

**DESIGNING  
FOR ONLINE  
ENGAGEMENT  
WORKSHOP**

**SESSION 2 MATERIALS**



CENTER FOR HOMELAND  
DEFENSE AND SECURITY  
NAVAL POSTGRADUATE SCHOOL



FEMA

*DESIGNING ONLINE COURSES FOR  
STUDENT ENGAGEMENT*  
**WORKSHOP - DAY 2**

AUGUST 13TH, 2020

[WWW.CHDS.US](http://WWW.CHDS.US)

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





# Scholarship of Teaching and Learning

Designing for Student Engagement in Online Environments

August 13, 2020

Dr. Caroline S. Hackerott, PhD

Elizabeth Gray, MBA, JD



**FEMA**

# 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



**FEMA**



# Navigating this Workshop

- Session 1 Overview
- Review of Session 1 collaborative brainstorming re: instructor presence and student accountability
- Review of Learning Activity Planning Worksheet
- Appy Hour Idea Exchange
- Wrap Up



**FEMA**



# SESSION 1 QUESTIONS?



**FEMA**



# SESSION 1 BRAINSTORM REVIEW

- <https://drive.google.com/file/d/1UuZSXRM858XYpWZVgdAhobsztHFx7U7V/view?usp=sharing>



**FEMA**



# LEARNING ACTIVITY PLANNING

- [https://drive.google.com/file/d/1\\_zJUIs1TTT2DtxSIAfwh4iZoVCjdKX43/view?usp=sharing](https://drive.google.com/file/d/1_zJUIs1TTT2DtxSIAfwh4iZoVCjdKX43/view?usp=sharing)



**FEMA**



# APPY HOUR EXCHANGE

- [https://drive.google.com/file/d/1eIMAYRkiMfucn\\_qGfYyfceaDAIusFSA4/view?usp=sharing](https://drive.google.com/file/d/1eIMAYRkiMfucn_qGfYyfceaDAIusFSA4/view?usp=sharing)



**FEMA**



# RESOURCES AND WRAP UP

- <https://drive.google.com/file/d/1ix3RIKR-ZI3eljC0gMEhwknitoyYeHf6/view?usp=sharing>



**FEMA**





**FEMA**

Designing for Online Engagement Workshop  
Collaborative/Team-Based Learning Activity Worksheet

This worksheet is intended to guide you through the process of creating collaborative learning activities for the course you're designing and/or delivering.

<b>COURSE</b>	<b>STUDENT LEVEL</b>	<b>INTENDED LEARNING OUTCOME</b> (for the reviewed learning activity)	<b>NUMBER ENROLLED</b>
Ex: EMGT 101 Emergencies, Disasters, and Catastrophes	UG, gen ed., entry course for EM majors and minors	Describe the issues, choices, and trade-offs involved in the application of technology in responding to hazard events in the US	70-100

In 2-3 sentences, describe the learning activity:

<b>TBL, Collaborative, or Cooperative</b>		<p>TBL: includes iRat, tRat, appeal opportunity, and peer review; students work together in a small team and all are expected to contribute; team shares assessment</p> <p>Collaborative can include some level of other TBL components, but must include peer review; students work together in a small team and all are expected to contribute; team shares assessment</p> <p>Cooperative: working together is optional, may involve a pre-set team, no peer review; work is assessed individually</p>
<b>Materials required</b>		Note: include readings, videos, student-directed web/library searches; any guides/worksheets you need to create
<b>Schedule of Due Dates</b>		<p>Note: you do not have to give specific dates but give enough information for you to think through blocking the activity. Include any contracts or timeline assignments.</p> <p>For example: Support resources available to students Sunday; initial individual work posted by Wednesday, collaborative/team assignment due following Sunday; team appeals due by following Wednesday.</p>
<b>Schedule of Assessment</b>		When will you assess the work and provide feedback to students?
<b>Rubric</b>		Using a rubric speeds assessment and allows students to understand how their work will be assessed.



