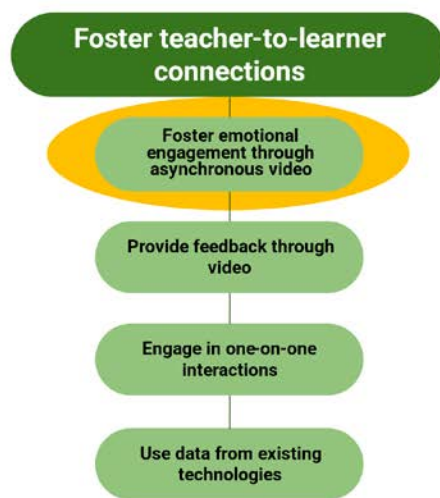


Activity: Foster emotional engagement through asynchronous video

Time: 20 minutes

Purpose: This activity walks participants through why video can foster emotional engagement and how to create a quick introductory video to build teacher-to-learner connections.

Evidence-based practices



Strategies for using video to foster emotional engagement can include:

- Recording introductory messages in which teachers share information about themselves.
- Incorporating activities to engage students in navigating video platforms.
- Creating daily videos to jump -start students' day and instill excitement.

Instructions: Getting started

Choose a timekeeper to keep track of the time to ensure that your group completes the activity.

Read the following section, up to the “activity instructions” in the gold bar below. This should take about one minute.

Activity: Introductory video

Research shared by REL Appalachia shows that students who are more emotionally engaged see more value in their online learning activities and have an enhanced sense of belonging to their learning community, which ultimately supports greater academic achievement. Emotional engagement refers to the “emotional energy associated with feelings about the classwork. For example: boredom versus enjoyment or interest, anxiety/frustration versus confidence, sadness versus happiness.”¹

In this activity, you will practice creating an introductory video that students can view remotely, either before the school year or semester starts, individually or in small groups in class while the teacher is working with other small groups, or as homework. As an introductory video, you would want to do this activity either before you meet students for the first time or very early in the class, as you and your students are still getting to know each other. Given the value of practicing this skill, you will be asked to practice recording a video and not simply role-play one.

Creating an introductory video does not need to take a long time; **videos do not need to be carefully produced or edited to be effective**. What does help to establish emotional connections with students through video is including a show of personal feelings, humor, or self-disclosure. Self-disclosure involves students or instructors sharing details of their personal lives outside of school. For example, in a video or audio file, high school teachers could share a story from their own high school experience or personal or professional updates.

While much of this activity requires independent work, you may choose to work in pairs or ask your colleagues for help as you are working through the steps.

Activity instructions

1. Timekeeper asks the group to take three minutes to think independently about (and discuss with a partner, if you wish) what you might say in a video where you introduce yourself to your students. How might you use the following to foster emotional engagement?
 - a. Emotion.
 - b. Humor.

¹ Source: REL Appalachia. (2020a). Research-based strategies for effective remote learning: Student engagement; Facilitator’s Handbook. https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/materials/12-08-20_Workshop-1_student-engage_handbook_acc.pdf

- c. Self-disclosure.
 - i. What concerns do you have about self-disclosure (i.e., sharing information about your own personal life)? What might assuage these concerns?
 - ii. What might you share about yourself—personally and professionally? For example, what might you share about yourself when you were your students' age to foster connections with them? How might that be connected to content?
2. Timekeeper lets the group know when three minutes have passed and notes the next part of the activity is for individuals to each spend 10 minutes creating an introductory video of themselves. Feel free to find a semi-private spot in the room to work, but remember, this does not have to be perfect!

You may record a video on your cell phone, computer, or one of many online programs. Most online video applications offer the added benefit of making your video easy to distribute to students. Examples include:

- Screencastify. <https://www.screencastify.com/>
- Hippo Video. <https://www.hippovideo.io/>
- Tinytake. <https://tinytake.com/>
- ScreenRec. <https://screenrec.com/>
- Screencast-O-Matic. <https://screencast-o-matic.com/>

If you do not already use a video program, create a short introductory video by clicking on [Screencast-O-Matic](https://screencast-o-matic.com/) (<https://screencast-o-matic.com/>). The device you use must have a camera attached.

- i. When the program loads, click “Launch Free Recorder” and allow the recorder to download.
 - ii. Record a one-minute video welcoming a student to your class and disclosing something about yourself. Remember that the purpose of this video is to help you make emotional connections with your students. Your video does not need to be carefully produced or edited to be effective!
 - iii. Watch the video and think about whether you would be comfortable sharing this (or something like this) with your students.
3. Timekeeper invites participants to spend one minute thinking about how they would follow up with students after they watch the video. What feedback might you ask your students to provide to learn more about them? How might the feedback you solicit help you think about making connections to the content in your classroom? How will you collect their feedback (e.g., survey, video platform, audio program, etc.)?

