

Student Engagement Strategies

Teaching and Learning Community: Insights and Innovation Series



PennState

College of Health and
Human Development

Meltem DiLeo, Jennifer Gray, Ravi Patel,
Terry Schiavone, Louise Sharrar, Kristopher Struckmeyer



Are your students ENGAGED?



PennState
College of Health and
Human Development

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

Source: Chickering, A. W. & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7) 3-7.

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).

Source: Coates, H. (2009). Engaging students for success: Australasian Student Engagement Report, Australasian Survey of Student Engagement. Australian Council for Educational Research (ACER).

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?

Course Communications Results

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

 Edit





Friday check-in
Shawnee Marie Kelly
1 Section

Aug 26, 2022 at 3:07pm

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

Real World and Current Events Example

 Edit





Upcoming HDFS events - lots of choices!
Kathryn Bancroft Hynes
All Sections

Mar 3 at 9:43am

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 flier 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> ➞

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> ➞

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

PublishedEdit⋮


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

HPA 101 Reflection Assignment Rubric					
Criteria	Ratings				Pts
Integration of Course Material	20 pts 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.	16 pts Integrates several course terms, concepts, or theories throughout the paper. Explains content in a manner that represents a clear understanding of the material.	12 pts 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.	0 pts No Reflection Submission	20 pts
Evidence of Critical Thinking	20 pts 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 stirs thought regarding the topic.	16 pts 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.	12 pts 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.	0 pts No Reflection Submission	20 pts
Quality of Writing	10 pts 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.	8 pts 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.	6 pts 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.	0 pts No Reflection Submission	10 pts
Total Points: 50					

Meaningful Assignment Feedback - Speedgrader Comments

Assessment	
Grade out of 50	
44	
View Rubric	
HPA 101 Reflection Assignment Rubric	
Criteria	Ratings
Integration of Course Material view longer description	<p>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.</p> <p>20 / 20 pts</p>
Evidence of Critical Thinking view longer description	<p>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.</p> <p>16 / 20 pts</p>
Quality of Writing view longer description	<p>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.</p> <p>8 / 10 pts</p>
Total Points: 44	

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 lesson 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 U.S. health care system and why your thoughts on which country had 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 aim for 3-4 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 with 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, 2019). If you have questions about APA format, the Library's APA Citation Guide is a good resource: <https://guides.libraries.psu.edu/apaquickguide/overview>. Otherwise, solid work on this first paper of the semester.



Engaging Connection Between...

Course Material and Students



Q2 Poll: Course Material and Students

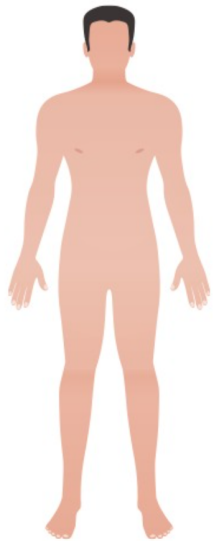
What method do you find most effective for active learning? Select all that apply.

Course Material and Students

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, H5 P
- **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.

[Factor 1 Feedback:](#)

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

[Factor 2 Feedback:](#)

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

[Factor 3 Feedback:](#)

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

[Factor 4 Feedback:](#)

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 link](#).



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

Prefixes for Numbers			
Prefix	Definition	Examples	Audio
primi	first	primary	▶ 0:00 ⏮ ⏭
mono	one	monocular	▶ 0:00 ⏮ ⏭
uni	one	unite	▶ 0:00 ⏮ ⏭
hemi	half	hemisphere	▶ 0:00 ⏮ ⏭
semi	half	semipermeable	▶ 0:00 ⏮ ⏭
bi	twice	binary	▶ 0:00 ⏮ ⏭
di	twice	diatomic	▶ 0:00 ⏮ ⏭
diplo	double	diplococci	▶ 0:00 ⏮ ⏭

Check your knowledge of medical prefixes

What is the meaning of the following word part?

semi

binary

diatomic

uni

diplococci

✖ I got it wrong

🔄 Turn

✔ I got it right!

