Innovative Techniques to Engage Online Students

Rachel Ritchie, Ph.D. & Melody Whiddon-Willoughby, Ph.D.
There is no one “right” technique to engage students. Use multiple channels to reach the needs of different learning styles.

Dixson, 2010
What is Engagement?

- Engaging learners means interacting with them
  - The more interaction, the greater the satisfaction
  - The greater the satisfaction, the higher the academic achievement
- Engagement is not to be mistaken for entertainment
  - We engage our students to help them focus and direct their intellectual efforts
    (Pecorino, 2006)
Why is Engagement Important?

- Online students are isolated from their instructor and peers.
- Online students have competing distractions and commitments that could interfere with learning.

(Bart, 2009)
Types of Engagement

- Student-Instructor
- Student-Student
- Student-Content
- Student-LMS
Student-Instructor Engagement

• High instructor presence
  • Welcome Video
  • Weekly check-ins
    • Weekly audios
    • Weekly Announcements
    • Messages/Emails
  • Feedback (interactive rubrics and other)
  • Virtual Meetings

“My course lacks interactivity and it has no point. I assumed the software would take care of that!”
Welcome Video

Welcome to Foundations of Education Research

EDF 5481 | FOUNDATIONS OF EDUCATION RESEARCH

DR. MELODY WHIDDON

My name is Dr. Whiddon and I will be your instructor for this fully online course. I am excited about the opportunity to work with you this semester. Please take a moment to review the information below.

- Learn [How To Get Started](#) in your online course.
- View my [Welcome Video](#).
- View the [transcript](#) of my welcome video.
- View my [syllabus](#).

**Week 1**

Click the folder link above to access the materials that are due on January 18th.
We will soon be shifting the focus of the course. Your group wiki is due soon and we will begin taking turns evaluating and discussing each positive psychology intervention model. Please let me know if you have any concerns about this project. I am here to help!

Rachel

Week 5
Posted on: Monday, February 16, 2015 12:21:08 PM EST
Welcome to Week 5!

I hope you all had a wonderful weekend - I know I did! We celebrated my little princess’s 4th birthday this weekend! I can’t believe how quickly the time flies by.

This week we will be focusing on Values. You will be reading chapter 7 in our text, reading Schwartz’s article entitled Let’s go shopping. Reading Csikszentmihalyi’s article if we are so rich, why aren’t we happy, and watching two videos - Norton’s TED talk and segment 5 of Rethinking Happiness on lottery winners and happiness - you’ll need to log in to library.fiu.edu before watching Rethinking Happiness. You will also be completing the Schwartz Value Inventory which is available as a PDF to download on our blackboard page. You will discuss the results of this test and how they relate to this week’s readings with your group members. Don’t forget to continue working on the group project.

As always, I am only a click away.

Rachel
I hope you all had a wonderful weekend. I took the munchkins to an egg hunt (isnt she cute? She loves to have her face painted!) at Pinecraft Gardens.

We are down to the final stretch in the course. The groups will not be taking turns sharing their Wikis and facilitating discussions about them. This week we will be revising Group 1's Wiki on the use of Self-Image and Group 2's Wiki on High Divorce Rates. Please take the time to read both Wikis thoroughly and view the videos in them - our classmates have worked really hard on putting together some great Wikis for us! Then, look over Group 1 and Group 2's discussion questions and choose one to answer by Wednesday. You will also be required to post 2 additional messages - you can reply to other discussion questions, comment on the other Wiki, or post questions to your classmates on their projects - I'm leaving it up to you. This will be due on Sunday.

As always, I am here if you have any questions.

Rachel
Weekly Audio Overview

Course Management

Introduction to Week 4

Chapter 6: Research Ethics

Click here to read the transcript for the introduction.
• Messages
  – Built into the course
  – Must log in to Blackboard to access it
• Email
  – Goes to your email
  – Can check it anywhere without logging in to Blackboard
Grade Discussion Forum: Katherine Rodriguez

The Grade Forum page for a user displays a collection of the user’s posts to the Forum to assist with evaluating participation. More Help

Print Preview

Select All

Mark

Thread: Video discussion #5
Post: RE: Video discussion #5
Author: Katherine Rodriguez

