Motivating and Engaging Students in Online Learning

Matt Acevedo, Instructional Designer
I ❤ TECHNOLOGY

Brands and tools:
- YouTube
- NBC Learn
- Connect
- Pearson
- MyLab / Mastering
- Respondus
- Slideshare
- Blackboard learn+
- Mediasite® by Sonic Foundry
Motivation

Engagement
Motivation

Engagement
What is motivation?
Motivation

- Comes from the Latin *motivum*, meaning “a moving cause”
- Motivation can be defined as “the causes of the initiation, maintenance, and intensity of behavior”

How can we design instruction with motivation in mind?
John Keller, Ph.D.

- Professor Emeritus of Educational Psychology and Learning Systems at FSU.
- Developed the ARCS Model of Motivational Design

A: Attention
R: Relevance
C: Confidence
S: Satisfaction
Attention

- Refers to “directing and sustaining learners’ attention to appropriate learning materials”

- Strategies:
  - Expressing examples and visuals
  - Varying presentation, media format, and interaction styles
  - Introducing humor in a lesson
  - Requiring learner participation
Attention

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- Strategies:
  - Expressing examples and visuals
  - Varying presentation, media format, and interaction styles
  - Introducing humor in a lesson
  - Requiring learner participation
Relevance

Deals with “the perceived relevance of subject matter to learners”

Strategies:

- Relating what is learned to prior interest or experience
- Stating the present worth of the subject matter
- Relating subject matter to future experiences that learners may have
- Modeling enthusiasm for the subject matter
- Providing learners with meaningful choices during learning
Relevance

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- Stating the present worth of the subject matter
- Relating subject matter to future experiences that learners may have
- Modeling enthusiasm for the subject matter
- Providing learners with meaningful choices during learning
Confidence

- Refers to “a learner’s level of confidence that he or she will succeed”

- Strategies:
  - Making learning requirements clear to students
  - Organizing materials to gradually increase difficulty level
  - Helping learners to expect success
  - Practicing tasks in realistic settings
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Module 2: The Legal and Ethical Context of HRM

Learning Objectives

Course objectives addressed in this module:

- Explain how to maintain human resources and human capital through selection, evaluation, compensation, skill training, and career development processes.
- Explain some of the legal issues in employment decisions and employer negligence.
- Outline labor-management practices that foster a productive work environment and that are legally sustainable.

After completing this module, you will be able to:

- Identify legal issues faced when managing HR in a dynamic environment.
- Define the terms adverse impact, adverse treatment, and protected group members.
- Discuss the importance of Equal Employment Opportunities Act.
- Explain employer concerns about social media use and the components of an effective social media policy.
Directions

The following sequence of instructional events is required for successful mastery of this week's content:

1. Watch *The Big Bang Theory*: "Sheldon gets called to Human Resources."
2. Read Chapter 4 in the textbook.
3. Watch the Chapter 4 presentation.
4. Proceed to the Discussion Board to complete this week's discussion board activity.
5. Complete the Chapter 4 ungraded practice exercise, located in the Practice Exercises area.
Satisfaction

- Refers to “how learners feel about their accomplishments”

- Strategies:
  - Providing natural positive consequences for learning
  - Providing students with unexpected rewards for learning
  - Giving learner feedback and praise
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Crisis Management Group Project Part 1 Reaction

Posted on: Saturday, February 1, 2014 3:48:32 PM EST

Hello Class,

Overall I am happy with the companies you all created. I appreciated the creativity and care many of you put into creating your organizations. I look forwarding to seeing how you all do on the future portions of the project and of course, I look forward to pushing you all into crisis mode! Regarding your peer evaluations of each other, those grades have also been posted to your grade book. Remember that no group is without issues and in the real world you will be forced to work with difficult people, so roll with it. Again, remember to meet (virtually or in person) early and often for each section and come back together at the end to make sure it all came together as planned. As always, if any major issues arise with any team members please let me know so I can step in.

Keep up the great work!

Professor Adam Owenz
305-348-1073 (usually available M-F 10-6PM)
aowenz@fiu.edu
Crisis Management Group Project Part I Reaction

Posted on: Saturday, February 1, 2014 5:48:52 PM EST

Hello Class,

Overall I am happy with the companies you all created. I appreciated the creativity and care many of you put into creating your organizations.

