



Tasks That Teach

Designing Activities that
Connect and Engage

LUNCH AND LEARN | WORKSHOP 4



CENTER FOR TEACHING AND LEARNING EXCELLENCE

FACULTY-DRIVEN | EVIDENCE-BASED | STUDENT-CENTERED

WELCOME FROM THE **UHD Center For Teaching and Learning Excellence!**



Executive Director:
Gregory Dement, Ph.D.



Associate Director:
Megan Scales



Instructional Designer:
Fabiola Vacatoledo



Graphic Designer:
Courtney Banks

Our Mission

“Promote student success by providing targeted faculty support promoting evidenced based instructional strategies, and cultivating an innovative and collaborative learning environment at UHD.”



TASKS THAT TEACH

Well-designed activities **foster interaction** and deepen learning. This session explores how to create engaging student–instructor, student–student, student–content interactions through discussions, collaborative tools, and integrated tech.

Outline

Introductions

Outline & Research Brief

Reflection Questions

Creating An Interactive Environment

1. Student - Instructor
2. Student - Student
3. Student - Content

Interactive Video Practice

Contact Us!

Objectives



CLO 1:

Utilize evidence-based research to improve student outcomes.

- Consider the benefits of engagement & active learning.
- Analyze how disengagement affects learning.
- Compare and contrast Student – Instructor, Student – Student, and Student - Content Interaction
- Note tools and strategies to increase engagement.
- Practice student-content engagement with an interactive video



ACTIVITY

Reflection Question

- How do you define student engagement?
- What does deep learning mean in your discipline?

