



Enhancing Students' Engagement in Online Learning

20th February 2025

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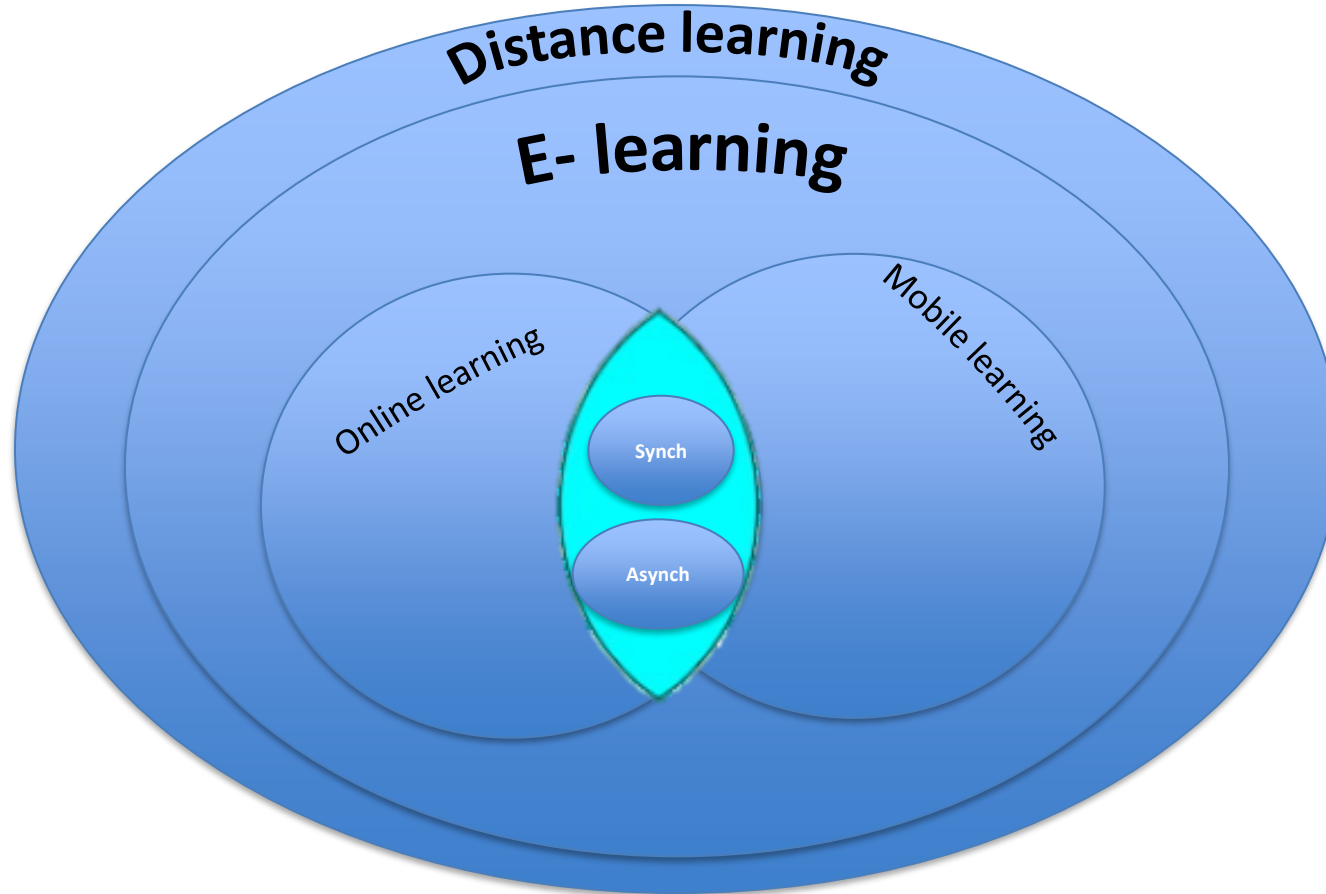
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Session outline

- What is online learning?
- What is engagement in T&L?
- What is happening during learning online?
- Technology tools to engage learners

Learning Modes



What is Online Learning?