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 🖥️.

Instructor Presence	Student Accountability
Video mid-week announcements	Peer evaluations
Instructor sets up 1:1 meetings with student assigned the leadership role for each assignment/project	Each team appoints a team lead and recorder for each assignment/project
Set up weekly posts which include student posts regarding what they accomplished each week	Post individual questions for each student based on their role assignment for each project
Instructor offers virtual office hours and individual appointments Totally optional Encourage multiple students to meet simultaneously Use Doodle or Survey Monkey to set appointments	"I don't know" is an acceptable answer. The next task is to find out.  Create a group project with each student completing a unique module to create the whole.
Open synchronous course early (15 min) for chat...open it to non-students as well	Let students assign roles for all team members (including leadership) for each project/assignment. (Instructor should prepare descriptions of each available role.) Roles should rotate among team.
Front load schedule and syllabus to students to manage expectations	Ice breakers
Allow negotiation (might be limited) of due dates.	Ensure students have access to a video conferencing option
If a student is "missing" or consistently late to synchronous meetings, send a personal video message to check on them	Facilitate student schedule-sharing. (Instructor should not allow students to opt out of collaborative work. It is a course expectation...part of the time commitment of taking class.)
International students are often dependent on "top-down" instruction so create a Readiness assignment to familiarize students with collaborative expectations.	Create activities which require students to call each other rather than asynchronous online collaboration only
At the end of each session, conduct follow up (links, handouts, etc.)	Require meaningful discussion contribution, don't allow simple "I agree" statements. Force students to create an initial post before they can see others' threads.
Video messages and announcements	Metered participation***
Drop into discussion boards and force follow-up responses	Create benchmarks for learning progress
Create learning resources which include instructor voice and/or video	Create learning activities which include a team video
Instructor uses Twitter/Facebook/social media to communicate with students/former students, share current events, mix in fun topics	

<p>Instructor announcements include current events and their perspective on how they relate to course content</p>	<p>Create a course calendar with due dates throughout the entire term</p>
<p><b>Instructor Presence</b></p>	<p><b>Student Accountability</b></p>
<p>Provide <i>timely and meaningful</i> feedback on student work. Negotiate this with students.</p> <p>Create “chat” for students and instructor</p> <p>Use Survey Monkey or similar tool to collect student feedback</p>	<p>Increase engagement by allowing students to respond to course materials and each other by gifs/emojis—stimulate their creativity and provide insight into their personalities</p> <p>Students keep a journal within the LMS (Blackboard has this function).</p> <p>Learning activity products are smaller pieces of a greater whole. Perhaps different teams create the smaller pieces and then 3-4 of the teams must combine their products into a final project.</p> <p>Create small essays/synopsis/quizzes based on assignments and required course materials. (Low stake assessments)</p> <p>Plan enough time for engagement among the team—it takes longer online. Provide incentives for “beating the deadline”.</p> <p>Explicit engagement due dates—initial post due on Tuesdays, responses due by Friday.</p> <p>Team switch halfway through semester to allow students to meet additional students. (caution: new teams will need time to form, storm, norm, and perform)</p> <p>Use Remind.com as a messaging option (Many LMS offer an internal messaging option)</p> <p>Make assignments meaningful to profession. Use consultation projects, etc.</p> <p>Provide more than written resources. Use podcasts, videos, movies, etc.</p> <p>Open education****</p> <p>Create clear rubrics.</p> <p>Provide syllabus in multiple formats.</p>

# Meet the EM Doctrine “Cast”

Arkansas Tech University  
Dept. of Emergency  
Management  
EAM 3063-EM Doctrine  
Prof. Beth Gray

