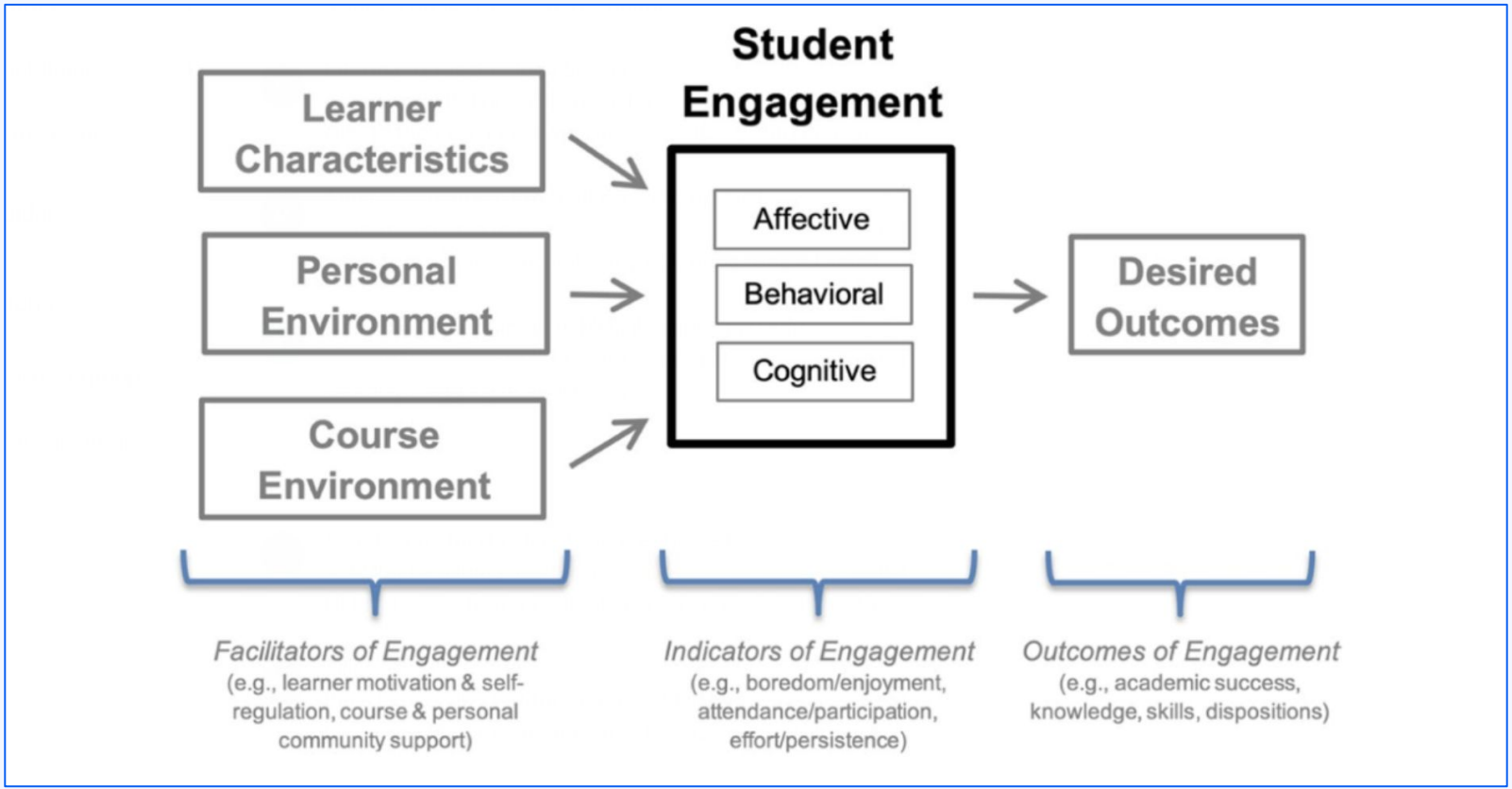
# Academic Communities of Engagement (ACE)



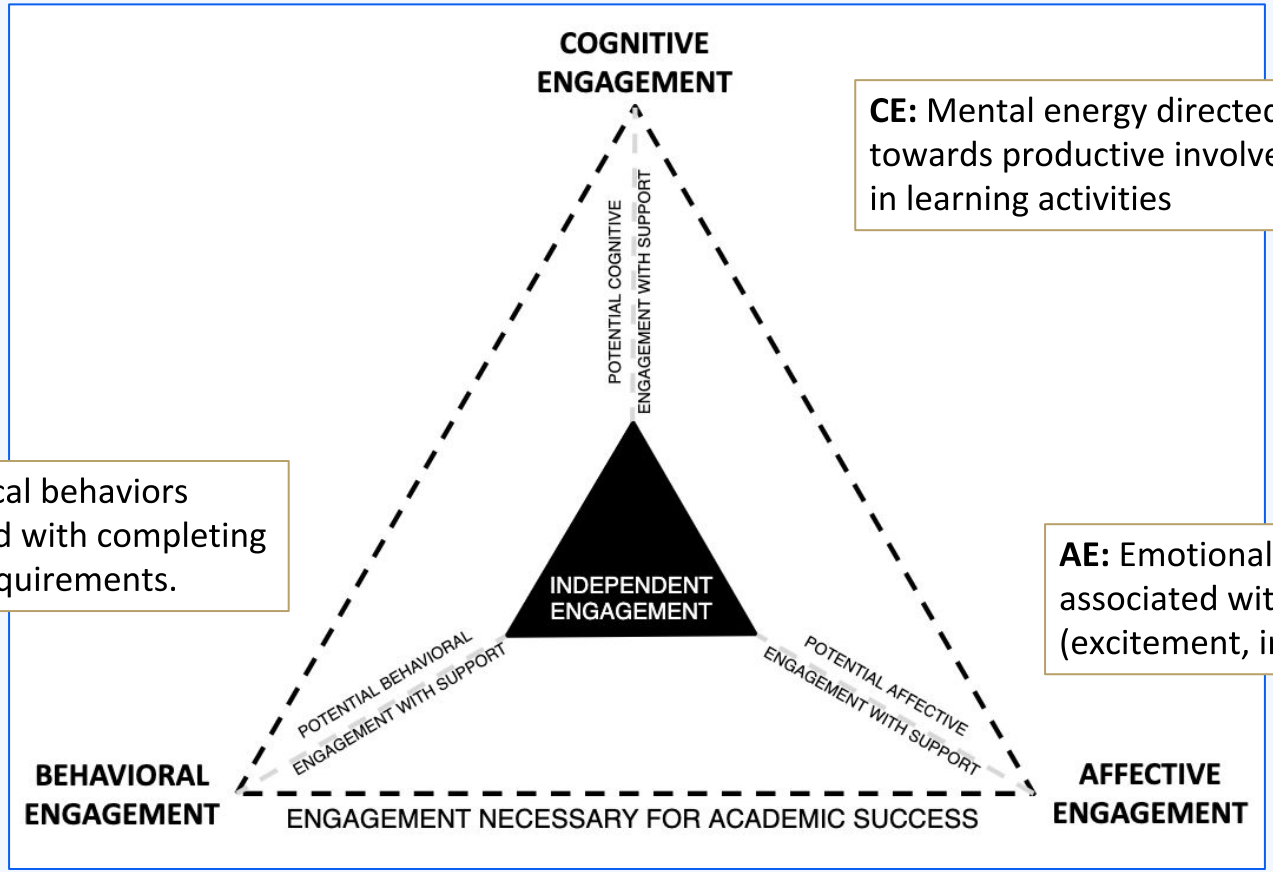

Historically too much dependence on learner-content interaction alone.

ACE focuses on communities (human relationships) that support learner engagement.






