

# The Key Ideas of Engaged Learning

Stephen Murgatroyd, PhD  
Chief Innovation Officer  
Contact North | Contact Nord

# Who Am I

- Teaching at the university level since 1973
- Psychologist by training but have taught in both statistics programs and in business schools
- Now act as Chief Innovation Officer for Contact North | Contact Nord
- Now working on strategic foresight as a teacher at the University of Toronto (OISE) and University of Alberta and Athabasca University (MBA)
- Created the world's first fully online MBA in 1993-4 and have been building and working with technology enabled learning experiences ever since
- Worked for 15 years at the Open University (UK) and for 14 years at Athabasca University





# What We Want to Focus On Today

- Creating a framework for moving online that is focused on teaching and learning
- Teaching and learning come from relationships and connection – how do we do this online?
- What do we know about best practices?
- What do you need to do?
- What mistakes are commonly made and how can I avoid them?



***Not Answering the Question: “How Can I do What I do in the Lecture Theatre Online?”***

# This is from a college / university:

“Our promise to you is one-on-one interaction with our knowledgeable and caring faculty, hands-on experience through engaging programs, and the commitment to helping you in achieving your success. Our holistic perspective encourages students, staff and faculty to defy the ordinary and explore new, experiential ways of learning. At our institution, innovative and creative ways of learning and being are given a place to develop into ideas that change the world.”



# It is a great description of what online learning can be...

# It is Worth Remembering That

- Student engagement is the best predictor of success in any form of learning.
- Followed by:
  - Whether or not their parent(s) have completed a post-secondary qualification
  - Literacy and income level of parents

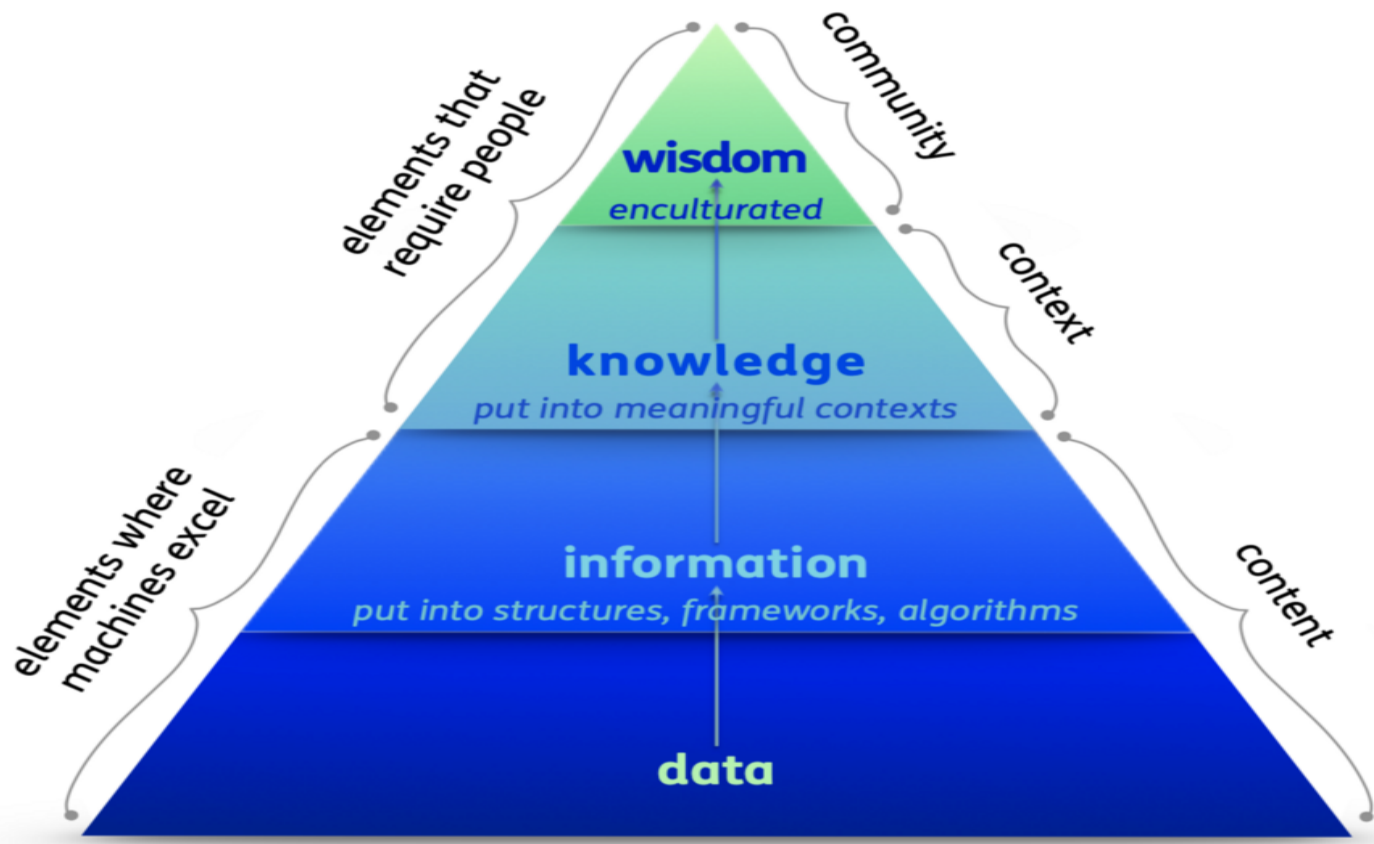
# Two Frames for Understanding of Online Learning