Round 1

Cards left: 2

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

This is a graded discussion: 25 points possible

due Jan 29

122 / 123

L01 Class Interactions Discussion

Instructions

Introductions

Since this course is conducted entirely online, this is your opportunity to introduce yourself to your instructor and classmates. This information will help build our online community.

To get started, make your initial **Reply** to the discussion by introducing yourself to others and including at least information related to the Discussion Questions listed below. Then **Reply** to other classmates. Refer to the [Reply article](#) or the [Discussions section in the Canvas Guide](#) for support.

Course Ground Rules and Definitions of Sexuality

Additionally, in this assignment, you will develop three ground rules you think are important for this class. The goal of creating a set of class ground rules is to establish a positive and welcoming place to learn. Discussions, activities, and assignments are an important part of the learning experience and the ground rules will help ensure that all students feel safe and respected. Once the ground rules are posted, students are expected to adhere to them in all interactions throughout the course.

Prior to addressing the discussion questions, make sure you review the [Discussion Guidelines and Policies](#) section in the course syllabus. The Discussion Guidelines and Policies section can also be found in the [Student Resources](#) section of the course.

Discussion Questions

For this discussion, address the following questions in your initial post:

1. Include a personal introduction that notes:
 - a. where you are studying (geographically and campus),
 - b. your major or academic focus, and
 - c. one topic you hope to discuss or learn more about this semester.
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.
3. Consider the definition of **sexual intelligence** (Crooks et al., 2021): Sexual intelligence involves self-understanding, interpersonal sexual skills, scientific knowledge, and consideration of the cultural context of sexuality.
 - a. Do you agree that cultural context is a part of sexual intelligence? Why or why not?
 - b. Prior to learning about the concept of sexual intelligence in this lesson, what did you know or think about the impact of culture on sexuality?
 - c. Discuss the extent to which you think that [Al Vernacchio's TED talk, "Sex Needs a New Metaphor or It's JUST Sex"](#) reflects the concept of sexual intelligence presented in this lesson. Support your comments.

Replying to Posts: Make sure when you are replying to posts you welcome your classmates and compare your reflections on the role of culture in sexual intelligence.

If needed, cite ALL references as appropriate using a reference list at the end of your written summary. This includes any of the instructional material included in this lesson or the course. All answers and conclusions must be supported, as appropriate, with evidence and resources/citations using APA. Reference the [Writing Resources](#) for assistance.

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.



BBH 146 Class Discussion Interactions Ground Rules

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.

[Back to Discussion](#)

Discussion Poll



Asked by [Dr. Kristopher Struckmeyer](#)
Instructor at Pennsylvania State University-Main Campus



0

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



A. I do not think I will retire. [16 Responses](#) | [Clear filter](#)

B. I still dream that I will retire. [22 Responses](#)

11:34 AM, 1/18/2023 [69](#) [Options](#)

[Add Response](#)

[Filter Replies: A](#)

Poll Details and Settings

Active ✓

What type of poll is this?


Homework Poll


✓ Counted on Participation Report
Responses to this poll count towards the required responses on participation reports like a normal response.




PennState
College of Health and
Human Development

HDFS 249N Packback Response and Peer Supporting Points

 Response



Student at Pennsylvania State University-Main Campus

 0

B


I still dream that I will retire.



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:

Morrison, R. (2021). Is "retirement" obsolete? - retirement daily on ... - thestreet. Is "Retirement" Obsolete? Retrieved March 14, 2023, from <https://www.thestreet.com/retirement-daily/news-commentary/is-retirement-obsolete>.

 Source: <https://www.ml.com/articles/surprising-thing-about-retirement-today.html>, <https://www.thestreet.com/retirement-daily/news-commentary/is-retirement-obsolete>


2:16 PM, 3/14/2023  92  Options ▾

 Help

 Supporting Point



Student at Pennsylvania State University-World Campus

 0


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!




8:16 PM, 3/17/2023  75  Options ▾

 Supporting Point




Student at Pennsylvania State University-Main Campus


 0



Retirement means something different to every single person and they can choose what to do with this time.