Source: Borup, Graham, et al., (2020)




**CE:** Mental energy directed towards productive involvement in learning activities

**BE:** Physical behaviors associated with completing course requirements.

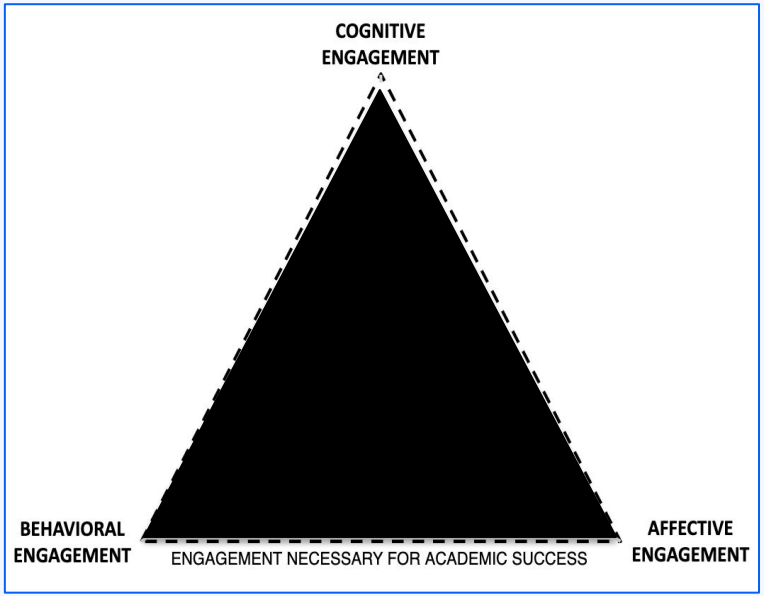
**AE:** Emotional energy associated with learning (excitement, interest, …)

Source: Borup, Graham, et al., (2020)

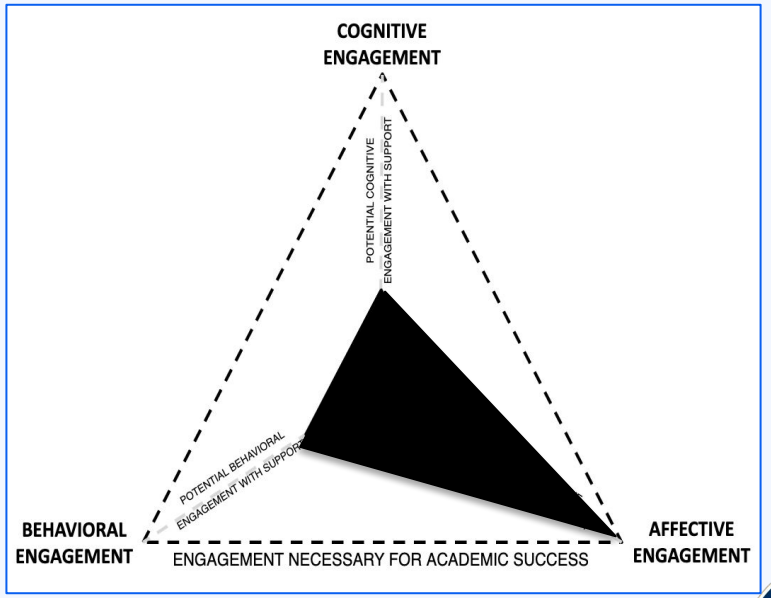
**Principle 1**

Students need different levels of engagement support.