Nice post Silvana. I liked how you mentioned you believe everyone is at risk for developing CVD. I also find this to be quite true. Not everyone might have a history of the disease in their families, however this doesn’t necessarily protect them from developing the disease. I like how you mentioned stress and the need to learn to manage it. This is a risk factor for all of us students. Specially freshmen who are just entering into college. It’s a completely new environment than what they are used to which brings about all kinds of added stress. I do think stress management is imperative in everyone’s life. Not only when it concerns potential CVD but for someone’s healthy mental and psychological state. I also like how you mentioned your food choices. This is a huge concern not many people think about. No one thinks “this order of fries can increase my chances of developing CVD.” We tend to eat what we have available around us. More often than not it’s a fast food place that serves greasy, fatty foods. And no one even thinks twice about maybe these foods not being the best option for our health. I really like that you mentioned the need to get yearly check ups. This is so important! I come from a Hispanic family and they do not believe in going to the doctor for ANYTHING. I have always been the black sheep of the family and have always gone to the doctor for EVERYTHING. My parents would always make fun of me for doing it but I rather know I’m ok and healthy than like you, get diagnosed with something I could’ve been treating. Nice post!

Reply Quote Mark as Read

Thread: Group #6: CVD Discussion
Post: RE: Group #6: CVD Discussion
Author: Katherine Rodriguez

Grade Discussion Board Rubric

RELEVANCE OF POST

0.0 0.0% points
Posts topics which do not relate to the discussion content or makes statements.

0.5 5.0% points
Partial posts on topic or partially on topic.

1.0 10.0% points
Posts related discussion topic.

1.5 15.0% points
Posts related to discussion topic.

Used for Grading

Save Rubric
Dear [Name],

I love that you mentioned how being rewarded for everything good we do does not allow us to grow. Expecting rewards for just being kind people helping each other out makes the whole world difficult to live in. It makes people feel entitled and unwilling to help others if no reward is available. Like you when giving your extra change to the person driving behind you by paying their toll, what reward could you have possibly received? They may have driven up next to you and given a thumbs up or something but more than likely not. The smiles and self-gratification you receive from doing a bit of a good in the world is reward enough and fills little by little.

Atanas,

Uzam,

Thank you for including the definition of intrinsic motivation. I really think that is the most rewarding part of doing something good for someone. Having recognition can sometimes be great but doing something without anyone knowing it was you. You have to put yourself back which can be difficult to do most of the time, but this builds self-confidence and self-worth. Serving people by filling their stomachs with food is one of the most rewarding things I think a person can do. Most Americans have no idea what it really feels like to be hungry, like you said food is throw away constantly because it is so abundant here. Thank you for disregarding the impatient drivers surrounding you and taking your time to feed that homeless person the meal you were looking forward to sharing with your husband.

Christina Barnes

A secret good deed that my little girl and I do often is fill the candy & treat dispensing machines outside of stores with quarters so the next child does not start with her always wanting a bubble gum or sticker from the machines when we left stores, and in an effort to lessen her consistently wanting to teach her to give to others. She is now excited to put quarters in the machines and give to others. This secret good deed is special to me not only because I can immense the smile and excitement on other children’s face when they receive a free treat, but I get to watch my child find joy in giving to others. Peterson describes a good mood by saying, “They put a spring in our step and a twinkle in our eye (Peterson, p 64).” The giggles that come with a three year old doing a good deed is pretty great too. There are many positive emotions that come from completely this simple very secret deed. A few are joy, happiness, fulfillment, and excitement. I love being a part of making a child happy with such an effortless act. It brings me joy when my daughter finds a quarter laying around and immediately wants to go to a store to put it in the dispenser.
Anais,

I love that you mentioned how being rewarded for everything good we do does not allow us to grow. Expecting rewards for just being kind people helping each other out makes the whole world difficult to live in. It makes people feel entitled and unwilling to help others if no reward is available. Like you when giving your extra change to the person driving behind you by paying their toll, what reward could you have possibly received? They may have driven up next to you and given a thumbs up or something but more than likely not. The smile and self-gratification you receive from doing a bit a good in the world is reward enough and fills your “positivity jar” up little by little.

URAN,

Thank you for including the definition of intrinsic motivation. I really thing that is the most rewarding part of doing something good for someone. Having recognition can sometimes be great but doing something without anyone knowing it was you. You have to put yourself out there which can be difficult to do most of the time, but this builds self-confidence and self-worth. Serving people by filling their stomachs with food is one of the most rewarding things I think a person can do. Most Americans have no idea what it really feels like to be hungry, like you said food is thrown away constantly because it is so abundant here. Thank you for disregarding the impatient drivers surrounding you and taking your time to feed that homeless person the meal you were looking forward to sharing with your husband.