Hi

I also selected this response for this homework poll. I also discussed the different definitions, per se, of retirement depending on the person. As you said, it is a "flexible," concept. The age at which people retire and what they choose to do during retirement differs from person to person. A person's decision on retirement will depend on their economic status, the physical demands of their job, their family, and personal interest to stay in the work field. Once retirement begins, people may choose what they want to do with that time. In this week's lesson some leisure activities it suggests are solitary, social activities, volunteering, hobbies and sports, travel, educational activities, and part-time jobs (The Pennsylvania State University, 2023). In the article "Things to do in retirement" from the website Unbiased it makes many of the same suggestions along with others such as cleaning out your house/moving, taking up a new hobby like music or dancing, working out, starting a business, or making new friends (Green, 2023). To conclude, retirement is not the end of the book, but rather starting a new chapter in life with new beginnings.

 Source: <https://www.unbiased.co.uk/discover/pensions-retirement/planning-for-retirement/things-to-do-in-retirement-25-ideas-to-inspire-you>



4:07 PM, 3/14/2023  90  Options ▾

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.



HDFS 254N Book Discussion Self/Peer Assessment

Self and Peer Assessment Rubric

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

Self and Peer Assessment Rubric Overall Ratings

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

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

Self and Peer Assessment Rubric Work Group

Component	5=Very Likely	3=Somewhat Likely	1=Not at all Likely
Work group formation: How likely would you be to invite this person to participate?	I would choose to work with this person every time!	I would be neutral about having this person in a work group.	I would strongly prefer not to work with this person.

Book Unit 1 Self and Peer Assessment

 Published  Edit 

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.

Points 10
Submitting Nothing

Due	For	Available from	Until
Feb 9	Everyone	-	-

HDFS 254 Book Unit 1 Self and Peer Assessment Form

Criteria	Ratings			Pts
Book Unit 1 Self and Peer Assessment Form	10 pts Full Marks The assessment is completed thoroughly and thoughtfully.	5 pts Partial Marks The assessment is partially completed.	0 pts No Marks The assessment is not completed.	10 pts

Total Points: 10

HDFS 254N Book Discussion Synthesis

HDFS 254 Book Unit Final Answers to Discussion Questions Rubric

HDFS 254 Book Unit Final Answers to Discussion Questions Rubric						
Criteria	Ratings					Pts
Assignment Components	5 pts A 4.5-5 points: All required components are present and high quality. Assignment structure is neat and professional.	4 pts B 4-4.5 points: All required components are present and most are good quality. Assignment structure is neat and professional.	3.5 pts C 3.5-4 points: Response is passing college-level work, but could use improvement. All components are present and quality is adequate.	3 pts D 3-3.5 points: One or more major component is missing and/or quality of one or more component is inadequate.	0 pts F 0-3 points: Two or more major components are missing and/or quality of two or more components is inadequate.	5 pts
Total Points: 5						



PublishedEdit⋮

This is a graded discussion: 5 points possibledue Feb 73030

Book Unit 1 Final Answers to Discussion Questions

Instructions

To write your final paper, you will select a course theme to analyze. You will draw from numerous course resources, including memoirs, interviews, and online lessons. To be sure you have the information you need available to write your final paper, we are asking you to write up and share your group's answers to the book discussion questions for *The Other Wes Moore*.

Why is this helpful to you?

- It's hard to know now what you will want to write about at the end of the semester. Sharing answers to the book discussion questions ensures that everyone has access to good thinking about all of the questions, whether their group discussed that question or not.
- Two groups might discuss the same question and come up with different answers. As you think about your final paper, it will be interesting to read what other people thought about each question.
- By the end of the semester, you will have forgotten what you discussed. Having everyone write up the answer to one question is a quick and efficient way to preserve all of the good thinking and ideas so they are available when you need them at the end of the semester.

During the discussion, each student will select **ONE** question s/he would like to have the group discuss. Take notes on the discussion of your question! After the discussion, you are responsible for writing up the group's answer to that **ONE question**, and posting it to this discussion forum.

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 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.

Search entries or author

Unread👁️⬆️⬇️

✓ Subscribe

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 steps 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 Paper and Results Paper
2. 2 Group Presentations:
3. Group Final Paper
4. 2 Peer Evaluations: Student and Instructor

Refer to each assignment to

Group Work Check

During the semester, these milestones will be discussed with the instructor about what to expect out during the semester for assistance.