3 As

- Any one
- Any where
- Any time



3 NOs

- No physical Teacher
- No Physical Content
- No physical class

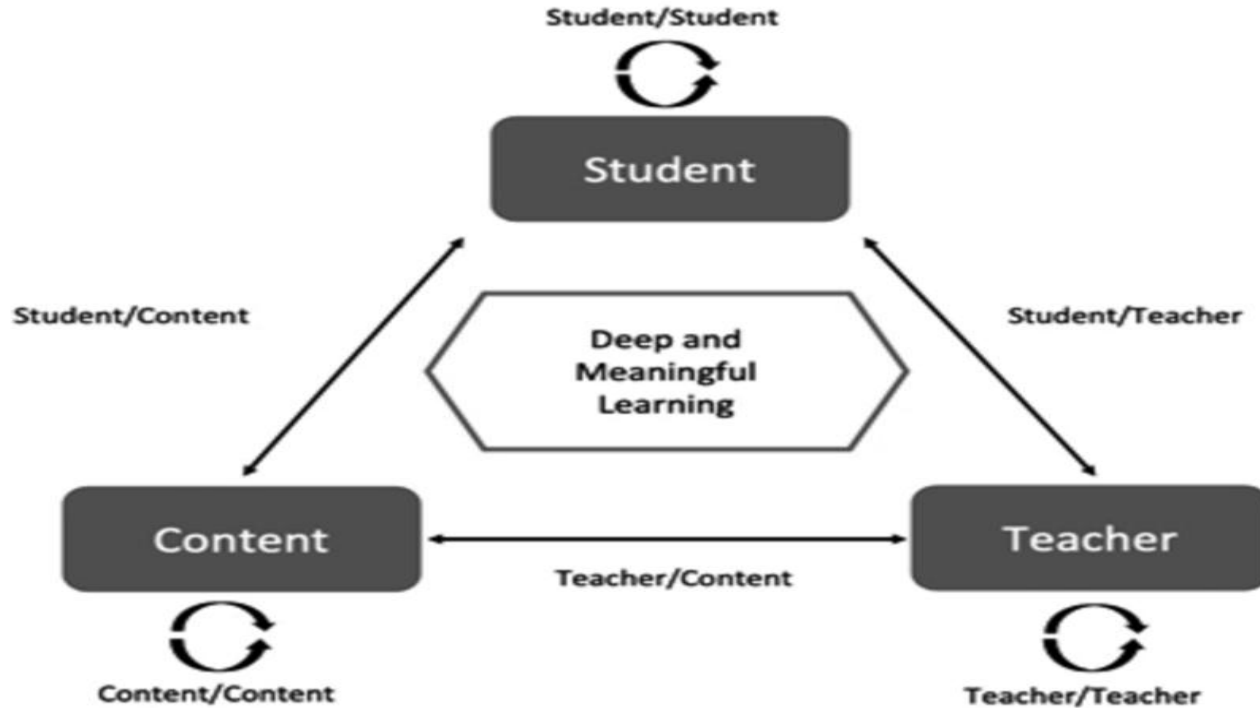
What is engagement in T&L?

- Set of positive student behaviours, such as; attention to and completion of work, visibility and active involvement in that work, interactions with peers.
- Motivation' can be seen as one of the pre-requisites to deep engagement but the two words are not synonymous. (Bulut & Delialioğlu, 2024)

Do students learn while they are engaged?

