Student Engagement Strategies
Teaching and Learning Community: Insights and Innovation Series

Meltem DiLeo, Jennifer Gray, Ravi Patel, Terry Schiavone, Louise Sharrar, Kristopher Struckmeyer
Are your students ENGAGED?
Student Engagement

• As a group, we will create a word cloud.
  • The link to the activity is in the chat,
  • Join at slido.com with #2278 825
  • Or use the QR code
  • What comes to your mind first when you think of student engagement? Please add as many words as you want.
Session Overview

- Define Student Engagement

- Discuss how engagement is connected between...
  - Instructor and Students
  - Course Material and Students
  - Student and Classmates
  - Students and Environment

- Provide examples for each of these connections
Seven Principles to Enhance Student Engagement

1. Encouraging student-faculty contact
2. Developing cooperation among students
3. Using active learning techniques
4. Giving prompt feedback
5. Emphasizing time on task
6. Communicating high expectations
7. Respecting diverse talents and ways of learning

Defining Student Engagement
Defining Student Engagement

“Student engagement’, defined as students’ involvement with activities and conditions likely to generate high-quality learning, is increasingly understood to be important for high-quality education” (Coates, 2009, p. 3).

Engaging Connection Between... 
Instructor and Students
Q1 Poll: Instructor and Students

How challenging do you find it to be to engage students in your online classes?
SRTE: What aspects of this course helped you learn?

The aspects of the course that helped me to learn were interactions with the professor.

The openness to discussion and willingness to help regardless of how trivial an issue makes the overall experience feel much more collaborative and natural.

The professor's friendly approach, the methods used to explain the topics, the approachability of the professor. This course provided a better understanding of the topics explained in the course.
Frequent, Active Communication With Students

- Introduction
- Announcements
- Office Hours
Announcement Example

Friday check-in
Shawnee Marie Kelly
1 Section

HI ALL!

Happy Friday! Hard to believe we are wrapping up week 1 already- this week has been a whirlwind. Hope you all are acclimating well to your MPS courses and experiential learning for some of you. Just a few updates for you:

1) Getting to Know You discussion - I finished grading this. I loved reading and learning more about each of you. I made comments and/or questions to you in the discussion thread that you can review and respond to if applicable. Those of you who haven’t yet posted, please prioritize this by the weekend.

2) Research & Outcomes Discussion - Thank you to so many of you for completing your initial post by Thursday night (last night)- remember that this is the guideline. If you are going to be submitting later- please let me know. However, I’d like to push you all on this guideline this semester to help enhance discussions. Student presence in the discussion is important and something you will be scored on. I graded the posts that were submitted, and gave feedback to you in the assignment comments. I will finish grading the rubric next week- so please don’t be alarmed by your grade- it is not final yet.

3) Before completing next week’s discussion, please review my announcement Anatomy of a Strong Discussion Post.

Please let me know of any questions. Have a great weekend.

Prof. Kelly
Active Communication Results

SRTE: What aspects of this course helped you learn?

I found it helpful that the course was filled with many real life health care applicable examples.

This professor was the most vocal teacher I had this semester. They were always checking in and giving us a heads up.

The professor is very thorough and has answered any questions that I have had. The material and explanation that she provides is very helpful and gives me a good understanding of the material.
Make Connections and Encourage Students

- Real world connections
- Current events
- Respond to discussion boards
Upcoming HDFS events - lots of choices!

Kathryn Bancroft Hynes
All Sections

HI HDFS'ers,

I wanted to share a quick announcement with you about several events we'll be hosting in March and April. Be sure to put the dates for events that interest you on your calendars! As always, some of your professors may offer extra credit to students attending these events, so keep an eye out for those offers. I've also posted a flyer with this information and all of the Zoom links on the HDFS WC Student Resource site, so you can find the links easily on the day of each event.

**HDFS Author Event: Sitting Pretty: A Conversation with Rebekah Taussig**

Wednesday, March 22nd, from 6:00 - 7:30 pm (EST)

Join the Zoom webinar: [https://psu.zoom.us/j/92427244892](https://psu.zoom.us/j/92427244892)

Join Rebekah Taussig, mom, wife, author, disability advocate, and educator, and Molly Countermine, associate teaching professor of HDFS, as they discuss Taussig's experience as a disabled person and what it would mean for those in disabled bodies if society saw them as "acceptable, equal, valuable parts of the whole." For more information about the author and the event, visit the event website: [https://hhd.psu.edu/hdfs/about/events/conversation-rebekah-taussig](https://hhd.psu.edu/hdfs/about/events/conversation-rebekah-taussig)
Application of Learning to Real Life Results

SRTE: What aspects of this course helped you learn?

Instructor's experience and ability to tie relevant course material to real life situations.
Provide Application of Learning to Real Life

- Case Studies and Group Problem Solving
  - Apply course content in practical settings
  - Solve problems together
  - Evaluate colleague’s work
Provide Application of Learning to Real Life Example

M01: Assessment Case Study - Fall/Spring

Below there are 3 case studies. You will need to choose one case study you will work on in a group. Once you have chosen a case study, see if the group is available and self-select. Group names will correspond to the case, its number, and the name of the patient. Since groups are self-select in nature, this is a first come, first serve opportunity. Here is more information about groups: Video - Groups: Creation and Interaction

Case Study Details

Case 1
JS is a 43-year-old woman coming to the outpatient clinic for an initial nutrition interview. JS’s height is 5’4”. She tells you that her weight has always been stable (around 160lb.), but that a year ago she started to become very ill. At the interview, you measure her weight to be 140 lb. You find in her medical record that she was diagnosed with breast cancer 12 months ago.