# What is the difference?

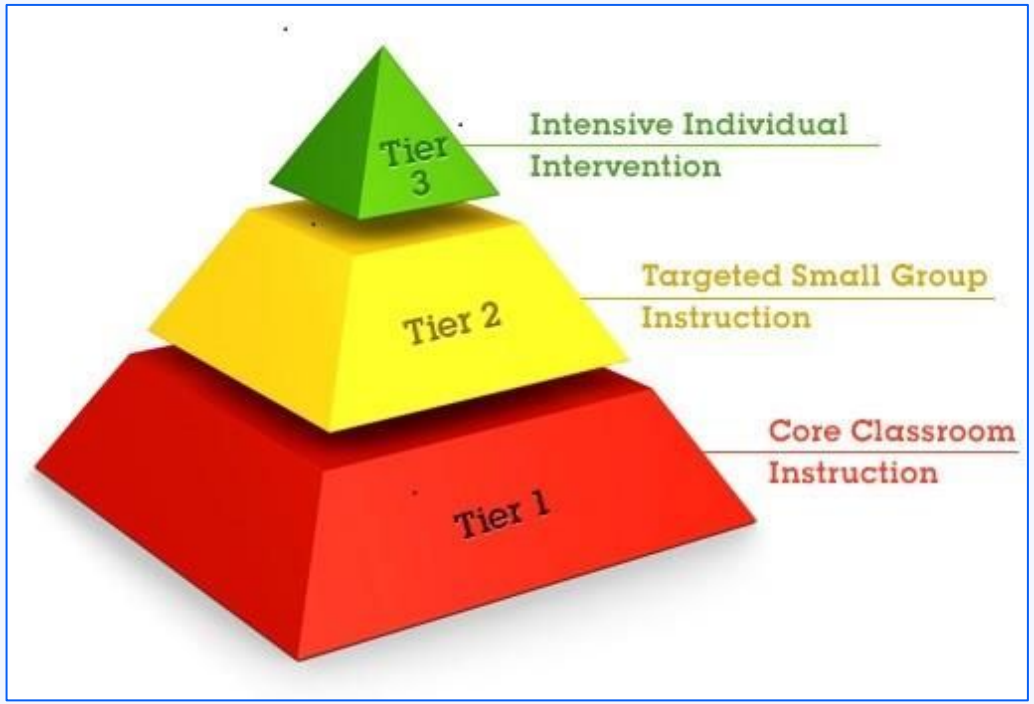



**Student 1**



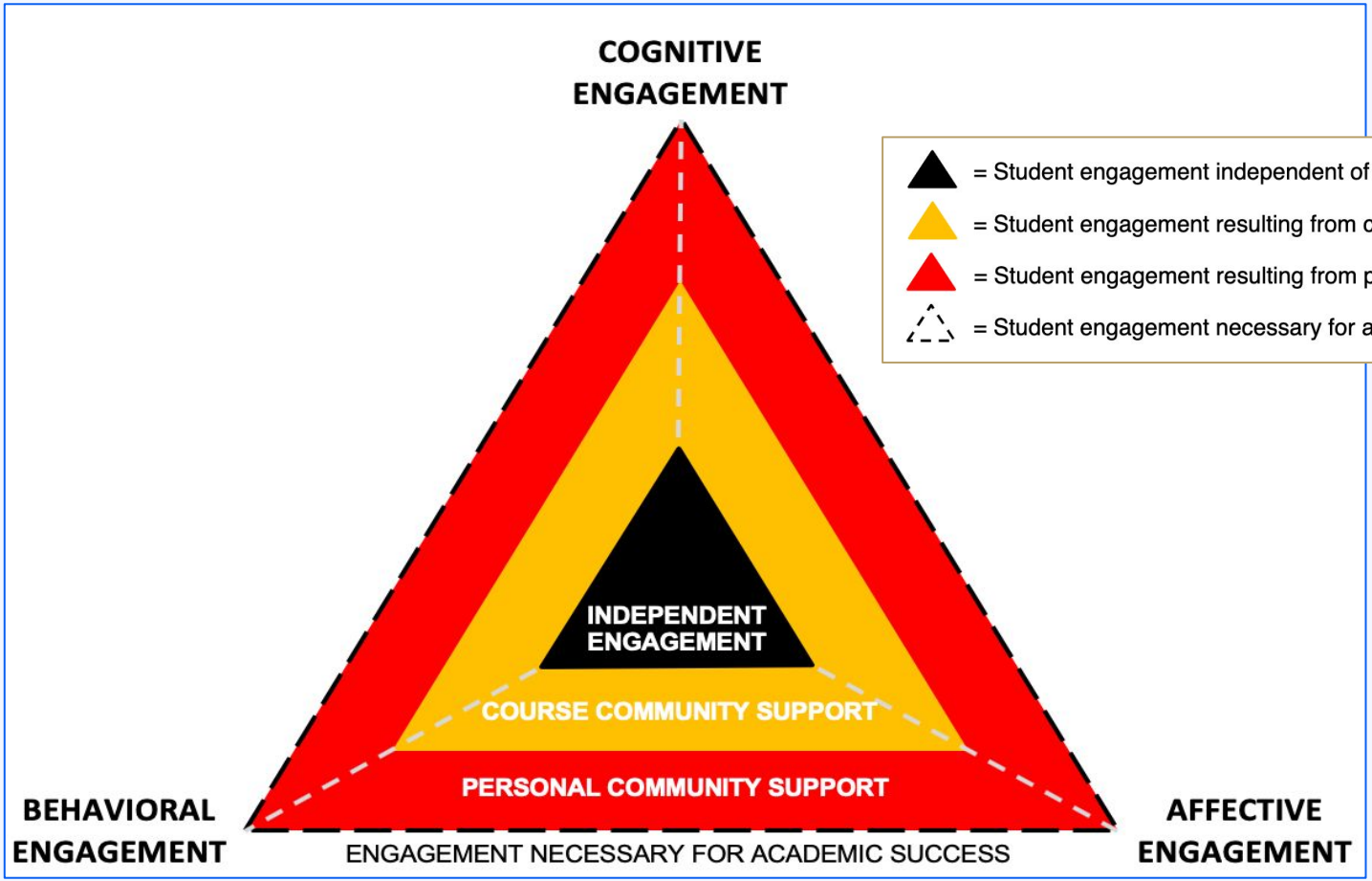

**Student 2**

# Example - K-12 Multi-Tiered Systems of Support

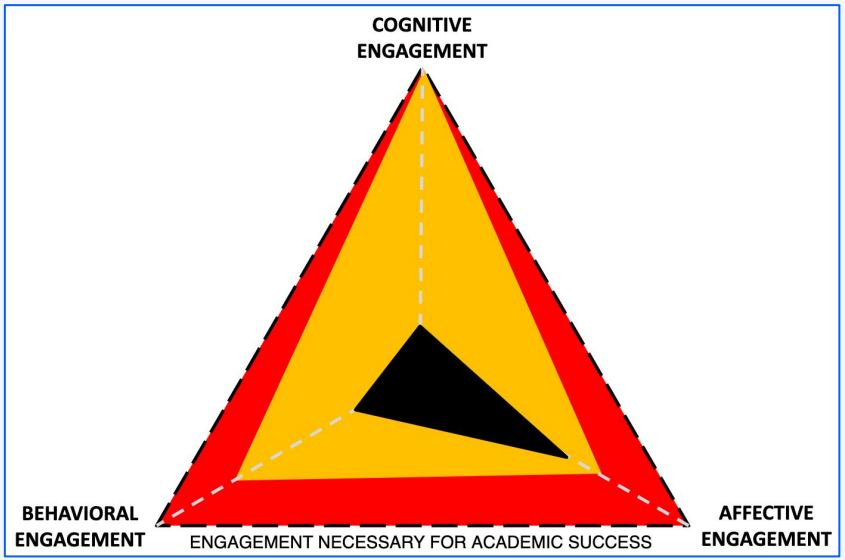


# Principle 2

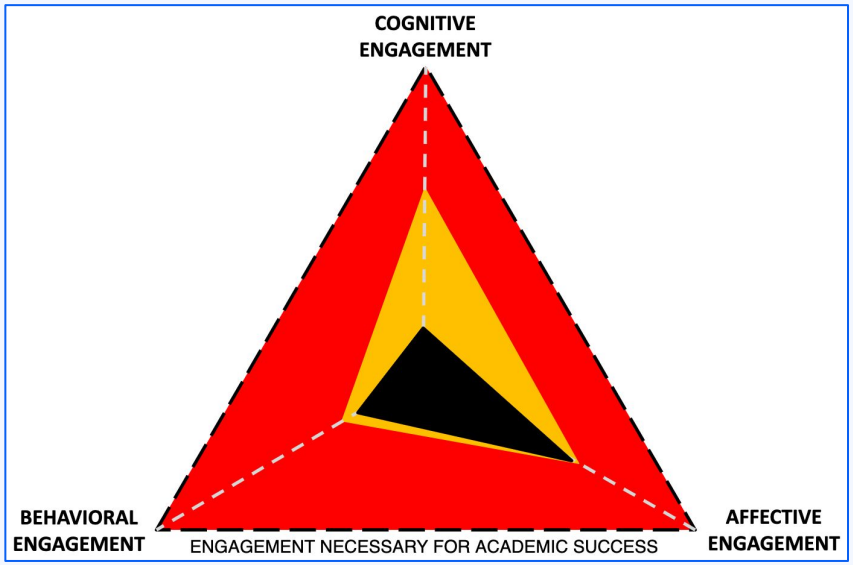
Course and personal communities work together to support engagement.


COGNITIVE ENGAGEMENT
= Student engagement independent of support from others
= Student engagement resulting from course community support
= Student engagement resulting from personal community support
= Student engagement necessary for academic success
INDEPENDENT ENGAGEMENT
COURSE COMMUNITY SUPPORT
PERSONAL COMMUNITY SUPPORT
BEHAVIORAL ENGAGEMENT
AFFECTIVE ENGAGEMENT
ENGAGEMENT NECESSARY FOR ACADEMIC SUCCESS

