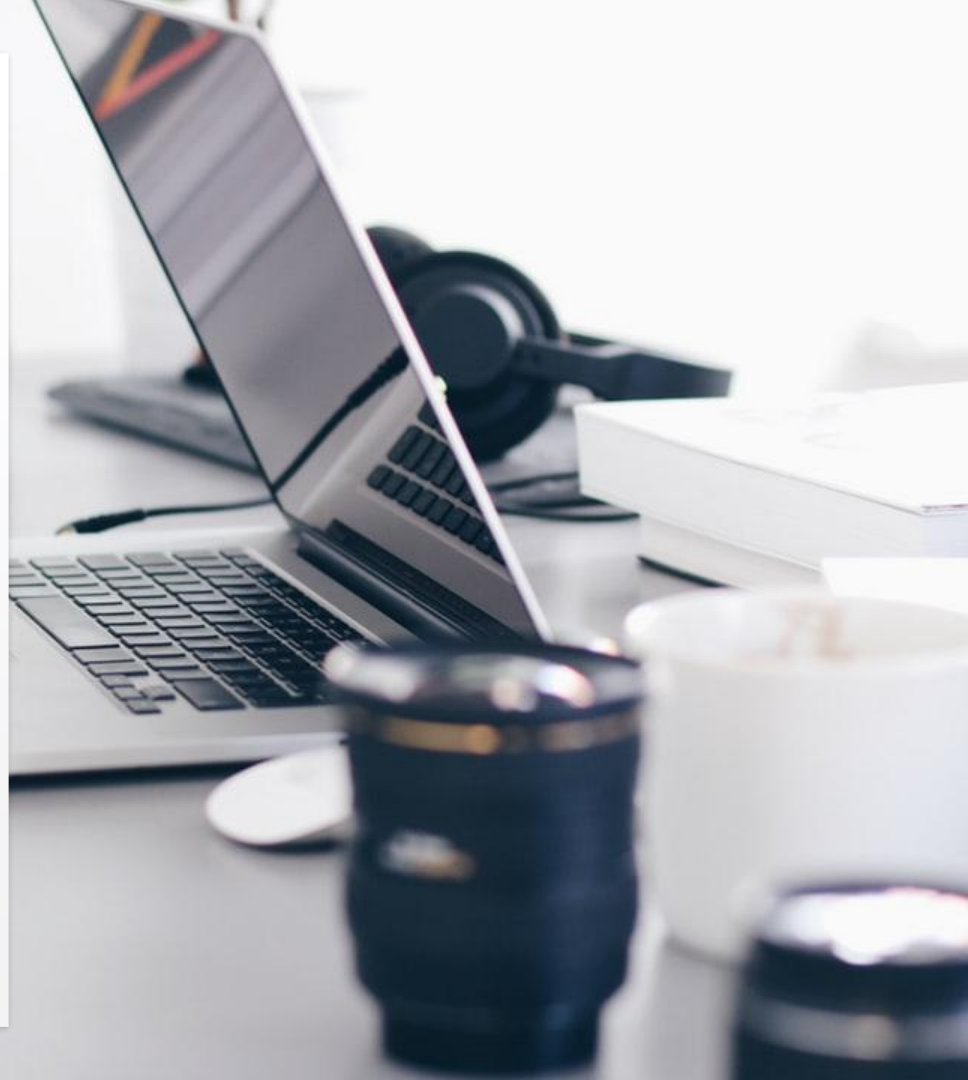


# **Practical Ways to Engage Your Students in the Online Classroom**



# Hello!

**My name is Matina Gatsou**



I am the Teacher Training Manager at EF Teach Online and a big advocate of online learning 🙋🏻💻❤️!

# Engaging students in the online classroom

- ❖ Why is it important?
- ❖ What does it entail?
- ❖ How do we do it effectively?
  - Migrating key teaching practices online
  - Using tools online conferencing platforms offer



# Engaging students online

Why is it important?

1

# Learning happens when ...



## Levels of motivation are high

Learners need to be interested in what they are studying, actively participate in the learning process, and see a clear purpose for doing so.



## The affective filter is low

Learners need to feel included, appreciated, and comfortable in the classroom environment.



## Content is personalised, tailored to students' levels and revisited frequently

The content should provide a sufficient level of challenge a step further than their current level and cater to students' likes. It should also be repeated frequently and in a variety of ways to reinforce and consolidate what was learnt.

**But! Students need to be engaged for any of this to happen.**



# Engaging students online

What does it really entail?

2

# Students are engaged when they are:

- Included and actively participating
- Interested in what they are learning
- Motivated to continue learning
- Feeling heard, valued, and connected
- Seeing progress
- Discovering real-life applications of their work





# Engaging students online

How do we do it effectively?

