Rethinking Engagement:
[“Actively Engaging Students in Asynchronous Online Classes” by Shannon A. Riggs and Kathryn E. Linder](#)

1. How are the students engaging with you?
2. How are the students engaging with the material and the assignments?
3. How are the students engaging with one another? Structure and content really matter because there's no "instant" fix as with an in-person discussion.

Workload:
- Break everything down and show them how to do that
    - I make sample daily schedules for them: "Monday do this, Tuesday do this…"
- Constantly remind them to stick to your schedule
- Consider more frequent announcements: you can set these up in advance

Co-Req:
- I had to stop thinking of it as something separate
- What can I do during each part of the instructional cycle that offers support?
    - "Read and take notes." Vague. How can you design reading/critical thinking strategies in their reading and note-taking? That is a co-req strategy.
- Use co-req time as their application time
    - "We discussed thesis statements and looked at strong and weak samples of thesis statements for Essay 1. Now it is time for you to apply what you have learned. Write your own thesis for Essay 1, ensuring that your thesis connects your chosen concept to 3 educational experiences."

Group Work:
- Use the group feature: I create groups and these are the groups students work with for Peer review, journals, and Book Club.
- They will need clear instructions and modeling, which can be hard because Canvas doesn't have a fully functioning test student that can be in student groups.

Discussions:
- The prompt matters: simple questions like "What makes a strong thesis?" is easily answered and doesn't engender sure curiosity, opinion, discussion. "What

do you like to read" "What do writers do that keeps you reading?" "What is something that makes you stop reading?"

- Set expectations
- Participate yourself - leave the first post to each discussion if you can.
- Do small group work in groups feature (there they can use discussions, announcements, collaboration) and then have them "present" in the whole-class discussion board. Create a google forms rubric for groups to score one another on their presentations.
  - Whole class research projects. My classes base their research paper on a prison or criminal justice system problem they saw in *Orange Is the New Black.* I'm going to assign each group one of the most common topics students choose for this paper. Each group will then find resources/research on that topic, and as a group, they will put together an annotated bibliography. Each group will then share to the whole-class discussion board. With this assignment, we're sort of crowdsourcing research and the students get practice in evaluating research and writing an annotated bibliography.

Peer Review/Workshopping:
- Give clear, focused peer review questions
- Consider making a short video explanation of what you expect for this round of peer review/workshop
- Consider offering extra credit for students who do video peer reviews
- You can use Peer Mark with TurnItIn LTI, or the peer review feature through Canvas.
  - Again, I assign peer review groups, and these are the same groups for book club and journal discussions.
- Conference with students: can be synchronous or asynchronous
  - I use asynchronous and require the students to upload their conference draft and leave me 3 specific questions. I use the speedgrader tools and comment field to answer their questions.

Videos:
- Very helpful for students who are still learning to use Canvas or who need visuals
- Must be CC
- Time-consuming
- Shorter videos are easier to edit, caption and post with assignments.
- Longer videos obviously can go into depth and sometimes you don't want to do the whole record, caption, edit, upload process more than once, but I that means it's limited in where you can place it on Canvas, it takes more time to upload,

especially to youtube and the for captioning, you'll probably need to leave timestamps for the students.

Embedded Tutor and the Writing Center
- Give access to assignments and materials
    - My tutors are added to my Canvas courses
    - I showed my tutors how to use speedgrader tools
- Decide what you want your tutors to focus on for general tutorials and for conferences/workshops
- Synchronous: students and tutor use a Zoom session
    - Students were struggling to complete conferences because of tutor availability
- Asynchronous: Students drop off their work and their questions and a tutor will respond with feedback.

Disabled Students:
- Work with your campus' DSPS
- Be flexible with how you'll accept their work: format, due dates
- Ask the student: what do you need from me to help you be successful?

Other Considerations:
- ENGL 101: We're 1 class on their journey; we're the beginning, not the capstone class
- Break everything down
- Don't assume they know how to use anything
- Link to Canvas guides, TurnItIn guides, Google docs tutorials, etc.
- Be consistent
- Encourage them to contact 24-hr Canvas support
- Contextualized learning: explain why it's important to read carefully
- Email them where they can find answers - don't email them the answers, unless that is absolutely easier and you're just done
- Create "canned" responses or FAQs
- Planning is essential
- Grading
    - [I'm currently using contract grading](#) and no typical late work penalties