



Advanced Engagement

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Introduction

This textbook is meant to fuel an instructor's creative energy and empower course developers to design more innovative and engaging materials for students. Engagement and innovation do not have to be difficult to implement, it does not even need a different platform or website. It can be done all in the comfort of an institutions learning management system (LMS). This book is built with Moodle's capabilities in mind, but these ideas could potentially be translated to other LMS options in education.

Proceed through the book with an open mind, recognizing the following about the content provided:

1. **Ideas will be challenging.** Isn't that what education is all about? Challenging our world-view? There will be ideas that break out of the traditional view of higher education.
2. **Ideas may not be feasible for everyone,**... yet. The more training, the more education, the more options available means there are more solutions for engaging students more effectively. The only limitation is that learning materials and assessments should align with the learning outcomes of the course or program. Otherwise, the possibilities are endless.
3. **Ideas may need to evolve.** Collaboration, trial & error, and student feedback may cause new ideas to evolve over time, but that does not mean that the idea is a failure. Continuous improvement is essential.

This textbook is the sequel of [Open Engagement](#), an introduction to engaging students with well-known forms of engagement in online learning. There will be topics that overlap, but the content will be very different. Open Engagement works with a faculty certification course called: Online Engagement Certification Course offered by

TrineOnline. This textbook works with a different faculty certification course called: Advanced Engagement Certification Course and is also offered by TrineOnline.

Course Description:

In this course, participants will focus on creating engaging materials for their courses. Different forms of engagement will be explored and content created that is relevant to the courses that they teach.

Learning Outcomes:

- Create engaging discussion forums. **(LO1)**
- Design new content for current courses. **(LO2)**
- Investigate new forms of media to engage students. **(LO3)**

Chapter 1: Innovative Introductions

By the end of this chapter, you should be able to:

- Create engaging discussion forums. **(LO1)**
 - Investigate new forms of media to engage students. **(LO3)**
-

Introductions in any course are a great ice breaker. Introductions can unite students of similar characteristics or backgrounds. Introductions are also an opportunity for faculty to learn more about the students they will be working with throughout the course.

There's no rule that says introductions have to be a certain way (and if there is ... why?). Consider offering innovative introduction methods that shake up how students introduce themselves. Not only will this be more fun, but you may actually learn more about the student than if you just ask: Name, Degree Program, Location, and a Fun Fact.

One of my favorite introduction forums to use with faculty is this:

- Share three pictures from your life and share a story as to why they are important to you. Consider the content from the provided learning materials about story-telling. You may use [CC Search](#) to find pictures if you do not feel comfortable using your own photos.

I also include what I call: Learning Style Alternatives in most forums, because I know writing/typing, does not meet the needs of all learners.

- My learning styles alternatives statement is: If you would like to create an audio clip or visual instead of writing a response

for this post, that is acceptable as long as it meets the discussion forum brief.

The Art of the Introduction

Offering interesting introduction forums allows students and faculty to connect in unique, memorable ways. Below are ideas for different types of courses, please review all of the ideas, because some ideas, with a few modifications can apply to other courses as well. Select the blocks on the progress bar, at the bottom of the slides, to view each of the ideas. You can also enlarge the slides using the double-pointed arrow in the bottom right corner of the selection.



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[https://pressbooks.palni.org/
advancedengagement/?p=5#h5p-3](https://pressbooks.palni.org/advancedengagement/?p=5#h5p-3)

Chapter 2: Diverse Discussion Forums

By the end of this chapter, you should be able to:

- Create engaging discussion forums. **(LO1)**
 - Design new content for current courses. **(LO2)**
 - Investigate new forms of media to engage students. **(LO3)**
-

After all of that discussion for creative ideas in introduction discussion forums, is there anything else left? Great question! There are definitely still some ideas to consider when building discussion forums.

It may be beneficial to review the discussion forum ideas in the Open Education textbook, refer to [Chapter 1: Creating Magic in Discussion Forums](#), as needed, for review. When you are ready, look at the following steps that can be taken to create better and diverse discussion forums. As the steps progress, they ask more of your students (and ultimately you, as the curator of the experience).

Step 1: Ask Better Questions

Select each of the hot spots below to reveal ideas for asking better questions.



