# Tuesday Technology Tips

# for Teaching FCS

***Need Easy Tips for***
***Integration of Technology in Your Classroom?***
*Learn How to Use Our **Tuesday Technology Tips for Teaching FCS***

**Cost:** Free
**When:** 4:00 pm ZOOM Webinar on last Tuesday of each month from September to November
**Time:** 60 minutes

## FAMILY & CONSUMER SCIENCES EDUCATION

**Dr. Paula Tripp** - Coordinator, FACSED Programs
**Dr. Shiretta Ownbey** - Faculty Fellow
**Thanh Do** - Instructional Designer
College of Education and Human Sciences, OSU

# Phases of In-class Engagement

This infographic, designed by Thanh Do (2018), describes phases of engagement for online learning developed by Conrad and Donaldson (2012). In this document, we named it as "Phases of In-class Engagement" with the purpose of being consistent with the tips that are provided for teaching in the FCS classroom.



**CONNECT (Weeks 1-2)**

Activities are interactive and allow students to become acquainted. Instructor provides **expectations** for engagement, orientation to the course, and **keeps learners on track** on a one-to-one basis.

Newcomer (individual student)

Activities
- Icebreakers
- Individual introductions
- Discussion

**COMMUNICATE (Weeks 3-4)**

Instructor forms student **dyads** and provides activities requiring **critical thinking**, reflection, and **sharing of ideas**.

Activities
- Peer reviews
- Activity critiques
- Pro-and-con discussion

Peer partner (two-student pairing)

**COLLABORATE (Weeks 5-6)**

Groups collaborate, **solve problems**, and **reflect** on experiences; also establish a group contract on group expectations; and determine final group project.

Team member (three to five member groups)

Activities
- Content discussion
- Role playing
- Debates
- Jigsaws

**CO-FACILITATE (Weeks 7-10)**

Learners direct **discussion** and facilitate interaction. Projects are developed collaboratively with instructor guidance.

Activities
- Group presentations and authentic projects
- Learner-facilitated discussions

Initiator/ partner (continued member of same group)

**CONTINUE (Weeks 11-16)**

Activities are focused on the transformation of the online learner that has occurred as a result of engagement activities.

Contemplator

Activities
- Self-reflections
- Course engagement evaluation
- Future plans

FAMILY & CONSUMER SCIENCES EDUCATION

# Online Engagement Activities

- Developing and applying appropriate activities will stimulate "learners to actively participate in the learning situation, and thus gain the most knowledge from being a member of an online learning community" (Conrad & Donaldson, 2011, p. 5).
- Several online engagement activities are provided in the following pages. **They are versatile and can be adapted for use in the classroom.**
- *Asynchronous e-learning* is defined as "commonly facilitated by media such as e-mail and discussion boards, supports work relations among learners and with teachers, even when participants cannot be online at the same time" (Hrastinski, 2008, P. 51)
- *Synchronous e-learning*, "commonly supported by media such as videoconferencing and chat, has the potential to support e-learners in the development of learning communities"  (Hrastinski, 2008, P. 52)

## Connect Activities

**Instructor provides interactive activities that help learners get to know one another.**

- **Likes/ Dislikes**

Have students discuss what they like and dislike about online learning. This gives you an idea of their past experiences and opens up a discussion of group norms and etiquette within the course.

- **Tour of My Favorite Website**

This can be done synchronously or asynchronously and as a way for class participants to get to know one another personally or as a way for students to share resources related to course content.

- **Composite Biography**

This is a good way to have students share information, build upon their shared experiences, and appreciate diversity within the class. Each student posts a one-sentence description of a personal characteristic in order, one following the next. Each addition must be unique (ex: If one student posts, "I am an FCCLA member," no one else can use that phrase). Depending on the class size, you could do multiple rounds. Once you have a full composite biography, have each student write a reflection on the diversity within the course.

*Selected and summarized by Dr. Susan Stansberry (2018)*

FAMILY & CONSUMER SCIENCES EDUCATION

**Classmate Quiz**

*Task:*         Introductory exercise for the beginning of a course
*Objective:*    To help students learn more about fellow classmates and their interests
*Author:*       Stuart E. Schwartz, Department of Special Education, University of Florida, ses@coe.ufl.edu
*Method:*       Asynchronous

**Instructions**
During the first week of class, you will be asked to post personal introductions to a threaded discussion area. You will be expected to read through each participant's posting before the next class session. A quiz will be held during the second week of class to see what you have learned about your fellow classmates. You will have three days to respond by e-mail to the instructor. Bonus points will be awarded for each correct response.