## Instructionism ([Rankin, 2020](#))

- Instructor provides information and knowledge
- Reinforced with texts and activities
- Students are tested on whether they can correctly recall and apply the knowledge and information
- High stakes testing and the “banking” of knowledge.

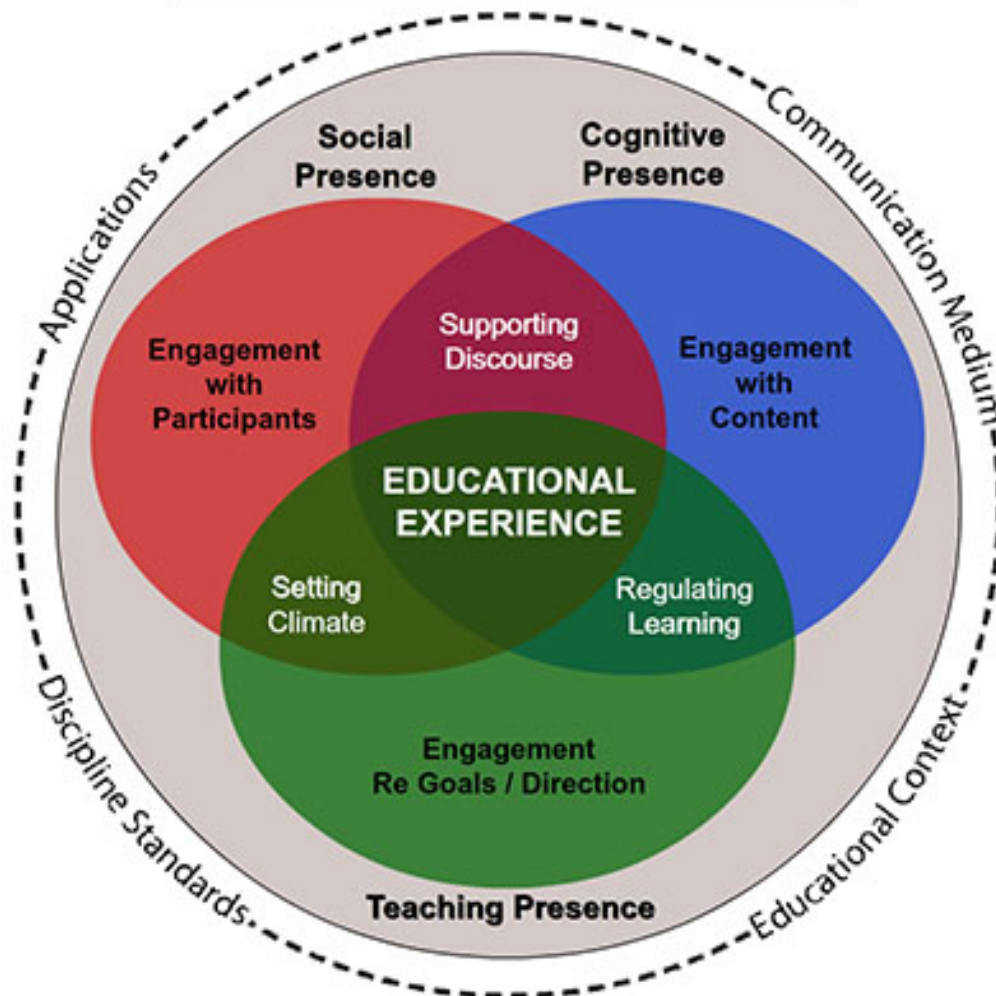
## Constructivism

- Activate prior knowledge and understanding
- Create surprise, challenge or problems that matter
- Apply new knowledge, capabilities, skills and understanding
- Offer solutions and reflections to the surprise, challenge or problem
- Assess value created and added

