

PARENT ACADEMY 4

Visualizing Effective Engagement
during Virtual Learning



1:00

Warm Up

Please take 1 minute to imagine an attentive and productive class

- What do the students look like, their physical demeanor?
- What do they sound like?
- What are they doing?

When you start to think of ideas, please share them in the chat with the group.





Engaged students...

Might look different, but the common thread of engagement is productive time on task. The challenge is that not all task-oriented behavior is equally productive, and not all task-oriented behavior is visible. Teachers *need student feedback* to make effective instructional maneuvers.



5 case studies



Good

First case study shows *some* students achieving the *minimum* expectations for participation



Better

Second case study shows more students showing higher levels of engagement



Best

Third case study shows some students achieving the best levels of participation this year in English 9 during virtual learning



Let's Assess together

Cases 4-5 display various elements of the good-better-best sequence. Let's assess these together to help establish a framework parents can use to "spot check" their students on the home front





Context

Students perform first reading and brainstorming in response to Amanda Gorman's inaugural poem, "This Hill We Climb."

Characteristics

Pros

- Participants total 2
- Participation increases from engaged students as time goes on, but no new participants



Cons

- No real student visibility
- Limited student participation in discussion, analysis
- Significant dead-air time
- Students need continual reminders to share publicly

Characteristics

Pros

- 2 students visible, one completely; later 2 more engage cameras
- Follow up questioning with student enables deeper engagement
 - Student responses dig deeper, make connections



Cons

- Tech interruptions disrupt student contributions
 - Basic feature of the platform; students need to be proactive
- Only one student primarily active at a time
- Student-Teacher, not student-student

Characteristics

Pros

- Students engaged and responsive
 - Integrate ideas to others' in conversation
 - Ideas connect to broad cultural forces/structures
- Respond vocally, timely
- Rapidly respond to teacher follow ups
 - Evidence → Reasoning
- Student-Student dialogue



Cons

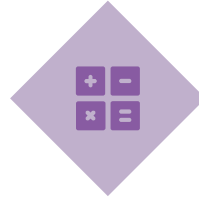
- **Relatively** few participants (5/27)
- Some participants not on screen; limited feedback re: student experience of content/concepts available

5 Key Takeaways



Dead Air Time

Is costly, diminishes the amount and quality of time on task/concept



Video Feed Extra Feedback

Limited utility for monitoring engagement, but applicable for assessing student confidence/real-time comprehension



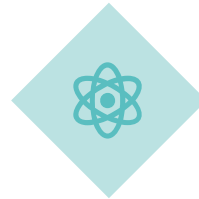
Follow up Questioning

Effective when voice feed participation high; limited effectiveness when typed chat only



Limits of engagement

Typed chat extremely limited, inefficient; voice channel preferred; voice and video feed best



Student-Student Interaction

Most prevalent when students join on screen; tend to talk to one another, not to teacher



Context

Students have been reading the novel *The Poet X* by Elizabeth Acevedo. We have reached the climax of the story, which is told in poetry. Students are asked to react to what they read/listened to in class.

Characteristics

Pros

- Although no students are visible, there is engagement in the chat (5 students)
- Follow up questioning with Stephanie provides connection with later theme



Cons

- 0 cameras are on
- Too much teacher prompting
- No student to student engagement
- A lot of dead air

Characteristics

Pros

- More students visible
- Student to student engagement
- Energy level is higher
- More connections made when discussion is present



Cons

- Not all students are visible
- A few students can sometimes dominate the conversation
- A few “performers” whose comments can confuse the others

A Checklist for Parents

Active Engagement

- Dead Air Time - Is my student sitting for long stretches without vocalizing anything?
- Following up - Is my student speaking in succession to develop or extend an idea or explanation?
- Student-Student - Is my student directing remarks to more than one specific person by name?

Methods

- Video Feedback - Is my student's class and/or assignment visible on screen?
- Typed vs Voice Chat - Is my student consistently, actively using the voice channel or keyboard
 - **HAZARD** - keystrokes themselves are not evidence of effective engagement; what appears to be engagement may be distraction. When in doubt, scope it out!



A Paradox to Consider

The best thing your student can do right away to maximize classroom learning is to engage as fully as possible.

But teachers cannot mandate or otherwise incentivize cameras-on instruction.