Interaction and Engagement

Standard		
Standard	Annotation	Example
Introductory video or text is provided on the course website to establish the instructor presence in the online course.	Help students get to know you with a welcome message. Students who "connect" with their instructor are more likely to log in and do the coursework.	A video welcome message allows the student to see and hear their professor discuss the course he/she might do in a face to face course.
Students are divided into appropriate-sized groups to encourage interaction and engagement.	It can be difficult for students to work together and interact effectively in troups that are too large or too small.	Group size may vary depending upon the activity. Set up groups that are small enough so that each person can make a significant contribution, but not so small that the group stagnates if one or two people do not contribute.
The course provides opportunities for students to engage with other students in a variety of communication and interaction experiences.	Student-student interactions can help students engage with the course material as well as each other.	Students can interact with each other through group discussions, small-group projects and peer review.
The course provides opportunities for students to engage with instructor in a variety of communication and interaction experiences.	Students appreciate personal attention from their instructor.	A discussion board set up for questions about the course content is an easy way for the instructor to answer questions. Provide feedback to students about their coursework as frequently as possible.

Interaction and Engagement Exemplary		
Exemplary	**Annotation**	**Example**
Student background and experiences are valued and used as part of the course.	Students are more engaged in course material when they can relate it to personal experience.	Provide opportunities for students to share experiences through discussions. Allow them to choose a paper or project topic that relates to them personally.
Students participate in collaboration and evaluation.	Give students opportunities to practice the real-world skills of team-work and critique.	Possible group collaboration activites include: discussions, small-group projects, problem-solving activities and role-playing. Peer review can be included as part of a group or solo work.
Students typically receive responses within 48 hours.	Feedback is most helpful to students when it is received in a timely fashion so that they can learn what they did well and not so well in time to apply it to the next assignment.	When it is possible, grade student work quickly. In large classes, self-tests that include detailed feedback can provide a quick turnaround.
Supporting Research		
Improving online social presence through asynchronous video. Jered Borup, Richard E. West, Charles R. Graham Department of Instructional Psychology and Technology Brigham		
Authors:Schwartzman, Roy1 docroy@classicnet.netSource:*Journal of Instructional Psychology* ; Mar2006, Vol. 33 Issue 1, p3-14, 12p		
Student–instructor communication: The role of email Elkafi Hassini DeGroote School of Business, McMaster University, 1280 Main Street West, Hamilton, Ont., Canada L8S 4M4		