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Passionate about digital instructional design, she works on complex, blended and innovative training projects. In the past, she worked on the design of LMS platforms and tools, evaluation and tutoring processes, blended courses and online marketing for distance learning.
In Piazza Copernico she coordinates Research and Development team and Univeristy experts involved in projects, on different research topics:
- innovative instructional design models
- semantic analysis
- leraning analytics
for Huma Resources world.

WHY "ENGAGEMENT" IS STILL A FASHIONED WORD?

One word many meanings

in Distance Learning, but also in marketing & advertising, web design the word "engagement" is still orverused to imply processing and tools to gain an active and motivated behavior of our users. Actually this means focusin on a user-centered design.

But engagement is a real complex entity. It regards different dimensions:

- **learning models (**and its different perspective and opportunity as indicated in Picciano's review)
- **tool** enabling learning process and as learning eco-system of rules and chances
- **collaborative activities** to involve people in changing processes
- **individual characteristics and motivation**(as digital attitudes, flexibility ad PS, mental models, attention levels, motivation, ect.)

ENGAGING IS AS A KEY FACTOR FOR LEARNING

in its different meanings

SOME DECLINATIONS OF ENGAGEMENT

Unusual aspects correlated to engagement

Engagement is mainly pursued through the instructional design to build quality contents to be highly engaging, motivating, rich of experiences and interactivity. Otherwise engagement is pursued through the onboarding processes of courses .
These are very important focuses to promote active participation. But many dimensions, on the other hand, are underestimated and poorly considered in training projects.

Looking at engagement with a broader perspective, we can see that user active involvement can be pursued by taking care of other seemingly secondary or complex aspects to achieve as well:

- co-design of training materials and content,
- gamification on realistic and concrete problems to engage even target users accustomed to content-based training,
- increasing moments of active and collaborative reflection, fostering moments of real knowledge transfer and sense making,
- understand and take into account the mechanisms of attention in the design of distance learning.

DIFFERENT PERSPECTIVES ON ENGAGEMENT

presenters

- 1° contribution - Elena Messore "Remote Working - The Webseries: training meets people caring and the liberating power of laugher"
- 2*contribution - Laura Ducci "Competitive game towards big engagement"
- 3° contribution - Claudia Falconio "Product demo: Engagement as accessibility & inclusion"
- 4° contribution - Serena Di Sanno "Ask the expert"
- 5° contribution - Anca Marusean "Attention and Meditation Quantification using Neural Networks"
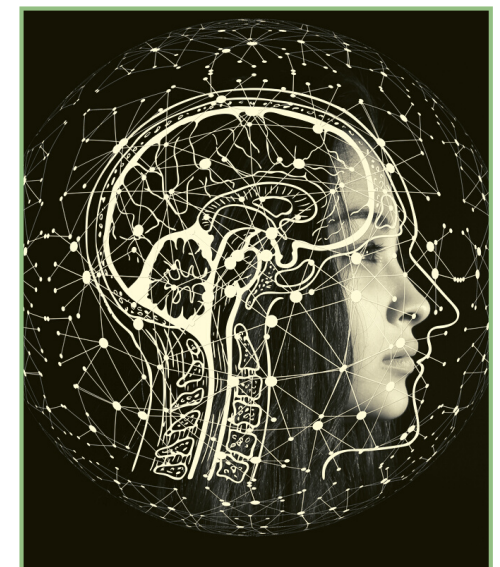
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R. Al-Jarf, "How Instructors Engage Students In Distance Learning During the Covid19 Second Wave", 26th Annual TCC Worldwide Online Conference. Hawaii, USA. April 13-14, 2021