Case 2
Mr. Ying, an 82-year-old male community member, recently started going to the Centre County Senior Center on a daily basis. His wife passed away several months ago, and he decided to join the senior center for some additional interaction, meals, and social activities. A senior center staff member interviewed Mr. Ying to learn more about him. Mr. Ying reported the following:

Case 3
Sam is a 36-year-old female admitted to the hospital. She was involved in a very serious car accident six days ago. She has remained unconscious since the event and has had surgery to repair damage to her small intestine and pancreas. Her weight has been steady prior to the accident. She is 170 cm tall and weighs 75 kg.
Meaningful Assignment Feedback Results

SRTE: What aspects of this course helped you learn?

The professor is awesome! He's easy to talk to, provides great feedback on assignments, and communicates well with students.

I really loved the professor for this class. It is very encouraging to have positive and thoughtful feedback rather than just a grade, and I liked that the professor often left comments with grades.
# Meaningful Assignment Feedback - Rubrics

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
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<tbody>
<tr>
<td><strong>HPA 101 Reflection Assignment Rubric</strong></td>
<td></td>
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<tr>
<td><strong>Integration of Course Material</strong></td>
<td>20 pts</td>
<td>20 pts</td>
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<tr>
<td>Skillfully weaves many course terms, concepts, or theories throughout the paper. Thoroughly applies content in a fluid manner that represents a clear mastery of the material.</td>
<td>16 pts</td>
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<tr>
<td>Integrates several course terms, concepts, or theories throughout the paper. Explains content in a manner that represents a clear understanding of the material.</td>
<td>12 pts</td>
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<tr>
<td>Occasionally refers to course terms, concepts or theories into the paper. Paraphrases definitions without additional insights in a manner that represents an emerging comprehension of material.</td>
<td>0 pts</td>
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<tr>
<td><strong>Evidence of Critical Thinking</strong></td>
<td>20 pts</td>
<td></td>
</tr>
<tr>
<td>Extensive evidence of original and critical thinking among ideas presented. Main points are well developed with high quality and quantity support. Most ideas are applied to previous knowledge, prior assumptions, and personal and/or professional examples. Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and fits thought regarding the topic.</td>
<td>16 pts</td>
<td></td>
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<tr>
<td>Some evidence of original and critical thinking among ideas presented. Main points developed with adequate supporting details. Several ideas are connected to previous knowledge, prior assumptions, and personal and/or professional examples. Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.</td>
<td>12 pts</td>
<td></td>
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<tr>
<td>Limited evidence of original and critical thinking among ideas presented. Main points are present with partial detail and development. Few ideas are related to previous knowledge, prior assumptions, and personal and/or professional examples. Writing is a bit unorganized and some points remain misplaced and stray from the topic. Transitions are evident but not used consistently throughout brief. Overall unity of ideas is lacking.</td>
<td>0 pts</td>
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<tr>
<td><strong>Quality of Writing</strong></td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>Paper is free of distracting spelling, punctuation, and grammatical errors. There are no sentence fragments, comma splices, or run-ons. All professional terms are used appropriately. Language and style effectively communicate ideas. All sources, including the course material, are cited according to APA format.</td>
<td>8 pts</td>
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<tr>
<td>Paper has minor spelling, punctuation, and/or grammatical errors. Very few fragments, comma splices, or run-ons. Most professional terms are used appropriately. Language and style do not interfere with communication. Most sources, including the online lesson, are cited according to APA format.</td>
<td>6 pts</td>
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<td>Paper has frequent spelling, punctuation, and grammatical errors that distract the reader’s progress. Misuse of professional terms. Language and style are inconsistent or inappropriate and in some places obscure meaning. Sources, including the online lesson, are not cited according to APA format.</td>
<td>0 pts</td>
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<td><strong>Total Points</strong></td>
<td>50</td>
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**PennState College of Health and Human Development**
Meaningful Assignment Feedback - Speedgrader Comments

**HPA 101 Reflection Assignment Rubric**

<table>
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<tr>
<th>Criteria</th>
<th>Ratings</th>
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<tbody>
<tr>
<td>Integration of Course Material and Argument</td>
<td>Skilfully weaves many course terms, concepts, or theories throughout the paper. Thoroughly applies content in a fluid manner that represents a clear mastery of the material.</td>
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<tr>
<td>Evidence of Critical Thinking and Analysis</td>
<td>Some evidence of original and critical thinking among ideas presented. Main points developed with adequate supporting details. Several ideas are connected to previous knowledge, prior assumptions, and personal and/or professional experiences. Writing is cohesive and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.</td>
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<tr>
<td>Quality of Writing</td>
<td>Paper has minor spelling, punctuation, and/or grammatical errors. Very few fragments, comma splices, or run-ons. Most professional terms are used appropriately. Language and style do not interfere with communication. Most sources, including the online lesson, are cited according to APA format.</td>
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**Total Points:** 44

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**Assignment Comments**

**Good work on your Lesson 01 Reflection.** You did a nice job with parts of this paper. Particularly incorporating course material from the lessons and textbook and outside research throughout. Keep this up for the remaining two reflections. You also did a good job describing your prior perspective on the US health care system and why your thoughts on which country held the best health care shifted from Canada to Norway after reviewing the content from last week. However, in the area of critical thinking, I would have liked more depth and detail overall. If you are for 2-4 full pages of content, exclusive of title, reference, and abstract pages, you should be more on track with the detail I am looking for in these assignments. As for writing mechanics, there were errors in in-text citation and grammar, including sentence fragments. For example, you should not list the links to websites or full citations within the document, only on the reference page. According to APA it should follow the (Author, Year) format like (Shi & Singh, 2019) or (Deutsch, 2015). If you have questions about APA format, the Library’s APA Citation Guide is a good resource: [https://guides.library.psu.edu/apastyleguide/overview](https://guides.library.psu.edu/apastyleguide/overview). Otherwise, solid work on the first paper of the semester.
Engaging Connection Between... 
Course Material and Students
Q2 Poll: Course Material and Students

What method do you find most effective for active learning? Select all that apply.
Encourage Active Learning

• **Reading Aids:** Guiding reading questions, guiding video questions, worksheets, reading logs, journals – have items available for students to use to take notes electronically/written

• **Interactive Content/Media:** Reflective Questions, Check Your Understanding, Check Yourself Activities, H5P

• **Reading/video quizzes**
Course Material and Students

The integumentary system is the largest organ in your body (well, actually on it). It is composed of your hair, nails, and three layers of tissue: the epidermis, dermis, and hypodermis.

