

HOW TO BOOST ATTENDANCE AND ENGAGEMENT IN VIRTUAL CLASS MEETINGS



A WEBINAR BY JOHN SPENCER



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ZOOM STAFF MEETINGS BY HOGWARTS HOUSE

Hufflepuff: How's everyone feeling? OMG! We're going to get through this together. I miss you so much! Can I see your pets?

Ravenclaw: Let's get through this agenda ASAP so I can finish grading while listening to a podcast.

Gryffindor: Fidgeting the whole time, feeling stir crazy, can't wait to get out.

Slytherin: Misses the meeting entirely and lies about not getting the email invite.



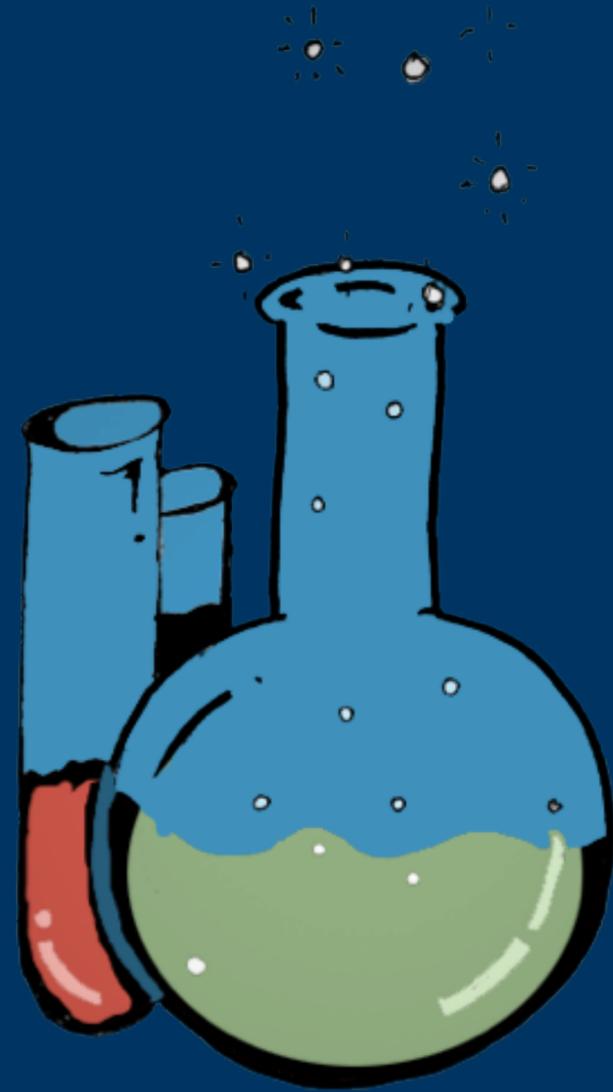
THE CHALLENGES

LOW ATTENDANCE

LOW ENGAGEMENT



WE ARE ALL
"UNDER CONSTRUCTION"



IT IS AN AN EXPERIMENT



TEACHERS HAVE
BEEN AMAZING



PART ONE:

THE PURPOSE OF VIDEO CONFERENCING

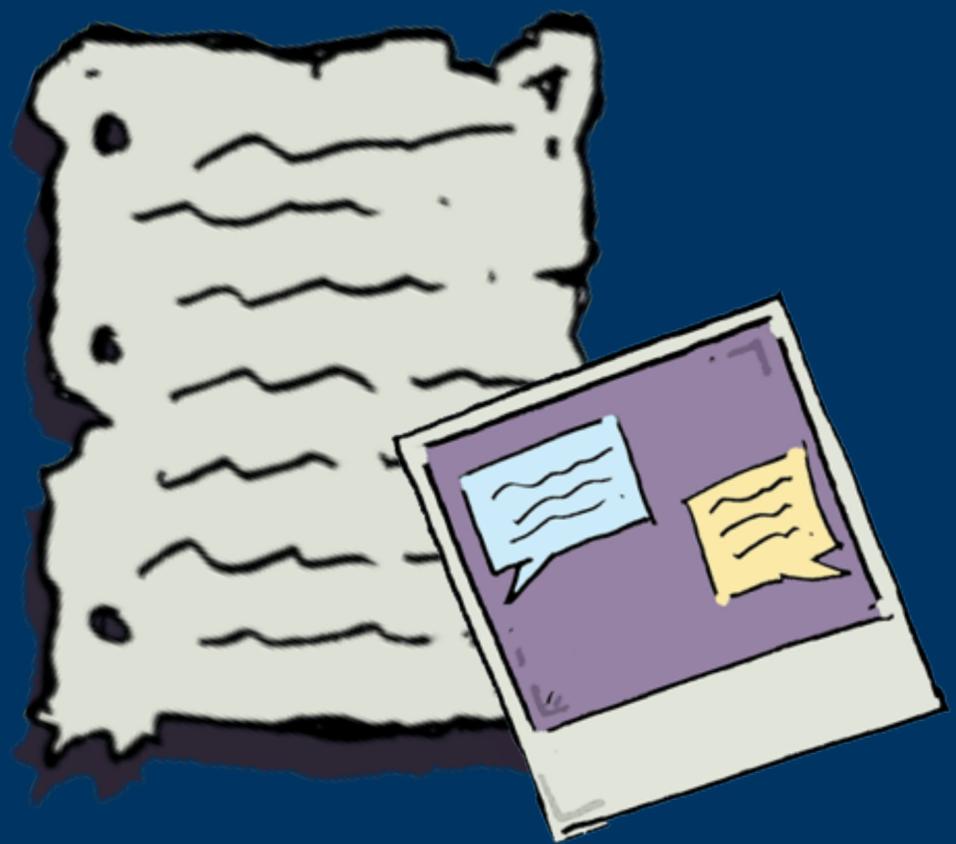
VIDEO CONFERENCING
IS NOT IDEAL FOR
DIRECT INSTRUCTION



FLIPPED APPROACH
WORKS BETTER



BUILD AND
MAINTAIN COMMUNITY

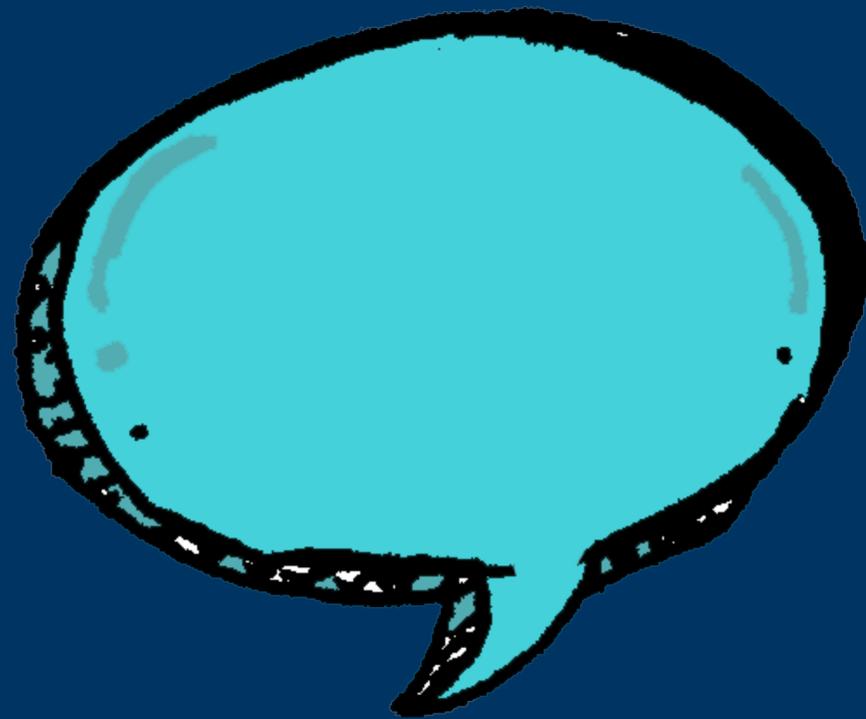


REVIEW CONTENT
IN AN INTERACTIVE WAY

A hand-drawn 4x4 grid on a light blue background. The columns are labeled 1, 2, 3, and 4 at the top. The rows are colored red, orange, yellow, and green from top to bottom. Each cell contains several horizontal lines of varying lengths, representing scribbled text or data points.