A secret good deed that my little girl and I do often is fill the candy & treat dispensing machines outside of stores with quarters so the next child does not have to pay. It started with her always wanting a bubble gum or sticker from the machines when we left stores, and in an effort to lessen her consistently wanting for herself we began to teach her to give to others. She is now excited to put quarters in the machines and give to others. This secret good deed is special to me not only because I can imagine the smile and excitement on other children’s face when they receive a free treat, but I get to watch my child find joy in giving to others. Peterson describes a good mood by saying, “They put a spring in our step and a twinkle in our eye (Peterson, p 61).” The giggles that come with a three year old doing a good deed is pretty great too. There are many positive emotions that comes from completely this very simple secret deed. A few are joy, happiness, fulfillment, and excitement. I love being a part of making child happy with such an effortless act. It brings me joy when my daughter finds a quarter laying around and immediately wants to go to a store to put it in the dispenser.
EFFECTS ON THE FITD AND DITF PHENOMENA

The present hypothesis that people would be more likely to comply with a larger request after having complied with a smaller initial request. Participants were also more willing to participate in an initial 30 minute survey request versus an initial 60 minute survey request. It should also be noted that individuals with a higher preference for consistency are more likely to later comply with a larger second request after complying with an initial request (Cialdini et al., 1995).

Implications of the findings are fitting with previous research does by Cialdini et al. (1995) and others. As an individual complies with a small request (i.e., 5 minutes of their time), he or she is more likely to agree to a second, larger request (i.e., 30 minutes of their time). Self-perception is relevant to self-perceived consistency and is influential on a person’s willingness and decisions.

A limitation to the present study is the recruitment of participants. Most participants were peers, friends, or family of the students conducting the study. Those participating could have agreed to participate because they felt they should help in the event they knew the student(s) they were approached by. Some could argue this issue may have been addressed by the survey.
Virtual Meetings

Files
- Name: cell_GPA.pdf, Size: 379 KB
- EDF5401_taskstream_rubric.doc, Size: 66 KB

Chat (Everyone)
- Jorge A. Rodriguez: yes thank you
- Maria Saiz Algorri: yes
- yoji jenbeth sola: yes
- Janet Dominguez: yes
- Eileen Diaz: not saying out loud!!
- yoji jenbeth sola: lol.
- Renee Marot: yes
- yoji jenbeth sola: yes
- Laura Reyes: yes
- Natalie Gonzalez: yes
- Ayako Otabe: oh yes
- Enza Vaccaro: yes
- Carolyn Baker: yes
- Melissa Guinch: yes
- Ebony Brooks: got it
- Maria Saiz Algorri: yes
- Jasmine Clifton: yes
- Luis Garcia: yes
- Eliana Guzman: yes
- Marina Marchena: Yes
- Erika Lyon: yep
- Diana de Castro: yes
- Mariana Muniz: yes
- Jeanely Guzman: understandable
- Natalie Gonzalez: absolutely!
- Maria Saiz Algorri: yes
- Daniel Costa: makes sense

Q & A
- Maria Saiz Algorri: Dr. Whiddon, is this meeting going to be recorded in case we want to review it afterwards? Thank you
- Melody Willoughby: Yes it is. The link to the meeting will be posted in blackboard tomorrow.
Student-Student Engagement

• Chat/Adobe Connect
• Interactive Discussions
• Peer Review
  • Discussion based
  • PeerMark
• Group work/Wiki
  • Video Everywhere
  • Group Agreement
  • Check Points
  • Group Evaluation
Interactive Discussions

Dalisia Fernandez
Group 4

So my good deed was actually done today. I was at Norman Brothers, a farmer's market type of place, and I actually ended up buying myself lunch. As I was eating I saw an elderly man asking for money. This man is always around the area. So when he went around the corner, I dropped off one of the sandwiches and a gift card for Norman Brothers (I went back inside and bought those two things) and left it on his shopping cart filled with all his stuff. I got in my car and was actually able to see him get it and look around to see who dropped it off.

Doing that made me feel really warm inside. I know it sounds weird, but it's true. It was a pure type of pleasure, like I felt bright and radiating positivity. I won't lie I almost wish I could have heard his thank you or even told my friends or mum, but I didn't. So I guess that was a natural instinct for me, to take credit for what I do, but I'm glad I didn't, because I actually felt good about doing it for the sake of just doing a good deed. I think this is something I really want to do again, just because I want to make a natural habit of it. I want to actually be a better person and feel that positivity once again.

Rachel Gordon-Barrett
RE: Group 4

The good deed that I performed this week was filling a parked car's gas tank. It may seem like something small, but sometimes people really don't realize that they are riding around with an empty tank, and you never know what could happen if something ends up in the tank. I felt as though it was a small gesture, but at the same time it did seem quite helpful.

