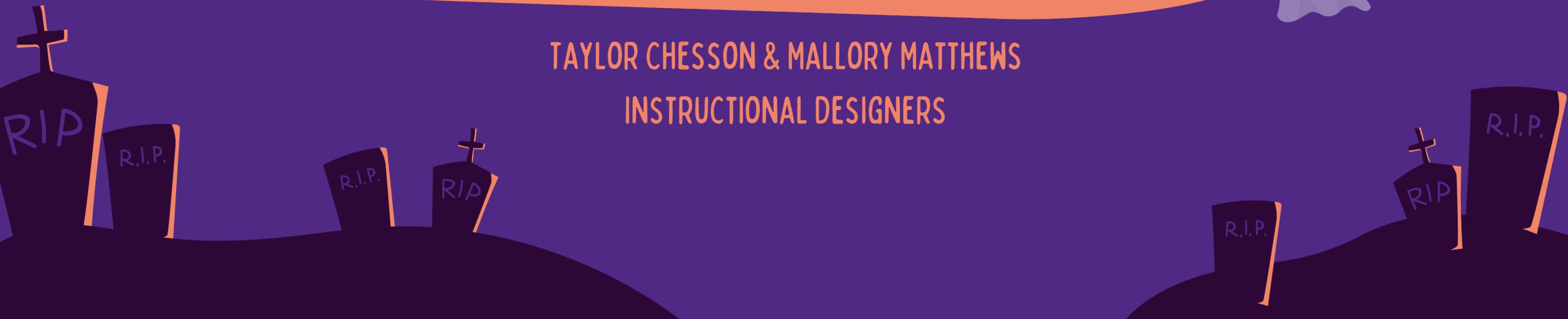


HOW TO PREVENT STUDENTS FROM GHOSTING

TAYLOR CHESSON & MALLORY MATTHEWS
INSTRUCTIONAL DESIGNERS



AGEND



- A** What is ghosting?
 - Why does it occur?
 - Who is at risk of ghosting?
 - How do we prevent it from happening?

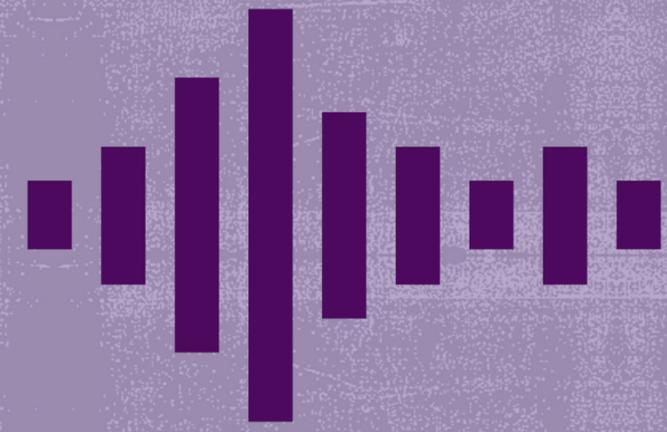


WHAT IS GHOSTING?

IN THE ACADEMIC WORLD, GHOSTING OCCURS WHEN STUDENTS

- DISENGAGE
- STOP ATTENDING CLASS
- STOP RESPONDING TO MESSAGES (EMAIL, LMS, PHONE)
- STOP TURNING IN ASSIGNMENTS

"THE STUDENT MAY HAVE BEEN AN ACTIVE STUDENT AT ONE POINT, BUT SOMETHING HAS CAUSED THE STUDENT TO DISENGAGE AND BECOME AN INACTIVE MEMBER IN CLASS. TYPICALLY, THEY WILL GHOST WITHOUT COMMUNICATING THEIR INTENT."



**ALICIA PENNINGTON
(2020)**

WHY DO STUDENTS "GHOST"?



