



JOHNS HOPKINS  
BLOOMBERG SCHOOL  
of PUBLIC HEALTH

# Student engagement in the virtual classroom



Elizabeth A. Stuart, PhD  
Associate Dean for  
Education, Professor  
Mental Health



Celine Greene  
Senior Instructional  
Technologist  
CTL



Ryan Kennedy, PhD  
Associate Professor  
Health Behavior & Society



Jamie Young, PhD  
Lecturer  
Department of Chemistry

The material in this video is subject to the copyright of the owners of the material and is being provided for educational purposes under rules of fair use for registered students in this course only. No additional copies of the copyrighted work may be made or distributed.



## Celine Greene Center for Teaching and Learning

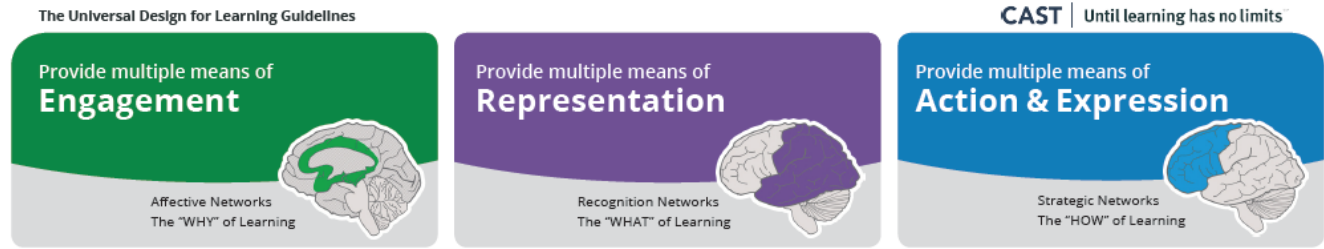
The material in this video is subject to the copyright of the owners of the material and is being provided for educational purposes under rules of fair use for registered students in this course only. No additional copies of the copyrighted work may be made or distributed.

# Universal Design for Learning (UDL) and Student Engagement



# What is UDL?

- ▶ A “framework to improve and optimize teaching and learning for **all** people based on scientific insights into how humans learn”<sup>1</sup> whose ultimate goal is to develop expert learners.
- ▶ Focused on the science of learning: what is happening in our neural networks when we learn
  - ▶ **Affective** – the *why*
  - ▶ Recognition – the *what*
  - ▶ Strategic – the *how*
- ▶ Translates into “every day” principles



1 <http://udlguidelines.cast.org/>

# Understanding Engagement

## *The “WHY” of Learning*

- ▶ Engagement refers to the various ways to spark and maintain learners’ attention, curiosity, interest, passion, and intrinsic motivation
- ▶ Factors include:
  - ▶ Culture
  - ▶ Personal relevance
  - ▶ A priori, background knowledge
  - ▶ Bias, subjectivity
  - ▶ Comfort
  - ▶ Confidence
  - ▶ ...
- ▶ The methods of engagement work to reach the affective networks – driving “our emotions, motivations, and ability to self-regulate”<sup>1</sup>
- ▶ This principle lends itself to developing expert learners who are purposeful and motivated.

# Provide Multiple Means of Engagement

Method	Guidelines to the WHY of Learning
Provide Access	Options for Recruiting Interest
Build & Develop	Options for Sustaining Effort & Persistence
Internalize & Empower	Options for Self Regulation

- ▶ Spark interest as a means to provide an opening to relevance
- ▶ Motivate students, keeping their attention, as a means to for them to build their concentration, adjust and continue their efforts, and increase their desire to learn
- ▶ Allow the students to accept the challenge and responsibility in strategically developing their own purpose, motivation, and desire to learn

***One size does not fit all; one moment does not fit all.  
A flexible approach is the successful approach.***

# UDL ON CAMPUS

Universal Design for Learning  
in Higher Education

## For Further Exploration

### UDL in Higher Education



View this video with downloadable transcript on the [About UDL](#) page.

When it comes to learning, **variability is the rule** not the exception. Universal Design for Learning (UDL) is an educational framework that guides the design of learning goals, materials, methods, and assessments as well as the policies surrounding these curricular elements with the diversity of learners in mind.

For more information go to [UDL in Higher Ed](#)

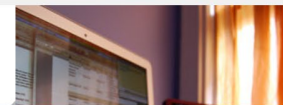


### COURSE DESIGN

Plan and design curriculum with variability in mind.



### MEDIA & MATERIALS



### ACCESSIBILITY AND POLICY

“UDL On Campus.” [udloncampus.cast.org/home](http://udloncampus.cast.org/home)



# Ryan Kennedy

## Health, Behavior, and Society

The material in this video is subject to the copyright of the owners of the material and is being provided for educational purposes under rules of fair use for registered students in this course only. No additional copies of the copyrighted work may be made or distributed.



# Ryan Kennedy, HBS


## Online Courses Taught

- ▶ Program planning for health behavior change
  - ▶ ~ 200 students
- ▶ Tobacco regulatory science (OPAL)
  - ▶ ~ 15 students
- ▶ Improving health through health promotion (OPAL)
  - ▶ ~ 50 students

## Techniques for student engagement

- ▶ Course evaluations/updates to course
- ▶ Weekly emails: focus on what to focus on
- ▶ LiveTalks: engagement strategies
- ▶ Keeping the “discussion” in Discussion Forums





# Jamie Young Chemistry

The material in this video is subject to the copyright of the owners of the material and is being provided for educational purposes under rules of fair use for registered students in this course only. No additional copies of the copyrighted work may be made or distributed.

# Jamie Young, Chemistry

## Courses Taught

- ▶ Introductory Chemistry (I & II) Labs (6-8 Sections)
  - ▶ 500-600 students total
- ▶ Science of Color
  - ▶ ~ 15 students
- ▶ Introductory Chemistry II (Summer only)
  - ▶ ~ 50 students

## Techniques for student engagement

- ▶ Consistent changes/improvements from course feedback
- ▶ Live sessions through various platforms using approachable technologies
- ▶ Available lines of communication and online community building
- ▶ “Personality” (Bowties, Pets, Animations, etc.)

# Thank you and Resources

- ▶ Big thanks to today's presenters!
- ▶ Email Liz Stuart ([estuart@jhu.edu](mailto:estuart@jhu.edu)) with any questions, comments, or suggestions
- ▶ CTL Virtual Teaching Resources page: <https://my.jhsph.edu/sites/ctl/Pages/resources.aspx>
- ▶ MS Teams group to continue the conversation:  
<https://livejohnshopkins.sharepoint.com/sites/Office365Hub/SitePages/Teams.aspx>
- ▶ Reach out to your Department's Faculty Peer Teaching Mentor(s) and/or Senior TAs for help
- ▶ CTL CoursePlus blog: <https://ctl.jhsph.edu/blog/>
- ▶ Next session: Friday March 19, 1-2pm [best practices in the virtual classroom]