According to Peterson, 'pleasure encompasses a family of subjective positive psychological states that range from the 'raw sensa's of the body produced by perfumes or hard rubs to the 'higher' pleasures of the mind... In regards to higher pleasures, they are more difficult to explain (Peterson, p. 48). It seems to be more of a mindset rather than a physical sensation. Many psychologists have ignored it for so long, but it is extremely important to study if one is focusing on positive psychology, as pleasure part of these positive feelings (Peterson, p. 49).

In regards to positive emotions, Peterson states "...emotions are more complex in that they involve not just subjective feelings but also characteristic patterns of physiological arousal, thoughts, and behaviors" (Peterson, p. 58). This slightly differs from pleasure in that although pleasure is an emotional experience, it can also be felt physically. Another great point that Peterson made was when he said that it is important for us to feel positive emotions, and by doing so we need to engage in positive activities (such as performing a kind small gesture) (Peterson, p. 58). All in all, I felt as though a simple act of kindness, such as picking up trash, opening a door for someone, or closing their gas tank is the least a person can do not only to make the other person they are helping happy, but also to feel a sense of satisfaction when the act has been performed.
Running head: DISSONANCE AND PRIMING

Cognitive Dissonance and Religious Priming: The Influence on Behavior

Brandie Atkinson

Florida International University
Group Agreement

Group Topic: ____________________________________________
Group Leader: ____________________________________________

Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Availability During the Week (EST)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>xxx-xxxx</td>
<td>(e.g., Mon-Sat 9-11pm)</td>
<td></td>
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</tbody>
</table>

Rules - What are the general expectations for all members of the group? What is each person responsible for?

_____________________________________________________

_____________________________________________________

_____________________________________________________

Communication – How will the members of the group stay in touch? What means of communication will you use (Phone, Skype, Adobe Connect, face-to-face, group discussion board, wiki page, email)? How often are group members required to check in? Who are they required to check in with?

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

Collaboration – How will you insure each group member is contributing equally? How will you handle group members who are not contributing or lose touch with the group? What strategies will be used to overcome conflict?

_____________________________________________________

_____________________________________________________

_____________________________________________________

Experience – Based on your past group project experiences, what will you do to make this the best group experience possible?

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

End of document
Group Agreement

Note: Once a Wiki Page is created, other group members can edit assisting Wiki to add more content and add more pages. View this link to learn more about creating and editing your Wiki. Review these instructions on embedding video in the wiki using the Video Everywhere tool.

For technical assistance, please contact Technical Support.

GROUP AGREEMENT
Click on the icon for the version you want to download

Please create a wiki page with the name: Group Agreement. One member in the group should download the Agreement and copy all the information into the wiki page. You might find it helpful to use a table for the contact information. Everyone in the group should then fill out their contact information and answer each of the questions. Put your name (in parentheses) after each of your answers.

This wiki page should be completed by Sunday, January 25.

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Group Agreement

Created by Lauren Ariza on Wednesday, January 22, 2015 06:16 PM EST
Last modified by Lauren Ariza on Sunday, January 25, 2015 05:10 PM EST

Group Topic: Workaholics
Group Leader: Lauren Ariza

Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Availability During the Week</th>
<th>Email</th>
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</thead>
</table>

analytics + design = student success
Group Work – Group Contract

(Stephanie Bara) I expect that we all work together as a group and that we be as productive as possible. We should all do our parts and don’t hesitate to ask other members for help. I expect for us to be kind towards one another and that we resolve any issues calmly and as quickly as possible.

(Ammen Marzou) As a group, I expect every member of the group to be active when participating in this assignment. I hope everyone responds when being reached out and completes their duties they are responsible for.

Communication – How will the members of the group stay in touch? What means of communication will you use (Phone, Skype, Adobe Connect, face-to-face, group discussion board, wiki page, email)? How often are group members required to check in? Who are they required to check in with?

(Lauren Aria) I assume everyone has a very different schedule and because of this, I think that the best method of communication would be to use our group discussion board. I think checking in at least twice a day would be ideal, once in the morning and once in the late afternoon.

(Yiliana Leyva) I believe the best method of communication would be through the group discussion board. However, it would be ideal to set aside some days for our schedules coincide to meet up in person and expand on each other's ideas. Lastly, we have each other's contact information, facilitating our communication.

(Grete Navani) I believe that the best method is through the discussion board in blackboard or through text messages on the phone since most of us are always have a phone with us. We should all check in at least one time a day, unless anyone else in the group has a specific question.