Keep up the great work!

Prof. Adam Owenz

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From MAN4064: Crisis Management
Prof. Adam Owenz
forwarding to seeing how you all do on the future portions of the project and of course,
Hello [Name],

Thank you for your comments and suggestions. I appreciate the creativity and care you put into creating your organization. Just thought I would let you know how much I appreciate the hard work and dedication of all the students in the program. I am confident that you all will do well in this project. Remember that no group is perfect, and it is expected that you will work together with difficult people. I still believe in your project, and I think you can make it great. Keep in mind that the project is all about learning and growth. I believe that you all have the potential to make this project a success. Keep up the great work!

Professor: Adam Owenz
Office: 305 DAB
Email: owenz@hbu.edu
Satisfaction

- Refers to “how learners feel about their accomplishments”

- Strategies:
  - Providing natural positive consequences for learning
  - Providing students with unexpected rewards for learning
  - Giving learner feedback and praise
Absolutely fabulous job here. You were extremely thorough and creative in each of the areas and went above and beyond. The press conference was excellent. The herald article was also very well done and I appreciated your facebook page creation. You all should save this work as it may be something you will want to share with a potential employer in the future. I don’t give extra credit normally, but I gave your group a 110/100 to acknowledge your exceptional work on this project. These extra 10 points will bring up your overall score in the class.
Absolutely fabulous job here. You were extremely thorough and creative in each of the areas and went above and beyond.
I don’t give extra credit normally, but I gave your group a 110/100 to acknowledge your exceptional work on this project.
A: Attention
R: Relevance
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Motivation

Engagement
What is engagement?
The teacher talks about reality as if it were motionless, static, compartmentalized, and predictable. Or else he expounds on a topic completely alien to the existential experience of the students. His task is to “fill” the students with the contents of his narration – content which are detached from reality, disconnected from the totality that engendered them and could give them significance. Words are emptied of their concreteness and become a hollow, alienated, and alienating verbosity […]

Narration (with the teacher as narrator) leads the students to memorize mechanically the narrated content. Worse yet, it turns them into “containers,” into “receptacles” to be “filled” by the teacher. The more completely she fills the receptacles, the better a teacher she is. The more meekly the receptacles permit themselves to be filled, the better students they are.

Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize, and repeat. This is the “banking” concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits.

-- Paulo Freire, *Pedagogy of the Oppressed*
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-- Paulo Freire, *Pedagogy of the Oppressed*
Engagement = Measurable Progress + Meaningful Work

M. David Merrill, Ph.D.

- Professor Emeritus of Instructional Technology and Learning Sciences at Utah State University.
- Developed the First Principles of Instruction

The First Principles of Instruction

1. Learning is promoted when learners are engaged in solving real world problems.

2. Learning is promoted when existing knowledge is activated as a foundation for new knowledge.

3. Learning is promoted when new knowledge is demonstrated to the learner.

4. Learning is promoted when new knowledge is applied by the learner.

5. Learning is promoted when new knowledge is integrated into the learner’s world.
The Problem Centered Principle
Learning is promoted when learners are engaged in solving real world problems.
ASSIGNMENTS

One of the activities that are of paramount importance to an organization is to obtain qualified applicants to fill jobs. Unless the organization can identify and attract people to fill its jobs, the process of recruitment, selection and placement are meaningless. Organizations that can attract job candidates, and retain them after placement have a competitive advantage. In these assignments, students will conduct a job analysis and develop a job description, create an ad to fill that job, and then compile a list of legal questions for an interviewee for that position.

Assignment #1: Conduct a Job analysis: Student will work individually to conduct a job analysis of a job of their choice.

Assignment #2: Develop a Job Description: Students will work individually to develop a job description for the position identified in Assignment #1.

Assignment #3: Create a Recruitment Plan and an Ad for the job identified in Assignment #1: Students will create a recruitment plan and job advertisement for the job in assignment #1. The advertisement can include any medium, like radio (audio recordings), TV (video recording), or magazine or journal ads. Please be original and creative. Assignments should be uploaded to the Assignment Drop box. Late assignments will NOT be accepted.