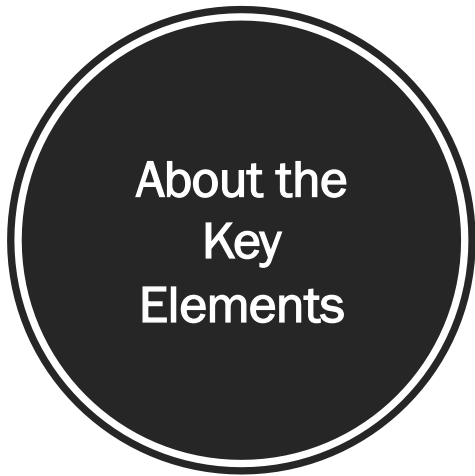


The origins of the DIKW pyramid are obscure, though one early precursor is TS Eliot's 1934 play *The Rock*, which features the lines "Where is the wisdom we have lost in knowledge? / Where is the knowledge we have lost in information?" The pyramid connects to the three 'cubic' dimensions of learning (content, context, and community) and offers a productive model for designing new learning emphases.

**Creating an Educational Experience**







**About the  
Key  
Elements**

Element	Categories	Indicators (Examples)
Social Presence	Open Communication Group Cohesion Personal / Affective	Creating a risk-free learning climate Group identity, collaboration, activity Self-projection / emotion
Cognitive Presence	Triggering Event – “Hook” Exploration Integration Resolution	Sense of puzzlement Information exchange Connecting and exploring ideas Applying new ideas and synergies
Teaching Presence	Design and Organization Facilitating Discourse Direct Instruction	Setting curriculum and organization Shaping constructive exchange Focusing and resolving issues

# 5 Big Things from Recent Research

Key Elements of Award-Winning Courses  
Kumar, Budhrani and Ritzhaput (2019)

1. Instructor explains the meaning and purpose of the course and each activity within it.
2. Authentic and relevant course materials that connect to practice.
3. The availability of learning materials in a variety of media – text, video, audio, simulations, games, etc.
4. Student creation of digital content both individually and collaboratively.
5. Students reflect on their learning in systematic ways.



## 9S Learning Model

### Whakapiri

**Engagement phase:** Learner's attention is gained. Learner is inducted into the focus of study. Orientated to context of learning. Feeling supported, a sense of belonging.

#### Stimulate

(gain attention and hook learner)  
*Message to learner: There is something good here for you, stick with us*  
**[Gain attention of the learners]**

#### Settle

(welcome and familiarise learner with the course)  
*Message to learner: You are in the right place*  
**[Inform learners of the objectives]**

#### Situate

(orientate the learner to LO and contextualise)  
*Message to learner: This is where you are headed*  
**[Stimulate recall of prior learning]**

### Whakamarama

**Enlightenment phase:** Learner works through learning activities, is supported with embedded strategies and provided with opportunities to check learning progress

#### Share

(create learning opportunities that start with activating and sharing prior knowledge)  
*Message to learner: Recognise new knowledge and experience and integrate it into your experience*  
**[Present the content]**

#### Scaffold

(pre-empt breakdowns in understanding through the use of embedded tools and learning strategies)  
*Message to learner: Engage with learning approaches and make sense of them*  
**[Provide learning guidance]**

#### Steer

(provide opportunities for learners to check their learning and apply)  
*Message to learner: Rehearse and test your learning*  
**[Elicit performance (practice)]**

### Whakamana

**Empowerment phase:** Learner is assessed and provided with meaningful feedback to support their progression to work or further study

#### Suggest

(provide meaningful feedback)  
*Message to learner: Accept suggestion for improvement and enhancement*  
**[Provide Feedback]**

#### Survey

(formally assess and provide feedback)  
*Message to learner: Measure your progress and accept feedback*  
**[Assess performance]**

#### Strengthen

(provide takeaways, tools and confidence to support their progression)  
*Message to learner: Reflect, build, solidify on your learning*  
**[Enhance retention and transfer to the job]**



# Thinking About Design In Terms of the Student Experience

# What is a Template?

- A device/ tool aimed at having a design conversation.
- It is not fixed in stone – it's a resource – a trigger for a design.
- It has components:
  - The student question we need to address each week – the unit students pace themselves with...
  - The faculty version of that same question
  - A space for your answer / response / idea
  - What you answer guides what you do in the synchronous session (if any) with your students and what you do in the asynchronous time the student and you have..