Research Brief



Benefits of Active Learning and Engagement



Deeper Learning Through Cognitive Engagement



Enhanced Collaboration and Communication



Improved Learning Outcomes via Instructor Presence



Disadvantages of Disengagement



Loss of Motivation and Satisfaction

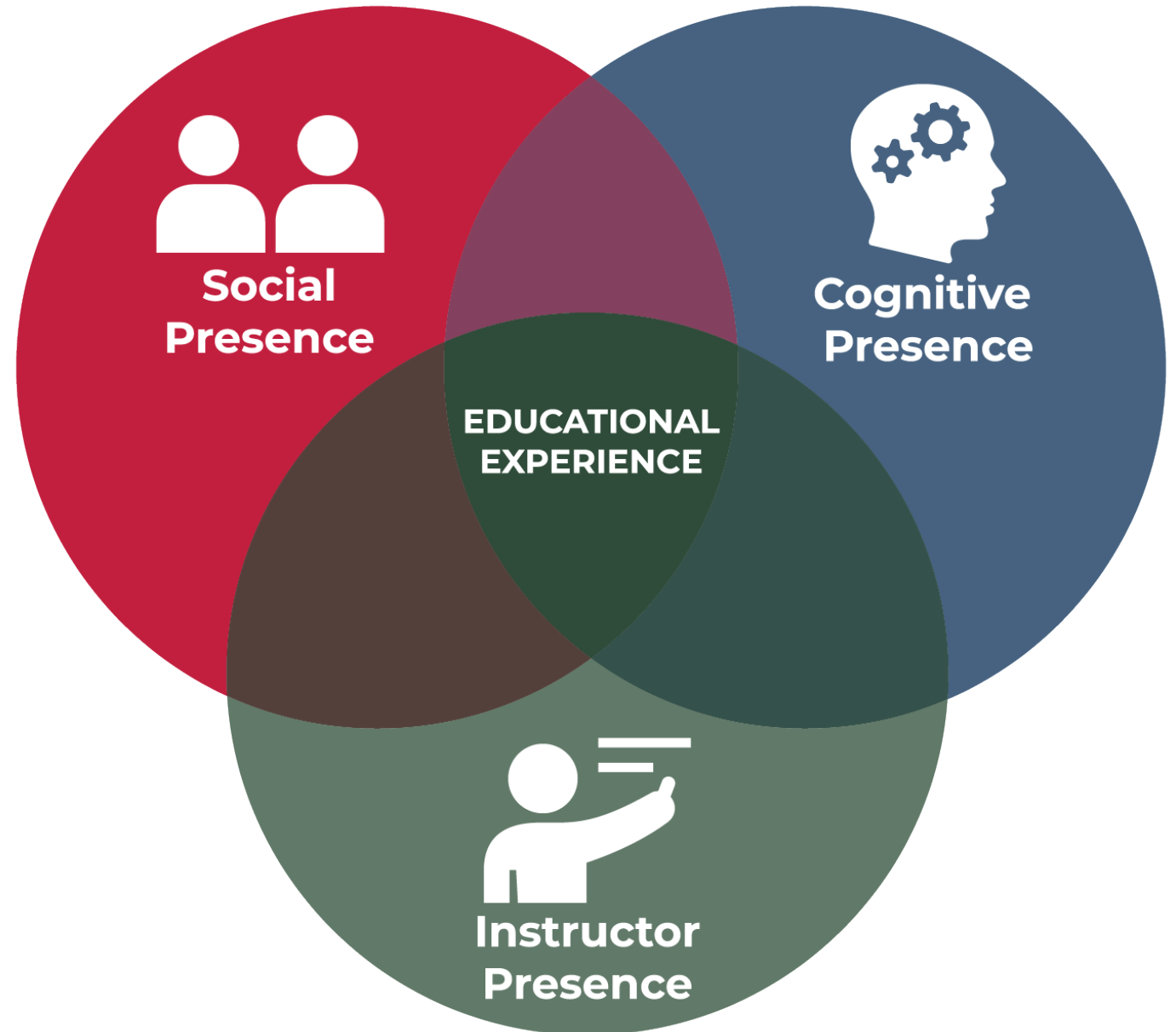


Perceived Lack of Learning

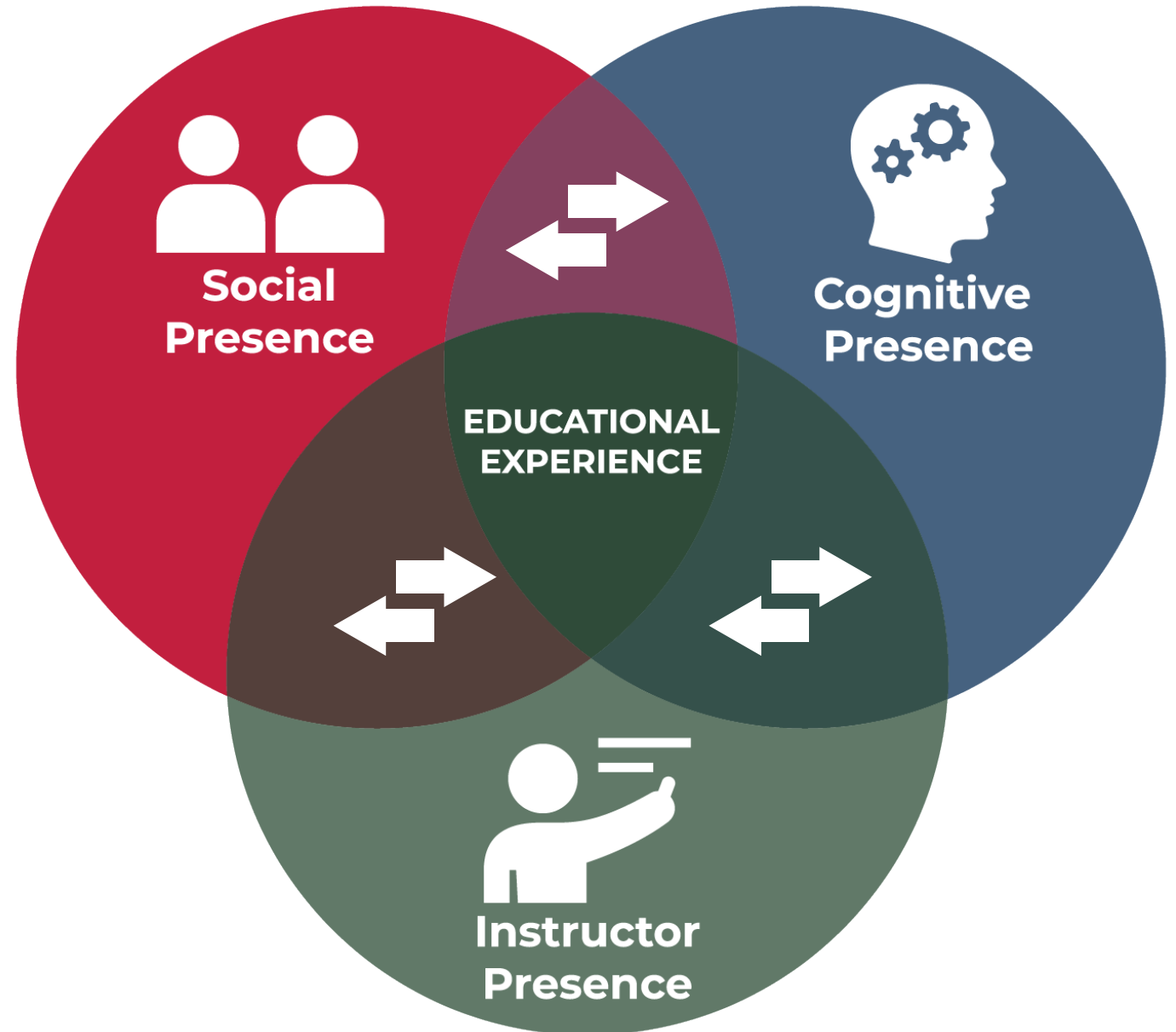


Passive Digital Habits Undermine Critical Thinking