- PERSONAL ISSUES
- OVERWHELMED
- STOPPED CARING
- THINK OTHERS DON'T CARE
- GUILT/EMBARRASSMENT
- MENTAL HEALTH
- UNCLEAR EXPECTATIONS
- LACK OF COMMUNICATION
- UNMOTIVATED
- CHANGES SINCE COVID

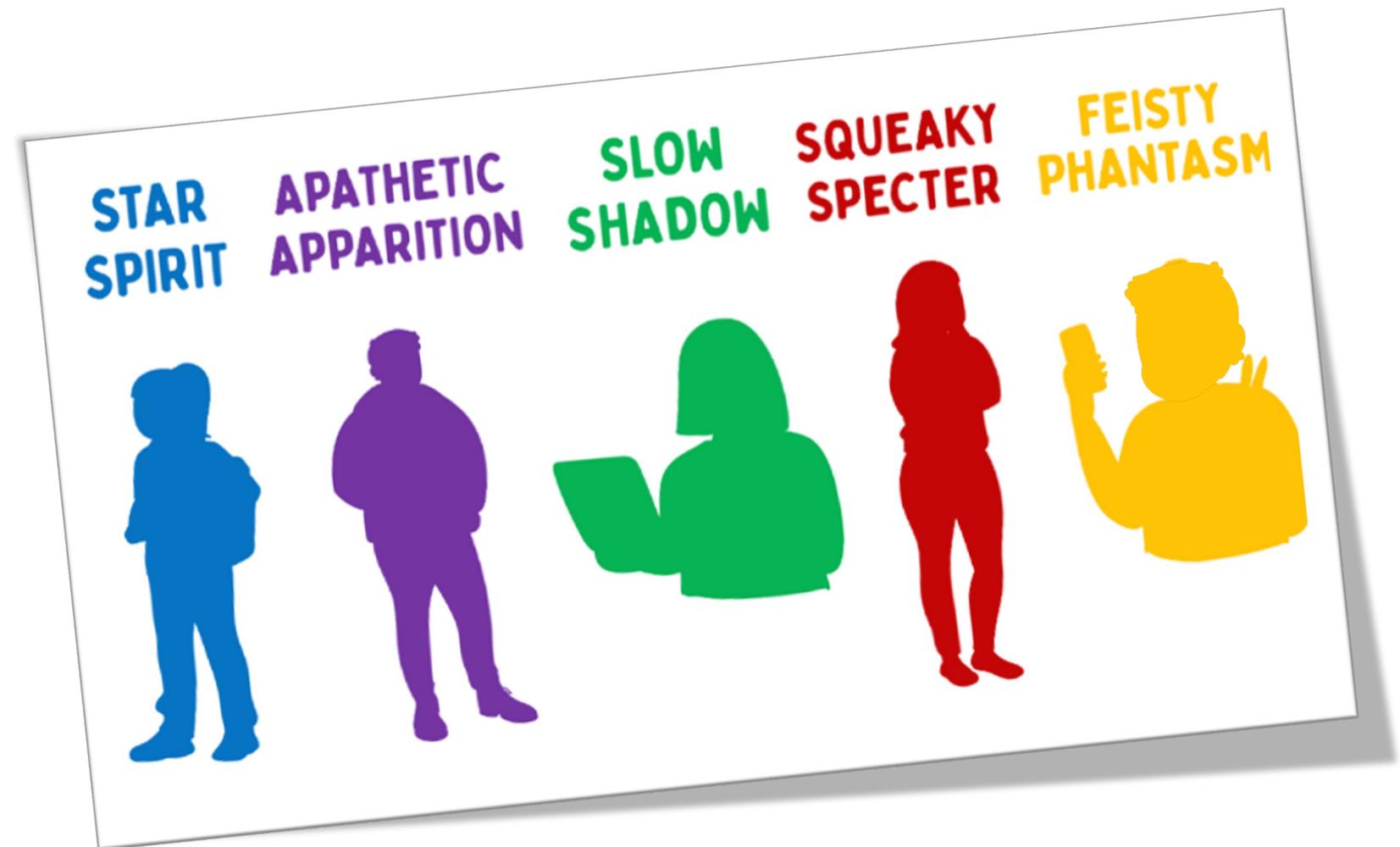




WHO IS AT RISK?



