

# Using a SWIVL to Build Community and Engagement Across Learning Modes

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## ABSTRACT

A project examining if the use of a SWIVL to livestream an on-campus class to the online section increases student engagement and a sense of belonging to a community of learners as students engage with each other across multiple learning modes, combining synchronous and asynchronous opportunities of learning.

### Purpose of Study

As the undergraduate education degree program continues to build its online learning student base, this study explored if using a SWIVL to integrate an online class with an on-campus class can influence student engagement in course learning materials and a sense of belonging to a learning community.

This project sought to increase the levels of engagement and sense of belonging.

### Research Question

How does integrating an online class with an on-campus class through the use of a SWIVL influence engagement in course learning materials and a sense of belonging to a learning community?

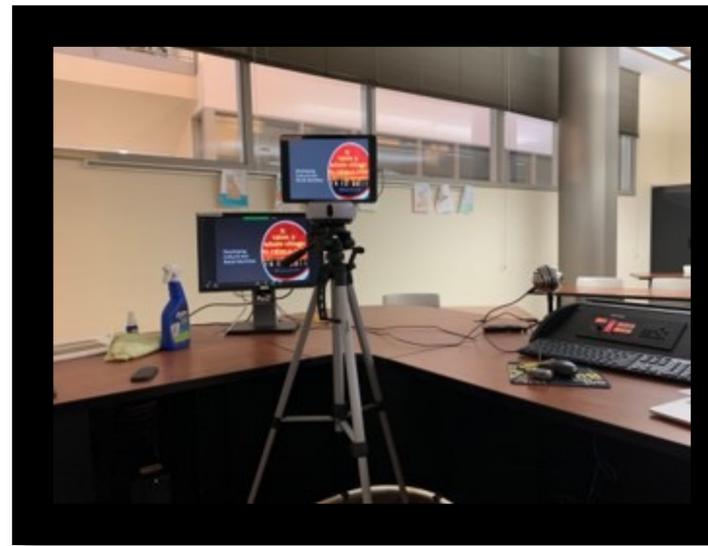
### Methods

This project was confined to two sections of TED200 Introduction to Education, which was offered in Fall 2020 in both an on campus and online mode. A mixed methods approach was undertaken, encompassing both qualitative and quantitative data collection methods.

A pre and post Likert survey was used to elicit students' experience with hybrid formats of learning, their sense of belonging to a community of learners, and a self-assessment of their level of engagement in course learning materials presented.

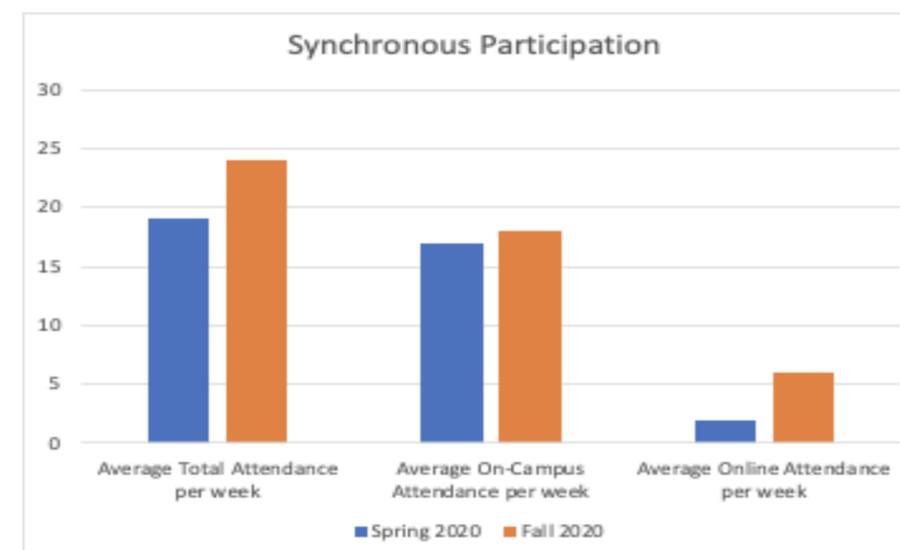
The LMS analytics were used to measure students' engagement in asynchronous learning materials, discussion posts and recorded lectures; in addition to synchronous opportunities of live streaming the on-campus class using the Zoom and SWIVL.

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### Findings – Student Engagement

Significant increase asynchronous participation demonstrated through an increase in page views (25%) and participation (21%) in Canvas from Spring 2020 to Fall 2020. While the increase in asynchronous participation could be explained by the complete shift of on-campus students to online due to the pandemic, there was also a significant increase in synchronous participation in both the on-campus and online cohorts.



### Findings – Sense of Belonging

Students in both the online and on-campus cohorts reported an increased increased of belonging, with comments like:

*“My sense of belonging felt as if it had improved throughout the semester because I felt that I belonged there with each of the other students who all share a passion for teaching and learning as well.”*

*“I felt less like a “non-traditional student” and more like an “on-campus student” when being offered to attend the lectures via zoom and/or watching them once uploaded.”*

*“I have very much enjoyed your online lectures. Even though I am not with you in person, I still feel a connection to you and the class. I lose myself within the lecture because I feel a part of it. I get transported into the topic that we are discussing and even go to contribute to the conversation, even when I am watching it back at a later date. The experiences you share, the real you and life that is presented, contribute greatly to my learning and enjoyment.”*

### Implication

Livestreaming on-campus classes can help online students feel a sense of belonging and increase their participation when they are included in the learning dialogue which occurs organically in classes.

### Future Research

How does the use of SWIVL to livestream other on-campus events increase engagement and a sense of belonging to a community of learners?