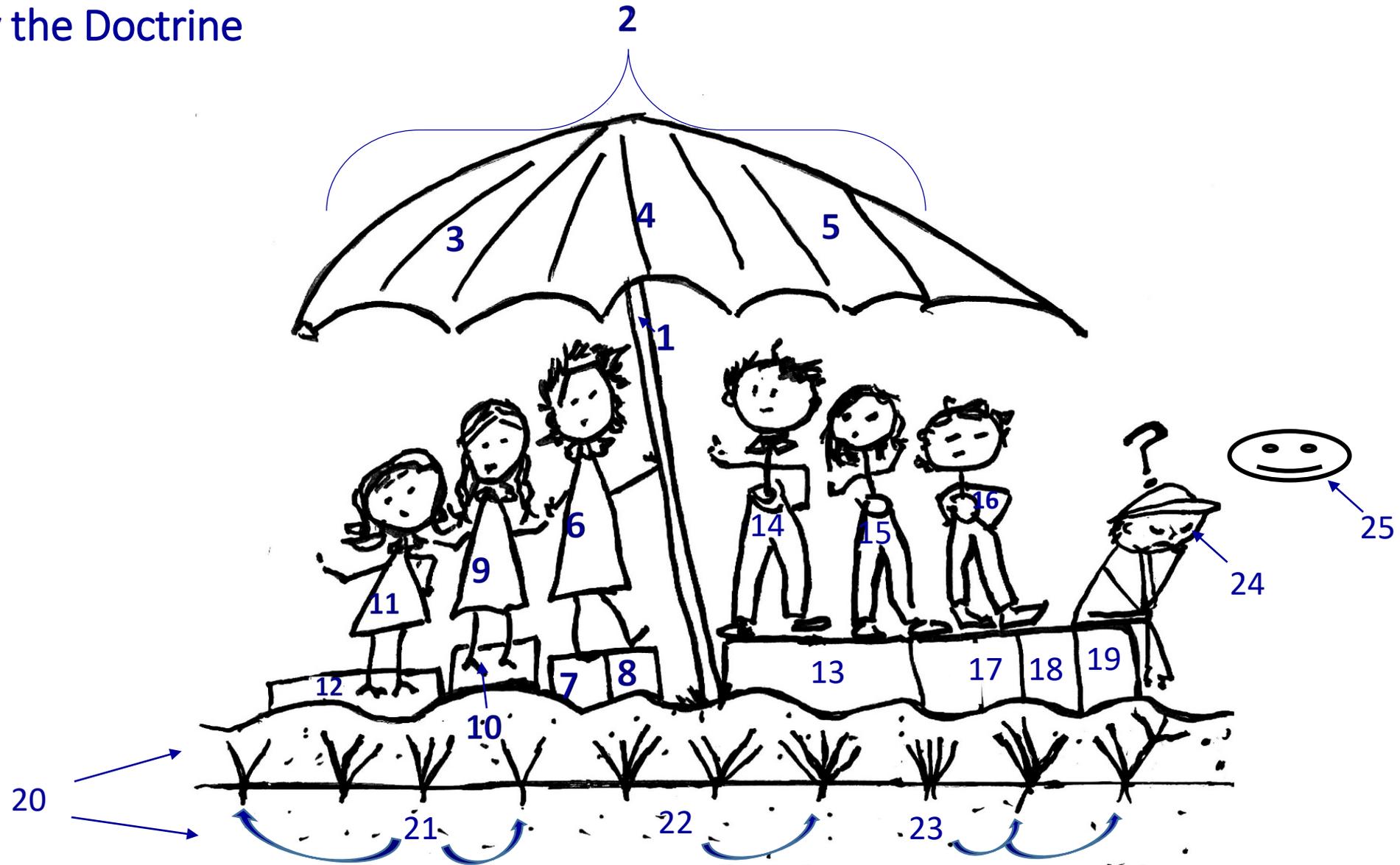
Click here: [VIDEO](#)



## Allegory of the Beach



# Identify the Doctrine



# Allegory of the Beach

# Aspire/NSF Inclusive Teaching workshop\_072820

## Resources:

### Inclusive teaching online

Aspire COVID-19 Resources: <https://sites.google.com/view/aspire-alliance/national-change/covid-19-resources>

