

Online Learning Engagement Guide

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This engagement guide was designed for online courses that use a blend of synchronous, or “real time” learning, and asynchronous, or self-directed “anytime” learning. It was designed as a tool that students can use to build towards independent, optimal learning and engagement in blended environments. The criteria are meant to be invitational, while also offering clear expectations for what the instructor is looking for in online engagement. The criteria are designed for student self-assessment, but may be used by the instructor as well. No point system has been assigned so that you can create a point structure that works for your course.

Six Areas of Engagement	Fully Engaged	Somewhat Engaged	Not Engaged
Weekly Preparation	I promptly access course materials on AsULearn, including readings, assignment descriptions, forums, and other resources.	I occasionally access course materials on AsULearn late.	I often access course materials on AsULearn late, or not at all.
	I promptly read all course communications, emails, and other announcements.	I am mostly attentive to the course communications, but sometimes read information after weekly learning has started.	I often forget to read course communications or announcements and am unaware of important course-related information.
	I read, consider, and refer actively to the week’s guiding questions.	I skim the week’s guiding questions after learning has started.	I do not read the week’s guiding questions.
	I carefully read instructor feedback on past course activities or assignments and use this to inform my future learning.	I read instructor feedback but don’t necessarily use this to inform my future learning.	I don’t read instructor feedback—typically I just look at the grade in AsULearn.

Real Time Class Preparation	I am punctual in joining the synchronous Zoom class and optimally positioned to engage (e.g., I'm out of bed, at my destination, etc.)	More than once, I'll join the synchronous Zoom class late.	I repeatedly join the virtual class late, or not at all. I frequently join from an unsuitable location (e.g., still in bed or riding/driving a vehicle).
	I arrive prepared (e.g., have a fully charged device, access to charging, access to a stable Wifi network or wired ethernet, headphones, notebook, pencil, readings, water bottle, etc.)	I arrive mostly prepared. I might not have all my materials or be fully ready to engage in learning.	I am often unprepared to engage actively.
	I am thoughtful in selecting a learning space with limited distractions.	My learning space may have a few distractions, but I strive to minimize these distractions (e.g., by using headphones, thoughtful positioning of my computer, etc.)	I am often distracted in my learning space and make little effort to minimize distractions (e.g., by using headphones, thoughtful positioning of my computer, etc.)
	I do not engage in unrelated conversations, texting, or browsing.	I refrain from unrelated conversations, texting, or browsing.	I habitually do unrelated activities, like non-class conversations, texting, browsing, or food preparation.
	If I need to eat during class, I come with my meal prepared in advance and mute my video while eating. I rejoin with video (if preferred) promptly when finished.	Sometimes when I eat during class, I leave my computer and am disengaged from learning.	
	I don't often experience technical difficulties because I prepare my device in advance by fully charging, rebooting, and making necessary updates consistently.	If I experience technical difficulties, I quickly attend to these issues and promptly rejoin class.	I have recurring technical difficulties that I haven't made time to address or correct (e.g., updating my equipment or checking out laptops from the library).

Real Time Class Engagement	I prioritize real time learning opportunities and attend all synchronous classes, group meetings, or instructor appointments.	I make an effort to attend most synchronous classes, group meetings, or instructor appointments— but may miss one.	I miss more than one synchronous class, group meeting, or instructor appointment.
	I freely contribute to real time conversations using Zoom's main features (e.g., microphone, video, and chat) without being prompted by the instructor.	I am prepared to contribute using Zoom's main features (e.g., microphone, video, and chat) but I participate only when called on or prompted by the instructor.	I do not contribute during synchronous class.
	I readily make comments that demonstrate my keen interest in weekly topics, guiding questions, readings, and other asynchronous coursework, bridging asynchronous and synchronous learning opportunities.	I may be aware of asynchronous coursework, but don't show evidence of this in real time class meetings.	I am unaware of asynchronous coursework (e.g., weekly topics, guiding questions, readings, or conversations).
	I am an active listener and show that I am engaged when listening through non-verbal cues, such as using the chat to comment on the discussion, extend ideas, ask questions, etc.	I am an active listener, but I may not always use the video feature. However, even when my video is turned off, I show that I am engaged by using the chat to comment on the discussion, extend ideas, ask questions, etc.	I don't show active listening during synchronous classes. I usually have my video turned off, but do not engage using other features, such as the chat.
	I am an eager and generous participant in breakout room activities. I always join the breakout room promptly and I regularly volunteer for roles like recording notes, inviting conversation, or reporting on small group discussions/activities with the whole class.	I participate in breakout room activities for the most part. Sometimes I join a few moments late or have to be asked to take on a role, such as recording notes or reporting on small group discussions/activities with the whole class.	I don't usually participate in breakout rooms. I may neglect to join or leave class during group activities.
	Generally, I am an eager volunteer for other real time learning needs, such as helping the instructor monitor the chat, overviewing a task, etc.		I don't participate fully in breakout room activities and/or might not join promptly or at all. I usually don't volunteer for any roles.

