

## Annotated Bibliography

### "Student engagement in the virtual classroom"

By Kym Toporowski

- 1) Baepler, P., Brooks, D. C., & Walker, J. D. (2014). *Active learning spaces*. San Francisco: Jossey-Bass. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/tl.2014.2014.issue-137/issuetoc>

Brooks and Walker see the traditional classroom setting as an impediment to student engagement because the typical classroom environment lacks flexibility. They see the absence of flexibility coming from the amount of furniture in the room, the arrangement of the furniture and the orientation of desks and chairs towards a 'privileged speaker' typically located at the front of the room. The virtual classroom removes these barriers and promotes student engagement by allowing them to collaborate in virtual classrooms. The movement in colleges and universities is to remove the walls between traditional lecture halls in order to create larger areas with access to technology. These open, hybrid spaces, support active and collaborative learning and thus increase engagement while at the same time working with larger groups of students. According to these authors, there is a slow paradigm shift in education where instructors are starting to accept teaching practices that implement more technology in their courses. In doing so, student engagement and active learning should increase in a more flexible environment.

- 2) Borup, J., West, R. E., Graham, C. R., & Davies, R. S. (2014). The adolescent community of engagement: A framework for research on adolescent online learning. *Journal of Technology and Teacher Education*, 22(1), 107-129. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1025086&site=ehost-live>; <http://www.editlib.org/p/112371>

Presently, there are many different models of online learning in higher education institutes. The goal of this paper is to take the successful models seen at colleges and universities and see if it can be adapted to assist the adolescent learner. Borup, West and Graham have developed the Adolescent Community of Engagement (ACE) to create a framework to develop online learning environments catered to teenagers. Their previous paper summarizes three of the four frameworks (student engagement, teacher engagement and peer engagement) and this current journal moves on to a newly developed framework of parent engagement. This new framework explains the roles of the individuals in student learning and concludes that all four frameworks

overlap each other. If implemented correctly, the four frameworks will increase cognitive engagement. Further research on this model is needed before implementing it with younger students.

- 3) Francescucci, A., & Foster, M. (2013). The VIRI (virtual, interactive, real-time, instructor-led) classroom: The impact of blended synchronous online courses on student performance, engagement, and satisfaction. *Canadian Journal of Higher Education*, 43(3), 78-91. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1018277&site=ehost-live>

This journal article studies student engagement, performance and satisfaction in a university marketing course. This particular paper focuses on two groups of students. One group is part of a blended class that uses a virtual, interactive, real-time instructor-led classroom (VIRI) for instruction. The other group, a control group, receives the lesson in a regular face to face setting. To measure the students' engagement, satisfaction and performance in the course, a pre and post semester questionnaire is given to the 90 participants. Their findings conclude that there was no statistical difference in student performance and satisfaction between the two groups. The only statistically significant difference was the students' engagement factor. Blended courses, such as this marketing class, are becoming more popular with time. This studies shows that engagement can be increased in this setting. Simultaneously, student performance and satisfaction are not impacted by the VIRI classroom. In conclusion, the VIRI classrooms produced satisfied students without compromising learning outcomes.

- 4) Salmon, G. (2013). *E-tivities: The key to active online learning*. Routledge. Quaye, S. J., & Harper, S. R. (2014). *Student engagement in higher education* (2nd ed.). Hoboken: Taylor and Francis. Retrieved from <http://VIU.ebib.com/patron/FullRecord.aspx?p=1761966>

In this book, Salmon explains her framework of e-tivities, which are engaging and motivational online lessons designed for teachers and trainers from all disciplines. The e-tivities uses technology to shape and enhance the learning process and can be used for all sizes of groups. Salmon's framework for e-tivities has a five step model: access and motivation, socialization, information exchange, knowledge construct and development. The e-tivity is preplanned by the instructor, but once the students are engaged in the learning or development stage, the students control the process. The planning stage includes creating a 'spark' that will encourage student discussion and intrigue the online learner. By connecting with peers in the group and creating discussion, student work becomes more focused and productive. Salmon's

framework for online learning uses technology to engagement in the online classroom.

- 5)Wankel, L. A., Blessinger, P., Stanaityte, J., & Washington, N. (2013). *Increasing student engagement and retention using mobile applications*. Bingley, U.K.: Emerald. Retrieved from <http://ezproxy.viu.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=513323>

This ebook details how using modern tools such a smartphone devices, texting applications and multimedia communication media such as Skype in higher education can help promote retention and engagement. Integrating new technology, which is now readily available and becoming more popular, along with reliable teaching strategies, is changing education in the current post-industrial world. If used effectively, mobile learning also known as m-learning can help overcome some of the traditional boundaries of space and time as presented in a traditional classroom setting. M-tools are seen to increase student engagement for 3 reasons: greater accessibility to a large variety of different materials, increased flexibility which promotes life-long learning and a decrease in time constraints on working students. Using the above tools to allow students to create authentic, personal and situated learning activities will increase student engagement and retention.