RULES OF (REAL-TIME) ENGAGEMENT
THEUNIS OLIPHANT

IMAGINATIVE
LAID BACK
PUSHOVER
LIFELONG LEARNER

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HOUSEKEEPING

**MIC MUTED, CAMERA ON (PLEASE)!**

**THAT COVID FEELING**

ALL OF TODAY'S MATERIALS WILL BE MADE AVAILABLE!

ZOOMBOMB, NO PROBLEM!
Join us!
ctl.sfasu.edu

**July Jumpstart**
Get Ready for Fall with the Faculty Teaching & Learning Center

**Flexible Ways to Teach and Learn: An Overview**
Call 2020 projects to new opportunities for faculty and students using the new math-based course design model: "Math in the Modern Classroom." Learn how to enhance your teaching and learning experience with this innovative approach.

**HyFlexing Modular: Creating Instructional Blends that Work**
Learn about the HyFlex model, a blend of lecture and online instruction, and how it can be used to enhance student engagement. This session will cover the development and implementation of HyFlex courses, including strategies for effective classroom management and student assessment.

**HyFlexing Your Way to Modular Course Design**
Join us to learn more about the HyFlex model and how it can be used to enhance student engagement. We will explore the benefits of HyFlex courses and provide strategies for implementing this model in your own courses.

**Rules of (Real-Time) Engagement**
Explore how to engage your students in the classroom with interactive and meaningful activities. This session will cover strategies for creating an active learning environment and how to assess student engagement.

**Rules of (Asynchronous) Engagement**
Learn how to engage your students in an asynchronous setting with technology and online resources. This session will provide strategies for creating a meaningful and interactive online learning experience.

**How to Thrive as a Faculty Member**
Explore strategies for professional development and growth as a faculty member. This session will cover how to build a supportive network, find time for self-care, and grow professionally.

**Learning for All: How to Build Accessible Learning Environments**
Explore how to create an inclusive learning environment that supports all learners, including students with disabilities. This session will cover best practices for creating accessible learning environments and strategies for accommodating diverse learning needs.

**Register Today**
Don't miss this opportunity to enhance your teaching and learning experience. Register today for the July Jumpstart. Check out our CTL Calendar for more information.
“The question at hand: Can “active learning” -- broadly, any instructional strategy that engages all students meaningfully in the learning process -- survive classroom environments this fall in which student interaction is severely limited by physical distancing protocols?”

(Lederman, Inside Higher Ed 2020)
Flexible ways to teach and learn

- **Face-to-Face**: A traditional course in which the instructor and the students are in the same physical setting at the same time for every class session. This option will only be appropriate in specific circumstances.

- **Online [anytime]**: A traditional online course in which content and activities are delivered asynchronously through a series of structured modules. Students do not attend class on campus and can engage in the course at any time of day.

- **Livestream**: A course in which regularly scheduled class sessions are delivered via Zoom, with real-time interaction between the instructor(s) and student(s). Students do not attend class on campus.

- **Hybrid**: A course delivered as a blend of two modalities, whether face-to-face/online, face-to-face/livestream, or online/livestream. Classes meet at regular, scheduled intervals. The faculty determines topics to be covered in each modality.

- **HyFlex**: A course in which the student decides whether to attend the class face-to-face, via livestream, online, or any combination. Course design accommodates wholly synchronous, wholly asynchronous, and blended participation paths.
Just a few thoughts...

The goal of our blended learning experiences is to show you that in lectures, you can engage students using active learning techniques and thereby make learning more meaningful and exciting. You will notice the responsibility of learning is placed on the students throughout the entire lecture process, in this season, we’re all being thrown into what feels impossible, but one would challenge this with a little shift of focus and intuitive thinking. The more you and your students could be engaged. By using tools like Zoom, Dr. Stephen Hurst saw that active learning replaced students just being a passive audience. Rather, students are participating in the learning process and with the use of active learning, students are more likely to be learning more. (Hurst, 2020)

When I use people talking about college teaching on Zoom, I see the assumption that Zoom is a poor substitute for classroom instruction most of the time. But at teachers, we must think critically about that assumption. If we do so, we point a camera at ourselves doing what we do in the classroom, it’s a better setting for outstanding pedagogy.” (Hurst, 2023)

“The question at hand: Can “active learning” – broadly, any instructional strategy that engages all students meaningfully in the learning process – survive classroom environments and tasks in which students interaction is severely limited by physical distancing protocols?” (Eckerman, Inside Higher Ed 2020)

Interactive Learning: “a unified integration of engaging lecture presentations and active learning methods.” (Roffey & Major, 2018) The goal for this is to focus our efforts to create a dynamic learning environment that encourages students to invest the energy and attention required to achieve deep learning.” (Roffey & Major, 2018) The document will be posted to the left of Just a few of the Engagement Strategies mentioned in the Interactive Learning Book. It can be found here.

