**What is a good online learning experience for students?**

* Alumni engagement (access to university library)
* Graduates missing out on the expertise (networking)
* Communication!
* Set expectations (regular tutor responses)
* Sense of community
* Learning materials – variety of formats
* Interactivity. Synchronous connection if possible
* Consistency of tech/layout etc.
* Good induction! Guidance at basic levels
* Accessibility
* Keep it simple!
* Make activities engaging, especially if information-heavy
* Tutors need to be engaged and responsive
* Giving students different options for communication (without exclusions)
* Be able to communicate with students outwith UOE systems
* Avoid problems with technology
* Setting expectations
* Fast/timely feedback (even if programmed)
* General narrative “big picture”
* Structure
* Flexible – tailor your learning – not every student learns the same
* Ownership of a space by the students – do they feel it’s theirs or provided by others? (so students are a type of guest) Whose rules?
* The tool (blog or discussion board should be clearly aligned with the learning opportunity – does it promote the type of learning? E.g. reflection, learning from others, sharing ideas
* Got to feel included – part of a course
* Balance between structure and freedom to work @ own pace. Can that be designed in or is it necessary to go for one or another?
* Inclusivity
* Sense of belonging to the learning community
* Meeting colleagues globally, breaking the barriers to limitations.
* Balance structure and flexibility
* Signposting
* Assessment can provide useful prompts to enable discussion
* Being able to watch material at a time of your choosing
* Paired or team activities
* Knowing a student will get a response is important
* Tutor interaction or ‘moderation’ can make all the difference
* Meeting academic expectations (on par with on campus programmes)
* A sense of community (approximation of real classroom)
* Flexibility
* Communication – prompt response to emails – signposting students to other resources e.g. academic study skills programme
* Structure – make clear what is expected and when
* Live sessions with tutors – using Collaborate – students can send questions is unable to make time.
* Resource lists – student suggestions for papers to add to lists – keep it updated – not too many papers on it
* Contact time with personal tutors scheduled
* VLE adaptability and access for the course on mobile, laptop etc
* Support from tutors
* Setting expectations
* Clear expectations set for all parties
* Summary of key points each week – filtered and curated content
* Give time to get used to the technology and effective inductions
* Structured
* Knowing who to go to for support and how and when
* Well set out VLE – easy to navigate and consistent
* Flexibility
* Use of formative feedback and making clear to students the value of this
* Active rather than passive participation
* Intuitive navigation
* Responsive
* Peer advice
* Humanise the contact
* Structure – intuitive access to resources, features etc.
* Managing expectations
* Strongly supported induction
* Establishing a personal link/relationship
* Introductory video of key people online to say who they are
* Multiple ways of engaging – could be written or video (e.g. to explain how the course works)

**How do you engage students in your online courses?**

* Lots of opportunities to practise skills
* Bitesize chunks of content with multiple opportunities to interact
* Interesting open debate questions in discussion fora
* Short, focused videos
* Pastoral support? Today so many more students need a personalised support. Any feedback/research on how students with anxiety cope with online learning?
* Foster student ownership
* Get students to do presentations online.
* Ask students to set ground rules
* Asking probing questions on relevant topic
* Formative assessment
* Assessed feedback from the commencement of the course
* Assessed feedback mid-semester
* Assessed feedback end-semester
* Assessed discussion board i.e. grading of board
* Payment of internet expenses
* Induction
* WhatsApp for engaging students in a low bandwidth environment
* Bringing on-site and on-campus students together in real time.
* Tutor and course team presence – can’t just leave students to do it all themselves – we need to be visible
* Gamify and open badges
* Make sure students understand relevance of activities they are asked to do
* Structured discussion boards
* Online communications with an embedded action for students to do
* Mix cohorts (e.g. PGT and UG), acknowledge power balances etc.
* Interactive training online
* Photo of the student – feel that you are speaking to a human
* Induction
* Personal tutors – 1-2-1 session
* Structuring and designing the learning experience
* Formative tasks/activities keeps them in the space or engaged with the activity
* Whatever activities the students do it’s important to give them a sense of closing the loop e.g. give them an opportunity to feedback about their activity.
* Live sessions – recorded – timing (doodle poll, one evening, different times for overseas) – motivation to come prepared
* Question – what is the role of mainstream social media channels such as Facebook WhatsApp, Twitter, Instagram etc?
* Confidence in using a range of tools online
* Team teaching – other person to deal with tech / further follow up questions while other is presenting
* Live sessions (weekly)
* Interactive case study (included in live sessions)
* Students creating Facebook page
* Interactive lectures
* Inclusion of equality and diversity in lectures
* Try office hours, blogging, weekly videos
* Group work! Students don’t like participating in group work very much but it does help them to engage
* Detailed responses and chats via email – the students feel like they can talk – their question isn’t public
* Trying to ensure that all students can access the content – i.e. blocked pages – sending emails and pdfs instead
* Discussions of online sessions – difficulties with various time zones
* Engaging landing page – images, links, videos
* Design stage – access to examples, learning techs
* Student feedback is essential – online feedback option?
* Human tutors – how to help them create videos etc – informality is OK
* Provision of teaching resources in advance
* Online delivery of clinical learning including immediately clinical relevant issues
* Tutor engagement (paid tutors)
* Discussion boards (assessed, varied in time)
* Space for complexity of engagement e.g. emotions are not as simple as emojis!
* Space for human interaction and response (verbal and non-verbal)
* Take attendance
* Accountability
* Self-selected approach
* Students do coursework in pairs
* Weekly question posted on discussion board
* Students find it more personal than Google
* Distance students – how they are being treated same as on campus students
* Course work that is real – published clinical scenarios – working with some real [local] data