	1	2	3	4
Red	—	—	—	—
Orange	— — —	— — —	— — —	— — —
Yellow	— — —	— — —	— — —	— — —
Green	— — —	— — —	— — —	— — —

PROVIDE SPECIFIC AND
TARGETED FEEDBACK



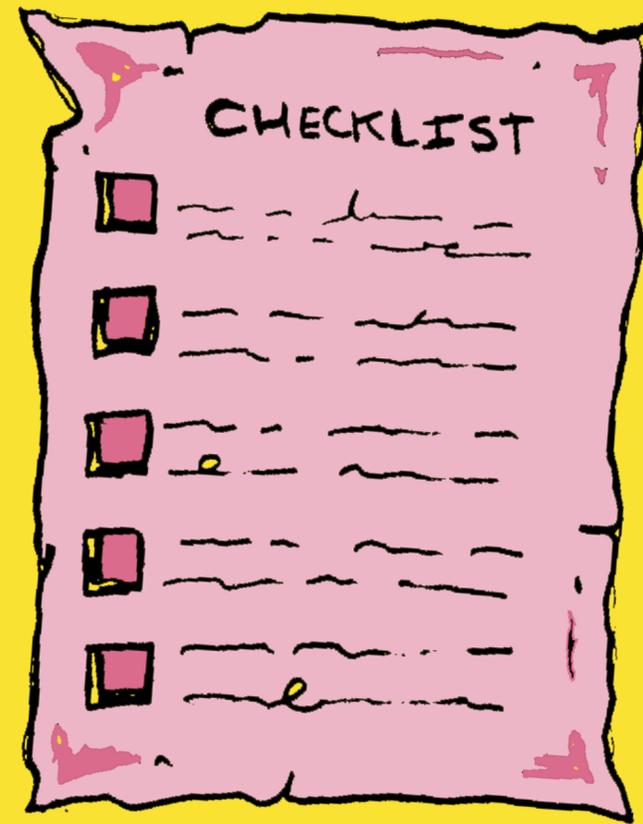
SMALL GROUP CLASS DISCUSSIONS (SOCRATIC SEMINARS)



PART TWO:

LOW ATTENDANCE IN OPTIONAL MEETINGS

IT CAN FEEL
DISCOURAGING



THERE IS NO
GUARANTEED FORMULA

1

2

3

4

5

6



INVITE SPECIFIC STUDENTS

1

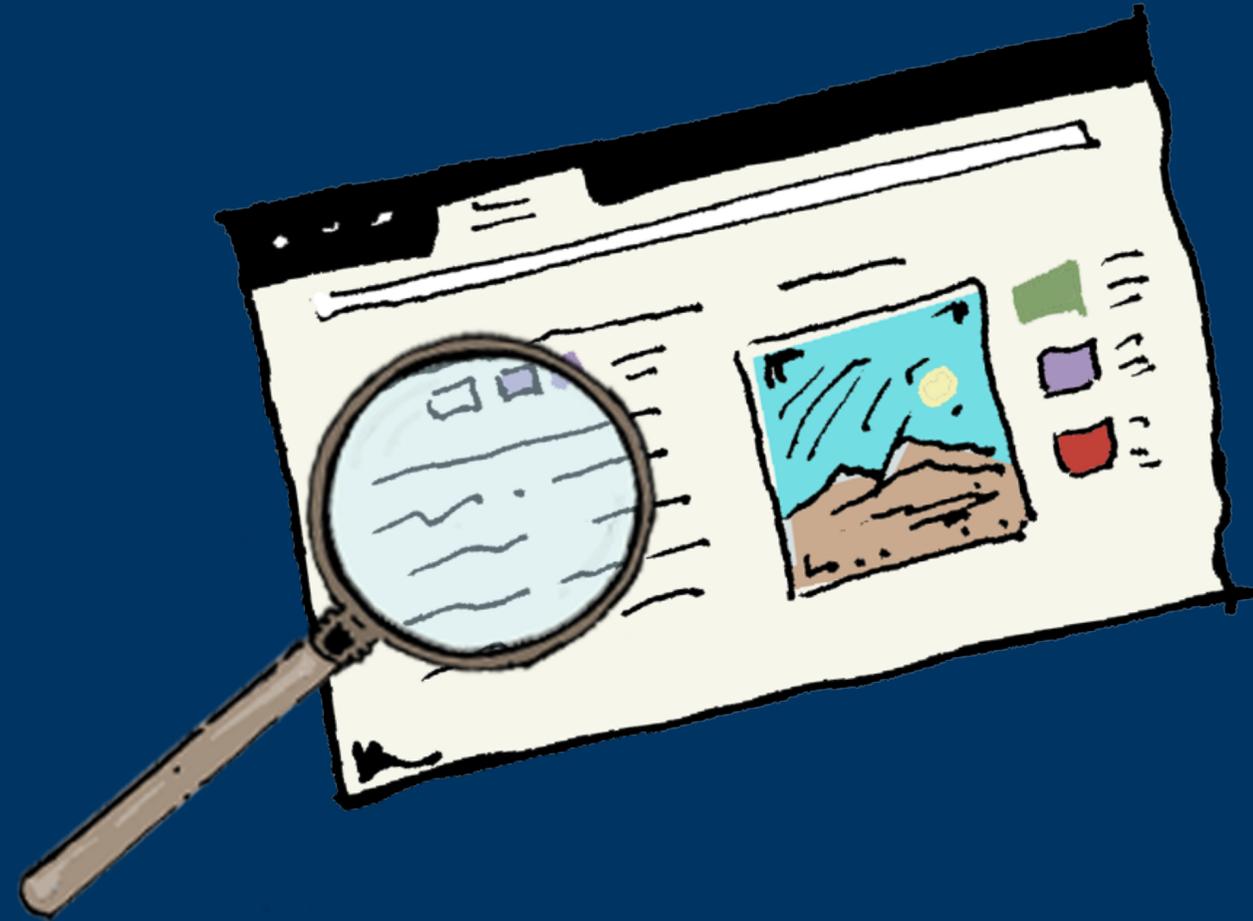
