**Craft a Student Engagement Plan**

Below is a template for you to craft a plan to engage students in online and hybrid learning environments. Please use this worksheet to take notes while you are attending the workshop.

We suggest a list of things you could consider doing to create engaging learning experiences through communication, connection and interaction. Choose those that you think would work best for you and your students, and **check the box next to them**. Meanwhile, add your own ideas, or ideas that come up from the session and the breakout discussion with your colleagues.

**Name**: **Course**:

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| Strategies | Things that I am considering doing | Other ideas |
| Communication | | |
| 1. Inform students about your course communication plan | In my syllabus, I will include information addressing the following questions :  Where should students go to check course updates?  What is the best way to contact me?  When can students expect a response from me?  Are there scheduled virtual office hours?  Can students make an appointment with me to meet virtually? If yes, how can they do that? |  |
| 1. Communicate early and often | Send a welcome-to-class message before the semester starts.  Send a start-of-week announcement every week.  Send an end-of-week announcement every week.  Try using video announcements. |  |
| 1. Use course FAQs to manage communication load | Compile course FAQs and post them in my Canvas course site.  Inform students where they can find the course FAQs and tell them to check there before asking questions. |  |
| Connection | | |
| 1. Introduce yourself and have students introduce themselves | Introduce myself to the class.  Include a photo of me in my introduction.  Record a video introduction of myself and post it in my Canvas course.  Ask students to introduce themselves to the class and include their photos or videos in their introduction. |  |

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| Strategies | Things that I am considering doing | Other ideas |
| 1. Learn about students’ needs | Import the CTL Start-of-Semester survey from Canvas Commons to my course and tell students to complete it before or at the beginning of the course.  Use the survey results to help me make instructional decisions. |  |
| 1. Prepare students for remote learning | Import the CTL Remote Learning Student Guide from Canvas Commons to my course as a resource to support my students’ learning and well-being. |  |
| Interaction | | |
| 1. Facilitate *learner-content interaction* with active learning | Embed questions or quizzes in my recorded lectures to help students check their understanding or reflect on their learning.  Poll questions when I conduct live classes to check students’ understanding of the content.  Use Perusal to enable students take notes and ask questions when reading course materials.  Provide a list of question prompts that students could use to guide their note taking and their reflection on learning. |  |
| 1. Encourage *learner-learner interaction* with collaborative learning | Set clear expectations on student participation in discussions.  I will choose discussions topics related to:  Course content topics  Course assessment  Students’ interests  Provide questions prompts for discussions.  Have students initiate discussion topics as well as question prompts.  Have students do peer review for at least one assignment or one project.  Provide a rubric for peer review  Have students collaboratively annotate their readings by using Perusall. |  |
| 1. Provide opportunities for both asynchronous and synchronous *learner-instructor interaction* | Set aside \_\_\_ times/day, or \_\_\_ times/week to participate in the asynchronous discussions in Canvas.  Recognize or endorse good questions/answers from students in the class forum.  Return grades and feedback on students’ assignments approximately \_\_\_ days after the submission.  Offer virtual office hours with me or TAs, record it, and make it available for students to review. |  |