

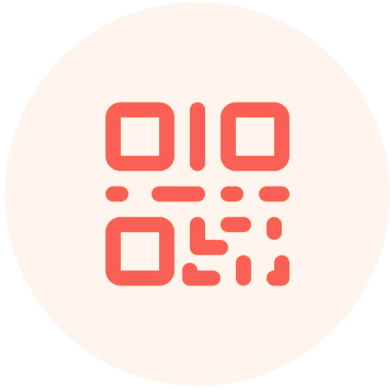


Maximizing Learner Engagement

Strategies for Encouraging Learner Participation in Online Lectures

Sucharita Ghosh, Ph.D. | The University of Akron
Eugenia Gorogianni, Ph.D. | The University of Akron
Steve Kaufman, M.Ed. | The University of Akron

slido



**Join at slido.com
#9327125**

① Start presenting to display the joining instructions on this slide.

slido



Think about the last amazing presentation you saw. What are some words that you would use to describe it?

① Start presenting to display the poll results on this slide.

slido



In the U.S., how much time does the average American spend looking at a screen?

① Start presenting to display the poll results on this slide.



7 hours

The average American spends 7 hours and 4 minutes in front of a screen per day!

3.5 hours on mobile & 3.5 hours on a computer

Classic Literature

AS WRITTEN

Beowulf was king in that Danish castle,
 Shild's son ruling as long as his father
 And as loved, a famous lord of men.
 And he in turn gave his people a son,
 The great Healfdane, a fierce fighter
 Who led the Danes to the edge of his long
 children,
 left them in battle. Hengar
 Hrothgar Good
 king
 and their queen,
 the throne, led
 es and kingdoms

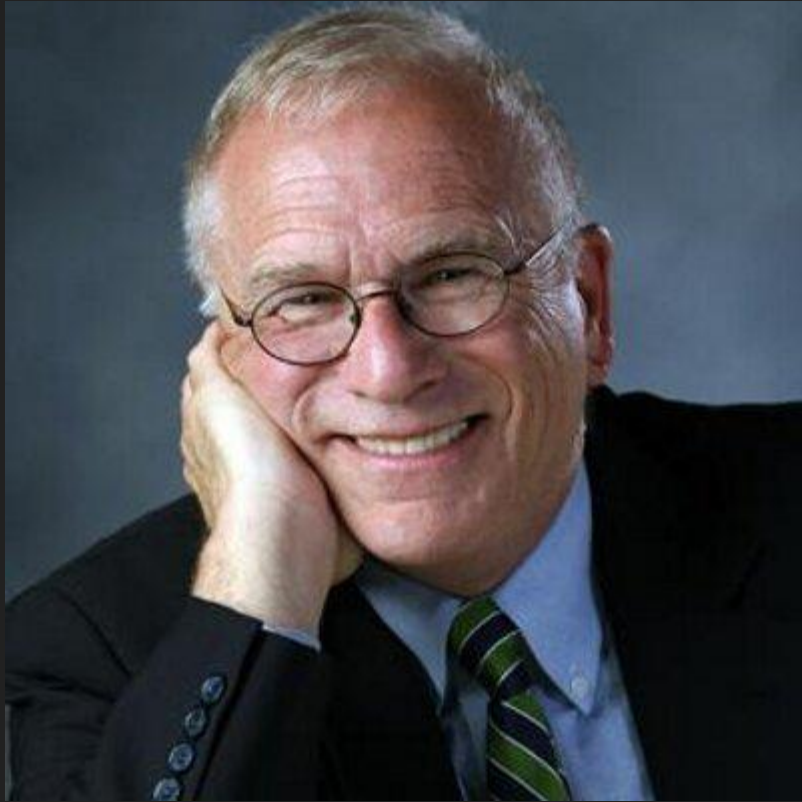


AS READ





A Quick Story...



