**Online Engagement Strategies Questionnaire (OESQ)**

**If you are using or adapting this instrument, please cite**

Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning*, *22*(1), 205-222.

**Instructions:** Please rate how important the following strategies and/or activities are to support student interactions as an online learner.

**5= Very Important, 4= Important, 3 = Neither Important nor Unimportant, 2= Somewhat Unimportant, 1=Very Unimportant**

**[Learner–Learner Interaction]** (10)

1. Students use a virtual lounge where they can meet informally to share common interests.
2. Students complete an integrated profile on the Learning Management System that is accessible in all courses.
3. Students introduce themselves using an ice-breaker discussion.
4. Students moderate discussions.
5. Students have choices in the selection of readings (articles, books) that drive discussion group formation
6. Students post audio and/or video files in threaded discussions instead of only written responses.
7. Students interact with peers through student presentations (asynchronously or synchronously).
8. Students work collaboratively using online communication tools to complete case studies, projects, reports, etc.
9. Students peer-review classmates’ work.
10. Students are required to rate individual performance of team members on projects.

**[Learner–Instructor Interaction]** (10)

1. The instructor refers to students by name in discussion forums.
2. The instructor sends/posts regular announcements or email reminders.
3. The instructor creates a forum for students to contact the instructor with questions about the course.
4. The instructor creates a course orientation for students.
5. The instructor posts a “due date checklist” at the end of each instructional unit.
6. The instructor creates short videos to increase instructor presence in the course.
7. The instructor provides feedback using various modalities (e.g., text, audio, video, and
8. The instructor provides students with an opportunity to reflect (e.g., via a journal or surveys).
9. The instructor posts grading rubrics for all assignments.
10. The instructor uses various features in synchronous sessions to interact with students (e.g., polls, emoticons, whiteboard, text, and audio and video chat).

 **[Learner–Content Interaction]** (9)

1. Students interact with content in more than one format (e.g., text, video, audio, interactive games or simulations).
2. Students use optional online resources to explore topics in more depth.
3. Students experience live, synchronous web conferencing for class events and/or guest talks.
4. Discussions are structured with guiding questions and/or prompts to deepen their understanding of the content.
5. Students research an approved topic and present their findings in a delivery method of their choice (e.g., discussions forum, chat, web conference, multimedia presentation).
6. Students search for and select applicable materials (e.g., articles, books) based on their interests.
7. Students have an opportunity to reflect on important elements of the course (e.g., use of communication tools, their learning, team projects, and community).
8. Students work on realistic scenarios to apply content (e.g., case studies, reports, research papers, presentations, client projects).
9. Students use self-tests to check their understanding of materials.

**Instructions:** Please type in your responses to the following questions.

1. What is the most valuable strategy to engage you as an online learner?

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1. What is the least valuable strategy to engage you as an online learner?

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1. What strategies not included in this questionnaire are beneficial to you as an online learner?

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**Instructions:** Please select one answer for each of the following questions.

33. What is your gender?

\_\_\_ Female (1)

\_\_\_ Male (2)

\_\_\_ Other (3)

\_\_\_ Prefer not to answer (4)

34. What is your current student status?

\_\_\_ Freshman

\_\_\_ Sophomore

\_\_\_ Junior

\_\_\_ Senior

\_\_\_ Post-baccalaureate

\_\_\_ Master’s student

\_\_\_ Doctoral student

\_\_\_ Post-doctorate

\_\_\_ Other, please specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

35. In which discipline are you studying?

\_\_\_ Agriculture/Natural Resources

\_\_\_ Arts and Sciences

\_\_\_ Business

\_\_\_ Education

\_\_\_ Engineering/Applied Science

\_\_\_ Health Sciences

\_\_\_ Law

\_\_\_ Medicine

\_\_\_ Other, please specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions:** Please type in your responses to the following question.

36. What is your academic major? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions:** Please fill in a numerical value for each of the following questions.

37. What is your age? \_\_\_\_ years (fill in the blank)

38. How many online courses have you completed prior to taking this course? \_\_\_\_\_\_\_

**[CONFIRMATION SCREEN]**

Thank you for taking the time to complete this survey. We appreciate your assistance with our research project.