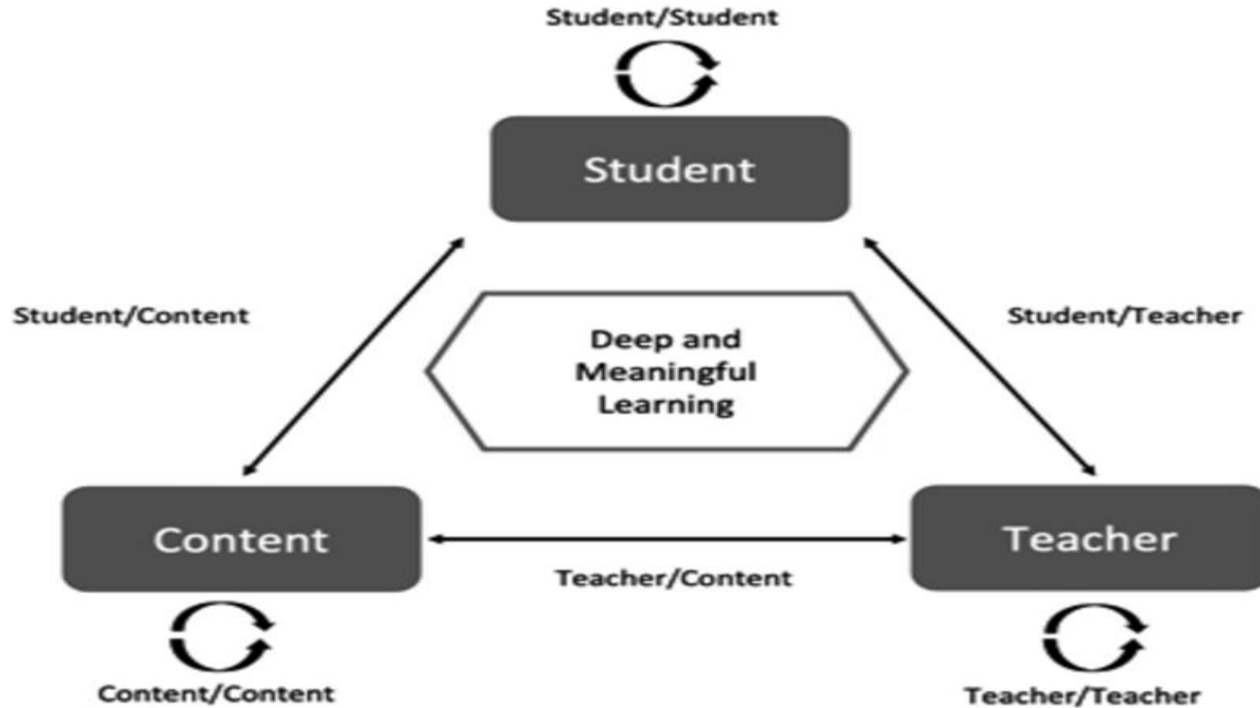
- Students tend to engage in learning activities that do not challenge them too deeply (Nuthall, 2007)
- Higher levels of engagement do correlate to increased success

What is engagement in T&L? (TBC)

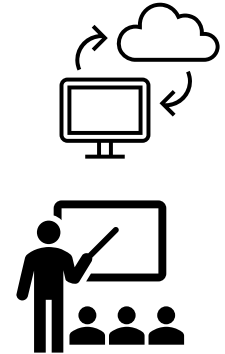
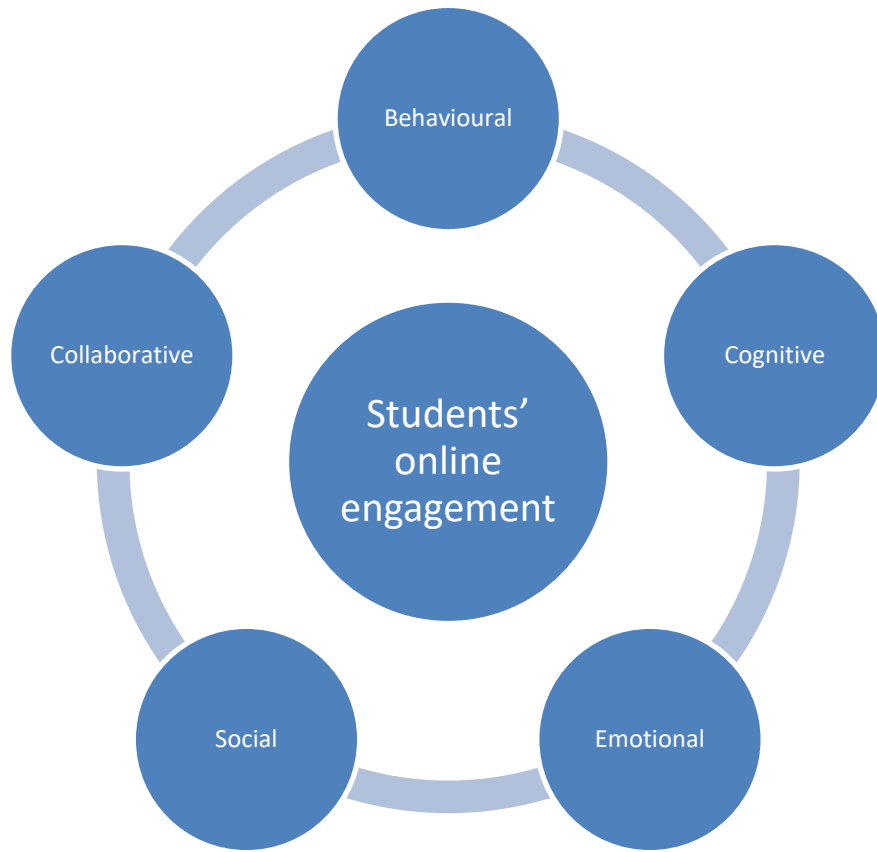