The muscular system is composed of about 650 muscles that help with movement, blood flow, and other bodily functions. There are three muscle types: skeletal muscle, smooth muscle, and cardiac muscle.

Check Your Understanding: Anxiety About Aging Activity

Do you fear getting older?

To better understand our own perspectives about the aging process, you can take the Anxiety about Aging Scale (Lasher & Faulkender, 1993). This scale was created to measure individuals' fears of getting older, whether they be conscious or unconscious.

Before going further, take a couple of minutes to download and complete the Anxiety About Aging questionnaire. After you have taken the questionnaire, come back here to understand your scores.

Understanding Your Scores

Click on the Factor 1 Feedback button to review feedback based on your Factor 1 scores.

Click on the Factor 2 Feedback button to review feedback based on your Factor 2 scores.

Click on the Factor 3 Feedback button to review feedback based on your Factor 3 scores.

Click on the Factor 4 Feedback button to review feedback based on your Factor 4 scores.

Information for the subscales was compiled from Benton et al. (2007).

If you are interested in learning more about the Anxiety about Aging Scale or the study, refer to the following resources.
Course Material and Students

Respect Diverse Talents and Ways of Learning

• Build in strategies that promote autonomy
• Offer choices for accessing content
• Use authentic assessment strategies rather than read, memorize, and test methods, such as:
  • Projects, portfolios, current events, real-world activities/experiences, interview people, present to people in field
  • Use Scaffolding techniques: one part of a project builds on another; provide tips, lists, suggestions, resources that help guide students to be successful
Course Material and Students

Prefixes for Numbers

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<thead>
<tr>
<th>Prefix</th>
<th>Definition</th>
<th>Examples</th>
<th>Audio</th>
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<tr>
<td>primi</td>
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Group Presentation

Group Selection

You will be randomly assigned to a group of students to research and present a population that will be discussed in a future lesson. Select People from the course menu to view your group assignment. The group assignments will be available after the drop/add period to accommodate late additions and drops from the course. How do I view all groups in a course as a student?

Timing

During the second half of the semester, your group will give a presentation on an ethnic or non-ethnic population assigned to your group. You should present a subset of the population assigned to you.

Your group will submit your PowerPoint file AND the video file to the assignment by the Friday before the lesson on your assigned population begins. View the course calendar or syllabus for due dates.

Presentation Content

It is recommended that you begin researching your assigned population, decide upon the subset of the population which you will present, and work on the development of your presentation early in the semester.

The presentation should not be more than 20 minutes.

Using PowerPoint software, provide an overview of the population’s
- demographics
- common health behaviors (behavior risk factors)
- common/prevalent diseases
- health determinants associated with the common diseases discussed
- discuss briefly a program/intervention that has been successful in addressing some of the health determinants and health disparities among this population in this state.
Engaging Connection Between...  
Student and Classmates
Q3 Poll: Student and Classmates

Which types of learning strategies do you use to encourage cooperation and collaboration among students? Select all that apply.
**Student and Classmates**

Encourage Cooperation Among Students

- Build autonomy using student-driven assignments and universal design learning (UDL) principles
- Utilize game-based elements to spark curiosity and encourage motivation
- Integrate learning opportunities for students to share ideas and experiences and learn from peers
- Create collaborative opportunities for students to work in small diverse groups
Build Autonomy by Using Student-Driven Assignments

BBH 146 Class Discussion Interactions Instructions

2. Provide THREE ground rules that you think will be important to ensure interactions that promote learning. Consider issues such as respect for differing views, ideas, and attitudes, methods to promote dialogue rather than simple agreement or encouragement, grammar and spelling, supporting references/sources, and maintaining courtesy. Explain how or why your rules will be helpful.

[Image of course content with discussion questions and instructions]
Course Ground Rules

Thank you all for your contributions to the Class Ground Rules. There was a good deal of consensus on the ground rules, and some ones that I had not heard of that were also great and insightful! Because we will cover many controversial topics, it is critical that everyone commits to adhering to the ground rules in our interactions. This will help to ensure that the course is a productive, thought provoking, and pleasant space that promotes learning and critical thought. All course members are expected to comply with the posted Ground Rules.

Below is a summary of the rules that will guide our discussions and interactions. We will . . .

- Be respectful of one another’s opinions.
- Expect to encounter diversity in our classmates’ opinions and experiences.
- Respond in a manner that encourages continued debate and discussion rather than attempting to stifle differences when they emerge (and there will be differences!)
- Maintain an open mind and be willing to think about and consider points of view that differ from our own.
- Welcome personal opinions but also look for statements that are backed by references to the text or other credible sources.
- Strive to demonstrate mastery of the lesson concepts in our posts.
- Maintain courtesy in and be mindful of the tone we use in all posts, including re-reading comments for tone and clarity prior to posting, especially if strong feelings are involved.
- Strive for the use of professional/academic language and tone unless otherwise specified (for example, slang terms may be used as illustrative points for some discussion questions).
- Avoid expressing judgment of our classmates as people and of their opinions.
- Avoid making assumptions about class members. Students will learn a lot about one other over the semester, but remember that we cannot know everything about each others’ experiences and background, especially in regard to sexuality.
- Commit to keeping any personal information that is shared confidential.
- Expect to give more to discussion forums than we get back.
- Use best practices for electronic communication, including:
  - Responding in a timely manner and checking into the forum throughout the week
  - Delaying a response if angry
  - Avoiding the use of all CAPS, etc.
  - Checking the spelling and grammar in posts
  - Signing posts as you would like others to address you
- Last, but not least . . . . Have fun and be curious!