### Inclusive advising

Aspire Faculty Advising Guide available for download at <https://www.aspirealliance.org/national-change/national-change-resources/faculty-advising-guide>

### Online accessibility

DO-IT - 20 Tips for Teaching an Accessible Online Course: <https://www.washington.edu/doi/20-tips-teaching-accessible-online-course>

UDL On Campus, Universal Design for Learning in Higher Education:

<http://udloncampus.cast.org/home#.WKHKvhDD9nM>

### Pedagogy resources

Bloom's Taxonomy - Action Verbs (to help write actionable learning outcomes):

<mesacc.edu/employees/course-management/curriculum/resources/blooms-higher-level-verbs>

Wiggins, Grant, and McTighe, Jay. (1998). Backward Design. In Understanding by Design (pp. 13-34).

ASCD. [educationaltechnology.net/wp-content/uploads/2016/01/backward-design.pdf](http://educationaltechnology.net/wp-content/uploads/2016/01/backward-design.pdf)

Video Length in Online Courses: What the Research Says [emporiastate.blogspot.com/2018/04/video-length-in-online-courses-what.html](http://emporiastate.blogspot.com/2018/04/video-length-in-online-courses-what.html)

### Building Social presence

Garrison, D. R. (2007). Online community of inquiry review: Social, cognitive, and teaching presence issues. Journal of Asynchronous Learning Networks, 11(1), 61-

72. [files.eric.ed.gov/fulltext/EJ842688.pdf](http://files.eric.ed.gov/fulltext/EJ842688.pdf)

Overview of icebreakers that work well in online environment:

[ce.uwex.edu/wp-content/uploads/2015/05/IceBreaker.pdf](http://ce.uwex.edu/wp-content/uploads/2015/05/IceBreaker.pdf)

Brearley, F. Q., & Cullen, W. R. (2012). Providing students with formative audio feedback. Bioscience Education, 20(1), 22-36. (Recording your feedback in a PDF)

[tandfonline.com/doi/pdf/10.11120/beej.2012.20000022](http://tandfonline.com/doi/pdf/10.11120/beej.2012.20000022)

## Building Social presence – operational agreement

Sensoy, O., DiAngelo, R. (2014). Respect differences? Challenging the common guidelines in social justice education. *Democracy and Education Journal*, 22(2), 1-10“

<https://democracyeducationjournal.org/cgi/viewcontent.cgi?article=1138&context=home>

The operational agreement I typically use, which is derived from Sensoy & DiAngelo’s work:

- Strive for intellectual humility.
- Hold your opinions lightly and with humility.
- Let go of personal anecdotal evidence and look at broader group-level patterns.
- Notice your own defensive reactions.
- Recognize how your own social positionality (e.g., race, class, gender, sexuality, ability) informs your perspectives.
- Differentiate between safety and comfort. Accept discomfort as necessary for growth.
- Identify where your learning edge is and push it.

## Surveying students for technology access

University of Wisconsin-Madison tips and example surveys for asking students about their technology access:

[wisc.pb.unizin.org/mtle/chapter/technology-access-surveys](http://wisc.pb.unizin.org/mtle/chapter/technology-access-surveys)

Iowa State University survey check-in for the shift to online course delivery:

[bit.ly/3dM83vn](http://bit.ly/3dM83vn)

## Assessing student learning

Classroom Assessment Techniques (CATs) - Vanderbilt University: [cft.vanderbilt.edu/guides-sub-pages/cats](http://cft.vanderbilt.edu/guides-sub-pages/cats)

## Sharing calculations online

Some possibilities for sharing calculations online:

- Wolfram|Alpha: <https://www.wolframalpha.com/>
- From a past workshop participant: one possible option for students presenting arithmetic is LaTeX + Overleaf + screenshare

## Platform-specific resources:

- Zoom help center: <https://support.zoom.us/hc/en-us>
- Blackboard Collaborate Ultra help center: <https://help.blackboard.com/Collaborate/Ultra>
- Microsoft Teams video tutorials: <https://support.office.com/en-us/article/microsoft-teams-video-training-4f108e54-240b-4351-8084-b1089f0d21d7>

[This can be used as a collaborative editable document with colleagues via platforms such as Google Drive, Dropbox, or OneDrive. It is also fun to meet periodically to discuss new apps and ideas on using them, which is what Hackerott and Gray have done – both co-located/in person and virtually.]