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Step 2: Raise the Stakes

When we ask students better questions, we are working toward more quality responses. Raising the stakes takes this approach a step further. Here, you can ask a portion of students to answer your discussion question and the remaining students will evaluate the responses to determine if they are grounded in evidence, substantive, or provocative. Regardless of your evaluation guidelines, make sure they are clear. You may consider using a rubric for students to use when evaluating; this may help keep evaluations more consistent. Below is a sample of a discussion rubric used in our courses. Shared are the suggested criteria and categories; this rubric could be adapted to meet the needs of a specific forum that you would create.



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advancedengagement/?p=23#h5p-7](https://pressbooks.palni.org/advancedengagement/?p=23#h5p-7)

Step 3: Consider Re-Imagining the Display

It is possible to have discussions in a new way consider these options for re-imagining a discussion forum into a discussion activity:

1. Collaborate on the creation of open educational materials.
Discussion could happen in the design platform or in a separate space. Some OER platforms have the ability to add annotations and comments right in the work.
2. Annotate a text or document.
3. Create a blog, website, or other public project.
4. Consider other platforms like Slack, Google, Teams, Padlet, and more.
5. Group work occurs in an extended reality environment.

Step 4: Role Playing in the Forum

Ask students to embody characters for the remainder of the term in their discussion forums. An instructor provides a list of characteristics and the name of the character. Students pick one and must keep that persona to the end of the term. It allows the students to express themselves more honestly through the viewpoint of a character. It also fosters creativity and expression.

It is critical to note that if this idea is appealing, that you must have villains and heroes. Heroes are, admittedly, just average people without the villains to challenge them. Here are two ways that this forum could be used. Choose the way that most appeals to you and direct the center bar as appropriate.



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Step 5: Ask Your Students to Do Something

Technically, you are asking them to do something by completing the discussion forum using the given parameters. However, what if you asked them to do something outside of writing a post. Here are some ideas:

1. Ask students to take a picture of something related to your course and evaluate it.
2. Find a popular culture reference and share it with the class (example: find an example of a laissez-faire leader in television)
3. Students could create a video or commercial that aligns with the learning outcomes.
4. Select a topic and ask students to find or create a meme related to the topic and evaluate the meme for content, tone, imagery, etc. Alternately, you could present a few memes (also photos, videos, commercials, etc.) for students to evaluate as well.

Step 6: Applied Learning Opportunities

Applied learning opportunities provide relevance to the assessments. Consider this learning objective: Analyze social

interaction on a micro and macro level. Now, apply this learning objective to coffee.

- In the United States, most people who drink coffee outside of their home are [probably] enjoying their caffeinated beverage at a chain like McDonald's, Starbucks, Dunkin', etc.
- Compare this to other cultures with a rich coffee culture, like Spain or Italy. The interactions are [probably] more personal.
 - Even down to how you are served in a ceramic or glass cup versus a paper or plastic cup.
 - The shop has been there 100 years and so has the barista. They slip you a cookie when they know you've had a bad day and they know you well enough to know you have had a bad day.
- It is a completely different experience than a chain experience. Just in this quick example, you can see how different the interactions would be. Students could use any form of media, digital or otherwise to compare and contrast these interactions.

Here are other options for applied learning opportunities.



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<https://pressbooks.palni.org/advancedengagement/?p=23#h5p-6>

Chapter 3: Infographics

By the end of this chapter, you should be able to:

- Design new content for current courses. **(LO2)**
 - Investigate new forms of media to engage students. **(LO3)**
-

Infographics are essentially: info (text) + graphics (pictures/cartoons/basic shapes, etc.). Typically, infographics are one page, but sizes do vary. There are probably endless versions of what an infographic can look like, so let the ideas fly free and start creating! Furthermore, there are many ways to build an infographic, however, below are five simple steps to do so. This is meant as a springboard for your creative process to be developed as you start building your own materials. This process can be applicable to an instructor making materials or for a student creating an infographic in a course. But first, a quick video about different types of infographics.



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Step 1: Content

When building anything, it is much easier to have the content prepared already. If possible, complete your research ahead of time. Depending on the content area, around three resources is probably enough in order to build a graphic that has enough content, but not too much. If you have too many resources, it may be difficult to pare down the content. You may need extra pages, maybe even a book! Keep track of your references as well, so you can cite them in your graphic. Below is a sample infographic, that demonstrates how one looks with more text than graphics. What, if anything would you change about this graphic?



