Aktive Teilnahme:

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Jahrestagung HD@DH.nrw
2. Juni 2022

University of
South Australia

Studentisches Engagement und der Aufbau von Online Communities of Practice im Hochschulbereich

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David R Horton (creator), © AIATSIS, 1996.

Acknowledgement of Country

Im Geiste der Versöhnung erkennen UniSA und ich die traditionellen Hüter des Landes in ganz Australien und ihre Verbindungen zu Land, Meer und Gemeinschaft an. Wir erweisen ihren Ältesten in Vergangenheit und Gegenwart unseren Respekt und dehnen diesen Respekt auf alle heutigen Völker der Aboriginals und Bewohner der Torres-Strait-Inseln aus.

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Agenda

1. Hintergrund der Sprecherin
2. Was ist eigentlich Student Engagement?
   - Bioökologisches Modell
   - Facetten von Student Engagement und Disengagement
3. Digitale Medien und Engagement in Hochschulen vor und während der Coronakrise
4. Implikationen für Praxis und Forschung
5. Fragen

Dr Melissa Bond

- Gesamtschullehrerin in Südaustralien (10 Jahre)
  - ➢ Masterarbeit: *'Student perceptions towards studying German in South Australia at two crucial transition points in secondary schooling'*

- Wissenschaftliche Mitarbeiterin (3 Jahre, CvO Universität Oldenburg)
  - ➢ PhD, 2020: *'Facilitating student engagement through educational technology: Current research, practices and perspectives'*
- EPPI-Reviewer Support Officer (ab Feb 2020)
- Lecturer (Digital Technology Education), University of South Australia (ab Nov 2021)
- Systematic & mapping reviews

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Evidence synthesis

Veröffentliche Reviews

- Student engagement and educational technology in higher education
- Student engagement and the flipped learning approach (K-12)
- Artificial Intelligence in Higher Education
- Systematic Reviews in Educational Research (co editor)
- COVID-19 studies on teaching and learning in K-12 (rapid review)
- COVID-19 studies on teaching and learning in higher education
- Teaching and learning in secondary schools during COVID-19

Aktuelle Reviews

- sprachlicher Bias in Evidenzsynthesen
- künstliche Intelligenz in der Bildung
- Doktorandenausbildung
- internationale Forschungszusammenarbeit im Bereich Bildungforschung

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Student Engagement

Like a black box[1]

"A catch-all term"[2]

Suffers from indigestion[3]

"One of the most widely used and overgeneralised constructs found in the educational, learning, instructional and psychological sciences."[4]

"3 blind men describing an elephant"[5]

1. Bryson & Hardy (2011)
2. Krause (2005, p. 3)
3. Zepke (2018, p. 43)
4. Azevedo (2015, p. 84)
5. Eccles (2016, p. 71); also Baron & Corbin (2012)

Student Engagement

- Verbesserte Selfregulierung & Selbstwirksamkeit[1]
- Erhöhte Beteiligung & Kollaboration[2]
- Verstärkte Einbindung in die breitere Schul-/Uni-Community[3]

Der Forschung zu digitalen Medien fehlt es an theoretischer Anleitung

- Fehlender theoretischer Rahmen[4]
- Definitionen & Operationalisierungen von Engagement gehen weit auseinander[5]

1. Alioon & Delialioglu (2017); Bouta, Retalis & Paraskeva (2012)
2. Salaber (2014); Northey, et al. (2015); Alioon & Delialioglu (2017)
3. Junco (2012); Alioon & Delialioglu (2017)
4. Hew et al. (2019); Karabulut et al. (2018)
5. Henrie, Halverson & Graham (2015)

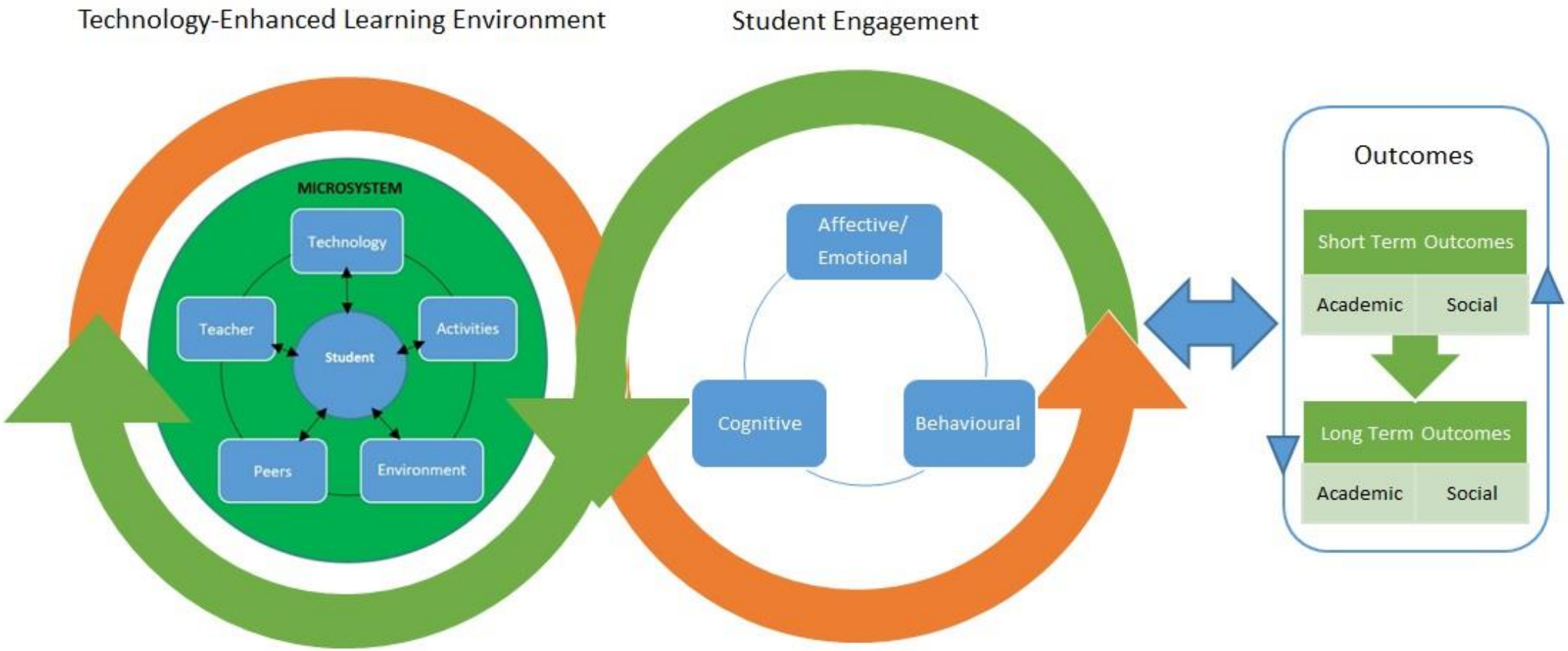
Was ist Student Engagement?

Student engagement is the **energy and effort** that students employ within their learning community, observable via any number of **behavioural, cognitive or affective** indicators across a continuum. It is shaped by a range of **structural and internal influences**, including the complex interplay of relationships, learning activities and the learning environment. The more students are engaged and empowered within their learning community, the more likely they are to channel that energy back into their learning, leading to a range of short and long term outcomes, that can likewise further fuel engagement.[1]

Und was ist mit sozialem Engagement?

