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
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/oee/outreach-and-education/SLAPromisingPractices

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