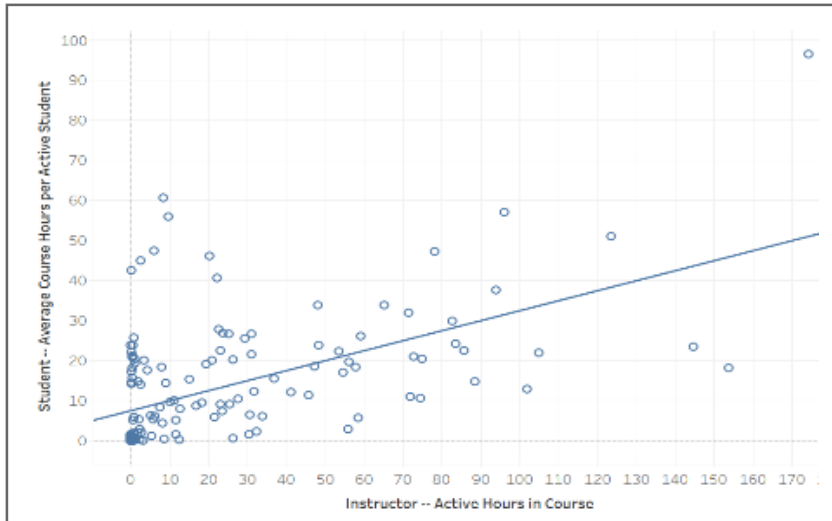




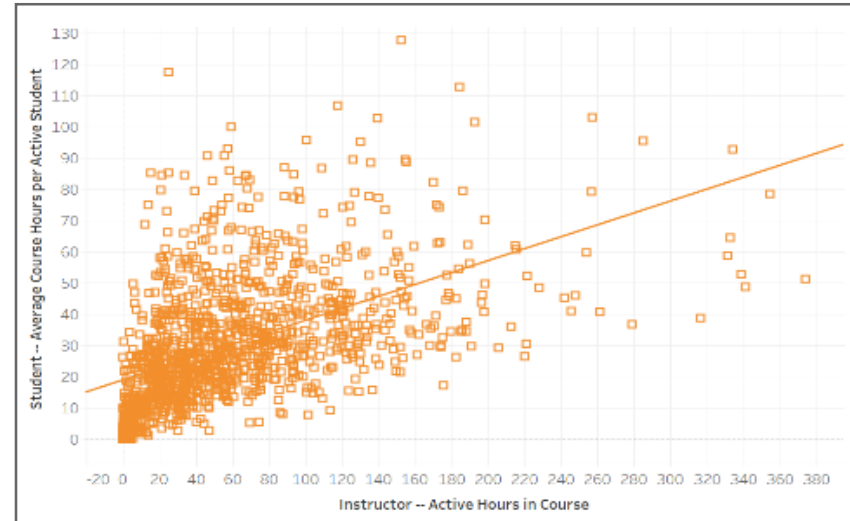
Fostering Student Engagement in Multimodal Course Delivery

During the 2020 spring semester, data collected on active hours in UB Learns courses, during and after the transition to remote instruction, demonstrated a clear correlation between instructor engagement and student involvement.

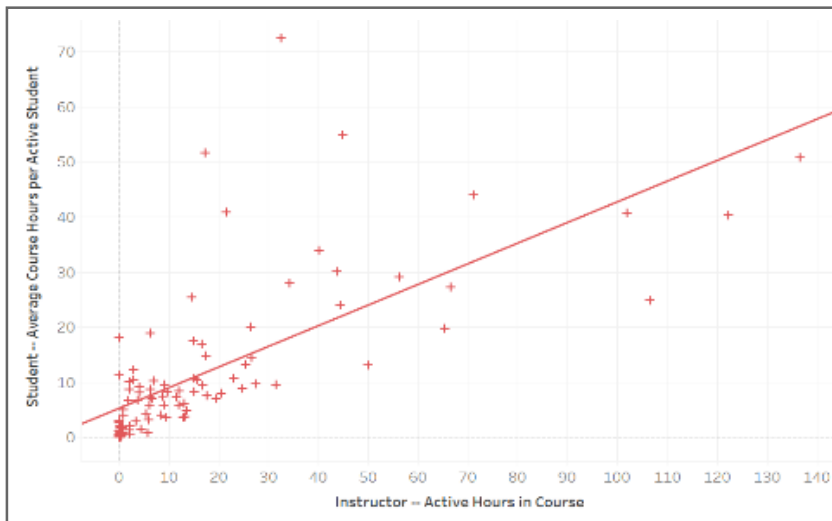
Undergraduate Course Engagement and Instructor Engagement Hours



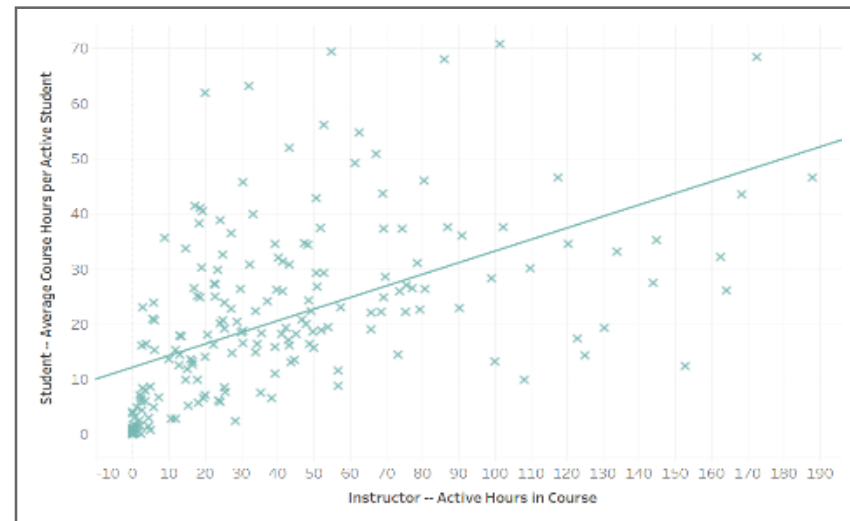
Course Type: Laboratory



Course Type: Lecture



Course Type: Recitation



Course Type: Seminar

Promising Practices From UB Colleagues: Inviting Interactions and Encouraging Engagement

“To promote class participation I distribute a detailed discussion outline prior to each class in which cases and problems from the text are assigned to individual or groups of individual students..”

“I find it very useful to allow students to 'take ownership' by building their work in their own forum on the Discussion Board.”

“Pre-recorded lectures reviewed by students before class time. Class time utilized for discussion and Q/A. Students indicated preference over live streaming lecture material.”

“I post an entire week's material at one time. For example, for Week 9 I post everything on Monday of Week 9. This way the students have everything in front of them and know how to manage their time.”

“Whether I teach a seated class or now a virtual, the biggest thing that students comment about making a difference for them is feeling comfortable about asking questions. I often ask if they have them, and try to be approachable.”

Find more promising practices and submit your own at:
buffalo.edu/oe/outreach-and-education/SLAPromisingPractices

Here to help.



[Accessibility Resources.](#)

[Center for Educational Innovation.](#)

[Information Technology.](#)

[Teach Anywhere.](#)

[UBLearns.](#)

Other Resources: Tools and resources beyond UB.

- [Slack](#)
- [Blackboard Community](#)
- [Polleverywhere](#)
- [Open Learning Initiative](#)