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IDEAS ON ENGAGING STUDENTS IN ONLINE LEARNING

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Abstract: *The article demonstrates the strategies teachers on setting up students' working place some ways to begin lessons, and strategies they can use in the classroom to build collaboration and develop students' interest in learning. The author shares her ideas on engaging students in online learning, the principles and strategies that help motivate students.*

Key words: *online teaching, focus on, turn off, device-based destruction, focus on, meaningful feedback, online discussion, learning environment, distract, student engagement, keep learning active*

When teaching students we walk into the classroom and set up routines and procedures to make sure that we can involve students in the classroom and keep their attention. Attention is a limited source- the brain can only focus on one thing at a time and it is natural for minds to wander. And when teaching online, it is hard to see and be sure that students are getting distracted and get them back. For this reason it is important to help students create a workplace at home that could minimize distractions, keep them engaged from the beginning of the lesson, and build in ways to support their attention and make them concentrated on the topic as well as establish nondestructive ways for students to communicate with you when they are studying.

It is obligatory for teachers to help students set up their working place – a quiet space that is free from distraction. It does not need to be an ideal room. The key elements of a good workplace can be the kitchen table, or a bedroom corner and they can also work as well as with adjustments as a room with a door that closes. We should make our students sure that they face their workplace away from TV or other distracting devices and keep the room quiet sending their siblings and parents to another room. Teachers should make students prepare materials required for the lesson, encourage them to gather the materials they will need for the lessons beforehand through sending them out lists of the materials they need. They should also encourage students to use headphones, explaining them that this reduces distractions and dampens background noise.

In order to catch students' attention at the beginning of the lesson we should help students with transition from whatever is going on at home to learning environment. For this teachers should know some ways which help students make that shift. It is good to remind students to turn off device-based distractions before the lesson starts; they maybe social-media websites, messaging applications.

Starting each lesson with a routine is important and we should make it a habit as this helps students shift from gears to learning environment. This may be a song that everyone sings together, a word of the day or even anecdote related to the topic of the lesson that is fun and engaging. Creating and sharing consistent schedule for each live



session gives students an idea of knowing what to expect and where to concentrate on and also helps teachers stay on track time wise.

Teachers should aim at building to support students' attention during the lesson due to a novel learning environment combined with the lack of an in person teacher presence is a good recipe for mind wandering. One way of this is to take some time to practice online classroom management routines which are similar to what we use in the classroom, including a quiet clue to get students to stop what they are doing and listen to for the directions. Another way is establishing guidelines for muting microphones when they not speaking in order to prevent them from ground noise in their homes. Students should unmute microphones when they are speaking. Calling students to answer the questions virtually helps to keep class list handy, so teachers can count the number of times they have called on each student and make sure that each student gets a chance to participate. For establishing ways for students to communicate that they are struggling teachers should pause frequently in order to ask whether they have any questions or any of the material was confusing. For this students can use hand raising procedures in the chat windows to ask a question. These were the ideas and suggestions on getting students prepared for learning online.

It is important to note that, engaging learners in online learning is one of the keys to ensuring students learn effectively and get the most out of what they are doing. And one of the most effective ways to make learners more interested and engaged in what they are doing and having fun is to be able to make it interactive. Since only with interactive online learning experiences, students have no option other than to get involved and take an active role in their learning. Here are some simple ways to engage students by making your online learning program more interactive. These ideas are practical as they maintain teachers to get the best out of medium and create a compelling engaging and enjoyable learning environment for students.

It is a good idea for teachers to think about what students do well in the digital environment and build their work around those skills and behavior while planning the assignments. When online, students shift from consumers to producers of the content very quickly and sharing is quite easy. Teachers build activities that encourage students to create and peer review, push them create or improve wiki pages on key topics.

Emphasizing group projects is a good way to work in group and get them engaged, Teachers should figure out what students should be practicing and create exercises that help them reflect on their own perspectives and learn from each other.

It is useful to highlight students' individual experiences while teaching online, and this is necessary unlike a physical classroom, as students online are in different places and living different lives. We should encourage students to share those distinct experiences for their coursework. While teaching online we must focus on "Active" learning and in order to engage students who are not in the room during the lesson, our course we should mix spirit of discussions, collaboration, as well as video or audio clips, and hands-on exercises with short illustrated texts.

