

## Handout

Adapted from Riggs, Shannon A. and Kathryn E. Linder. "Actively Engaging Students in Asynchronous Online Classes." IDEA Paper #64, December, 2016.

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### IMPLEMENTING ACTIVE LEARNING TO ENGAGE STUDENTS

#### Web-Based Tools Outside of the Learning Management System

Such tools are built for engagement and provide a more interactive space than the LMS.

- Online portfolios with Reflection
  - Examples include Google sites (<https://www.google.com/sites>), Weebly (<https://www.weebly.com>), and Wix (<http://www.wix.com>)
  - Portfolio assignments allow students to choose and create content, which provides for student agency and motivation.
  - Students can reflect on visuals as well as textual material.
  - Students should engage meaningfully with the content, whether they find or create the content.
- Brainstorming with Reflection
  - Examples include Padlet (<https://padlet.com>)
  - Such tools allow students to share text, images, video and links to a collaborative space.
  - Students are motivated by the ability to choose material for inclusion.
  - Such tools can be used to help students differentiate between evidence and inference.
- Role Playing with Reflection
  - Examples include Fakebook (<http://www.classtools.net/FB/home-page>)
  - Students can construct a social identity for a theorist, historical figure or fictional character and interact with that identity through status updates and interactions with "friends."
  - Students can reflect on the activity on these pages.

#### Discussion Boards as Interactive Spaces

Discussion boards fail to be engaging when instructors pose a question then ask students to respond in turn. This makes the activity instructor-centered rather than focused on an interaction between students. Discussion boards can be used as interactive spaces.

- Discussion Board as Presentation Space
  - Students can use tools such as VoiceThread (<https://voicethread.com/>) and FlipGrid (<http://flipgrid.com>).
  - Students can present alone or in groups. They could record themselves presenting on a topic or post a link to a voiced-over visual presentation as a slide deck. Students can then review and analyze their own videos as reflection.
  - Other classmates can view, respond and ask questions of the student who presents.
- Discussion Board as Gallery and Reflection Space

- Instructors can ask students to post a digital or digitized piece of art related to a topic and reflect on its meaning, making the discussion board a gallery and reflection space.
- Students can use tools such as Meme Generator (<https://imgflip.com/memegenerator>) or Meme Creator (<http://www.memecreator.org/create>) to create topic-related memes, then explore what the meme signifies about the topic.
- The inclusion of images encourages students to engage and think creatively about the topic.
- Discussion Board as Work Space
  - Instructors can use small group discussion boards as areas where students work collectively on a problem.
  - Combining small-group and whole-class discussion boards avoids the ineffective discussion board discussion.