



Digital Resilience



Co-funded by the
Erasmus+ Programme
of the European Union

Sample Framework for the Training Modules

Module 3 Maximising Engagement		
Objectives and Learning Outcomes (can do...)	Activities and duration	Resources
1 Understanding the importance of motivation on online learning	Introduction: Why is motivation that important in online learning? Teachers need to make sure that students are motivated and focused on what they are about to learn and also try to make them an active part in the learning process, because there is no learning without motivation. If this is very important on offline learning, it's even more on an online context where the student's attention depends mostly on them. Successful learning requires motivation to learn, and this motivation is divided into intrinsic (interests) and extrinsic (praise, reprimand). When a student learns and works because he/she is interested in a particular field, we speak of intrinsic motivation. Whereas, when the student learns because he/she will have a reward or punishment, it does not come from herself or himself but from the outside, so that is extrinsic motivation. The most successful motivation for learning is intrinsic interest. For this matter, to be motivated to learn, it is important not only that the student understands what he/she has to learn, but also to understand why something needs to be learned, the aim and purpose of that learning. If this is achieved, the engagement of the student is granted, even on online.	
2 Approaching first possible problems when	Introduction: What to expect from this sub-module? In this submodule we approach the main technical problems that can happen when doing online learning and some things that just can go wrong and require an special attention and focus. The	Image: Summary of technical problems

Digital Resilience 2020-1-UK01-KA226-SCH-094550

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Digital Resilience



Co-funded by the
Erasmus+ Programme
of the European Union

starting with online learning

objective is to present the possible problems that can occur and to explain also how to face each of them.

Indeed we cannot cover all the situations that can happen, however we can approach the most likely ones that happened in school closedown and that way have the teachers prevented.

Regarding the following situations, how would you deal with them? Which would you see as the greatest barriers to engagement?

- **Problem 1: absence of the student**

Recommended solution:

- 1st Contact with the student via mail
- 2nd Contact with parents via mail and inform tutor/superiors
- 3rd Contact with parents via phone

- **Problem 2: IT problems of the student**

Recommended solution:

All class would join a meeting at first time in the morning with the tutor to have all students connected on the meeting. This way all possible IT problems that might take place are solved and the students are ready for classes.

- **Problem 3: The student does not turn the camera on**

The teacher can request all students to have the camera ON to be able to follow the class. If possible, the school could make it mandatory as a requirement to join the class.

- **Problem 4: Excuses of any kind**

Identify the “problematic” students and be more pending on them, checking on them to make sure they don’t have any problems

Document: Good practices 1 -
Example of an online teaching
class



Digital Resilience



Co-funded by the
Erasmus+ Programme
of the European Union

	• Problem 5: Lack of interaction between students This is clearly a big concern of online learning. A good practice is to create links for students to join on a group-call so they can work on groups. (e.g. on Teams, from Microsoft 365, this would be done with sub-classes). • Problem 6: The challenge of engagement See other sections on this module. The document called <i>Good practices 1 - Example of an online teaching class</i> explains the dynamic of a class where these problems are mentioned. It is a kind of diary from a teacher, to make it easier to understand the approach. Take a look at these Good Practices, would you do something different on some of the situations mentioned?	
3 Engaging and motivating students	• Introduction: What to expect from this sub-module? Online learning is not just about them being connected, but also about them paying attention. Otherwise that leads to a teacher speaking to a screen. On this section we are going to see some ideas for promoting students' participation and motivation, two aspects that are the fundamental pillars for maximising the engagement through online learning. What is your experience? what do you feel has worked and what did you try that didn't work? • How to motivate students? Here are some theories that underpin motivation. Discuss in small groups why you feel they are important and how you as a teacher can promote them.	Document: Case Study 1 - Individual work Document: Case Study 2 - Group work Document: Good practices 2 - Successful online practices on Teams PDF: Self determination theory article: https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf



Digital Resilience



Co-funded by the
Erasmus+ Programme
of the European Union

	Linked to the concept of intrinsic motivation, one can find helpful for this section the Self-determination theory. This theory was created by the psychologists Edward Deci and Richard Ryan, who wrote their first ideas in their 1985 book “Self-determination and Intrinsic Motivation in Human Behaviour”. This motivational theory states that people tend to be driven by a need to grow and gain fulfilment. This is achieved by three basic psychological needs that helps personal growth and development, which are: • Autonomy: to have the sense of being able to take direct control over your actions and behaviour, which will have as a consequence a real change. • Competence: to have the feeling of being effective and to have the skills needed for success, will lead people to take actions to achieve their goals. • Relatedness: refers to the sense of feeling connected to other people and to have the sense of belonging with others. Have you heard about this concept? Do you agree? What is your opinion on how a teacher can develop this feeling to increase motivation in our students? According to this theory, firstly, by acknowledging that the social environment can help or interrupt people’s motivation, even people’s psychological needs. Having this in mind, in order to promote the 3 previous basic needs, mentioned above, a teacher can do some of the following things in class to help increase motivation: Regarding autonomy: • to know students wishes and help them achieve them (if possible) • understanding their point of view about life and their behaviours about it • providing choices on how to behave so they can evaluate their own performances	Take a look at Module 2 Document - Lesson Plan - Maximizing engagement lesson plan
--	---	--