4. Timekeeper invites participants to spend one minute planning how they might make their introductory video available to students (e.g., email, Google Drive, course webpage, etc.).

Reflection

Next, consider as a group how you might use this activity in your classroom. The timekeeper asks the group to consider the following questions and to discuss their thoughts for the last two minutes:

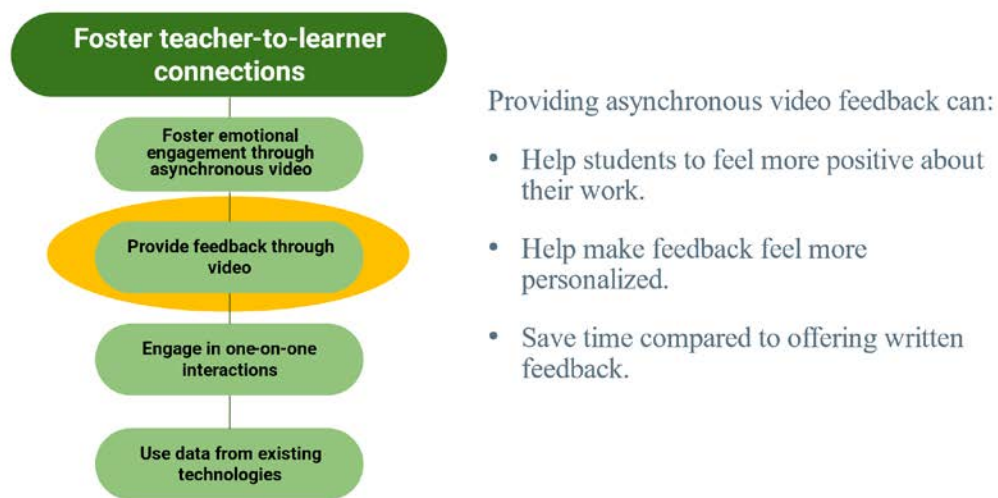
1. What seems promising about creating an introductory video? Where did you hit a snag?
2. How and when might you use this activity with your students?

Activity: Provide feedback through video

Time: 20 minutes

Purpose: This activity walks you through how to foster teacher-to-learner connections by providing feedback to students via asynchronous video.

Evidence-based practices



Instructions: Getting started

1. Choose a timekeeper to keep track of the time to ensure that your group completes the activity.
2. Read the following section, up to the “activity instructions” in the gold bar below. This should take about one minute.

Activity: Video feedback

Research shared by REL Appalachia shows that students have positive perceptions of video feedback and are motivated by it. Students perceive audio and video feedback to be more

personal than written feedback and audio feedback may be just as effective as written feedback.² Accordingly, employing audio or a combination of audio and video feedback may help to strengthen students' learning experience whether instruction occurs in a virtual or in-person setting.

Creating a feedback video does not need to take a long time. Teacher-produced videos do not need to be carefully produced or edited to be effective and can be quite short. To practice, this activity invites you to create a short video to provide feedback to a fictitious student. Given the value of practicing this skill, you will be asked to actually record a video and not simply role-play making one.

While much of this activity requires independent work, you may choose to work in pairs or ask your colleagues for help as you are working through the steps.

Activity instructions

1. Take two minutes to reflect on this scenario:

"One of your students appears to be struggling to turn in their homework assignments on time. What feedback might you give to the student to show that you are concerned and want them to succeed?"

2. Spend eight minutes practicing creating a feedback video, either alone or in pairs. You may record a video on your cell phone, computer, or one of many online programs.

Examples include:

- Screencastify. <https://www.screencastify.com/>
- Hippo Video. <https://www.hippovideo.io/>
- Tinytake. <https://tinytake.com/>
- ScreenRec. <https://screenrec.com/>
- Screencast-O-Matic. <https://screencast-o-matic.com/>

If you do not already use a video program, create a short feedback video by clicking on [Screencast-O-Matic](#).

- a. When the program loads, click "Launch Free Recorder" and allow the recorder to download.

² Anson, I. G. (2015). Assessment feedback using screen capture technology in political science. *Journal of Political Science Education*, 11(4) 375–390. <https://eric.ed.gov/?id=EJ1081729> as cited in REL Appalachia. (2021). *Research-based strategies for effective remote learning: Monitoring student progress*. https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/event_series_research-based-strategies-for-effective-remote-learning.asp.

- b. Record a two-minute feedback video. Remember that your video does not need to be carefully produced or edited.
 - c. Watch the video and think about whether you would be comfortable sharing this (or something like this) with your students.
3. Spend one minute planning how you might make feedback videos securely available to students (e.g., email, Google Drive, course webpage, etc.).

Reflection

Next, consider as a group how you might use this activity in your classroom. The timekeeper asks the group to consider the following questions and to discuss their thoughts for the last two minutes.