This work, "Workforce Generations" by Andrea Bearman, is licensed under CC-BY 4.0; It is a derivative work of "Workforce Generations" by Freedom Learning Group, licensed under CC-BY 4.0

Step 2: Design

After most, if not all of your content is collected, select a design platform that suits you. The Microsoft Office Suite offers some

ability to create infographics, but it's not user friendly sometimes. Other platforms that are recommended are:

- [Canva](#)
- [Piktochart](#)

Both of these platforms offer free design options, including free accounts where you can store your projects. Both platforms offer templates, resources, and other forms of assistance as you begin your design journey. Canva is my preference, but I know both platforms are established and relatively easy to use. If you are new to designing, perusing the templates that either platform has to offer will probably encourage ideas for you to use with the selected content. Below is a quick tutorial for how to use Canva.



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Step 3: Formatting & Accessibility

Once you have decided on a design, whether one that is provided or one in your mind, it's time to add the design and your content together. If you are using a template, it is easy to plug in your information in the respective areas. You can also play with the coloration of the graphics so they meet your branding requirements or to be more accessible. Be sure to think about accessibility in terms of fonts, sizes, coloration, how you will present the graphic

to an audience. Answers to those questions may affect your final design.

When all of your content, including references, are in the platform, take a break. Seriously. The never ending barrage of design can overwork your mind; taking a break will help you refresh for the next step! Below are some items to consider regarding accessibility, that have been covered in Open Engagement, but are worth repeating.



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Step 4: Edits

Did you take a break? I hope so. Editing can be very tedious, even when it's just text. But add in all of the design components and there's so much more to consider. Below are some of the criteria to consider when reviewing an infographic:

1. **Content:** Content demonstrates a complete mastery of ideas. There is an in-depth analysis and originality of thought. The infographic topic and purpose were clear and concise. There is a significant presence of both images and text.
2. **Data:** The data in the infographic was accurate and relevant to the topic.
3. **Organization and Format:** The infographic has an attractive and easy to understand layout. There are applicable graphics

that aid in understanding, but the infographic does not seem cluttered.

4. **Style:** The infographic has an original style that consistently uses multiple colors. The font is legible and the color scheme enhanced the infographic.
5. **References:** Citations for the infographic sources were included in the appropriate APA format.

Step 5: Peer Review

After you have built and edited your wonderful infographic, it is important to have **at least** one other person review it. Peer review is helpful because it offers a new perspective on content that you've been working on for hours. It offers a fresh set of eyes to check for spelling and grammatical errors. Peer review may also notice some elements you missed in the content or find a graphic that may be better suited for the content. Peer review is essential when creating new things, it fuels the learning process and continuous improvement of the learning materials.

Now, you can celebrate because you have completed all five steps to making an infographic!

Check out this sample infographic below as needed.



1 Pick a good outer layer. Whether it's tortillas, bread, pita, lettuce, whatever! Make sure that whatever you select, it can withstand all of the ingredients you are going to put on it.

2 You need a sauce. You might think you don't, but you definitely do. Sauces can range from those with dairy to those without, those with spice and those without. Here are some examples: salsa, butter, mayo, hummus, guacamole, sriracha.

3 Decide on the fillings. These can include proteins, cheeses, veggies, and even fruits! Mix and match until you find the combination that is perfect for you!

4 Finally, decide whether your sandwich needs to be melty, crunchy, cut in half, or just the way it is!

5 Eat.



References:
Brierty, M. (2018). How to make a sandwich. Retrieved from Internet.
Source: <https://www.creativecommons.org/licenses/by/4.0/>

References:

Vennage. (2018, July 19). *The 9 types of infographics* [Video]. YouTube. https://www.youtube.com/watch?v=tN8_85gKOTc&t=2s

Ziovo (2020, March 20). *How to use Canva for beginners* [Video]. YouTube. <https://www.youtube.com/watch?v=zJSgUx5K6V0>

Chapter 4: Podcasts

By the end of this chapter, you should be able to:

- Design new content for current courses. **(LO2)**
 - Investigate new forms of media to engage students. **(LO3)**
-

Podcasts are typically just audio, but sometimes include video components, that cover a wide range of topics. If you can think of the topic, chances are there is a podcast out there somewhere that covers that topic. Podcasts are a great form of media, because they are easy to make with all of the free platforms available, and technically no special equipment is required. Podcasts are also very versatile in their times. Some will be eleven minutes, some an hour. There's so much range!

