

## Topic 5 Delivery Models and Student Engagement:

### Annotated Bibliography

By Robert Hills

1. Angelino, L. M., & Natvig, D. (2009). A conceptual model for engagement of the online learner. *Journal of Educators Online*, 6(1) Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ904059&site=ehost-live>

Angelino and Natvig discuss engagement as a tool to reduce the rate of student attrition in online education which they report as being 10-20% higher than rates experienced in traditional face to face classrooms. Citing research from many established sources, the authors introduce the 'Model for Engagement'. This model is a graphical illustration of areas where student engagement, defined as actively participating, interacting, and collaborating with students, faculty, course content, and members of the community, can take place. Divided into top four strategic areas: recruitment, coursework, post coursework, and alumni, the model discusses further opportunities within these strategic areas for student engagement, therefore improving student retention rates.

2. Clayton, M. J., Hettche, M., & Dae-Hee Kim. (2014). Moving participation beyond the classroom: Who benefits from online social communities? *Journal of Advertising Education*, 18(1), 5-13. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=96164893&site=ehost-live>

Clayton, Hettche and Dae-Hee discuss how educators must consider how technologies, such as social media and digital communication, can be used to enhance student learning. This must be done through engagement without educators allowing pedagogy to be led by technology, rather pedagogy leading the technology decisions. Their study compares student participation in the traditional classroom with an online social media community of the same students. The study looks at how social media can be used to enhance student engagement in subject matter via online discussions. Their results suggest students who are active in a traditional classroom were active in digital community; online behaviors mirroring offline behaviors. The authors recognize that personality traits may influence participation in both settings in a similar manner. They further concluded that student interest in subject matter may also play a critical role.

3. Dixon, M. D. (2010). Creating effective student engagement in online courses: What do students find engaging? *Journal of the Scholarship of Teaching and Learning*, 10(2), 1-13. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ890707&site=ehost-live>

In his initial commentary, Dixon states there are two main reasons to study student engagement in online courses. Firstly, he believes that online courses are now firmly established within education and given their growing popularity are here to stay. Secondly, it is imperative to engage students in order to create effective learning environments. He begins by investigating effective online instruction, referring to research that concludes online education can be as effective as traditional education. Cooperation and collaboration activities, he states, are necessary for effective instruction and that the instructor must have a presence. His results are based upon a survey he developed and an accompanying scale he used to determine factors that promote students engagement. The survey result of 186 students indicated no particular factor automatically helped student become engaged, rather multiple communication channels may be related to higher engagement. His results did however show student instructor communications have a higher correlation to student engagement. His study concludes by emphasizing the importance of developing real connections in online courses as well as the need for active learning opportunities where students can apply their learning in a meaningful way.

4. Hersman, B. L. (2014). Increasing student engagement in online classes. *Chronicle of Kinesiology & Physical Education in Higher Education*, 25(2), 23-25. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=97316087&site=ehost-live>

Hersman investigates student engagement and the effect of active learning tasks in an online environment. She does in what she refers to as a coming of age of technology where universities are encouraging online education so as to reach larger numbers of learners. She continues to warn that given the passive nature of online education that student engagement could suffer. Investigating a number of topics, Hersman discusses the role of online classes in teaching self-discipline and providing a quiet learning environment, the role of a teacher in implementing active learning activities, and the role of technology and interactive tools in encouraging student engagement. Her concluding remarks highlight her position that an instructor must instruct, not just mentor an independent study. As such, the instructor must utilize tools and activities that actively engage the learner so as to set an example of an active learner by being an active instructor.

5. Willis, J., Davis, K., & Chaplin, S. (2013). Sociocultural affordances of online peer engagement. *Journal of Learning Design*, 6(1), 34-45. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1012884&site=ehost-live>

With a proliferation of university courses that incorporate online learning, Willis, Davis and Chaplin discuss their research project where selected technologies were used to enhance learner engagement through peer learning. They took a sociocultural view in examining how technological and social affordances, a term defined by Day and Lloyd (2007) to describe how various technologies provide opportunities to learn, promote student engagement and participation. Their intention in completing this research was to answer the question: “What are the benefits and barriers experienced by students engaging in online peer collaboration?” During their article, the authors discuss some of the challenges students had when engaging in online learning communities and how students generally experienced benefits that included a greater sense of belonging that lead to a greater level of motivation, and identity.

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<input checked="" type="checkbox"/>	Ref ID 6	Journal Article Reference 3 of 6	<p>Authors <a href="#">Dixon Marcia D.</a></p> <p>Title Creating Effective Student Engagement in Online Courses: What Do Students Find Engaging?</p>

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