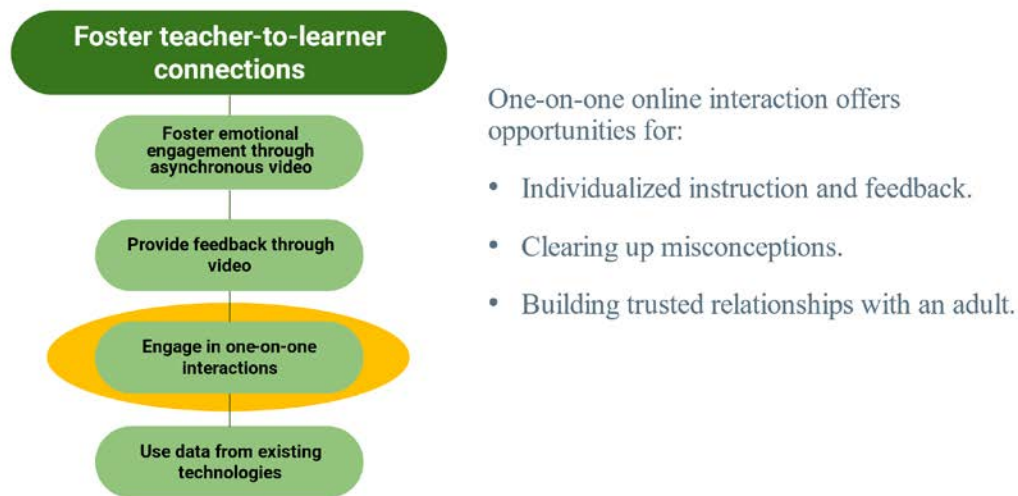
1. What seems promising about providing feedback via video? Where did you hit a snag?
2. How and when might you use this activity with your students?

Activity: Engage in one-on-one interactions

Time: 20 minutes

Purpose: This activity helps participants to understand the practice of one-on-one interactions, which is one way to develop emotional connections. Specifically, the small group will explore the practice of micro-conferences and how to use them effectively to save time and foster teacher-to-learner connections.

Evidence-based practices



Instructions: Getting started

1. Choose a timekeeper to keep track of the time to ensure that your group completes the activity.
2. Read the following section, up to the “activity instructions” in the gold bar below. This should take about one minute.

Activity: Micro-conference

Conferring one-on-one with middle-grade or high school students was noted by researchers in REL Appalachia as a valuable strategy for structuring remote learning for the following reasons:³

- a. Provides opportunity for individualized instruction and feedback.
- b. Misconceptions can be cleared up.
- c. Relationships are built.
- d. Students feel heard by a caring adult.

Conducting micro-conferences with a student to discuss their work or behavior is an example of a promising one-on-one interaction practice. While the idea of providing one-on-one feedback to students may seem daunting, you can structure a conference that takes no more than one or two minutes if you prepare a focused, structured conversation.

This activity is designed to let you practice a one- to two-minute micro-conference. If this seems promising to you, you can either call students over during class or speak with one student at a time while the whole class is logged in during a remote class. If you want a private conversation with each student in a virtual learning environment, you could use your platform's breakout room function.

Activity instructions

1. Divide into groups of two. Take eight minutes to reflect on this scenario and to have each person in the group draft an outline to address it:

"One of your students appears to be struggling to turn in their homework assignments on time. You want to hold a micro-conference to show that you are concerned and want them to succeed. Create an outline to detail what you might share during your interaction."

Remember, a micro-conference should be focused and carefully structured to accomplish one or all of the following outcomes:

- a. Provide individualized instruction and feedback.
- b. Clear up misconceptions.

³ Johnson, M. (2020, May 10). *Flash feedback: How to provide more meaningful feedback in less time*. Cult of Pedagogy. <https://www.cultofpedagogy.com/flash-feedback/> as cited in REL Appalachia. (2021). *Research-based strategies for effective remote learning: Monitoring student progress*. https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/event_series_research-based-strategies-for-effective-remote-learning.asp.

- c. Build relationships.
 - d. Allow the student to feel heard by a caring adult.
2. Practice micro-conferencing for eight minutes total.
 - a. One participant begins by using their outline to facilitate a micro-conference with the other participant, who role-plays as a student. Time yourself, allowing for one or two minutes.
 - b. After the micro-conference, debrief for two minutes. From each person's perspective, how did the micro-conference go? Was one to two minutes enough time for the micro-conference? Too much?
 - c. Switch roles and repeat the process, with the other participant using their outline to facilitate a micro-conference and then debrief.