In this process, there will be similar steps followed as the infographic process. Please note that there is no wrong or right way to build a podcast as long as you have recorded content and it is shareable. It may take time to find the right platform, topic, or routine, that works for you. Don't give up! Also, don't be afraid to assign podcast assignments to your students!

Step 1: Content

There are two significant camps in the podcasting arena. Those that prepare scripts to follow and those that don't. Some would argue that scripted podcasts may be too formulaic or robotic, when compared to a podcast that is improvised. Decide what you like the

best, knowing that your preference may adapt over time. Regardless of your camp, it is helpful to at least prepare some talking points and maybe some relevant research when developing a podcast episode. Potentially the worst thing is dead air. Dead air is when there is no sound, no music, nothing is happening. Avoid this by practicing and preparing as much content as you see fit. It may also be helpful to record with a friend or interview someone. This can take some of the pressure off of you and allow a more genuine interaction with the hypothetical listener.

Here is an example of a podcast that is scripted and edited later, provided by TrineOnline.



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Step 2: Platform and Design

When you are ready to record, record using a platform that you are comfortable using. Most computers and mobile devices have audio recorders that work fine. But you can also try out platforms like [Anchor by Spotify](#). Here you can create, distribute, even monetize your podcast all for free! As you begin, don't forget to design a podcast profile image (Canva or Piktochart would be great help again) that is eye-catching and promotes your podcast the way you want it to be promoted.

Technically, you do not need special equipment to create a podcast of your own. However, it can be helpful to have a

microphone that works well and a platform that offers editing. Editing can include trimming the parts that are bad or adding music to provide ambience. Below is an introduction video for Anchor. You can learn more via their [YouTube Channel](#).



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<https://pressbooks.palni.org/advancedengagement/?p=27#h5p-11>

Step 3: Accessibility

In an attempt to not be redundant, this will be brief. If possible include captioning or transcripts for your podcast episodes. This will make your podcast accessible for all listeners, not just some listeners. Moreover, there are those who do not learn well by listening, so offering a written format allows them to enjoy the content without feeling excluded. Transcripts are also a good place to share your references. An excellent resource is the [Faculty Focus Live Podcast](#), hosted by Tierney King. This podcast offers many platforms to listen to the episode, a brief summary of the podcast, recommended additional resources, and transcripts for every episode. They have many excellent learning opportunities for faculty, so I highly recommend looking at their website.

Here is one of the episodes from Faculty Focus Live and the link to their [transcripts](#).



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<https://pressbooks.palni.org/advancedengagement/?p=27#h5p-13>

Step 4: Editing

Remember to listen to your podcast before sharing it. And then listen to it again. And then maybe one more time. Just like with other forms of editing, it is important to listen and review the content until it is exactly right. Taking the extra time to do this can really make a difference.

Step 5: Sharing

Depending on the mission of your podcasts, it might be helpful to focus your sharing. Maybe this includes social media, maybe it doesn't. However you want to share it is up to you, but please do! You've worked hard and it's time to celebrate! Share, share, share! Below is an example of what sharing your podcast could look like, include a graphic with a link to your podcast to attract more attention. It can be beneficial to use website that shorten links like [Bitly](#) or [Cuttly](#). Long links are not accessible or attractive.



Link to share with all of your friends! <https://cutt.ly/sPlx72E>

References:

Anchor. (2017, June 29). *Anchor: the easiest way to make a podcast, all from your phone* [Video]. YouTube. <https://www.youtube.com/watch?v=M4oRmrXMKa8>

Eberts, K. & Buell, K. (Host) (2021). Online learning trends in 2021. (No. 32) [Audio podcast episode]. The Onliners. TrineOnline. <https://theonliners.transistor.fm/32>

King, T., Ziska, K., Wehling, S. (2021). What fun! How to implement gamification strategies and play-based activities into your course (No. 23) [Audio podcast episode]. Faculty Focus Live. <https://www.facultyfocus.com/faculty-focus-live-podcast/>

Chapter 5: Gamification

By the end of this chapter, you should be able to:

- Design new content for current courses. **(LO2)**
 - Investigate new forms of media to engage students. **(LO3)**
-

But, first, a note:

While it is important to note that game-based learning of any variety will not be appropriate for every course, it is still something that should be explored. And, explored with an open mind. There are many different types of games, ranging from very simply “choose your own adventure” sort of games to advanced games in extended reality. Please note that any learning materials should align to learning materials **and** games can be appropriate forms of learning when used correctly.