# Why This Approach?

- In a [survey published Wednesday April 22<sup>nd</sup>](#), faculty across US reported :
  - They lowered their expectation of the amount of work their students were able to do (69%)
  - Changed the kind of assignments / exams they are asking students to do (69%)
  - Dropped exams and certain complex assignments (45%)
  - Dropped some of the readings they were originally asking students to do (18%)
- Put simply: they redesigned the learning design based on a better understanding of who their students are, how much time they had available and what they were capable of: they re-focused on what mattered most.
- A template gets you to begin a design journey



<p>Course Identifier:</p> <p>EKLI 421</p>	<p>Course Title:</p> <p>Competitiveness, Productivity and Innovation in Canadian Business</p>	<p>Faculty Member: Your Name</p> <p>Dr Stephen Murgatroyd</p>
<p>What are Your Weekly Presentation Times for Adobe Connect (Day / Time)</p>	<p><b>Tuesdays, 10-1130 am</b></p> <p>Do you want these session recorded and available for later viewing? <b>Yes</b></p>	
<p>Office Hours for Students (Day / Time)</p>	<p><b>Weds 10-12 and Thursdays 10-12</b></p>	
<p>Do You Have a TA Who will be Assisting You?</p>	<p>Name of TA : N/A Email of TA: N/A</p>	