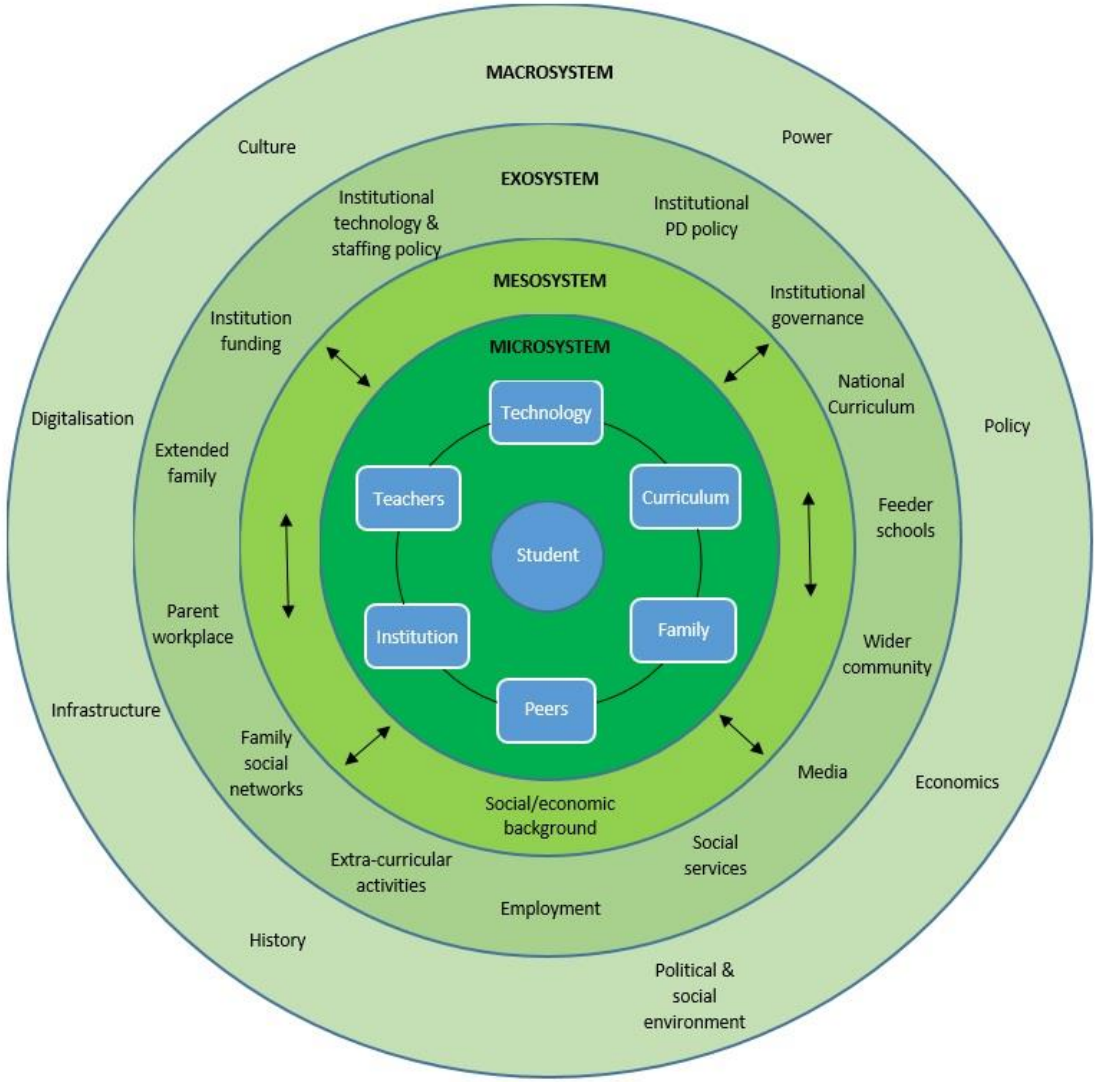
1. Bond, Buntins, Bedenlier, Zawacki-Richter, & Kerres (2020, p. 3)

Student Engagement Framework



1. Bond & Bedenlier (2019, p. 8)

Bioökologisches Modell



Source: Bond (2020, p. 35)

(Dis-)Engagement Facetten (Beispiele)

Behavioural Engagement	Kognitives Engagement	Affektives Engagement	Soziales Engagement
Bemühen	kritisches Denken	Begeisterung	Mit Peers zusammenarbeiten
Aufgaben fertig machen	Lernziele setzen	Interesse	Mit Lehrer*innen zusammenarbeiten
Teilnahme am Online-Unterricht	Nachdenken	Zufriedenheit	Diskussion mit Peers
Verantwortung übernehmen	tiefes Lernen	Stolz	Nach Hilfe fragen
Beteiligung	Fokus/Konzentration	Aufregung	Sich um andere kümmern

Behavioural Disengagement	Kognitives Disengagement	Affektives Disengagement	Soziales Disengagement
Prokrastination	unwillig	Langeweile	sich isoliert fühlen
Abwesenheit	Teilnahmslosigkeit	Verärgerung	sich nicht umsorgt fühlen
Aufgeben	Widerspruch	Abneigung	zurückgezogen
schlechtes Benehmen	Vermeidung	Desinteresse	andere ignorieren
Aufgabe Unvollständigkeit	unkonzentriert	Enttäuschung	Verzicht zuf soziale Inklusion

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Digitale Medien und Engagement in Hochschulen vor der Pandemie

Forschungsfragen

1. How do the studies in the sample ground student engagement and align with theory?

2. Which indicators of cognitive, behavioural and affective engagement were identified in studies where educational technology was used? Which indicators of student disengagement?

3. What are the learning scenarios, modes of delivery and educational technology tools employed in the studies?

METHOD

Systematic review

- Comprehensive search string
- ERIC, Web of Science, Scopus, PsycINFO

Inclusion criteria

- 2007-2016
- Hochschulen
- auf Englisch
- Lehr- und Lernsettings
- Peer-reviewed
- Primär-, empirische Forschung
- Digitale Medien
- Student Engagement

Search	Screening T&A	Sampling	Screening full text	Quality appraisal	Synthesis
77,508 Studien	18,068 Studien	4,152 Studien	349 Studien	349 Studien	243 Studien

Student Engagement

- Evidenz in 94% (*n* = 229) von mindestens einer Dimension des Engagements
  - Behavioural Engagement 86%
  - Affektives Engagement 67%
  - Kognitives Engagement 56%

Top 5 Engagement und Disengagement Facetten

	Engagement Facetten	
1	Beteiligung	49%
2	Erreichung (Achievement)	44%
3	Positive Interaktion mit Lehrern/Peers	41%
4	Vergnügen	23%
5	von Peers lernen	22%

	Disengagement Facetten	
1	Frustration	14%
2	Widerspruch	8%
3	Enttäuschung	7%
4	unter Druck gesetzt	7%
5	Abneigung	7%

Digitale Medien

- Über 50 verschiedene Tools
- Top 3 Tool Kategorien beim Engagement:
  1. Text-based Tools
  2. Knowledge organisation und sharing Tools
  3. Multimodal production tools

Halt! Bis 2016!