# What is the difference?



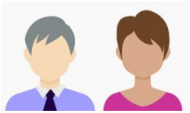

**Teacher-led Model**




**Independent Study/Correspondence**

# Example - BYU Pathway Worldwide

**In-person "Gathering" Community**



Mentors

Gathering Peers

**Online Course Community**

Online Instructor

Online Peers

**1st Year**

**Personal Community**

Gathering Peers

**Online Course Community**

Online Instructor

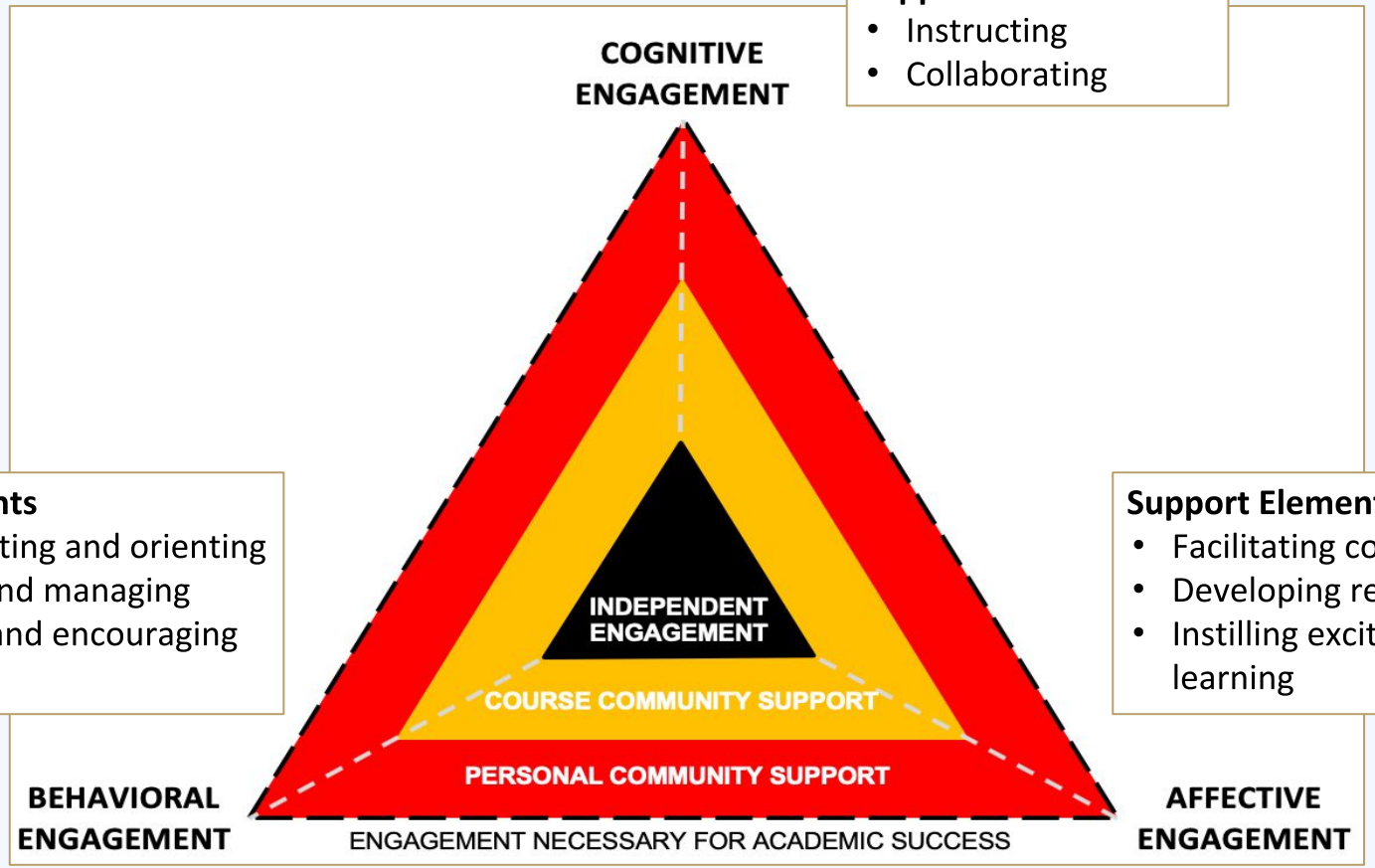
Online Peers

**2nd+ Year**

# Principle 3

Ensuring support elements are provided is more important than **who** provides the support.

**Support Elements**
- Instructing
- Collaborating




**Support Elements**
- Troubleshooting and orienting
- Organizing and managing
- Monitoring and encouraging progress

**Support Elements**
- Facilitating communication
- Developing relationships
- Instilling excitement for learning

# Example - Western Governors University

Evaluator

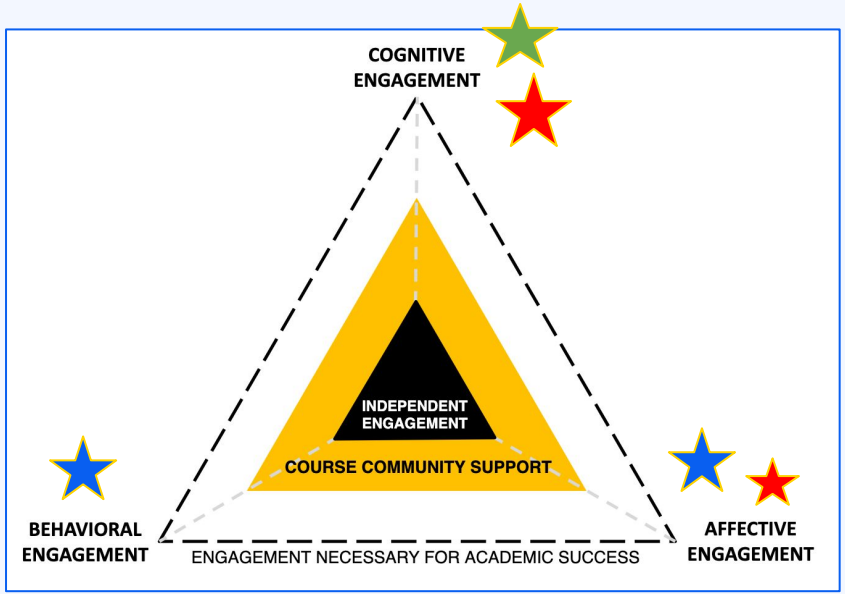
- Evaluate student performance
- Provide feedback

Course Instructor

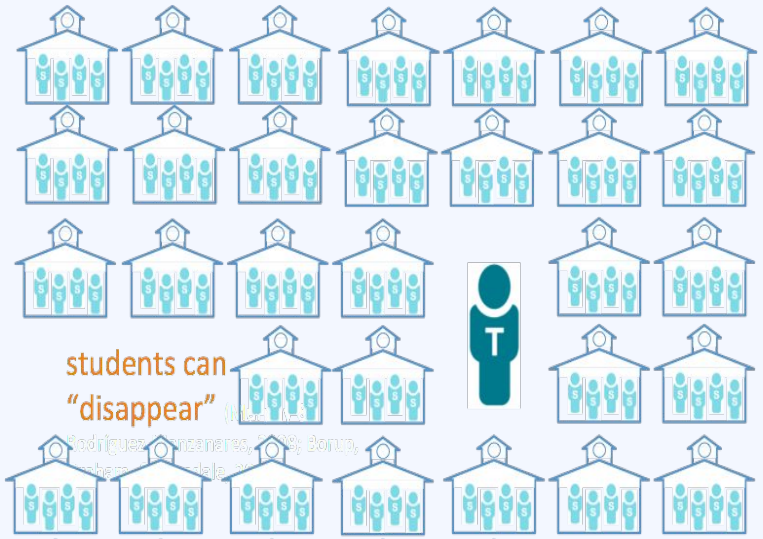
- Provide instruction
- Content expertise
- Passion for subject

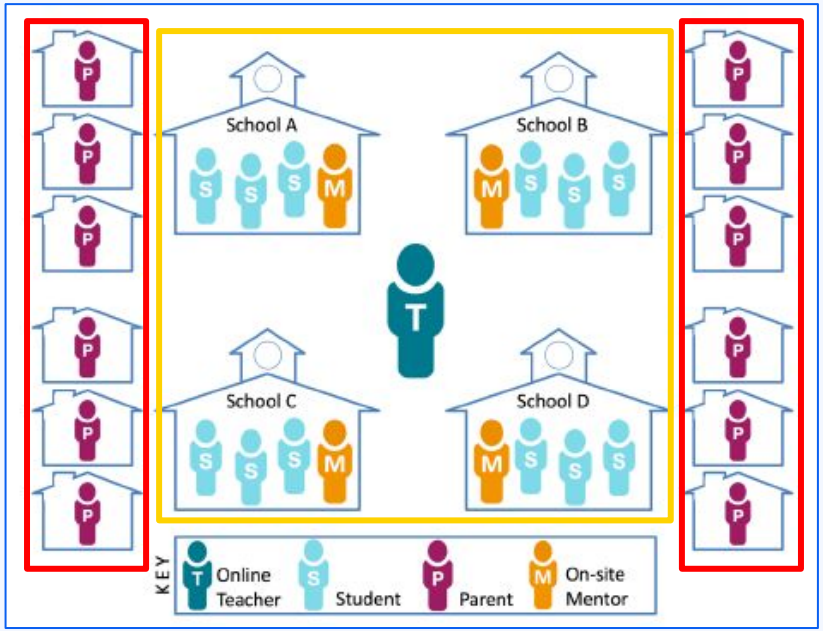
Program Mentor

- Help w term plan
- Help w study plan
- Procedural help
- Encouragement



# Example - K-12 Model



# Online Teaching

Teaching online is complex and engaging students may look different than in-person .

## Cognitive

Universities good at doing this on-campus.