Digital Resilience



Co-funded by the
Erasmus+ Programme
of the European Union

Regarding competence:

- providing the students with interesting challenges and opportunities of development
- encouraging their sense of initiative (in group work different roles each time)
- giving positive and relevant feedback on their performances

Regarding relatedness:

- showing interest in the student's activities
- being empathic and understanding with their feelings and problems
- make them feel they are cared for, significant and loved

When these needs are optimally supported, evidence suggests that people are more autonomous in their behaviours, are more likely to persist at their behaviours, and feel better overall.

For achieving these ideas just mentioned, section 6 Enhancing the link between teacher-student can be helpful as it is covered how to do this online.

In case of interest for this theory, a related essay can be found linked here, written by Edward Deci and Richard Ryan in 2000 for broaden information.

With this in mind, can you come up with some ideas to motivate students through online learning?

- **Tips to motivate**

The teacher must be able to motivate, persuade and get students to participate. This will be much easier if the teacher himself sees the meaning in what he is teaching and emanates positive beliefs.

Here are some ideas the teacher can use for working the student's intrinsic motivation:

- Give students a sense of control
- Be clear on the learning objectives
- Create an environment in class that is completely threat-free
- Offer varied experiences, try to change the routine
- Give students responsibility

Digital Resilience 2020-1-UK01-KA226-SCH-094550

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Digital Resilience



Co-funded by the
Erasmus+ Programme
of the European Union

- Create group works
- Share your enthusiasm
- Use your students interests
- Help students find their passions
- Point out what students are good at so they can enhance it

These ideas will make a difference if they are worked in class dairy, not from once in a while.
However, always keep in mind how important it is to avoid the following actions:

- Mocking and making fun of students
- Belief in the importance of his subject only
- Unequal treatment of students
- Unfair marking

Once you have the motivation, how would you maintain it? Think about some ideas for keeping the attention of the students, maybe making them participants of the class, asking them questions...How do you maintain motivation in class and how can you transfer it to an online class?

- **Tips to maintain the student's attention and motivation**
- To make explanations clear, understandable, and interesting (avoid being dry and boring, monotonous)
- To take into account the formation and development of attention and its changes and fluctuations (hence short breaks and respites, relaxation, humour, etc.)
- Always remember that explanations are not just a lecture at a high technical level, but must be followed by an appropriate demonstration of its practical application, concretisation at work
- Making students involved in the discussion is always a recommended way to keep them alert on what is being said



Digital Resilience



Co-funded by the
Erasmus+ Programme
of the European Union

- Changing the speaker makes it easier for the students to follow, their attention lasts less than it used to be, create more exercises to prevent them from stop paying attention

- **Good practices for making them participants of the class**

Making them participants on their learning is more important than ever through online teaching, that is a good way for having students motivated and paying attention, which will help them being engaged. Here are some ideas of practical exercises:

- Teachers using YouTube videos or audios for explaining some specific matters
- Teachers can do a tutorial / students can record themselves on a tutorial explaining the rest of the class how they did some school work (example: how to make your own instrument)
- Use some tools to adapt the traditional theory on Power Point (example: life avatar/emoji explaining Spanish jotás)
- Choose nice and catchy resources for complement the theory, search for resources adapted to online learning

- **Learning by doing: time to practice the theory**

When the teacher gives work to students, this can be done in different ways. The teacher could either want to make students work in an individual and autonomous way, or maybe propose a group work. For doing this there are different ways to approach an online class activity by using different resources and applications.

Hereunder can be seen a few of these applications in an online class regarding individual work or group work. Moreover, two case studies are proposed here to think about.



Digital Resilience



Co-funded by the
Erasmus+ Programme
of the European Union

- **Lesson Plan - Maximizing engagement lesson plan**

Take a look at these tips for maximising engagement on the document *Lesson Plan - Maximizing engagement lesson plan*

- **Case Study 1 – Individual work**

Look at this case study, what do you conclude from this? Which elements lead to greater engagement and why?

