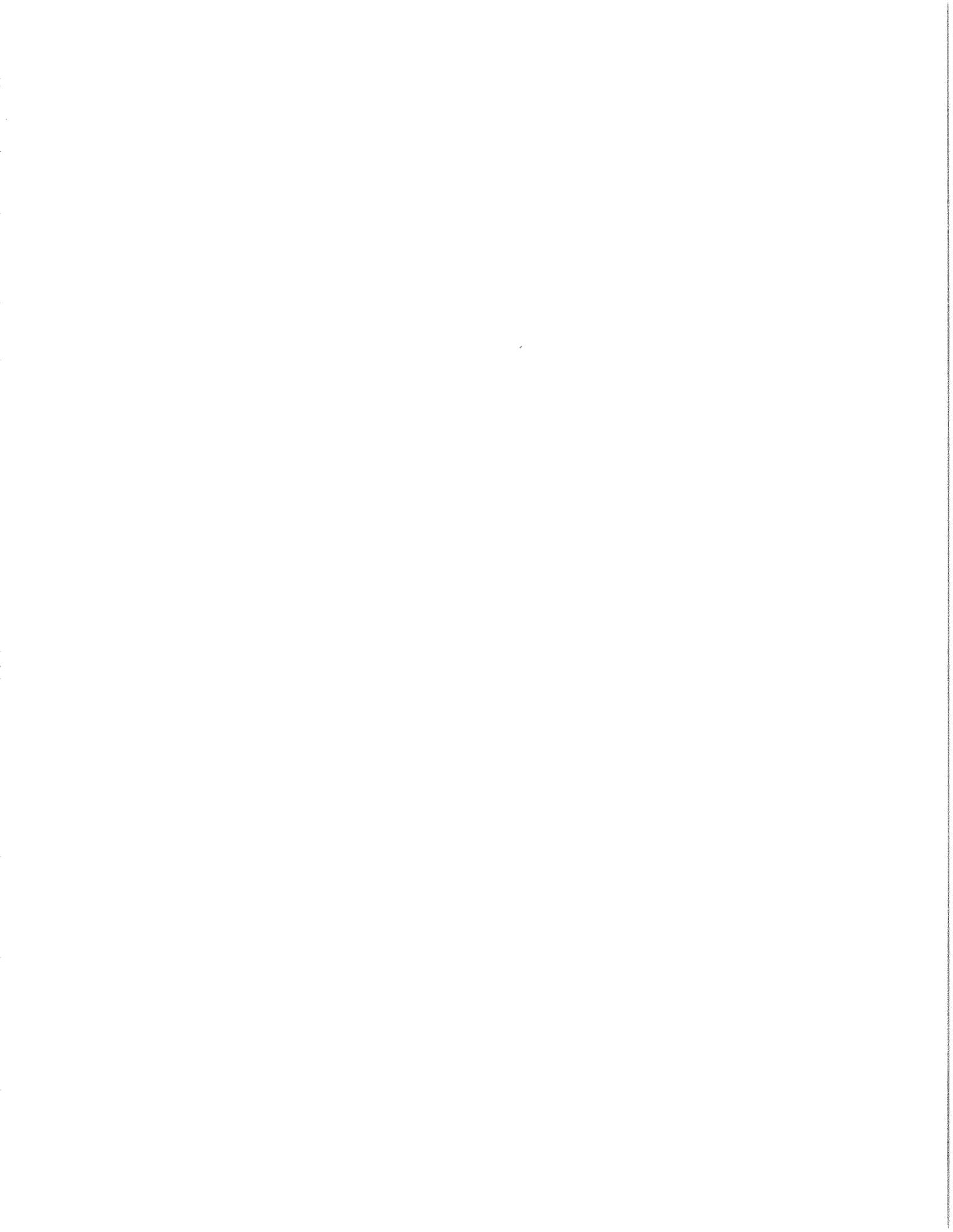


# DESIGNING FOR ONLINE ENGAGEMENT WORKSHOP

## SESSION 1 MATERIALS





CENTER FOR HOMELAND  
DEFENSE AND SECURITY  
NAVAL POSTGRADUATE SCHOOL



## *DESIGNING ONLINE COURSES FOR STUDENT ENGAGEMENT*

### WORKSHOP - DAY 1

AUGUST 6TH, 2020

WWW.CHDSSES  
The Nation's Homeland Security Educator | Sponsored by the U.S. Department of Homeland Security

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## Creating Gracious Space

<http://www.ethicalleadership.org/>

**Spirit-** of inclusiveness, open to learning and sharing, self-respect, solution orientated

**Setting-** physical and virtual spaces that are comfortable- mindful orientation of the format to support exchange

**Welcoming the Guest-** we all have different backgrounds & perspectives- there is beauty & strength in diversity- take time to understand & listen

**Learning in Public-** let go of certainty, expertise and solutions that you may have come with to make space for new ideas and collective wisdom to emerge




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## Scholarship of Teaching and Learning

Designing for Student Engagement in Online Environments

August 6, 2020

Dr. Caroline S. Hackerott, PhD  
Elizabeth Gray, MBA, JD



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## Workshop Participant Take-aways

- Identify aspects of online learners and environments to address in instructional design
- Identify benefits of collaborative and/or TBL strategies in online environments
- Create or modify learning activities to reflect collaborative and/or TBL strategies
- Develop peer network to support personal professional development in online instructional design
- Identify potential opportunities to incorporate SoTL into course design



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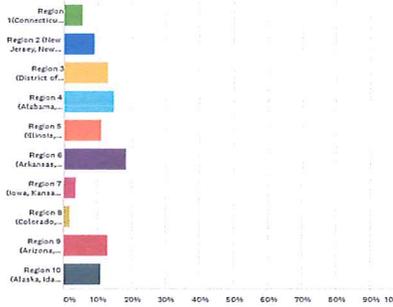
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## Survey Results: Demographics of Participants

(Every FEMA Region is represented today)



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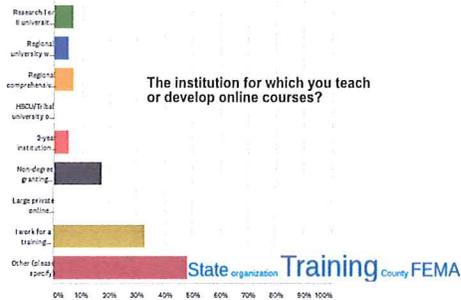
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## Survey Results: Demographics of Participants

The institution for which you teach or develop online courses?



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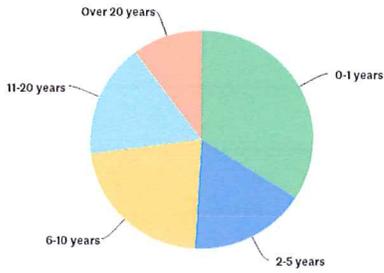
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### Survey Results: Demographics of Participants

Q3 How long have you taught at the post-secondary level?



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### Survey Results: Demographics of Participants

Practical Experience?



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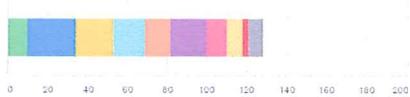
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### Survey Results: Demographics of Participants



Use Teams in Teaching?

- Do not use them in a traditional classroom nor in an online environment
- Use for discussions in a traditional classroom
- Use for discussions in an online teaching environment
- Use for projects in a traditional classroom
- Use for projects in an online teaching environment
- Use as an ongoing, integral part of my teaching strategy in a traditional classroom
- Use them as an ongoing, integral part of my teaching strategy in an online environment
- Use the team based learning (TBL) structure in a traditional classroom - permanent
- Use the team based learning (TBL) structure in an online environment - permanent
- Other (please specify)



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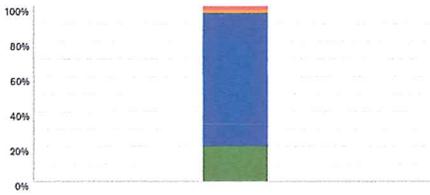
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## Survey Results: Demographics of Participants



Why are you attending this workshop?

- I am a nervous wreck about creating and delivering a quality online course
- I am looking for new ideas
- I don't attend enough workshops and this looks more interesting than doing dishes
- I am so good at online teaching that others should hear my ideas
- Someone suggested or ordered me to attend



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## Navigating this workshop

- Part 1: Theoretical Foundations
  - Interactive "Practice"
  - Polls
  - Movement within Zoom
    - Small Group Exchange
  - Accessing Google Docs
- Part 2: Exploring TBL strategies
  - Small Team Exchange
  - TBL Process with your own learning activity/content
  - Brief overview of SoTL
  - Introduction to HOMEWORK



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## What Online Education Is NOT (Johnson, 2020)

- Emergency Remote Online Delivery (COVID-19 transitions)



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## Online Learning and Instruction: Opportunities

- Flexibility
- Cost?
- Location



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## Poll #1

- See 200720 Poll 1 document 3 questions
- <https://drive.google.com/file/d/1BJLO0bCLA8xOgXaAnK4KGOIhaf1y1Ayl/view?usp=sharing>



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## Online Learning and Instruction: Challenges (Herman, 2020)

- Both learners and instructors experience challenges and obstacles
  - Time
  - Location
  - Cost
  - Technology
- ELECTIVE PARTICIPATION



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## ACCESS AND INCLUSION



### TECHNOLOGY

- Internet access
- Hardware
- Familiarity with software and environment



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## ACCESS AND INCLUSION



### OVERLOAD

- New technologies
- New courses/course re-design
- Change in communication channels
- TIME



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## STRATEGIES TO EASE OVERLOAD

- Guided instruction while F2F
- Tutorials and guided online activity for online students
- Orientation or "How to Navigate"



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## Asynchronous Options

- Record your guided activity with your synchronous or F2F class and post for asynchronous review
- Create personal video tutorials for your class (examples available in the Google doc "handbook")



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## Poll #2

- See document 200720 Poll 2 (2 questions)
- <https://drive.google.com/file/d/15qQMv7afwiZ-GsiAnm15dfQYU01VpRTW/view?usp=sharing>



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## Small Group Activity: Navigating Zoom

- You've already demonstrated you are able to access our Zoom meeting. I have created a step-by-step guide for my students for laptop/tablet and phone. I explain "waiting rooms", passwords, and various other functions like "chat".
- I also explain that each of our meetings will be recorded so that anyone who misses class can access any session. These sessions are password protected for my students only and posted directly into our Blackboard Shell. NDSU does not require me to have my students sign a release. *If I have a guest speaker I ensure they are open to being video recorded.*
- Link to example of student Zoom guide:  
[https://drive.google.com/drive/folders/1dwAnzs75aMu0A0PKXWQQ\\_Mla9-MlFQkZO?usp=sharing](https://drive.google.com/drive/folders/1dwAnzs75aMu0A0PKXWQQ_Mla9-MlFQkZO?usp=sharing)



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## Small Group Activity: Break Out Rooms



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## Small Group Activity: Break Out Rooms

- Unless everyone in your "meeting" is on the same Zoom license (and I can almost guarantee your students will NOT be), you will need to assign participants to break out room when they enter your session
- I set up "recurring" break out rooms with Team Names
- Small Teams are consistent throughout the semester
- I keep a "cheat sheet" of team assignments next to me to facilitate moving them into rooms



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## Small Group Activity: Break Out Rooms

- The instructor (or tech facilitator) can determine when to open and close break out rooms.
- Participants can move between the main room (where the instructor is) and the room to which they are assigned. Participants cannot move between break out rooms unless the instructor changes their assignments. I have never had the ability to assign a person to multiple rooms.
- As the instructor, I stay in the main room. If a small team needs my assistance, one of the members re-enters the main room and lets me know. I then can enter that team's room.
- There is no "lurking" feature in Zoom.



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## Small Group Activity: Break Out Rooms

- Your turn to try using a breakout room from the student perspective.
- If you have any issues accessing your breakout room or navigating this workshop, put your question into the chat or simply return to the main room for assistance.
- I have put a google doc link in the chat:  
[https://drive.google.com/file/d/1ZVn9ltN7te5K9XHR4qAFmCcqC8dl1oSW/vi...  
ew?usp=sharing](https://drive.google.com/file/d/1ZVn9ltN7te5K9XHR4qAFmCcqC8dl1oSW/vi...)
- Your team will work collaboratively to answer the question(s) on the worksheet.
- One member of your team will serve as the "recorder/spokesman" and add your responses to the document.



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## ISSUES and IDEAS

- ISSUES
- IDEAS



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## Self-Regulation and Learning (Greene et al., 2020)

- Definition (Pintrich, 2000)
  - Learners are active participants
  - Learners are able to observe and modify aspects of their learning if necessary
  - Learners enact the ability to modify learning activities based on goals, criteria, or standards
  - SRL processing serves as a mediator in the relationship between personal and contextual characteristics and learning outcomes



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## Self-Regulated Learning (SRL)

F2F enrollment is often a strategy employed by learners who recognize “weak” self-regulation skills

- Dedicated time and space (focus)
- External enforcement of study through in class activities and expectations
- Immediate contact with instructor and peers reduces the perceived pressure of self-accountability
- Instructor presence and perception of connection increases comfort with asking questions
- Perception of learning *collectively*



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## SRL Can Be Taught!!!