2

3

4

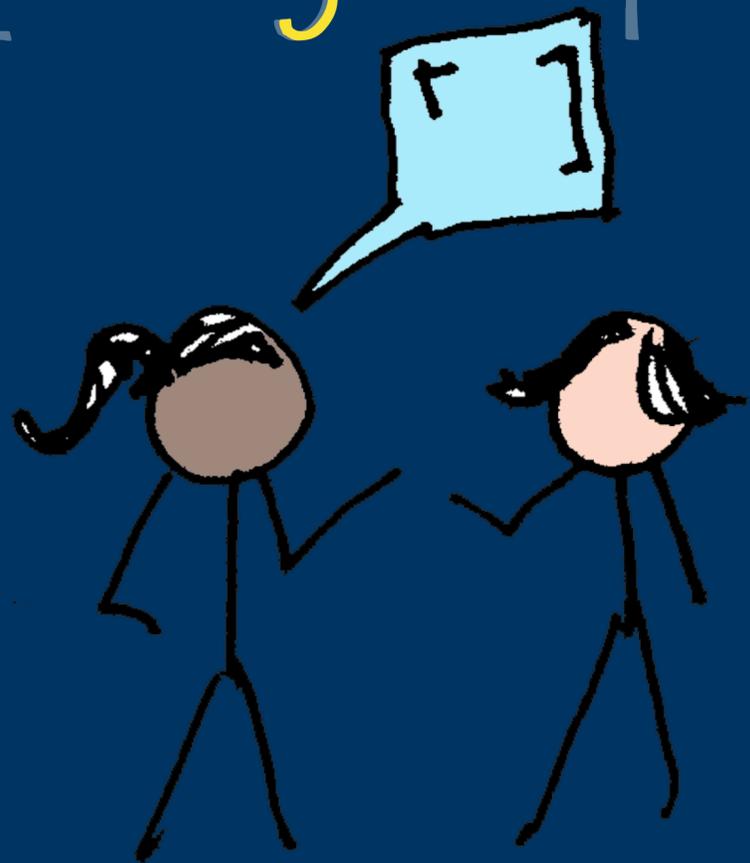
5

6



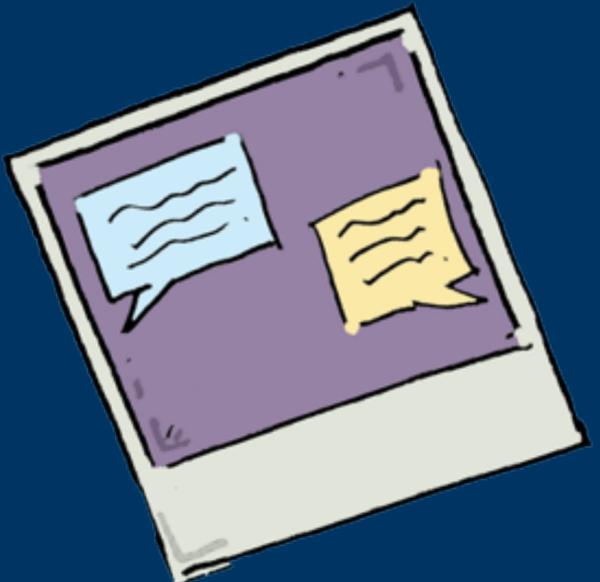
PROVIDE VERY SPECIFIC HELP

1 2 3 4 5 6



REFRAME IT FROM "HELP" TO
"FEEDBACK"