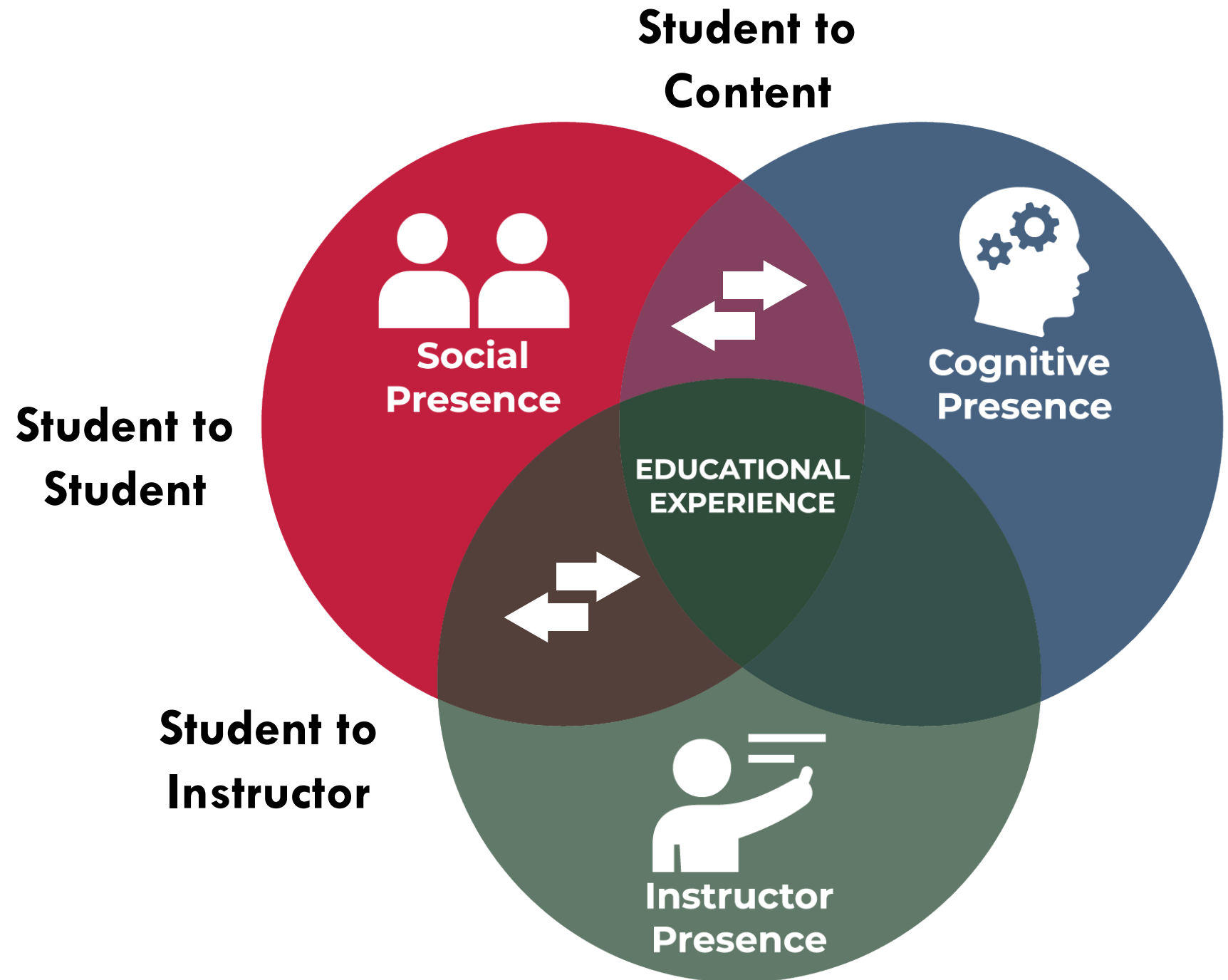
Community of Inquiry



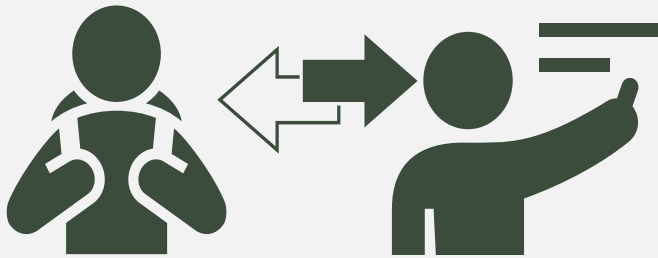
Community of Inquiry



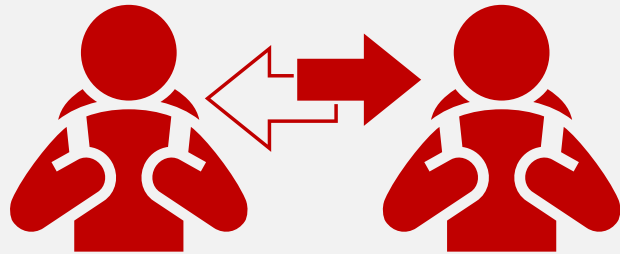
Community of Inquiry



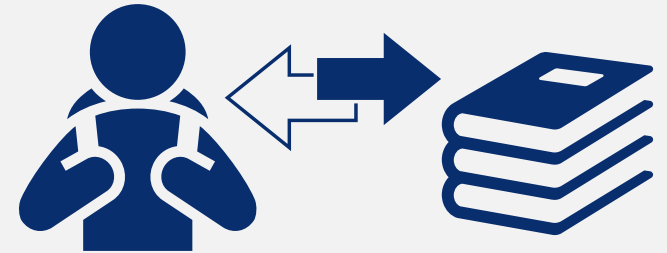
Types of Student Interaction



**student-instructor
interaction**



student-student



student-content



Student-Instructor

Student ↔ Instructor

Refers to the **communication** and **engagement** between **learners** and their **instructor**

Instructor Presence



Design & Organization

- Planning course structure, learning outcomes, and assessments.
- Selecting appropriate tools and technologies (Perusall, shared docs)



Direct Instruction

- Explaining content.
- Diagnosing misconceptions.
- Providing expert insight and feedback.



Facilitation of Discourse

- Encouraging meaningful interaction.
- Keeping discussions focused and inclusive.
- Acknowledging contributions and guiding reflection.