Although these activities are designed to be completed individually, if you do not submit

Working effectively in a group is a skill that takes time to learn. It is important to feel confident and prepared

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, messenger systems, google drive space, and/or regular meetings).

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.

What is a Group/Team Contract or Charter?

It is important to the group/team to have a contract at any time during the semester. The contract can include any of

as a conferencing room);

ing members informed of

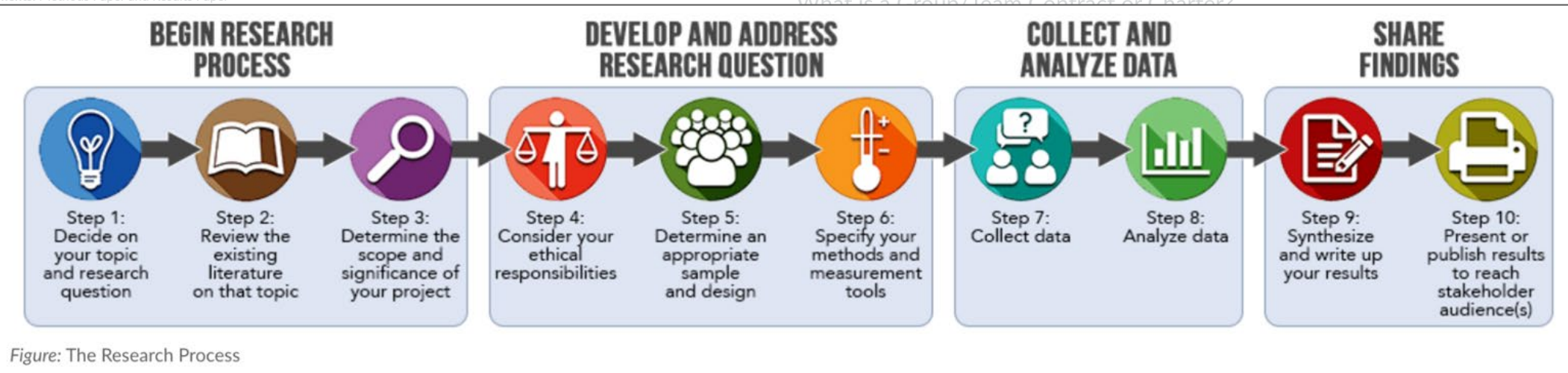


Figure: The Research Process

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.

Will My Grade be Impacted by Other Group/Team Members?

Your grade will be impacted by other members of your team, but not as much as in other types of group projects. This particular project is designed such that the grades of any non-productive members of the team will be most heavily impacted by their lack of contribution. Many components of each group assignment are individually graded, so students should not feel that they need to complete work for other members of their group in order to protect their own grades.

If you have any concerns or questions that cannot be resolved through your team, it is important to contact your instructor as soon as possible.

RPTM 433 W Group Research Project Check-In's

L04 Group Work: Check-In Survey

① 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

0 pts

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

☐ Yes

☐ No

Question 2

0 pts

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.

Edit View Insert Format Tools Table

12pt Paragraph B I U A T²



RPTM 433 W Group Research Project Presentation Instructions

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 where 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.
2. **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.
3. **Research questions:** Connect 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.
4. **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.
5. **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.
6. **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.
7. **Videos:** Each group member's 60-90 second Adobe Spark video (**L13 Video Draft Assignment**) should be incorporated into this presentation. Any feedback provided on your prior drafts should be made before inclusion in 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.
- **Introductions:** 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 Group Research Project Presentation Rubric

RPTM 433W Final Presentation Rubric							
RPTM 433W Final Presentation Rubric							
Criteria	Ratings						Pts
Topic	5 pts Excelling Provides thorough and clear description of: topic.	4 pts Achieving Provides generally clear description of: topic.	3 pts Improving Provides a mostly clear description of: topic.	2 pts Attempting Provides a description of: topic. Description is somewhat unclear.	1 pts Struggling Provides a description of: topic. Description is mostly unclear.	0 pts Failing Provides no description of: topic, or description is unclear.	5 pts
Rationale	5 pts Excelling Provides thorough and clear description of: rationale, or need for study.	4 pts Achieving Provides generally clear description of: rationale, or need for study.	3 pts Improving Provides a mostly clear description of: rationale, or need for study.	2 pts Attempting Provides a description of: rationale, or need for study. Description is somewhat unclear.	1 pts Struggling Provides a description of: rationale, or need for study. Description is mostly unclear.	0 pts Failing Provides no description of: rationale, or description is unclear.	5 pts
Research Questions	5 pts Excelling Provides thorough	4 pts Achieving Provides generally	3 pts Improving Provides a mostly	2 pts Attempting Provides a	1 pts Struggling Provides a	0 pts Failing Provides no	