	TBT	MPT	WCT	KO&S	DAT	DST	AT	SNT	SCT	ML	MOOCs	VirWor	LS	OL	Hardware	Peer eTutors	Games	Sum Engagement
Affective (+)	0.63	0.36	0.15	0.46	0.01	0.01	0.21	0.09	0.06	0.04	0.01	0.06	0.04	0.02	0.08	0.03	0.01	163
Affective (-)	0.56	0.37	0.18	0.49	0	0.01	0.24	0.09	0.1	0.07	0	0.1	0.03	0.03	0.1	0.03	0	68
Behavioural (+)	0.59	0.35	0.11	0.42	0.01	0	0.28	0.08	0.07	0.04	0.01	0.08	0.04	0.04	0.07	0.03	0.01	209
Behavioural (-)	0.58	0.38	0.18	0.4	0	0	0.22	0.18	0.11	0.07	0.02	0.04	0.02	0.02	0.04	0	0	45
Cognitive (+)	0.63	0.38	0.16	0.47	0	0.01	0.2	0.1	0.07	0.05	0.01	0.07	0.05	0.02	0.06	0.03	0	136
Cognitive (-)	0.63	0.33	0.18	0.47	0	0	0.27	0.12	0.04	0.04	0	0.04	0.02	0.04	0.06	0	0	49
overall	0.36	0.43	0.07	0.29	0	0	0.36	0	0	0.07	0	0.21	0.14	0	0.07	0.07	0	14
Sum Tool	138	89	29	104	2	1	65	21	16	10	3	18	9	10	15	8	3	

Fig. 5 Engagement and disengagement by tool typology. *Note.* TBT = text-based tools; MPT = multimodal production tools; WCT = website creation tools; KO&S = knowledge organisation and sharing tools; DAT = data analysis tools; DST = digital storytelling tools; AT = assessment tools; SNT = social networking tools; SCT = synchronous collaboration tools; ML = mobile learning; VW = virtual worlds; LS = learning software; OL = online learning; A&H = Arts & Humanities; BA&L = Business, Administration and Law; EDU = Education; EM&C = Engineering, Manufacturing & Construction; H&W = Health & Welfare; ICT = Information & Communication Technologies; ID = interdisciplinary; NS,M&S = Natural Science, Mathematics & Statistics; NS = Not specified; SoS = Social Sciences, Journalism & Information

Emergency remote teaching in Hochschulen während der Pandemie[1]

Forschungsfragen

1. Where, when and by whom has research on teaching and learning in higher education during the COVID-19 pandemic been published?
2. What are the characteristics of, methods used, and topics studied in teaching and learning research in higher education during the COVID-19 pandemic?
3. What technology has been used during emergency remote teaching in higher education?

1. Bond et al., 2021

Mapping review

Search	• Use of previous reviews to construct search string • WoS, EBSCOHost, Scopus, Microsoft Academic Graph, PsycINFO, ProQuest, Dialnet, Latindex, Redalyc, ResearchGate, CHELD V1 database, COVID-19 living systematic map, Twitter
Screening	• EPPI-Reviewer • 9,946 screened on title and abstract, 661 on full text • Higher ed, teaching and learning setting, empirical, English/Spanish/German language, during pandemic
Data extraction	• 282 studies included for data extraction • Use of previous reviews to construct data extraction tool
Data synthesis	• Narrative synthesis • Computer-assisted content analysis • Tabulation, interactive evidence gap maps and web database

Teilnehmer*innen Fokus

Continent	N	%
Asien	78	27,7%
Europa	77	27,3%
Nordamerika	64	22,7%
Naher Osten	40	14,2%
Süd- und Mittelamerika	18	6,4%
Afrika	17	6,0%
Oceanien	6	2,1%

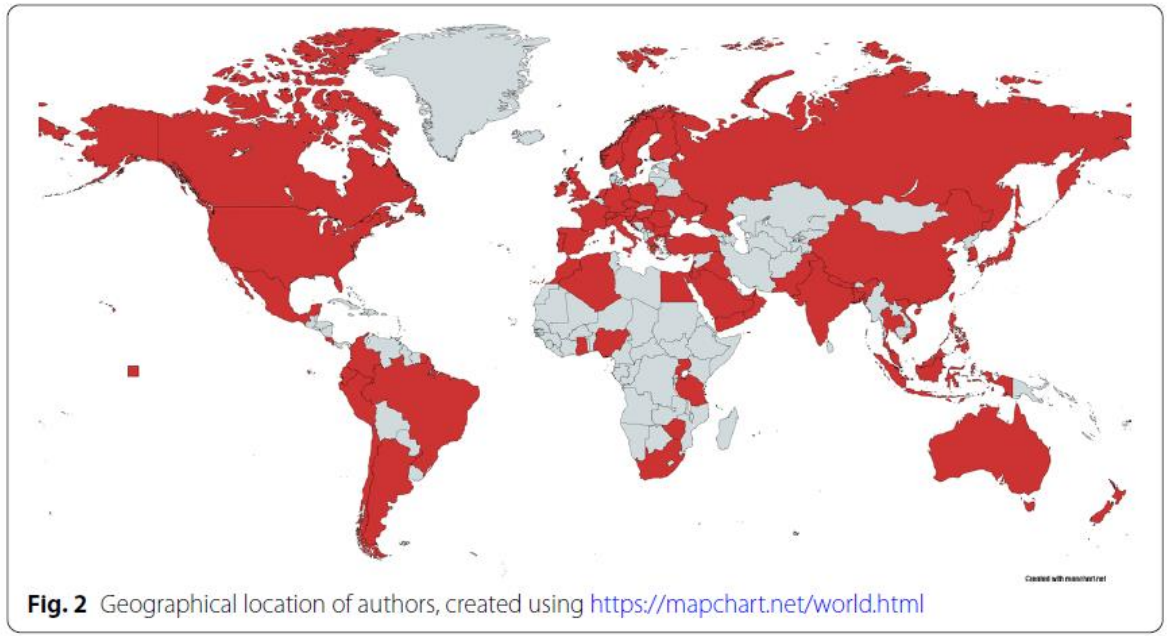


Fig. 2 Geographical location of authors, created using https://mapchart.net/world.html

- Meist fokusiert auf undergraduates (46,1%)
- Health & Welfare (27,3%)
- Natural Science, Maths & Stats (24,1%)
- Education (16%)

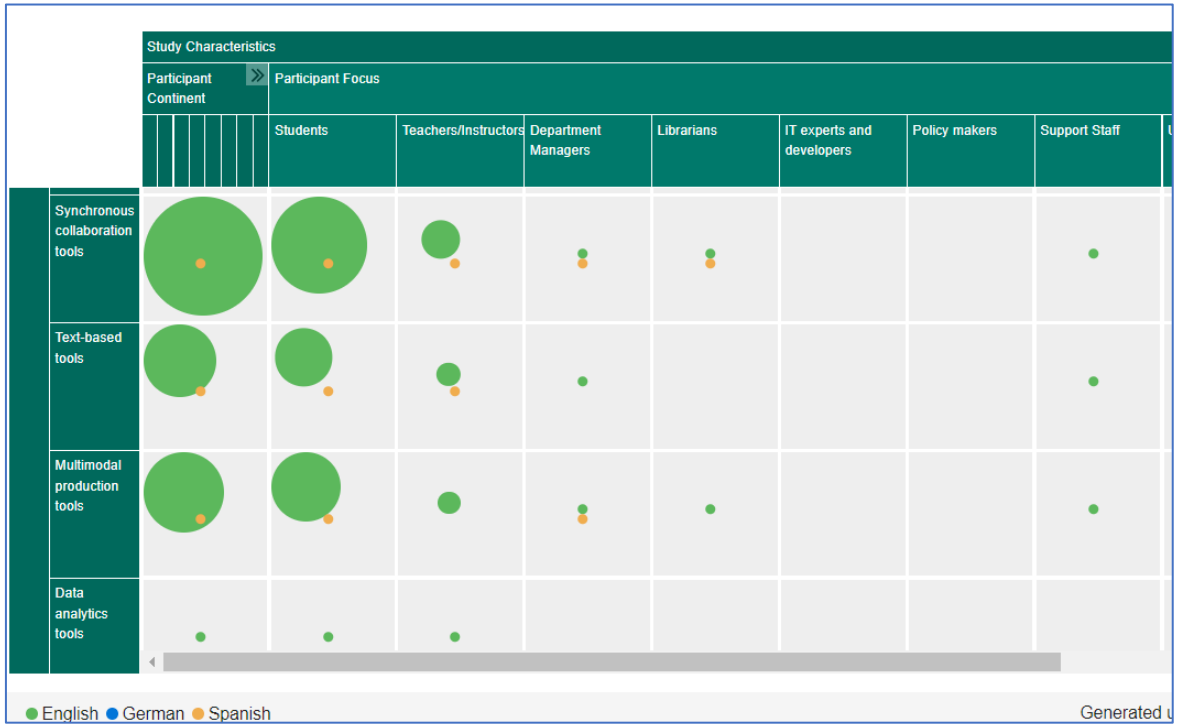
Appendix D. Scope of participant focus

Participant Focus	*N* Studies	*N* Studies [%]
Students	233	82.6
Teachers/Instructors	81	28.7
Department Managers	10	3.5
Support Staff	8	2.8
Librarians	2	0.7
IT experts and developers	1	0.4
Policy makers	1	0.4