- All learners in all learning environments can increase their SRL skills
- It just takes more “coaching” online

**I’m so excited.**



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## Enhancing SRL Skills in the Online Environment

### Instructor Presence

- Virtual, Video Office Hours
- Personalized and/or Video Announcements
- Personal Tutorials and “Start Here” Folders (see next slide for screenshot)
- Quick Reference Card of key student references with live links



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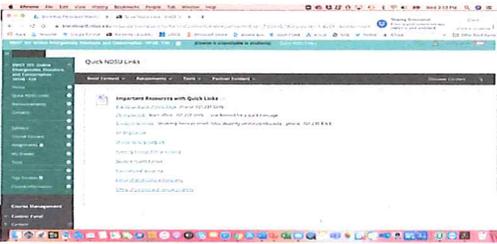
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## Enhancing SRL Skills in the Online Environment: Connection

- Quick Reference Card of key student references with live links



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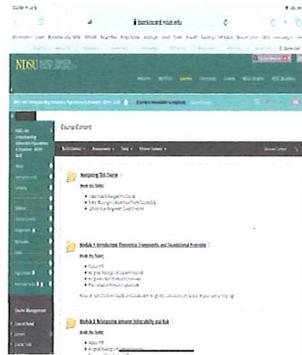
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## Enhancing SRL Skills in the Online Environment

### Instructor Presence

- Create opportunities for synchronous interaction (Friday recitations)
- CATs with feedback



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## Enhancing SRL Skills in the Online Environment

### Increased Peer Contact and Accountability

- Create a "Student Watercooler" GA/TA monitors
- TEAMS
  - Permanent Teams
  - Teams determine norms and expectations of each other (I typically let them negotiate one for me as well)
- CHUNKED learning activities
  - Team has to create a timeline of due dates
  - Team creates a schedule of assignments with contracts—who is responsible for what aspect of an activity

<https://drive.google.com/drive/folders/1dwAnzs75aMw0A0PKXWQQMla9-MlIQkZO?usp=sharing>



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## Enhancing SRL Skills in the Online Environment

### Increased Peer Contact and Accountability



- Peer Evaluations (more on this later)
- Negotiation of Overall Course Assessment



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## Small Team Break Out Activity 2

### Instructor Presence and Peer Contact/Accountability

- Enter your assigned break out room
- Use the link to Activity 2 google doc in the chat  
[https://drive.google.com/file/d/1Gec7FvgBalHGtdOey-cK\\_jmhT5\\_XYRfm/view?usp=sharing](https://drive.google.com/file/d/1Gec7FvgBalHGtdOey-cK_jmhT5_XYRfm/view?usp=sharing)
- One member of your team will serve as recorder/editor.



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## Small Team Break Out Activity 2

### Instructor Presence and Peer Contact/Accountability

- Using the worksheet, brainstorm ideas regarding how to increase instructor presence and peer contact/accountability in an **asynchronous** online course
- If you have used an idea successfully in the past, please put an asterick (\*) after it
- When you are finished or if you need assistance, please return to the main room (the room will close in 15 minutes)
- We will exchange ideas



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## Small Team Break Out Activity 2

Instructor Presence and Peer Contact/Accountability

- Instructor Presence
- Accountability



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## 15 MINUTE BREAK!!

**When we return, Beth will be taking you through building an asynchronous Team-Based Learning Activity**

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## Let's Do This!

Let's get Engaged!



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## Let's Do This!

Let's get **Engaged!**  
in **SRL** in an **Online Environment!**



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## Question: What is...

One of SRL Strategies  
for an Online Learning Environment?

**Answer:** Peer to Peer Contact with...



a Truly Collaborative Learning Experience with Teams...



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## Team-Based Learning (TBL™)

SRL Online Strategy - Peer to Peer Contact - Truly  
Collaborative Learning Experience with Teams...

TBL™



(Clark et al., 2018; Michaelsen, 2008; Palsolé and Awalt, 2008)



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## Team-Based Learning (TBL™)

Today's Example - Online Asynchronous Course using TBL  
15 week semester  
5 units/modules (aprx. 3 weeks each)  
You can modify for your course



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## Team-Based Learning (TBL™)

Today's Example - Online Asynchronous Course using TBL  
Unit 1: Course Basics - Intro. Content & TBL format  
Units 2-4: Content in TBL format  
Unit 5: Content and Wrap-up in TBL format



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## Unit 1: Course Orientation (TBL)™

Introduce TBL format  
Team formation  
Grade Weight Debate



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## Unit 1: Course Orientation (TBL)<sup>TM</sup>

Introduce TBL format



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## Unit 1: Course Orientation (TBL)<sup>TM</sup>

Team Formation:

Today - You are already in your teams

In your course:

- Instructor
- Or LMS randomly determine
  
- Provide:
  - Team Policy Guide
  - Team Contract
  - (Examples in your Participant Materials)



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## Unit 1: Course Orientation (TBL)<sup>TM</sup>

Grade Weight Debate:

In your course:

Explain



Next, it's your turn...



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## Unit 1: Grade Weight Debate

Grading/Assessment Parameters:

**iGrade (min. 10% of Total Course Grade)** \_\_\_\_\_%

•iRATs ((min. 10% of iGrade) \_\_\_\_\_%

•iAssignments (min. 10% of iGrade) \_\_\_\_\_%

•iFinal (min. 50% of iGrade) \_\_\_\_\_%

**tGrade (min. 20% of Total Course Grade)** \_\_\_\_\_%

•tRATs (min. 20% of tGrade) \_\_\_\_\_%

•tApplication (min. 20% of tGrade) \_\_\_\_\_%

•tFinal Project (min. 40% of tGrade) \_\_\_\_\_%

**Member Eval. (min. 10% of Total Course Grade)** \_\_\_\_\_%

(Criteria in Team Contract & summarized on evaluation document)

**Total for Course** **100%**



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## Unit 1: Grade Weight Debate

Your Team has 5 mins. – Agree on % for all 3 Main Categories.

Pick a Time-Keeper

Pick a Recorder to type your Team Name & %s into the worksheet

3 Main Categories for Grading/Assessment:

**iGrade (min. 10% of Total Course Grade)** \_\_\_\_\_%

**tGrade (min. 20% of Total Course Grade)** \_\_\_\_\_%

**Member Eval. (min. 10% of Total Course Grade)** \_\_\_\_\_%

(Criteria in Team Contract & summarized on evaluation document)

**Total for Course** **100%**

In your Materials use doc. "Breakout 3 TBL Grade Weight Debate" – the link is also in the chat:

[https://drive.google.com/file/d/191ukEkLZXKqKQNBIEA-CnsvbWa8lK\\_v/view?usp=sharing](https://drive.google.com/file/d/191ukEkLZXKqKQNBIEA-CnsvbWa8lK_v/view?usp=sharing)



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## Unit 1: Grade Weight Debate

Post-Breakout - Discussion

Team's Results:

[https://drive.google.com/file/d/191ukEkLZXKqKQNBIEA-CnsvbWa8lK\\_y/view?usp=sharing](https://drive.google.com/file/d/191ukEkLZXKqKQNBIEA-CnsvbWa8lK_y/view?usp=sharing)

**iGrade (min. 10% of Total Course Grade)** \_\_\_\_\_%

**tGrade (min. 20% of Total Course Grade)** \_\_\_\_\_%

**Member Eval. (min. 10% of Total Course Grade)** \_\_\_\_\_%

**Total for Course** **100%**



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## Unit 1: Grade Weight Debate

Post-Breakout – Discussion Cont'd

Possible Timeline in asynchronous online environment:

Class starts 8/19/20:

Intra-Team Debate

Due 8/25/20: Team Decisions

Inter-Team Debate

Due 9/1/20: Final Grade Weights



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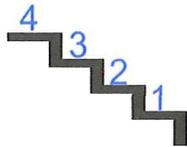
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## Team-Based Learning™

Four TBL Format Steps



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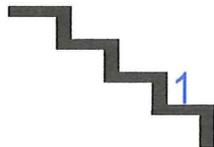
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## Team-Based Learning™



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## Team-Based Learning™

Step 1 of 4 TBL Format Steps:  
Individual Study / Preparation



FEMA NPS

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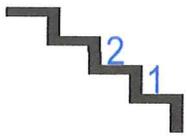
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## Team-Based Learning™



FEMA NPS

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## Starting the 4-Step TBL each unit/module

Step 2 of 4 TBL Format Steps:  
Readiness Assurance Process



FEMA NPS

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## Team-Based Learning™

1st Component of the RAP- Individual Readiness Assurance Test

(iRAT)



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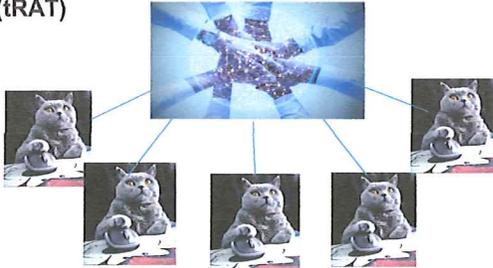
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## Team-Based Learning™

2nd Component of the RAP- Team Readiness Assurance Test

(tRAT)



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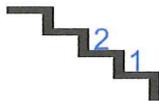
## Team-Based Learning™

Step 1 - Individual Study / Preparation

Reading, research, viewing

Step 2 - Readiness Assurance Process

iRAT, tRAT, Appeals, Post RAT instructor feedback



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## Team-Based Learning™

You have 5 mins. to complete three components of the RAP!

1. Individual Preparation (via Text, Articles, Research)  
Today: Read example excerpt from article in worksheet (1 mins.)
2. Readiness Assurance Process:
  - b. Individual Readiness Assurance Test (iRAT) (2 mins.)
  - c. Team Readiness Assurance Test (tRAT) (2 mins.)

We'll discuss Appeals & Instructor Feedback after we return

In materials find doc., "Breakout 4 TBL iRAT & tRat" & there's a link in the chat: <https://drive.google.com/file/d/1Q6lxvVMASme-5zc015jPVVof3HWYwbU/view?usp=sharing>.



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## RAT Results

Post-RAT Breakout

Poll #3

Discuss Readiness Assurance Test (RAT) Results

Appeals

Instructor feedback (mini-lecture)



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## Team-Based Learning™

3<sup>rd</sup> Component of the RAP- Team Appeals



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## Team-Based Learning™

3<sup>rd</sup> Component of the RAP- Team Appeals

The Instructor

Grants or

Denies



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## Team RAT Appeals

Impact on Grades:

When an appeal is Granted by the Instructor

Get points added back



Only those teams that make the appeal(s)



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## Team RAT Appeals

Appeals Instructions & a Template are in Participant Materials

**A few Musts:**

Every Team Member Must Participate (ALL Sign the Appeal)

Must Follow the Specific Steps, including:

Note if Appeal is Based on:

Disagreement

Or

Ambiguity



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# Team-Based Learning™

4th Component of the RAP

Instructor Mini-Lecture



**When Gray slips & says something she didn't mean to say**

**and she leaves it in the video lecture anyway**



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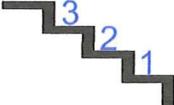
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# Team-Based Learning™




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# Team-Based Learning™

Step 3 of 4 TBL Format

Applied Assignment

Composite Team Resume

(4 Ss):

- Significant Problem
- Same Problem
- Specific Choice
- Simultaneous Reporting

4

TEAM FOUR

PROFESSIONAL DEVELOPMENT | PROFESSIONAL DEVELOPMENT | PROFESSIONAL DEVELOPMENT

<p><b>OBJECTIVE</b></p> <p>Team Four is committed to a mission of providing and for the benefit of all citizens that affect emergency management.</p> <p><b>VALUES</b></p> <p>The team consists of a mix of individuals from various disciplines, including emergency management, public safety, and other related fields.</p> <p><b>TRAVEL &amp; FAMILY</b></p> <p>All of Team Four has extensive family, most of the time and are committed to their families and friends. They are also committed to their professional and personal growth.</p> <p><b>EDUCATION</b></p> <p>ADULTERY DEGREE Team Four currently has a combined total of 100 years of experience in the field of emergency management.</p> <p>BACHELORS DEGREE Team Four currently has one member who holds a bachelor's degree in emergency management, and the other three have degrees in related fields.</p> <p><b>VOLUNTEER EXPERIENCE OR LEADERSHIP</b></p> <p>The team has a wide range of volunteer and leadership experience in the field of emergency management, including 100 years of experience in the field of emergency management.</p>	<p><b>PROFESSIONAL DEVELOPMENT</b></p> <p>The team of professionals is composed of Team Four's core members. These professionals are trained in emergency management, public safety, and other related fields.</p> <p><b>EMERGENCY MANAGEMENT LEADERSHIP</b></p> <p>Team Four currently has a combined total of 100 years of experience in the field of emergency management, including 100 years of experience in the field of emergency management.</p>
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## Team Applied Assignment Activity

### Applied Resume Assignment - Timeline Examples:

In F2F co-located classroom

One class session

In a Synchronous Online Environment

One or two class sessions

In Online Asynchronous Environment

One week



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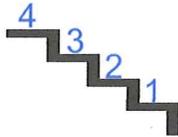
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## Team-Based Learning™