NOTES FOR THE ROAD
# Engagement Strategies

## Real-Time Engagement

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Sentence Summary</td>
<td>Have students take turns sharing a sentence that summarizes their understanding of the lesson.</td>
<td></td>
</tr>
<tr>
<td>Think-Pair-Share</td>
<td>Have students discuss a question or concept in pairs before sharing with the class.</td>
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<tr>
<td>Snapshots</td>
<td>Quick write-ups or visual aids that capture key moments from the lesson.</td>
<td></td>
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<tr>
<td>Translates That</td>
<td>Students translate key concepts from one language to another.</td>
<td></td>
</tr>
<tr>
<td>Five Words</td>
<td>Students write five important words from the lesson.</td>
<td></td>
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</tbody>
</table>

## Asynchronous Engagement

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know - Wonder - Learn</td>
<td>Students reflect on what they know, wonder about what they don’t know, and learn about it.</td>
<td></td>
</tr>
<tr>
<td>Update Your Classmate</td>
<td>Have students share and respond to each other’s learning and progress.</td>
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</tr>
<tr>
<td>Note-Taking Pairs</td>
<td>Students take turns asking and answering questions about the lesson.</td>
<td></td>
</tr>
<tr>
<td>Support a Statement</td>
<td>Students summarize or reinforce important points from the lesson.</td>
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</tbody>
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For more strategies and resources, visit: [https://tinyurl.com/yc28hcaj](https://tinyurl.com/yc28hcaj)
OBJECTIVES

1. identify the types of fatigue and how it affects learning
2. explain why breaks are important to instructors and students
3. discuss engagement strategies and their effectiveness
A FEW SMALL RULES OF THE DAY FOR YOU....
BRAIN BREAKS ARE NECESSARY

“Professionals take breaks, amateurs don’t.”

Daniel Pink, WHEN: The Scientific Secrets of Perfect Timing
BRAIN BREAKS ARE NECESSARY

MICRO

Microscopic
BRAIN BREAKS ARE NECESSARY

MOVING
Brain breaks are necessary.

Nature
BRAIN BREAKS ARE NECESSARY

SOCIAL
BRAIN BREAKS ARE NECESSARY

Gear Shifting
Tech fatigue is a real thing.
AVOID MULTITASKING.
Why Multitasking Tends to Not Work

In “Flow: The Psychology of Optimal Experience,” the author discusses that in any one moment, we can process seven bits of information. These include tastes, smells, emotions, conversations and images. It also takes about 1/18th of a second to differentiate between two pieces of information.
REDUCE ON SCREEN STIMULI.
MAKE VIRTUAL SOCIAL EVENTS OPT-IN.
SWITCH TO PHONE CALLS OR EMAIL.
BUILD IN BREAKS.
“When the cook tastes the soup, that’s formative. When the guests taste the soup, that’s summative.”

Robert E. Stake, Professor Emeritus of Education at the University of Illinois
WHAT CAN I DO IN THE CLASSROOM?

- Examine pupil work
- Inform instructor knowledge
- Inform instruction and teaching methods
- Set tasks
  
**FORMATIVE ASSESSMENT CYCLE**
WHAT CAN I DO IN THE CLASSROOM?

- Impromptu quizzes, polls, or anonymous voting
- One-minute papers on a specific subject matter
- One sentence to explain the lesson
- Lesson exit tickets to summarize what students have learned
- Ask students to create a visualization or doodle map of what they learned
AHA! MOMENT
"An interactive lecture entails creating engaging presentations that motivate students to INVEST THE ENERGY to learn."

(Lederman, Inside Higher Ed 2020)
Engagement Strategies

Real Time Engagement

Wait Time

Know - Wonder - Learn

Snapshot

One Sentence Summary

Think-Pair-Share

Translate That!

Five Words

Asyncronous Engagement

Update Your Classroom

Note-Taking Pairs

S-3-2-1

Support A Statement

Six-Word Memo

Know It! Write It!

https://tinyurl.com/yc28hcaj
| FOUR CORNERS | AHA! WALL | HIGHER-ORDER THINKING QUESTIONS | ZOOM REACTION TOOL |
In 3 minutes or less, answer this question: How have you used social interaction to impact learning? (Your own learning or that of your students)
ZOOM CIRCLES

Ted Talk Zoom Circle

Round 1: What was an emotion that you experienced while watching this video?

Round 2: What was something that resonated with you OR a personal connection you made to this topic?

Round 3: What is something from this video that you could take to your own current or future professional settings?

Round 4: How do you feel after watching this? OR What questions do you still have about this process?
Ted Talk Zoom Circle

- Round 1: ONE WORD – How are you feeling today?
- Round 2: What is a success you had with the COVID transition in your spring 2020 classes or what is a success you’ve heard from a colleague?
- Round 3: What topic do you think would work with Zoom circles?
- Round 4: How do you feel about implementing these in your future class? (A) Yes. Clear. (B) Yes... but I need to think through it some more. (C) It doesn’t fit. (D) Other ______________
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“Biologists often talk about the “ecology” of an organism: the tallest oak in the forest is the tallest not just because it grew from the hardiest acorn; it is the tallest also because no other trees blocked its sunlight, the soil around it was deep and rich, no rabbit chewed through its bark as a sapling, and no lumberjack cut it down before it matured. We all know that successful people come from hardy seeds. But do we know enough about the sunlight that warmed them, the soil in which they put down the roots, and the rabbits and lumberjacks they were lucky enough to avoid?”

— Malcolm Gladwell, *Outliers: The Story of Success*