Key findings

Table 7 Top five topic focus of studies ($n = 282$)

Area of focus	*N* studies	*N* studies [%]
Student perceptions of online learning	171	60.6
Impact of shift to online learning	84	29.8
Teacher perceptions of online learning	54	19.1
Students' technical equipment	38	13.5
Course redesign	31	11.0



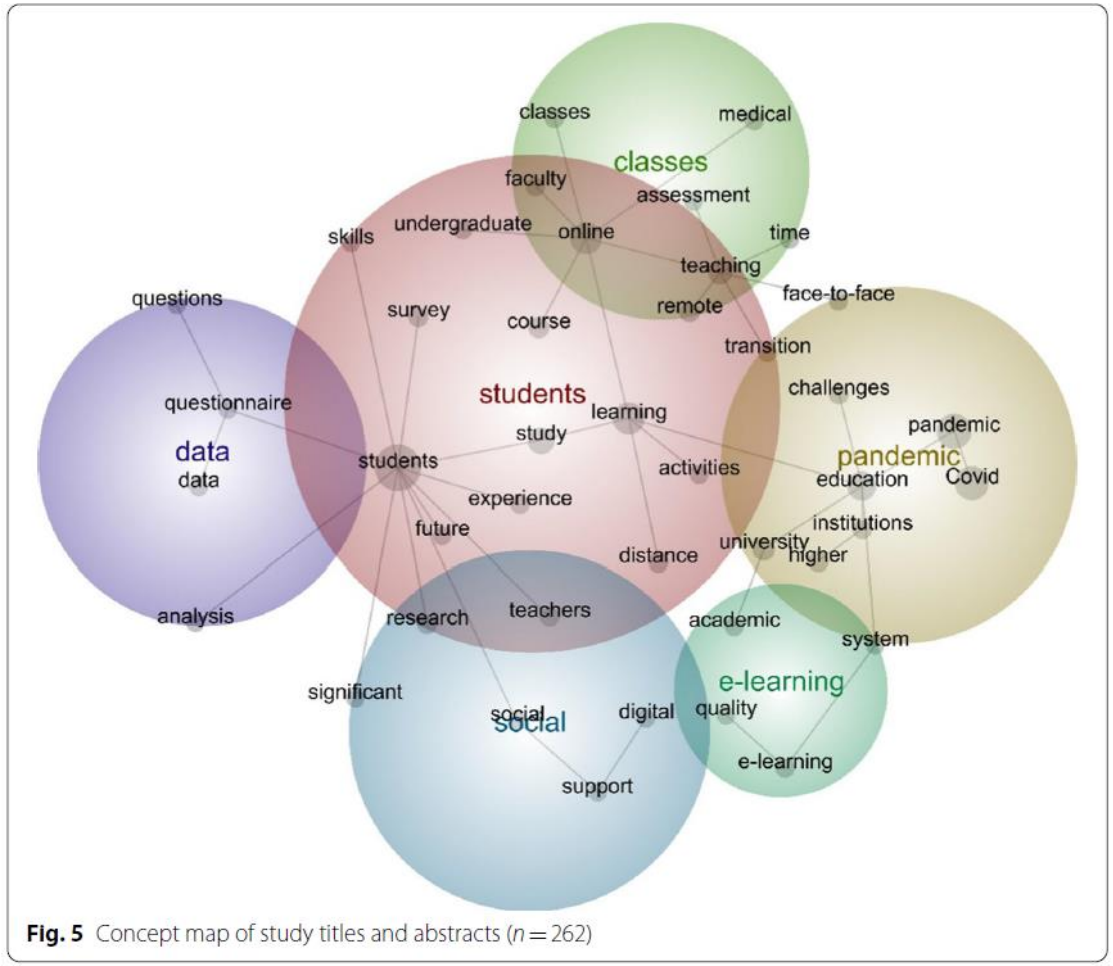


Fig. 5 Concept map of study titles and abstracts ($n = 262$)

Top 3 Tool Kategorien:

- Synchronous collaboration tools (51,8%)
- LMS (41,5%)
- Multimodal production tools (34,8%)

Was haben wir gelernt?

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Chancen

- ✓ Assessment Tools, besonders Quizzes
- ✓ Lernmanagementsysteme mit kollaborativen Tools
- ✓ Breakout Räume mit Chat
- ✓ Live online Unterricht mit Zeit zum privaten Austausch
- ✓ Lehrergemachten Videos kombiniert mit anderen Videos

Herausforderungen

- Nicht-Teilnahme am Online-Unterricht
- Weniger Möglichkeiten für kollaborative Arbeit
- Weniger Möglichkeiten um Fragen zu stellen
- Schriftliche Erklärungen machmal unklar
- Arbeitsvolumen
- Ablenkungen zu Hause

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Einflussfaktoren auf Engagement

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Einflussfaktoren auf Engagement