**3**



# **Migrating key teaching practices online**

# Varying the lesson content

- Videos, images, gifs, texts, listening tracks, realia, websites, online libraries, dictionaries and other referencing resources, speech-to-text tools
- More accessible and easier to use online as students can peruse them in their own time
- Fostering greater learner autonomy and a more equitable learning environment
- Selective use is recommended

# Gamifying learning

- Element of competition (e.g. using points and leaderboards)
- Motivation to progress to the next level
- Learner autonomy
- Both synchronous and asynchronous uses are possible

# Creating routines

- Distinct lesson stages foster comfort and familiarity
- Structure makes the lesson easier to follow
- Attention getters can be used to introduce lesson stages
  - ✔ Prompt a response on the camera, chat or by using an editing tool

# Engaging through presentation

- Clear, simple designs
- Remove noise around the key information
- Associate design with lesson topic
- Avoid too many colours and shapes
- Make your materials accessible for the students who struggle because of learning/physical difficulties

# A bad and a good example follow

## Bad example:

- Too many colours
- Too many shapes
- Colour-coding loses its significance
- Key information is hard to locate

## Good example:

- Colour-coding works as intended
- Key information is at the forefront
- Accessible by most students







# Designing resources

- Clear, simple designs
- Remove noise around the key information
- Familiar/predictable outlines

This removes the hurdle of unnecessary cognitive processes when trying to complete a task and allows students to focus on their work

# Today's tasks

**Research**

**Plan**

**Present**

# Promoting learner autonomy

Learner autonomy extends beyond regular class time. Learners can take tasks asynchronously at their own pace, thus taking greater ownership of their learning.

**Using tools  
online  
conferencing  
platforms  
offer**



# Your camera

- Props/realia
- TPR
- Non-verbal feedback
- Articulation
- Intonation patterns (e.g. with Cuisenaire rods)

# The chat box

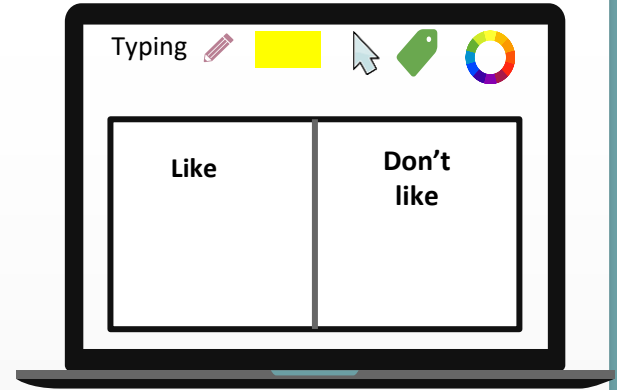
- Whole group
- Individual support
- Individual questions – whole group answers
- Attention getters

Ready to  
roll!

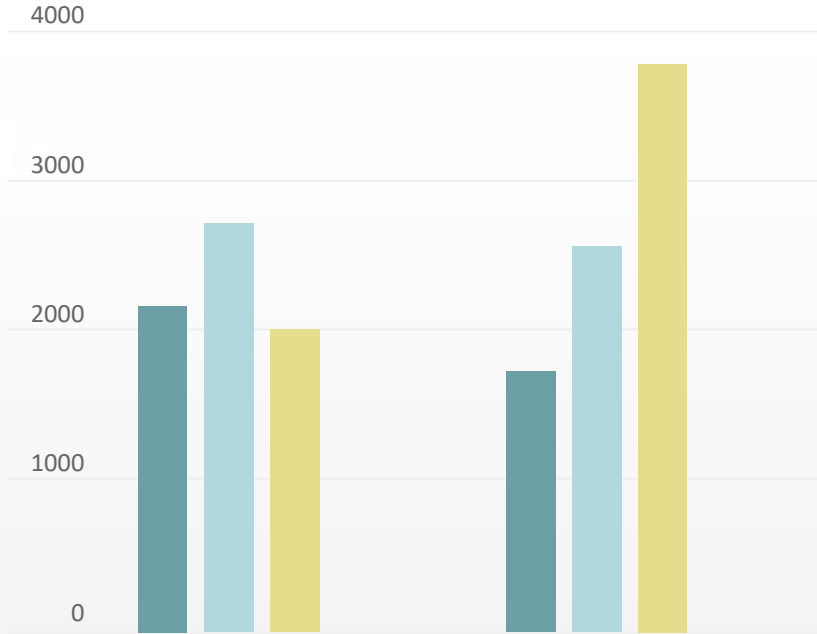
Ready to  
rock?