- 👻 STAR SPIRIT
- 👻 APATHETIC APPARITION
- 👻 SLOW SHADOW
- 👻 SQUEAKY SPECTER
- 👻 FEISTY PHANTASM



STAR SPIRIT

DESCRIPTION

GOES ABOVE AND BEYOND ON ASSIGNMENTS

TEMPTATIONS

CAN'T PERFORM AT THE HIGHEST LEVELS
GOOD ISN'T GOOD ENOUGH

INTERVENTIONS

PRAISE, EMPATHY, AND CONNECTION
OPPORTUNITIES TO BUILD RESILIENCE



APATHETIC APPARITION



DESCRIPTION

RELUCTANTLY SIGNED UP FOR THE COURSE
DOES THE MINIMUM AMOUNT OF WORK TO GET BY

TEMPTATIONS

HAS NO REGULAR TOUCHPOINTS WITH THE INSTRUCTOR
NO PRACTICAL APPLICATION OF THE LEARNING MATERIALS

INTERVENTIONS

SMALL, MANAGEABLE ASSIGNMENTS
BELIEF THAT THEY CAN BE SUCCESSFUL
LEARNING THROUGH EXPERIENCES (REAL LIFE EXAMPLES)

SLOW SHADOW

DESCRIPTION

DILIGENT WORKER
TAKES A LONG TIME TO COMPLETE ASSIGNMENTS

TEMPTATIONS

