



From didactic to interactive – enhancing the student experience through innovative approaches

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The proposed workshop will demonstrate how to transform learning content into an engaging online experience turning students from passive to active participants (Bryant & Britton, 2021). COVID-19 has engendered a paradigm shift that has highlighted the necessity of asynchronous learning.

Through practice, feedback and ongoing shared reflection the facilitators have developed a cohesive learning design approach. This workshop will break this process down using activities that can be applied in participants' everyday practice. This approach is adaptable for both qualitative and quantitative subjects, across a range of disciplines.

This learning design approach is built on the following precepts:

- student-centered learning
- strategic use of time and resources
- sustainability for future delivery
- scalability for large cohorts.

Working within these parameters, participants will explore ways to deliver content that allows students to interact and engage in different ways to aid their overall learning journey. The facilitators will showcase this innovative approach to engagement through the use of asynchronous interventions involving, collaboration, feedback and self-assessment. Participants will then be challenged to creatively align interactive learning tools through storyboarding techniques (Readman, Maker & Davine, 2021).

The facilitators have delivered similar workshops previously to wide-ranging groups of participants from different disciplines, with different levels of experience.

The workshop objectives

Through the use of digital tools and techniques, participants will conceptually design an engaging, interactive, online learning experience that will transform their students from spectators to actors. The workshop will comprise a combination of theoretical presentations and practical activities built to the following objectives:

- applying the facilitators' learning design approach to transform content into an engaging, student-centered learning experience (Humphries, et al. 2021).
- designing scalable online content within the constraints of available time and resources
- creating evergreen, sustainable content
- breaking down complex content into digestible components (Bradbury, 2016).
- aligning digital tools with the learning outcomes and finding the best tool to promote student engagement.

At the end of the workshop, participants will be able to apply the learnings achieved from these objectives to their practice.

The workshop facilitators have hosted a range of interactive workshops for the University of Sydney Business School. These workshops have focused on innovative approaches to enhancing the student learning experience. They have included:

- **Asynchronous learning tools:** showcasing our approach to increase interactivity and student engagement through the use of asynchronous learning tools.
- **Synchronous learning tools:** An informative workshop on how to increase interactivity and student engagement showcasing a variety of synchronous learning tools.
- **Improving the useability of your learning management system site:** A practical workshop introducing and stepping academic partners through implementing bespoke templates into their unit of study site.
- **Chunking learning content in your learning management system site:** A step-by-step process taking academic partners through the process of transforming their lecture material into a fully chunked student learning experience.
- **Hybrid workshops:** An interactive workshop that assists academic partners in navigating hybrid classrooms. The session showcased easy to use tools, preparation advice and tips to increase student engagement

Workshop structure

The workshop will have both a presentation and practical component where participants will work in facilitated groups. The workshop has been structured to use scaffolding activities that will lead participants to be able to implement this approach themselves. The facilitators will use a variety of activities to meet the workshop objectives and keep participant engaged. These will include:

- presentations
- breakout groups
- feedback
- reflections

Activities

Timings below are approximate.

- Introduction/welcome (10 minutes)
- An acknowledgment of country
- Welcome participants and introduce the facilitators (this will include outlining the facilitators' experience and background).
 - Discuss the theme and purpose of the workshop.
 - Reference the research that underpins the workshop.
- Activity 1: Icebreaker: (5 mins). A short 'ice-breaker' is introduced by the facilitators to foster collaboration amongst participants.
- Activity 2: Align learning content to the learning objective (25 mins)
 - **Presentation:**
 - The facilitators explain their learning design approach on how to transform content into an engaging, student-centered learning experience.
 - Introduce the learning objective participants will be designing for and learning content participants will be designing from. Participants will also be disclosed the associated development parameters and student consumption time.
 - The learning outcome and learning content is provided to participants.
 - **Break out groups:**
 - In break out groups, participants discuss and review the learning content and align it to the learning objective within an allocated time.
 - Facilitators will move through the break out groups to provide assistance as needed.
- Activity 3: Feedback (10 mins)

- Presentation:
 - Back in the main room, each break out group will present highlights from their discussion and describe the outcomes they reached.
 - Feedback will be provided to participants by the facilitators following their presentation.
 - The activity will conclude with a sharing session involving all participants, which will include their insights and/or concerns with completing the activity.
- Activity 4: Storyboarding (40 mins)
 - Presentation:
 - The facilitators will introduce the concept of storyboarding.
 - The facilitators will demonstrate a tool called Jamboard and explain how it could be used for storyboarding.
 - Break out groups:
 - In breakout groups, participants will create their storyboards using Jamboard, from the learning content originally supplied.
 - Participants will transform their content by aligning it to possible interactive learning tools.
 - Participants will suggest possible interactive learning tools from their own practice.
 - Facilitators will move through the breakout groups to provide assistance as needed.
- Activity 5: Feedback (15 mins)
 - Presentation:
 - In the main room, each break out group will pitch their storyboard.
 - Participants will be given the opportunity to categorise each group (using a live polling tool to vote).
- Activity 6: Demonstration (15 mins)
 - Presentation:
 - Facilitators will showcase a range of interactive tools to enhance the student learning experience and demonstrate the application of them through the use of worked examples in Canvas.
- Activity 7: Reflection (10 mins)
 - Presentation:
 - This activity will begin with a sharing session involving all participants, which will provide them with the opportunity to table their impressions and insights of the workshop. The workshop will conclude with participant being provided with a portfolio of their work.
 - Feedback from the participants will be collected via a short Qualtrics survey which will be leveraged for learning and future workshops.

Technical requirement in the workshop room

The workshop will be conducted in a classroom that can facilitate up to 50 participants with enough space to allow for multiple group activities.

Facilitators – We will be using a computer, projector screens, and a digital whiteboard to offer hybrid participation (including cameras, audio and sufficient lighting) to allow collaboration between the facilitators, online participants and face to face participants.

Audience – Participants are encouraged to bring their own laptop or iPad device for collaboration with the online tools. Participants won't be required to access their institutions LMS, the facilitators will be using open access tools. WiFi will be available for participants.

The intended audience

Our workshop is for participants who want to enhance student engagement in their online course delivery. Some may have limited skills and experience in building online interaction and others may be looking to build upon their existing practice.

The facilitators will keep this workshop pitched at a more general level rather than referencing a particular LMS so participants can apply their learning to their own platform upon completion. The tone of this workshop is casual and explorative to support each participant in their learning journey.

Maximum and minimum number of delegates

We envision there would be between 40 – 50 people but we would only need a minimum of 10 to run it and still maintain a healthy discussion with around 3 – 9 people per break out group.

References

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