The Expanding Landscape of COIL Practitioners, Networks, and Hubs: What’s Next?

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10 Ways Not to Engage International Students in Online or Blended Classrooms

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Graduate Online Courses Engagement Survey
Arrowood & Kampits, 2015

Version 2.0 graduate online student survey

50 Questions + open-ended responses

Open Survey Link:
https://www.surveymonkey.com/s/ArrowoodKampits

(Version 1.0: Goldilocks Goes Global: Setting the stage for ‘good, better, or just right’, Arrowood/Kampits/Gregory-Mina, 2014, presented at COIL 2014 and later published)
Engagement

Direct Engagement

Indirect Engagement

Course Duration & Student Interaction

Instructor Participation, Feedback, Fostering Diversity & Seeking Inclusion

Course Design, Content, & Delivery

Technology Support
<table>
<thead>
<tr>
<th>Direct Engagement Opportunities</th>
<th>Indirect Engagement</th>
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<tr>
<td><strong>Content</strong> (robust and diverse learning options, e.g., visual-spatial [seeing], auditory-sequential [hearing], and kinesthetic [doing])</td>
<td>Asynchronous lectures</td>
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<td><strong>Group work</strong> (forming, purpose of group activity, teach student peer review, etc.)</td>
<td>Reading, reporting, reviewing</td>
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<td><strong>Discussions</strong> (validating, commenting, re-framing response/s, increasing involvement by passive students, etc.)</td>
<td>Grading using a rubric</td>
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<td><strong>Feedback</strong> (voice, video, or live sessions to provide feedback)</td>
<td>Refer to syllabus or rubric</td>
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Engagement Satisfaction Tiers

**Social Presence**
- Pre-course Check (course content, links, design, etc.)
- First impressions
- Provide Bio, visual bio, video welcome
- Communications (tone & quantity)
- Annotate photo Roster

**Relationships**
- Express your values
- Be clear on expectations
- Seek learning goals
- Provide timely feedback
- Convey respect
- Recognize
- Reward
- Validate learning

**Community**
- “Get to Know” your students
- Model and monitor
- Be welcoming
- Circulate cultural information
- Student stories
- Social inclusion
- Provide open-discussions
- Encourage student peer feedback
- Share student repository
2015 Survey Findings:
Very Satisfied By Course Delivery Type

- **Traditional Course**
  Engagement Satisfaction: 48%

- **Blended Course**
  Engagement Satisfaction: 30.7%

- **Online Course**
  Engagement Satisfaction: 20%
Cultural Engagement Considerations (Asian/Chinese)

- seeks harmony in relationships
- avoids conflict & confrontation
- takes advantage of group identity
- considers the challenging of instructors as impolite
- worries about proper use of English
- avoids self-promotion
- Non-Chinese student sensitivities to being grouped as *all* Asian from China
Group Engagement Task

- Select a single letter (E, N, G, A, G, E, M, E, N, T)
- Introduce yourself to your team
- 3-4 people per letter
- Write ways you’ve learned “to engage” and “not to engage” international students in online or blended classes
- Summarize and present results
# Group Results

<table>
<thead>
<tr>
<th>TO ENGAGE</th>
<th>NOT TO ENGAGE</th>
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<tr>
<td>e.g.,</td>
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<tr>
<td>Produce a visual (and voice) bio with links to your social media</td>
<td>Post your bio</td>
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<td>TO ENGAGE</td>
<td>NOT TO ENGAGE</td>
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<tr>
<td>Be “present and practice presence” and “get to know” your students</td>
<td>Review student activity</td>
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<tr>
<td>Be culturally aware and sensitive</td>
<td>Mandate engagement</td>
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<tr>
<td>Immerse students in discussions, e.g., organic, scenario-based, interactive, etc.</td>
<td>Simply ask for rote text book responses</td>
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<tr>
<td>Provide individualized feedback</td>
<td>Automated feedback</td>
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<tr>
<td>Offer action and movement: voice/video in online lectures, literally “flip” the classroom</td>
<td>Solely provide (and read from) PPT</td>
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<td>TO ENGAGE</td>
<td>NOT TO ENGAGE</td>
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<tr>
<td>Use interactive technology and social media (Voice Threads, YouTube,</td>
<td>Don’t try unfamiliar and optional course design features</td>
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<td>Facebook, etc.)</td>
<td></td>
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<td>Produce a visual (and voice) Bio with links to your social media</td>
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<tr>
<td>Offer multiple live “schedule me” sessions</td>
<td>Tell student’s to contact you if needed</td>
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<tr>
<td>Set guidelines and expectations often and early (but remain flexible,</td>
<td>Strict adherence to syllabus and assignment schedule</td>
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<td>especially with adult learners and first-time technology users)</td>
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<td>Keep a journal of technical issues</td>
<td>Refer students to tech support</td>
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Suggested Reading


• 2015 Survey: 236 Participants (65% respondents between the ages of 18 and 29; 35% over the age of 30; 70% Male and 30% Female; and 53% Asian, 15% Hispanic/Latino; and 32% White or Caucasian)


• New Benchmarks in Higher Education: Student Engagement in Online Learning


• The Role of Students' Cognitive Engagement in Online Learning: [http://www.tandfonline.com/doi/abs/10.1207/s15389286ajde2001_3#.VQGNcmTF9fg](http://www.tandfonline.com/doi/abs/10.1207/s15389286ajde2001_3#.VQGNcmTF9fg)

• The Cultural Detective, [www.culturaldetective.com](http://www.culturaldetective.com)
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