If you think any important considerations are missing or have questions about the expectations, please reach out to me!
Utilize Game-Based Elements

HDFS 249N Packback Instructions and Polls

Part 1 - Selection/Response to Homework Discussion Poll Requirements
To count for purposes of submission, students must:

- First, select a poll choice for the poll question.
- Second, defend their response to their poll choice. Students are required to include a written response along with their selection. The written response will be checked by the AI just like any other post on Packback.
- Include context that ties back to the lesson in some way.
- Include at least one (1) link or video to an internal resource or a high-quality external resource.
- Have a curiosity score of at least 70.
- Post on time. Late discussion poll responses are NOT accepted. There is NO partial credit on any of this.

Part 2 - Reply to Homework Discussion Poll Requirements
To count for purposes of submission, students must:

- Reply to at least one other student's selection/response. Students are welcome to respond to more than one peer; however, students will only receive credit for responding to one peer.
- Respond to the opposite side of your original posting. For example, if you are "in support, or in favor" of a topic, you should respond to someone who was "against, or not in favor" of a topic.
- Answer your peer by including context that ties back to the lesson in some way.
- Have a curiosity score of at least 70.
- Respond on time; there is NO partial credit.

Part 3 - Post a Reflection/Create a Question to Homework Discussion Poll
To count for purposes of submission, students must:

- Include an open-ended question.
- Include context that reflects on your experience in some way. For example:
  - the material you learned from the poll assignment, which includes any research you conducted and/or information you learned from other students in the course,
  - the material you learned from the corresponding lesson, and/or
  - any real-world related experience(s) - personal and/or professional.
- Include at least one (1) link or video to an internal resource or a high-quality external resource.
- Have a curiosity score of at least 70.
- Respond on time; there is NO partial credit.

L08: Is Retirement Obsolete?
In this lesson, we discussed the typical work fantasy: retirement. Frequently, you may hear individuals say how they cannot wait to retire. Yet, we learned that those who are able to retire, do not actually retire (at least somewhat). For some, they may disengage entirely from the workforce and pursue their goals. For others, they begin work in other areas, possibly a new job or volunteering. Still others may engage in part-time work and pursue their leisure activities. So, we have to ask ourselves: Is the idea of retirement obsolete or is it still a fantasy?

Class Responses

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<tr>
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<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I do not think I will retire.</td>
<td>16 Responses</td>
</tr>
<tr>
<td>B</td>
<td>I still dream that I will retire.</td>
<td>22 Responses</td>
</tr>
</tbody>
</table>

11:34 AM, 1/18/2023 🇺🇸 ○ Options ▼  ▷ Add Response

Filter Replies: A ▼
**Retirement is not obsolete, but it is changing.**

Traditionally, retirement has meant the end of one’s working life and the beginning of a period of leisure. However, as people live longer and healthier lives, many are choosing to work longer or pursue second careers after their initial retirement. In addition, the concept of retirement itself is evolving. Rather than simply stopping work altogether, many people are choosing to transition to part-time work, consulting, or freelancing. This allows them to continue working in a way that is flexible and fulfilling, while also having more time for hobbies, travel, and other interests. Overall, retirement is not becoming obsolete, but it is certainly changing. The idea of a fixed retirement age and a traditional retirement lifestyle may no longer be relevant for many people. Instead, retirement is becoming a more individualized and flexible concept, allowing people to pursue their goals and interests in a way that works for them. While it’s necessary to have a vision and develop plans to accomplish that vision, it can also be satisfying to use your resources, vision, plan, and financial well-being to impact the lives of others. After all, it isn’t about the money; it’s about what the money can do (Morrison, 2021).

**REFERENCE:**

**How we view retirement is changing**

Hi, 

I originally chose the other option. However, I thought you brought up some great points. I agree that the way we view retirement is changing. Back then, there were more pension programs that were offered to employees, whereas today it's somewhat of a foreign concept. My grandmother and my grandfather both had pensions, and I didn’t even know what a pension was until around two years ago when I took an economics class. Like you said, retirement is changing. People are deciding to keep part-time jobs, freelance, etc., and the traditional retirement lifestyle is becoming rare and may look completely different in many years from now. I believe retirement is about flexibility and financial freedom (in a way). Flexibility is something a lot of people who work full-time jobs and have established careers don’t have. Who knows, even that might change in years from now!

**REFERENCE:**

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**PennState College of Health and Human Development**
Integrate Opportunities for Sharing and Learning

HDFS 254N Book Discussion Overview and Instructions

Book Unit 1 Overview

To-Do Date: Jan 16 at 12:01am

It’s time to get started on the heart of this course—the book units! To help you see the structure of the course, we will begin each book unit with an overview page like this one, laying out what you’ll be doing for the next few lessons. Each book unit includes a memoir, online lessons, and assignments to help you reflect on the course material.

In this book unit, you will get to:

- Read the memoir *The Other Wes Moore*, by Wes Moore.
- Read online lessons that will teach you social science and humanities concepts you will use to analyze the memoir and participate in quality discussions.
- Prepare for and participate in a discussion about the book.

Along the way, you will have reflection questions, sharing posts, and book discussion questions to help you connect what you are learning through the online lessons to your own life, the lives of your classmates, and the memoir.