1 2 3 4 5 6



ASK FOR FEEDBACK AS AN EDUCATOR

1 2 3 4 5 6



MAKE IT A SOCIAL HOUR

1

2

3

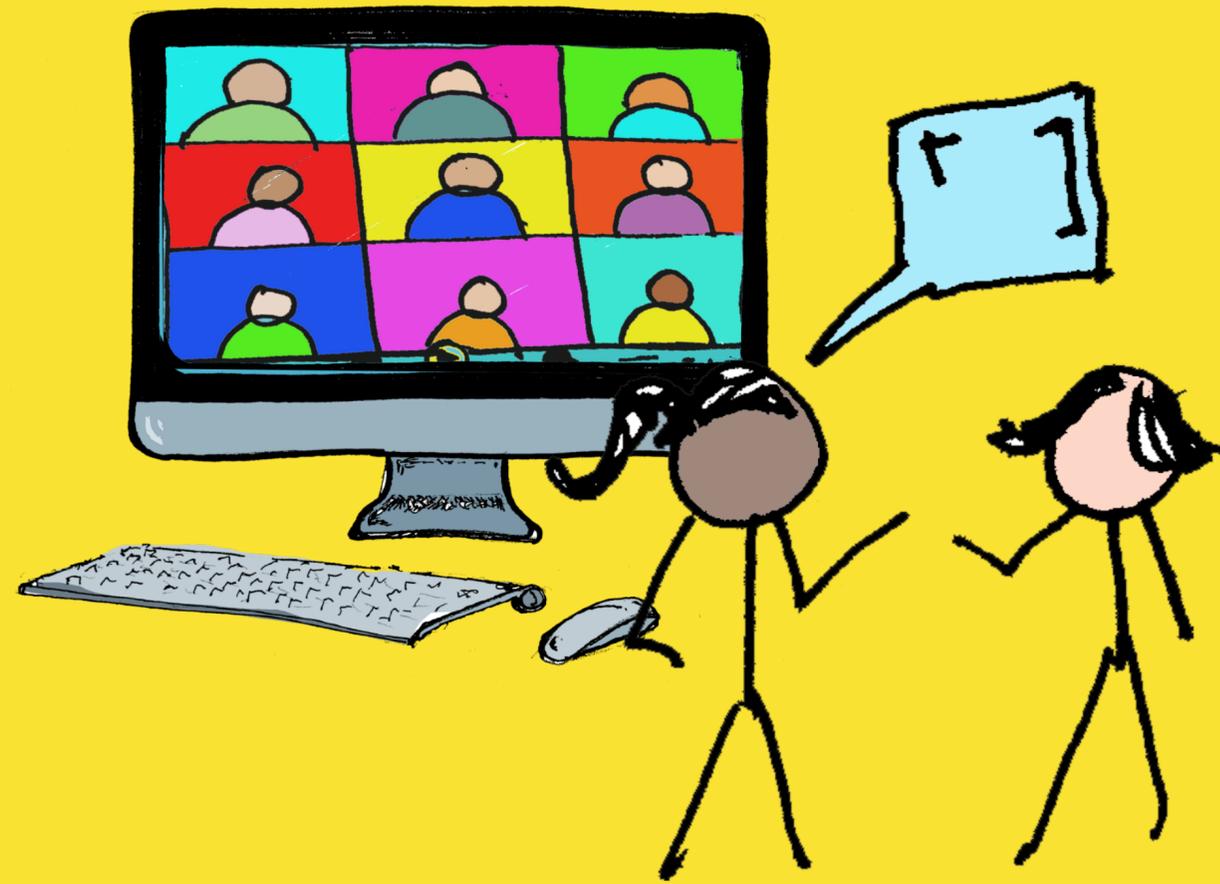
4

5

6



CREATE AN OPTIONAL
EXTENSION



PART THREE:

LOW ENGAGEMENT IN REQUIRED MEETINGS

WHAT HAVE YOU DONE TO
IMPROVE ENGAGEMENT IN
YOUR VIRTUAL CLASS
MEETINGS?

1

2

3

4

5



FOCUS ON SOCIAL-EMOTIONAL
LEARNING FIRST

**You can find these on
my Instagram
@spencereducation**



YOUR QUARANTINE BAND NAME

Your quarantine band name is:

The + How you feel + the color of your
sweatpants + the snack item you ate in a
day that you thought would last for a week.





CHOOSE ONE ITEM

Choose one item that represents a healthy way that you are dealing with social isolation. It could be a hobby, a mindset, or a creative endeavor. Explain why you chose that item.



You can find these on
my Instagram
[@spencereducation](https://www.instagram.com/spencereducation)

1 2 3 4 5



DO SOMETHING HANDS-ON WITH
ACCOUNTABILITY BUILT IN

MAKER PROJECT

WONDER DAY

SCAVENGER HUNT

1 2 3 4 5



VARY THE GROUPING

ZOOM: BREAKOUT ROOMS

GOOGLE MEET: MULTIPLE MEETINGS
ON A SHARED SLIDESHOW

USE PRIVATE CHAT FOR
QUICK PAIR-SHARES

1

2

3

4

5



USE MULTIPLE TOOLS
FOR QUICK FEEDBACK

POLLS

GOOGLE DOCS

EMOJI RESPONSES

CHAT FUNCTION

HAND GESTURES

1

2

3

4

5



INCLUDE INDIVIDUAL
PROCESSING TIME

IT'S OKAY TO BE SILENT
IN A VIDEO CONFERENCE



PART FOUR:

WHAT TO KNOW AHEAD OF TIME

EQUITY

KNOW YOUR
TECHNOLOGY POLICY



STUDENT PRIVACY

KNOW YOUR
TECHNOLOGY



KNOW YOUR CONTEXT

Q+A

THE PROBLEM OF
ENGAGEMENT IS A
PROBLEM OF OWNERSHIP

LACK OF
SELF-DIRECTION

COMPLIANCE

ENGAGEMENT

EMPOWERMENT

STUDENT AGENCY

LOOKING FOR
MORE?