**Activity Author's Note**
I have all students post personal introductions during the first week of class, and I encourage everyone to read through them. To reinforce this activity, I hold a contest during the second week of class and ask questions such as "Who has lived outside Oklahoma?"* or "Who plans to be an FCS teacher?"** I ask questions that can be answered only by reading through all of the personal introductions. I give everyone three days to respond, then give bonus points to all who respond correctly. (Usually all answers are correct, of course.)

* and ** changed by Dr. Paula Tripp

**Bingo**

*Task:*         Introductory exercise for the second week (or second session) of a course
*Objective:*    To introduce students and expedite creation of a community in a fun way
*Author:*       Jerry Linnins, Manager, Learning Operations, Bechtel Corporation, San Francisco, grlinnin@bechtel.com
*Method:*       Asynchronous

**Instructions**
You will be e-mailed an instructor-created bingo card with each class member's name in one square. We will play bingo based on last week's introductions, your previously submitted bio, and course content. Mark each square as you determine the correct name. You will have twenty-four hours to post your responses to a threaded discussion list. The instructor will post the correct responses at the end of the twenty-four-hour period. Winners, based on time submitted and number of correct responses, will be announced.

**Activity Author's Note**
It is amazing how much energy such a simple exercise creates. People talk about their discoveries for many hours, over many sessions. It really helps a group to bond. The bingo game is fun and interactive and keeps the focus on learning—about the course material and about others in the class. There are several inexpensive software programs that can be used to make bingo cards (for example, Zingo from Games by Thiagi), or you can just create a simple table in Microsoft Word. Both approaches work well. Another way to personalize this activity is to have the class member's digital photo with their name on the bingo card. This visual element helps students to have an increased sense of presence for themselves and their classmates.

**One Word**

*Task:*          Introductory exercise for the beginning of a course
*Objective:*     To introduce a student's interests and self perception to classmates in an innovative way
*Author:*        Rita-Marie Conrad, Ph.D., Florida State University, rita.conrad@fsu.edu and J. Ana Donaldson,
                 Ed.D., Walden University, ana.donaldson@waldenu.edu
*Method:*        Asynchronous or synchronous

**Instructions**
*Asynchronously:* Think of one word that best describes you or your life. Enter your word and your name in the subject line of a discussion board entry, then explain why you chose that word in the body of the posting. Review the entries of others and find someone else whose word resonates with you. Reply to their message and try to find at least two additional nouns that the two of you have in common by the end of the week.
*Synchronously:* Think of one word that describes you or your life. Post your word in the chat room as the facilitator "calls" your name. Once all names have been called, review the words and send a private message introducing yourself to an individual whose noun resonates with you. Try to come up with two more words that you have in common with that person.

**Activity Author's Note**
This is one activity that has expanded over the years. After the activity is completed, the words are posted under a digital picture of each student, and then a photo gallery of the class is posted to the class Web site. Ana has even gone a step further by using the individual words when assigning teams by creating a descriptive sentence describing the new collaborative group.

**Truths and Lies**

*Task:*          Introductory exercise for the beginning of a course
*Objective:*     To introduce a student's interests and background to classmates in a fun and challenging way
*Author:*        Darek Jarmola, Ph.D., Oklahoma Wesleyan University, djarmola@okwu.edu
*Method:*        Asynchronous or synchronous

**Instructions**
Enter two truthful statements and one falsehood about yourself onto the discussion board (or into the chat room). Each member of the group should then try to distinguish the truths from the lie. What makes this activity fun is to be as outrageous as possible while sharing a bit of who you really are with your fellow participants. Once all responses have been received, post your truths and explain why you chose them to share.

**Activity Author's Note**
This task can be expanded to require that students document their "outrageous" truths. Encourage the group to have fun with this activity. As the instructor, you might want to model your own Truths and Lies. Just make sure that nothing is posted by the group that they wouldn't want to share with their grandmothers.