Reflection

After doing the activity in pairs, consider with the broader group how you might use this activity in your classroom. The timekeeper asks the group to consider the following questions and to discuss their thoughts for the last two minutes:

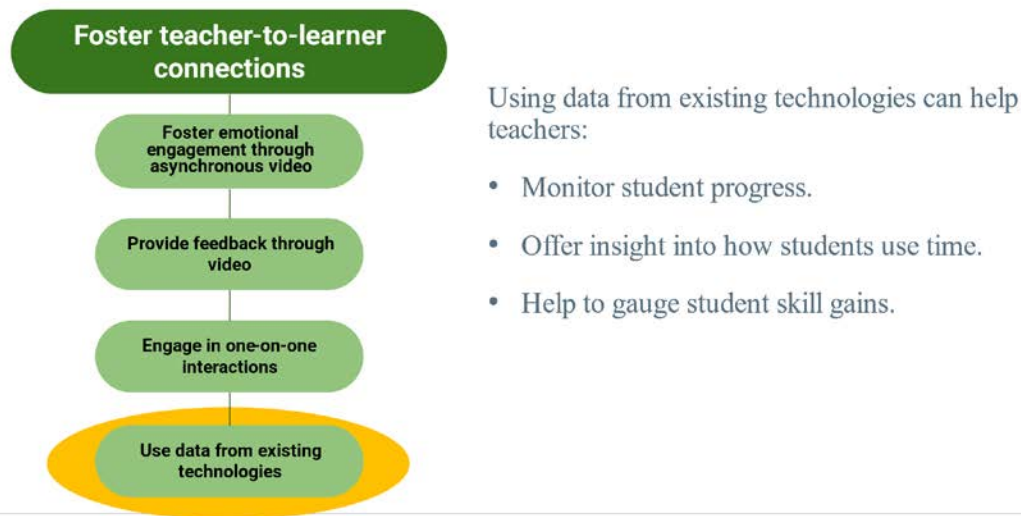
1. What worked well in your practice micro-conferences?
2. How and when might you use micro-conferences with your students?

Activity: Use data from existing technologies

Time: 20 minutes

Purpose: This activity helps participants understand how existing technologies may have data they are not currently accessing, but can use to monitor and provide feedback in ways that foster teacher-to-learner connections. Participants will be asked to access their own online tools or systems or to look over the shoulder of a colleague who already uses such tools or systems.

Evidence-based practices



Instructions: Getting started

1. Choose a timekeeper to keep track of the time to ensure that your group completes the activity.
2. Read the following section, up to the “activity instructions” in the gold bar below. This should take about one minute.

Activity: Using data from your learning management system

Researchers from REL Appalachia found that while most educators use data from instructional technologies (e.g., DreamBox Learning or Achieve 3000) and learning management systems (e.g., Canvas)⁴ related to student performance, such as which questions students answered correctly or incorrectly on an online quiz, these technological platforms often provide additional data that can be used to support learning. However, please note that available data varies depending on the technology being used.⁵

Examples of these additional information pieces include:

- a. The amount of time students spent on activities.
- b. Whether students got an item right on the first try or took multiple attempts.
- c. Which incorrect answers students gave most frequently.
- d. Frequency with which students accessed course content.

In this activity, we provide an example of how you can find data in a learning management system that is part of your remote learning delivery platform, then invite you to go to your own system to see what kind of additional data you can find.

Activity instructions

1. Individually or in subgroups, [click on this link](#) and watch the video on Actively Learn, a digital curriculum platform that features a host of digital information tools, from 51:55–54:39.
2. After watching the video, the timekeeper asks if anyone is using data from their learning management system or instructional technology program (such as Dreambox Learning, Lexia, Achieve 3000, Canvas, Moodle, etc.) that they would be willing to describe. If participants are interested in exploring those programs, the entire small group can look over the shoulders of the volunteers or the group can break into subgroups. If not, have the group brainstorm the types of questions they would want to answer to improve their remote learning practice. Spend 12 minutes learning about all the data available in the tools and how to access it or use the time to brainstorm ideas.

⁴ All resources in this module are provided as examples, not recommendations.

⁵ Molenaar & Knoop van-Campen, 2018; Schifter et al., 2014; Xhakaj et al. 2017; as used in Research-Based Strategies for Effective Remote Learning: Monitoring Academic Progress and Providing Feedback to Students, https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/materials/01-28-21_Workshop2_FacilitatorHandbook_Acc.pdf

If someone would like to explore a tool to try to find additional data, they can use the 12 minutes to practice. They may self-organize into subgroups to help each other explore available data in the tools they use, or others.

When three minutes remain in this 12-minute activity, the timekeeper should give the group a time check and invite people who have not yet logged into their own system to find data to do so.

Reflection

After the activity, consider as a small group how you might use this activity in your classroom. The timekeeper asks the group to consider the following questions and to discuss their thoughts for the last two minutes:

1. Who had luck locating additional data?
2. What might the data or information that you found tell you about your students' learning and/or engagement? What questions do you have about the data you found?