Online lessons will be effective if we 'chunk'/shorten the presenting information and have 3-5 or 5-7 minutes of video or other presenting materials. Designing lessons with photographs so that students can see examples of what is in the text is also a good suggestion to get students involved in learning. It is important to keep group size small, as in a traditional classroom some students are passive and seldom participate in discussions or ask questions, usually because they are either shy or are not engaged. When students are online, student participation is required. And it is much easier for teachers to coordinate their time when there are fewer students. Each student feels responsibility to participate. The important thing in online teaching and learning is being



mentally present with students. Teachers should have a “social presence” in their online classroom and encourage students to do the same, examples of which can be telling students which books they are reading and the topic of their research or mentioning something that happened over the weekend.

Including multi-media Assignments gives students opportunity to use digital tools for their assignments and it is much quicker to grade student produced Power Point Presentations, videos and audio records and also it allows students to express themselves better that way.

For many of us taking a class online is new learning experience, even learners with best intention can get distracted easily. And many teachers can agree that student engagement is dominant for a high quality learning experiment. Providing timely and useful feedback is important, as feedback to students about their performance can motivate students in many ways and is urgent in the effort in the effort to keep students engaged in learning. Quick responses to their tasks, and discussion posts can maintain to keep students on track and involved in learning and for the next assignment or lesson. They should receive on previous assignment before their next assignment. As Jane Scholl, a learning architect at Laureate Education writes, “Meaningful feedback can be incredibly pat your feedback is powerful. In an online course where your students cannot see your body language, it is important that the feedback we give is thoughtful and supportive.” Educators who are teaching online can use Schall’s recommendations below to guide their feedback to students in the online classroom:

- Start your feedback with an affirmative or positive comment and include something you genuinely appreciated about the assignment. Example: “Jose, it seems you spent a great deal of time on this assignment. I really appreciate your attention to detail!”
- Ask clarifying questions rather than jumping to conclusions. Example: “I notice that you wrote that Lyme disease is caused by scorpions, and I was wondering if you could clarify your thinking.”
- Use “I” statements and focus your feedback on your thoughts rather than interspersing your feedback with words such as “you” and “your,” which might seem like a personal attack. Example: “In reading your assignment, I find that I do not agree with this stance on the global economy and causes of poverty. Let me explain my reasoning.”
- Conclude your feedback on a positive note, so the last comment your co-learner reads from you is supportive. Example: “Though it seems we are in disagreement on a few points, I think your assignment was done exceptionally well with a great deal of detail.”
- Before submitting your feedback, read what you wrote out loud and make sure it is both critical and supportive. If you fear that your response might be misunderstood, revise it before submitting it.

We should keep in mind that constructive feedback can transform a students’ learning experience as it encourages them to reflect, deal with criticism, learn better and stay motivated. Teachers should set clear expectations, and while designing an online discussion, they should take a moment to think about what they want the students to achieve. By setting clear expectations and giving specific instructions at the beginning, students get a better idea of what is expected of them, and it saves time. When students are given the dynamics of online learning, it is common for them to feel distant and isolated during the course. And one of the best ways to prevent students from feeling this way is by giving them personalized feedback. After they receive personalized feedback, students usually have higher levels, of course satisfaction and perform academically better than those students who receive only collective feedback. It is very useful to use the student’s name while writing feedback, due to it helps in developing teacher’s connection with the student and motivates in learning more. So, we must keep those generic responses aside and provide feedback, tailor-made to every student’s work and capabilities in



order to maximize their potential. We must remember about the evidence or indicators that show student engagement in online learning. In student engaged classroom the learner interacts with the content and discovers concepts and principles to apply. He takes responsibility for learning and collaborates with other learners and by actively participating and being enthusiastic in the lesson discussions and posts, the student responds in a timely manner.

As online learning is considered active learning, the learner is interested in completing the assignments, submitting the course online, obtaining good grades for the course, motivating others/peers in class, getting involved in class discussions and doing self-learning where needed in order to understand the subject matter even more.

It is important to state that we should encourage students to self-motivation, active involvement in learning which enable to self-improvements and progress in study. We must prepare practical task which help students to learn, reach student involvement with teachers, and peers, prepare authentic and meaningful tasks to maintain student interest where student's problem solving abilities, reasoning, as well as their evaluation skills and other cognitive abilities that are suitable and challenging.

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