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A slide with a white background and a black border. The title "Classroom Engagement using Online Participation Strategy" is in bold black font. Below it is a paragraph of text. On the right side, there is a photograph of a woman wearing a pink hijab and a white floral-patterned dress, sitting in a chair. The slide is decorated with geometric shapes: a black square, a grid of black dots, a blue circle, a pink zigzag line with black arrows, and a blue triangle. The text is as follows:

Classroom Engagement using Online Participation Strategy

This session will share about the use of online participation scoreboard as a teaching strategy for boosting active participation and classroom engagement during online classes. The underlying principle of this strategy is based on the classical behaviourist approach. This session will share about the implementation of this online participation scoreboard and its potential use for boosting online classroom engagement in a medium size class.

*by Nur Aira Abd Rahim
Faculty of Educational Studies*

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Common Scenarios when Teaching Online

*Sem 1
Adjusting to the new norm*

*Sem 2
Online classes continued. Unknown names/faces*

*Sem 3
Online fatigue/silent awkward*

Teaching online when your students have their video switched off:



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Online Classroom Engagement

*How
Award weekly points for contribution & participation*

*Underlying theory
Classic behavioral theory*

*Class context
Both undergraduate & postgraduate students
Both medium-size classes (30 – 40 students)*



Please scan to see how the OPS looks like



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How Marks are Awarded

Nur Aira Abd Rahim owner ★ edited ✓

🏆 ONLINE PARTICIPATION SCOREBOARD 🏆

Dear class, this is your online participation scoreboard. You may check your score here: <https://keepthescore.co/board/xcvdzcfcr/>

🚫 IMPORTANT INFORMATION ABOUT THE ONLINE PARTICIPATION SCOREBOARD 🚫


The purpose of this scoreboard is to serve as an indicator to evaluate your online participation & contribution in this class.

Note: Contribution here only counts for contribution related to the topic/lecture/activity discussions, including good question asked about the lecture's topics (NOT including Qs about assignments, assessments, housekeeping questions, simple responses, general remarks or comments like TQ, yes). I also can only assess contribution during the larger group discussion (main Zoom) -- not during breakout room discussions as I assumed everyone has played their role during that small group discussion. This scoreboard does not award for attendance -- you need to contribute.


Note 2: Please take note how the points are awarded

- 🗨️ 1 substantial voice/audio contribution or comment or content-related question asked: Carries 1 or 2 full point (depending on your answers/depth of contribution/if presenting)
- 🗨️ Tri-pairing session: 2 full points if you are presenting. 1 pt for each group member if not presenting.
- 💬 1 chat comment or contribution: Carries 1 point (max 1 point only for chat)
- 👤 1 Co-host and other voluntary roles: Carries 1 point
- 👤 1 Other bonus point/extra efforts as decided by me: 1 or 2 points

Note 3: Maximum points
Do also know that maximum point for each week is 2 points (except for bonus or tri-pairing points). So, if you contribute to both chat & audio in one week class, you'll still receive max 2pts. Multiple voice contribution will also count as 2pts. Multiple chat contribution will only receive max 1pt. Only tri-pairing and bonus point awarded by me can be given over and above weekly maximum point.



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Purposes

1. Allow the students to track their participation during online classes and monitor their own contribution during classes throughout the semester
2. Encourage the students to stay focus and to continuously engage during online classes
3. The online participation scoreboard can be used as an indicator for the instructor to award contribution marks at the end of semester

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IMPACTS

Increased Participation

More students volunteered to contribute (some even text before class and asked to be called during class)

Increased Confidence & Class Engagement

At the second part of the semester, students are more accustomed to screen sharing, volunteering, contributing to the discussions, asking questions, etc.