#### **5 Minute Journal:**

I use this one personally and in classes in which I include a service-learning component. Super easy to use and you may set up reminders for yourself. You may create a 3-item bullet list or write as much as you wish as you reflect on the day. You may also upload photos. I have many students who tell me they are still using this app semesters later. I use it myself and I am NOT a journal-keeper. The drawback: I haven't figured out how students can share their entries to me if I need to monitor reflections. If I want to monitor progress, I ask students to use **Evernote** or **Inkwell**.

#### **After Ice:**

This one just makes my environmentalist heart sing and brings some things into focus for students who are into climate change denial. No matter where you are, the app simulates what the space you are standing on will look like if the sea level rises as predicted by the 2080s. Powered by NASA (those technological lightweights), point your phone like you are taking a picture and the app will modify the appearance of your location AND give you an altitude reading. For example, in my office in Russellville, AR currently sits at 346 ft above sea level. In the 2080s, Russellville will be at 32 ft above sea level—still dry but not by much. Pine Bluff, AR is predicted to offer oceanfront real estate. I have had distance students wig-out when they've discovered their homes are predicted to be Atlantis.

#### **AllTrails:**

As witnessed in NYC, I can get lost finding the elevators. This app provides key information about every hiking or biking trail in the US....and some in Canada. Crowd-sourced, users add key information regarding trail conditions, difficulty, challenges, and time to completion estimates....and other helpful information. Go hug a tree....see [After Ice](#)....and hit the trail.

#### **Amazon Music:**

If you have an Amazon Prime account, you have an Amazon Music account. Use it.

#### **Bookshelf:**

I'm guessing most academicians have a version of this on their laptop or desktop now that some publishers are providing samples in e-book form through Virtual Bookshelf. If so, download the app and sync your account. I spend A LOT of time driving back and forth between Arkansas and Oklahoma—to the tune of a 5-hour one-way trip. I can set this app to read any book in my library TO ME. It's a bit monotone—but 5 hours are precious to me. Simply use the Bluetooth or USB media link on your car radio and Viola! (Nothing makes the miles fly by than listening to the latest research methods book.)

#### **Cash:**

[See also \(Apple Wallet/Pay, Google Wallet, Venmo\)](#). I am only going to list this app because the others listed work identically to Cash. These apps let John Comiskey pay for dinner and hack to "Cash" him her portion immediately because she never has the real thing. You may receive or send money to anyone who also has an account with the app. You link a credit or debit card to your app account. You may build an in-app account as well by pre-loading money or never transferring money that is sent to you. (You set up a transfer account along with a payment account.) Wait staff will love you.....no more separate checks. Your friends will love you....no more "I'll get it next time". I used Cash and Venmo last year at the Natural Hazards Workshop to purchase several books from the authors. You haven't lived until you and Kathy Brown blow the minds of a group of 20-somethings by Venmo'ing the transaction. The drawback: I had to spend the next 20 minutes coaching multiple people through downloading, setting up, and using the app. It did, however, make me a very hip old lady.

#### **Diigo:**

This may be the first app I ever discovered that made me dance in my office...for realz. I love it so much, I have the "plug-in or add-in" (I don't know the difference between the two.) on my web browser's ribbon...Chrome, Safari, and FireFox. (I refuse to touch Internet Explorer.) You can bookmark wherever you may be with a single key stroke, provide a synopsis, and key words. Retrieving this information is seamless between all of your devices including laptop/desktop. **GET THIS APP—UNLESS YOU ARE AN EVERNOTE AFFIANDO.**

#### **ESPN:**

Sometimes the app finds you. I can't live without this app. I watch live streams ALL OF THE TIME. (See also NCAA March Madness, Fox Sports GO.) I need a support group. Take the time to set up your favorite teams....Collegiate and Pro....for any sport that you find interesting.