Self-paced Weekly Engagement	I enthusiastically and consistently participate in my self-paced, asynchronous or “anytime” coursework on AsULearn— including readings, conversations, and other activities.	I participate in my self-paced, asynchronous or “anytime” coursework on AsULearn for the most part, but sometimes need reminders to engage.	I neglect to participate consistently in my self-paced, asynchronous or “anytime” coursework on AsULearn, or have to be reminded by the instructor to engage. Sometimes, by the time I engage, the class has already moved on to a new topic.
	I promptly respond to at least two classmates’ conversation posts.	I periodically respond to classmates’ posts late or partially.	My replies to classmates are sporadic or missing.
	My responses extend the discussion in a meaningful way.	My responses are generally thoughtful, but sometimes I’ll post brief agreements or superficial comments.	My replies are regularly short and artificial.
Quality and Timeliness of Work	I read and refer back to assignment descriptions carefully and follow the steps for success or evaluation criteria outlined by the instructor closely.	I may skim assignment descriptions or evaluation criteria and/or need reminders to review this material more closely when/if I ask for clarification from the instruction.	I don’t read assignment descriptions carefully and am unaware of the steps for success or evaluation criteria.
	My work reflects both summary and synthesis of course materials, demonstrating that I have internalized course ideas with attention to the week’s guiding questions, readings, and other activities/resources.	My work is mostly summary and may need more development, details, or supporting evidence to show that I am internalizing course ideas.	My work is brief, superficial, and does not demonstrate that I have studied or internalized course ideas.
	I always complete work and post/submit on time or early, including discussion posts, assignments, projects, and other course activities.	I mostly complete work and post/submit on time, but sometimes miss a deadline or post late.	I routinely forget to complete work and post/submit. My engagement in activities, conversations, and /or assignments is consistently late or missing entirely.

General Communication	I communicate with my instructor in advance (at least 48 hours) if I am going to be late or miss a class and take responsibility for proposing a make-up plan for missed activities or work.	I sometimes communicate with my instructor after arriving late or missing a class, but will always follow-up via email and propose a plan to make-up missed activities or work.	I neglect to communicate with my instructor when I show up late or miss class.
	I promptly communicate with my instructor when extenuating circumstances arise that may adversely impact my learning or capacity to engage. I express my specific needs (e.g., information about counseling, extra help on course topics, assignment extensions) and demonstrate that I am an independent, capable learner.	I respond to instructor correspondence (e.g., emails) but it might take me 2-3 days.	I do not take responsibility for making up missed work or activities.
	I promptly respond to instructor correspondence (e.g., emails).	I communicate with my instructor when extenuating circumstances arise that may adversely impact my learning or capacity to engage—but it may take me a few days to do this. I may not be able to express my specific needs as I am working towards becoming an independent learner.	I do not respond to instructor correspondence (e.g., emails). Generally, I don't communicate with my instructor until after extenuating circumstances have already impacted my learning adversely.

Summary	<p>Overall, I am an active, independent, and critical learner who maintains an established presence in our online learning community through consistent and complete engagement with real time and asynchronous activities, assignments, and other course work. I am dedicated to my own learning and to supporting my peers in our online community.</p>	<p>Overall, I am an attentive learner with a visible presence in most course activities throughout the semester. I may need to work on my engagement with real time or asynchronous activities or assignments. Generally, I am growing towards independence in my learning and towards thinking about how to be a member of our online community.</p>	<p>Overall, my presence in our online learning community is lacking. I often need to be reminded to engage in either or both real time and asynchronous learning by the instructor and, when I do finally engage, my participation comes after course material has already been covered and discussed by the class. My dedication to this course is weak and I would like to improve as a more active member of our online community.</p>
Goal Setting	<p>To continue growing as a learner, I plan to...</p>	<p>In order to become fully engaged in learning, I'll try...</p>	<p>To improve my engagement in learning, I'll work on...</p>
Other Comments			