# Student-to-Content Engagement

Students interact directly with course content through lectures, individual assignments, readings and in-class activities. The matrix below lists methods of interaction and the descriptions of the activity to engage your students with your content in both the main campus and online formats. The online activities listed below can be used in both asynchronous and synchronous modes.

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**Student-to-Content Engagement**

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. Activities should also be designed to meet the needs of students with different learning styles.

<table>
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<tr>
<th>Method of Interaction</th>
<th>Main Campus</th>
<th>Description of the Activity</th>
<th>Online</th>
<th>How-to within Blackboard</th>
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<tbody>
<tr>
<td>Class discussion</td>
<td></td>
<td>Class discussions can relate to the topic(s) of the module. Students can be required to not only discuss their opinions, ideas, and experiences, but also interact with their classmates. The instructor can ask questions relating to the textbook, presentations, etc.</td>
<td>Each module can contain class discussions relating to the topic(s) of the module. Students can be required to not only post their opinions, ideas, and experiences, but also reply to their classmates' posts. The instructor can pose questions relating to the textbook, online presentations, websites, etc.</td>
<td><strong>Discussions</strong> <strong>Groups</strong> <strong>Group Discussions</strong></td>
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<td>Instant Engagement – Bell Ringer/Current Event Activity</td>
<td>Upon entry to the classroom, individually or in small groups – have students respond in writing to a question posted on the white board or in Blackboard. This should be a writing prompt, a current event topic/statement, a quote, a statement – anything to get them responding in writing related to the content topic for that class time. Combine this with pair/share to discuss.</td>
<td>Upon entry of the weekly module – use the blog to set up individual entry points or a small group – have the students respond in writing to a question, writing prompt, a current event topic/statement, a quote, a statement – anything to get them responding in writing with each other on the content topic for that weekly module. You can also use a discussion board to accomplish the same concept.</td>
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<td>Think – Pair – Share</td>
<td>After lecturing on a topic, present a prompt to encourage engagement or reflection time. Present a prompt such as • Explain the main idea behind • How does what I just talked about (or demonstrated) compare with Summarize in your own words.</td>
<td>Mid week - present a prompt in the discussion board such as • Explain the main idea behind • How does what I just talked about (or demonstrated) compare with Summarize in your own words</td>
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<td>One Minute Reviews</td>
<td>Student can write these down and share out with the entire class, in small groups or in pairs: • The 1 thing that I learned is • I still have this one question 3 Things that I did not know before.</td>
<td>Asynchronous – do this in a discussion forum. Synchronous – have them do this in Blackboard Collaborate Chat. Student can write these down and share out with the entire class, in small groups or in pairs: • The 1 thing that I learned is • I still have this one question 3 Things that I did not know before</td>
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| Jigsaw  | - The instructor presents a list of possible topics for developing expertise, making the division of the material into component parts clear.  
- Students from a group through either teacher assignment or by their own interest areas.  
- Students work in these expert groups to master the topic. They also determine the ways to help others to learn the material, exploring possible explanation, examples, illustrations, and applications.  
- Students move from their expert groups to new jigsaw groups on which each student serves as the only expert on a specific topic. In these groups, experts teach their material and lead the discussion on their particular topic. Thus, each new jigsaw group consists of four to six students, each prepared to teach their subject to their peers.  

The whole class reflects on the group discoveries in a closure activity. |
|---------------------------------|---------------------------------|
| Team Matrix or Common-Sense Inventory | - Write 5-15 interesting true false statement related to the course/syllabus/instructor or whatever topic you want for the first day of the course;  
- Ask students to form pairs or small groups and mark statements as True or False. The group gives the final decision together and explains their decisions.  
- The instructor can state the question using different program such as Poll Everywhere. By the end of the discussion the instructor either can give the true answers or can tell students they will learn the answers during the course.  

|---------------------------------|---------------------------------|
| Sequence Chain | This game requires students to create a visual map of the logic within a series.  
- Choose what information/items students should organize into a sequence /series,  
- Decide whether students will generate the items to be organized, or whether you will provide them with a scrambled list of items.  
- Organize students into groups, set a time limit, and either provide students with a scrambled list of items, or have them generate their own list of items.  
- Ask students to work together to arrange the items into a sequence. If students will do additional activities such as explaining the relationship between items, give them directions and clarify your expectations.  

