



REDUCING STUDENT GHOSTING: EFFECTIVE ENGAGEMENT STRATEGIES

CENTER FOR INNOVATION IN TEACHING & LEARNING





SESSION RESOURCES:

- SESSION WILL BE RECORDED.
- SLIDE DECK WILL BE SHARED.
- LINKS TO RESOURCES THROUGHOUT PRESENTATION.
- WE WILL BE IN THE CHAT TO ANSWER ANY QUESTIONS.
- BOOK A CONSULTATION WITH YOUR INSTRUCTIONAL DESIGNER!

AGENDA



- WHAT IS GHOSTING?
- WHY DOES IT OCCUR?
- WHO IS AT RISK?
- HOW DO WE REDUCE GHOSTING?



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)**

POLL QUESTION



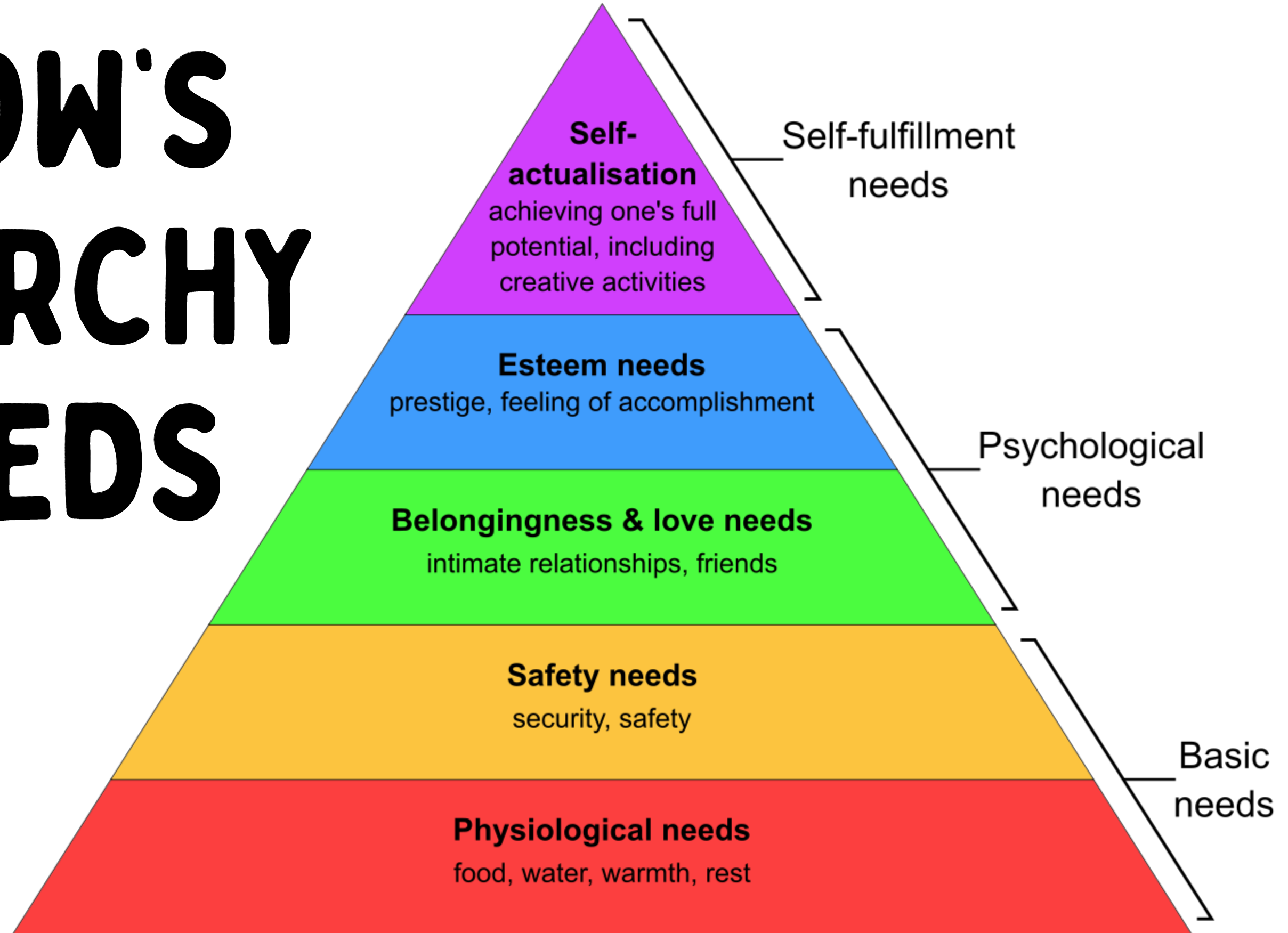
WHY DO STUDENTS "GHOST"?



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



MASLOW'S HIERARCHY OF NEEDS





WHO IS AT RISK?



-  **PROCRASTINATORS**
-  **OVERCOMMITTED STUDENTS**
-  **DISTANCE LEARNERS**
-  **STRUGGLING STUDENTS**
-  **STUDENTS WITH HEALTH CHALLENGES**



HOW DO WE PREVENT STUDENTS FROM GHOSTING?

COMMUNICATION &
ENGAGEMENT STRATEGIES



**COMMUNICATION
STRATEGIES**

SET CLEAR EXPECTATIONS



SYLLABUS



**CO-CREATE EXPECTATIONS
WITH STUDENTS**



**IN CLASS
CONTINUOUSLY**

PERSONALIZE

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

{firstname}

Mid-Semester Course Evaluation Survey

Hello, Taylor! Please fill out the [Mid-Semester Course Evaluation Survey](#). This helps me know how the course is going so far and what I need to change for the second half of the semester. I am looking for honest feedback!



Wings up!