Keep in mind, there are no exams in this class. You will never have to memorize a bunch of facts or cram for a test. Instead, the heart of this class is in the reflection questions, sharing posts, and book discussion questions. Try not to race through the online lessons. Take the time to really think about the reflection questions, read your classmates’ sharing posts, and enjoy a less memorization-based, more thought-based course!

To get off to a good start, we recommend that you:

- Download and review the [Book 1 Discussion Question Worksheet](#). As you find information to help you answer these questions, jot it down!
- Check the [Group Assignments: Find Your Group](#) page, located in the Course Overview module, to verify your group’s meeting time, and mark it off on your calendar.

We know many of you have busy lives and lots of things going on. You are welcome to work ahead in the course if you know you have a packed week coming up. We are providing guidelines, but not hard and fast rules, about how much of the memoir you should be reading at specific times throughout the course. These memoirs are all easy reads. Read them before you go to bed at night, on the bus, at your kids’ soccer practice, or if you just can’t put books down, all in one sitting!

**Please note:** All students are expected to participate in their scheduled discussion groups. As with other professional obligations, if you have any concerns or a major schedule conflict, reach out to the instructor as soon as possible to resolve the issue.
**HDFS 254N Book Discussion Worksheet**

**Book 1 Discussion Question Worksheet: The Other Wes Moore**

**Student Name:**

**Quick feedback on the book:** As usual, we would love to hear your thoughts about the book.

1. About how long did it take you to read this book (in hours)?
2. Scale of 1 – 10: How much did you enjoy this book?
3. Scale of 1 – 10: Would you recommend this book to a friend?
Scale items: 1 = the lowest possible score, 5 = neutral, 10 = the highest possible score.

**Instructions:** To prepare for the group discussion with your classmates, each student should select FIVE (5) of the following prompts and prepare a response. Pick the questions that you find most interesting!

- Please type your answers directly on this sheet, immediately underneath the question you want to answer.
- These questions are complex and contain several parts - they are designed so that each question facilitates an interesting discussion. Think through the whole question before answering.
- Your answer should be about two paragraphs per question.
- Craft thoughtful answers that draw from course material, your own experiences, and the memoir as needed. Where appropriate, you may include some bullet points in your answer.
- Be sure to include clear in-text citations (including page numbers where relevant) so you can find the original content easily during the discussion.

**Question Options**

1. Draw from the resilience literature to think about the protective and risk factors experienced by each Wes Moore. Think broadly about their peer, family, school, and community resources. How are the boys’ risk and protective factors similar? How are they different? Does examining these factors help explain their different outcomes?

2. Now list the individual skills and characteristics of each Wes Moore. How did each boy’s skills and characteristics help him or get in his way? Does examining these factors help explain their different outcomes?

3. What role did each boy’s perceptions of their options, risks, resources, and supports play in the choices he made? Does examining these factors help explain their different outcomes?

4. What were the components of military training that Wes indicates helped him get on a better path? Do they match what the resilience literature says is helpful to people? Have you ever learned any of these skills or ways of thinking? Where or how did you learn them?

5. Return to the literature about agency within structural constraints. Comparing the boys, how much agency did each exhibit, and how much did each get overwhelmed by constraints? Does examining these factors help explain their different outcomes?

6. Do you have any experience working on, or living in, high-risk communities?
   a. If so, describe the community briefly. How were the experiences of these boys’ similar to, or different from, your experiences? How does your experience shape your reaction to the outcomes for these two men?
   b. If not, what were your reactions to reading about the lives of children living in these communities? How were their experiences different from yours? How does that inequality in opportunities influence how you think about their choices and outcomes?

7. How does comparing the life histories of these two boys help us understand the “Dangers of a Single Story” and the importance of studying multiple people from an environment, while also helping us appreciate the utility of examining one or two lives in depth? What questions do you have after reading these single stories that you would like to see answers to from social science research?

8. Look back at the lesson content on critical reflection and empathy. Identify one idea or event in the memoir that challenged you to think differently, question an assumption you held, or stretched your ability to empathize with a person in the memoir. What was the idea or situation? What did you learn?

9. How do you feel about the Wes Moore who ended up in jail? He committed a terrible crime. He had a very challenging childhood. How can we reconcile the realities of his options with the realities of his crime? Did his family, community, or society fail to live up to their responsibility to him? Did he fail to live up to his responsibility? Explain why you feel this way.
## Self and Peer Assessment Rubric

Use this rubric to accurately score yourself and your classmates on each assessment item.

<table>
<thead>
<tr>
<th>Component</th>
<th>5=Excellent</th>
<th>3=Moderate</th>
<th>1=Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped the group stay on task and complete the assignment on time</td>
<td>Consistently provides relevant comments and suggestions, also tries to keep the group on task in a friendly way.</td>
<td>Some effort is made to stay on task, but at other times, contributions draw the group away from the task and are disruptive.</td>
<td>Contributions are consistently off topic, drawing the group away from the task at hand.</td>
</tr>
<tr>
<td>Contributed his or her fair share to the discussion and product ~ not too much, not too little</td>
<td>Everyone participates about equally, sharing thoughts, questions, resources, and ideas.</td>
<td>Several people participate regularly, and the other people participate at least occasionally.</td>
<td>One person dominates the discussion, others participate much less or not at all.</td>
</tr>
<tr>
<td>Offered, and gently encouraged others to offer, evidence to support claims.</td>
<td>When people make big claims they consistently provide evidence and are clear whether the evidence comes from lived experience, research, interview, a memoir.</td>
<td>Some effort is made to use evidence, but it is mostly from personal experience.</td>
<td>Claims are stated as facts but no effort is made to bring evidence from readings or research into the discussion.</td>
</tr>
<tr>
<td>Respectfully engaged in discussion of alternative claims and ideas, and encouraged others to do the same, before settling on a conclusion.</td>
<td>Alternative claims and ideas are mutually raised, discussed, and incorporated into the answer.</td>
<td>Alternative claims and ideas are occasionally raised and may sometimes be discussed.</td>
<td>Alternative claims and ideas are not raised or discussed.</td>
</tr>
<tr>
<td>Balance critical reflection and empathy</td>
<td>Ideas are challenged and explored, with kindness and compassion for the individuals in these situations.</td>
<td>Some critical reflection and some empathy are present, but the conversation is superficial.</td>
<td>Empathy takes over the conversation, blocking out opportunities for critical reflection, or reflections are critical but lack empathy.</td>
</tr>
</tbody>
</table>

