



THEME CARD: Learner Engagement

Well designed learner engagement and learner interaction opportunities can encourage interaction and dialogue between teachers, learners and others, providing learners with a range of potential feedback opportunities.

These cards aim to explore potential social and educational interactions that can support the process of learning. They can be used by staff and learners to plan learning interactions that will encourage a meaningful educational dialogue, and to help them reflect on the benefits of these interactions.



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Learning events:

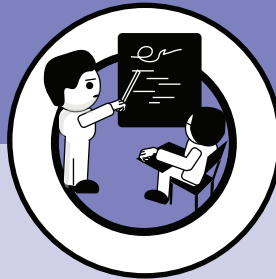
- Receive
- Create
- Debate
- Explore
- Experiment
- Imitate
- Practice
- Meta-learn (self-reflect)
- _____



Learner engagement opportunities should encourage learners to:



Receive



Learners receive information that will support their learning

Examples: lectures, recommended reading, content delivery

Please select the resource type(s) that may be used and explore possible supporting technologies:

Resource Types

- Course/lecture/presentation notes
- Video/audio
- Reading list
- Textbook
- Lesson plan
- Project outline
- Study guide
- Glossary
- Curriculum/syllabus
- Activity/exercise/fieldwork notes
- Case study
- Demonstration
- Worked example
- Multimedia resources
- Resource pack
- _____

Suggested Tools & Technologies

- Virtual Learning Environment (VLE)
- Web pages/websites
- Presentation tools (e.g. PowerPoint)
- Podcasts
- Videos
- Animations
- Screencasts
- E-books/e-journals
- Online resource listing
- Lecture capture
- _____

SUPPORTING INCLUSIVITY

- Be aware of additional communication requirements, e.g. suitability of media/online materials and resources.
- Consider how accessible you are when you communicate either online, in presentations, using written and media resources or when lecturing.



Learner engagement opportunities should encourage learners to:



Create



Learners create something new,
producing work as an individual or as a group

Examples: essays/assignments, projects, portfolios

Learning task(s):

Consider learner interactions

- Peer
- Teacher
- Professional (e.g. employer)
- Student mentor
- Learning community
- Formal
- Informal
- Online
- Face to face
- Self
- _____

Types of feedback/assessment

- Peer
- Teacher
- Professional
- Formative
- Summative
- Review
- Formal
- Informal
- Self-assessed
- Not assessed
- _____

Suggested tools/technologies

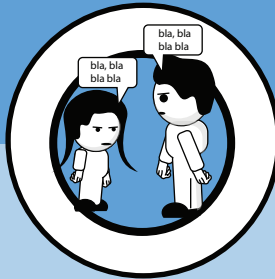
- Presentation tools
- Plagiarism detectors
- Portfolios
- Assessment tools
- Word processing software
- Image editing software
- Social media (e.g. YouTube)
- Spreadsheets
- Databases
- Blogs & wikis
- _____



Learner engagement opportunities should encourage learners to:



Debate



Learning through social interactions, where learners engage in collaborative and challenging discussions

Examples: face to face debates, online discussions

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Suggested tools/technologies

- Discussion tools
- Chat tools
- Instant messaging
- Social networking
- Blogs
- Microblogs (e.g. Twitter)
- Wikis
- Audience response tools
- Voice tools
- _____



Learner engagement opportunities should encourage learners to:



Explore



Learning by personal exploration

Examples: Internet searches, literature reviews, information handling

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Suggested tools/technologies

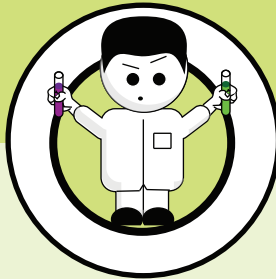
- Electronic library services
- E-journals
- E-books
- Online databases
- Search engines
- Blogs
- Wikis
- Discussion tools
- Audience response tools
- RSS feeds/ mailing lists
- _____



Learner engagement opportunities should encourage learners to:



Experiment



Learners manipulate an environment (real or virtual) to test a hypothesis
Examples: practicals, laboratory work, simulations, workshops, maths/science problems

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Suggested tools/technologies

- Simulations
- Educational games
- Virtual worlds
- Videos
- Journal tool
- Communication tools (e.g. VLE Discussion Board)
- Statistical analysis software (e.g. SPSS)
- _____



Learner engagement opportunities should encourage learners to:



Imitate



Learning from observation and imitation

*Examples: role-plays (face to face and online),
demonstrations, micro-teaching, modelling/simulation*

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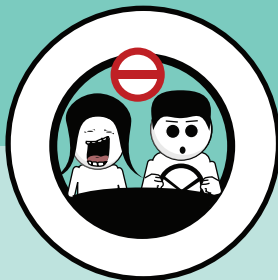
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- Educational games
- Presentation tools
- Screencasts
- Animations
- Simulations
- Virtual worlds
- Voice tools
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Learner engagement opportunities should encourage learners to:



Practice



Learners are assessed (by others and self) on knowledge gained

Examples: exercises, exams, quizzes, work based learning, workshops

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Suggested tools/technologies

- Assessment tools (e.g. VLE Assignment, MCQs)
- Communication tools (e.g. VLE Chat, Voice tools)
- Audience response tools
- Virtual worlds
- Simulations
- Educational games
- Portfolios
- _____



Learner engagement opportunities should encourage learners to:



Meta-learn

(Self-reflect)



Where the learner thinks about their own learning

Examples: self-reflection, self-analysis



Meta-learn (self-reflect)

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O	T

Please select possible examples of learner reflection that you would like to promote/encourage and consider how to enhance reflective practice:

Promote learner reflection

- Identify aims and learning outcomes.
- Clarify assessment objectives.
- Identify learners' current knowledge and gaps in knowledge.
- Get learners to understand their learning achievements and areas in need of improvement, e.g. confidence in achievement of learner aims, learners' motivation.
- Directly involve learners in monitoring and reflecting on their own learning.*
- Let learners consider what constitutes useful feedback. Ask them to request preferred feedback.*
- Encourage learners to engage in critical reflection/self-regulation. Get learners to talk about and take ownership of their learning.
- _____

Enhance reflective practice

- Explore systems and processes at your institution, e.g. Personal Development Planning (PDP), reflective portfolios.
- Use technology to help learners reflect, e.g. blogs, wikis, portfolios, social networks.
- Identify your current learners' reflective skills and review lessons learnt from previous cohorts.
- Create learning designs that challenge learners.
- Provide environments that promote interaction and opportunities to facilitate reflection during or after class.
- Link learning aims/goals to graduate attributes/employability skills.
- _____

* These examples relate to the 'Develop self-assessment and reflection' principle of the Viewpoints **Assessment and Feedback** theme



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