MOU WORKSHOP SERIES

DIVERSIFY YOUR CONTENT

Academic Technology Services - Fall 2021

Lectures are one of the most powerful ways to show your subject matter expertise, but remember this is a passive way for learners to absorb knowledge. Course content is the perfect area to enhance engagement with learners. Change up your video style, look into podcasts, interactive PowerPoints, or even text-based lectures.

New 🗸

Web Page

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Module 2 Discussion

Discussion Topic

thoughts for that.

Add Existing Activities

Module 2 Instructor Lecture Video (15 min)

Text-Based Lectures

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Chapter Three Ethics Information:	and the second se
When designing a research project, one must consider the ethical issues surrounding the	Alters - Later Tests Type Then of the technological and extends of the measurement of the Models Treas Age contrast to
project. This is further than it abunds, because ethical considerations are not alwars apparent to us.	become more presente famigliced the statistical of Aliva. Such become preparational varied, reflect complete moders busine bularizon. As your beforeit medium state the patterns insure of these business.
Some issues are no-brainers, while others are more complex and not as clear-cut. Chapter Three	see in the anthaning tail record is very souliar to the patients that we around movies the bastle patients of a souliar to the patients.
introduces the ethics of social research, and discusses some broadly agreed-upon norms. This	These were foragets that made complex tools to explore different encounters. Thus nothing tables which uses a period parameters by the formation of the period of the peri
chapter also examines the political aspect of ethics. Some students find the study of ethics boring.	start or shadian. These merclefts your that hefted are a handle at simulating also. In, notanal of antioving when it work on the undefined analy regime these according. The adverse function
and I can understand that, primarily because many classes touch on ethics, and students get the	resources and general solution. This regards the observation of here they engine will be the second solution of th
"here we go again, same old stuff" feeling. For these notes. I'm going to present some examples, and	types angle into the and one close to and any intersect charges. These closes are strong people banded particle and some of people integrated animals and dispersed planes. These closes have a refer, people and the matrix and exploring larger to granes and the Southeast, former stronger periods yangement and in
then discuss what ethical issues are present. I think this will give students a better chance to apply	The state explored any right parts access through the product any product product products the set of the file time. The influence states are also access the set of
their ethical knowledge, and it's also similar to your Ethics homework assignment. Terms from our	which increase in contractions of more attending and him dispersed fact proton. Larly, they expan- reflected in controls and check behaviors in well. These is non-excitence for each at during the tree
text that I discuss will be in red.	Again, the latent free later and modern perpire that exist at production and the research in modern or search to result on a search
Example 1	
In March 2008. I received notice from the Tennessee Board of Regents that I and another colleague were anvaried grant funding to study downrivy sumes. We wrote a grant proposal requesting funds to examine the ratio distance on 5 Tennesses. Including 1730. Here are the eleptotives of the study. (1) to facilitate a researce understanding of the impact of a campus' racial climate on minority.	
atudesta	
(2) to address the information needs of university offices dealing with multicultural/diversity: (3) to identify the supertations of faculty, multi, and students for these offices; (4) to explore how to hence integrate diversity issues into column; convirtual.	the state of the s

Explore Video Styles:

Talking Head Animation Whiteboard Screenshare



🔗 Bulk Edit

Use the information you learned in this week's lecture to determine which Instructional Design

model you would be most likely to implement in your design process and why. We will be using design models in upcoming projects so feel free to use this week's discussion to outline your

Content Chunking

- Embrace **bite-sized** materials.
- Decide what **core concepts** are most important for learners to grasp.
- Keep videos under **15 minutes**.
- Add **time stamps** on videos to help learners prioritize time.

Assessments

Checking that your students have retained the content is just as important as presenting it. Give students an opportunity to check their progress by giving ungraded quizzes, lecture reflection questions, group projects, etc. Make sure the assessments are periodic and spaced out. Look below for more ideas.

Low-Stakes Knowledge Checks

Chapter 17 Knowledge Checkpoint Quiz

This quiz contains 10 multiple choice included in Chapter 17: Strategy-- Th time limit will be enforced for the qui attempts to achieve at least an 80 be activity for this chapter. **The checkpo**

You will not be given access to the re or more on this quiz.

Branch out from Quizzes

- Reflection Questions
- Individual/Group Projects
- Discussion Boards
- Take home/Open Book Tests

Interactive Quizzes

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O It was the first car	toon distributed with color.	
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< Previous	√ Finish	

Frequent Assessments

The following video an introduction to Chapter One: Create Your Customer Avatar and Chapter Two: Map Your Customer Journey. There is one video for each chapter. Please watch both videos and reflect on the learning questions at the end of each chapter.

Chapter One Video: 12 minutes and 42 seconds



Reflection Questions:

Why do organizations need to build a customer avatar

Why do organizations need to blind a customer available.
What are some elements a digital marketer should track when examine a customer available.

How can digital marketers get information on their consumers?
How do marketers create a customer avatar profile?

MOU Specs:

Rubric Criterion 3.1: Course content is comprehensive, varied, and communicates subject-matter expertise. **Rubric Criterion 3.3:** Course design takes full advantage of appropriate tools and media, which are current, supported, and readily obtainable.

Rubric Criterion 4.1: Assessment methods are varied and provide multiple opportunities for students to measure their progress.

Content Variety

Interactive Media

Media Length

<u>Subject-Matter</u> <u>Expertise</u> <u>Assignment</u> <u>Spacing</u>

Media Hosting

<u>Interactive</u> <u>Activities</u> <u>Low-Stakes</u> <u>Knowledge Checks</u> <u>Media Recording</u> <u>Quality</u>





Online Course Review and MOU