# Online Engagement Activities

## Collaboration and Team Building Activities

- **Group Norms**

Divide students into collaborative groups of 3-5 students and create a discussion forum for each group. Have them discuss and come to agreement on the following topics:

*Establishing Roles:* discussion leader, note taker, liaison with facilitator, etc.
*Timeliness:* start time, finish time, lateness, and attendance
*Courtesy:* listening, interruptions, equal participation, dealing with disagreements, respect, empathy, and sharing the workload
*Decision-Making Process:* How will we make decisions? Reach agreements? How will we show agreement?
*Workload Assignment:* How will work be assigned? How will conflicts with existing workloads be settled?
*Setting Priorities:* How will we discharge responsibility for on-time completion and equal distribution?
*Enforcement of Norms:* How will we make sure the norms are followed? Finally, they will post a summary of their group norms decided upon.

- **Playing Roles in a Group**

In this activity, learners are assigned roles to take on within group discussion (for example, idea proposer, supporter, questioner, agreer, nay-sayer, example giver, big picture framer, clarifier, tension reliever, discussion leader, online resource finder, conflict negotiator, theme summarizer, moderator, monitor, idea generator, fact supplier, clarifier, disagreer, devil's advocate). Groups could be as large as 10-15 students. Assign the group a topic and each individual a role to play.

*Selected and summarized by Dr. Susan Stansberry (2018)*

FAMILY & CONSUMER SCIENCES EDUCATION

**Medieval Shield**

*Task:*          Team building exercise
*Objective:*      To help team members determine the expertise they bring to a team
*Author:*        J. Ana Donaldson, Ed.D., Walden University, ana.donaldson@waldenu.edu
*Method:*       Asynchronous or synchronous

**Instructions**
Find various graphics that represent the skills you bring to a team. Share and discuss them with your team either in your group's chat room or discussion thread. As a team, build a graphic representation of a medieval shield with all the symbols of expertise on your team. Post it in the discussion group or add it to your team's profile page.

**Activity Author's Note**
It is a good idea to also post the group graphic to the home page so all can share. This can lead to the group creating their own team name incorporating the ideas from the shield. You could even go a step further with the medieval theme and ask learners to designate their positions in the "kingdom" as an aid for assigning group roles. Roles might include: Ruler (King/Queen), Court Jester, Knight of the Round Table, Scribe, or any others that might apply.

---

**Structured Chat**

*Task:*          Chat-room discussion of a paper from current literature on the class topic
*Objective:*      To discuss salient points from the literature
*Author:*        Evelyn Farrior, Ph.D., Eastern Carolina University, farriore@mail.ecu.edu
*Method:*       Synchronous

**Instructions**
Read the assigned paper before chat time. Respond when a question is addressed to you. ("I don't know" is permitted.) Other students may add to the response after the person addressed has answered. Questions directed to the instructor are allowed.

**Activity Author's Note**
Students are scheduled to chat in groups of ten or less in one-hour time slots. Chat is required, and each student receives a participation grade. Every student is given a chance to give their input, even the slow typists. I, as the instructor, prepare by typing my questions and the expected answers into a document that is open on my computer. I copy the questions and expected answers, if needed, from the word-processed document and paste them into the chat room. This copying and pasting allows me to quickly move through chat sessions on the same topic. The questions are the same for each chat group. I have been amazed at the feel I get for the level of understanding in the class. After initial nervousness about trying to answer questions by typing, the students say the chats are informative and fun.

**Structured Discussion**

*Task:*         Participation in three of nine discussion groups
*Objective:*    Make substantive comments on a chosen topic
*Author:*       Mona P. Ternus, RN, C, Ph.D., Old Dominion University, mternus@mickey.aum.edu and Debbie R. Faulk, RN, Ph.D., Auburn University Montgomery School of Nursing, dfaulk@mickey.aum.edu
*Method:*       Asynchronous

**Instructions**
You are required to participate in three of nine discussion groups. Consider the readings, and offer a substantive comment that supports at least one point presented and a comment that refutes at least one point presented. Support your comments with solid reasoning. This means that you need to include a rationale for the idea you are supporting; as well as a rationale for your stance against the point that you are refuting. In addition, you need to comment on at least one other student's point of view.

If you are the first student to post in the discussion area, enter your viewpoint on the question, then return later to comment on another student's viewpoint (agree or disagree), including a rationale for your comment.

You can post one long comment, or you can post your points separately in three postings (support an idea, refute an idea, and comment on a student's point of view). You must post your comments within the week assigned to the discussion of that topic.