(Garrison and Anderson, 2003)

What is engagement in T&L? (TBC)



(Garrison and Anderson, 2003)



(5 key elements in online engagement, Redmond, et al, 2018)

What is happening during learning online?

TMTS “Too Many Tabs Syndrome“

Overloading (Cognitive)

Overwhelming (Psychological)

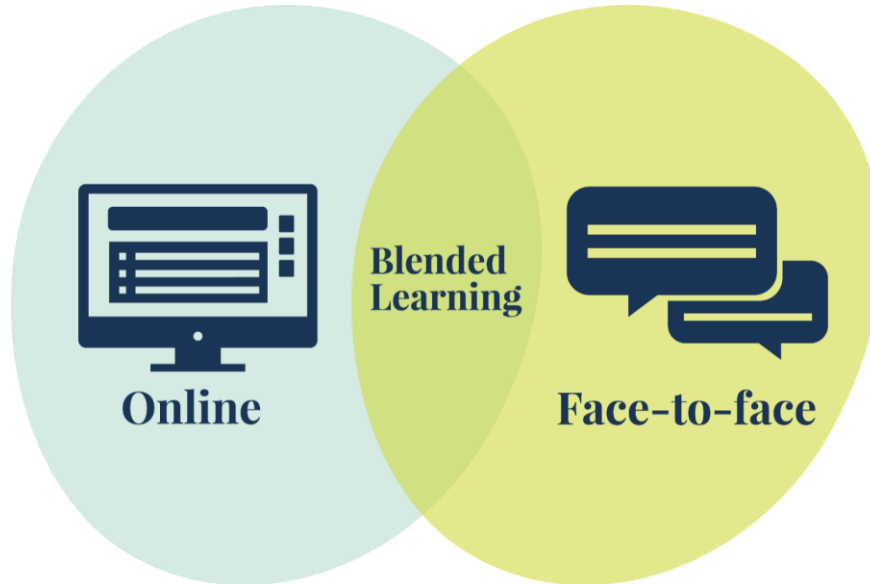
Digital fatigue

Engagement variability

Technological aspects

Online versus hybrid

Which is easier for you as a teacher?



Online versus Hybrid

Challenge	Online Learning Only	Hybrid Learning
Social Interaction	Limited peer interaction, leading to isolation. 😞	Some in-person sessions improve social engagement. 😊
Motivation & Self-Discipline	Students struggle with self-paced learning and distractions. 😞	Face-to-face sessions help maintain accountability. 😊
Attention & Cognitive Load	Screen fatigue and multitasking (e.g., Too Many Tabs Syndrome). 😞	Switching between online and in-person modes can be confusing. 😞
Technology Barriers	Internet access issues, lack of devices, or platform navigation difficulties.	Requires both online and physical infrastructure, which can be a logistical challenge.
Instructor Feedback & Support	Delayed/postponed responses from teachers. 😞	Faster feedback in in-person sessions 😊

Frameworks for students' engagement

Learning Design

Acquisition

Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos.

Discussion

Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher and/or their peers.

Practice

Learning through practice enables the learner to adapt their actions to the task goal by using feedback to improve. This may come from self-reflection, peers, their teacher, or from the activity itself.

