

Engagement Activities

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- Welcome Video – share your story, share your passion
- Creative course Icebreakers – post a picture that is important, LMS scavenger hunt, list of favorites (find other classmates that share at least one favorite; favorite color, movie, food, dog/cat breed, vacation spot, etc.)
- Video and audio files (for feedback, email, weekly announcements, discussion board prompts, and for *lecture*).
- Scaffolding and Chunking of Content – make the connections but give students content in smaller pieces
- Encourage students to use audio/video to respond in the course to you and to each other – Canvas has video within – maybe allow Discussion Board post to be video or audio
- Give choices on project – written, video, or PowerPoint with audio – Adobe Spark is a great tool for this (Free for students to use). PowToon's is another online free option.

- Discussion Boards – not an assignment! Participate as a faculty member – ask them questions to further the discussion. Kelly (2009) identified six types of question(s) instructors could ask on a discussion board (DB) to further the conversation. Those are conceptual clarification, probing assumptions, probing rationale, questioning viewpoints, probe implications, and questions about questions.
- Within lecture documents embed a video (makes it a little easier if you have both the text and the video in the same place). One example is provided below, this was created for a project here at UHWO.



- Web 2.0 elements – such as blogs or wikis or maybe a podcast (create one for your students)

- Group work – breakout rooms in Zooms during synchronous session (just a thought) or encourage asynchronous students to meet via Skype or Big Blue Button, which is sometimes integrated into the LMS.
- Make videos to check in with students – record outside or use an avatar or bitmoji

When making videos (check in, weekly feedback, emails) add music in background – try to make these videos under 15 minutes.

- Use polls – within LMS or when on Zoom for synchronous sessions
- Open online chat time (Zoom, Skype, Google hangout, etc.)– talk story – time (don't call it office hours as that may be misinterpreted by some students as that is your time to NOT be disturbed – discussed this during a recent student panel at another conference)



- Games – EdPuzzle, Kahoot, Escape Rooms! – use them asynchronous or synchronously, specifically Kahoot

Resources:

Kelly, R. (2009). Questioning styles for more effective discussion boards. *Faculty Focus*.

<https://www.facultyfocus.com/articles/online-education/questioning-styles-for-more-effective-discussion-boards/>

Snyder, L. (2020). 5 proven examples of gamification in higher education.

<https://www.mixed.company/5-proven-examples-of-gamification-in-higher-education>

Will, M. (2018). Quests, Badges, and XP: How teachers are using digital games.

Education Week Teacher.

<https://www.edweek.org/tm/articles/2018/10/03/quests-badges-and-xp-how-teachers-are.html>

Link to Kahoot - <https://kahoot.com/schools-u/>

Digital Escape Rooms - <https://www.classtime.com/blog/digital-escape-rooms/>