If you were putting together a work group, how likely would you be to invite this person to participate?

<table>
<thead>
<tr>
<th>Component</th>
<th>5=Very Likely</th>
<th>3=Somewhat Likely</th>
<th>1=Not at all Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work group formation: How likely would you be to invite this person to participate?</td>
<td>I would choose to work with this person every time!</td>
<td>I would be neutral about working with this person in a work group.</td>
<td>I would strongly prefer not to work with this person.</td>
</tr>
</tbody>
</table>

---

## Book Unit 1 Self and Peer Assessment

After your book discussion, please complete this self and peer assessment. A few reminders:

- You will assess yourself on each of the components of a good discussion.
- You will assess each of the people in your discussion group.
- Refer to the Self and Peer Assessment Rubric, and if necessary print out, as you complete this assessment. It provides clear guidance about how to fairly score yourself and your classmates on each component of a good discussion.
- Please be sure to provide constructive feedback! Review the course material on constructive feedback as needed.

Complete the Self and Peer Assessment (%) survey!

We strongly recommend that you do this immediately after your group’s discussion, so the discussion is fresh in your mind.

For this first discussion, the instructor will compile the assessments, review the recorded discussions as needed, and provide each of you with feedback on your discussion performance. You will NOT receive a Discussion Quality grade for this discussion to provide you with an opportunity to learn and grow.

For information about grading on completing the assessment and the discussion skills, see the Group Discussions page of the Course Overview Module.

<table>
<thead>
<tr>
<th>Points</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitting</td>
<td>Nothing</td>
</tr>
<tr>
<td>Due</td>
<td>For</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Everyone</td>
</tr>
</tbody>
</table>

### HDFS 254 Book Unit 1 Self and Peer Assessment Form

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Unit 1 Self and Peer Assessment Form</td>
<td>10 pts</td>
<td>-</td>
</tr>
<tr>
<td>Full Marks</td>
<td>The assessment is completed thoroughly and thoughtfully.</td>
<td>5 pts</td>
</tr>
<tr>
<td>Partial Marks</td>
<td>The assessment is partially completed.</td>
<td>0 pts</td>
</tr>
<tr>
<td>No Marks</td>
<td>The assessment is not completed.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points: 10
HDFS 254N Book Discussion Synthesis

HDFS 254 Book Unit Final Answers to Discussion Questions Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Components</td>
<td>5 pts A</td>
<td>4-5 points: All required components are present and of high quality. Assignment structure is neat and professional.</td>
</tr>
<tr>
<td></td>
<td>4 pts B</td>
<td>4-4.5 points: All required components are present and most are of good quality. Assignment structure is neat and professional.</td>
</tr>
<tr>
<td></td>
<td>3.5 pts C</td>
<td>3.5-4 points: Response is passing college-level work, but could use improvement. All components are present and quality of one or more component is inadequate.</td>
</tr>
<tr>
<td></td>
<td>3 pts D</td>
<td>3-3.5 points: One or more major components are missing and/or quality of one or more component is inadequate.</td>
</tr>
<tr>
<td></td>
<td>0 pts F</td>
<td>0-3 points: Two or more major components are missing and/or quality of two or more components is inadequate.</td>
</tr>
</tbody>
</table>

Total Points: 5

Posting to Discussion Questions

Once you have completed your response, you are ready to share it with the class. Click on the Reply button and post it for your classmates to see.

For all Book Unit Final Answers to Discussion Questions posts this semester, you need to post first before you will be able to see your classmates’ responses and complete the following:

- The subject for your post should include the question number and a short title describing the question content (e.g., “Question 1: Risk and Protective Factors”).
- This allows students to look for all of the different ways that Question 1 was answered.
- Please copy the question into the top of your discussion post, and write your answer below it (just as you did on your book discussion worksheet).
- Your written answer should be thorough, reflecting the range of issues discussed and any conclusions reached by the group. If there was disagreement, explain the differing opinions.
- Please reference relevant course material, book passages, and other sources as necessary, using in-text citations.

After you have posted your answer, we encourage you to look through some of your classmates’ posts. This will allow you to:

- Think about questions your group did not answer.
- See how other groups answered the questions your group also discussed.
- Have access to multiple ideas and opinions when you work on your final paper.

We hope you will take advantage of the opportunity to learn more about this topic from your classmates’ perspectives, but you are not required to read through all of them or reply. You are welcome to participate in reading and responding as much or as little as you’d like.

Required components are always the same for reflection questions, discussion preparation questions, and final answers to discussion questions. Detailed information about the structure of your assignment and the required components can be found on the Reflection Questions and Discussion Preparation Assignments page of the Course Overview module.
Create Small Collaborative Diverse Groups

RPTM 433 W Group Research Project

Group Assignments

Students will work in small groups of 3-5 to complete a semester-long research project. Although the project will be conducted in the context of a group, most assignments will have at least some individually-graded components. Each student will be responsible for posing a unique research question and collecting data to answer it.