RPTM 433 W Group Research Project Final Peer Assessment

**PennState**
Smeal College of Business

HomeManage▼EmulateLogout

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.

**PennState**
Smeal College of Business

HomeManage▼EmulateLogout

Smeal Peer Assessment: FA22 RPTM 433W Final Peer Evaluation: Report

Dashboard / Fall 2022 / [22FA] RPTM 433W, Section 001: Prog Eval and Res (WC, Melton)
/ FA22 RPTM 433W Final Peer Evaluation / Report Home

Instructions

Average Class Total: 4.3

Export▼

Roster

Clicking a person will display their given and received scores report

AccessID	Person	Date Submitted	Group Identifier	Average Peer Total
		2022-12-12 20:06:39	RPTM 433W Research Project Group 05	4.7
			RPTM 433W Research Project Group 03	5
			RPTM 433W Research Project Group 03	5
		2022-12-12 10:07:44	RPTM 433W Research Project Group 04	5
		2022-12-14 23:58:31	RPTM 433W Research Project Group 06	5
		2022-12-14 23:01:54	RPTM 433W Research Project Group 02	4.2
		2022-12-12 17:26:49	RPTM 433W Research Project Group 07	3.5
		2022-12-13 15:41:15	RPTM 433W Research Project Group 04	4.7

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.

[Modules](#)

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

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

START HERE: Course Orientation			Complete All Items	✓	+
⋮	📄	BEGIN HERE: Orientation Overview and Instructions Aug 22, 2022		✓	
⋮	📄	Meet the Instructor		✓	
⋮	📄	Course Structure and Expectations		✓	
⋮	📄	Lesson Readings and Library Resources		✓	
⋮	📄	Course Communication With Instructor and Classmates		✓	
⋮	📄	Syllabus Review and Due Dates		✓	
⋮	📄	Getting Started with Canvas		✓	
⋮	📄	Course Assignments Overview		✓	
⋮	📄	Writing Assignments		✓	
⋮	📄	Exams		✓	
⋮		PackBack Discussion Assignments		✓	

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

▼ Policy Brief Assignment	
Policy Brief Overview	
Policy Brief Assignment Guidelines	
Policy Brief Assignment Grading	
Policy Brief Project Resources	
POLICY BRIEF ASSIGNMENTS	
L01 Policy Brief: Topic Selection	Sep 4, 2022 15 pts
L01 Policy Brief: Topic Selection and Professor Approval	Sep 4, 2022 5 pts
L03 Policy Brief: Outline	Sep 18, 2022 5 pts
L07 Policy Brief: Define the Problem	Oct 23, 2022 10 pts
L08 Policy Brief: Develop Solutions	Oct 30, 2022 10 pts
L10 Policy Brief: Recommendation (Select the Best Solution)	Nov 13, 2022 10 pts
L11 Policy Brief: Final Paper	Nov 27, 2022 50 pts
L11 Policy Brief: Create Infographic	Dec 4, 2022 10 pts
L11 Policy Brief: Infographic Peer Review	Dec 7, 2022 5 pts
STUDENT RESOURCES	
Peer Tutor Support Discussion Board	

Thank You

Questions?



References

- Bigatel, P. (2016). *Student engagement strategies for the online learning environment*. Faculty Focus.
- Chickering, A. W. & Gamson, Z. F. (1987). *Seven principles for good practice in undergraduate education*. *AAHE Bulletin*, 39(7) 3-7.
- Coates, H. (2009). *Engaging students for success: Australasian Student Engagement Report, Australasian Survey of Student Engagement*. *Australian Council for Educational Research (ACER)*.



PennState
College of Health and
Human Development