Empowering Students in Distance Learning

 Join This Course



Currently 50% Off! (Was \$75 and Now \$37)

Educator Expertise: Any level

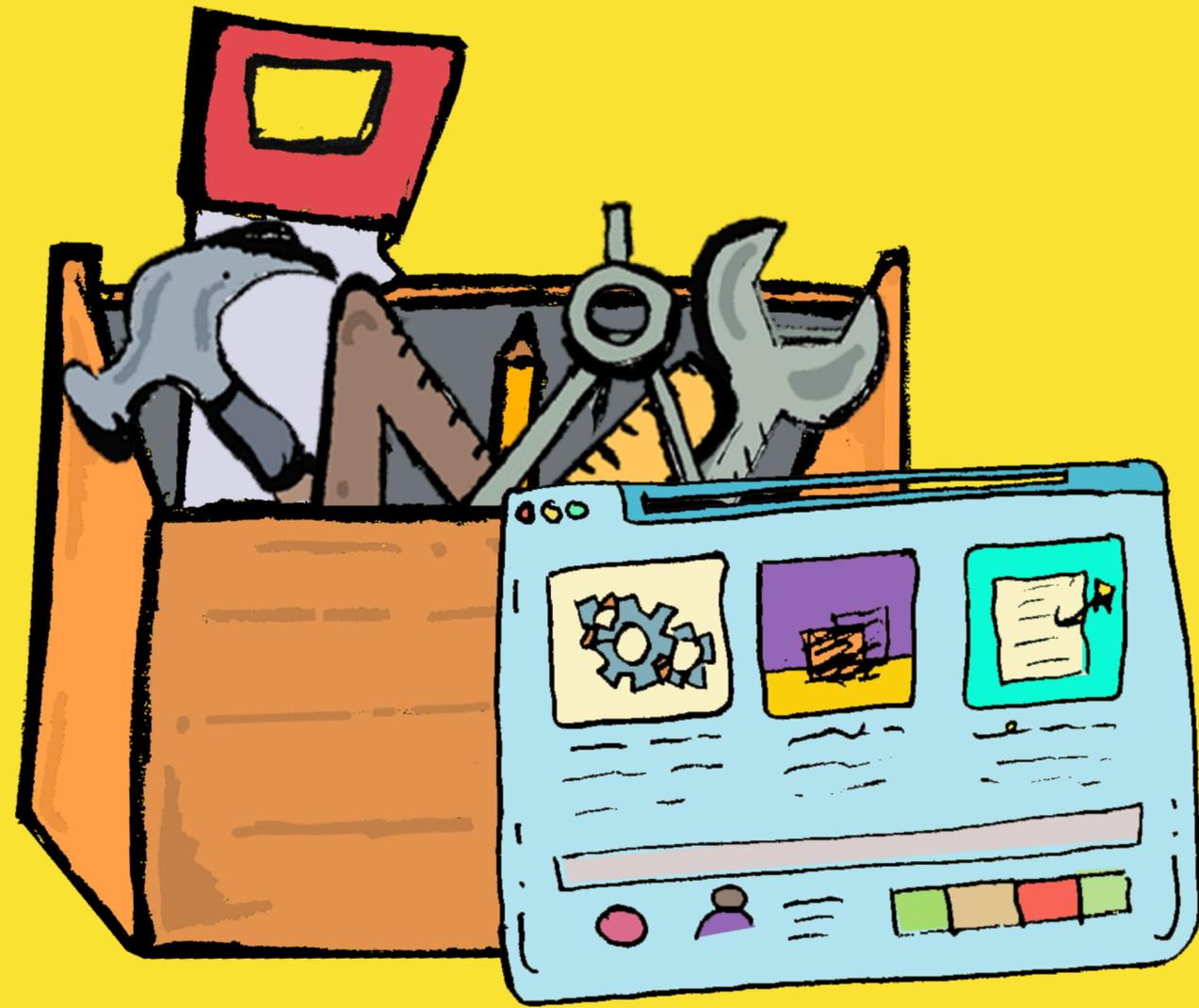
Description: What does it mean to empower our students in distance learning environments? How do we help them become self-directed when they are away from their classroom? We tackle these hard questions as we focus on what it means to have students self-select scaffolds, use choice menus, engage in creative projects and self-assess. Each day, you will watch a practical video with specific strategies and then create something meaningful that you will actually use in your distance learning classroom.