(Albert German) I think the best way to stay connected is by either email or for immediate answers call or text. We can also use the group Discussion Board to put ideas together, answer each other's concerns, or to simply check in with each other. I believe that by checking in with each other every other day is okay, the way we get to work in our assigned sections and the progress is observed better this way.

(Stephanie Bara) I think that the best way for us all to communicate honestly would be through text message or Facebook, since our phones always notify us when a text or Facebook message comes in whereas the discussion board does not notify us unless we are actively checking. We should all check in with one another just to check in for progress. I don't find it necessary to check in every single day, but maybe 2-3 times a week is ideal.

(Ammen Marzou) I assume that all the members of the group will stay in touch by group text conversations, email, and face-to-face group interaction. Members should report every other day with their assigned material.

Collaboration – How will you ensure each group member is contributing equally? How will you handle group members who are not contributing or losing touch with the group? What strategies will be used to overcome conflict?

(Lauren Aria) I think it is all of our responsibilities to ensure that each of us are doing our parts. If a group member is falling behind or not responding (let’s say two days without input), I think that the group as a whole should reach out to that person via email, text, etc. I believe that the best way to handle this situation is to assign specific tasks to each group member early in our project to make sure everyone is contributing equally. Strategies used to overcome conflict should be communication.

(Yiliana Leyva) I believe open communication is the key to success. If assignments and tasks are assigned to each group member, they can be held accountable for their parts. Furthermore, I will ensure no one loses communication with the rest of the group by reaching out ensuring progress.

(Grete Navani) I consider that to ensure that the group works equally, we should all assign parts and task to each member of the group. For the group to overcome any conflict we should always communicate with each other.

(Albert German) To ensure fairness and consistency of everyone contributing to the work we can check with each other to see how we all doing. By doing so if we notice that someone is falling behind we can all assist that person to give himself that extra push to catch up with the rest of the group. To overcome conflict, like in any relationship or group project, communication is the key. Staying connected and open with each other will allow for an easy way to conquer this assignment.

(Stephanie Bara) We should all communicate with each other and make sure we’re each on task. Anyone who is confused or needs help just has to ask. I would reach out to those who are falling behind. We have to be open-minded and willing to answer questions and not get frustrated with one another. Remaining calm and having open communication can usually overcome conflict.

(Ammen Marzou) To ensure that group members are contributing equally, there should be a check list which holds detailed responsibilities which members will check and describe what responsibilities they have accomplished. Group members who are not contributing will be spoken to personally. This situation can be overcome by motivating the group member and assisting if they need help with their task.

Experience – Based on your past group project experiences, what will you do to make this the best group experience possible?

(Lauren Aria) Based on my past group project experiences, I will do my best to reply in a timely manner to any questions, concerns, or ideas the group may have. I will be open to any suggestions to making my part of the project better and will contribute ideas and suggestions to my group members.
<table>
<thead>
<tr>
<th>Group Project Checkpoints:</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Agreement &amp; Topic</td>
<td>February 8</td>
</tr>
<tr>
<td>Description of the issue</td>
<td>February 15</td>
</tr>
<tr>
<td>Global regions impacted</td>
<td>March 1</td>
</tr>
<tr>
<td>Key biopsychosocial factors contributing to epidemic</td>
<td>March 8</td>
</tr>
<tr>
<td>Current handling of epidemic</td>
<td>March 29</td>
</tr>
<tr>
<td>Rough draft for team’s proofreading</td>
<td>April 12</td>
</tr>
<tr>
<td>Final draft</td>
<td>April 19</td>
</tr>
</tbody>
</table>
Identify a social trend or problem plaguing our society that could benefit from an application of positive psychology. Examples include high divorce rate, job dissatisfaction, and the obesity epidemic. Describe this issue and justify why you think research on a particular aspect of positive psychology (e.g., flourishing, creativity, flow, happiness, etc.) may be able to shed light on it. Design a research program to investigate the issue, and propose an intervention in which people can be taught how apply some of the positive psychology research findings to begin to address the problem in their lives. Hypothesize how the treatment/intervention would affect not only the proposed aspect of positive psychology, but also how it would help him or her solve whatever the specific problem or issue is.

Your Final Project is composed of two parts: (1) a group wiki and (2) group facilitation of an online discussion.

You should plan to work on this project throughout the semester (see checkpoints below). Your professor will be checking your wiki page to make sure the required checkpoints are met. All items below must be posted to your wiki page by the due dates to receive full credit.