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## Team-Based Learning™

### Step 4 - Team Member Contribution

#### Self and Peer Evaluation

Provide More than One Opportunity

Formative

Summative

Self-Reflection & Assessment



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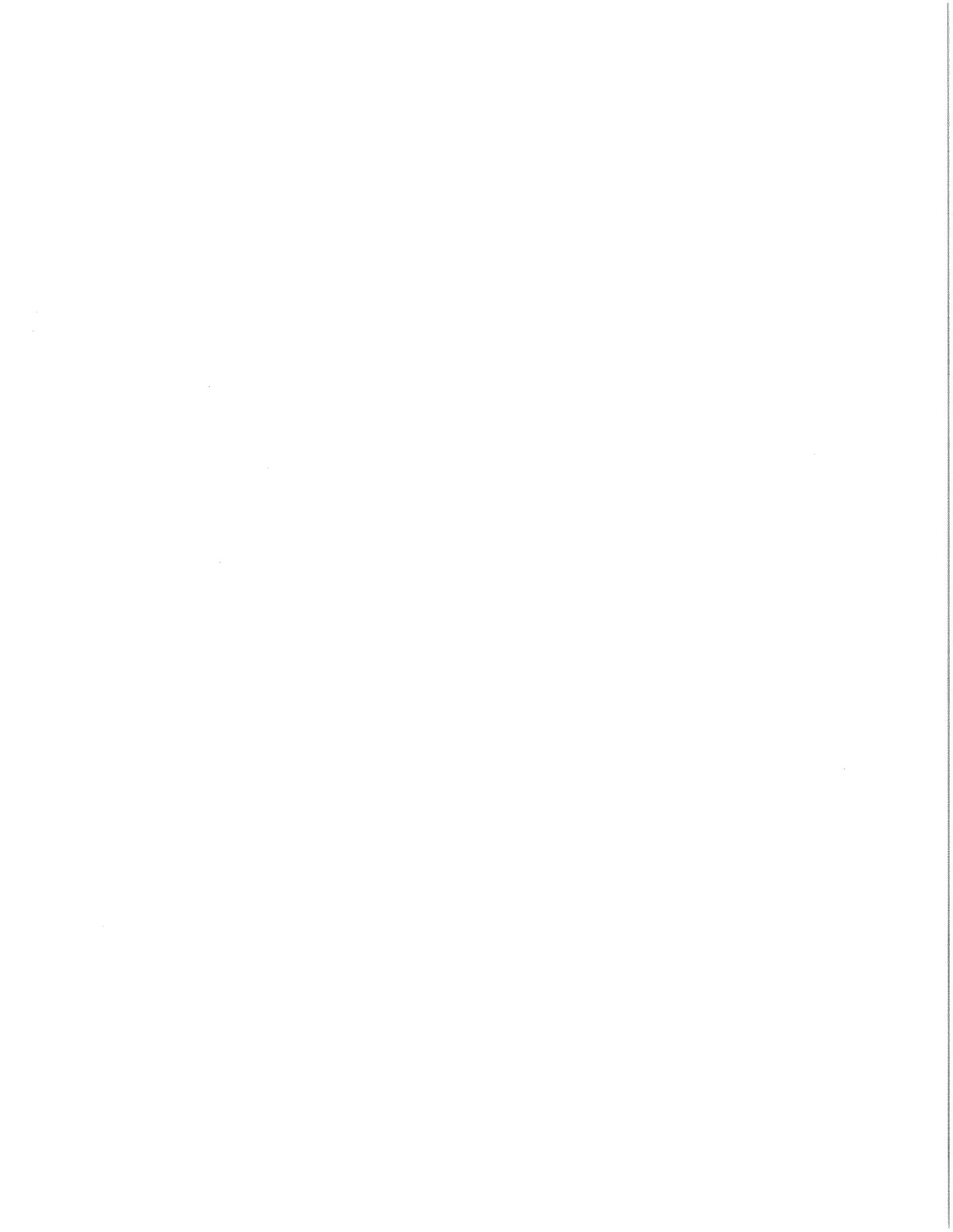
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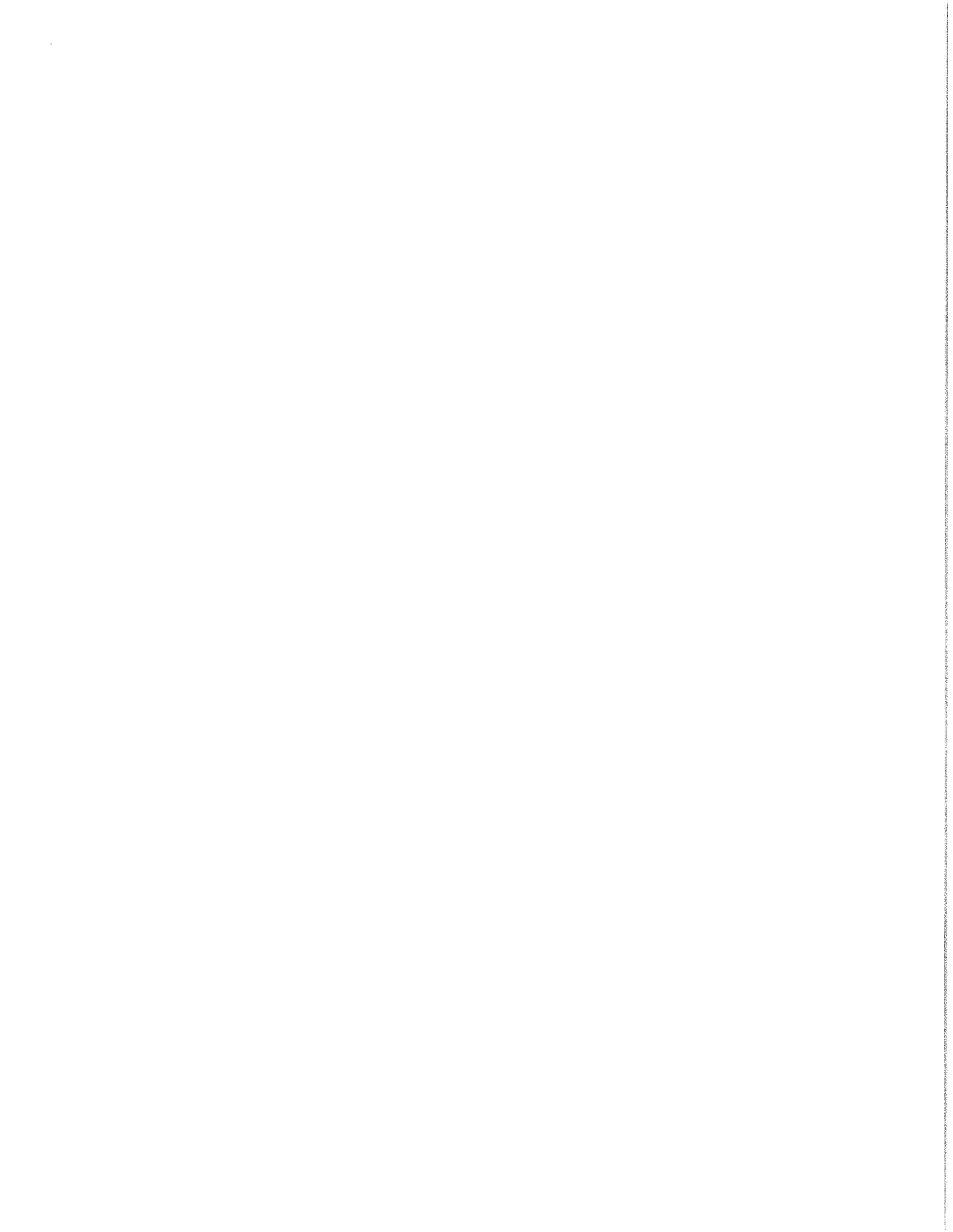




Team Name	Team Members	Course
Team Texas	Kerby Kerber	Entry Level Fire Fighter
	Joe Lombardo	Hazmat Refresher
	Penny Cortez	Communications 101
	Bob Berg	Hazmat The fFrst Hour
	Kathy Watson	
Team Name	Team Members	Course
Team Name	Team Members	Course
Great 8	Will Vance	ICS 300
	Tom Haug	ICS 300 or Position Specific
	Tom Robinson	PDMG and PDMGJIT
	Tina Hovermale	L0363 - EM for Higher Ed
	Tim Riecker	EM Certificate Program
Team Name	Team Members	Course
Team Name	Team Members	Course
Team Name	Team Members	Course
Team Name	Team Members	Course
Team Name	Team Members	Course

## USING ZOOM STEP-BY-STEP GUIDE

1. You will be sent an email with an invite link to our Zoom class session(s). I have created a recurring "meeting" for us during our regularly scheduled class period. You will be able to use this same link throughout the semester. (You will get a different invitation to my standing Zoom office hours. You will use the same process for both our class and virtual office hours.) I will also post this invite to our announcements, at the top of our "Course Content" page, and in the "Syllabus" link in our left hand navigation menu. You should not have any issue accessing our class or my office hours using these links.
2. I suggest you add this link to your calendar. Zoom will work well with both Apple's iCal or Outlook. This way you have the time reserved on your calendar and your link will always be handy.
3. **Using a Smart Phone.** You will be able to access our Zoom class through your any computer, tablet, or smart phone. Using your phone is different from using your other devices. Full instructions for using your phone can be found at <https://youtu.be/sOJkffIN8O4>
4. **Earphones.** Everyone in the class will be using Zoom to interact and collaborate whether they are in the classroom or Zooming in. To facilitate communication and limit "noise", everyone needs to use earphones or earbuds. Using earphones (especially those with a built in mic) will limit echoes and other distortion.
5. **Password and Waiting Room.** NDSU currently requires us to use a meeting password and the waiting room. The meeting password is included in the invitation link. The waiting room function requires that I "let you in" to our room. Please do your best to be on time for our meetings. In the middle of class, I may not see you "waiting" which will frustrate us both. (I'm working on disabling this feature and will keep you posted.)
6. **Video Function.** Once you're in our room, please turn on your video if possible. It's much easier to interact with each other if we can see each other. You will be muted upon entry.
7. **Chat.** Please activate your "Chat" function. You may find chat at the bottom of your screen if you're using a laptop or desktop. If you're using your phone or tablet, Chat is typically found by hitting the 3 dots usually in the upper right corner of your screen.
8. **Questions, Comments, and Raising Your Hand.** If you have a question or comment, please leave it in the chat. Someone will be monitoring the chat and alert me if I miss a question. You may also use the "Raise Hand" function in the chat box as well if you prefer.
9. **Speaking.** Once you are called on, be sure to "unmute" yourself. Some students have reported that the unmute is fickle. If you can't seem to get your mic off mute, we can do it from the host screen.
10. **Break Out Rooms for Group Activities.** Each student will be assigned to a small group for the semester. This group will work collaboratively on several assignments. I will set up a Break Out Room for each team. During collaborative activities, I will activate these rooms. You will access your team room through the "Break Out Room" icon typically on the bottom of your screen.
11. **Recording.** I will be recording all of our class periods. These will be posted to Blackboard in the appropriate topical folder in "Course Content".
12. **Problems.** If you are having issues and need assistance, you may send a message through our Remind app to Jesse or me. (We will have someone monitoring our phones during class.) If you can't address these issues, remember the class will be recorded for future reference.



You will have 15 minutes for this exercise. This is a brainstorming session. Don't spend time explaining or justifying your idea. Until your team has exhausted fresh ideas. We will spend some time discussing your ideas when we return to the main room.

Select one member of your team to serve as a recorder. Working together brainstorm ideas regarding how you might increase your presence and student accountability in an **asynchronous** online class. Your ideas may include what you have done successfully in the class or would like to do. If you include something that has worked in the past, please mark it with an asterisk. **DO NOT CENSOR YOURSELF BECAUSE YOU DON'T KNOW HOW YOUR TECHNOLOGY COULD MAKE IT HAPPEN.** We'll deal with that in our follow-up webinar ☺.

Team Name	Instructor Presence	Student Accountability
Example: Very Stable Geniuses	Video mid-week announcements	Peer evaluations
Team Name	Instructor Presence	Student Accountability
Team Texas	<p>Instructor reaches out to the Team leader to check on team performance and answer questions.</p> <p>Weekly post about the class weekly students could respond with what they have accomplished</p> <p>Instructor has office hour(s) virtually or individual appointments.</p>	<p>Team appoints a team lead/recorder</p> <p>Post individual questions for each student that they share the answer with the group</p> <p>I don't know is an acceptable answer.</p> <p>Group Project with each student completing a module that completes the whole.</p>
Team Name	Instructor Presence	Student Accountability
Master of Disaster	<ul style="list-style-type: none"> <li>● Open 15 min early for chitchat people not just students</li> <li>● Front Load schedule and syllabus to students to manage expectations</li> <li>● If a student missing / late etc. send a personal video message to check on that student</li> <li>● International students, often used to the talking head instruction, not engagement so conduct Readiness assessment testing to ascertain ready for session.</li> <li>● Let groups choose the leaders, that leader will represent the group.</li> <li>● At the end of each session, conduct follow up (links, handouts etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Social before work, icebreaker</li> <li>● Students expected to be on time and prepared as pre-loaded</li> <li>● Video messages appreciated, more personal</li> <li>● Outside class, activities require calling each other rather than online collaboration only.</li> </ul>
Team Name	Instructor Presence	Student Accountability
Great 8	<ul style="list-style-type: none"> <li>● set up forums for course discussions and enforce follow up responses</li> </ul>	<ul style="list-style-type: none"> <li>● require responses to forum posts that contribute to discussion with followup from the instructor</li> </ul>

	<ul style="list-style-type: none"> <li>• virtual office hours</li> <li>• periodic group communications</li> <li>• learning material to include ppt with audio, or video presentations of material</li> </ul>	<ul style="list-style-type: none"> <li>• metered participation</li> <li>• benchmarks for learning progress</li> </ul>
<b>Team Name</b>	<b>Instructor Presence</b>	<b>Student Accountability</b>
Combat Wombats	<p>Open, totally optional and recorded regularly schedule office hour and encourage multiple students to attend simultaneously</p> <p>Active usage of twitter by instructor with current and former students, mix in academic and fun topics</p> <p>Try to encourage students to do more than just agree with each other in discussion board posts</p> <p>Active instructor presence in discussion boards</p>	<p>Having assignments on a calendar beforehand- so that they are aware</p> <p>Remind- messaging software</p> <p>Maybe have permanent teams that switch halfway through the semester to better get to know other students</p> <p>Rotating "team leader" responsibilities so all students get a chance to lead and assign tasks to other group members</p> <p>Everything works slower online- more interactions can cause dropoff in quality</p> <p>Giving students enough time for engagement- possible incentives for early engagement ahead of deadlines</p> <p>Rotating deadlines- initial post has one deadline, response due later</p>
<b>Team Name</b>	<b>Instructor Presence</b>	<b>Student Accountability</b>
Roadrunners	<p>Have virtual "office hours"</p> <p>Schedule times to meet with the groups using a Survey Monkey, Doodle poll other scheduling tool to confer about their project and provide feedback</p> <p>When projects/assignments are received, instructor is accountable to provide acknowledgement/feedback within a specified window of time</p>	<p>Small essays/synopsis/quizzes based on assignments and recorded lectures</p> <p>Small group products with individual assignments that come together as a whole</p> <p>Assign a group video concerning the lecture/assignment</p> <p>Open a discussion thread to regarding the content taught</p> <p>Students keep a "journal" regarding assignments or readings that are loaded onto Blackboard -- perhaps with accountability for other students to respond to/comment on (including parameters for the comments so you get meaningful content)</p> <p>Could increase engagement by allowing students to respond to course readings/material with emojis, gifs, etc. that creatively display their reaction</p>
<b>Team Name</b>	<b>Instructor Presence</b>	<b>Student Accountability</b>
All Overs	<p>Current events*</p> <p>Facebook*</p> <p>Student discussion board*</p> <p>Instructor's timeliness in regards to grading/feedback</p> <p>Open chat room for student/instructor*</p>	<p>Watch videos*</p> <p>Open education*</p> <p>Consultation projects*</p> <p>Active student engagement</p> <p>Student video creation</p> <p>Asynchronous teamwork</p> <p>Clear rubrics</p> <p>Clear assignments</p> <p>Building assignments in calendar</p> <p>Providing syllabus in multiple formats</p>

## Team Member Roles

**In EM working on teams is mandatory, so the goal is for you to practice well before lives are at stake.**

Your Team needs to determine Team Member Roles. It is a good idea to rotate roles during the semester, but that is not required.