10 LESSONS

- Day 1 - Overview of Distance Learning**
- Day 2 - Reducing Barriers**
- Day 3 - Boosting Engagement**
- Day 4 - Choice and Flexibility in Online Assignments**
- Day 5 - Empowering Student Creativity**
- Day 6 - Empowering Student Collaboration**
- Day 7 - Empowering Students to Own the Assessment Process**
- Day 8 - Tapping into Student Interests**
- Day 9 - Tapping into Student Curiosity**
- Day 10 - Designing Systems**



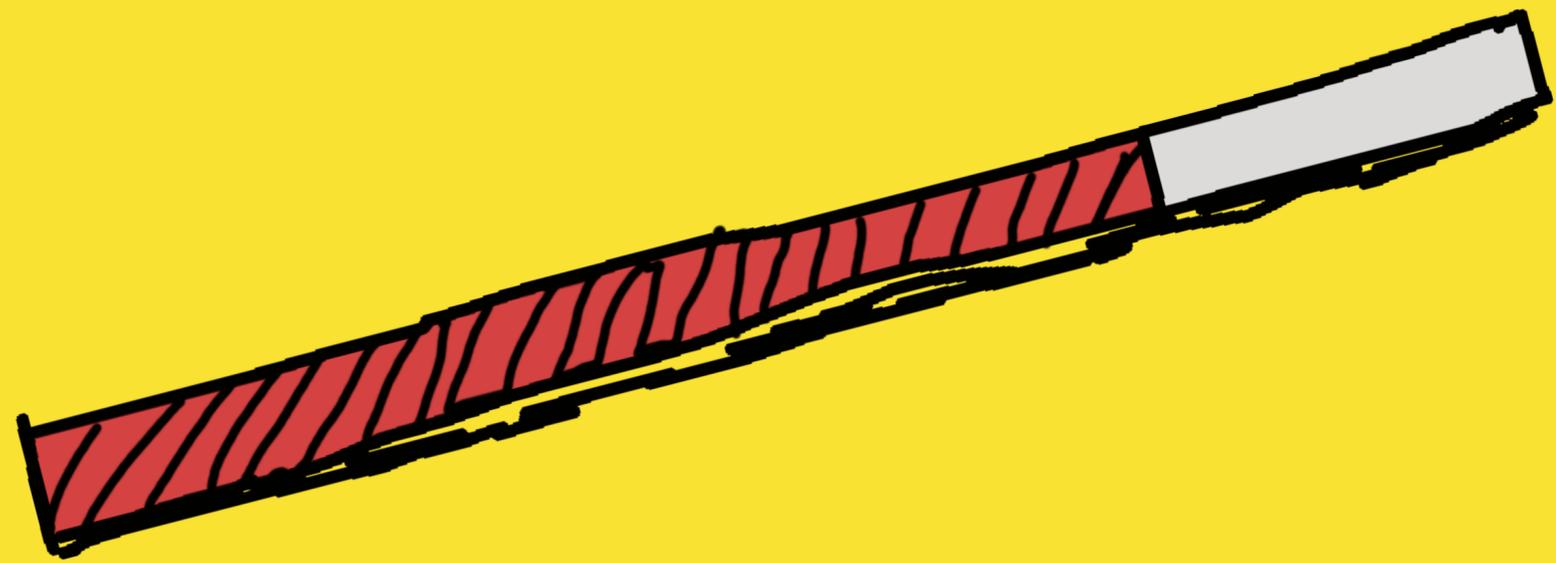
VIDEOS



CURATED RESOURCES



COMMUNITY



SELF-PACED



12 HOURS TOTAL

LIMITED TIME

50% OFF



Empowering Students in Distance Learning

 Join This Course



Currently 50% Off! (Was \$75 and Now \$37)

Educator Expertise: Any level

Description: What does it mean to empower our students in distance learning environments? How do we help them become self-directed when they are away from their classroom? We tackle these hard questions as we focus on what it means to have students self-select scaffolds, use choice menus, engage in creative projects and self-assess. Each day, you will watch a practical video with specific strategies and then create something meaningful that you will actually use in your distance learning classroom.

<http://www.blendededucation.org/p/distance-empower>

For professional development
inquiries, please email me at:

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Q+A