- Walk in labs
- Personalized feedback
- Office hour help
- TA tutorial sessions

*How will these cognitive supports be replicated online?*

## Behavioral

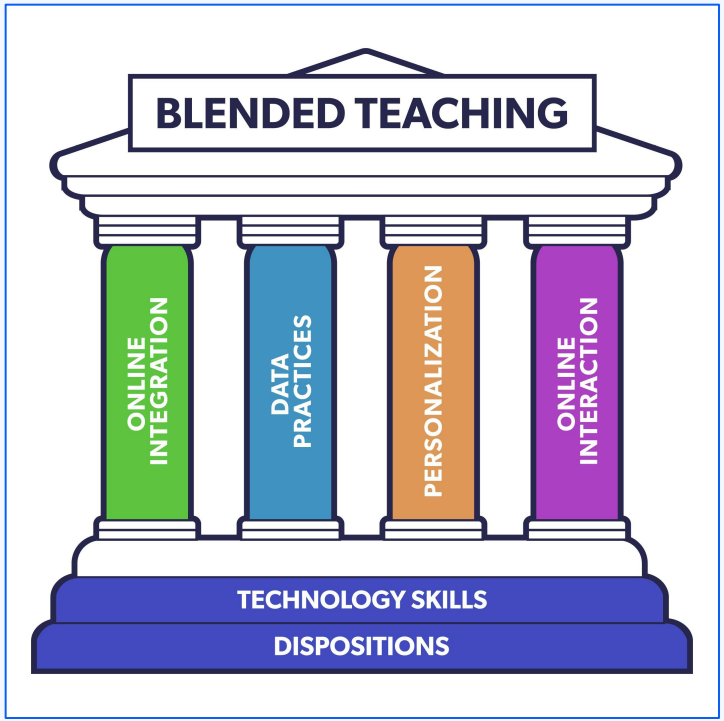
Universities often do very little of this and expect adult learners have high levels of independent behavioral engagement.

- Success Coaches (e.g., ASU)
- Freshman Mentoring
- Clubs and other organizations that build personal communities of support

*How will elements that support behavioral and affective engagement be replicated online?*

## Affective

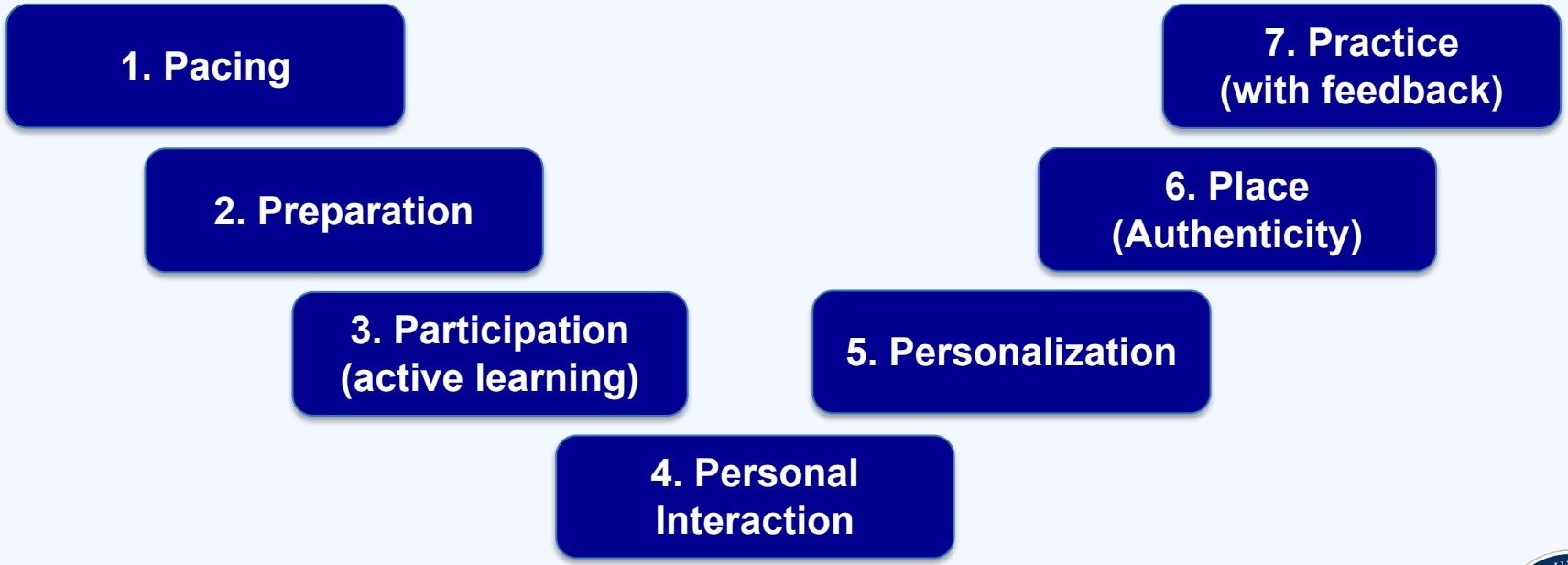
# Engagement at a Course Level




You can check your own blended teaching readiness and get a personalized report.

http://bit.ly/K12-BTR

# 7 Challenges to Engagement




(Stein & Graham, 2014)

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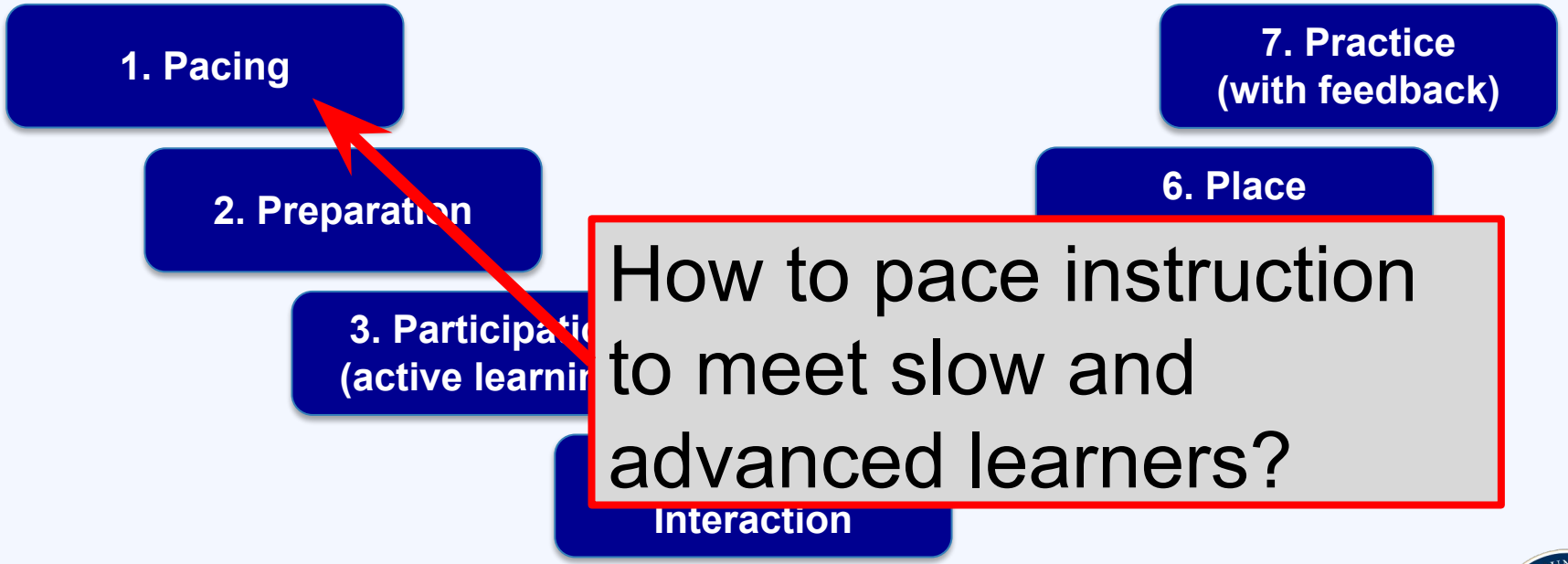