# Annotation tools

- Typing
- Drawing
- Highlighting
- Moving
- Labelling
- Categorising
- Colour-coding



# Polls



- Include all students
  - Encourage self-reflection
  - Provide real-time formative assessment
  - Give students choice and voice
- Act on students' choices to give them greater autonomy and a stronger voice

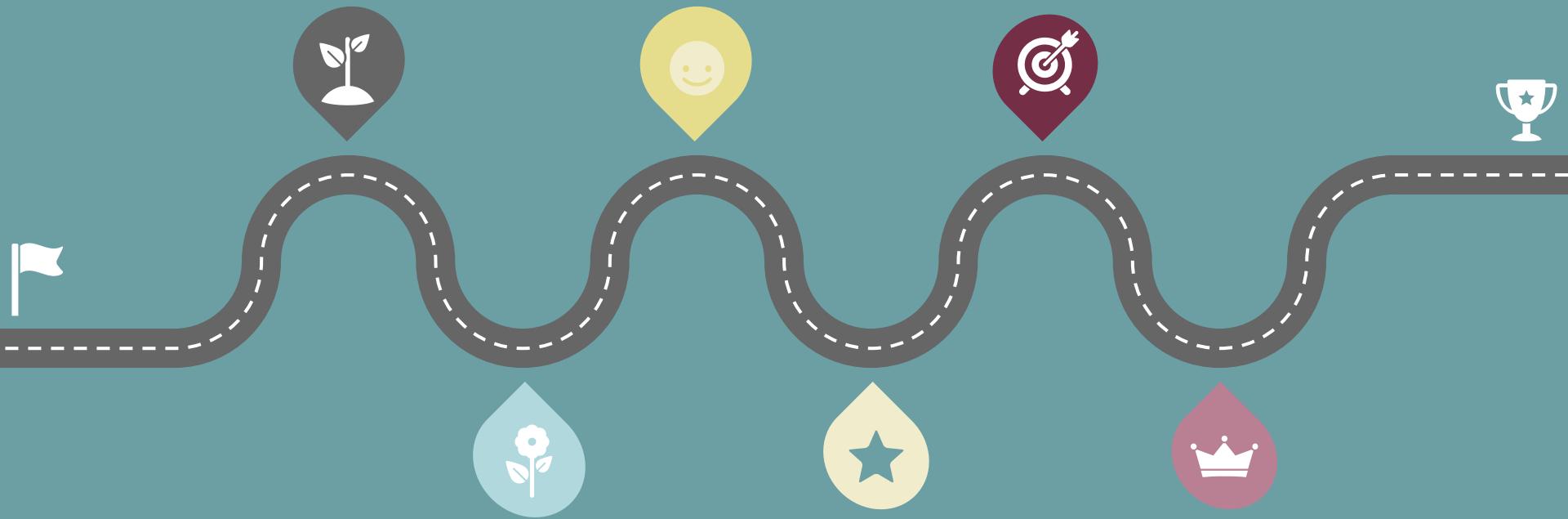


# Breakout rooms

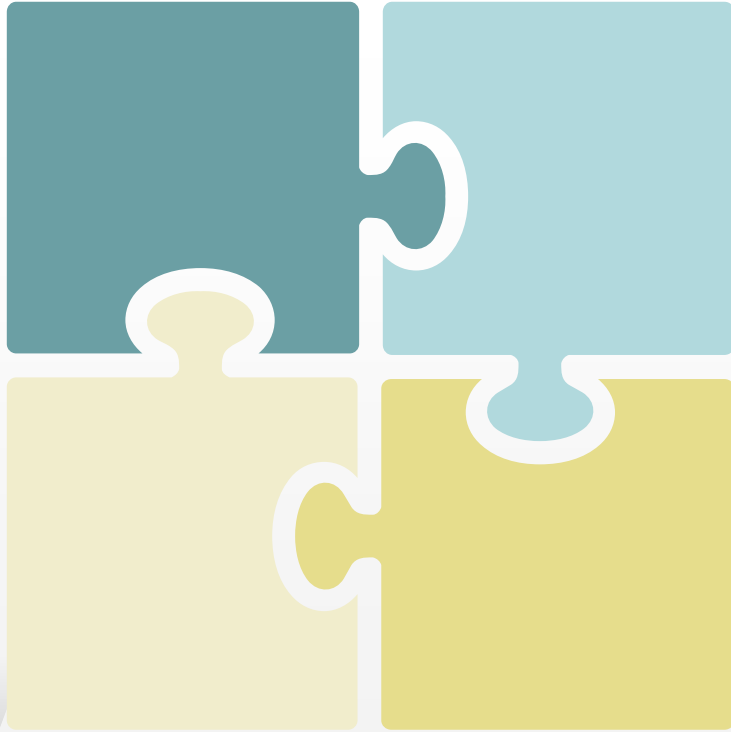


- Include all students
- Foster social connections
- Facilitate learning away from teacher supervision
- Allow room for questions to emerge

# Rewards



# Forums



- Stronger bonds
- An open channel for further communication
- A sense of communal purpose that fosters intrinsic motivation

# Virtual backgrounds

- Fun, colourful
- Do not distract from the lesson content
- Generate discussion and sense of camaraderie when aligned



Thank  
You