<table>
<thead>
<tr>
<th>Checkpoints</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project Checkpoints</td>
<td></td>
</tr>
<tr>
<td>Group Agreement &amp; Topic</td>
<td>January 25</td>
</tr>
<tr>
<td>Introduction/Literature Review</td>
<td>February 8</td>
</tr>
<tr>
<td>The Intervention</td>
<td>February 22</td>
</tr>
<tr>
<td>Videos</td>
<td>March 1</td>
</tr>
<tr>
<td>Rough draft for team's presentation</td>
<td>March 8</td>
</tr>
<tr>
<td>Final draft</td>
<td>March 22</td>
</tr>
</tbody>
</table>

For more details on the requirements for this wiki, refer to the syllabus.

To create your Group Wiki:
1. Under Wiki Page Content fill out the Name for your Group Wiki
2. Add text, videos, or mashups in the content
3. Click the Submit button

Note: Once a Wiki Page is created, other group members can edit existing Wiki to add more content and add more pages. View this video to learn more about creating and editing your Wiki. Review these instructions on embedding videos in the wiki using the Video Everywhere tool.

For technical assistance, please contact Technical Support.
Check points – Comments on Wikis

(Michael Elias) I suggest we use google documents for the collaboration.
(Maria Wilson) I agree with Michael. This way we can keep tabs on everyone's contribution to the project. If they lose touch, they have a maximum of a day to respond to our emails, messages, etc...
(Amanda Gomez) I’ve never used Google Docs before but if you guys believe it is the best I’m all in. I’m also in agreements with Maria, group members have 24 hr to respond to messages (via email or text). Anyone who fails to do so should be contacted directly (via phone call or text) to see what troubles they are having and if/how can we help to get them back on track.
(Norma Cruz) I agree with everyone above. The 24 hour rule is a bit harsh though if things need to get done, I’m in.
(Micaela de la Cruz) I am not so familiar with google documents but I will learn if this the majority of the groups vote.

Experience = Based on your past group project experiences, what will you do to make this the best group experience possible?
(Michael Elias) I am a Biology Major preparing my Medical School application. My experience with Biology and Physiology should allow me to contribute to the Biological and Physiological aspects of the topic.
(Maria Wilson) Split the work equally. From past experience, group projects have turned out well when there are clear guidelines made as soon as the group is formed. Each group member is assigned a part that doesn’t consist of too little or too much workload. Also, we are putting the group leader and topic up for a vote so that everyone has a chance to share their opinions.
(Amanda Gomez) Splitting the workload equally, being on time with deadlines, and being patient and respectful of others alternative opinions. Also, one shouldn't be afraid to ask for help or another's opinion. This will help the entire group keep on task and allow us not to overwork a single person in the group.
(Norma Cruz) I will make sure to contribute to the project and help each other stay on task. I’m very flexible and a bit creative with projects.
(Micaela de la Cruz) Working as a team towards the same goal, receiving an A, will help ensure equal division. Let’s keep ourselves organized and ahead of the game!

1. Rachel Ritchie (Not a group member) said:
Great topic and good start! Don’t be afraid to spice up your page with some pix, graphics, charts of videos! (Here’s one: I show OEP2000 class烨https://www.youtube.com/watch?v=AWV8tvFgX11). You may want to break up the project into one page for the group agreement, one for the overview, etc. It makes it easier to follow. When you discuss how it’s a global phenomenon, be sure to give some specifics about different countries.

2. Rachel Ritchie (Not a group member) said:
You all included a TON of information and a lot of things I did not know about Alzheimer’s. You covered each and every topic thoroughly.
Areas for improvement:
I was a little confused by what order I should be reading the information in – this page in particular seems to have the information a bit out of order. Perhaps you could retitle the pages as Page 1: Overview of the disorder, Page 2: … it will help me navigate the pages easier. If there is a page you would like to delete complete, please title that page as ‘delete this page’ and I will not take it into consideration when I am grading.
The APA citations need some help. If someone in your group has taken research methods already or has some knowledge of APA formatting, please have them correct the APA citations. This is one thing that really sticks out. Some of the citations are perfect and others need work.
Also, feel free to add some visual interest to your page. Don’t be afraid to add some pictures & videos – it’s a wiki page rather than a written report. Not mandatory but makes looking at it more fun.

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FIU Online CON 2015
Check points – Group Update

**Group Update #1**

Group #: ______

Topic Chosen: ____________________________________________________________

Age group Chosen: ______________________

Which group members have you been in contact with?

Which group members have you not contacted? ________________________________

What attempts have you made to contact the aforementioned group members?