**Grading Criteria for Discussion Postings**
- Substantive comment, with rationale, that supports at least one point presented in the readings: 40 points
- Substantive comment, with rationale, that refutes at least one point presented in the readings: 40 points
- Substantive comment, with rationale, that supports or refutes a student's point of view: 20 points

**Activity Author's Note**
This is a great activity to do on a blog. Post the original discussion topic with supporting information and then request comments from class members. Links to relevant blogs also add new perspectives to the discussion topic. Including a RSS feed capability also lets you know when additional comments have been added to the blog.

*(Conrad & Donaldson, 2011)*

**Group Contract**

*Task:*        Team building exercise
*Objective:*   To determine the code of conduct for a team
*Author:*      Mary Dereshiwsky, Northern Arizona University, statcatmd@earthlink.net
*Method:*      Asynchronous or Synchronous

**Instructions**
1. Now that you've been assigned to a group, it's time to determine how your group will operate. Our syllabus contains a discussion of some things you might want to negotiate with your teammates. A good group code of conduct and contract will include, but are not necessarily limited to, the following items:
2. How will you communicate? Will you post notes and updates for one another in your group discussion areas? Will you communicate via a mass e-mail list, where anything that one group member sends is received by all? Will you meet in person? Any or all of the preceding?
3. How often will you be expected to check for updates from your group members?
4. Will there be a permanent group leader, or will this task be rotated in some way?
5. Who will be assigned to post the group's assignment solution in your discussion area per the due date policy in our syllabus? Will one person be the poster or recorder, or will group members take turns posting assignment solutions?
6. What will be your group's policy, if any, on absences and covering for one another if need be?
7. Important: What policy will you have in place to resolve any intragroup conflict that may arise (for example, if a group member neglects to carry out his or her delegated duties to post the assignment on time, or if a group member is not receiving or responding to group updates as often as expected in item 2 above)? You may use me (the instructor) as a higher court of appeals—I will always be happy to moderate and intervene if need be—but you will first be expected to document for me that you implemented your initial conflict resolution plans per your contract and to update me on the outcomes of your own attempts to resolve the conflict.,You will want to begin communicating with your group members as soon as possible to work out the final draft of the group code of conduct or contract, so that the designated group member can post it in your group's work area by the due date.

**Activity Author's Note**
This is a critical first task for the newly formed group in Phase III. If you plan on keeping a dyad in Phase II beyond a week, then you may also consider a contract for their interactions. If problems occur, it is important to keep reminding the groups of their contracts as the course progresses. That contract allows most groups to resolve their conflicts before the instructor is called in to intervene.

**Contest of the Week**

*Task:*          Peer activity that contributes additional information on the week's topic
*Objective:*    To work with a partner to acquire new information on the class's current topic
*Author:*       Stuart E. Schwartz, Department of Special Education, University of Florida, ses@coe.ufl.edu
*Method:*       Asynchronous or Synchronous

**Instructions**
*Contest #1*: With your peer partner, find a Website for a national organization that relates to our topic. Post the URL and a very brief description of the organization.
*Contest #2*: With your peer partner, determine the name of a well-known person, such as a politician or movie star, who has some relationship to the week's topic. Explain how the person relates to the topic.

**Activity Author's Note**
I use this activity to encourage participation and to get new ideas flowing. I have a contest each week. Each contest is different and has a clearly established deadline. In each case, I don't allow duplicates, so the students have to read all of the other submissions. Contest winners get bonus points.

**Dyad Debate**

*Task:*          To discuss a controversial issue with a peer online
*Objective:*    To introduce students to the idea of exchanging oppositional thoughts online
*Author:*       Mona P. Ternus, RN, C, Ph.D., Old Dominion University, mternus@mickey.aum.edu and Debbie R.
                Faulk, RN, Ph.D., Auburn University Montgomery School of Nursing, dfaulk@mickey.aum.edu
*Method:*       Asynchronous

**Instructions**
Using the threaded discussion area, debate two of the following issues with your assigned discussion partner: (1) Should illegal immigrants be included in health care policy regulations and benefits? (2) Should Medicaid pay for elective abortions? (3) Should the federal government decide whether physician-assisted suicide is legal? (4) Should fetal tissue be used for research? (5) Is health care a right that should be accessible and available to everyone regardless of their ability to pay? Each of you should post a summary of one of your debates under the discussion area for issue 1, issue 2,issue 3, and so on. Read the summaries others have written and comment on at least two of the other teams' debates.