Game-Based Learning vs. Gamification

A couple definitions:

- **Game-based learning:** designing activities so that the game principles are within the learning activities themselves.
- **Gamification:** integration of game elements into conventional learning activities in order to increase engagement and motivation.

Games can be a wonderful way to engage a learner and the opportunities and complexity range from very simple to upper level work. In this chapter, we will discuss different levels of games that can be applied to your courses. To begin, let's focus on game-based learning and different examples that could be considered for this type of learner engagement.

Game-Based Learning

Simple, game-based learning: Bingo Card

Bingo cards can be used for a variety of courses in a variety of ways. Below is one option that you can use, with additional information provided via the hot spots. Select those to learn more. Bingo cards are a simple and interactive way to check in on student learning and comprehension. They are a great barometer for determining what concepts or ideas are missed in different learning materials. If clues or hints have to be provided, then the learning materials were not clear enough for them to grasp them OR not engaging enough for students use the materials.

There will always be cheating or plagiarism; games are no exception. However, when you ask students to create unique content or provide answers in their own words, you are more likely to receive submissions that are their own work. Consider how you could implement a simple game, like a bingo card, in your courses.



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advancedengagement/?p=29#h5p-14](https://pressbooks.palni.org/advancedengagement/?p=29#h5p-14)

Moderate, game-based learning: Crossword Puzzle

Puzzles are a great way to check in on learning with students. The learning is inherently a game because of the interactive, differentiated format. The crossword below was created for ECO 5033. The vocabulary are from concepts in Week 1 that are important to review and understand before moving on to the subsequent weeks.



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Advanced, game-based learning: Assessment in a Branching Scenario

Learning that is inherently a game, potentially, cannot be better defined than with a silly quiz found through social media. **But** the silly quiz can be adapted to align with learning materials, use learning materials, and provide material for student to reflect and

evaluate themselves in different ways. Assessment ideas could include: Interpersonal Communication Types, Conflict Resolution Styles, Leadership Styles, and Feedback Styles, but really the possibilities are endless!



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<https://pressbooks.palni.org/advancedengagement/?p=29#h5p-16>

Gamification

Simple gamification: Sort the Paragraphs

Sort the Paragraphs, is an easy way to add a little interaction and a small amount of gamification into your course. Many courses, ranging from business to math to healthcare have a prescribed “way of doing things”, that can easily implemented into a Sort the Paragraphs H5P. The following Sort the Paragraphs is for the steps of a business plan. How could this be implemented in your course?



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advancedengagement/?p=29#h5p-17](https://pressbooks.palni.org/advancedengagement/?p=29#h5p-17)

Moderate gamification: Scavenger Hunts, Escape Rooms, or Building a Matrix

There are a couple options here that may be valuable for you as you build a moderate form of gamification. Scavenger hunts and escape rooms are engaging ways to essentially hide content from students. They have to use the learning materials to find the answers. Here is a basic version of an escape room built in a Branching Scenario, via H5P. There are countless ways to do this; this is just a quick way to demonstrate the idea.



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advancedengagement/?p=29#h5p-19](https://pressbooks.palni.org/advancedengagement/?p=29#h5p-19)

Advanced gamification: Extended Reality

We will discuss extended reality more thoroughly in the next

chapter, but for now, here's how one instructor used gamification, extended reality, and French vocabulary to build an environment where students review terms in a new way. Select the play button on the lower left to begin interacting with the environment.



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[https://pressbooks.palni.org/
advancedengagement/?p=29#h5p-18](https://pressbooks.palni.org/advancedengagement/?p=29#h5p-18)

Extended Reality

By the end of this chapter, you should be able to:

- Design new content for current courses. **(LO2)**
 - Investigate new forms of media to engage students. **(LO3)**
-

Extended reality is when education becomes three-dimensional. This can occur with extra hardware like Virtual Reality Goggles or it could take place in platforms and websites built for this learning format. Check out the example of extended reality below to learn more about extended reality in CoSpaces. Select the Play button on the lower left to view the infographic.