Production

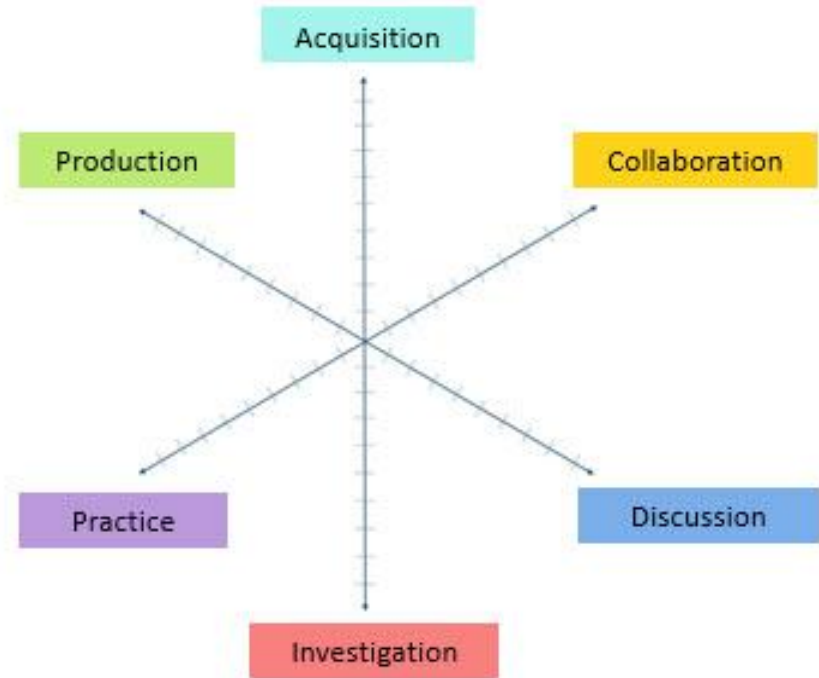
Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice.

Collaboration

Learning through collaboration embraces mainly discussion, practice and production. Building on investigations and acquisition, it is about taking part in the process of knowledge building itself.

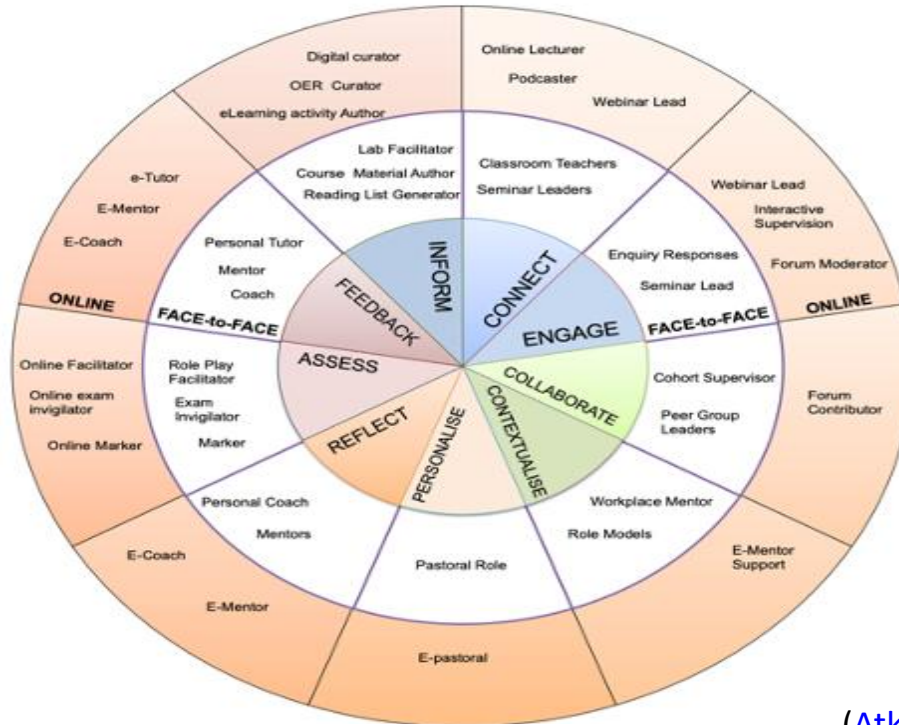
Investigation

Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught.



(ABC Learning Design, UCL, 2018)

Just' get your courses online...Really?



