Digital Tools and Strategies to Increase Engagement

Common Challenges Faced by Students Related to Engagement

Motivation
- Engaging in tasks
- Persisting in the face of challenges
- Sustaining focus

Self-Regulation
- Developing confidence
- Coping with emotions

Engaged students are curious and motivated to learn. UDL Principle 3 centers on the importance of providing student options for multiple means of engagement. The three approaches to engage students are highlighted and outlined below in a table format.

1. **Sharing and interacting with peers** can increase motivation and develop student confidence.
   Provide opportunities to work with peers in online spaces with collaborative tools where students can co-create. Students can also engage with peers online by providing constructive feedback in the form of comments on each other's work. Giving students options to create short presentations and share them with a small group of peers, or teach each other concepts are other ways to increase interaction.

2. **Making activities personally relevant to students** can help increase motivation.
   Let students bring in their own interests to their work, when appropriate. Students can tap into things they care about, enjoy addressing, and/or feel confident expressing. Make connections with the aspects that are personally relevant to students, for example, connect with their home, culture, and community.
   Below is a table of tools that can be used in this way along with some suggested activities.

3. **Receiving quality feedback** can increase student engagement by building confidence and coping up with emotions. Digital tools can be used to provide mastery-oriented feedback, self-assessment, and self-reflection. Quality Feedback is 1) Timely 2) Actionable 3) Specific.

Digital Tools & Strategies to Increase Engagement Through Peer Interaction and Relevance			
Tools	**Engaging Features**	**Suggestions for Use**	**UDL Connections**
Messaging applications *Google Talk, Discord*	• Allows phone calls and text messages using an email address/app instead of a personal phone number	• Send a daily/weekly message to check in and provide updates and assignments • Allow students and parents to text questions if they are not as comfortable with email	6.3 Facilitate managing information and resources 6.4 Enhance capacity for monitoring progress 9.3 Develop self-assessment and reflection
Online Checklists *Google Forms*	• Provide checklists with daily/weekly assignments or step-by-step instructions to chunk and scaffold projects	• Create checklists and assignments with an area for students to ask questions • Create checklists with step-by-step tasks and instructions to chunk and scaffold projects	6.3 Facilitate managing information and resources 7.2 Optimise relevance, value, and authenticity 9.2 Facilitate personal coping skills and strategies
Online bulletin board *Jamboard, Padlet*	• Create online spaces where students can post comments, links, or other information and can comment on each other's posts • Teachers can create resource banks for information • Have a shared forum to discuss and organise content	• Have brainstorming sessions and post resources • Share resources for research projects • Create a Padlet with 3 columns for a virtual K-W-L • Create a categorisation activity by creating columns with categories	7.2 Optimise relevance, value, and authenticity 8.3 Foster collaboration and community 6.3 Facilitate managing information and resources

Video Sharing *FlipGrid*	• Video-based apps allow teachers to present key information verbally (up to 5 minutes on Flipgrid) • Students can use video apps to record and practice speaking • Teachers can provide written and video response feedback on students' videos	• Teachers can record instructions or a prompt, and students can post video replies and reply to each other • Teachers can post video feedback modeling the correct answer or providing support. Students can then record a new video demonstrating their understanding and application of the feedback	4.1 Vary the methods for response and navigation 5.1 Use multiple media for communication 8.3 Foster collaboration and community 8.4 Increase mastery-oriented feedback

Digital Tools & Strategies to Increase Engagement Through Quality Feedback			
Tools	**Engaging Features**	**Suggestions for Use**	**UDL Connections**
Online formative assessments (*Google Forms, GoConqr*)	• Online survey tool that allows multiple formats of questions (multiple choice, matching, short answer, etc.) with the option to include images (Google Form).	• Create online quizzes that students can use to self-assess comprehension of content • Create formative/summative assessments for students to demonstrate understanding	8.4 Increase mastery-oriented feedback 9.3 Develop self-assessment and reflection
Digital Quiz Tools (*Kahoot, Quizalize, Quizlet Live*)	• This provides a formative assessment tool that students can participate in and enjoy without being called out individually. The interactive format can be engaging and fun for students	• Students take turns answering live quiz questions for grammar patterns, vocabulary, or content, including math practice	7.3 Minimise threats and distractions 8.3 Foster collaboration and community 8.4 Increase mastery-oriented feedback
Digital flashcards (Quizlet, Memvrise)	• Online quiz tools allow students to check their understanding, and practice vocabulary	• Create flashcard sets for vocabulary practice or to support recall of content, like math facts.	2.1 Clarify vocabulary and symbols

	and content knowledge	● Have students create their own study sets to share with each other and reinforce their own understanding	4.1 Vary the methods for response and navigation 7.3 Minimise threats and distractions 8.4 Increase mastery-oriented feedback

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