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<https://pressbooks.palni.org/advancedengagement/?p=31#h5p-20>

Extended reality offers the potential to engage students in a new environment, in a new way; using a platform that is engaging, challenging, and new to them. Extended reality is one of the trends for education, offering immersive experiences for students. In fact, university's are building complete programs in extended reality, for example an Bachelor's of Science in Extended Reality. Extended reality is the umbrella term than includes AR, MR, VR, and IR

(augmented reality, mixed reality, virtual reality, and immersive reality). The video below explains the definitions and provides examples. The best way to learn about extended reality is to start building it, so try a platform like CoSpaces where you can begin for free!



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<https://pressbooks.palni.org/advancedengagement/?p=31#h5p-21>

Valecillos, D. (2020, March 17) *What is VR AR MR XR and what are the differences between VR AR MR XR* [Video]. YouTube. <https://www.youtube.com/watch?v=y8RXyABMEzQ>

360 Videos

While it is its own spin on extended reality, it is a really fun item to use or create, when it aligns to your learning outcomes: 360 Videos. These videos offer a unique perspective! Select the video and drag the video in one direction, the content will move! Try it out with one of the options offered below. You students can also create their own 360 videos. Learn about what 360 videos are and how to make them [here](#).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.palni.org/advancedengagement/?p=31#h5p-22>

National Geographic (2017, June 19). Lions 360 [Video]. YouTube. <https://www.youtube.com/watch?v=sPyAQQklc1s>



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<https://pressbooks.palni.org/advancedengagement/?p=31#h5p-23>

USA Today (2015, November 11). Experience the Blue Angels in 360-degree video [Video]. YouTube. <https://www.youtube.com/watch?v=H6SsB3JYqQg>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.palni.org/advancedengagement/?p=31#h5p-24>

PAV360 VR Tour (2019, December 14) *Virtual guided tour of Paris*

360 VR Video [Video]. YouTube. <https://www.youtube.com/watch?v=qOMCY5drCqY>

Renewable Assignments

By the end of this chapter, you should be able to:

- Design new content for current courses. **(LO2)**
 - Investigate new forms of media to engage students. **(LO3)**
-

[Renewable assignments](#) provide students with opportunities to engage in meaningful work, add value to the world, and provide a foundation for future students to learn from and build upon. Renewable assignments are possible because of the permission to engage in the [5R activities](#) granted by open educational resources (OER). Renewable assignments are an alternative to traditional, disposable assignments, which students throw away after they are graded. Watch the following video about open pedagogy and its benefits for faculty and students.



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advancedengagement/?p=33#h5p-25](https://pressbooks.palni.org/advancedengagement/?p=33#h5p-25)

Examples of Renewable Assignments

- Content related to human resource policies and practices, including flyers, videos, podcasts, and training materials
- Accounting assignments that would show up in a job description: balance a budget, create a budget using grant funds, balancing payroll, proficiency in specific platforms like Quickbooks
- In education, building a lesson plan that maintains daily flow, develop open flow of communication with new people, completing thorough evaluations (sometimes creating the evaluations!)
- Nursing managers need someone who can update written policies and procedures, train staff, develop a nursing organization structure
- In many fields, grant writing, sales, marketing, and other skills are desperately needed. So, if your students can develop social media campaigns or write grants, these are highly desirable skills!

Components of a Renewable Assignment

Below are the components of a potential renewable assignment and can be a formula to guide you to build one or as an assignment for a larger group of educators. An example of a renewable assignment is also shared below.

- The name and URL of the specific open resource with which the renewable assignment is designed to be used;
- A set of clear and complete instructions for completing the renewable assignment;
- A rubric for grading the renewable assignment (typically presented as a table) that clearly specifies:

- at least three levels of possible performance (e.g., poor, acceptable, excellent),
- the criteria by which the renewable assignment will be evaluated (e.g., use of supporting evidence),
- a description of what performance looks like for each criterion at each level of performance (e.g., a “poor” rating for the criterion “use of supporting evidence” might read “no supporting evidence is provided”);
- **Guidance to those who have adopted the specific open resource regarding how to use the renewable assignment;**
- And a sample completed assignment, together with a completed rubric for the assignment, on which the sample assignment receives the highest rating for each criterion.
- Post your renewable assignment. License it with a Creative Commons license.