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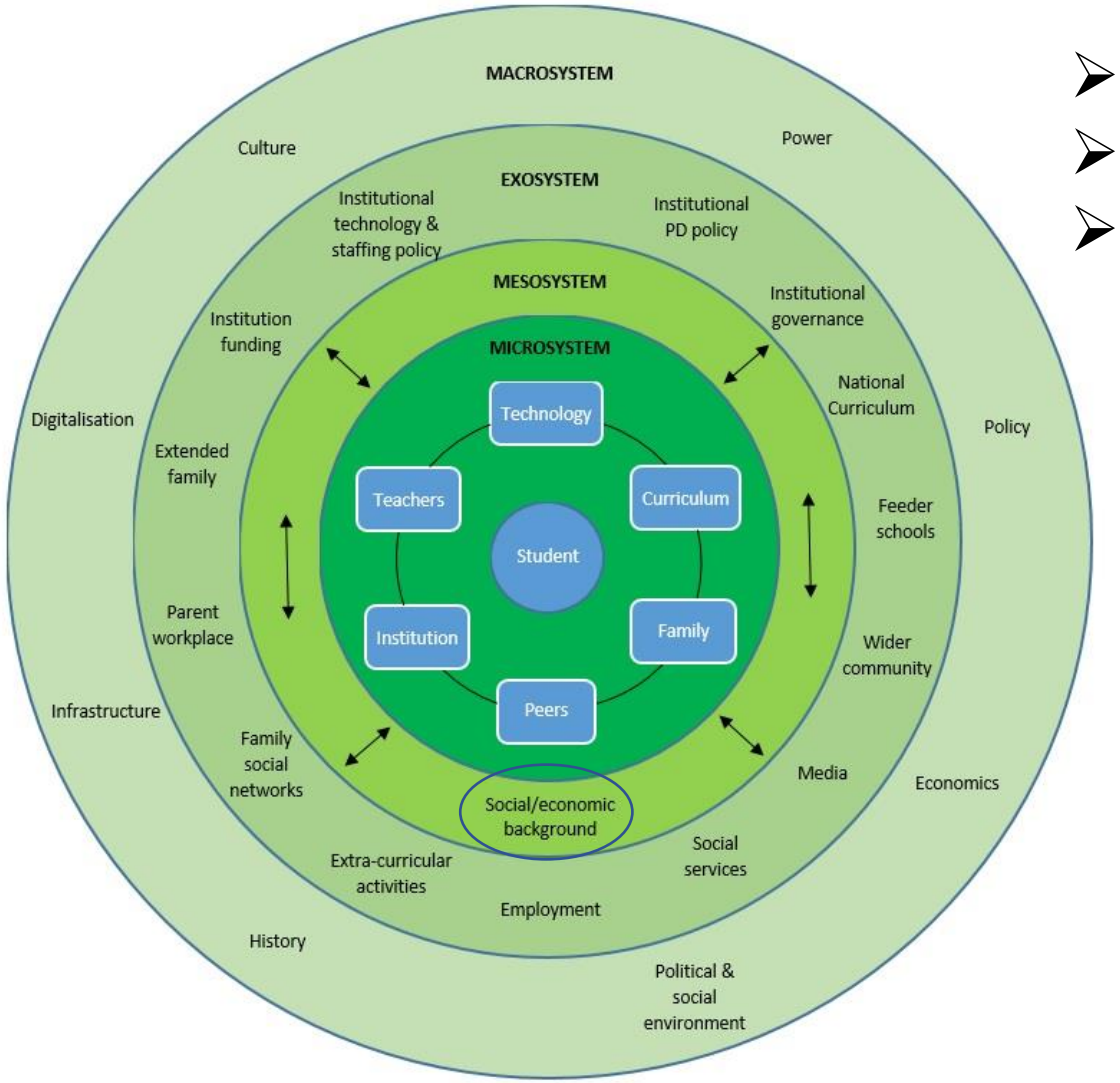
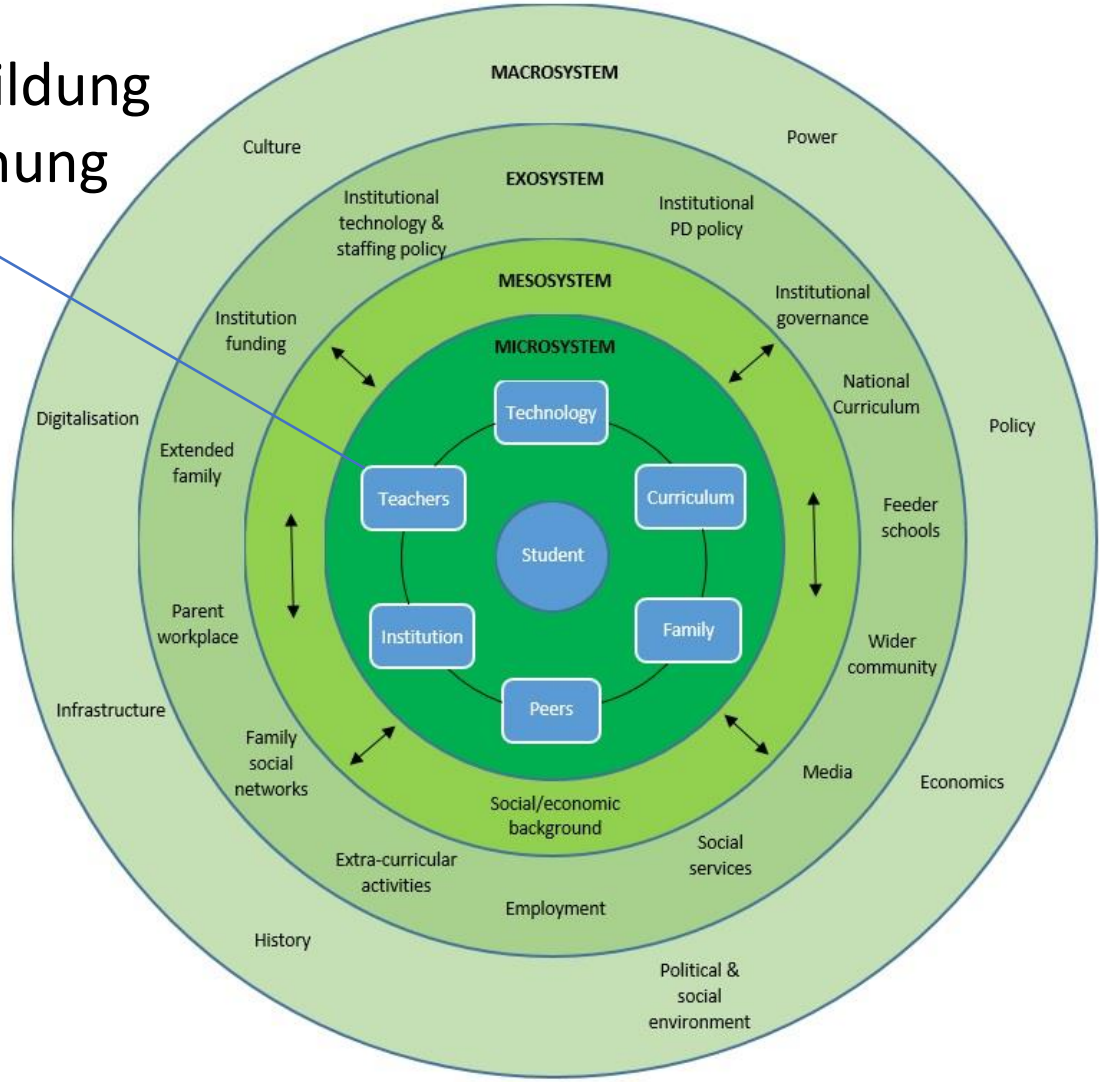
Implikationen für die Praxis