Note: Every Team Member must pull his/her weight without exception so be sure to balance the roles, which is part of your grade.

Below are some generic role names created by former students and what types of responsibilities should be covered. Your Team does not have to follow this standard format. However, all the jobs must be handled. **Develop**

Your Team might consider using ICS roles or something similar. Here is a link:

<https://training.fe.ma.gov/emiweb/is/icsresource/positionchecklists.htm>

**Team Roles in the chart and the end of this document, then post them on your Teamwork Part 2 Task 1 Team Discussion Board Forum.**

**Team Leader:** Over sees everything, and handles slack.

**Planner:** keeps everyone on task and makes sure everyone is involved and contributing.

**Recorder:** takes minutes of every Team meeting. It will help avoid miscommunication, which waste your time and energy. The Recorder doesn't have to write down or record every word – it can be a brief recap of key information and decisions sent to the team via text.

**Monitor-Checker** checks to makes sure everyone understands both the solution and the strategy used to get it. And double-checks an assignment before it is handed in, and submits the assignment with the names on it of every team member who participated actively in completing it.

Once the Team has a solution, answer, document, or another deliverable, the **Team Leader** and/or the **Planner** writes the final solution or other deliverable to be turned in.

If the **Monitor-Checker** anticipates a problem submitting the assignment on time on the due date of the assignment, it is his/her responsibility to make sure someone turns it in.

Also, the **Monitor-Checker** ensures that each Team member reviews returned assignments, and makes sure everyone understands why points were lost and how to correct **errors**.

**Timeline.** Your Team will need a timeline or some such project management plan, because you will have various tasks throughout the semester. Your 4<sup>th</sup> major project is the Presentation. That should be broken into various “chunks” of smaller tasks along your timeline.

**Meeting Preparation.** In addition to each member preparing individually, also set out what each Team Member with his/her Role should have done before every meeting.

At the end of the meeting, Team Members need to agree on next meeting time and roles for next assignment.

### **Conflict Resolution.**

*Please note that your absolute last resort should be to consult with your instructor if a conflict arises that cannot be worked through by the team.*

**Both the ability to communicate effectively and work on diverse teams are must-have skills for an emergency management professional.** It helps perspective to keep the end goal of your profession in mind – saving lives and mitigating damage.

One way to improve the chances that a team will work well is to agree beforehand on what everyone on the team expects from everyone else. Reaching this understanding is the goal of the assignment on the Team Expectations Agreement.

In dealing with non-cooperative team members. If a team member refuses to cooperate on an assignment, his/her name should not be included on the completed work.

If the problem *persists*, the team should meet with the instructor (in-person or virtually) so that the problem can be resolved, if possible. If the problem still continues, the cooperating team members may notify the uncooperative member in writing that he/she is in danger of being fired, providing a copy of the memo to the instructor.

## Team Virtual Meeting Availability Schedule

Team:

Team Member Name:

As a Team with modern technology you can collaborate in a variety of ways via two types of communication:

### One - Asynchronously (in *near-time*):

1. Blackboard Discussion Board and other Bb tools for the Team (with some assignments this is required).
2. Some teams in the past have also utilized additional tools for communication such as text messaging, Remind, GroupMe, Google Groups, etc.

### Two - Synchronously (in *real-time*), which can be advantageous sometimes, via:

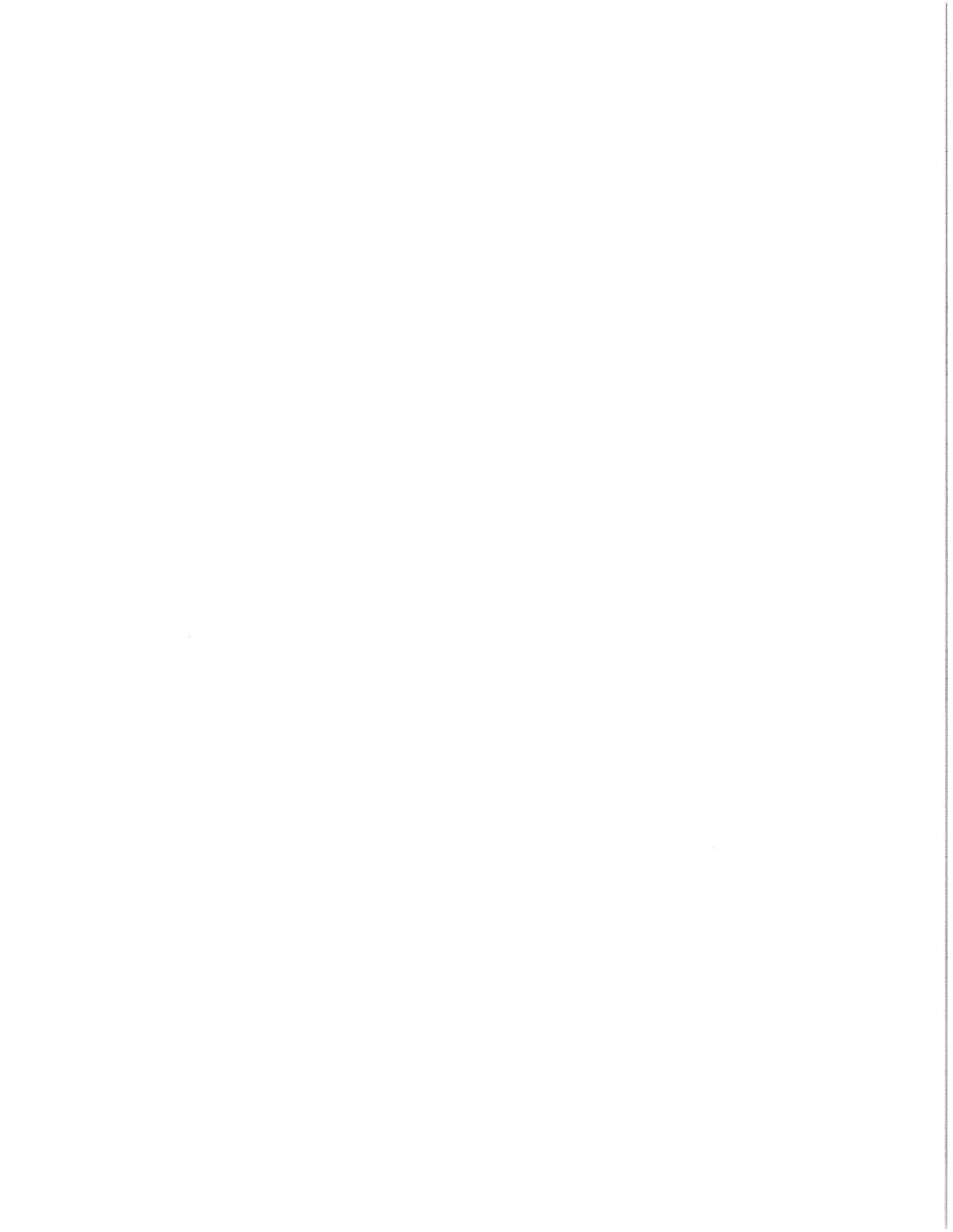
1. Collaborate Ultra virtual rooms in this Bb course or
2. Zoom (free for 45 mins.) or
3. Skype.

### Team Members need to complete the following 4 Steps to create a Final Team Schedule of Availability and Forms of Communication:

1. Share your preferences for tools or methods for communicating **asynchronously**.
2. Rule out times that Team Members **are unavailable to work synchronously**. In the spaces below cross out the times when you will NOT be available to work with your Team, such as other classes, job responsibilities, and other obligations.

Central Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
8-9 am							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							

3. **Determine** how this information will be **collected and collated**, and
4. **Create a Final Availability Schedule**, including agreed upon **tools/methods**
5. **Share** with all Team Members and post on the Team Discussion Board Forum titled, "Teamwork Part 1 Task 1.



Each member of your team should have access to this worksheet. Select one member of your team to serve as the recorder. **You have 7-10 minutes** to complete this exercise. Once you complete your worksheet, return to the main room. If you run out of time, you will be automatically returned to the main room.

1. Provide your Team Name in the chart below.
2. Please note—This is an active Google Doc. If a team is already filling out a block, please go to the next available. There are enough blocks for every team.
3. Come to agreement on what the % of the overall course grade for each of the three main categories.
4. Your total must equal 100%

Team Name	Grading/Assessment	%
Example: Very Stable Geniuses	iGrade (min. 10% overall grade) Consists of: iRATs, iAssignments, iFinal	33
	tGrade (min. 20% overall grade) Consists of: tRATs, tActivities, tFinal	34
	Member Eval (min. 20% overall grade) Consists of: Eval Self & Team Members	33
	Total	100%
Team Name	Grading/Assessment	%
Combat Wombats	iGrade (min. 10% overall grade) Consists of: iRATs, iAssignments, iFinal	35
	tGrade (min. 20% overall grade) Consists of: tRATs, tActivities, tFinal	35
	Member Eval (min. 20% overall grade) Consists of: Eval Self & Team Members	30
	Total	100%
Team Name	Grading/Assessment	%
Team Texas	iGrade (min. 10% overall grade) Consists of: iRATs, iAssignments, iFinal	30
	tGrade (min. 20% overall grade) Consists of: tRATs, tActivities, tFinal	40
	Member Eval (min. 20% overall grade) Consists of: Eval Self & Team Members	30
	Total	100%
Team Name	Grading/Assessment	%
Great 8	iGrade (min. 10% overall grade) Consists of: iRATs, iAssignments, iFinal	50
	tGrade (min. 20% overall grade) Consists of: tRATs, tActivities, tFinal	25
	Member Eval (min. 20% overall grade) Consists of: Eval Self & Team Members	25
	Total	100%
Team Name	Grading/Assessment	%
Roadrunners	iGrade (min. 10% overall grade) Consists of: iRATs, iAssignments, iFinal	50
	tGrade (min. 20% overall grade) Consists of: tRATs, tActivities, tFinal	30
	Member Eval (min. 20% overall grade) Consists of: Eval Self & Team Members	20
	Total	100
Team Name	Grading/Assessment	%
Masters of Disaster	iGrade (min. 10% overall grade)	50

	Consists of: iRATs, iAssignments, iFinal	
	tGrade (min. 20% overall grade)	30
	Consists of: tRATs, tActivities, tFinal	
	Member Eval (min. 20% overall grade)	20
	Consists of: Eval Self & Team Members	
	Total	100!!!!
<b>Team Name</b>	<b>Grading/Assessment</b>	<b>%</b>
Team 7 "The Originals"	iGrade (min. 10% overall grade)	40
	Consists of: iRATs, iAssignments, iFinal	
	tGrade (min. 20% overall grade)	40
	Consists of: tRATs, tActivities, tFinal	
	Member Eval (min. 20% overall grade)	20
	Consists of: Eval Self & Team Members	
	Total	100
<b>Team Name</b>	<b>Grading/Assessment</b>	<b>%</b>
All Overs	iGrade (min. 10% overall grade)	35
	Consists of: iRATs, iAssignments, iFinal	
	tGrade (min. 20% overall grade)	35
	Consists of: tRATs, tActivities, tFinal	
	Member Eval (min. 20% overall grade)	30
	Consists of: Eval Self & Team Members	
	Total	100
<b>Team Name</b>	<b>Grading/Assessment</b>	<b>%</b>
	iGrade (min. 10% overall grade)	
	Consists of: iRATs, iAssignments, iFinal	
	tGrade (min. 20% overall grade)	
	Consists of: tRATs, tActivities, tFinal	
	Member Eval (min. 20% overall grade)	
	Consists of: Eval Self & Team Members	
	Total	
<b>Team Name</b>	<b>Grading/Assessment</b>	<b>%</b>
	iGrade (min. 10% overall grade)	
	Consists of: iRATs, iAssignments, iFinal	
	tGrade (min. 20% overall grade)	
	Consists of: tRATs, tActivities, tFinal	
	Member Eval (min. 20% overall grade)	
	Consists of: Eval Self & Team Members	
	Total	
<b>Team Name</b>	<b>Grading/Assessment</b>	<b>%</b>
	iGrade (min. 10% overall grade)	
	Consists of: iRATs, iAssignments, iFinal	
	tGrade (min. 20% overall grade)	
	Consists of: tRATs, tActivities, tFinal	
	Member Eval (min. 20% overall grade)	
	Consists of: Eval Self & Team Members	
	Total	
<b>Team Name</b>	<b>Grading/Assessment</b>	<b>%</b>
	iGrade (min. 10% overall grade)	
	Consists of: iRATs, iAssignments, iFinal	
	tGrade (min. 20% overall grade)	
	Consists of: tRATs, tActivities, tFinal	
	Member Eval (min. 20% overall grade)	
	Consists of: Eval Self & Team Members	
	Total	
<b>Team Name</b>	<b>Grading/Assessment</b>	<b>%</b>
	iGrade (min. 10% overall grade)	
	Consists of: iRATs, iAssignments, iFinal	
	tGrade (min. 20% overall grade)	
	Consists of: tRATs, tActivities, tFinal	
	Member Eval (min. 20% overall grade)	
	Consists of: Eval Self & Team Members	
	Total	
<b>Team Name</b>	<b>Grading/Assessment</b>	<b>%</b>

## Note to Instructor:

Be sure to see the Notes to this PPT Presentation for tips!