Example of a Renewable Assignment

Creative Assignment for HR 323 Safety and Health

- LO1: Show the components of a strong safety and health management program.
- LO2: Discover both the components and the overall structure of a safety and health management program.

Student Instructions:

1. Please review the following resource: [Safety and Health Awareness in the Workplace](#) by Wilbert Williams. Complete all seven sections in the resource.
2. Next, create one of the following, outlining [safety procedures for one task in a workplace relevant to you. For ideas you may consider looking at: [Workplace Safety Procedures](#)] **Please refer**

to the rubrics below for complete assignment requirements.

1. A two-page step-by-step document (minimum) that [details the steps to safely complete the selected task].
2. A one-page infographic that [details the steps to safely complete the selected task]. Use [Canva](#) or [Piktochart](#) to create your graphic.
3. A non-narrated video, less than one minute, that [details the steps to safely complete the selected task]. Use Kaltura or another video recording platform you are comfortable with using for this assignment.
4. A three to five-minute podcast that [details the steps to safely complete the selected task]. Create using an approved platform, like [Buzzsprout](#) or [Anchor](#).
3. Regardless of which format you choose, please apply an [appropriate Creative Commons License](#) so others can use your resource. If you are using YouTube, please also upload to it to [YouTube with Creative Commons Licensing](#) so others can use your resource.
4. View the [rubrics for this assignment](#), to see the grading criteria.
5. To aid in the completion of this assignment, please view these examples:
 1. [Infographic](#)
 2. [Video](#)
 1. [Rubrics grading the sample content](#)

Instructor Information:

How Instructors should use this renewable assignment: use this assignment to assess the mastery of material covered in Week Two of HR 323 Safety and Health in place of the standard discussion forum.

1. The outline for this renewable assignment could be modified to meet the learning outcomes of different courses. For

example, in MGT 363 there is discussion about conflict resolution. Students could view the resource [Conflict Resolution](#) and in place of the application at the end, create an infographic, video, written assignment, or podcast that demonstrates strategies for mediating conflict in the workplace.



Chapter 8: Choose Your Own Adventure

In this chapter, you will be choosing the adventure that your students will go on, as they experience your learning materials. There are five stages to the Choose Your Own Adventure Process, but your own process may require more.



Setting the Stage:

Any good adventure needs the foundation and background to motivate the protagonist (your students) to go on an adventure! The best courses need an engaging balance of the following. **As you build your course, select at least three of these items to incorporate into your adventure. These things can be used more than once in an adventure!**

- Podcasts
- Videos
- Ted Talks
- Open Educational Materials
- Readings
- Comics or Graphic Novels



Go on a quest:

After the foundation has been laid for your students, now they can go on a quest to learn more and begin engaging in the topic. The following ways are just some of the ways students can do that; **select at least one of these to incorporate into your adventure. These things can be used more than once in an adventure!**

- Collaborative Learning
- Social Media
- Blogs/Vlogs
- AI Bots
- Flipped Classroom
- Memes
- Group Projects



Problem Solving:

Students are interacting with the material, going on their own adventure, but now you need to present a problem. Not all problems are dragons with a gold hoard or evil enchantresses. Provide opportunities for students to experiment, try things, and maybe even fail. Students could also try alternative methods to solve problems. **Please select at least one of these to incorporate into your learning adventure. These things can be used more than once in an adventure!**

- Games
- Esports
- Outside Learning
- Discussion Forums
- Storyboarding

- Simulations



Taking Some Risks!

All of your students are progressing through their educational adventure and it's time for the students to take some risks and try new things that maybe are out of their comfort zone (maybe yours, too?). Push them beyond their comfort zone! Students should be able to take the exposition of this adventure and apply it to the problem at this point, just like any good protagonist would do. **Please select at least one of these to incorporate into your adventure. These things can be used more than once in an adventure!**

- Applied learning opportunities (we know this one is complex!)
- Mobile learning

- Micro learning
- Extended Reality
- Infographics



Transformation!