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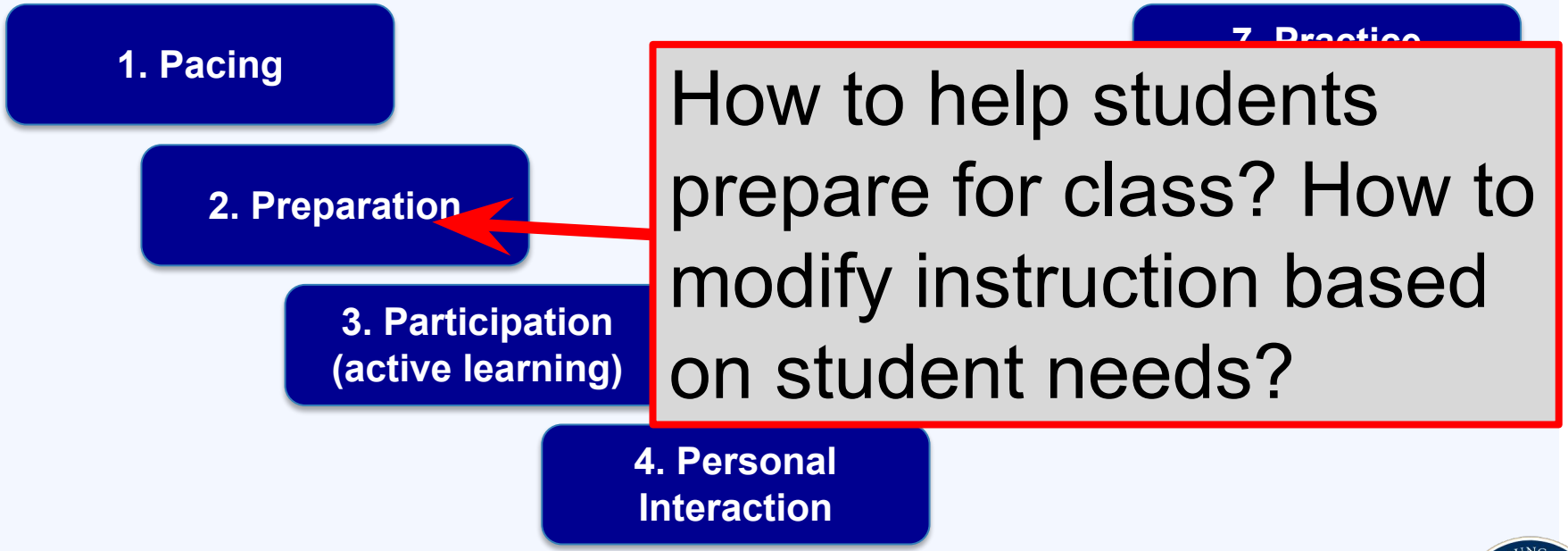


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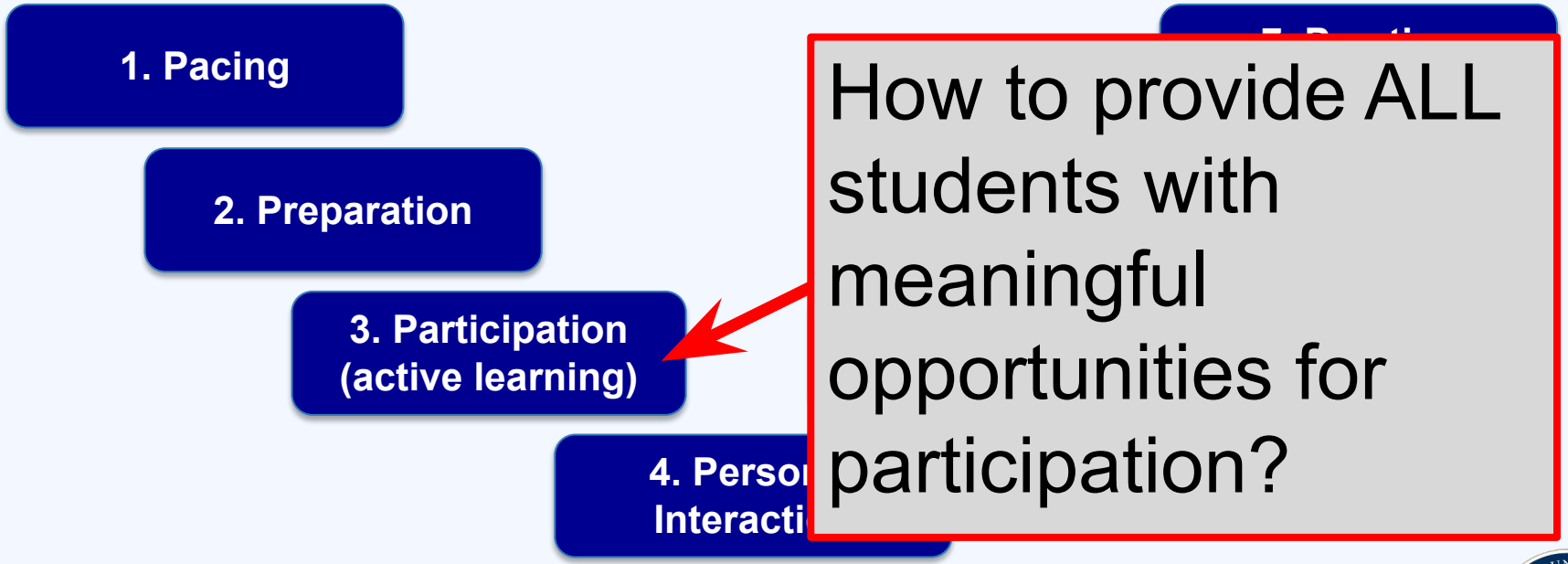


