**Engagement Expectation**

*Any form of conversation in our discussion board must be civil. In general, engagement is different from attendance in that the only place you can earn engagement points is by posting to the Seminar Forums (Seminar 1 Engagement, Seminar 2 Engagement, etc.).*

In the Discussion Board, you will find Seminar Engagements. Under each of these, you will also find discussion threads: *DQ1, DQ2, and DQ3*. In some weeks, there will be one or two more *DQs* provided. It is under these threads that Engagement will take place. The intent of the *DQs* is to generate discussions to capture the goals of a given Seminar’s SLOs (Student Learning Outcomes). This is also an opportunity for you to leverage the discussion board to further get a solid grounding in this course.

**I would like you to respond to each DQ in a given Seminar week. I would also like you to respond to at least four of your colleagues’ posts over at least three different days. (At least two of these four posts must in response to you colleague’s initial response to a DQ.) In addition, for any DQ, if I or a colleague asks a question of you, please note that you must respond/provide an answer.**

**Some DQs have deadlines, so kindly make sure you check them beginning of each Seminar. Please see the rubric below that I’ll be using to grade your Engagement.**

**What DOES NOT count towards Engagement**?

* Submitting assignments through the Assignment links does not count towards Engagement.
* Taking the online quiz does not count towards Engagement.
* Just logging in and reading messages does not count towards Engagement.
* Messages such as ‘I agree’ or ‘me too’ does not count towards Engagement.
* Messages such as ‘help I’m lost!!’ does not count towards Engagement.
* Emails to me do not count towards Engagement.
* Comments expressing how to feel about the course do not count towards Engagement.
* Dialoging with only the instructor does not count towards Engagement.

The above list is not meant to be exhaustive. As I see or think of posts that will fall in the category of “Does not,” I’ll let you know. In all, I’m looking for responses that demonstrate an understanding of course topics, that advance dialogue among all members of the class in such a way that they aid in helping get a better understanding of topics, and overall, meeting the various learning outcomes of the course. Some DQs may be close-ended, others may be open-ended.

Here are hypothetical examples of possible meaningful and substantive responses:

* “Nursing is not my area, however, your example of how equations can be used to modify drug production makes sense to me and is cool. Have you done something like this at your workplace yet?”

The above post will not qualify as substantive and meaningful as it does not aid in getting a better understanding of a concept.

* “Nursing is not my area, however, your example of how equations can be used to modify drug production makes sense to me and is cool. Have you done something like this at your workplace yet? What seems difficult for me is exactly what the slope and y-intercept will tell us. Can you give an example and perhaps show us the goal of the slope and y-intercept?”

The above post will qualify as fairly meaningful and substantive.

* “Nursing is not my area, however, your example of how equations can be used to modify drug production makes sense to me and is cool. Have you done something like this at your workplace yet? What seems a bit difficult for me is exactly what the slope and y-intercept will tell us. Can you give an example and perhaps show us the goal of the slope and y-intercept? With my limited knowledge, an example that comes to mind will be say the amount of Ibuprofen that Perrigo Company, MI, manufactures over time, say a week. So if the equation models production, would you say that the slope is the rate of production, and in this case a constant one? I’m still unsure what the y-intercept will do.”

The above post will qualify as meaningful and substantive.

**Rubric**

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| --- | --- | --- | --- | --- |
| **Responding to DQs** | 4 points  Responds to all DQs | 3-2 Points  Respond to most DQs | 2-0 Points  Responds to some DQs. 0 points for not responding to any DQ. | Score  2 |
| **Development of Ideas and Critical Analysis** | 13-9 Points  Throughout the seminar, engagement shows evidence of critical thinking, application, analysis and evaluation of the topic content. It includes relevant information, explanations and examples to support original ideas. | 8-5 Points  Engagement shows evidence of critical thinking, application, and analysis. Evaluation(s) of the topical content was attempted but not consistent throughout the seminar. Engagement includes some relevant information, explanations, and examples to support original ideas. | 4-0 Points  Engagement demonstrates little or no evidence of critical thinking, application, analysis and evaluation of the topic content throughout the seminar. Engagement includes minimal relevant information, explanations and examples to support original ideas. | 3 (10points deducted here for not responding to remaining DQs and engaging your colleagues) |
| **Comprehension of Course Material/**  **Proper use of math terminologies** | 5-4 Points  Engagement strongly relates to course material throughout the seminar, demonstrating thorough understandings. | 3-2 Points  Engagement often relates to course material. | 1-0 Points  Engagement rarely or does not relate to course material. | 2 (same as comment above) |
| **Spelling/**  **Punctuation/**  **Capitalization/**  **Professionalism** | 3 Points  Engagement throughout the seminar uses correct spelling and punctuation while demonstrating professional, respectful language. | 2-1 Points  Engagement often uses correct spelling and punctuation while demonstrating professional, respectful language. | 1-0 Points  Engagement rarely or does not use correct spelling and punctuation, while rarely using professional or respectful language. | 2 (same as comment above) |
| **TOTAL (25 points)** |  |  |  |  |

*Rubric Adapted from COL 112 and Dr. Andrea Bierema’s Engagement Rubric.*

***Note:***

* ***Any late response to a DQ will receive a -1 deduction***
* ***If you do not provide at least 4 responses to your colleagues’ posts, for each response, you will receive a -3 deduction.***

***Baker College Online Engagement Philosophy***

*Because a high correlation exists between engagement and student learning, Baker College encourages students to engage daily in their online classroom. Students can engage substantively by publishing their contributions in the online classroom’s many areas, such as discussion boards, blogs, wikis, or other instructor-identified and college approved areas. Substantive contributions must add value to the course, and postings are determined to be substantive if they contain relevant and credible information or conclusions specifically addressing previously posted contributions, which may include questions, topics, supplemental information, or contradictory viewpoints, or pose new thoughts for discussion. All engagement is expected to reflect professionalism, critical thinking, and correct grammar.*

***Note****: Individualized guidance may be given in specific courses.*

*References:*

*Kahu, Ella R. “Framing student engagement in higher education. Studies in higher education. 38(5): 2013, p.758-773.* *[“Student engagement is widely recognized as an important influence on achievement and learning in higher education and as such is being widely theorized and researched.”]*

*Zepke, N. and Leach, L. “Improving student engagement: Ten proposals for action.” Active Learning in Higher Education. 11(3): 2010. p. 167-177. DOI: 10.1177/1469787410379680* *[“Moran and Gonyea (2003) found that peer interaction had the strongest predictive capacity for engagement and outcomes.”]*

*Silva, E. White, T. and Toch, T. “The Carnegie Unit: A century-old standard in a changing educational landscape. Carnegie Foundation for the Advancement of Teaching. January 2015, p. 22, 36. [Educational research clearly documents a strong relationship between high quality instructional time and student learning” (22). “The key, research suggests, is ensuring that time is used effectively to both engage and challenge students” (36).]*