**Activity Author's Note**
***Debate questions can be tailored to your field of study and age of students.*** A great source for finding opinions is to reference a blog posting of a leader in the field. You might even have the pair post their final thoughts to that blog and have the key person in the field become part of the discussion.

## Collaborating on Course Content

- **Resource Scavenger Hunt**

Identify specific websites that will be useful within the course and specific facts within each online resource. Create questions in a scavenger hunt format that will require students to access and discover information on the provided websites.

- **Learner-Crafted Scavenger Hunts**

This could be done to either introduce learners to a course topic or provide for more comprehensive exploration of issues that are essential to a course. First, select a topic and assign each student a specific number of scavenger hunt items to create (6-10). Have them post their complete scavenger hunts to a discussion forum. If one person posts a question, no one after can post that same or a similar question. Next, have each student complete another student's scavenger hunt.

- **Telling a story**

Assign groups of 5-10 learners each. Create a discussion forum for each group. Create another forum in which each group will post their final story. Identify a goal or topic for the activity. *For example*, the goal for the activity may be to develop a story that 1) provides new learners with information on how to be successful in future offerings of the current course, 2) illustrates the relationship between two of the issues discussed in the course, or 3) offers a condensed version of course readings that learners could use in reviewing for a final exam. Each group's story should contain these five basic elements:

*The platform:* this provides the context for the story. *For example*, "Once upon a time . . . [there was a student taking an online course but struggling]."

*The catalyst:* this provides the reason the story is being told. *For example*, "And one day . . . [the facilitator asked the student to write an essay describing her study habits]."

*The consequences:* this provides the suspense or tension in the story. *For exampl*e, "Because of that . . . [the student had to monitor her study habits for several days]."

*The climax:* this provides the end to the tension that built up in the story. *For exampl*e, "Until finally . . . [she discovered that she was not using the online tools to her advantage]."

*The resolution:* this provides a conclusion and lessons learned from the story. *For example*, "Ever since then . . . [she has used instant messengers to keep in touch with her fellow students]."

***This activity could also be done by individuals rather than groups.***

*Selected and summarized by Dr. Susan Stansberry (2018)*

- **Role Reversal**

Assign one learner to facilitate a synchronous or asynchronous discussion, and you participate as a learner.

- **In the News**

Create collaborative groups of 5-10 students each. Require each learner to identify a recent news article that is available online and that is related to the assigned topic and write a 2-3 paragraph summary of the new report. Each group will then select one article to share with the whole class. Within the whole-class discussion forum, all students will review the recommended news stories from each group.

- **Learner-Crafted Case Studies**

Have individual students or small groups create a case study focused on the application of course content to a specific "real world" problem or situation. Each case study should include:
- Context and background information
- Characters
- Time Frame
- Clear description of a problem or issue to be resolved
- Necessary information for making a successful decision
- Task to be completed or question to be answered

- **My Reactions**

As a response to a required reading, have students post one thing they agree with, one thing they disagree with, and one thing they find interesting and want to know more about.

- **Annotated Webliographies**

Divide the class into groups and create a forum for each group. Assign each group a different course topic, issue, or theme. Each individual should identify 5-10 unique websites related to the assigned topic, issue or theme and compose a 200-250 word annotation for each website. Each annotation must include:
- The URL
- The date the website was accessed
- Who owns/maintains the website
- A description of what is contained on the website
- A discussion of how the website is useful in relation to the course
Each group shares their Annotated Webliography with the whole class.

*Selected and summarized by Dr. Susan Stansberry (2018)*

- **Class Book**

In this activity, each student submits a report, paper, essay, presentation, or project they would like to have included in the Class Book that will be available to them after the course has ended as a tool for applying the course material.

- **Discussion Summaries**

Assign each student to create a summary of a discussion forum. Individuals should review and reflect on all the postings in one discussion forum and write a summary including major points made during the conversation, critical elements from course materials, web resources suggested by participants, and other essential information. They can turn the summary in to the course instructor.

- **100 Words or Less**

Have learners write brief (100 words or less) summaries of the interpretation and understanding of the course readings. They could repeat this a number of times throughout the course.