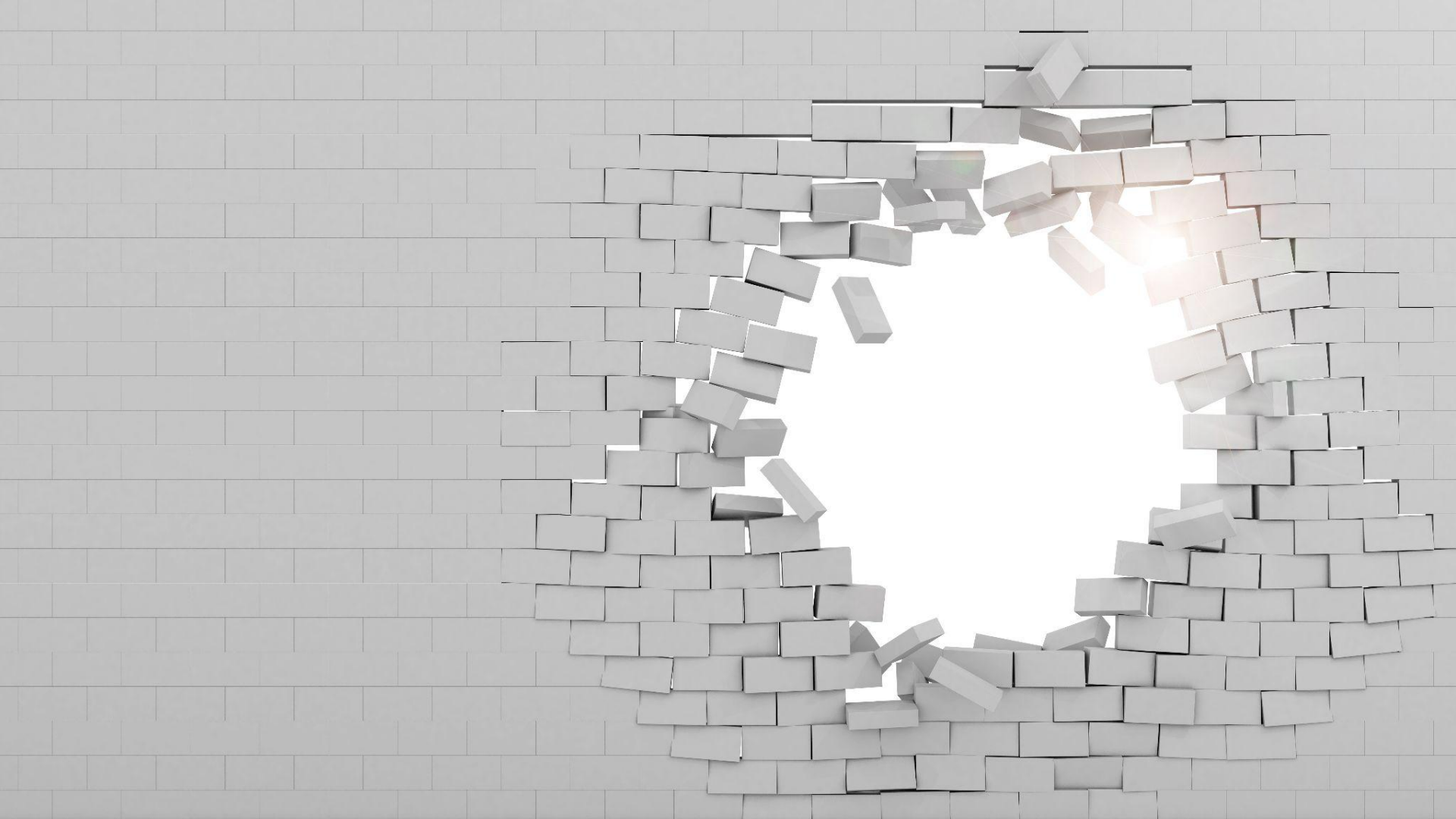
Dr. Gene Poor, Bowling Green State University

 STUDIOS

The logo for LP Studios features a stylized 'L' and 'P' icon to the left of the word 'STUDIOS' in a white, sans-serif font.







So why tell this story?







ZOOM FATIGUE



Remember these four things:

So what?

Who cares?

What's in it for me?

This better be good.

The Importance of Learner Engagement

A 2019 Harvard University study published in the National Academy of Sciences measured “actual learning versus feeling of learning in response to being actively engaged in the classroom”. n = 149

They assessed two groups, same handouts and information:

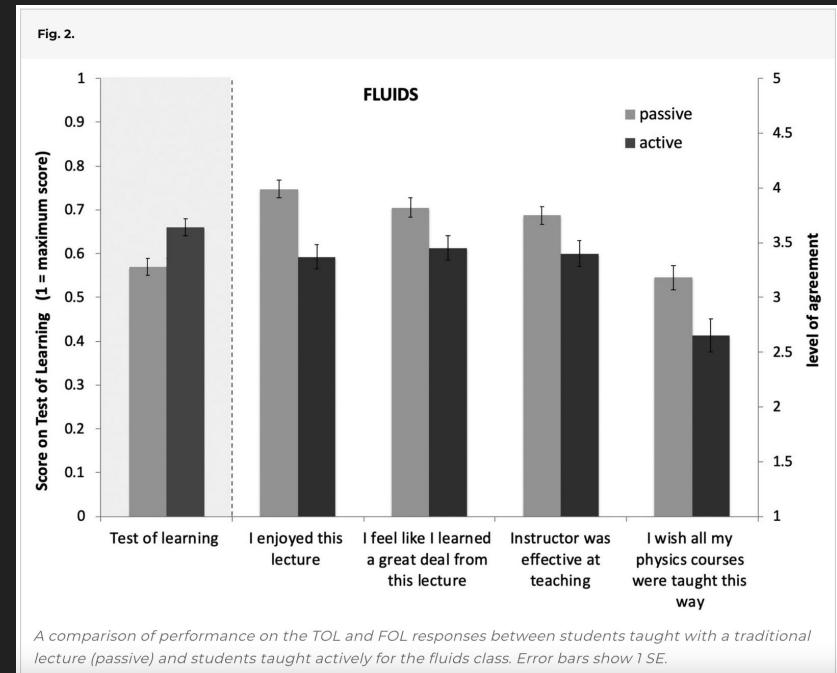
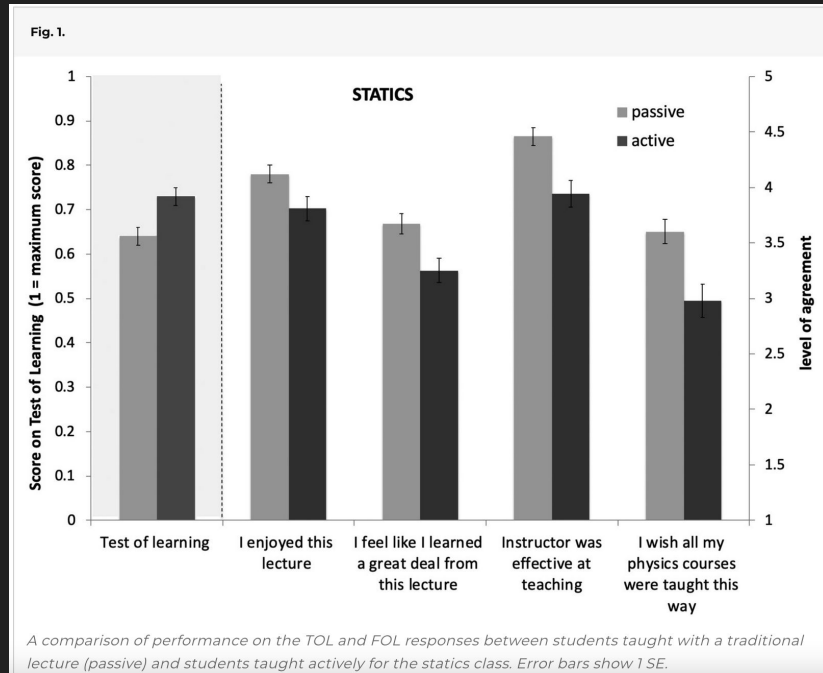
Control Group

- Traditional physics lecture
- Instructor lectured and worked problems on the board
- Told how to solve the problems
- “Listen and follow along”

Experimental Group

- Students tried to solve the problems themselves
- Fully student-centered, asked questions throughout
- Targeted feedback w/ mini lectures

The Results



Students were asked about their “Feeling of Learning” (FOL) and then provided a “Test of Learning” (TOL). Students preferred passive learning, but performed BETTER with active learning practices.



Implementation

Strategy



INTENTION

A top-down view of a social gathering with various foods and drinks on a table. The text "MAKE IT DIGESTIBLE" is overlaid in the center. The scene includes plates of food like grapes, crackers, and meats, along with glasses of wine and small bowls of snacks. Hands are visible reaching for items, suggesting an active meal. The background is a neutral, textured surface.