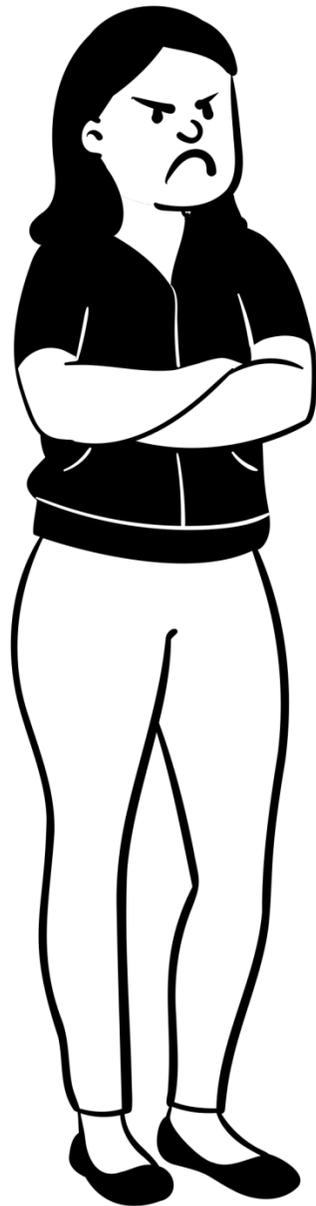
FALLS BEHIND ON WORK

INTERVENTIONS

DEADLINES AND OFFICE HOURS
EXTENSIONS AND PATIENCE
AVOID SHAMING PHRASES



SQUEAKY SPECTER



DESCRIPTION

WORKS, BUT COMPLAINS LOUDLY THE ENTIRE TIME
NEGATIVE ATTITUDE IMPACTS OTHER LEARNERS

TEMPTATIONS

FEELS CONCERNS ARE NOT VALIDATED

INTERVENTIONS

ADDRESSING CONCERNS
SHOW YOU'RE LISTENING
UNDERSTAND WHERE BEHAVIOR IS COMING FROM

FEISTY PHANTASM

DESCRIPTION

DOESN'T TAKE WORK SERIOUSLY
CAN BE DISTRACTING TO OTHERS
CAN GET THE COURSE OFF-TOPIC

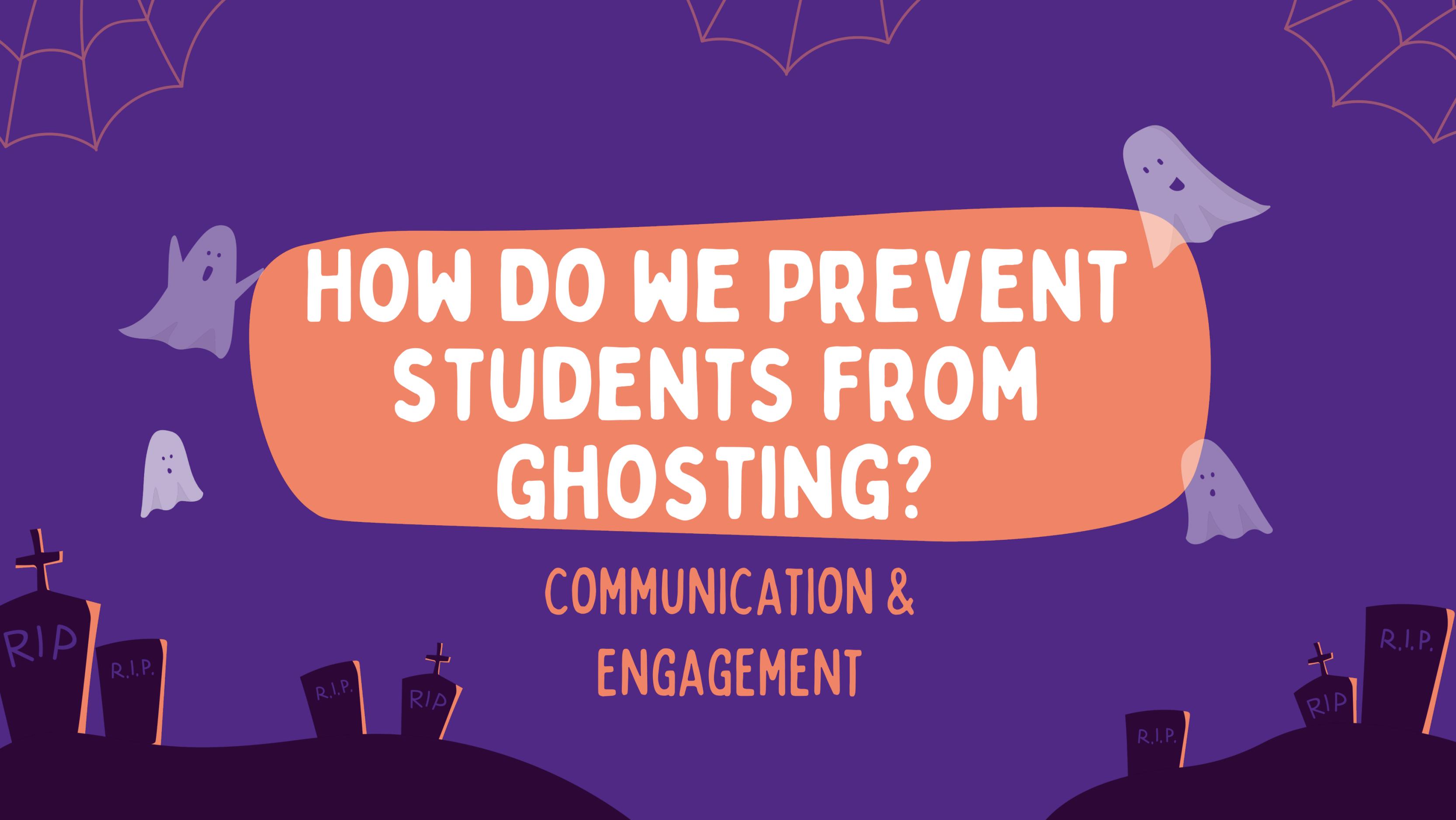
TEMPTATIONS

DOESN'T GET ENOUGH ATTENTION
RESENTMENT FROM MORE ATTENTIVE STUDENTS

INTERVENTIONS

HIGHLIGHT STUDENT'S STRENGTHS
GIVE OPPORTUNITIES FOR ON-TASK "SPOTLIGHT"





HOW DO WE PREVENT STUDENTS FROM GHOSTING?

