

Additional strategies for increasing engagement

Many of the strategies used in face-to-face teaching also apply to remote teaching. This list presents some strategies for both modalities. Read the list below. Assess each strategy for its relevance to your classroom. Check the “Use” column if it is a strategy **you already use**. Check the “Interested” column if it is a strategy **you are interested in using**, and check the “More info” column if it is a strategy **you would like to get more information on** before using it. Resource developed by Patricia Turner, PhD., Education Specialist at the Center for Educational Effectiveness.

Lehman and Conceição, 2013

Strategies specific to remote instruction that build positive expectancies	Use	Interested	More info
1. Use Zoom screen share to go over the syllabus, orient students to course and set expectations during the first live session			
2. Use a scavenger hunt for students to navigate the online course during an orientation activity			
3. Distribute handouts on effective learning skills, time management, and prioritizing tasks for remote learning			
4. Create a checklist of specific tasks students need to accomplish during each Canvas module and post it each week			
5. Ask students to create a remote learning study plan for the course (e.g., do the readings on Mondays, review readings and post responses on Tuesdays, review lecture after class on Wednesdays etc.)			
6. Set regular (e.g., the same each week) deadlines and milestones for modules/units to keep students motivated and engaged			
7. Monitor students’ participation through learning analytics during the first weeks of the course to verify if students are progressing effectively/efficiently			
8. Canvas or E-mail reminders and updates weekly (in written or video format).			
9. Present information in a consistent way for content, readings, assignments and feedback			
10. Divide course content into small pieces and strategically arranged materials into modules or units to make reading and understanding more efficient and effective			
11. Present content in different formats, using technology to bring			

textbook content to life, for example, podcasts of guest experts			
12. Schedule virtual office hours weekly to clarify assignments, deal with issues and preempt problems, demonstrate a skill or tutor or mentor students			
13. Create a warm feeling of presence and a conversational tone when developing written, audio, or video materials			
14. Consider language and tone when providing positive and constructive criticism			

Ambrose et al., 2010

Strategies that Establish Value	Use	Interested	More info
15. Connect material to students' personal interests			
16. Provide authentic, real-world tasks			
17. Highlight real-world applications			
18. Demonstrate relevance to students' current academic live (help students identify skills they can transfer from other courses into yours and vice versa)			
19. Show relevance to students' future professional lives			
20. Show your own passion and enthusiasm for the discipline			

Strategies that Help Students Build Positive Expectancies	Use	Interested	More info
21. Ensure alignment of objectives, assessments and learning activities			
22. Identify an appropriate level of challenge by knowing who your students are (e.g., have students fill out a questionnaire on the first day of class; examine the syllabi of courses in your department that precede your course; talk to colleagues in your department)			
23. Create assignments that provide the appropriate level of challenge			
24. Provide early success opportunities (e.g., early, shorter assignments for a smaller percentage of the grade before you assign a larger project)			
25. Articulate your expectations clearly and often			

26. Provide rubrics and targeted feedback			
27. Encourage students to see success and failure as related to factors they control (e.g., study strategies, good time management, hard work) rather than as related to inherent qualities (e.g., not being good with numbers)			
28. Be fair (especially relevant when multiple graders, e.g., TAs, are involved)			
29. Describe effective study strategies in your discipline			
30. Provide students with flexibility and some degree of control			
31. Give students an opportunity to reflect on their assignments			

Nilson, 2010

Your Persona	Use	Interested	More info
32. Deliver your presentations with enthusiasm and energy			
33. Explain your reasons for being interested in the materials, and make it relevant to your students' concerns			
34. Get to know your students			
35. Give students a chance to have input by holding a mid-quarter evaluation			
36. Use humor where appropriate			
37. Maintain classroom order and civility			

Your Teaching	Use	Interested	More info
38. Explain to your class why you have chosen the teaching methods, readings, assignments, in-class activities, policies and assessment strategies that you are using.			
39. Use examples, anecdotes and realistic case studies freely			
40. Teach by inquiry when possible (pose questions or scenarios for students to first consider, rather than starting with lecturing)			
41. Use a variety of student-active teaching formats and methods, such as discussion, debates, press conferences, symposia, role playing, simulations, academic games, problem-based learning, the case method, problem solving, writing exercises and so on			

Assignments and Tests	Use	Interested	More info
42. Reinforce the idea that all students can improve their cognitive and other abilities with practice and are in control of their academic fates			
43. Provide many and varied opportunities for graded assessment so that no single assessment counts too much toward the final grade			
44. Give students plenty of opportunity to practice performing your learning outcomes before you grade them on the quality of their performance			
45. Sequence your learning outcomes and assessments to foster student success			
46. Give students practice tests			
47. Provide review sheets that tell students what cognitive operations they will have to perform with key concepts on the tests			
48. Design authentic assignments and activities—those that give students practice in their future occupational and citizenship activities			
49. Let students assess themselves			
50. Reduce the stress level of tests by lowering the stakes. Test early and often			

Christophel, 1990

Instructor Immediacy Behaviors	Use	Interested	More info
51. Call on students by name			
52. Use terms like “we” and “us” to refer to the class			
53. Use vocal variety and appropriate gestures while talking to the class			
54. Ask students how they feel about things			
55. Smile at the class while talking.			