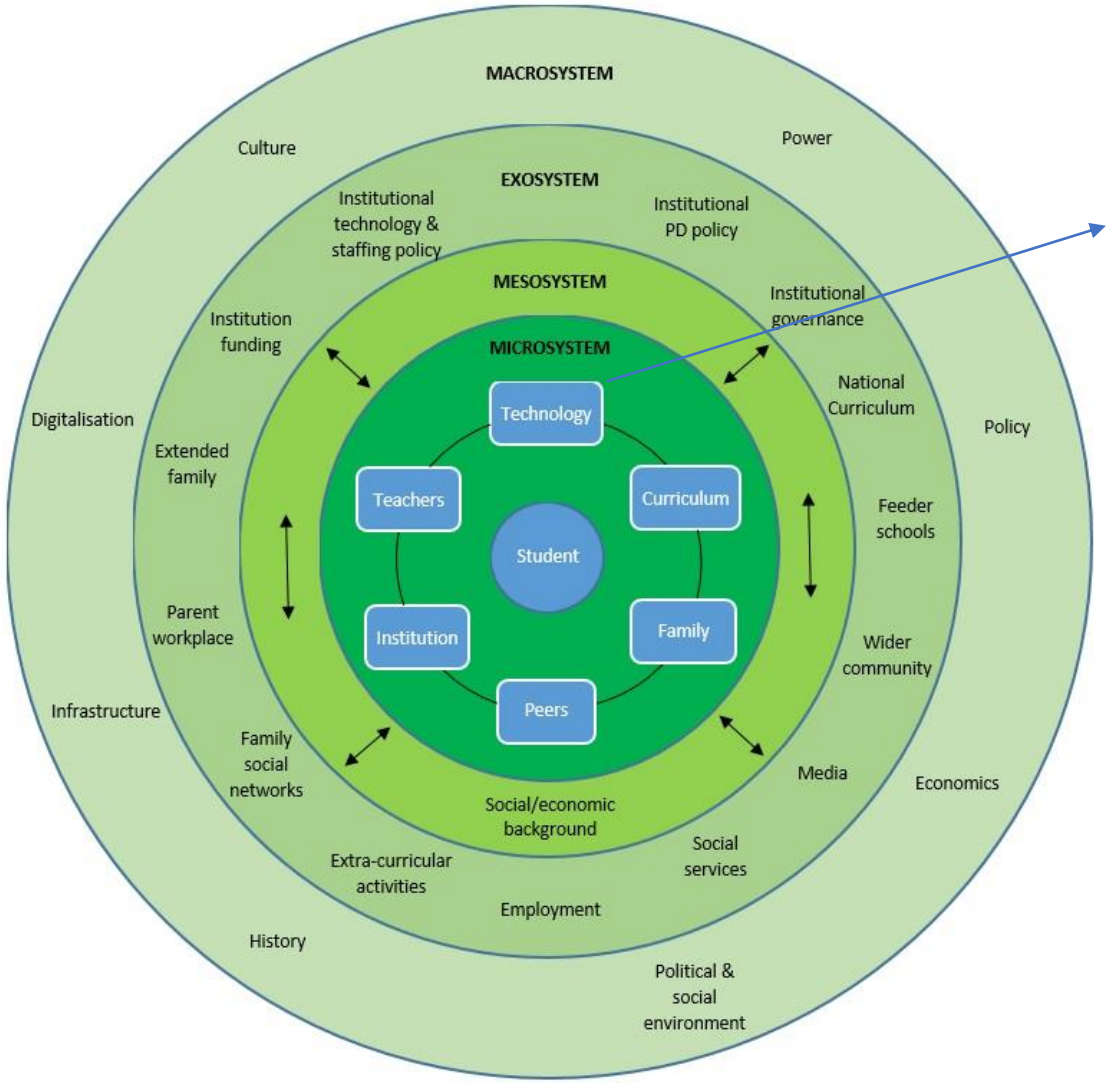
- Muss analysiert werden
- Leihgeräte
- mehrere Methoden