In PPT, just use the Notes view

In PDF format, just click on the icon 

Dare to do this – It is fun and productive 😊

## TBL Grade Weight Debate

**Why bother?** It would be *much* easier on me to just set the assessment numbers all by myself.

**Let me count the reasons:**

1. "Misery acquaints a man with strange bedfellows" and the "common enemy" (i.e., working against time and others helps your team bond)
2. Provides a forum and incentive for discussing factors that affect team performance and the level of commitment of team members.
3. Gives ownership and understanding of how grades will be determined for the course.
4. Emphasizes that you are responsible for your own learning.
5. Demonstrates this will be conducted differently than what you likely picture as a "traditional" class.
6. Develops communication, collaboration, professional discourse and other teamwork skills, which you need as an EM professional.

\* References on last slide

I usually put up a fun Debate-related image or two and put most of that text in the Notes.

## **TBL Grade Weight Debate**

Next, I will provide the parameters on how you will be graded this semester on the White Board. Once I do that...

- 1st, determine who will be your team representative for this exercise.
- 2nd, determine the % of the Total Grade for the three main categories.
- 3rd, determine the % attributed to each activity *within* each main category.
- 4th, send your representative to the front to negotiate with the other reps.

Note: I will only interrupt to clarify something or if two or more hands go up from the observers, in which case the reps. will return to their teams for more discussion – with very limited time.

\* References on last slide

Set time limits for each step.

## TBL Grade Weight Debate

### Individual Activities, (min. 10% of Total Course Grade)

\_\_\_\_\_ %

- Individual RATs (iRATs) (min. 10% of Individual Activities Grade)
- Individual Assignments (min. 10% of Individual Activities Grade)
- Individual Final (min. 50% of Individual Activities Grade)

\_\_\_\_\_ %

\_\_\_\_\_ %

\_\_\_\_\_ %

### Team Applied Assignments/Activities (min. 20% of Total Grade)

\_\_\_\_\_ %

- Team Readiness Assessment Tests (tRATs) (min. 20% of Team Activities Grade)
- Team Application Assignments/Projects (min. 20% of Team Activities Grade)
- Team Final Project (min. 40% of Team Activities Grade)

\_\_\_\_\_ %

\_\_\_\_\_ %

\_\_\_\_\_ %

### Team Contribution/ Evaluation, (min. 10% of Total Course Grade)

\_\_\_\_\_ %

\* References on last slide

If in a F2F co-located classroom, I project this on a White Board so we can write it directly on the board as the Teams come to agreement. You can narrate a PPT and put this into a video. Then Provide the teams with a Worksheet to put this on (Worksheet also in your Workbook materials)

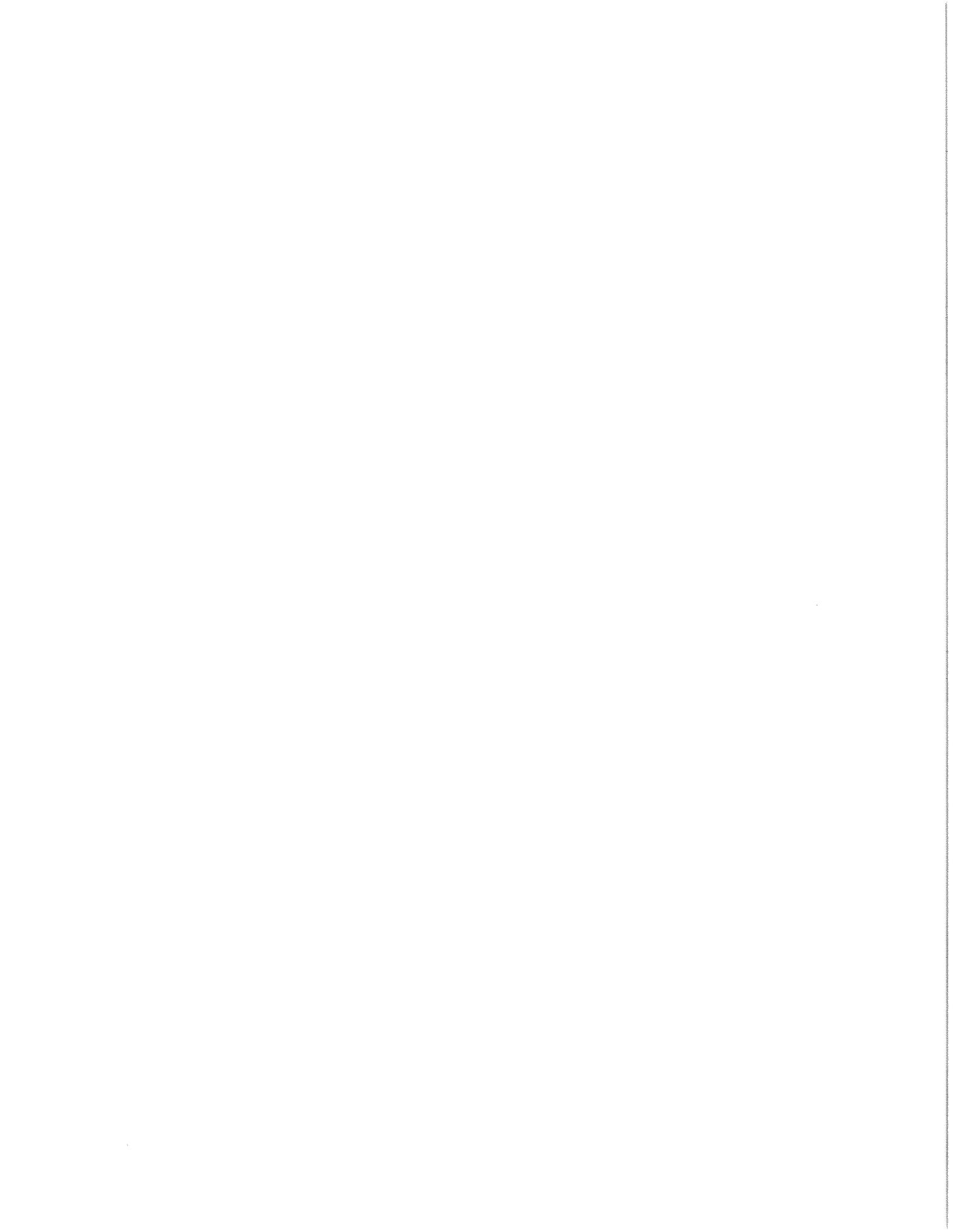
## **TBL Grade Weight Debate**

\*References (this is the last slide)

Michaelsen, L.K. (2008). *Team-Based Learning Strategies*. Seminar hosted by the Arkansas Tech University Center for Excellence in Teaching and Learning, Russellville, AR.

Michaelsen, L.K., Knight, A.B., and Fink, L.D. (2004). *Team-Based Learning: A transformative use of small groups*. Stylus.

\* References on last slide



Each member of your team should have access to this worksheet.

- **You have 10 minutes** to complete this exercise.
- Select one member of your team to serve as the Recorder.
- When you return to the full workshop your Team Recorder needs to complete the poll with the Team answer.
- Once you complete your worksheet, return to the main room.
- If you run out of time, you will be automatically returned to the main room.

1. Look at the example TBL Team Resume (below) and determine as a team which section best reflects the qualities of a Resilient Emergency Manager as highlighted in the Tyler and Sardiq 2019 article excerpt below.  
**Be sure that any member of your Team could explain the reasoning behind the Team's selected answer.**

Applying the concepts of resilience to an individual rather than communities and infrastructure, we suggest a similar argument—if emergency managers maintain a high- degree of resilience, they will be in a better position to adapt to changing conditions, make agile decisions, function interoperably, mobilize resources, scale programs, policies, and procedures, develop robust collaborative networks, and build redundant emergency management systems.

- A. The Resume Objective
- B. Experience
- C. Certifications
- D. Training and Exercises
- E. Education
- F. Volunteer Experience

# T4

## TEAM FOUR RESUME

Profession or Industry | [Link to other online properties:](#)  
[Portfolio/Website/Blog](#)

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### A OBJECTIVE

Team Four is looking for a deeper understanding of the concepts of relationships and networking to push public policies that affect Emergency Management and Homeland Security.

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### C CERTIFICATIONS

Team Four has one Associate Emergency Manager and will have two Certified Emergency Managers by June 2022. Three members have 1<sup>st</sup> Aid & CPR certifications

---

### D TRAINING & EXERCISES

3,500 Hrs. of FEMA IS courses  
16 Hrs. E/L/K 0146 HSEEP Course  
3 National Level Exercises  
8 Regional Exercises

---

### B EXPERIENCE

#### PROFESSIONAL EXPERIENCE 30+ YEARS

The years of professional experience combined on Team Four is over 30 years. These experiences pertain to operations management, sales, service, supply-chain strategies, retail, and private, public, and NGO sector management positions.

#### EMERGENCY MANAGEMENT EXPERIENCE 25+ YEARS

Currently Team Four has a combined experience background in emergency management and homeland security of over 25 years. The experience ranges from GIS mapping, planning, NGO tornado recovery, managing hurricane response, search and rescue efforts, and interagency liaisons for fire and EMS.

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### E EDUCATION

#### ASSOCIATE'S DEGREES

Team Four currently has two associate's degrees in operational management and criminal justice.

#### BACHELOR'S AND MASTER'S DEGREES

Team Four currently has one Bachelor of Science in EM; will have three Bachelors of Science by EM June, 2022; and will have one Master of Science in Emergency Management and Homeland Security by June 2021.

---

### F VOLUNTEER EXPERIENCE 15+

Team Four has over 15 years of volunteer experience with the Red Cross, FEMA Corps, and Faith-based organizations in 10 US states and international work in two countries.

## Create a Team Resume Online

### Instructions:

Your team represents an array of talents and experiences. Furthermore, as you have possibly heard me say *ad nauseum* – your classmates are your future key contacts.

One way to capture the knowledge and skills of your team is through the development of a team resume. Below you will see instructions for using Google Docs followed by Team Resume content requirements.

You and your Teammates need to contact each other ASAP if you have not done so yet, because you must determine as a team how you will communicate – via Bb team tools or other options, such as Google Groups, text messaging, or other apps that a Google search will reveal.

The reason I suggest using Google docs and collaborating via Google for this Team Resume assignment is that Google drive and all of its resources are free and accessible to you now and post-graduation. (There are some government organizations that do not permit use of Google Drive. However, you should be able to adjust according to the tools available to you if you are in such a workplace.)

**Using Google Docs** – it is free, easy, and provides numerous format templates that are basically “plug & play.” You may use Google Docs that you create in academic and professional endeavors. So, you need to know how to access and utilize them. You and your teammates can work on a Google doc, such as your Team Resume, at the same time in Google Drive.

If you want a refresher or you have not utilized Google Docs, then do the following:

### Steps:

1. First, watch the Brief Video Tutorial in the Teamwork Part 1 Task 1 Folder – Covering templates and creating Resumes in Google Docs.
2. Go to google.com – if you do not have a Google Account, you will need to create one – it can be something you use only for this class if you prefer.
3. Click on the app launcher in the upper right corner of the web page [it's that cube with nine squares].
4. After the dropdown, click on the triangle which takes you to **Google Drive**.

Or - If you prefer to go to Google Docs, do the same steps 1 & 2 then click the word More; then click **Google Docs**.

5. Next, in the Search box at the top of that Google Drive page type "Resume" to see the template choices.

### **Team Resume Content:**

The resume should include information that highlights the experience and talents of your members. There is not a "black and white" description of each individual element of the resume. Rather, your Team must communicate to determine how the Team wants to define and approach each element.

#### Elements of Resume to include, but are not limited to:

- Team Objective
- Educational background
- Knowledge about course content
- Total years of professional experience of all Team Members
- Total years of EM experience (military, volunteer firefighter, or Red Cross/other NGO volunteer included) of all Team Members
- Major accomplishments
- Travel
- Family (biological or not)
- Combined Team Member Gallup Talent areas if you have them

If you do not know your Natural Talent Areas, you should go the site buy the \$9.99 code and take the Strengths Finder Assessment – it is required for three of the EM required courses - Aim & Scope, EM Skills and Capstone, and the sooner you take it the better for your goal planning. Here is a link to the site:

<https://www.strengthsquest.com/205382/cliftonstrengths-students.aspx>

**After the Team is satisfied**, the Team Resume post it on the– Team Project Discussion Board Forum. Title the discussion thread, "Team # Resume."

**Now, post that Team Resume and earn a good grade!**

# 4

## TEAM FOUR RESUME

EMERGENCY MANAGEMENT | HOMELAND SECURITY  
POLITICS AND POLICY COURSE

### OBJECTIVE

---

Team Four is looking for a deeper understanding of the concepts of public policies that affect Emergency Management and Homeland Security.

### CERTIFICATIONS

---

Team Four has one Associate Emergency manager and will have two Certified Emergency Managers by June 2022. Three members have 1<sup>st</sup> Aid & CPR certifications

### TRAINING & EXERCISES

---

3,500 Hrs. of FEMA IS courses  
16 Hrs. E/L/K 0146 HSEEP Course  
3 National Level Exercises  
8 Regional Exercises

### EXPERIENCE

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#### PROFESSIONAL EXPERIENCE 30+ YEARS

The years of professional experience combined on Team Four is over thirty years. These experiences pertain to sales, retail, service, and also management positions.

#### EMERGENCY MANAGEMENT EXPERIENCE 25+YEARS

Currently Team Four has a combined experience background in emergency management of over twenty-five years. The experience in the field ranges from GIS mapping, planning, NGO tornado recovery, managing hurricane response, including search and rescue efforts, and interagency liaisons for fire and ems.

### EDUCATION

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#### ASSOCIATE'S DEGREES

Team Four currently has two associate's degrees in operational management and criminal justice.