([Atkinson, 2020](#))

Inform

Connect

Engage

Collaborate

Contextualise

Personalise

Reflect

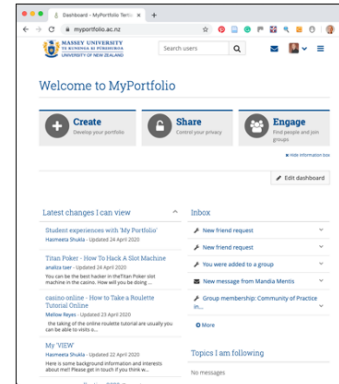
Assess

Feedback

Personalise

The individual life context, which the learner occupies, is a source of real-world activity we can build on in our learning design.

- Improved learning outcomes
- Engagement
- Deep learning
- Individualised learning



Learner portfolios
Private blogs



Technology Tools In Online Learning

Collaborative & Interactive Whiteboards

1. **Padlet** – Digital board for brainstorming, discussions, and visual collaboration. (<https://padlet.com>)
2. **Miro** – Collaborative whiteboard with sticky notes, flowcharts, and diagrams. (<https://miro.com>)

Live Polling & Quizzes

5. **Mentimeter** – Live polls, word clouds, and interactive Q&A. (<https://www.mentimeter.com>)
6. **Kahoot!** – Gamified quizzes and live student engagement. (<https://kahoot.com>)
7. **Quizizz** – Fun, self-paced quizzes with memes and leaderboards. (<https://quizizz.com>)
8. **Poll Everywhere** – Live polls, Q&A, and audience feedback. (<https://www.polleverywhere.com>)
9. **Socrative** – Real-time quizzes and student assessments. (<https://www.socrative.com>)

Digital Storytelling & Multimedia

10. **Canva for Education** – Create visually appealing presentations, infographics, and worksheets. (<https://www.canva.com/education>)
11. **Storybird** – Helps students create digital stories and illustrations. (<https://www.storybird.com>)
12. **Animoto** – Create short educational videos with music and text. (<https://animoto.com>)
13. **Prezi** – Interactive, zooming presentations. (<https://prezi.com>)

Classroom Management & Engagement

14. **Blooket** – Gamified learning platform with interactive review games. (<https://www.blooket.com>)
15. **Baamboozle** – Quick games and quizzes for classroom engagement. (<https://www.baamboozle.com>)
16. **ClassDojo** – Encourages classroom participation and positive behavior. (<https://www.classdojo.com>)

Collaborative Documents & Discussions

18. **Google Docs, Slides, and Sheets** – Collaborative writing, presentations, and data analysis. (<https://docs.google.com>)
19. **Flip (formerly Flipgrid)** – Video discussion tool for students to share ideas. (<https://info.flip.com>)
20. **Wakelet** – Organize and share learning resources in collections. (<https://wakelet.com>)



Student engagement in non-real (asynch) time learning

- Design the module well in advance (e.g., using ABC principles).
- Get student to engage with each other, with you and with online content
- Create a space for student brainstorming and communication (e.g., a CANVAS board).
- Take initiative—some students prefer the teacher to lead and initiate ideas and plans.
- Evaluate data and analytics (to identify students' preference, etc)
- Provide clear guidance about:
 - Purpose of activities and their learning outcomes
 - Instructions about participation
 - Students' responsibility for their learning
 - How student reach you (working hours, etc)
 - Alternative activities that allow for critical and creative thinking.

Recommendations

- Online is not the first point of communication
- Be initiator
- Icebreaker
- Clarity of agenda
- Ownership
- Communication
- Participation
- Short sessions

Resources

- ABC model (UCL)
 - [Acquisition](#)
 - [Collaboration](#)
 - [Discussion](#)
 - [Investigation](#)
 - [Practice](#)
 - [Production](#)

- Bulut, İ. H., & Delialioğlu, Ö. (2024). An engagement and motivation model for online learning technologies. *Interactive Learning Environments*, 32(6), 2520-2537.

CEDS SEMINAR SERIES

Pedagogy-Informed Gamification (PIG) Hybrid Worksop

This workshop explores elements of gamification that are pedagogically sound, focusing on integrating learning aims, objectives and checking learning.



Date: Thursday, 6th March

Time: 2-3pm

Venue: 126 Mount Pleasant-303 –CIE **OR** MS Teams

Speaker: Dr Nashwa Ismail, Lecturer in Digital Education and Innovation

Dr David Sherlock, Lecturer in Digital Education and Innovation



Scan the QR code for more info and to register. Contact: CEDS_SD@liverpool.ac.uk

Thank you



Nashwa

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