



Student Engagement Online: What Works and Why: ASHE Higher Education Report, Volume 40, Number 6 (J-B ASHE Higher Education Report Series (AEHE))

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What makes online learning engaging to students?

Engagement depends upon designing learning that is active and collaborative, authentic and experiential, constructive and transformative. While students and instructors can inadvertently act in several ways to decrease student engagement in online coursework, research indicates a range of options that have been proven to engage students in their online courses.

This report explores the learning theories, pedagogies, and active learning options that encourage student engagement, push them to think more deeply, and teach them how to learn. It guides instructors on how to evaluate the effectiveness of technological and software tools, and to evaluate and assess the activities, learning, and retention occurring in their online classes. Finally, it will help instructors find inspiration for engagement from the face-to-face settings that can be translated into the online environment.

This is the 6th issue of the 40th volume of the Jossey-Bass series **ASHE Higher Education Report**. Each monograph is the definitive analysis of a tough higher education issue, based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports, with experts providing critical reviews of each manuscript before publication.

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