Case Review: Students will present a review of two court cases that have clarified two areas of importance to HR. Details of the case review assignment will be presented.

Group Project: The group project requires you to start a fictitious small business (approximately 30 employees). It should be a business that is fun and interesting to you and your classmates. Be creative! Examples of businesses include a detective agency, a car dealership, an advertising firm, a cruise ship, bakery, or a newspaper. Please choose something other than a restaurant/bar, as too many presentations about those get repetitive. Students can used different mediums such as Adobe Connect, YouTube (be creative) to present. The project requires you to make specific recommendations about what HR policies are appropriate for your business.
Assignment #1: Conduct a Job analysis: Student will work individually to conduct a job analysis of a job of their choice.

Assignment #2: Develop a Job Description: Students will work individually to develop a job description for the position identified in Assignment #1.

Assignment #3: Create a Recruitment Plan and an Ad for the job identified in Assignment #1: Students will create a recruitment plan and job advertisement for the job in assignment #1. The advertisement can include any medium, like radio (audio recordings), TV (video recording), or magazine or journal ads. Please be original and creative. Assignments should be uploaded to the Assignment Drop box. Late assignments will NOT be accepted.
The Activation Principle

Learning is promoted when existing knowledge is activated as a foundation for new knowledge.
**Discussion Activity 2: Personal Crisis**

This course deals with crisis management from an business perspective, but most of the principles apply from a personal standpoint as well. Describe a minor crisis you’ve encountered in your own life. Remember, this class deals with major crises that threaten the livelihood of an organization; however, for this project your personal crisis should be a minor one and this must be something you’re willing to share with your peers as this will be posted in the public forum portion of the course so keep it light (potential examples include: a minor crisis at school (forgetting an exam, failing a class, etc.), a minor crisis at work (staffing, losing a job, etc.), a minor domestic crisis (financial setback, pet running away, hurricane/weather, theft, etc.).

- Where you at all prepared?
- How did you react initially to your crisis?
- What steps did you take to overcome your crisis?
- Who were the people in your life who helped you through your crisis and what did they do?
- What were the lasting effects of your crisis?
- What lessons have you learned going forward?
- How has this class thus far affected your reflection of your handling of your personal crisis?

**Discussion Activity 3: Companies in Crisis Now**

Watch the below video which highlights a few companies making the news because they are in the midst of crisis.

*Companies in Crisis (4/4/2013)*

You don’t have to dig very deep to locate organizations in the midst of either a brewing crisis or a full blown crisis. Conduct an internet search and locate an article that discusses an organizations current ongoing crisis. Sources may include: [http://upstart.bizjournals.com](http://upstart.bizjournals.com), [www.cnn.com](http://www.cnn.com), [www.news.yahoo.com](http://www.news.yahoo.com), etc.) Post the link or links to this story, briefly explain in one line what it is about (ex: Acme sneaker Co. child labor in China crisis) and write about the
Discussion Activity 2: Personal Crisis

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- Where you at all prepared?
- How did you react initially to your crisis?
- What steps did you take to overcome your crisis?
- Who were the people in your life who helped you through your crisis and what did they do?
- What were the lasting effects of your crisis?
- What lessons have you learned going forward?
- How has this class thus far affected your reflection on your handling of your personal crisis?
The Demonstration Principle

Learning is promoted when new knowledge is demonstrated to the learner.
The Application Principle

Learning is promoted when new knowledge is applied by the learner.
Course Objectives Addressed in this Module

At the end of the course, you will be able to:

- Prepare training programs to support occupational safety and health objectives

Module Objectives

At the end of this module, you will be able to:

- Identify at-risk populations in occupational safety
- Develop strategies to train at-risk populations
- Apply appropriate strategies to promote the adoption of innovations in occupational safety and wellness programs

Recommended Sequence of Instructional Events

Wellness Initiatives

2. Visit the websites in the Helpful Resources area above to learn about resources available for high risk groups.
Course Objectives Addressed in This Module

At the end of this module, you will be able to:

- Prepare training programs to support occupational safety and health objectives

Module Objectives

At the end of this module, you will be able to:

- Develop strategies to train at-risk populations
- Apply appropriate strategies to promote the adoption of innovations in occupational safety and wellness programs