Implikationen für die Praxis

- Lehrer*innenweiterbildung
- Praktiker*innenforschung
- Flipped Feedback

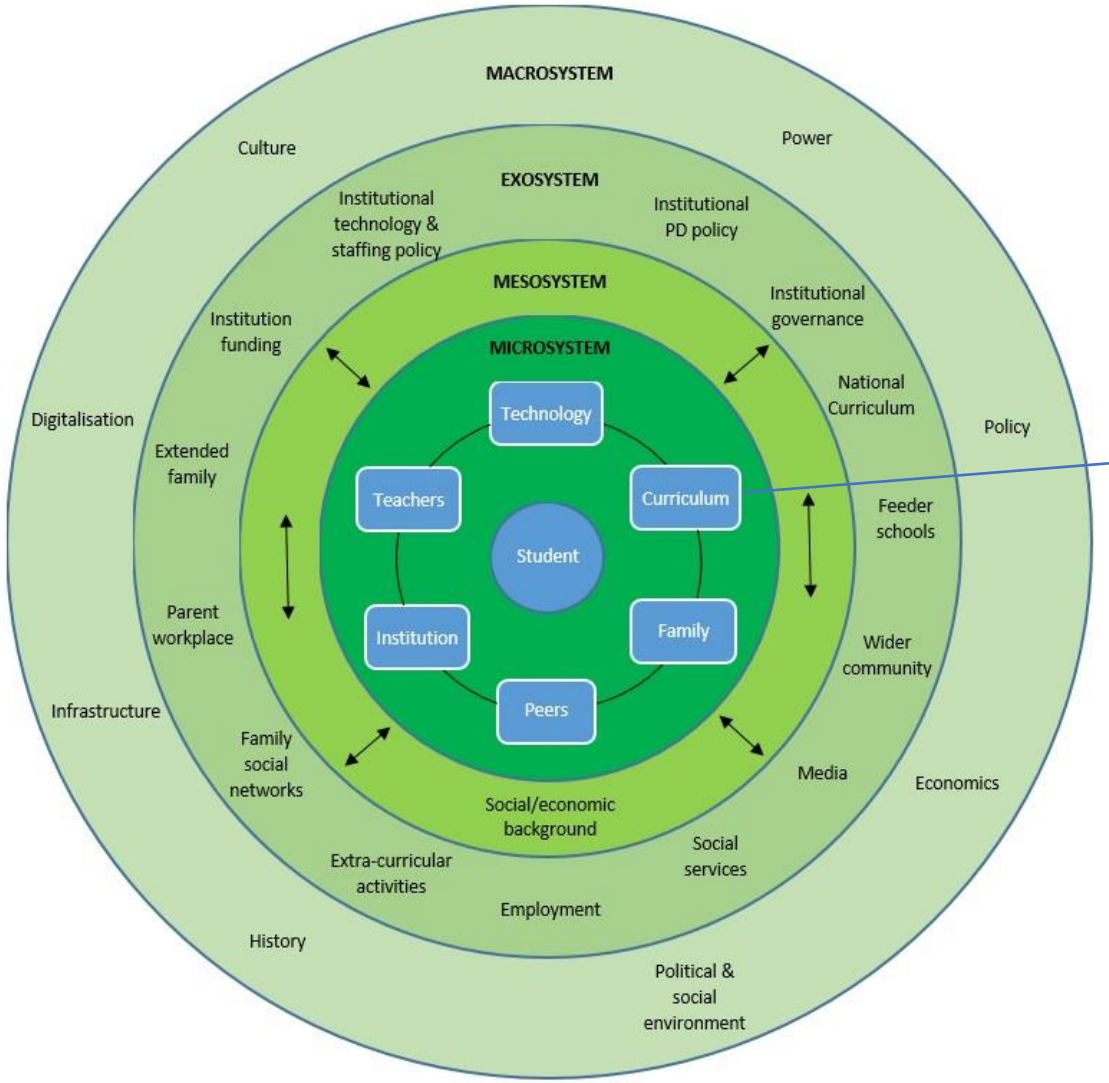


Implikationen für die Praxis



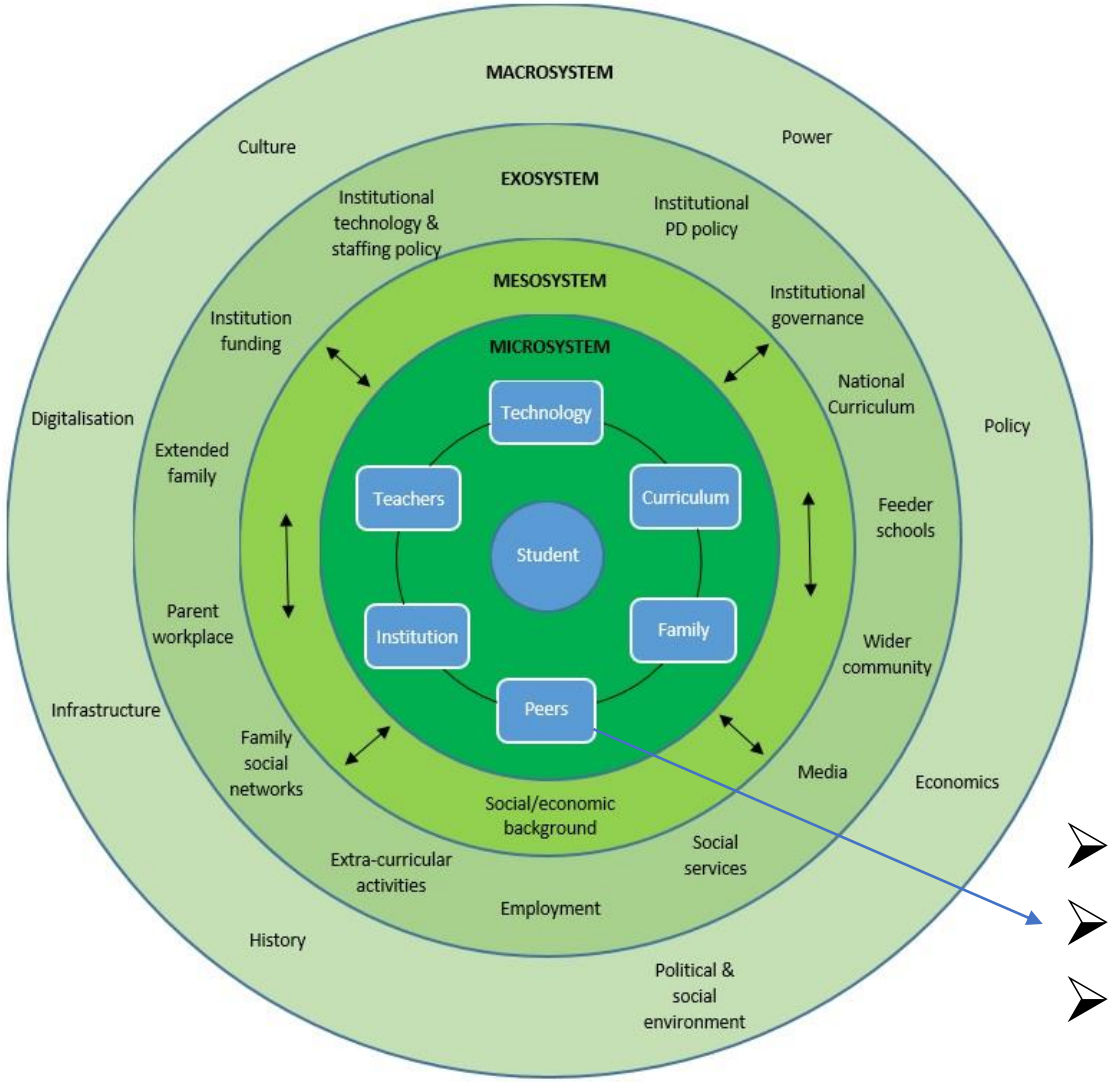
- Kollaborativ
- Eigene Videos (max. 6 Min)
- Eine Mischung
- Ein Thema pro Video