Perusall Instructor Engaging Strategies

- Clear instructions & expectations
- Comments **modeling** expert thinking
- **Prompts** that scaffold understanding
- **Pre-annotated** questions
- Replies to student annotations
- **Highlighting** insightful student comments
- **Clarifying** complex concepts
- Follow-up **reflections**

The screenshot shows the Perusall interface for an assignment titled "Instructor Presence in the Online Classroom" due on Wednesday, December 31, 2025, at 11:59 pm CST. The assignment description states that students will read and annotate the article "Community College Students' Perceptions of Sense of Community and Instructor Presence in the Online Classroom" by Maria Carwright. It emphasizes that students are expected to make at least five thoughtful comments and respond to at least two peer's annotations. The interface includes a section for additional tips for discussion, such as responding to peer interpretations, sharing classroom examples, using @mentions, and building on each other's ideas. Below this, it lists one library item assigned: "Community College Students' Perceptions of Sense of Community and". At the bottom, there is a toolbar with icons for Open, Edit, Duplicate, Extended deadlines, Delete, Analytics, Grade assignment, Confusion report, and All comments. An "Overall progress" bar is also visible at the very bottom.

Instructor Presence in the Online Classroom
Due Wed Dec 31, 2025 11:59 pm CST

In this assignment, you will read and annotate the article "Community College Students' Perceptions of Sense of Community and Instructor Presence in the Online Classroom" by Maria Carwright. This activity is designed to deepen your understanding of instructor presence and sense of community in online learning environments. As you read, engage with the text by responding to embedded instructor prompts and adding your own annotations. You are **expected** to make at least **five thoughtful comments** throughout the reading and respond to at least **two peer's annotations**. Focus your contributions on **interpreting key findings**, **connecting ideas** to your own teaching experience, and exploring how instructor presence can be strengthened in online courses. I will also be participating in the discussion by asking follow-up questions and highlighting insightful contributions. This **assignment emphasizes** meaningful interaction between instructor and student, and your active engagement will help build a shared understanding of the research and its implications for practice.

Additional tips for discussion:

- Respond to a peer's interpretation of the findings do you agree or see it differently?
- Share a classroom example that supports or challenges a peer's insight.
- Use @mentions to engage directly
- Build on each other's ideas

1 library item assigned:

- [Community College Students' Perceptions of Sense of Community and](#)

Open Edit Duplicate Extended deadlines Delete

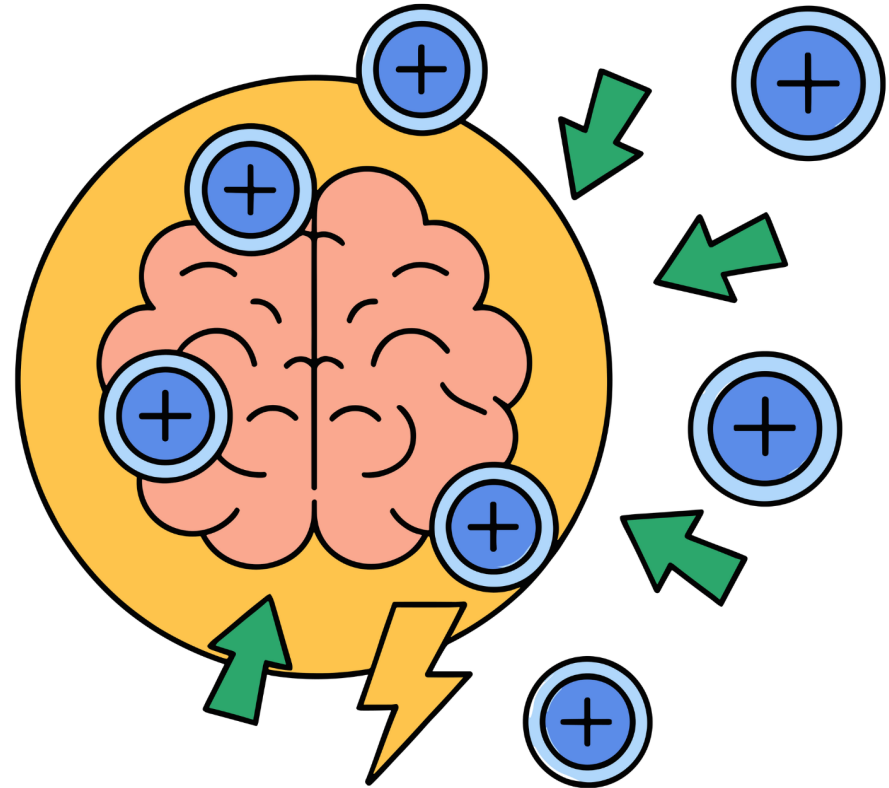
Analytics Grade assignment Confusion report All comments