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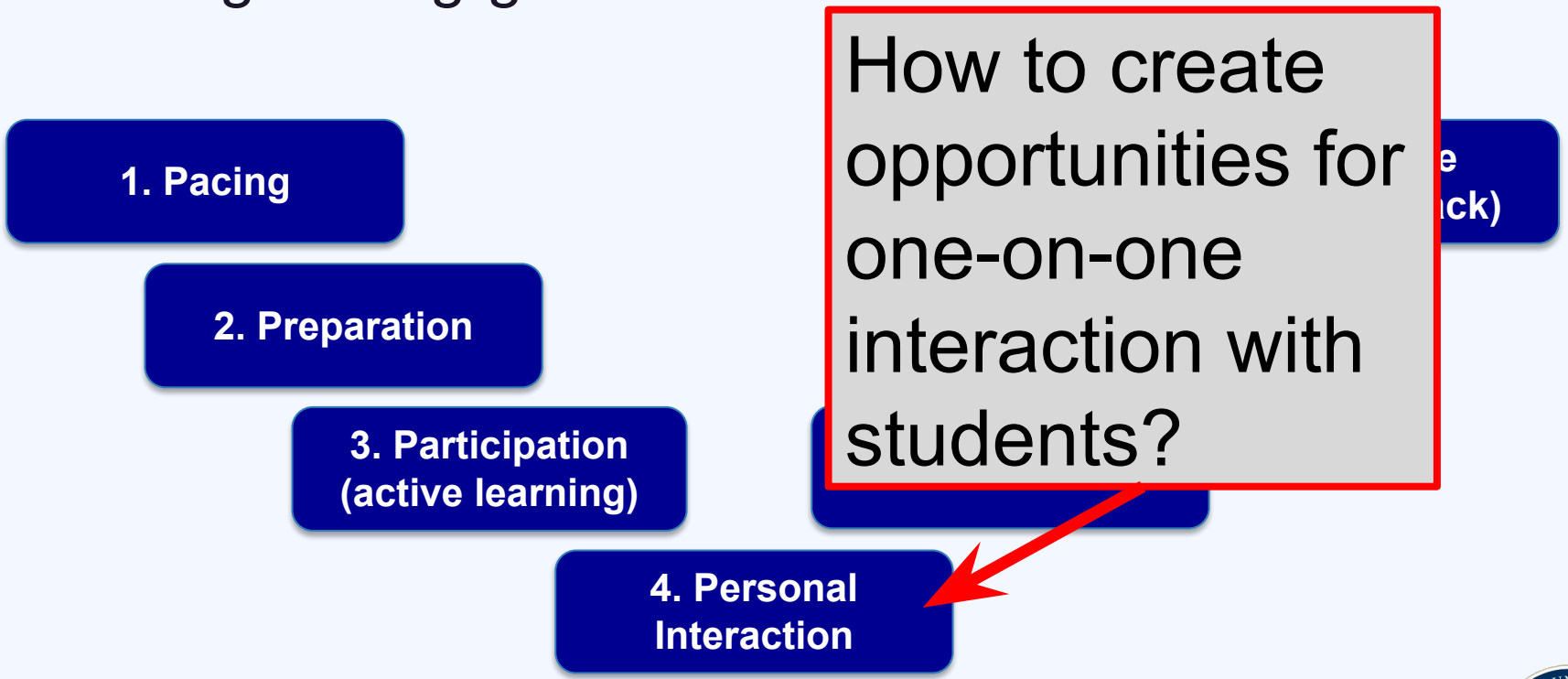
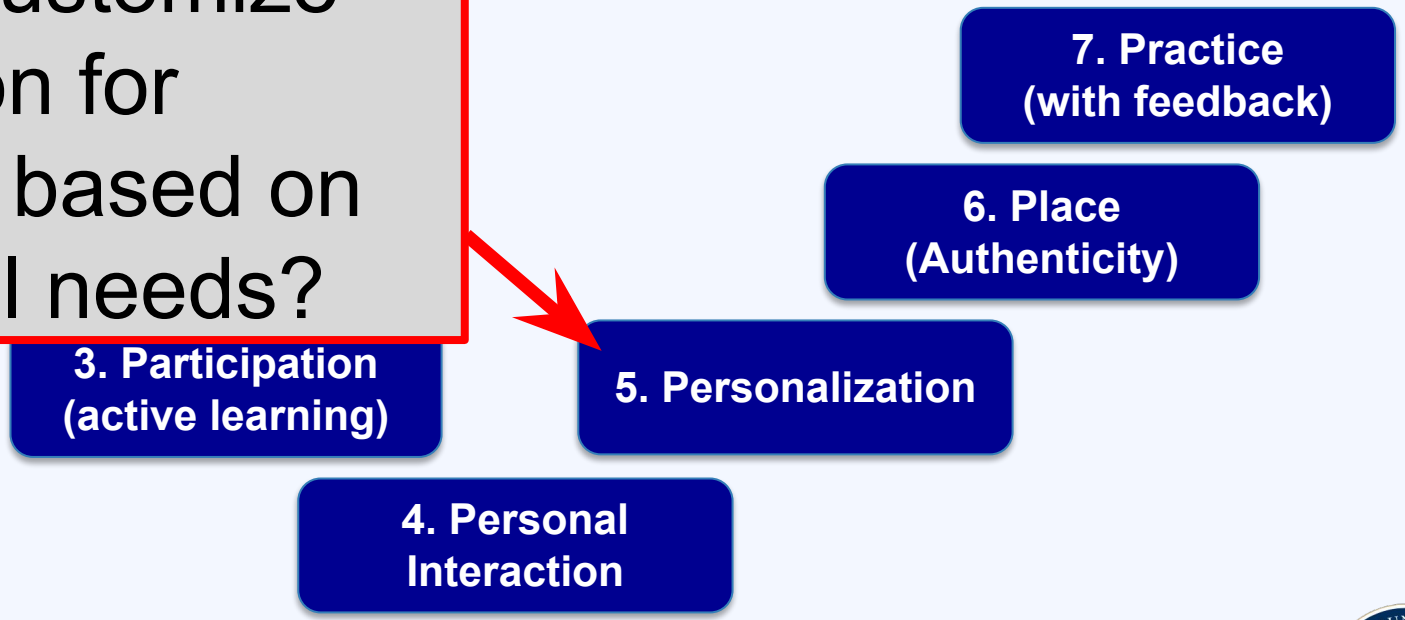



(Stein & Graham, 2014)

## 7 Challenges to Engagement

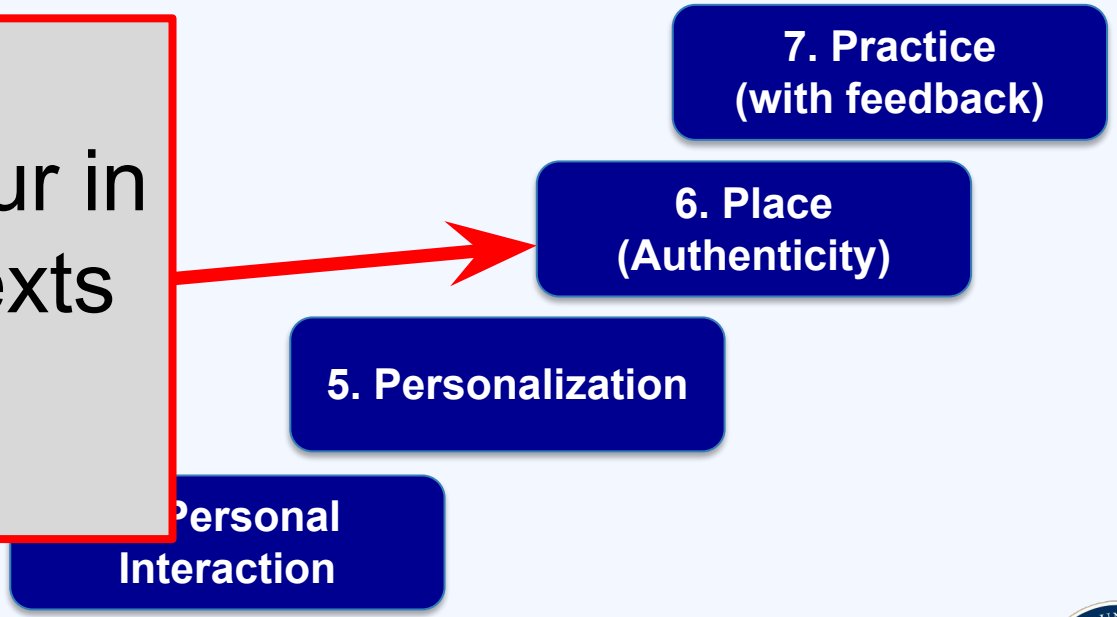
How to customize instruction for students based on individual needs?




(Stein & Graham, 2014)

## 7 Challenges to Engagement

How to enable learning to occur in authentic contexts outside the classroom?