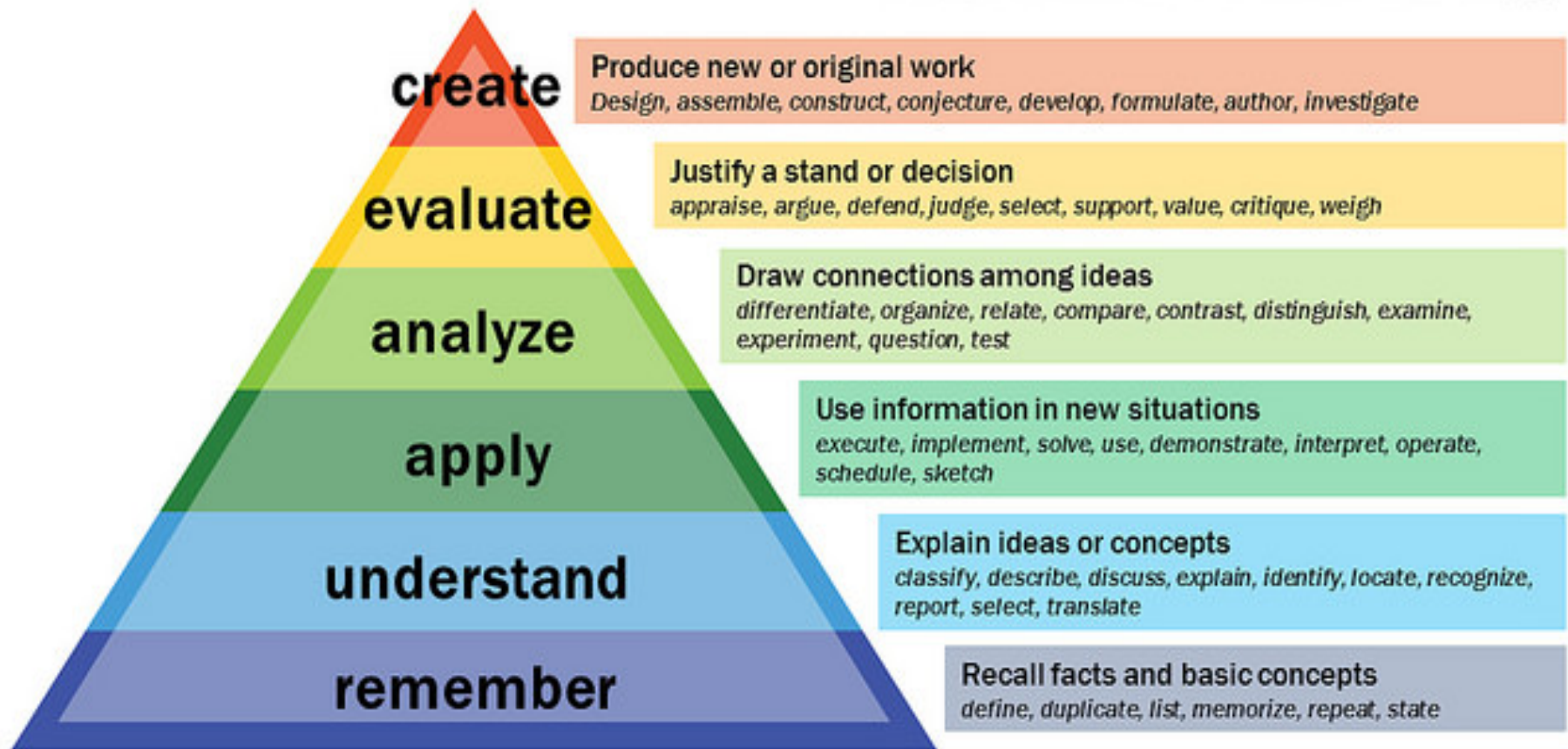
# General Aspects of Your Course

<p>How Do You want Students to Communicate with You (tick all that apply)</p>	<p>By email <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/> By Telephone during set office hours x6675 By text messages (please provide a cell phone #)          By Zoom at set times Other (please specify): I will announce occasional sessions via Zoom to students via Moodle</p>
<p>Do you want your course to have: these features (tick all that apply)</p>	<ol style="list-style-type: none"> <li>1. A discussion forum that all students studying the course can see? <b>Yes</b></li> <li>2. Small group discussions with just a select group of students in each group? If yes, how many groups will there be and how many students in each group? <b>Yes - 2 groups</b></li> <li>3. Do you have assignments for specific groups of students or are all assignments the same for all students? Please specify: <b>Assignments are the same for the two groups. All students will have common assignments.</b></li> </ol> <ol style="list-style-type: none"> <li>1. In addition to assignments / activities each week, are these assignments that cut across specific weeks (e.g. first three weeks, first six weeks, etc.)? Please describe these and indicate when these start and finish. <b>In the first three weeks, each group completes an assignment. By week 8, each student has a personal assignment.</b></li> <li>2. Do you want to introduce yourself and the course by (tick all that apply): <input checked="" type="checkbox"/> a statement in writing; <input checked="" type="checkbox"/> a short video / a PowerPoint / <input checked="" type="checkbox"/> a sharing the Course Syllabus.</li> <li>3. Do you want the students to introduce themselves to each other online – if yes, what questions do you want them to answer? What format do you want to use ? <b>In week 1 answer these questions about yourself: (a) your name; (b) why you chose this elective course; and (c) what are the challenges you see firms in Canada face right now?</b></li> </ol>

# Week 1 – 10 (..)

The Student Question	Faculty Question	Detailed Response
What am I expected to learn this week?	<b>Outcomes:</b> By the end of this week, what should students <b>know</b> , be able to <b>do</b> and <b>understand</b> ?	State the key outcomes for this week's work (By the end of this week, you will be able to...)
Why am I learning these things this week – how does it connect to the purpose of my program?	<b>Overview:</b> Why are these outcomes important for the program(s) of studies this course relates to?	Provide a short rationale for this week's work suggesting its purpose in terms of the program of studies.
What do I have to read and what am I am supposed to do with this reading (review, critique, challenge)?	<b>Read:</b> What do students need to read this week ?	List required readings ( <i>URL</i> links or other ways of accessing materials).
What do I have to watch or listen to this week? When I watch or listen, what do	<b>Watch / Listen:</b> What video material or audio material do students need to view / hear this week?	List any video / audio material you are asking students to view / listen to - include here any videos you have recorded (provide <i>URLs</i> ).