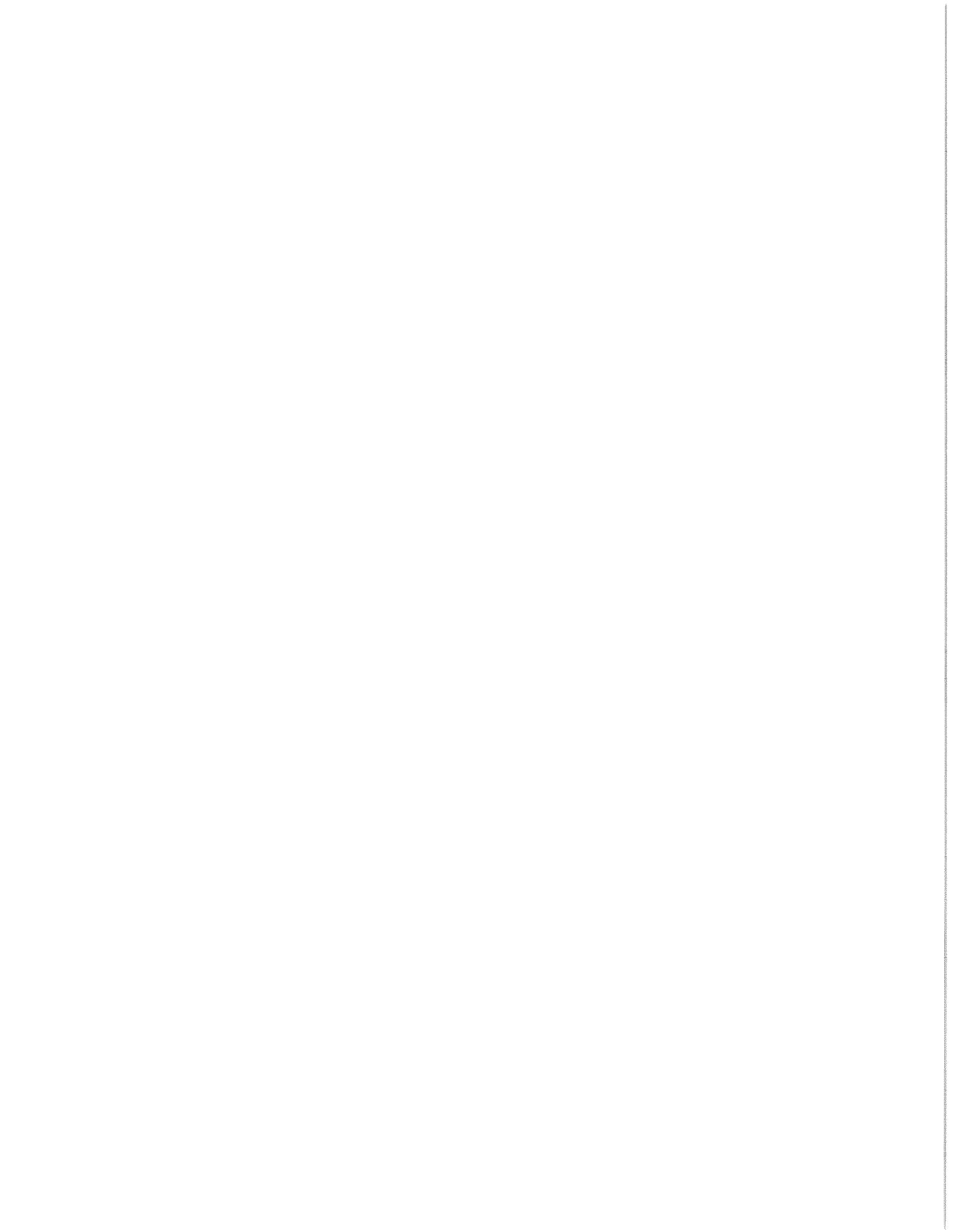
#### BACHELOR'S AND MASTER'S DEGREES

Team Four currently has one Bachelor of Science in EM; will have three Bachelors of Science by EM June, 2022; and will have one Master of Science in Emergency Management and Homeland Security in June 2021.

### VOLUNTEER EXPERIENCE

---

Team Four has over 15 years of volunteer experience in 10 US states and international work in two countries.



## Team Appeal

Team Name:

Module/Assignment being appealed:

Due Date of Original Assignment:

Date of Appeal:

<b>Question Being Appealed</b> Include: -Q # -letter for "correct answer" per test. -letter your Team selected.	<b>Points Team Received / Points Available for Question</b>	<b>Reason for Appeal (Select One)</b>	<b>Original Answer/ Response</b>	<b>Evidence Supporting Appeal</b>
<b>Example 1:</b>  #2 (a)  Team selected (c)	3/5	Ambiguity of Question  Misinterpretation of Original Response  Other (please specify)	The original "correct" answer (a) states that a resilient EMgr. is resilient. That appears to be a typo or redundant	Our Team selected (c) because while "education" is not specifically set out in the article as a criterion for a Resilient EMgr. it is clearly implied, b/c education leads to resilience while training leads to being robust (McChrystal, 2015)
<b>Example 1:</b>  #3 (b)  Team selected (a)	2/5	Ambiguity of Question  Misinterpretation of Original Response  Other (please specify)	The question refers to a combat situation & it states, "The woman killed the man with the IED" The original answer/response is that she is a murderer.	However, the question is ambiguous, because our answer (a) could be equally correct IF the woman killed a man who was holding an IED versus her actually using an IED to kill him.
		Ambiguity of Question  Misinterpretation of Original Response  Other (please specify)		
		Ambiguity of Question  Misinterpretation of Original Response  Other (please specify)		
		Ambiguity of Question  Misinterpretation of Original Response  Other (please specify)		
		Ambiguity of Question  Misinterpretation of Original Response		

		Other (please specify)		
		Ambiguity of Question Misinterpretation of Original Response Other (please specify)		
		Ambiguity of Question Misinterpretation of Original Response Other (please specify)		

**Electronic Signature.** (No appeal will be considered without the electronic signature of EVERY team member.)  
 For this document, the simplest approach may be to make a photo of your signature and insert it to the right of your typed name in the chart. There is information on other ways to e-sign documents listed as an attachment to this document.

Team Member Name	Team Member Signature

## Attachment

### Team e-signatures:

As I'm sure you are aware, in our digital world the exchange of documents, information, and materials in a variety of formats and levels of security has become common practice. There are a variety of ways to e-sign or digitally sign documents (those are different by the way).

It will be good practice for you to e-sign documents if you have not done it before. Someone on the team might know of software or an app that is easy to use. A few are listed below.

Feel free to use whatever the team wants to use, but usually documents **must be signed by every Team Member**.

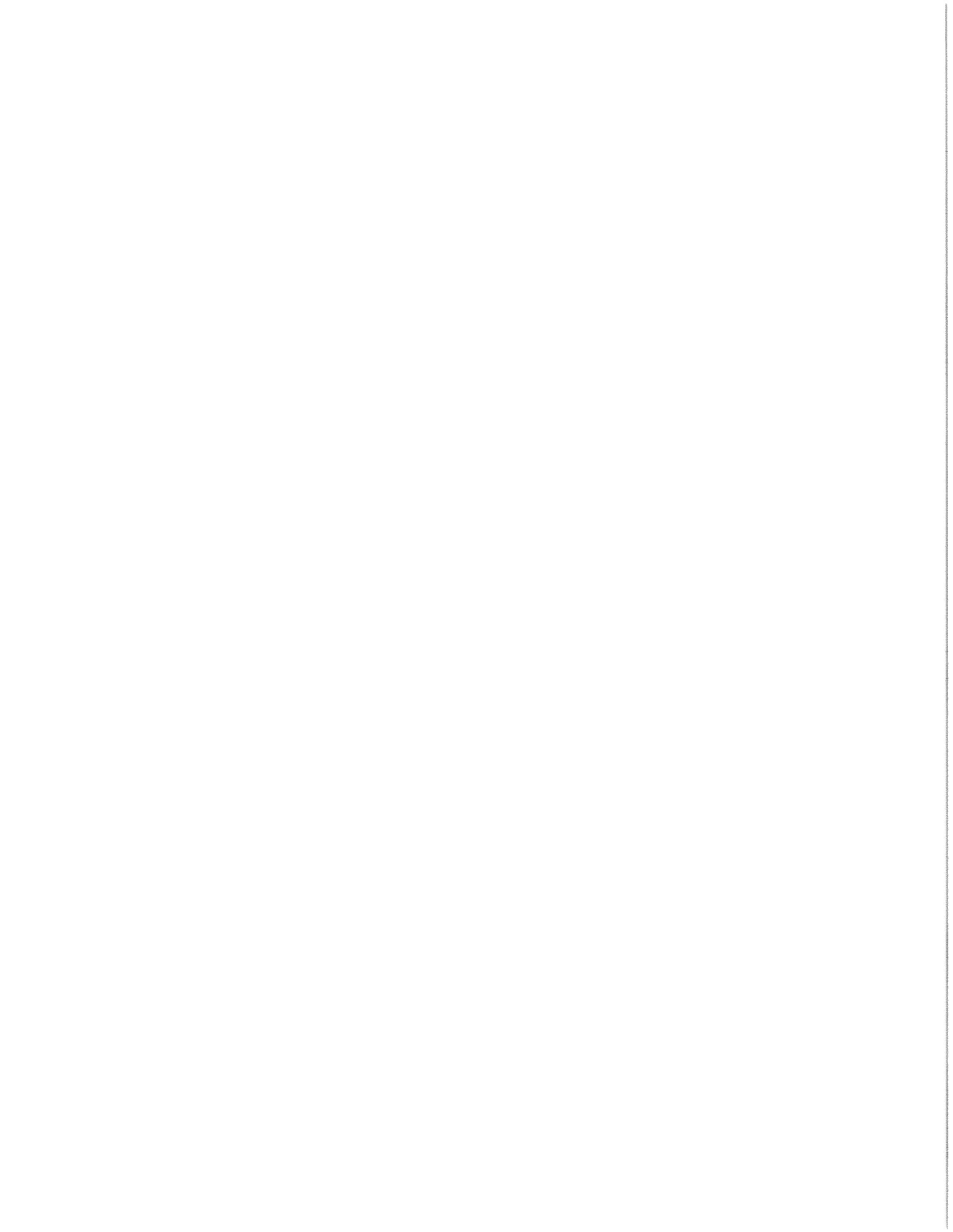
**Microsoft Word Signature Instructions:** Because of the way e-signature is set up in Word, the first Team Member to sign the document needs to add a signature box for each team member to the document. Once those signature boxes are created, each Team Member needs to sign their signature box.

**Hello Sign app:** You may utilize the app Hello Sign, which has a free option:  
<https://www.hellosign.com/>

**Google:** You can click on **Insert > Drawing** and under the "Line" menu you can select the "Scribble" option to create an image of your signature. When you press the blue **Save & Close** button, it will then be inserted into your document, and you can move it wherever it needs to be.

**Other apps, software, or add-ons, which you get via your search engine tool bar:**  
DocuSign, ScripTouch and Sign and Save, Dotted: Signature Creator, HelloSign, BitSign, PandaDoc, PDFfiller, Signature, Signaturit, SignRequest for Google Docs, and SignOnline.

You can also convert the document to a PDF and use Adobe or an annotating app, such as PDF Escape, to add a signature. Note: with Adobe, once you sign, you may not edit the document further – check on that before you utilize any add-on or App.



Team-Based Learning (TBL) Course  
**Team Member Evaluations Including Yourself**  
**100 points**

Your Name \_\_\_\_\_

Team #/Name: \_\_\_\_\_

**INSTRUCTIONS:**

- This is a critical component of Team-Based learning. Therefore, you must follow these instructions or you will earn a **zero (0) out of 100 points** yourself!
- **Deadline.** This evaluation must be typed and uploaded to the Team Member Evaluation Link in the Final Assignments folder on Bb by the deadline stated in the Course Calendar Planner.
- Assign a percentage between 0-100% score **to every team member including yourself**. The score is based on how much you and each of your team members contributed to your team's work and performance this semester. (See guide below).
- In order to ensure fairness, you **must not assign the same (or extremely close) score to every team member** unless you can strongly defend it. In thirteen years **very few teams** could legitimately assign similar scores to every person on the team.
- If I do not understand any score you assign, for your scores to "count" and for you to receive a grade, **you and possibly the whole team may need to meet with me** in-person or virtually for clarification.
- **You must explain the score** that you give each team member and yourself in the sections provided below. (**Each explanation must be typed & approximately 50 – 100 words**).
- Again, assign every team member any # from 0%-100% – The following may be used as a guide:

Any # between: 91-100% - Exceptional Effort

Any # between: 81-90% - Very Good Effort

Any # between: 71-80% - Good Effort

Any # between: 61-70% - Average Effort

Any # between: 51-60% - Some Effort

Any # between: 41-50% Limited Effort

" " 31-40% - Minimal Effort

21-30% - Slight Effort

11-20% - Very Little Effort

0-10% - No to Negligible Effort

**A team member's contribution should be based on such things as:**

- Preparation – Usually prepared?
- Contribution – Contributes productively to team discussions and work?
- Respect for others' ideas – Encourage others to contribute their ideas?
- Flexibility – Flexible when disagreements occurred?
- Attendance – Unexcused absences, no notice to the Team ahead of time; comes to class extremely late, or leaves class for very long stretches of time?

**Explanation of score:** To earn a score yourself, you *must* clearly explain your reasoning (minimum of 50 words for the score you give to each team member including yourself; and you may provide any other information you believe is relevant.