COMMUNICATION &
ENGAGEMENT





**COMMUNICATION
STRATEGIES**

SET CLEAR EXPECTATIONS



SYLLABUS



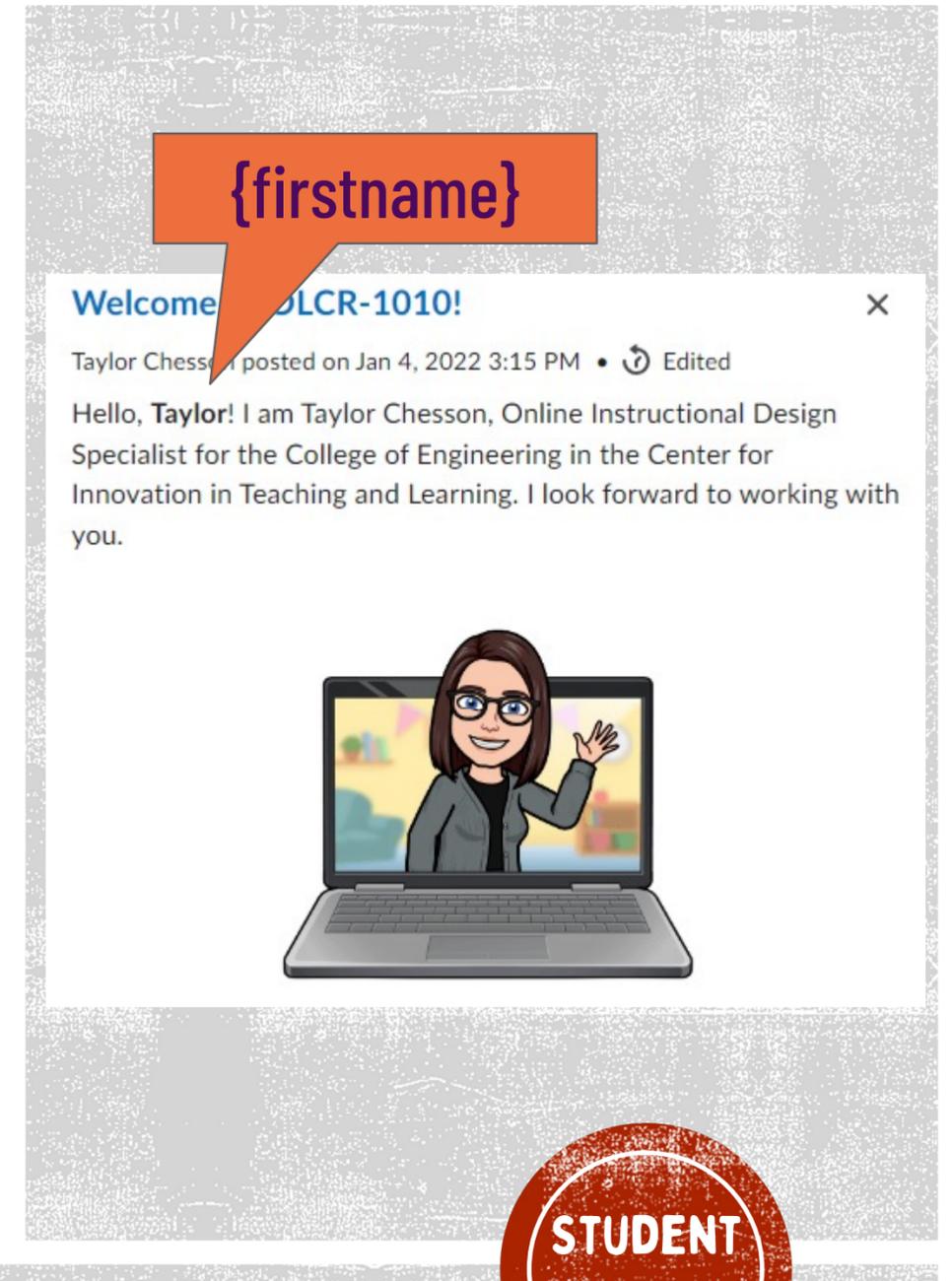
CO-CREATE EXPECTATIONS
WITH STUDENTS



IN CLASS
(DAY 1)

PERSONALIZE

- USING STRINGS LIKE {FIRSTNAME} IN ILEARN
- CONNECTION ACTIVITIES
 - FLIP (FLIPGRID)
 - INDEX CARD INTRO
 - MS FORMS
 - DISCUSSION POSTS
- INTRODUCTION VIDEO FROM FACULTY MEMBER IN ILEARN
- PERSONALIZE FEEDBACK





STAY IN CONTACT

- REACH OUT VIA LMS
- TALK FACE-TO-FACE
 - BEFORE / AFTER CLASS
 - OFFICE HOURS
 - TEAMS CALL
- EMAIL THE STUDENT / MESSAGE ON TEAMS
- CALL THEM

KNOW YOUR CAMPUS RESOURCES



STUDENT
SUCCESS
CENTER



ACADEMIC
ADVISORS



SPORTS TEAM
ADVISORS



PEER
MENTORS



LEARNING
CENTER
(TUTORING)



CAMPUS
SERVICES
(ILEARN)

LET STUDENT VOICE BE HEARD

A man with a beard and sunglasses, wearing an orange jacket, is shouting into a white and yellow megaphone. The background is a solid light yellow color.