# Bloom's Taxonomy



The Student Question	Faculty Question	Detailed Response
What am I discussing with my fellow students this week? What's the conversation?	<b>Discuss:</b> What questions should be discussing with each other on the discussion board for this course	List the discussion questions which students will respond to and discuss with each other online.
How will I know that I am learning what I need to learn?	What quizzes (if any) or other activities should students complete this week to evaluate their own progress? How will they know they are "on track"?	List self-assessments or other activities (e.g. student individual project, group project, challenge) you expect students to do this week.
What do I actually need to do to practice the skills and capabilities for this week's learning?	<b>Practice:</b> Are there practical activities (tasks, labs, field work) which students must do this week? If so, what are they and what specifically do they need to do, bearing in mind social-distancing?	Describe the practical activities students are expected to complete this week..
Do I have to complete some sort of graded assessment this week?	<b>Assess:</b> Is there a graded assignment this week – if so, what is it and when does it need to be submitted?	Specify what is needed and when.
What's the face-to-face session about this week?	<b>Share:</b> What will you focus on during your "facetime" with students?	Briefly describe the topics you will focus on during your Adobe Connect session(s) this week.

The Student Question	The Faculty Question	Detailed Response
<p>Are there additional materials that I can explore if I have time and want to do “extra”?</p>	<p><b>Supplementary Work:</b> If students want to do more to ensure success, what materials and resources (e.g. reading, video, audio simulations, games) do you recommend?</p>	<p>List useful resources.</p>
<p>If I am struggling, what can I do (I already know about office hours)?</p>	<p><b>Help:</b> If a student is struggling, how should they seek help?</p>	<p>Other than office hours, what should a student do if they are struggling?</p>



# Determining the Final Grade

Student Question	Faculty Question	Detailed Response
How will you determine my final mark for this course?	Given that there are no proctored examinations, I will determine the student's final grade by...	Specify the way(s) in which will determine the final grade the student will receive for this course

Some Issues Here:

- 1. Participation in the discussion board and other activities** – no grade, likely very low (if any) participation. If there is a participation grade, what will it be based on – value, volume?
- 2. Not all students have equal access to a study space, broadband, appropriate technology** – some have gone to pass/ fail since they see this as an equity issue. Not all students are happy with pass / fail, since it impacts GPA which could then impact graduate admission.
- 3. Some universities (e.g. Georgetown) allow students to choose between a letter grade or pass/fail.**

# 5 Common “Mistakes”

# Mistake 1: Content is King



Thinking that learning is about content  
– the more content the better.



Three golden rules:

1. Less is more.
2. Its what you ask them to do with the content – how they are asked to engage with it – that matters.
3. Content is everywhere – students find their own.

# Mistake 2: Synchronous Is Best

*“We know of no empirical evidence that says that classroom instruction benefits students (compared to alternatives) from a learning achievement perspective..”*

*Robert Bernard, Eugene Borokhovski and Richard Schmid - Centre for the Study of Learning and Performance at Concordia University*



**Key Message: Find a balance between asynchronous and synchronous learning that meets the needs of your students, the subject and the need for teaching presence.**

# Mistake 3: Overestimating Student Time for Learning

- Students spend no more than 8-9 hours (maximum) per course per week – many spend less (3-5). Many courses require reading and work which absorb 100% of this time, leaving little time for learning through dialogue, discussion, exploration, writing, experimenting.
- Be deliberate about the use of time – focus the use of activities which engage students; involve them in projects and the co-creation of knowledge.
- Don't see students as ***passive learners*** - enable, encourage and design learning to make them ***active learners***.



# Mistake 4: Not Challenging Students



- **The best predictor of student learning outcomes is the degree of student engagement.**
- A key component of student engagement is challenging the student to undertake an activity that demonstrates mastery and capability – an individual / group project, a web safari, a wicked problem challenge – and then empowering them to work with your support.
- The lower the level of engagement / lower level of challenge, the less students will do.

*Not recommended: modeling your challenge on [Dance your PhD!](#)*



## **Mistake 5: Too Many Student: Faculty Interactions and Not Enough Student: Student Interactions**

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Faculty are critical to the students learning journey – but learning is a social activity and one which requires student:student engagement. Too many courses lack this work.

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Design activities – dialogues, projects, challenges, safaris/expeditions – which require student collaboration.

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Ask students to present and co-create resources.

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Undertake peer-to-peer assessment.

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Find ways of strengthening community in your course – invite outsiders, run panel discussions, have presentations that are fun..



# Questions? Comments?

[smurgatr@ualberta.ca](mailto:smurgatr@ualberta.ca)