Overall progress

Student ↔ Instructor

Tips to Improve Engagement & Deep Thinking:

- Use **open-ended** questions that require analysis or application
- **Connect** annotations to course objective or real-world scenarios
- **Respond** to student ideas with probing questions
- Acknowledge and **build on student** contributions to model academic discourse
- Use **analytics** to identify disengaged students and reach out





Student-Student

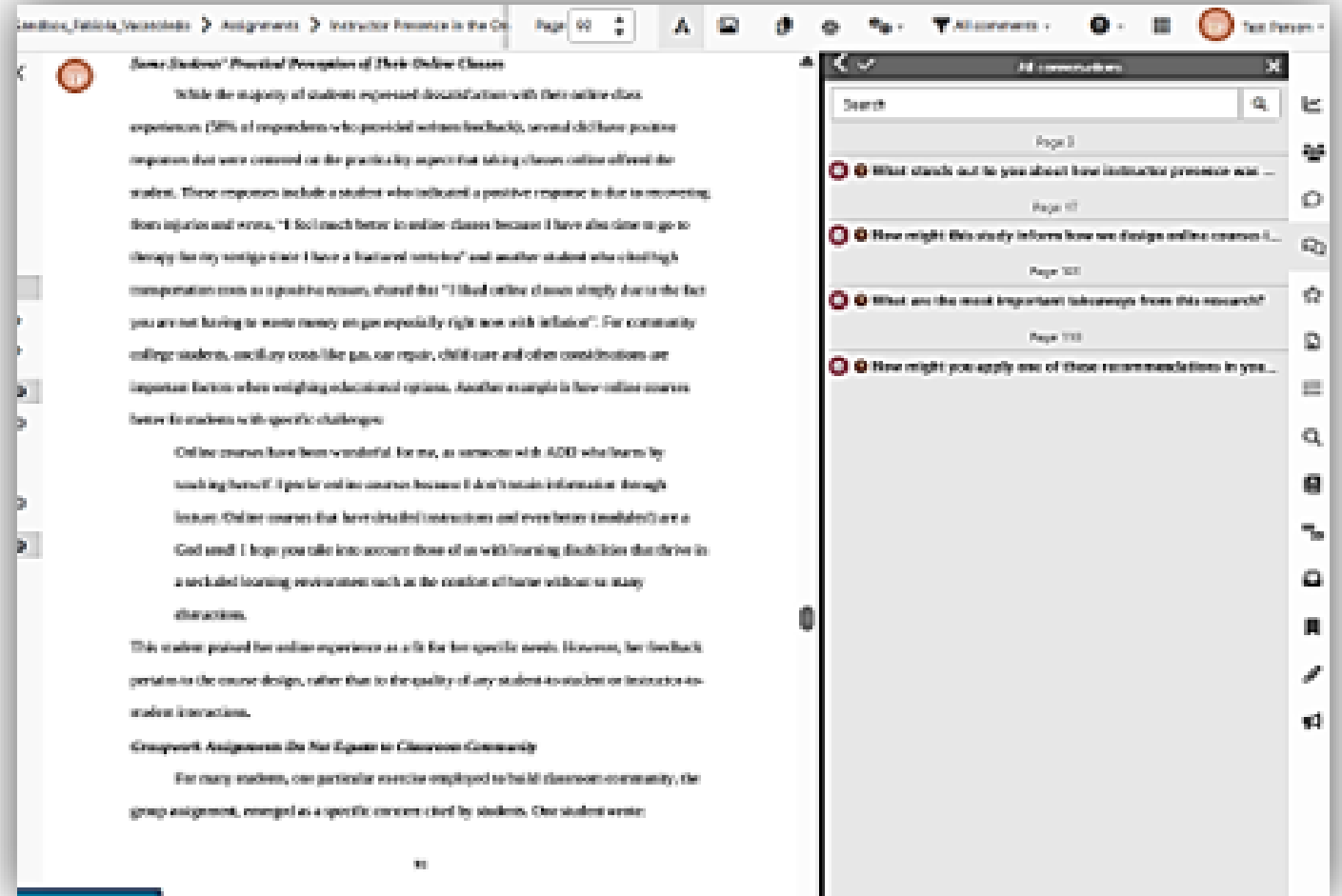
Student ↔ Student

Refers to the **collaborative engagement between learners** in a course. This interaction can take place through discussions, group projects, peer feedback, and shared learning experiences both synchronously and asynchronously.



Perusal Engagement within Students

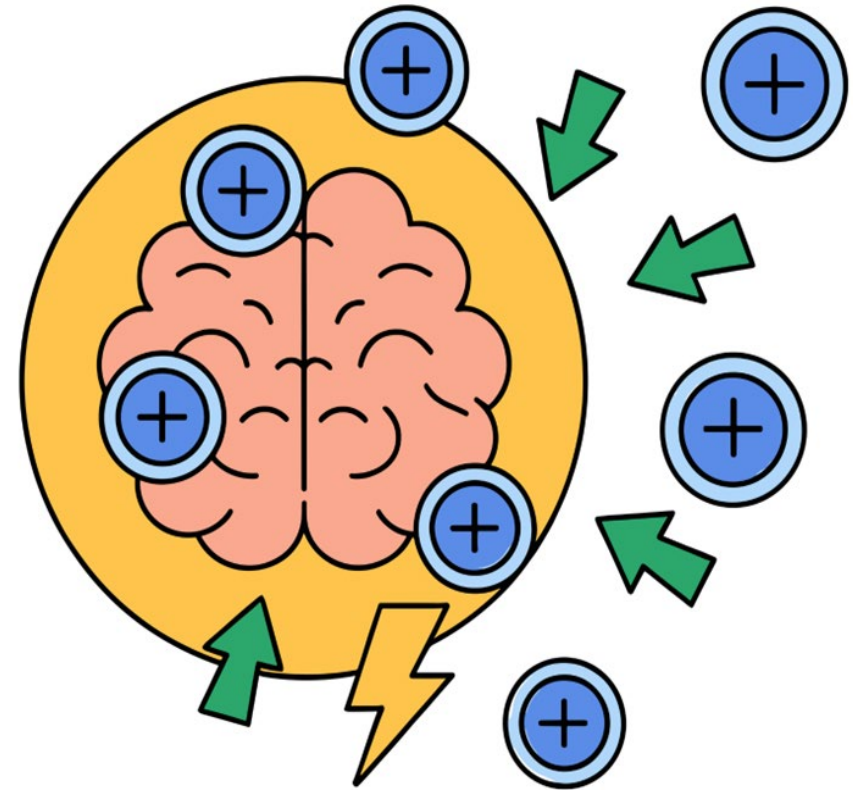
- Set expectations for **frequency** and **quality** of comments.
- Use **peer moderation**
- Incorporate **reflection** on peer contributions.
- Students replying to each other's annotations
- Tagging peers in comments (@name)
- **Group-based** reading assignments
- **Icebreaker questions** early
- Peer-led annotation threads



Student ↔ Student

Tips to Improve Engagement & Deep Thinking:

- Set clear expectations for **respectful** and **meaningful interaction**
- Use prompts that require multiple perspectives or debate
- Encourage students to **ask questions** of each other
- **Assign roles** to promote accountability
- Include **reflection activities** that ask students to synthesize peer insights





Student-Content

Student – Content Interaction

Students attain student-content interaction when they:

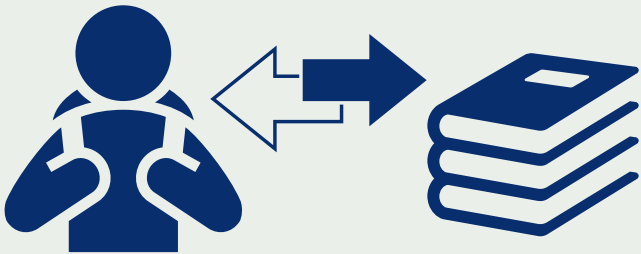
- Engage with the content.
- Analyze the subject matter.
- Use critical thinking.
- Solve problems.
- Address real-world issues.
- Construct knowledge.
- Reflect on knowledge.

Student – Content Examples

- Highlighting
- Skeletal Notes
- Annotating
- Reading With Embedded Questions
- Graphic Organizer
- Concept Mapping
- Interactive Lessons or Videos
- Checklist
- Ask Questions
- Self-Checks with Key
- Reflection Quiz
- Problem Solving
- Case Studies

Panopto Video Quiz

- Content is Presented
- Interactive Video
- Built-In Questions
- Opportunity For Feedback
- Graded or Ungraded



student-content



Panopto Video Quiz

VIDEO QUIZ: Passive & Active Learning

Passive & Active Learning Video Quiz

In this quiz, you will watch the lecture on Passive and Active learning and answer the questions. You may try the quiz questions multiple times and you may submit the entire assignment multiple times.



Contact Us!

Email: ctle@uhd.edu

Website: uhd.edu/ctle

LinkedIn: [linkedin.com/company/uhd-ctle](https://www.linkedin.com/company/uhd-ctle)

Drop In: ACAD 700A



**Center for Teaching
and Learning Excellence**

References

- Adi Kuntsman, & Miyake, E. (2022). *Paradoxes of Digital Disengagement*. University of Westminster Press.
- Cartwright, M. (2023). *Community College Students' Perceptions of Sense of Community and Instructor Presence in the Online Classroom* [Dissertation].
<https://dc.etsu.edu/etd/4303>
- Flanigan, A. E., Wheeler, J., Tiphaine Colliot, Lu, J., & Kiewra, K. A. (2024). Typed Versus Handwritten Lecture Notes and College Student Achievement: A Meta-Analysis. *Educational Psychology Review*, 36(3).
<https://doi.org/10.1007/s10648-024-09914-w>
- Garrison, D. Randy., Anderson, T., & Archer, W. (2000). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education*, 2(2-3), 87–105.
<https://auspace.athabascau.ca/bitstream/handle/2149/739/?sequence=1>

References

- Marshall, H. W., & Kostka, I. (2020). Fostering Teaching Presence through the Synchronous Online Flipped Learning Approach. *Teaching English as a Second or Foreign Language--TESL-EJ*, 24(2).
- Marano, G., Kotzalidis, G. D., Lisci, F. M., Anesini, M. B., Rossi, S., Barbonetti, S., Cangini, A., Ronsisvalle, A., Artuso, L., Falsini, C., Caso, R., Mandracchia, G., Brisi, C., Traversi, G., Mazza, O., Pola, R., Sani, G., Mercuri, E. M., Gaetani, E., & Mazza, M. (2025). The Neuroscience Behind Writing: Handwriting vs. Typing—Who Wins the Battle? *Life*, 15(3), 345–345.
<https://doi.org/10.3390/life15030345>
- Shea, P., & Bidjerano, T. (2009). Cognitive presence and online learner engagement: a cluster analysis of the community of inquiry framework. *Journal of Computing in Higher Education*, 21(3), 199–217.
<https://doi.org/10.1007/s12528-009-9024-5>

References

- Wang, X., Su, Y., Cheung, S., Wong, E., & Kwong, T. (2013). An exploration of Biggs' constructive alignment in course design and its impact on students' learning approaches. *Assessment & Evaluation in Higher Education*, 38(4), 477-491.
<https://doi.org/10.1080/02602938.2012.658018>