Recommended Sequence of Instructional Events

Wellness Initiatives

1. Read Chapter 10, “Gender Differences in The Science of Occupational Health”
2. Visit the websites in the helpful resources and blogs to learn about resources available to high-risk groups
3. Visit the websites in the helpful resources and blogs to learn about resources available to high-risk groups

From MAN6157: Wellness Management
Prof. Marc Weinstein
Occupational Stress: Overview and Contents

Occupational Stress

Occupational Stress is the stress involving work. Job stress is defined as the harmful and emotional responses that arise when the requirements of the job do not match the abilities, resources, or needs of the worker. There are psychological work-related stressors that affect health such as emotional, cognitive, and behavioral and physiological processes which are influenced by situations and individual factors. Thus, job stress can lead to poor health and even injury due to the job demands that cannot be met. Such stress can lead a person to feeling physically exhausted, adding to the feelings of stress and can result in job failure.

Contents

1. Effects of Occupational Stress
2. Causes of Occupational Stress
3. Prevention and Management
4. Increased Risk - Women
5. Modern Trends in the Working World
6. Statistics
7. Recommendations to Management
8. References
Workplace Violence
THE THINGS YOU SHOULD KNOW
BE INFORMED, BE SAFE

Table of Contents

What is Workplace Violence?
Manifestations
Whose Concern is It?
Who is Most Vulnerable
Prevention
- Environmental Strategies
- Administrative Controls
- Behavioral Controls
Interesting Facts
Conclusion
References & Resources
The Integration Principle

Learning is promoted when new knowledge is integrated into the learner’s world.
Recommended Sequence of Instructional Events

Personal Well-being and Performance

1. Watch Prof. Weinstein’s introduction to the module.
2. Watch excerpt from HBO/NIH Weight of the Nation: "Can a Lifetime of Excess Weight Lead to Heart Disease?"
4. Read Chapters 2 and 3 of Charles Duhigg’s book The Power of Habit
8. Watch Wall Street Journal video "Want a Raise? Hit the Gym."

Activities and Assessments

1. Write a letter to yourself regarding a personal wellness goal. This is an ungraded activity.
2. Complete your comments on the other groups’ Wiki Projects, which are due by Tuesday, December 3 at 11:59 pm. After that time, wikis will be set to private again.
3. Incorporate the comments and feedback of your peers to make revisions to your Wiki Project. The final version of the Wiki Project is due Saturday, December 7 at 11:59 pm.
4. Take the Final Examination, found in Assessments. Due Saturday, December 7 at 11:59 pm.
Recommended Sequence of Instructional Events

Personal/Wellness and Performance

1. Watch Prof. Weinstein's [YouTube link] regarding 'evolution in the workplace'.
2. Watch an excerpt from HBO's 'Weight of the Nation' - 'Can a Lifetime of Excess Weight Lead to Heart Disease?'
3. Read Chapter 12 in 'The Future Workplace from a Science and Health Perspective' in 'The Science of Occupational Health'.
4. Read Chapters 7 and 8 of Charles Duhigg's book 'The Power of Habit'.
6. Watch Prof. Weinstein's presentation on 'Conscious Leadership'.

Activities and Assessments

1. Write a letter to yourself regarding a personal wellness goal.

Complete your comments on the [Assessments] and [Web Projects], which are due by Tuesday, December 7, 11:59pm. After that time, all will be set to private.

3. Incorporate the comments and feedback of your peers to make revisions to your [Web Project]. The final version of the [Web Project] is due Saturday, December 7 at 11:59pm.

4. Take the Final Examination found in [Assessments]. Due Saturday, December 7 at 11:59pm.
Dear FutureMe,

[content]

Send the Future!
Recap

- Motivation
  Keller’s ARCS Model:
  - Attention
  - Relevance
  - Confidence
  - Satisfaction

- Engagement
  Merrill’s First Principles:
  - Problem Centered Principle
  - Activation Principle
  - Demonstration Principle
  - Application Principle
  - Integration Principle
Special Thanks

- Prof. Marc Weinstein
- Prof. Adam Owenz
- Prof. Emmanuele Archange
Questions?

Contact Me:
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mmaceve@fiu.edu
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