- **GROUPS**
- **FORMATIVE ASSESSMENTS**
 - **EXIT TICKETS**
 - **MINUTE PAPERS**
- **MID-SEMESTER EVALUATIONS**
 - **MS FORMS**
 - **SURVEY TOOL IN ILEARN**
 - **SMALL GROUP INSTRUCTIONAL DIAGNOSTIC (SGID)**



**ENGAGEMENT
STRATEGIES**

INCORPORATE INVOLVEMENT

STUDENT PARTICIPATION

- POLL EVERYWHERE, SURVEYS, JIGSAW

FEEDBACK / PROGRESS

- RUBRICS, GRADING, REFERENCING SYLLABUS

COLLABORATIVE LEARNING

- PARTNERS / GROUPWORK / TEAMWORK

HANDS-ON APPROACHES

- MANIPULATIVES, REAL WORLD APPLICATIONS, PBL

TECHNOLOGICAL COMPONENTS

- FLIP, ILEARN FEATURES, TECH EXPRESS ATTENDANCE



STUDENT CHOICE

- GIVE TWO DIFFERENT OPTIONS FOR AN ASSIGNMENT
 - EXAMPLE: WRITE A 3-PAGE PAPER OR CREATE A PPT
- LEARNING MENUS / CHOICE BOARDS
- STILL ASSESSING / PRACTICING THE SKILL BUT LET'S STUDENTS HAVE AN INVESTMENT IN THE ACTIVITY
- SIMPLE DIFFERENCES BUT LET'S STUDENTS PICK THE DELIVERY FORMAT BASED ON THEIR PREFERENCES