<p>List Your First &amp; Last Name and each of your Team Member's First and Last Name.            Note, I cannot fathom this, but it happened, so: <b>If you don't know a team member's name, please don't ask me or let me know that you don't know it!</b> – Make the effort to find out. If you don't know your own name, we have different issues.</p>	<p><b>Score</b></p>
<p><b>Your First and Last Name:</b>  <u>Reasons for the assigned score:</u></p>	<p>___%</p>
<p><b>Team Member First and Last Name:</b>  <u>Reasons for the assigned score:</u></p>	<p>___%</p>
<p><b>Team Member First and Last Name:</b>  <u>Reasons for the assigned score:</u></p>	<p>___%</p>
<p><b>Team Member First and Last Name:</b>  <u>Reasons for the assigned score:</u></p>	<p>___%</p>
<p><b>Team Member First and Last Name:</b>  <u>Reasons for the assigned score:</u></p>	<p>___%</p>
<p><b>Team Member First and Last Name:</b>  <u>Reasons for the assigned score:</u></p>	<p>___%</p>

Team-Based Learning (TBL) Course  
Team Member Evaluations Including Yourself  
100 points

Your Name \_\_\_\_\_

Team #/Name: \_\_\_\_\_

**INSTRUCTIONS:**

• This is a critical component of Team-Based learning. Therefore, you must follow these instructions or you will earn a **zero (0) out of 100 points** yourself!

- **Deadline.** This evaluation must be typed and uploaded to the Team Member Evaluation Link in the Final Assignments folder on Bb by the deadline stated in the Course Calendar Planner.
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- In order to ensure fairness, you **must not assign the same (or extremely close) score to every team member** unless you can strongly defend it. In thirteen years **very few teams** could legitimately assign similar scores to every person on the team.
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<p><b><u>Your First and Last Name:</u></b></p> <p><b><u>Reasons for the assigned score:</u></b></p>	<p>___%</p>
<p><b><u>Team Member First and Last Name:</u></b></p> <p><b><u>Reasons for the assigned score:</u></b></p>	<p>___%</p>
<p><b><u>Team Member First and Last Name:</u></b></p> <p><b><u>Reasons for the assigned score:</u></b></p>	<p>___%</p>
<p><b><u>Team Member First and Last Name:</u></b></p> <p><b><u>Reasons for the assigned score:</u></b></p>	<p>___%</p>
<p><b><u>Team Member First and Last Name:</u></b></p> <p><b><u>Reasons for the assigned score:</u></b></p>	<p>___%</p>
<p><b><u>Team Member First and Last Name:</u></b></p> <p><b><u>Reasons for the assigned score:</u></b></p>	<p>___%</p>





PEER CONTRIBUTION/TEAM FEEDBACK (ASSESS EACH GROUP MEMBER AND YOURSELF)

NAME OF EVALUATOR:

NAME OF TEAM MEMBER BEING EVALUATED:

COMPONENT	EXCELLENT	SATISFACTORY	UNSATISFACTORY	SCORE	REASON FOR SCORE
Quality of Contribution (5 points available)	Work made overall task easier, information was accurate and well organized	Information was mostly accurate but may have needed correction or others had to re-organize its presentation	Information was inaccurate or incomplete, quality of organization was poor, or did not participate or contribute	X/5	
Met Timelines (2 points available)	Met or beat timelines, ensured others had information necessary to do the same	Met timelines, may have needed some "nagging"	Missed at least one timeline, other team members needed to send reminders or "nag"	X/2	
Willingness to Assist Others, Ease of Communication (3 points available)	Demonstrated commitment to team and shared skills and knowledge readily, offered to help others who needed assistance without doing their work for them, responded quickly to team communications, initiated communication, took lead when necessary, would work with them again if offered the choice	Seemed willing to work with team but needed others to direct the work, only contributed when asked directly, did not take initiative, responded to communication most of the time, would most likely work with again if assigned	Seemed reluctant to work with others, took no initiative and did not volunteer skills or knowledge, made completion of the project difficult, others had to make up the "slack", would resist working with again—might even request a change from the instructor if assigned	X/3	
Creativity and commitment to finding workable solutions (5 points available)	Demonstrated ability to think critically, especially when given unexpected information or challenging situations. Considered input of others and offered own ideas to group for critique before final solution determined.	Didn't seem overly committed to a single idea, was open to others. Did not demonstrate high level of critical thinking, consideration of potential outcomes, or alternative solutions.	Basically checked out and didn't express any opinion or offer any input OR only considered one option and became belligerent when other options were presented.	X/5	
Organization, focus, and ability to lead; skills transferrable to work environment (5 points available)	Demonstrated true work ethic and serious demeanor. Provided leadership and guidance to rest of team.	Demonstrated moderate commitment to team, assisted with tasks when asked or directed, was not consistent in terms of contribution	Low work ethic and commitment, showed no initiative and worked only when directed, provided very inconsistent team contribution and/or support.	X/5	
<b>TOTAL SCORE</b>				<b>X/20</b>	

SEE EXAMPLE ON NEXT PAGE

You will note that "Team Contribution" is one component of your performance assessment. Alumni, multiple employer advisory boards, and many discipline-specific advisory boards have indicated that collaborative and team-related skills are highly valued within the contemporary marketplace. To that end, your peers will contribute to your performance assessment significantly. Each of you will evaluate the quality of the contribution each team member makes to your team learning, progress, and project. This evaluation will not be capricious or arbitrary and will demand that each of you consider multiple facets of collaborative work and justify each score. Your team contribution score as determined by your peers determines what percentage of an activity/assignment/presentation earned point value you will earn. The percentage of earned points assigned to each team contribution (TC) score is listed below:

0-10.0 = 0%

10.01 – 13.99 = 50%

14.0 – 16.49 = 80%

16.5 – 20 = 100%

For example, using a 20 point scale with 20 being a perfect contribution and 0 representing no contribution at all, let's assume you earned a 17.2 and Jack earned a 15.1. Your team earned 90 points on the assignment. To figure out how many points you and Jack each earned, you would apply the following formula(s):

Jack: 90 earned assignment points X .8 (*represents the percentage of points earned by a TC score of 15.1*) = 72 points

You: 90 earned assignment points X 1.0 (*represents the percentage of points earned by a TC score of 17.2*) = 90 points

The importance of your team contribution should become evident very quickly. This course is likely different than the majority of courses you've taken before at any academic level. It should be very possible for everyone in the course to earn the highest grade possible. In fact, by making a commitment to each other to do your best to ensure that everyone earns an A in this course, you are much more likely to earn an A yourself. However, you will not be able to "hitchhike" on the efforts of your peers. You must carry your own weight. Welcome to the world of collaboration...and ultimately—innovation.....which is exactly what our world needs.

EMGT 101 Module 6  
Activity/Collaborative Discussion Board  
Initial post: 10 points  
Collaborative Activity: 20 points

*Example of  
Collaborative  
Learning Activity*

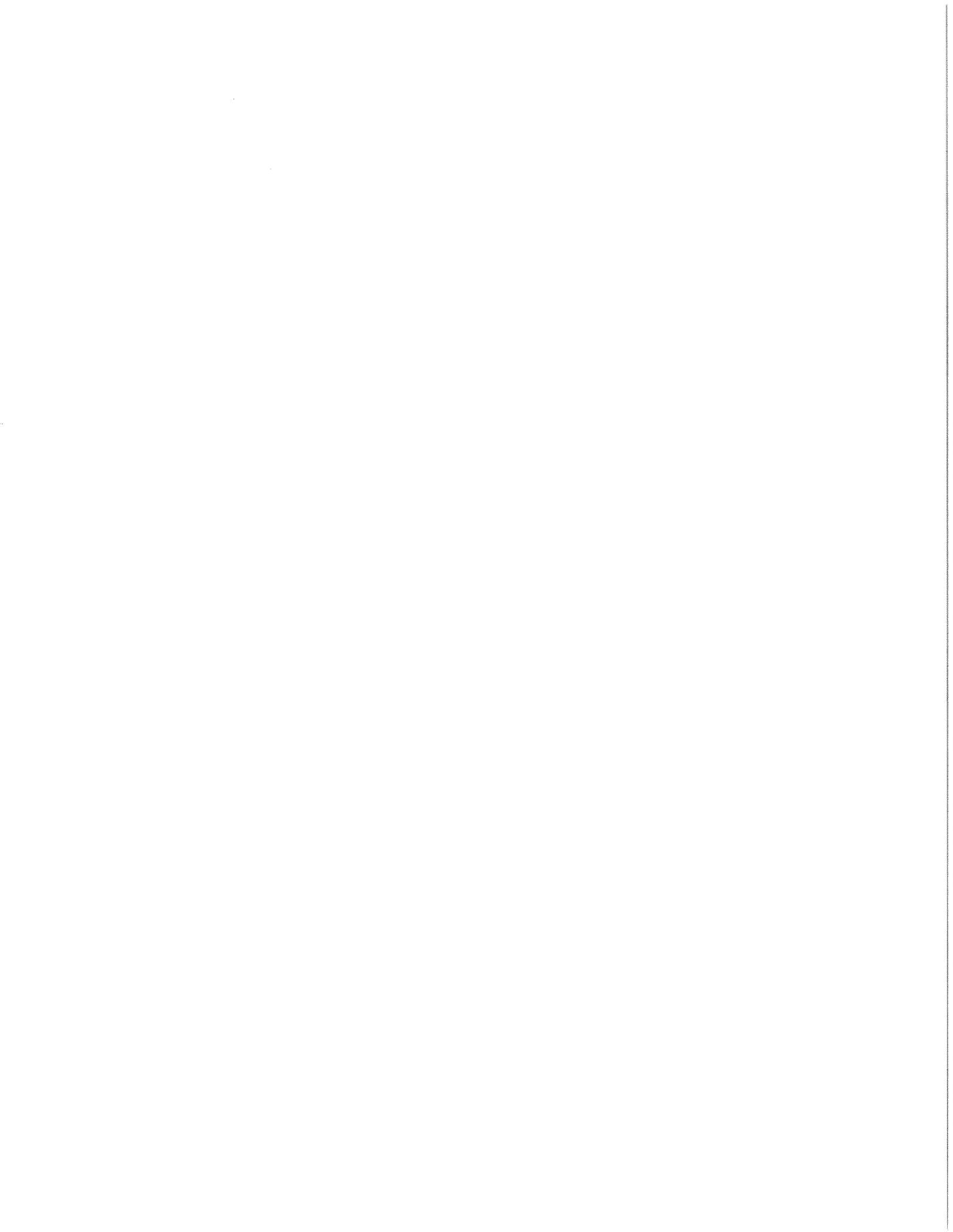
Review the three Ted Talk videos linked to this folder. These talks provide ideas how technology and innovation can continue to shape how we think about disaster response. After watching these videos, complete this worksheet on your own and post it to your TEAM Discussion Board. Your initial post is worth 10 points based on completeness and effort.

Working collaboratively, provide feedback to one another and create a final Team Worksheet. Your team will upload your completed activity worksheet through the link provided on your GROUP landing page. Your final worksheet will be worth 20 points based on completeness, writing quality, inclusion of citations and appropriate formatting, and accuracy as outlined on the rubric provided in this folder.

You will also complete a Peer Evaluation Form for every member of your team INCLUDING YOURSELF. Failure to complete Peer Evaluations for your team members or yourself will result in awarding yourself a score of 0. You must also include a detailed and specific justification of why you awarded the scores you indicate. Failure to provide justification, providing "cut and paste" justifications, or providing non-contribution related justifications ("I just don't like him") will result in a reduction in the score you award yourself. The average of your Peer Evaluation scores will determine what percentage of the earned assignment points you receive. (See the Peer Evaluation sheet for an example of this scoring process.) It is possible for everyone on the team to earn 100% of the assignment points if everyone contributes. It is also possible for everyone to earn 0% of the assignment points if only one person does the work because they would not allow the others to contribute. You must contribute and collaborate. You will not be successful if you attempt to hitchhike on others' efforts or if you try to railroad your team into letting you do everything yourself. Part of collaboration is working out a fair division of labor. You will need to combine your Peer Evaluation forms into a single document and upload your document using the link found in the module's "Activity" subfolder. Peer evaluations are due at the same time as your collaborative final activity worksheet.

1. How do the technologies and innovations described in the videos link with the other information discussed in this module? Be sure to consider the following:
  - a. Response activities where the technologies/innovations could be helpful
  - b. How the technologies/innovations might help with overcoming response challenges (be sure to identify specific response challenges)
2. What issues or challenges do you foresee with deploying these technologies/innovations given what you know about disaster response from this module.

Be sure to make explicit links between the videos and what you learned through this response module. Be sure to cite your sources and create a reference list (APA 6 formatting).