What have you contributed to the group project? ____________________________

______________________________________________________________
PSY4931 | SENIOR SEMINAR IN PSYCHOLOGY

DR. RACHEL RITCHIE

My name is Dr. Ritchie and I will be your instructor for this fully online course. I am excited about the opportunity to work with you this semester. Please take a moment to review the information below:

- Visit the Getting Started page
- View my syllabus
- View my welcome video or read my welcome message
- Then, proceed to Week One below

Alan Meca Extra Credit Talk

Availability: Item is no longer available. It was last available on Feb 4, 2015 11:59 PM.

Group Project Resources

Week 1: What is Positive Psychology?

January 12 - 18
## Group Evaluation - iPeer

### Evaluation Results

**Evaluatee: Lianet Navarro**

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>(1) Team Involvement</th>
<th>(2) Time Management</th>
<th>(3) Establishing and Following Guidelines</th>
<th>(4) Professional Communication</th>
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<tr>
<td>Lauren Clough</td>
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<td>Lianet made took time away from other obligations to meet with a group of us the weekend spring break began. She was reliable for completing the tasks she was given in a timely manner and turned in her parts of the assignments on time to another group member. It was a pleasure collaborating on a project with her!</td>
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<td>Lianet Navarro</td>
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**Evaluatee: Melissa Pena**
**Evaluatee: Michelle Cius**
**Evaluatee: Raysza Cardoze**
**Evaluatee: Jessica Dehombre**
**Evaluatee: Rebecca Reyes**
**Evaluatee: Lauren Clough**
**Group Evaluation Drop box**

<table>
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<tr>
<th>Small Group Evaluation Form</th>
<th>Education Psychology</th>
<th>Dr. Melody Whidden-Willo</th>
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<tr>
<td><strong>Name</strong></td>
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**Directions:** On a scale of 1-5 please rate the participation and contributions of each of your group members (including you) according to the following criteria. Please list each group member’s name for each question.

1. Availability for meetings, leadership, enthusiasm, cooperation, commitment to the team, flexibility

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2. Significance of contribution to the project (work, load, problem solving)

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3. Quality of work submitted

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Student-Content Engagement

- Clear learning objectives tied to assignments
  - Understanding of importance of material increases its “value”
- Chapter/Module introductions
  - Explain new/challenging concepts
- Multiple types of instruction to meet the needs of various learning types
  - Group Work/Wiki
  - Videos
  - Studymate (not graded)
  - Optional Resources
  - Student-led discussion
## Clear Objectives

### Chapter 10

**Week 12**

**Topic:** Motivating Students to Learn

**Course Objective**
- C2: apply theories of educational psychology to the interpretation of classroom practices and student behavior.
- C3: describe the basic principles of child and adolescent development and apply them to the classroom.

**Weekly Objective**
1. Describe theories of motivation
2. Describe how goals and attributions enhance achievement motivation
3. Discuss how teachers can increase their students’ motivation to achieve

**Textbook Chapter**
10

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Introduction to chapter 3

Click here to read the transcript for the introduction.

If audio does not play please click here.

Chapter 3

Enabled: Statistics Tracking

- Chapter 3 Notes
- Chapter 3 Notes (PDF)
- Chapter 3 Outline
- Chapter 3 Summary

Chapter 3 Studymate

Select this item

Chapter 3 Optional Password: 

analytics + design = student success
Select a category and amount from the grid above. The higher the amount, the more difficult the question.
• library.fiu.edu
• Learner.org
• TED.com
• Youtube.com
Learning is the eighth program in the DISCOVERING PSYCHOLOGY series. This program discusses the basic principles of how we learn: classical, instrumental, and operant conditioning and the role that stimuli and consequences play in learned behavior and habits. You’ll explore how renowned researchers Ivan Pavlov, B. F. Skinner, Edward Thorndike, and John B. Watson contributed to what we know about human and animal learning.

**Key Terms**

**Experiment: How Pigeons Learn Self Control**

In the study of behavior, operant behavior is affected by the environment, and operant conditioning is used to reinforce behavioral change. Behavioral psychologist Dr. Howard Rachlin used operant conditioning to study ways of developing self-control in pigeons.

Dr. Rachlin chose to use pigeons because they can be a particularly impulsive subject. The experiment prompted the pigeons to peck one button once for a small bit of food, and another button 15 times for a larger amount. When presented with a choice between a small bit immediate portion of food or a large but delayed portion of food, pigeons choose the small, immediate reward. But when Dr. Rachlin’s team put a pigeon in a box with two buttons that both required 15 pecks for any amount of food at all, the pigeon ultimately chose the button that offered the larger amount.