June 21
Assalamualaikum dr, saya nak jadi volunteer boleh hari ni untuk excel sbb saya tak pernah lagi hehe 😊 11:29 AM
Saya nerves nak buat excel ni 11:29 AM
Wsalam okay Awa wait for my call ya 11:32 AM ✓
Orite dr 😊 11:32 AM

June 14
Good Morning Dr i would like to printscreen sharing for today class. Is it ok? 😊 10:17 AM
Morning Hazel. Alright great I will list your name to be called. 10:18 AM ✓
Thanks Dr 😊 10:18 AM

June 21
Good Morning Dr Aira,
1) I would like to volunteer for print screen sharing either W12 or W13.
2) If there are other volunteers who have no points and want to volunteer, I don't mind giving my place to them.
3) You can make the decision behalf of me Dr.
Thank you. 😊 10:15 AM
Noted Darveena tqsm 1:34 PM ✓
I will take note 1:34 PM ✓

[Click HERE for feedback results](#)

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CAVEATS

- Extra admin work for the lecturer on setting up and to keep up with the scores on weekly basis
- Some students felt like the board should be anonymous and private (not open to view for all)
- Some students (esp adult students) expressed difficulty to commit and participate due to their situation at home.
- The application (Keep the Score) is no longer free starting this year (small fee apply for public view of the scores – USD3.99)

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COUNTERS

- Appoint weekly class co-host to assist in tracking the overall class participation (every week different student was appointed as co-host to assist)
- Alternative free application – search for Track Score Online <https://trackscore.online/>
- Triangulate - use peer evaluation and optional submission for behind the screen efforts & contributions report (supported with proofs)

AUDIO PRESENTER

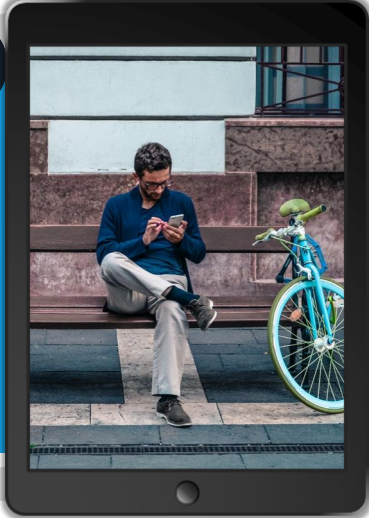
1) Nur Hafiza Hamzah	1) Sharilzaily
2) Yang Huan	2) Ms. Claudia
3) Nikos Ling	3) Yang Huan
4) Liyana Ramli	4) Nur Hafiza Hamzah
5) Sharilzaily	5) Chen Shenquan
6) Mohd Azlan	6) Wang Ni
7) Geetha	7) Shen Yanan
8) Yusnizal (2x)	8) Sarah Freda
9) Sarah Freda	9) Syafika Azmi
10) Wei Bingjie	10) Royal
11) Hema	11) Xiuwenzhai
12) Mohd Azlan Ali	
13) Liyana Ramli	
14) Rabbanie	

CHAT

1) Sarah Freda
2) Geetha
3) Yin Yihan
4) Xiuwenzhai
5) Nur Hafiza Hamzah
6) Tana
7) Liyana Ramli
8) Wang Ni
9) Chen Shenquan
10) Xiuwenzhai
11) Royal
12) Shen Yanan
13) Ms Claudia
14) Rabbanie
15) Yusnizal
16) Li cong
17) Hema

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Scoreboard Demonstration



- Setting up - Track Score (Free version)
- Setting Up - Keep the Score (Minimal fee)

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Ideas for Class Engagement

-  Weekly sharing session (tri-pairing), small group discussions with debriefing session at the end, flipped lecture
-  Flippity, PearDeck, (inside) Zoom Apps (Polly, others)

Mocktail Activity: What's Your Mix?

Activity Details

- The class will be divided into five groups (Group 1 - 5)
- Each group will receive a mix of characteristics and theories based on the randomizer
- Brainstorm a suitable topic & what kind of strategies can be used and appropriate for the underlying theories used
- Please come out with at least 3 facilitation strategies / approaches

[Click HERE](#)

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Credits

Dr. Mas Nida Khambari (FPP)
Dr. Chong Chou Min (FP)

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