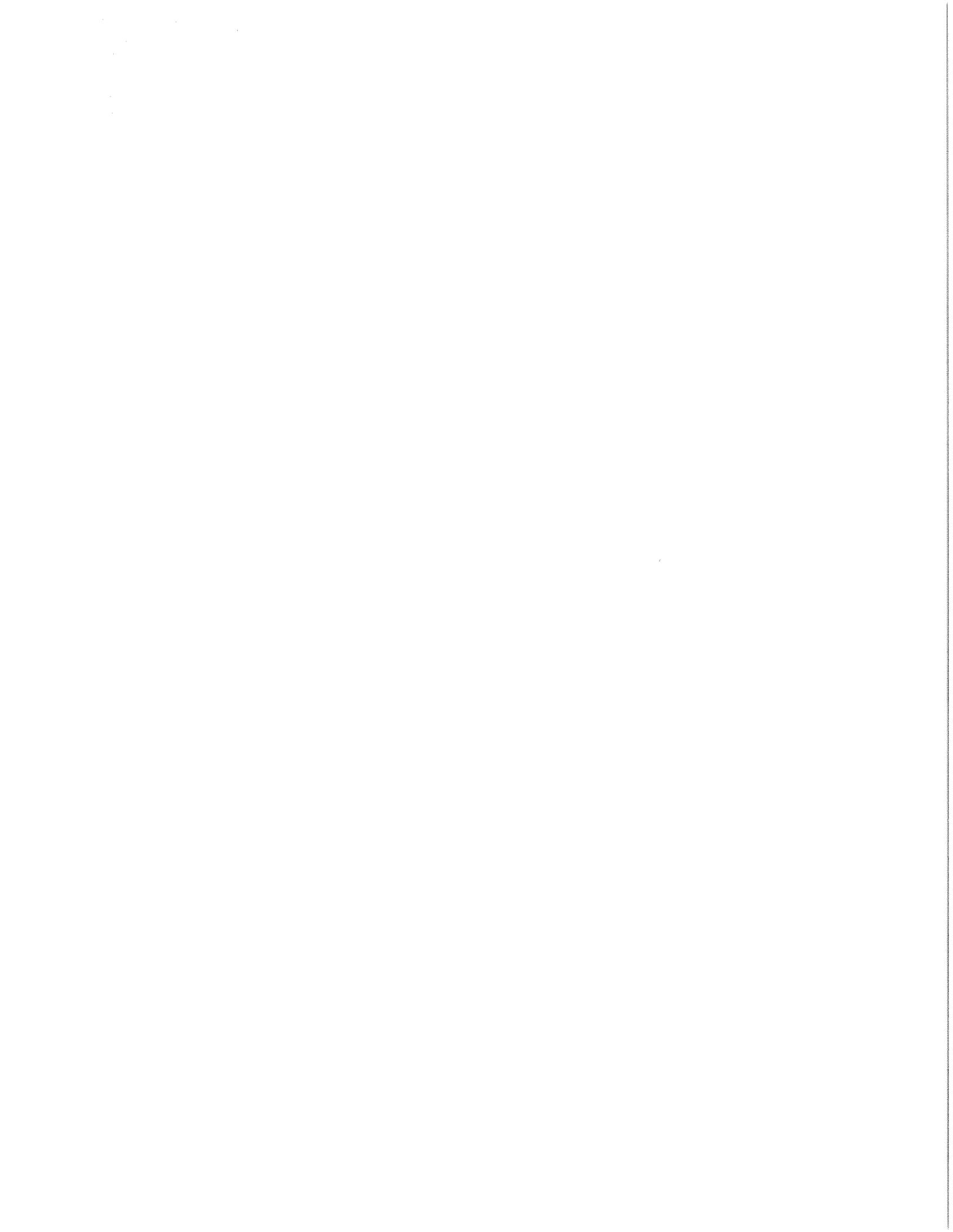


*Example of  
Collaborative  
Learning  
Activity*

Module 6 Response  
Activity/Discussion Board Rubric

Your essay will be worth 20 points and will be graded as follows:

Item	Criteria	Points Available	Total Points Earned
GRAMMAR AND SPELLING	1. Perfect spelling 2. Perfect grammar	2	
THOROUGHNESS AND ACCURACY	1. Addresses all topics and sub-topics listed on the assignment instructions 2. Points made related to key topics and sub-topics are accurate based on what is learned in the module	7	
ANALYSIS AND ORIGINALITY	1. Made explicit links between videos and class material 2. Demonstrated grasp of and ownership of material in response 3. Original response 4. Demonstrates insight into topic(s) linked	8	
EVIDENCE	1. Utilizes evidence <u>from class</u> to support response Accurate Appropriately used to support points made Consistent/Thorough	3	
Total for paper			



EMGT 263  
DISASTER RESPONSE AND COVID19  
SP 2020 FINAL PROJECT  
250 pts

*Example of  
"chunked"  
collaborative  
learning activity*

This project is designed to provide you the opportunity to apply the concepts, systems, doctrine, and processes studied over the semester to the unfolding US response to the COVID-19 pandemic. You will work as a member of your collaborative team to complete the project. You may determine the best method to assign responsibility among your team. You will evaluate the contribution of each team member through the Peer Evaluation process once the entire project is completed. Every member of the team should have the opportunity to contribute meaningfully to the project.

**Part 1 (50 pts). Overview and Social Vulnerability**

Select one of the response plans reviewed by a team member as the foundation of your project.

NAME OF PLAN:

PERSON WHO ORIGINALLY REVIEWED SELECTED PLAN:

GEOGRAPHIC AREA FOR WHICH THE SELECTED PLAN APPLIES (state, region, district, city):

SECTOR FOR WHICH THE SELECTED PLAN APPLIES (circle one):    Public                      Private                      Non-Profit

Go to <https://data.census.gov/cedsci/?#> (the US Census Community Survey Data site). Type your geographical area (state or city) into the search box. You should be directed to a community profile. Provide the following information. You may present this information in any form you wish (graphic, narrative, flow chart, etc.).

Basic demographic information (population and other information you believe is important)

Identify key information which would contribute or reduce the level of social vulnerability for those your plan is intended to serve. Be sure to provide the data and why you believe it would impact social vulnerability. Do you believe the impact of each category's data would increase or decrease social vulnerability? (Be sure you cite supporting references for your conclusions in APA 6 format.)

How would each aspect of potential vulnerability you identified influence risk to COVID19? Discuss how response leadership could use this information as they develop a response tactics and/or overall strategy. Discuss whether your selected plan reflects the areas of vulnerability you identified adequately.

For each area of vulnerability, identify who might have been able to contribute meaningfully to the response planning process.

\*\*\*As you respond to each of these questions/prompts, be sure to refer to the NRF for guidance. Use specific citations from the NRF.

Using newspapers, magazines, web-based news sources, and social media, provide support for your conclusions through actual COVID-19 examples. Include links, copies, AND APA6 citations for all of your sources.

**Part 2: Risk Communication and Warning (50 pts)**

Using Lindell and Perry's (2012) work on protective action as a framework, evaluate the quality and effectiveness of the formal COVID19 communication provided to the community served by your response plan. You may wish to develop sections regarding National, Regional, State, and Local communication efforts. Be sure to address how these efforts fit into Lindell and Perry's model and what impact these efforts likely had on individuals and households.

Using other theoretical frameworks or research presented in class, discuss how risk communication affected the response efforts as well as the response of individuals/households and other organizations regarding COVID19. You may present your information in the format you feel is best (graphic, narrative, flow, etc.)

Using newspapers, magazines, web-based news sources, and social media, provide support for your conclusions through actual COVID-19 examples. Include links, copies, AND APA6 citations for all of your sources.

How might the areas of vulnerability identified in Part 1 impact how communication should be approached.

Find 4 pieces of risk communication addressing the COVID19 situation for the geographical region covered by your plan. Evaluate each in terms of quality and effectiveness. Be sure to address the following:

- Audience/Receiver
- Channel
- Messenger
- Desired Action
- Accuracy
- Effectiveness

Create 2 new pieces of risk communication for your area. Explain why this communication would be effective using previous readings, lectures, independent research, and/or lectures. Be sure to cite your resources and address the same criteria listed above. You may use any channel or format you wish including social media formats, video, podcast, written, radio, etc.

### **Part 3: Human Behavior (50 pts)**

Identify 4 disaster myths and 3 aspects of the disaster context you believe were demonstrated or disproven based on the COVID19 response in the geographical area your plan serves. Be sure to define your specific myths and disaster context factors as well as provide specific citations. Discuss what types of behaviors and evidence you expect to see for each myth and disaster context factor.

Does your selected plan address these myths or contextual factors adequately? Be sure to use specific citations from your plan and information from previous readings, lectures, independent research, and/or lectures. Be sure to cite your resources.

For each myth and disaster context factor, provide evidence using newspapers, magazines, web-based news sources, and social media, provide support for your conclusions through actual COVID-19 examples. Include links, copies, AND APA6 citations for all of your sources. With the evidence you gathered, discuss the absence or presence of emergent behavior and convergence. Be specific and support your conclusions. You may present your information in the format you feel is best (graphic, narrative, flow, etc.)

Evaluate the actual and proposed risk communication from Part 2 in the context of your selected myths and disaster context factors. Be sure to address how the areas of vulnerability in Part 1 might influence the likelihood of your selected myths and disaster context factors would be increased or decreased. Be specific and support your conclusions. You may present your information in the format you feel is best (graphic, narrative, flow, etc.)

Conducting your own research, can you find evidence of emergence or convergence? Justify your answer and provide insight on whether such behavior was beneficial or not to the situation.

### **Part 4: Coordination of Response**

Review the Drabek (2010) and Dynes and Quarantelli (1968) readings provided in Blackboard regarding organizational collaboration. Using newspapers, magazines, web-based news sources, and social media, identify at least 10 agencies or organizations involved in the US COVID19 response in the area addressed by your selected plan. Using your selected plan, identify which of these agencies/organizations were included in the plan. What role did each play (author, ESF member, etc.)?

Using the organizational typology presented by Dynes and Quarantelli (1968), identify at least one organization which would meet each classification. Include evidence supporting your decision. You may present your information in the format you feel is best (graphic, narrative, flow, etc.)

Using newspapers, magazines, web-based news sources, and social media, create a flow chart demonstrating both vertical and horizontal coordination and/or collaboration.

Using the evidence you gathered in addition to current and previous readings, activities, and lectures, provide examples of cooperation, coordination and collaboration within the COVID19 response for your geographic area. Demonstrate the presence of multi-sector involvement. Include examples of public sector, private sector, and non-profit cooperation, coordination, or collaboration. You may present your information in the format you feel is best (graphic, narrative, flow, etc.)

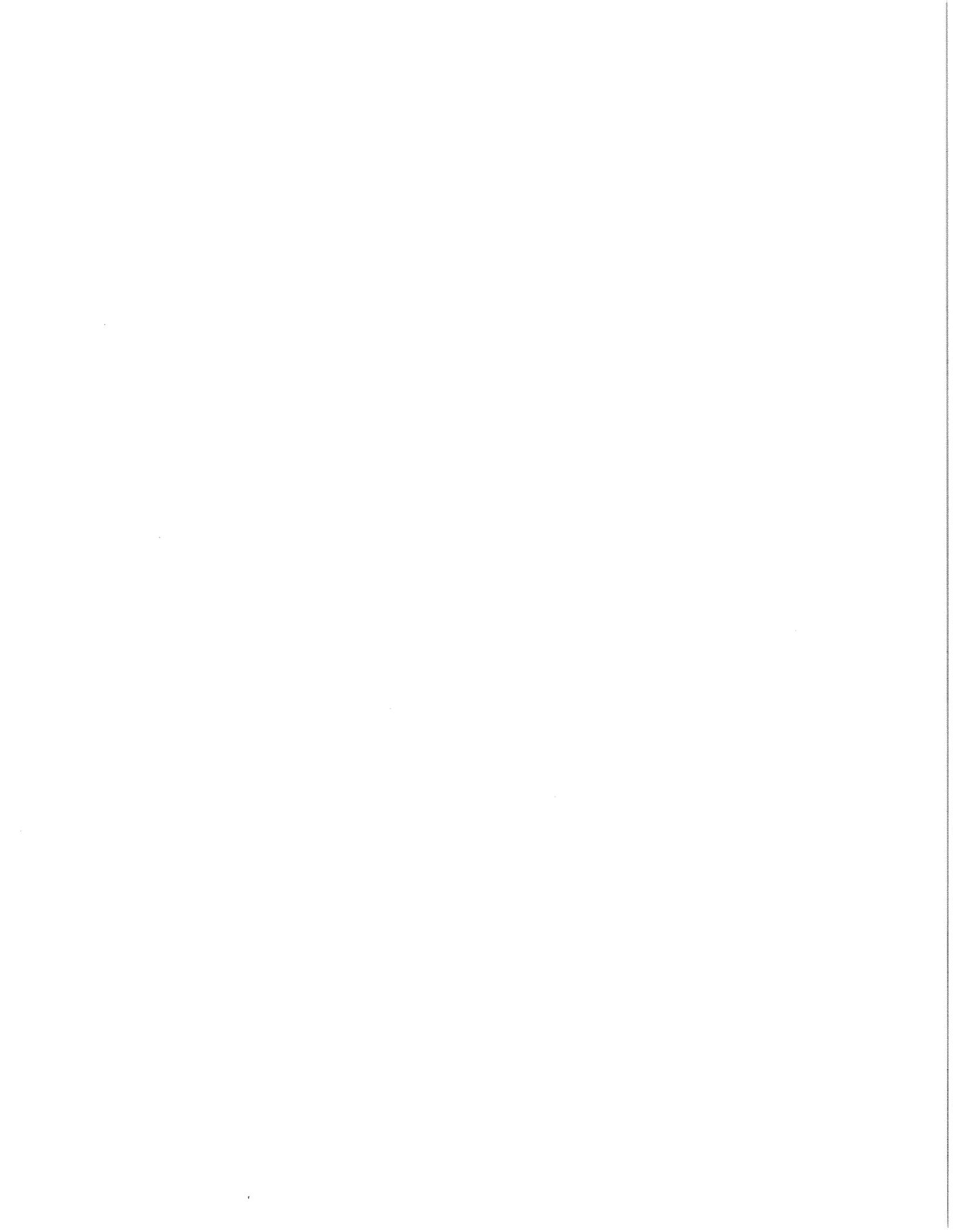
## Part 5: Portfolio and Presentation (50 pts)

### 1. Written portfolio

- a. Combine your team's findings for the first 4 parts into a cohesive document or portfolio. You may use Word, PDF, or electronic (Wix.com) formatting. Your goal is to make it as easy as possible to evaluate. Do not make the assessment team search for your "answer". Use this guide as a checklist. Include your selected plan in the portfolio. Upload your final portfolio through the Collaborative Portfolio link on your **combined team** landing page. (10 pts)
- b. Create EITHER a 10-15 slide Voice-Over PowerPoint or an 8-10 minute podcast providing an overview of your team's findings. Upload your PowerPoint or podcast using the Collaborative Presentation link on your **combined team** landing page. (40 pts)

### 2. Peer Evaluations

You will complete a peer evaluation form for each member of your combined team. Combine your peer evaluation forms into a single document and upload through the link in the "Final Project" folder.



Large Combined Team:  
Plan to be used:

SubTeam A:

Area of Responsibility	Team Member(s) Assigned	1 <sup>st</sup> draft date	Final draft date	Notes

SubTeam B:

Area of Responsibility	Team Member(s) Assigned	1 <sup>st</sup> draft date	Final draft date	Notes

FINAL PORTFOLIO and PRESENTATION

Area of Responsibility	Team Member(s) Assigned	1 <sup>st</sup> draft date	Final draft date	Notes

Additional tasks/responsibilities:



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