

Social Media and Student Engagement

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Student Engagement starts BEFORE the course

- COURSE DESIGN
 - design and redesign the course
 - how to make it more relevant to students
 - online class site
 - how to incorporate topical references
 - bookmarks & links
 - Facebook page
 - class blog
 - how to illustrate using student-centered culture references
 - how to incorporate, organically, media-rich material that resonates with students and serves your purpose
 - TED.com talks
 - video clips, Vimeo, Netflix account
 - in-class movies & videos
 - YouTube related material
- COURSE MARKETING
 - you want students in the course who want to be there, rather than have to be there
 - reverse the 80/20 rule (usually 80% have to be there, with 20% elective; how to reverse that)
 - advertise the course to the students
 - directly via email
 - indirectly via posters
 - directly via YouTube commercials
 - directly via word of mouth
 - indirectly via posters and flyers at school

Student Engagement strengthens DURING the course

- Getting to Know You
 - initial student survey
 - learn students names
- Getting to Know Each Other
 - they learn each other's names
 - small groups
 - class projects
 - Facebook postings
- Sharing Ownership of the Course
 - create a course structure with built in flexibility to address student interests
 - take a survey at midterm to see what students like, dislike, want
 - give assignments that have student researching and sharing info with entire class
 - instead of a midterm exam, assign a major presentation
 - instead of a final exam, assign a portfolio of assignments and knowledge exhibit
 - have students find current research/articles/videos related to course content and post it on a class Facebook page, or class blog

Student Engagement continues AFTER the course

- final self-assessment assignment (offers proof of what they learned and provides course feedback)
- final portfolio of class work
- final presentation of portfolios
- allow for creative final projects as well as academic ones
- gather excellent work and publish it online or in-class
- POP - proof of performance showing ever-green results (conduct a culminating event or create a class-wide portfolio of student projects and learning outcomes)
- student word-of-mouth recommends this course and your classes in general as exciting and engaging