Dr. AE

STUDENT VIEW



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)



STUDENT ADVOCATES

LET STUDENT VOICE BE HEARD

- GROUPS / DISCUSSIONS
- FORMATIVE ASSESSMENTS
 - EXIT TICKETS
 - MUDDIEST POINT
- MID-SEMESTER EVALUATIONS
 - MS FORMS
 - SURVEY TOOL IN ILEARN
 - SMALL GROUP INSTRUCTIONAL DIAGNOSTIC (SGID)

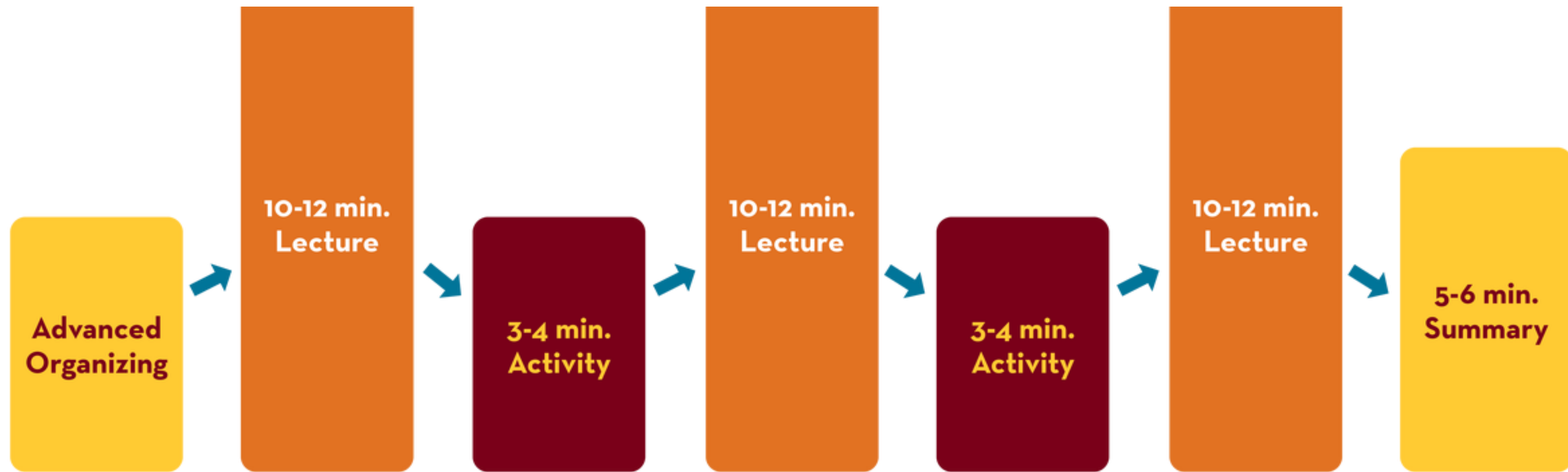


**ENGAGEMENT
STRATEGIES**

**WHAT ARE SOME EFFECTIVE
ENGAGEMENT STRATEGIES
YOU ALREADY USE?**

TYPE YOUR ANSWER IN THE CHAT





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CHUNKING

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



RETRIEVAL PRACTICES

- 3-2-1 REFLECTION
- BRAIN DUMP
- MINUTE PAPERS
- DISCUSSIONS
- INTERACTION WITH TEXT
- MINI-QUIZZES

INCORPORATE INVOLVEMENT

ACTIVE LEARNING STRATEGIES

- MS POLLS, ILEARN SURVEYS, JIGSAW METHOD

FEEDBACK / PROGRESS

- RUBRICS, GRADING, REFERENCING SYLLABUS

COLLABORATIVE LEARNING

- PARTNERS, GROUPWORK, TEAMWORK

HANDS-ON APPROACHES

- MANIPULATIVES, REAL WORLD APPLICATIONS

OTHER COMPONENTS

- ILEARN FEATURES, COURSE DESIGN BEST PRACTICES



ILEARN FEATURES

- CREATOR+ ELEMENTS
- YUJA QUIZZES
- ANNOUNCEMENTS
- INTELLIGENT AGENTS
- UPDATED GRADEBOOK



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 LETS STUDENTS HAVE AN INVESTMENT IN THE ACTIVITY
- SIMPLE DIFFERENCES BUT LETS 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

- ILEARN BADGES
- TANGIBLE / INTANGIBLE

REMEMBER

- PROMOTE TEAMWORK
- PRIORITIZE LEARNING

LEVERAGING AI TO REDUCE STUDENT GHOSTING

BRAINSTORM ENGAGEMENT
STRATEGIES

DESIGN INTERACTIVE
ACTIVITIES

DEVELOP CHECK-IN
QUESTIONS

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



EXIT TICKET



OPTION 1

WHAT IS ONE KEY TAKEAWAY TO REDUCE GHOSTING?

OPTION 2

WHAT STRATEGIES DO YOU ALREADY USE TO REDUCE GHOSTING?

REFERENCES:

Blankson, A. (2022). Academic ghost hunters: Bringing learners back to lifelong learning. *Wiley*. Retrieved 21 Sept. 2022 from [Web Address](#).

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Hawkes Learning. (2022). Why students ghosts: What ghosting is and how to deal with inactive students [video]. *YouTube*. [Web Address](#).

Pennington, A. (2020). Preventing students from ghosting your class. *Faculty Focus*. Retrieved 9 Aug. 2022 from [Web Address](#).

RayParkerJuniorVEVO. (2013). Ray Parker Jr. – Ghostbusters [Video]. *YouTube*. [Web Address](#).



THANK YOU!

[BOOK A CONSULTATION](#)



[FEEDBACK SURVEY](#)

Next Week's Session:

Optimizing Your Data Collection with Survey Tools

[Register](#)