#### **Evernote:**

I believe everyone but me just loves this app. I have it because it powers some of the apps I really like. It's supposed to do everything but tie your shoes. It just frustrates me. (I truly am a techno-peasant.) However, I have used it for reflection assignments—students can send their journals and photos to me for assessment. It also has a function that allows you to instantly download whatever you're looking at on the internet to your Evernote...I have also used this function. However, I prefer **Diigo**—probably because I used Diigo first and I have a literal sh\*tload of stuff saved to Diigo. If you use this app with great joy and success—I am open to coaching.

#### **Explain Everything:**

This is a bit complicated as you begin to use it but it's basically a whiteboard that facilitates collaboration. You can use it in the classroom or in the office. The key is everyone needs to subscribe to it before collaboration can take place. I sprung for the 9.99 subscription and can share it with everyone in my family (think—vacation planning). Check it out.

#### **GroupMe:**

Exactly what it sounds like. Despite multiple collaborative options within Blackboard (the gawd-awful learning platform at ATU), students consistently prefer GroupMe for scheduling study sessions or whatever they do when together—I ask no questions. Easy to use and you can create multiple groups at the same time.

#### **iAnnotate:**

This is another essential for me. Whenever I import a file into this app and make annotations—it automatically backs up to my **Dropbox**...(where every single thing I have downloaded or written in the past 8 years is kept.) You can merge PDFs. You can drag and drop. You can work offline. If you use **OneDrive**, you can link it to your iAnnotate account. The tutorial within the app is incredibly helpful and easy to follow. This app does at least 1000 things I haven't discovered or tried. I do use this app for audio feedback to students ALL OF THE TIME. (I have found that people outside of my office door believe I am talking to myself and they tend to avoid interrupting the "crazy lady" ...(ah, method to my madness).

#### **Inkflow:**

If you are an iPhone and iPad user—you need Inkflow. Your life will get infinitely better. You can copy and paste anything if you can take a picture of it. You have a virtual pencil, a paintbrush, and a broad palette of color—and you can create your own. (You use your finger, not a stylus.) I use this one for brainstorming and note taking. I give students a choice between Evernote and Inkwell to complete journaling assignments. I've had students create amazing journals with photo books and unique stationary. Oh, and your work is incredibly easy to share. (I have moved to **Notability** but left this on the list because of the journaling function for students.)

#### **Inspiration:**

As random/abstract as I am—I do love a good flow chart or mind map. This was a dream come true because I am NOT a graphic designer and I get intimidated easily. This is my answer. Totally plug and play. Take it for a test drive. I have my thesis students use it to map their project when they start getting into the weeds. LOVE this one.

#### **Kahoot!**

I'm including this one because my colleagues love it. I don't. This app is intended to facilitate in class "polling". Students use their phones to participate. Most of my classes found it distracting. I don't know why Kahoot! was distracting—for in-class polling, my classes much prefer **Socrative**.

#### **Medium:**

I like this app so well I upgraded to the premium version. I selected about 6 different areas of interest (both personal and professional) and the app mines the internet. The app will send you an email alerting to its most recent finds related to your areas of interest. If an article contains references to any other web-based resources, the links are active. I find this helpful when building support resources for my undergraduate classes. These short articles are typically easy reads that help explain complicated concepts in the more rigorous readings/assignments. For example, I used "I Explained Blockchain to my 6-year old Brother" and "A Letter to Jamie Dimon" to set up a discussion on the security challenges presented by BitCoin and other de-centralized currency sources.