GAMIFICATION

REVIEW & REINFORCE

- KAHOOT
- POLL EVERYWHERE

RANGE OF SCORES

- BACKWARDS GRADING
- LEVELS / POINT SYSTEM

REWARDS & RECOGNITION

- UNIQUE PRIZES
- TANGIBLE / INTANGIBLE

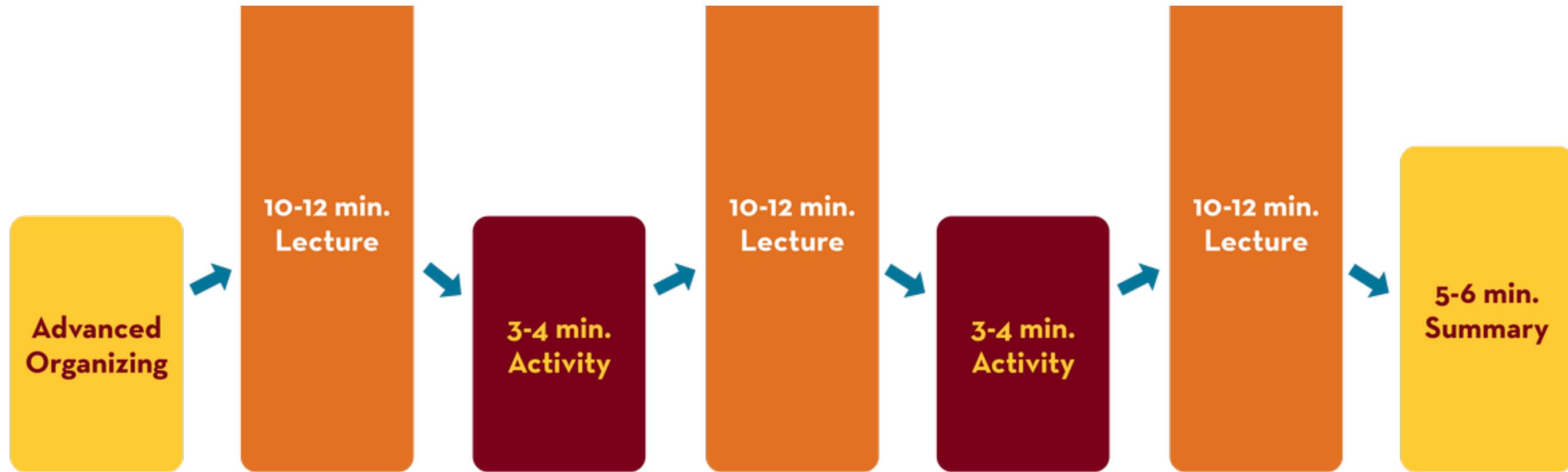
REMEMBER

- PROMOTE TEAMWORK
- PRIORITIZE LEARNING

MOVEMENT



- **CAMPUS LOCATIONS**
 - MEET OUTSIDE FOR A LAB
 - MEET IN A SPACE THEY CAN UTILIZE WHEN NOT IN CLASS
- **MOVEMENT IN THE CLASSROOM**
 - FOUR CORNERS
 - WORKING IN PARTNERS/GROUPS
 - GALLERY WALK
 - SCAVENGER HUNTS



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CHUNKING

- CHUNKING UP LECTURES, LONG CLASSES, PROJECTS TO MAKE THEM MORE MANAGEABLE
- USING MODULES IN ILEARN

A photograph of an older man with white hair, wearing a grey suit, white shirt, and dark tie. He is covering his face with his right hand, looking down with a distressed or sad expression. The background is a bright, hazy outdoor setting, possibly a balcony or terrace with a railing, suggesting a sunset or sunrise.

FINAL NOTE:
**DON'T TAKE IT
PERSONALLY**
WHEN A STUDENT GHOSTS.

EXIT TICKET



OPTION 1

WHAT IS ONE KEY TAKEAWAY TO PREVENT GHOSTING?

OPTION 2

WHAT STRATEGIES DO YOU ALREADY USE TO REDUCE GHOSTING?

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THANK YOU!

COMMENTS, QUESTIONS,
CONCERNS?