Your research project for this course will be made up of multiple stages that you will work on with your group throughout the semester. At the end of the semester, you will revise your prior work into a final group paper and presentation. Group assignments consist of the following:

1. 2 Group Written Assignments: Methods, Results and Discussion
2. 2 Group Presentations
3. Group Final Paper
4. 2 Peer Evaluations: Step 1: Decide on your topic and research question

Refer to each assignment for additional details.

What is the Role of the Course Instructor?

The course instructor will prepare students for group work and support groups through check-ins, assignments, and feedback. However, the course instructor will not micro-manage your group, so it will be your responsibility to decide how you will work together. One way of doing this is to take time and create a group contract, which will be covered shortly. You should also decide how your group will communicate and work together (e.g., using email, a messaging system, Google Drive, etc.)

Note: No groups are the same. Groups may vary in the way they function based on previous experiences, geographical locations, diverse needs and cultural beliefs, and many other factors. If you need assistance with the way your group is functioning, you should contact the course instructor as soon as possible.

How are Groups/Teams Determined?

Students will self-assign to groups based on research interests. The ideal group will share an interest in a particular population (the people from whom you will collect data, such as Penn State students, people who attend music festivals, hikers, etc.) while each group member has a unique research question. Decisions about research questions and group membership will be made within the first few weeks of the course.

What Are Group Teams Composed of?

Groups will have one or two TAs (Teaching Assistants, also known as TAs and/or GAs) at any time during the project. The TA will work with the team and you as a group to help the team meet milestones and deadlines. TAs will also be available to answer group-related questions.

What are TAs Responsible for and What are Their Roles?

TAs are responsible for helping students with their projects, answering questions, and providing feedback. TAs will also help students develop their research questions and design their methods of data collection and analysis.

What is the Role of the Group President?

The group president will take charge of the group during meetings and will lead the group in selecting research questions and designing methods of data collection and analysis.

What is the Role of the Group Secretary?

The group secretary will take charge of the group's communication and will be responsible for keeping the group informed of meetings, assignments, and deadlines.

What is the Role of the Group Treasurer?

The group treasurer will be responsible for managing the group's budget and ensuring that all group members are compensated fairly.

What is the Role of the Group Marketing Director?

The group marketing director will be responsible for promoting the group's research project to potential stakeholders, such as potential funders, and will be responsible for communicating the group's progress to potential stakeholders.
L04 Group Work: Check-In Survey

This is a preview of the published version of the quiz

Started: Mar 20 at 5:53pm

Quiz Instructions

After completing this lesson you should have a better idea of the methods you will use to answer your research question. Make sure you discuss your ideas with your group. You will want to look ahead in the course and begin preparing for the group presentation that will take place during Lesson 06: Data Collection Methods.

This activity is worth 0 points and will not be graded. Although it will not be graded, you are REQUIRED to complete the activity.

If you do not submit this activity, you will be contacted by your instructor.

During the semester, you will need to complete short activities, such as this one, to ensure you and your group members are meeting specific milestones. These milestones have been put in place as a guide to assist you with being successful with the research project. This activity will inform your course instructor whether you and your group are on schedule with the timeline. Your course instructor will be monitoring your progress and may reach out during the semester to address any questions you or your group may have. If at any time you have questions or need anything, we encourage you to reach out to the course instructor for assistance.

Check the Course Calendar or Syllabus for due dates.

Question 1

Does your group have a system in place that will help you to successfully work on your group project? We define system as including such things as:

1. an agreed upon time to meet to plan the upcoming group presentation.
2. a system for communicating with your group (e.g., email, text messaging, GroupMe, Canvas Group space, Microsoft Office Teams, Zoom, Bongo, other class resources, etc.),
3. decisions about what tools you will use to complete your research project (e.g., GSuite - including Google Docs, Google Slides, etc.; Microsoft Office OneNote; Canvas Group space; Zoom; Bongo; PowerPoint; Prezi; other course resources; etc.), or
4. anything else we may not have included.

Yes

No

Question 2

If you answered "Yes" to the first question, please provide a brief explanation of your system.

If you answered "No" to the first question, please provide an explanation of the outstanding items your group must still decide/agree on for having a system in place and your plan for developing this system.
L14 Group Research Project: Final Presentation

Presentation Overview

In this assignment, your group will be presenting your research project. Your group presentation will be created by recording each group member’s sections of the presentation and stitching them together using Bongo. (As you should recall, we used Bongo in previous assignments.)

Notes About Assignment

1. This is a group presentation. You will be working as a group, but your individual contributions will be graded accordingly.
2. When each person is ready to present, you will need to open Bongo in a new browser window.
3. Each group member's finalized 60-90 second Adobe Spark video (L13 Video Draft Assignment) should be incorporated into this presentation.
4. This assignment will prepare you for the final paper in this course.

Assignment Resource

Video: Final Presentation Example Student Video (20:31)

The following video, Final Presentation Example Student Video, is a good example for this assignment. This video is a real presentation completed for this course by students in a previous term.

Presentation Requirements

Presentation Sections: Content Requirements

Individual and Group contributions: Although you are presenting one group project, you are not responsible for the work of your peers. Grading therefore reflects each group member’s individual contributions when possible.

1. Topic: You should briefly introduce the topic of study. Give the audience a clear, thorough description of the background information you learned about while writing your literature review.
   • Group contribution: Your introduction of the overall topic/focus area will be graded as a group.
   • Rationale: You should also provide the audience with the rationale for your study, identifying why this research is needed. Discuss gaps in the current body of knowledge.
   • Group contribution: Your presentation of the rationale for the overall study will be graded as a group.