Close the activity with a group discussion, asking teams to use their Sequence Chain as the basis for helping you create a class-generated Sequence Chain. Alternatively, ask students to draw their sequences on flip-chart paper, then post these around the room and have students wander around to look at other teams’ solutions. |
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**Case Study**

Write several good case studies. The cases can be real or hypothetical.

- Ask students to form a group or form group of students and to pick up one case study to work on.

- Students sort out factual data, apply analytic tools, articulate issues, reflect on their relevant experience, draw conclusions, and recommend actions that resolve the dilemma or solve the problem in the case by a specific deadline. You may use following questions to guide students in their approach to the case: What is the problem? What might have caused the problem? What evidence can be gathered to support or discount any of the hypotheses? What conclusions can be drawn? What recommendations?

- Students can report the final product in written or oral presentation or however instructor requires.

- If the case really occurred, students may ask questions on what happened; therefore, it would be better to be prepared to share the real results of the case with students.

**Group Investigation**

First, decide what kind of resources you would like your students to use: popular and/or scholarly resources? Online and/or library books/periodicals? Interview with experts?


- Have students to brainstorm potential topics that fit within your parameters.

- Select the topics for investigation from the list that students have generated. Or you can ask students also to participate in election process. You can ask them to vote for their top three choices.

- Form teams based on topic interest.

- Give team to organize their way of investigation. What resources they are going to use and how they will use them. How they will formulate their research questions, identify goals, etc. OR The instructor can assign student different roles to do this investigation.

- Ask groups to begin their investigation, gathering information, reviewing it, deciding whether more information is needed, and analyzing and interpreting the information. Following steps can be applied:

  1. Identifying a topic
  2. Preparing a prospectus that states the investigation’s title, purpose, intended audience, major points, and a schedule of group and individual tasks.
  3. Gathering sources, data, references
  4. Developing an outline
  5. Planning the presentation
  6. Revising the final report or presentation

- Have groups prepare their final reports. The instructor can ask students to be more creative in their presentation and present the final product using multiple ways of presentations.

**NOTE:** Do not send an entire class to investigate the same information.

**Assignments**

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<td>Break down the research process into its various parts and outline tasks so that each student is clear on their responsibilities</td>
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<td>Provide a specific deadline to work on the task</td>
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<td>Have final reports posted in a public forum for all members of the class to view.</td>
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<td>For closure, create an assignment that requires all students to view the various reports. For example, evaluate each group final report base on a rubric provided by the instructor; answer a specific content questions posted by the instructor for the final reports.</td>
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**Discussions**

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<td>Give one case study to all class and them to work on it in a group.</td>
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<td>Every group communicates between each other and complete and write up their analysis by a specific deadline.</td>
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<td>Once every group has posted their analysis, ask each group to evaluate or comment another group’s work. (the instructor can also use a specific evaluation rubric)</td>
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**Groups**

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**Learning Cell**

Ask students to individually develop a list of questions and answers dealing with the major points raised in a reading or other learning assignments. For example, Explain why _____? Why is__ important? Compare __ and __. Summarize__, etc.

Form student pairs

Explain the process of activity:
- Student A begins by asking the first question, and Student B answers the question. Student A offers corrections and additional information until a satisfactory answer is achieved.
- Student B asks the next question and Student A answers and the process repeats until all questions have been asked and answered.

By the end of the activity, students can emphasize the question that interest, puzzle, or inspire them.

**NOTE:** you can encourage student to create different type of questions such as 5 True/False, multiple choices, etc.

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**Test-taking teams**

- Form groups of students. Make sure each group contains diverse or ability-balanced members.
- Depending on the complexity of the materials groups can meet for fifteen minutes, for a full class session or longer.
- Administer the test for students to complete individually and to submit to the instructor for grading.
- Before returning the individual grading results, ask students to rejoin their groups to reach a consensus on the answers and submit a group response to the test.

Consider averaging individual test grades and group test grades to determine individual grades. For example, two-thirds for individual plus one-third for group.

**NOTE:** you can encourage student to create different type of questions such as 5 True/False, multiple choices, etc.
Other Resources

- Getting Started
- Delivery Mode
- Communication
- Set Expectations
- Course Organization
- Student-to-Content Engagement
- Student-to-Instructor Engagement
- Student-to-Student Engagement
- Synchronous Sessions
- Blackboard Collaborate Ultra
- Exams in Virtual Environment