*Selected and summarized by Dr. Susan Stansberry (2018)*

**I Didn't Know That**

*Task:*        Reflective exercise at middle of course or a specific unit
*Objective:*   To give students an opportunity to think about what they are learning and contribute to the class discussion
*Author:*      Stuart E. Schwartz, Department of Special Education, University of Florida, ses@coe.ufl.edu
*Method:*      Asynchronous

**Instructions**
Using the "I Didn't Know That" discussion thread, post something new that you've learned this week, either from another student, from the text, or from class discussions. Indicate how you will use the new information or skill.

**Activity Author's Note**
This posting counts toward their minimum number of discussion contributions, and it allows them to indicate what they've learned and how they will use the new information or skill.
An addition might be "I Can Use This." Explain how this new information will make a difference in how students perform a task or perceive a concept. The goal is not only to recognize that learning is taking place but how it can have a transformative effect on the student.

*(Conrad & Donaldson, 2011)*

**IRAs (Insights, Resource Sharing, and Applications)**

*Task:*          Reflective exercise for the beginning of a course module
*Objective:*     To encourage students to learn actively and to share their insights and knowledge
*Author:*        Dave Johnson, DNS, RN, CS, Professor of Nursing, University of Saint Francis—Fort Wayne, IN, DJohnson@sf.edu
*Method:*        Asynchronous

**Instructions**
3 INSIGHTS (I). Create bullet points from the readings (approximately one sentence each). This is your insight; grab hold of it and share it. Insights are like the tail end of dreams; they fade. Grab them during your readings and be prepared to summarize them briefly on the discussion board.

1 RESOURCE (R). In addition to the assigned reading, share one other resource that amplifies themes from the assigned reading. Note a book, article, news item, Web site, or contemporary film with similar themes, ideas, or thoughts. These can be resources that you have used in the past or that you have found this semester. Cite your resource using APA format, and give no more than one or two sentences about how this resource is relevant to the assigned readings or discussion.

1 APPLICATION (A). Provide an example from current clinical or past experience (approximately one paragraph). This captures your thoughts about how the reading is related to something that is currently happening or something from your clinical past. Does the reading validate your insights about a particular event or situation or help to clarify what a different approach may have looked like?
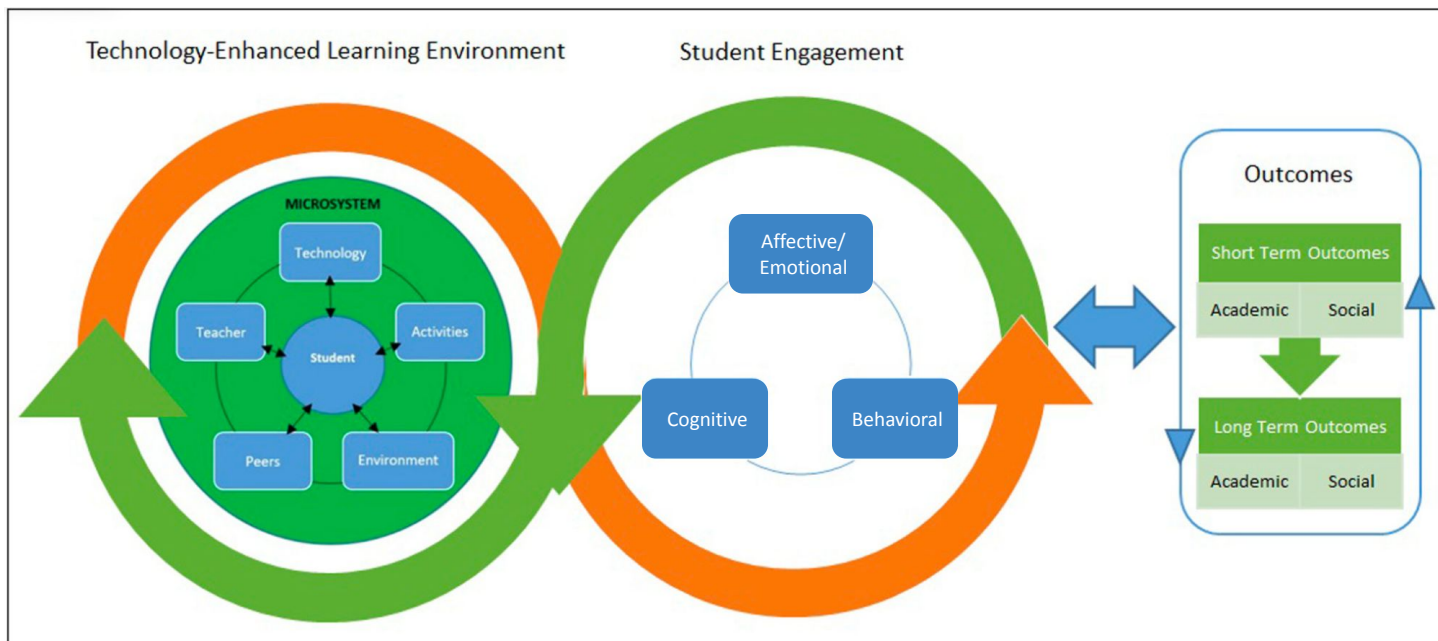
**Activity Author's Note**
I teach an online nursing leadership and management course for registered nurses going back to school for their B.S.N. This semester I developed the "IRA approach" to help engage students by having them make learning "investments" before they enter the discussion board. My course is developed around seven modules, and students complete an IRA at the beginning of each module.