Some ideas related to the case study activities:

- Students presenting on the blackboard (on Google workplace that could be Jamboard)
- Students and teachers sharing the screen and working on shared documents
- Students presenting their works or explaining something to the rest of the class
- Students sharing their screen while doing an exercise just explained in class (by teacher)

- **Case Study 2 – Group work**

Now look at this next case study. What is the difference between this and the first one? How does it make it easier for the teacher to monitor what is going on?

Some ideas related to the case study activities:

- Create online classes for group works where the teacher can join and check on them
- Students recording themselves on videos for classwork
- Creating crafts and presenting them to the rest of the class

An example of successful online practices through the tool Teams can be found on the document named *Good practices 2 - Successful online practices on Teams*.



Digital Resilience



Co-funded by the
Erasmus+ Programme
of the European Union

	Take a look at this document. Can you think of any other activity or input that could be done differently?	
4 Ensuring all students' follow up of the class	• Introduction: What to expect from this sub-module? The follow-up of the students is a very important part of the learning- It helps them feel accompanied by the teacher and tutorised, which also helps the engagement and motivation. On this section it is covered how to have that personalised follow-up through an online environment, how to be sure of the student's work completion, how to tackle students with distractions, low capacity, laziness, difficult personal situation. Can you think of some ideas to achieve that follow-up of the students? • Tips for doing that individualised follow up: - Individual mentoring and meetings - Additional classes (social skills or enforce theory) - Sending them reinforcement material to help them work on the things they need to improve - Teachers following the work of the student regularly, asking for evidences of the work done more often than to the rest of the class, to force them to work more regular (either sending to the teachers or teacher entering an online notebook) - Example: Students working on an specific online notebook so the teacher can enter and see the progress and the work of the student (on Google environment: Google docs) - Is it possible to have a teacher dedicated only on those students, as a backup of the main teacher? - Have in mind multiple intelligence when learning	



Digital Resilience



Co-funded by the
Erasmus+ Programme
of the European Union

5 Creating school community	• Introduction: What to expect from this sub-module? On this section the focus is on the social part of the student. For them, being part of the group and participative on the activities can lead to feeling more motivated, which will indeed help their engagement. The creation of a community among the class is very important not only for this social matter but also for the online environment, to support the lack of interaction that somehow is inevitable on an online world. Look at these case studies, how do they contribute to team building? Why is being part of a team an important motivating factor? What different approaches can you notice from one case study to the other? • How to enforce the social part between students, helping them building a team Here are some thoughts on how this can be worked in class through easy by strong examples: - Having video calls during breaks for having them chatting and socializing - Group works (example on Case Study 2 - Group work) - Group cohesion activities (such as mentoring to know each other, and other activities encouraging them to help each other and explaining topics) (example on Case Study 3 - Collaborative class)	Document: Case Study 2 - Group work Document: Case Study 3 - Collaborative class
6 Enhancing the link between teacher-student	• Introduction: What to expect from this sub-module? One of the most important things to take into consideration when teaching online, is how important is to create a link for not only students but also teachers. That way teachers can reach them through the screens and it will definitely help on achieving the students motivation and engagement. Building this link online might be harder than in person, but it is not impossible. On this section some ideas are mentioned for the teachers to connect with students through the screen, getting to know them and create a link. This will make possible for the teacher to identify educational issues as well as sensing personal problems.	Good practices 3 - Exercise for creating a link with students



Digital Resilience



Co-funded by the
Erasmus+ Programme
of the European Union

- **In group**
 - **If you are a form tutor**

Create a link by talking of personal matters: 30 minutes a day for mentoring of the class altogether (working as well the group cohesion)

- Check on health
- How they personally feel
- Situation at home
- Specific needs of the class
- Group tutoring with the class
- Create non-academic activities

Example: the document called *Good practices 3 - Exercise for creating a link with students* covers some ideas of non-academic activities and how to implement those activities in class.

How can you approach this? What are the dangers to avoid? Follow the Case Study and create a short role-play to demonstrate how you might develop this link.

- **If you are a teacher**

Tips for getting to know them:

- Identify each participation on class through different activities and note the ones who do not participate
- Create some space con Google classroom for different topics, they could either have a call or just a chat where they can share their thoughts, pictures or ideas (some kind of wall, like Telegram)

What sort of activities could you use? How can you structure this online? (e.g breakout sessions, google spaces etc.)



Digital Resilience



Co-funded by the
Erasmus+ Programme
of the European Union

- **Individual**

Encourage individual meetings with those students the teacher wants to know better