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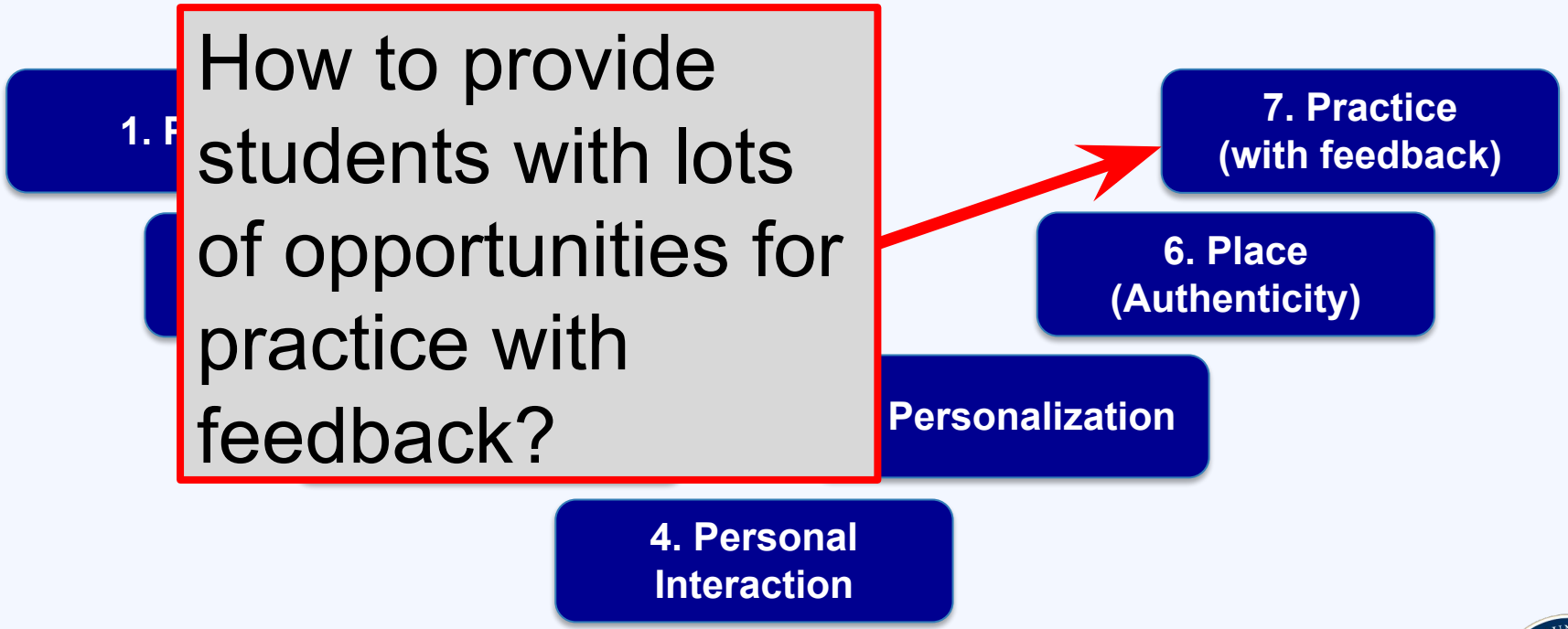


(Stein & Graham, 2014)

# BL Can Address Engagement Challenges

## HOW not WHETHER

Future learning systems may not be differentiated as much based on ***whether*** they blend but rather by ***how*** they blend.

Ross, B., & Gage, K. (2006). Global perspectives on blended learning. In C. J. Bonk & C. R. Graham (Eds.), *Handbook of blended learning: Global perspectives, local designs* (pp. 155-168). San Francisco, CA: Pfeiffer Publishing.

# Questions?

## Contact:

charles.graham@byu.edu

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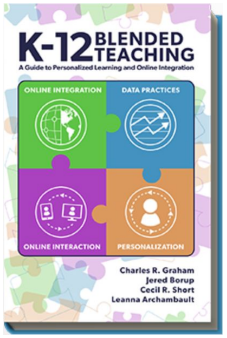



http://edtechbooks.org/k12blended

**Free Blended Teaching Book**

## Research:

- Research papers on blended teaching and engagement
- https://byu.academia.edu/CharlesRGraham/1-Blended-Learning-Research


Construct

# More Active Learning (via Flipping Class)


Mastery & Personalizing - Video Link


Personal Interaction for struggling students


Problem solving in class - Video Link


Student Perspectives - Video Link

# Learner Preparation (via online quizzes)

**Online assessment can be used to help students better prepare for learning in the classroom.**


Online quizzes – flipping classroom – Accounting (watch)

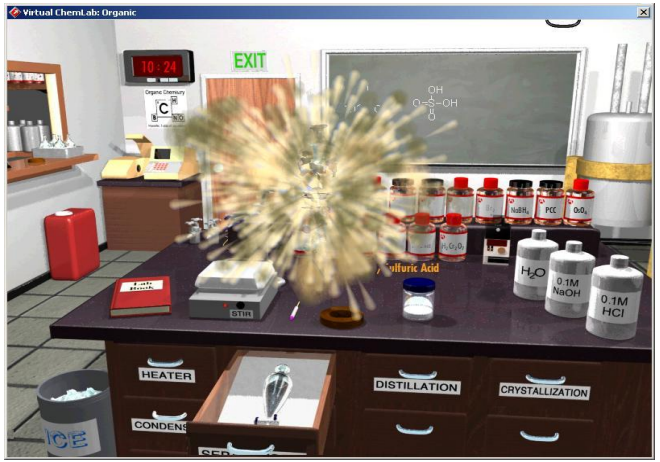
# Pacing and Practice in Large Class

**Each student's ability to understand and apply the material varies. The more students in a class, the more difficult it becomes to scaffold individual student learning.**

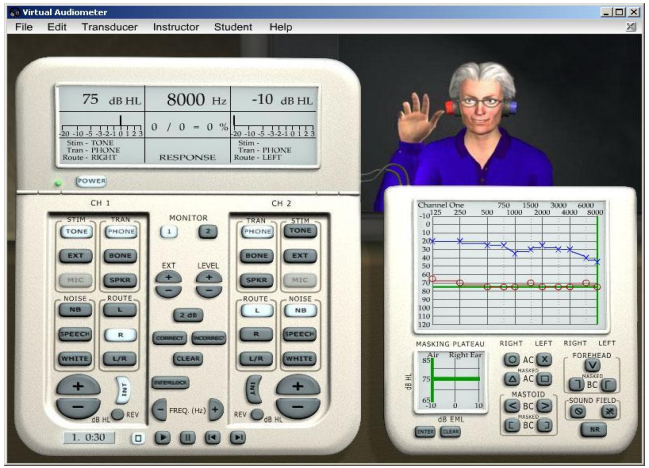

Pre-class self-paced instruction with feedback – Chem Tutor
(watch video)(link to Chem Tutor)(example module with practice/feedback)

# Authenticity & Access

**Simulated environments can provide access learning experiences that are more authentic than lecture-based instruction.**




Above: BYU's Virtual ChemLab
(link to video)




Above: BYU's Virtual Audiometer
(link to video) (link to CTL demo)

# Personal Interaction

**Even in smaller traditional classes, it can be difficult for the instructor to set aside time for personal one-on-one interaction and feedback with students.**


Personalized Video Feedback - Animation Class (watch)

# Participation (via online discussions)

TABLE 1.2. STRENGTHS AND WEAKNESSES OF CONDUCTING DISCUSSIONS IN FACE-TO-FACE AND COMPUTER-MEDIATED LEARNING ENVIRONMENTS.

| | Computer-Mediated Environment (Asynchronous Text-Based Discussion) | Face-to-Face Environment (In-Class Discussion) |
|---|---|---|
| Strengths | *Flexibility:* Students can contribute to the discussion at the time and place that is most convenient to them.<br>*Participation:* All students can participate because time and place constraints are removed.<br>*Depth of reflection:* Learners have time to more carefully consider and provide evidence for their claims and provide deeper, more thoughtful reflections (Mikulecky, 1998; Benbunan-Fich & Hiltz, 1999). | *Human connection:* It is easier to bond and develop a social presence in a face-to-face environment. This makes it easier to develop trust.<br>*Spontaneity:* Allows the generation of rapid chains of associated ideas and serendipitous discoveries (Mikulecky, 1998). |
| Weaknesses | *Spontaneity:* Does not encourage the generation of rapid chains of associated ideas and serendipitous discoveries (Mikulecky, 1998).<br>*Procrastination:* There may be a tendency toward procrastination (Benbunan-Fich & Hiltz, 1999).<br>*Human connection:* The medium is considered to be impersonal by many (Benbunan-Fich & Hiltz, 1999), which may cause a lower satisfaction level with the process (Haytko, 2001). | *Participation:* Cannot always have everyone participate, especially if there are dominating personalities.<br>*Flexibility:* Limited time, which means that you may not be able to reach the discussion depth that you would like. |

**Time constraints in a physical classroom may make it difficult for everyone to participate meaningfully or contribute to a discussion.**

# Pacing (via self-paced instruction)

**Especially in larger traditional classes, it is often difficult to match your instructional pace with your individual students' ability to learn the material.**


Student self-pacing – Intro to Accounting (watch)

# Personal Interaction and Feedback

**Effective collaboration can be a catalyst for learning in a course. Sometimes instructors avoid collaboration because it is difficult to manage this when schedules conflict.**


Group Feedback - Psychology Class (watch)