Now, the cycle has come back to the beginning, where students are considered “full circle”. There should be time for students to reflect and take what they can on to their next adventure. Take a moment to reflect yourself and decide what you want the lasting impression of your course to be for students. **Please select one of these items or more to incorporate into your adventure. You can definitely use all of them if you like!**

- Reflection assignments
- Renewable assignments

- Student created materials, like
 - Infographics
 - Videos
 - Podcasts
 - Graphics/comics
 - Games
 - Training opportunities
 - and more!

Bonus Chapter: Creation of Learning Materials

By the end of this chapter, you should be able to:

- Design new content for current courses. **(LO2)**
 - Investigate new forms of media to engage students. **(LO3)**
-

Overview

Creating your own learning materials for students is a valuable opportunity to find, adapt, and develop materials that align with the course learning outcomes. It is a unique opportunity and below are some general steps to complete this process. Your own process may be different than the prescribed steps below, but this is a helpful guide to start the process.

Step 1: Outline

Using a course map, paper and pencil, or some other medium to outline your thoughts, break down how you would want your materials to take shape. Note that different types of learning materials may have different technology or steps to execute, but the initial stage of outline your ideas is generally the same. It may be beneficial to include where the learning outcomes would align, to verify that the learning materials are teaching students what they are meant to teach. A sample is provided below, this is an extensive outline; your specific outline may be more or less detailed than

this one. Notice that the textbook ([Creating a Diverse and Inclusive Organizational Culture](#)) is integrated with the learning materials, providing the majority of the reading components. There is a rough balance in the book and in the mapped materials between reading, listening, and watching.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

[https://pressbooks.palni.org/
advancedengagement/?p=137#h5p-26](https://pressbooks.palni.org/advancedengagement/?p=137#h5p-26)

Step 2: Locating Sources

The most time-consuming part of creating and adapting resources is generally finding the source material. It is tedious and if locating openly licensed materials is not something you are fluent in, it can be difficult. It maybe beneficial to work with an instructional designer or a librarian who researches learning materials daily, who can help you. Also changing the Google search parameters to focus on openly licensed materials can be a very helpful trick to find more resources in a timely fashion.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

[https://pressbooks.palni.org/
advancedengagement/?p=137#h5p-27](https://pressbooks.palni.org/advancedengagement/?p=137#h5p-27)

Step 3: Finding the Right Platform

There are different, mostly free platforms that can aid you as you develop openly licensed content. Determine a platform that works for you and begin developing the content. In some cases, you may need to discuss these platforms further with your supervisor, IT department, or library. Listed below are some (but certainly not all of the options) available, sorted by the type of learning material:

- Infographic
 - Canva
 - Piktochart
- Video
 - Canva
 - Camtasia (not free)
- Photos
 - Flickr
 - Canva
- Textbooks
 - Pressbooks (available for Trine University faculty/staff through the PALNI Consortium)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.palni.org/advancedengagement/?p=137#h5p-28>

Step 4: Begin Building

This, arguably, is the best and worst part of building learning materials. It takes patience and time. You may have to scrap a couple versions, before you find a design that meets your expectations. It is expected that you will need to walk away from a project to take a break, just as long as you come back to it and finish it. Again, it may be beneficial to work with an instructional designer, librarian, or just have an extra set of eyes to look at your work to see if there's anything missing or incorrect. Peer-review can be overwhelming at times, but it is a beneficial part of the creation process.

The best part, however, is the satisfaction of creating concise, aligned learning materials that are no cost to your students. Really, any program, any discipline can do this!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.palni.org/advancedengagement/?p=137#h5p-29>

Step 5: Publish Your Resource

After you have checked your resource an innumerable amount of times, you are ready to publish your resources. This can include, but is not limited to:

- Sharing the resource with your library to be hosted on their website
- Marking an open textbook as public so it can be shared and found by users
- Submitting your work to OER Commons or other open networks to make it widely available
- Sharing it through other relevant platforms, like YouTube, Vimeo, and other open options.

The Timeline

This process is highly subjective, the time it will take one person to create a resource versus the time it will take another person will vary greatly. It is not a clear cut process. Develop your materials at the rate that works for you and your work schedule. If you have a course development timeline you have to work within, it may be helpful to work as a team or with others to finish on time.