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### Investigating Student Engagement in Technology-Enhanced Learning at the Intersection of Business and Law

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# Investigating Student Engagement in Technology-Enhanced Learning at the Intersection of Business and Law

This project was funded and supported by eCampusOntario. This CC-BY 4.0 licensed report is geared towards a general audience including policy makers, administrators, faculty, instructional support staff, and students who are interested in adopting innovative pedagogical approaches in their own teaching and learning at their institutions.

This project investigated student engagement in technology-enhanced learning. The main research question of this mixed-method study is: “How can instructors use flipped classroom pedagogy in blended and online courses in business law to foster engagement and participation among diverse, non-law students in an upper year B.Comm course?” The study explored the effects of redesigning a traditional lecture course to a flipped class.

This project:

- completed literature review on pedagogical innovation (flipped classroom) in online and blended courses
- collected and analyzed LMS and survey data in three business law courses (n=77); conducted in-depth interview with one participant
- multimedia recordings created include: 3 videos explaining mid-semester feedback, end-of-semester feedback, and collection of student data for scholarly teaching practice; photos of in-class activity; and screenshots to showcase online flipped classroom practices
- 2 research assistants presented selected findings, from the student partners' perspective, in posters at the Great Lakes Regional Student Success Conference 2018 and UWillDiscover Undergraduate Research Conference 2018
- workshop delivered on campus with UWindsor's the Centre for Teaching and Learning
- research paper presentations have been delivered at the Canadian Academy for Legal Studies in Business Conference 2018 and the Open Educational Summit 2018; and further findings will be presented at the UWindsor Campus Technology Day and STLHE 2018.

I concluded that a traditional lecture course can be redesigned to a flipped class utilizing:

- 1) Pre-recorded video lectures for students to view before class, allowing for more in-class time for discussion learning activities;
- 2) Formative feedback using Tricider.com (where students shared topics they struggled to understand or wished to explore in more depth) prior to in-class group collaborative learning activities.

Feedback from students was generally very positive and I enjoyed classes more too.