



## Promoting Student Engagement in Online Courses

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### c1 How do we connect to students?

- Help students to feel a **sense of belonging**
- Recognise a student as a person and provide a sense that you **care** about their success

(Pellegrino & Sloan, 2021)


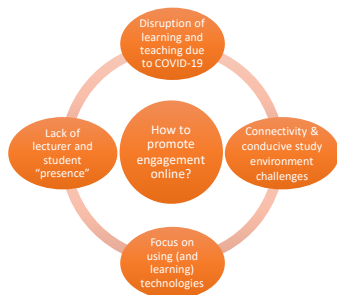


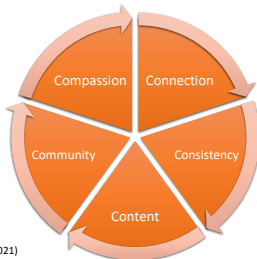
Photo: [Kimon Doan on Unsplash](#)



### Adopting a pedagogy of care approach (Noddings, 1998, 2012; Ball, 2020)

- Modelling**
  - Modelling learning and engaging practices for students
- Dialogue**
  - Engaging in dialogue through live sessions, online discussions, reciprocal communication and feedback
- Practice**
  - Opportunities to practice what is being learned through activities and assessments
- Confirmation**
  - Affirmation of completed activities, support and encouraging reflection

### Supporting Online Students: 5Cs






(Sloan, 2022; Pellegrino & Sloan, 2021)

### Tip 1: Make the first impression count

-  Post a warm, welcoming video to introduce yourself and the course
-  Share a clear and fluid syllabus
-  Use hopeful and positive language rather than commanding language




Adapted from Pacansky-Brock (2021)

### Tip 2: Get to know your students

-  Get to know your students – survey to understand their needs and expectations
-  Include a question like: “What is something that might interfere with your success in this course?”
-  Identify students who may benefit from additional support measures

Adapted from Pacansky-Brock (2021)

### Tip 3: Humanise your interactions

-  Use narratives and videos or audio of yourself to support the core content
-  Give and encourage text, audio and video feedback
-  Track student engagement through LMS analytics or keep a list of student contacts

Adapted from Pacansky-Brock (2021)

### C2 How do we create a consistent experience?


- Course experience
- Use of terminology
- Use of tools and technologies
- Accessibility of technologies



(Pellegrino & Sloan, 2021)

### C4 How do we create effective community?

- Opportunities to engage and collaborate with peers



(Pellegrino & Sloan, 2021)

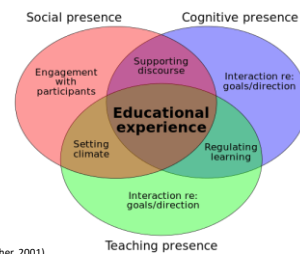
### C3 How do students engage with content?

- Chunking resources at the appropriate level
- Ensure content is relevant and applicable



(Pellegrino & Sloan, 2021)

### Community of inquiry framework



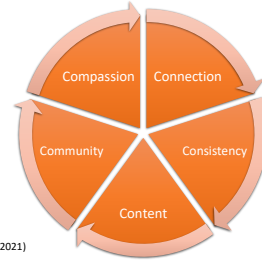
(Garrison, Anderson & Archer, 2001)

### Tip 4: Create opportunities for interaction

-  Send regular informal video, audio or text "postcards"
-  Keep sharing your own vulnerabilities and experiences
-  Use discussions where students can interact
-  Personally connect with individual students through emails or messages

Adapted from Pacansky-Brock (2021) and Bali (2020)

### Supporting Online Students: 5Cs



(Sloan, 2022; Pellegrino & Sloan, 2021)

### C5 How do we show compassion?

- Support and guidance, with suggestions on how to prioritise and study
- Show empathy and understanding

(Pellegrino & Sloan, 2021)




Photo: Helena Lopes on Unsplash




### Questions for discussion

**Question 1:**  
How do we, as academics, **humanise** our interactions in ODL spaces in a South African context?

**Question 2:**  
How do we, as academics, foster a **sense of community** in ODL spaces in a South African context?

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### Tip 5: Promote success

-  Create a "Wisdom Wall" in the LMS or Google Doc where students can write about their reflections or learnings from the course
-  Post your own reflections or learnings on the "wall"
-  Share some of these reflections with future cohorts

Adapted from Pacansky-Brock (2021)

### References

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