Students are to have assigned readings completed on the date of the scheduled topic and are expected to take the role of self-directed learner. Additional outside readings are encouraged. The ability to critically think, evaluate, and share perceptions is an expectation for all students.

*(Conrad & Donaldson, 2011)*

# Strategies

To adapt online engagement activities to in-class engagement activities, teachers should consider the following:

- **Student Engagement Framework: "**conceptualizing how educational technology can influence engagement in the K-12 and higher education classroom" (Bond & Bedenlier, 2019, p. 13)



- **Student Engagement Strategies for Learners of All Ages**

| 01 | ACTIVE LEARNING | <ul><li>Any activity where students willingly participate in their own learning</li><li>Informal group discussions to class visits to relevant outside</li><li>Communication, problem-solving</li></ul> |
|---|---|---|
| 02 | TECHNOLOGY IN THE CLASSROOM | <ul><li>Learning techniques and multiple media types</li><li>Interactive whiteboards, computers, tablets</li><li>Visualization: images, videos, and audio</li></ul> |
| 03 | GAMIFICATION | <ul><li>Fun and engaging activities</li><li>E.g., a class quiz, a competition, and esport (using video games)</li><li>Teamwork, communication</li></ul> |
| 04 | COLLABORATIVE LEARNING | <ul><li>Students work together</li><li>Presentations, role-plays, experiments, etc.</li></ul> |

https://www.viewsonic.com/library/education/student-engagement-strategies-for-learners-of-all-ages/

FAMILY & CONSUMER SCIENCES EDUCATION

# Summary

- Engaging students in the lesson through planned, relevant teaching strategies and activities leads to greater retention of the information.
- Engaging students in the lesson can be administered through individual, pair, small group, table , or whole-class methods.  This decision will be based on the objectives of the lesson.
- Engagement activities can take place during any part of the lesson where they are appropriate for optimal learning.  This could be during the class opening, as the class assessment, or at any point in between.
- The suggested activities in this document can be adapted for in-class or online use, and for secondary or adult students.
- **Family and Consumer Sciences classes are ideal settings for engaging students so that the content has maximum impact.**

*Dr. Paula Tripp (2021)*

**Document References**

Bond, M., & Bedenlier, S. (2019). Facilitating Student Engagement through Educational Technology: Towards a Conceptual Framework. *Journal of Interactive Media in Education*, *2019*(1).

Conrad, R. M., & Donaldson, J. A. (2011). Engaging the online learner: Activities and resources for creative instruction, *38*. John Wiley & Sons.

Conrad, R. M., & Donaldson, J. A. (2012). Continuing to engage the online learner: More activities and resources for creative instruction, *35*. John Wiley & Sons.

Hrastinski, S. (2008). Asynchronous and synchronous e-learning. *Educause quarterly*, *31*(4), 51-55.

Dr. Susan Stansberry (2018) - Educational Foundations, Leadership & Aviation, Oklahoma State University

Dr. Paula Tripp (2021) - Family and Consumer Sciences Education, B.S. and M.S. programs, Oklahoma State University

# Contact Information

Oklahoma State University
College of Education and Human Sciences

Family and Consumer Sciences Education,
        B.S. and M.S. programs
Dr. Paula Tripp - Coordinator, paula.j.tripp@okstate.edu

Thanh Do - Instructional Designer,  thanhtd@okstate.edu