2. Research questions: Convey your topic of interest and study rationale to your research question. Discuss how answering this research question will add to the current body of literature.
   • Individual contribution: The inclusion of each group member’s research question will be graded individually.
   • Methods: Identify the data collection methods you used to answer your group’s research questions, including the strategies used for recruitment.
   • Group contribution: Your presentation of the methods for the overall study will be graded as a group.

3. Results: Describe the key quantitative and qualitative findings relevant to each group member’s research question.
   • Individual contribution: The presentation of each group member’s results will be graded individually.

4. Discussion: Connect your literature/rationale with your results and discuss the implications of your study. Include a brief mention of limitations, but focus on why and how your study could be useful.
   • Each group member will be graded on their individual discussion of their findings and implications, but limitations will be graded at the group level.

5. Videos: Each group member’s 60-90 second Adobe Spark video (L13 Video Draft Assignment) should be incorporated into this presentation.
   • Individual contribution: The inclusion of each group member’s video will be graded individually.

Delivery

• Participation: Each group member should speak for approximately equal portions of the presentation.
• Introduction: Please make sure each speaker introduces themselves by name.
• Speaking expectations: Present in a clear, coherent manner.
• Individual contribution grade: The quality of each group member’s delivery will be graded individually.

Length and Timing

• Presentation length: Groups with 5 people will have 30 minutes to present. Groups with 4 people will have 25 minutes to present. Groups with 3 people will have 20 minutes to present.
• Group contribution grade: Presentation length will be graded at the group level.

Visual Aid

• Visual aid type: You must have a visual aid, which can be in any professional format PowerPoint, Prezi, Google Slides, etc.
• Clarity: Text should be large enough, and presented for long enough, to easily read.
• Group contribution grade: Visual aid will be graded at the group level.
## RPTM 433W Final Presentation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research Questions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeding</td>
<td>Provides thorough and clear description of:</td>
<td></td>
</tr>
<tr>
<td>Achieving</td>
<td>Provides generally clear description of:</td>
<td></td>
</tr>
<tr>
<td>Improving</td>
<td>Provides a mostly clear description of:</td>
<td></td>
</tr>
<tr>
<td>Attempting</td>
<td>Provides a description of topic. Description</td>
<td></td>
</tr>
<tr>
<td>Struggling</td>
<td>Provides a description of topic. Description</td>
<td></td>
</tr>
<tr>
<td>Failing</td>
<td>Provides no description of topic. Description</td>
<td></td>
</tr>
<tr>
<td><strong>Exceeding</strong></td>
<td>Provides thorough and clear description of:</td>
<td>5</td>
</tr>
<tr>
<td><strong>Achieving</strong></td>
<td>Provides generally clear description of:</td>
<td>4</td>
</tr>
<tr>
<td><strong>Improving</strong></td>
<td>Provides a mostly clear description of:</td>
<td>3</td>
</tr>
<tr>
<td><strong>Attempting</strong></td>
<td>Provides a description of topic. Description</td>
<td>2</td>
</tr>
<tr>
<td><strong>Struggling</strong></td>
<td>Provides a description of topic. Description</td>
<td>1</td>
</tr>
<tr>
<td><strong>Failing</strong></td>
<td>Provides no description of topic. Description</td>
<td>0</td>
</tr>
<tr>
<td>Exceeding</td>
<td>Provides thorough and clear description of:</td>
<td>5</td>
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<td>Failing</td>
<td>Provides no description of topic. Description</td>
<td>0</td>
</tr>
</tbody>
</table>
Smeal Peer Assessment: FA22 RPTM 433W Final Peer Evaluation: Preview

FA22 RPTM 433W Final Peer Evaluation

All fields marked with a * are required.

Please rate your group members on their contributions in preparing and presenting and/or submitting your group assignments. We expect you to be honest and fair in completing this evaluation. Your ratings will NOT be disclosed to other students.

Rate each of your group members on their level of EFFORT and the QUALITY of their work. In rating your peers please use a scale from zero to five where 5 = Excellent, 4 = Good, 3 = Satisfactory (room for improvement), 2 = Somewhat unsatisfactory, 1 = Unsatisfactory, and 0 = Very poor. Try to factor out personality and individual likes and dislikes. Both of these questions are REQUIRED for you to complete.

There is one OPTIONAL question where you can provide any additional comments you have about working with your group and/or the process.

Your grade on this assignment will be an average of your peers’ ratings of you, or a 0 if you have not turned in your own ratings of your peers. If there is a wide discrepancy in your peers’ feedback, the lowest outlier will be dropped from the average.
Engaging Connection Between...
Students and Environment

Welcome to HDFS 249N: Adult Development and Aging

This course provides a basic introduction to concepts, theoretical perspectives, and key empirical studies on adult development and aging. Students will become familiar with key developmental trends and challenges that must be addressed to achieve healthy growth and development throughout adulthood and late life. The course addresses changes in physical health, cognition, and psychosocial functioning (including mental health, social roles and relationships, and transitions in work and retirement); and the implications of these changes for issues such as risk of disability, dementia, caregiving, and end-of-life decisions.

The majority of the class will be spent in Modules, interacting with course content, assignments and other resources. During your first visit, start here.

[Modules]
Q4 Poll: Students and Environment

How do you reduce student disengagement in your course? Select all that apply.
Students and Environment

Frustrated = Unengaged

Reduce roadblocks in the course and design to improve the student experience.

• Consistency
• Intentional Word Choice
• Scaffolding
• White Space

Quality Matters
Scaffolding Strategies

Enables instructors to deliver material in segments for a culminating project to improve student success.

- Students receive frequent instructor feedback
- Students have opportunity to improve their work
- Students continuously build skills throughout semester
- Students are able to better manage time
Thank You

Questions?
References

• Bigatel, P. (2016). *Student engagement strategies for the online learning environment*. Faculty Focus.