Eventually, the pigeons learned to choose a larger amount of food by pecking a button 15 times and then waiting five seconds for the food, as opposed to choosing a more immediate but smaller reward. Dr. Rachlin’s experiment illustrated that a pattern of behavior can reinforce the choices that lead to self-control. Similar human experiences include healthy behavioral changes such as cultivating good exercise habits, quitting smoking, or finding alternative outlets for anger and stress.

Mary Ann Chapman expands on Dr. Rachlin’s findings, and how the principles of operant conditioning can be used to overcome bad habits or addictions [http://www.findarticles.com/f_htmld/1759_32166035880/p/articles.htm?term=behaviorchoicesc](http://www.findarticles.com/f_htmld/1759_32166035880/p/articles.htm?term=behaviorchoicesc). Scroll down past the header for the article.)
Optional Resources

Chapter 3

Enabled: Statistics Tracking

- Chapter 3 Notes
  - Chapter 3 Notes (PDF)
- Chapter 3 Outline
- Chapter 3 Summary

Chapter 3 Studymate

Select this item

Chapter 3 Optional Crossword Puzzle

Enabled: Statistics Tracking

Use this crossword puzzle to reinforce learning from Chapter 3.

Who is the real Freud? It's up to you to figure it out.

You can ask each guest any of the four questions listed below. When you're ready to make a decision, let me know that you're ready to choose.

And that's it. Please select your first question.

1. What influences personality?
   - Ask guest #1
   - Ask guest #2
   - Ask guest #3

2. How does the mind work?
   - Ask guest #1
   - Ask guest #2
   - Ask guest #3

3. Tell us about your education.
   - Ask guest #1
   - Ask guest #2
   - Ask guest #3

4. What is the purpose of psychology?
   - Ask guest #1
   - Ask guest #2
   - Ask guest #3

Disclaimer
Student-led discussion

Hello everyone!

After reviewing our wiki or maybe having a personal encounter with bullying, how can we help children who are acting as bullies, especially when their parents may be reinforcing their bullying behavior? And most importantly, how can we empower those children who are the victims of these bullies?

I think a good way to help children who are acting as bullies would be to sit down and talk to them. Some children bully others because of their own insecurities. By getting to the root of those insecurities and helping them through it, that could eliminate the bullying. If the child is a bully because they are violent in general and the parents are reinforcing their behavior, I think that family therapy as well as individual therapy would work best. Family therapy would focus on the parents interactions with their children and making sure that it is positive. It should also focus on the parenting styles that are used. If the parents are aggressive with their children they should focus on disciplining their children in a non-aggressive manner. The individual therapy would be for the child and would focus on how they can control their anger and different ways to vent besides bullying.

We could empower children that have been bullied by showing them that they do not have to sit there and accept it. They have the right to stand up for themselves. Most children that are being bullied do not stand up for themselves because they are scared that they will get picked on even more or wouldn't be able to protect themselves. A group therapy session would be empowering for those children who are being bullied so they know that they are not alone and that there are people they can talk to about it. Although I am not supportive of fighting, I think that if the victim children are put into some form of martial arts it would give them more confidence and give them the means to defend themselves if the situation arises.

Thank you so much for your great response!

I can completely agree with you in that both family therapy and individual therapy can be a great resolution to a child who is bullying others and their parents are reinforcing the behavior. It is crucial to find out the source of this issue and the reason why the parent is allowing the child to do so. Was the parent bullied as a child? Was the parent the child bullying? What kind of childhood did the parent have? Questions like these may help the therapists understand why the parent allows the behavior and find ways to explain to the parent how bad this is. Ashley, what about if the parent isn't willing to attend family therapy or even allow their child to attend individual therapy, what other ways can this child and parent be helped?
• Physical design of the course
  • Broken into manageable segments
    • Promote self-regulation
  • Clear, easy to navigate
  • Consistent design throughout course
  • Multiple ways to access a tool (through module or directly)
Easy to Navigate

PPE3003 | THEORIES OF PERSONALITY

DR. MELODY WHIDDON

My name is Dr. Whiddon and I will be your instructor for this fully online course. I am excited about the opportunity to work with you this semester. Please take a moment to review the information below.

- Learn How to Get Started in your online course.
- Watch my Welcome Video.
- View the transcript of the welcome video.
- View my syllabus.

WEEKLY RESOURCES
• Questions?
• Comments?
• Concerns?
• Share some of your tops for ways you have used innovative techniques or applications to engage students