#### **Nearpod:**

This could be really cool but I haven't taken the time to develop anything with it. Originally intended for K-12, I have a colleague who swears she and her students create incredible VR "workbooks". Take a look at it and see what you might do. I'm guessing I would need to devote a week or two of exploration and practice to make it work for me. However, it IS easy to navigate the app in order to create a "workbook". So there's that.

#### **NextRadio:**

This generation of smartphones will stream FM radio. Set it up to listen to your local station in inclement weather or when they're calling the college baseball game. You can access a local station for any location in which you find yourself. (ie: NYC weather reports on rainy days....just saying.)

#### **Notability:**

I cannot survive without this app for my iPad. I don't even travel with my laptop anymore...my iPad Pro and apple pencil put me back in the brain space of sitting in class taking notes. I'm writing with my pencil so for me—the information "sticks" better. I can import other documents and photos. I can take photos directly into my document. I can forward these notes to anyone as a pdf. I can change my "ink" color so the OCD color-coder me is ecstatic. I can change paper color with or without lines or grids. I am not exaggerating when I tell you that I can no longer live without this app.

#### **NPR News:**

I can't be happy if I can't have my NPR....live and local or live and wherever. I listen to KOSU in Stillwater most often no matter where I am.

#### **oneSafe:**

Keep your passwords and account info in an uber-secure app. (You will have to remember your oneSafe code however.) Recommended by Apple and has never had a breach. I can't remember anything....let alone my user names/passwords. You may upload photos of your cards and add notes. I realize this must make cybersecurity folks blind with panic....it has saved my sanity multiple times.

#### **Remind**

Contact your class or specific students instantly. You create a "class" and provide your students with the code the app creates. Students can sign up to receive your messages by email or text. They will be able to send you messages as well...a blessing and a curse...but a blessing much more often than a problem. 98% of my students choose to receive info by text. Students may also communicate directly with one another as individuals or groups.

#### **RunKeeper:**

I don't work at the Pentagon and my whereabouts interest very few individuals...but I MUST know how far I have cycled/walked or I develop a tic. It also guesstimates calorie burn and you can manually load exercise information. Best yet for my fellow OCD exercisers—the premium version will sync with your FitBit. Whoot!

#### **SiriusXM**

"Favorite" the channels you love and hit the elliptical. Listen to music or live sports....[See also ESPN, Fox Sports GO, NCAA March Madness Live.](#)

#### **Sleep Machine:**

If you don't find the sounds of traffic or your roomie snoring soothing and sleep inducing, try Sleep Machine. You choose the sound—you can mix it any way you want. Put it on a timer...set it as an alarm....check out "Rain on a Tent". (Hug a tree.)

**Socrative** (the blue app is the student app, the gold app is for the teacher).

My answer to **Kahoot!** As the instructor, I create a "room" and invite students join through a room code. I am able to create progressive questions that go far beyond in-class polling. Team-based learning activities are also easily incorporated into the classroom. Students must download the student app. (The student app is free.) I found this app effective enough to upgrade to PRO.

#### **Tunity:**

I have no idea why the kids who man my gym randomly turn off the captioning on the TVs—except for Faux News...but this is my secret weapon against their passive-aggressive, millennial pouting. Open the app, point your phone at the TV and it's PFM. You have live audio-streaming. Works on any TV, on any channel. (Full disclosure—occasionally you will have a Japanese monster movie experience.)

**Zoom:**

If you have not used video based collaboration and you teach online, you are missing out. Zoom is by far the friendliest to both the “host” and the “guests”. Use your smartphone...or any phone...even a landline (for audio only). I can’t begin to tell you about all of the features Zoom offers. I discovered it when ATU was going to host the online platform for a virtual EM research conference. We could create up to 64 concurrent “rooms” (meaning 64 different panels/presenters could be presenting at the same time...kind of like AERA but without the 3 mile hikes between hotels.) We could also host up to 10,000 guests. We could have ad hoc break out rooms for workshop sessions. I’m telling you—if you haven’t checked out Zoom—you really must. I also have the apps for **Adobe Connect** and Blackboard’s **Collaborate**. I use Zoom.