Implikationen für die Praxis



- Videos ausrichten
- Quiz einbetten
- Differenzierung

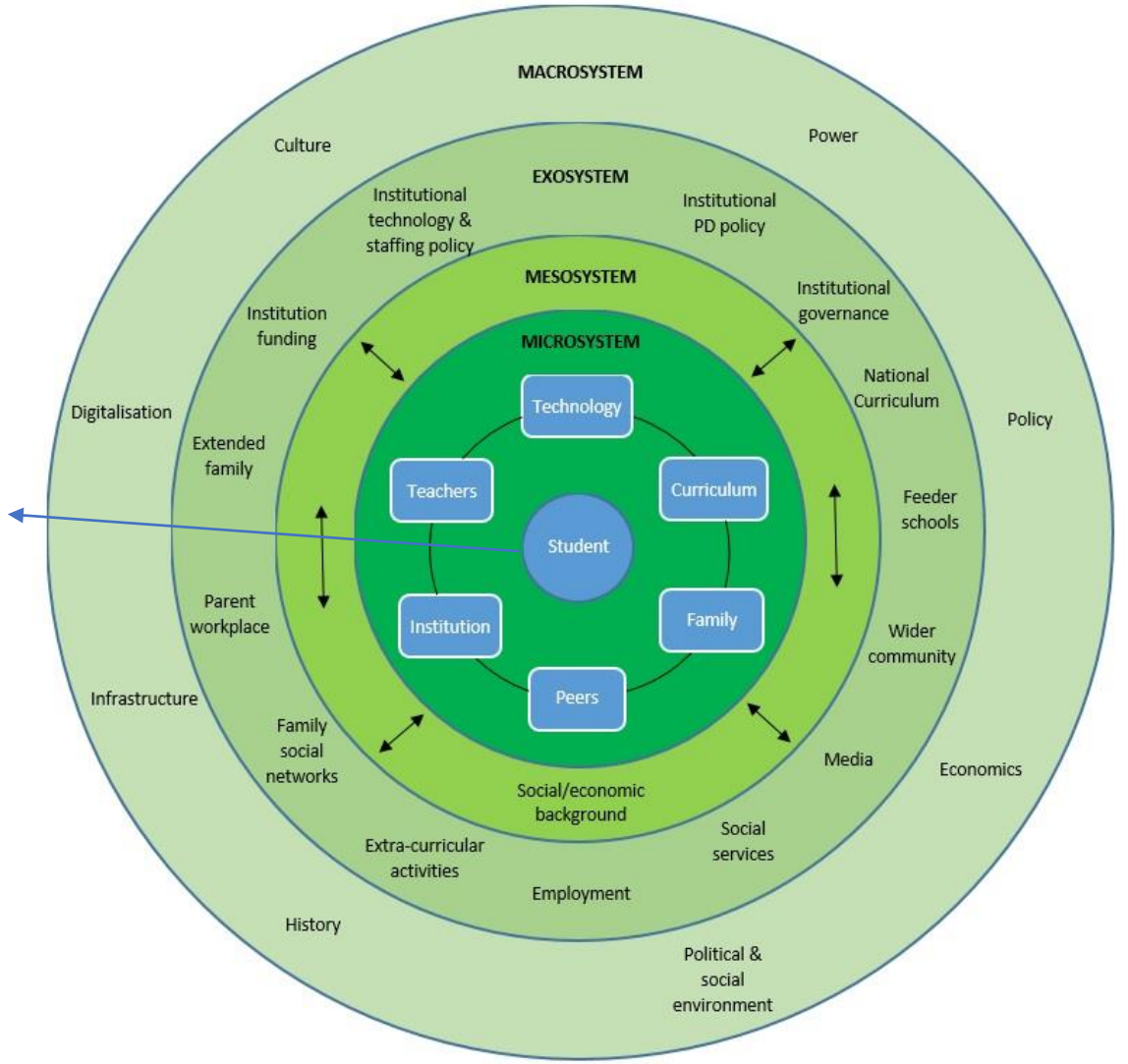
Implikationen für die Praxis



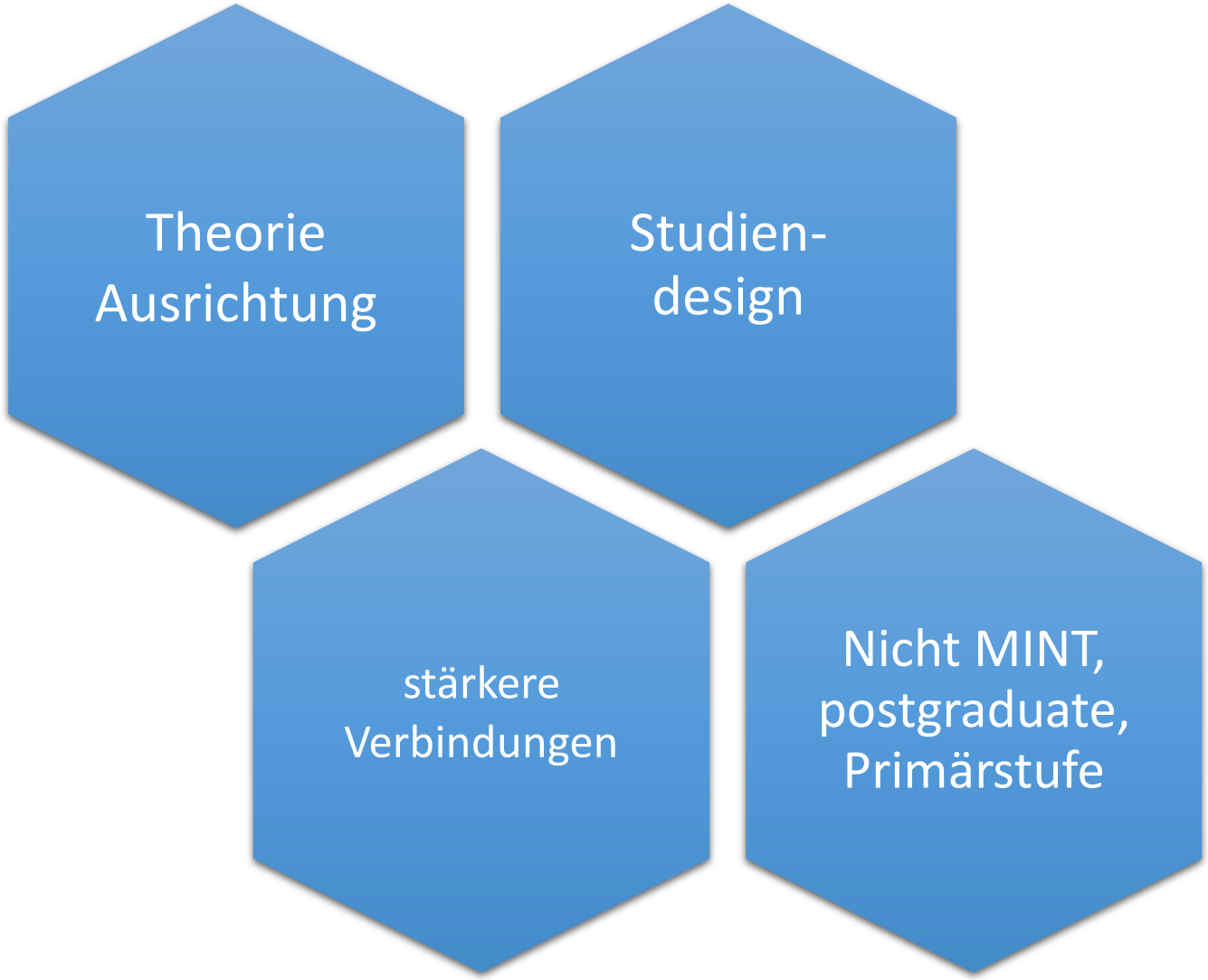
- Explizite Anweisung
- Resourcen mitgestalten
- Peer-Bewertung

Implikationen für die Praxis

- Explizite Anleitung
- Einführungsphase
- eingespielte Routine
- Selbsteinschätzung



Forschungsimplikationen



Web Database

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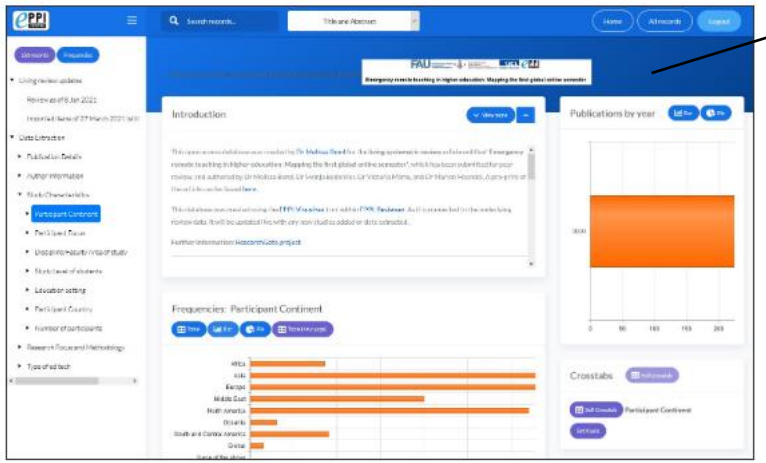
EPPI-Mapper ▸ COVID HE Review

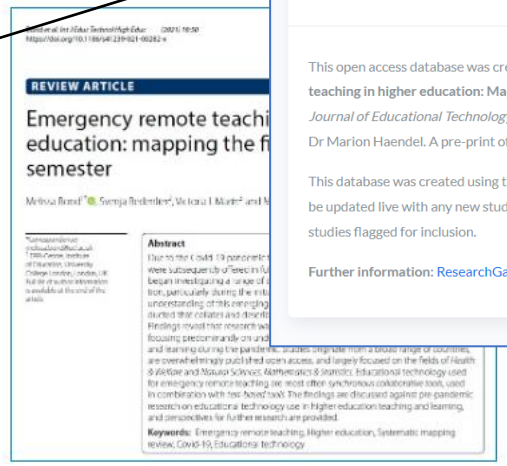
Mapping the emerging field of research on "emergency remote teaching" in higher education due to COVID-19: Implications for education research and practice

Dr Melissa Bond (UCL), Dr Svenja Bedenlier (FAU), Dr Marion Händel (FAU) and Dr Victoria Marin (Univ

As a result of the unprecedented impact that the COVID-19 pandemic has had on educati
Reviewer Support Officer Dr Melissa Bond, Dr Svenja Bedenlier, Dr Marion Händel and Dr Vict
living sytematic review of literature, focused on teaching and learning in higher education. So
synthesised, but this will be an ongoing project. A pre-print of the first article is available here
the International Journal of Educational Technology in Higher Education is available here.
research that could be added to the review, please contact Melissa.

Click here to be taken to an open access database of the coding in the review.





REVIEW ARTICLE

Emergency remote teachi
education: mapping the fi
semester

Interactive evidence gap maps

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Emergency Remote Teaching in higher education during the COVID-19 pandemic

A living map of empirical research

FAU FRIEDRICH-ALEXANDER UNIVERSITÄT ERLANGEN-NÜRNBERG

Universitat de Lleida

UCL Institute of Education

ePPI CENTRE

Introduction

View more

This open access database was created by Dr Melissa Bond for the **living systematic review** article entitled '**Emergency remote teaching in higher education: Mapping the first global online semester**', which was published on 31st August 2021 in the *International Journal of Educational Technology in Higher Education*, and authored by Dr Melissa Bond, Dr Svenja Bedenlier, Dr Victoria Marin, and Dr Marion Haendel. A pre-print of the article can be found here and the published version can be found open access here.

This database was created using the EPPI-Visualiser tool within EPPI-Reviewer. As it is connected to the underlying review data, it will be updated live with any new studies added or data extracted. The review will be updated again in early September 2021, with many new studies flagged for inclusion.

Further information: ResearchGate project

Publications by year

Bar | Table | Save

2020

2021

https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3802

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Weitere Resourcen

- Mapping the field of emergency remote teaching in higher education due to COVID-19
- Schools and emergency remote education during the COVID-19 pandemic – information and interactive evidence gap maps.
- Schools and ERE during the COVID-19 pandemic – rapid review article.
- Further information about the IPPO systematic review project.
- Interactive web database of included studies in the IPPO project.
- EPPI-Reviewer homepage – sign up to a free one month trial.
- EPPI-Mapper information – includes links to example maps.
- EPPI-Mapper app
- EPPI-Reviewer instructional video on interactive evidence gap maps.
- EPPI-Reviewer instructional video on how to create an EGM using EPPI-Mapper.

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