**MAKE IT
DIGESTIBLE**



**CONNECT TO
THEIR REALITY**

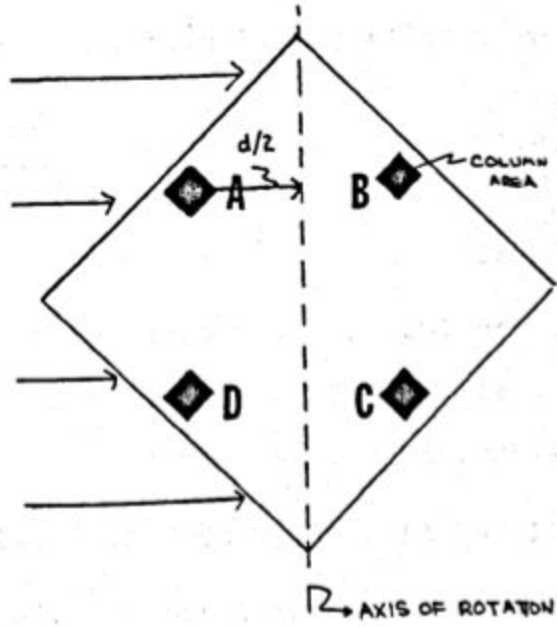




Photo by Joel Werner

Citicorp building in NYC proven to be unstable by an undergraduate student.

FIGURE B-19



CASE II.
CITICORP SOLUTION

Courtesy of Diane Hartley



Photo by Timothy Vogel



**ASK GREAT
QUESTIONS**

PAUSE
REFLECT
THE PAUSE
ACT

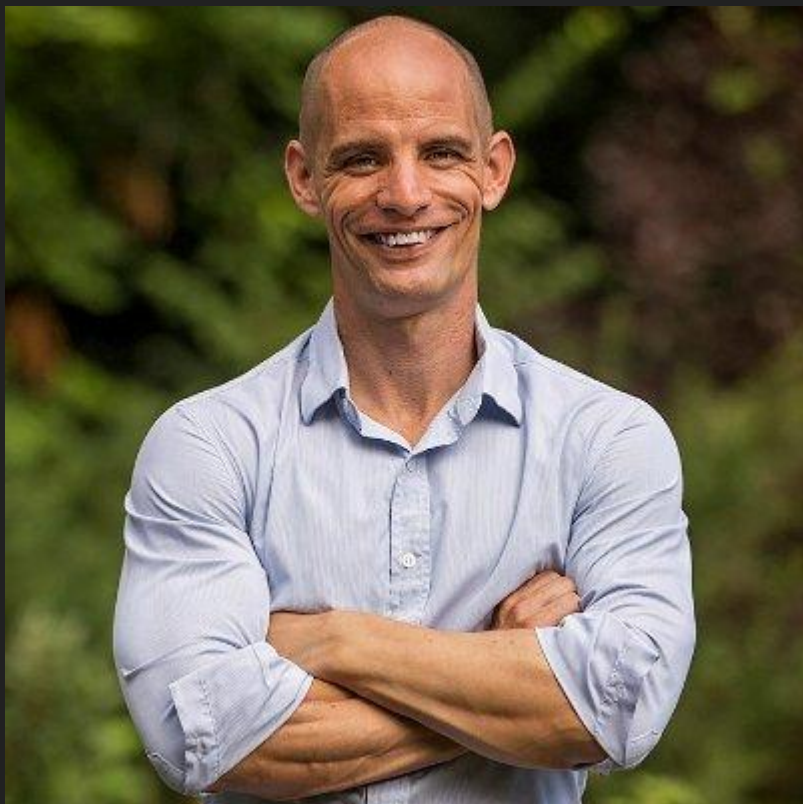


Embrace the Pause

- Short video then have them write a 1 minute “paper”. Gives students an opportunity to reflect. (Similar to an “Exit Ticket”)
- Create a concept map to show connections between topics from the lecture
 - Use a tool like MURAL.com or GoConqr.com
- The classic “Think, Pair, Share.”



ACKNOWLEDGE



Dr. Michael Wesch, Kansas State University



“

I didn't actually like your class...

But what connected with me the most was that you addressed me by name in your videos...

”

- Student from ANTH 101

**WHAT DO YOU
WANT STUDENTS TO
FEEL?**

A detailed close-up photograph of a mechanical watch movement, showing various gears, levers, and plates. The image is in grayscale, with some gears appearing in a golden-brown hue. A semi-transparent horizontal band is overlaid across the center of the image, containing the word "POLISH" in white, bold, uppercase letters.

POLISH

Polish

- Refine your videos down to key talking points. If it feels long to you, it's definitely too long for your learners.
- Stand Up! It's hard to be energetic when you're sitting.
(or, drink some tea/coffee)
- Add those title cards to your videos!
- Don't summarize the chapter. That's why learners don't purchase the book. Instead, focus on YOUR perspective and examples.
(they make great quiz questions that you can't google)



The Mixtape: Creating Podcasts for Online Teaching

5.6K views • 2 years ago



What Teachers can learn from YouTubers about Engaging...

17K views • 2 years ago



Make Super Simple Videos for Teaching Online

32K views • 2 years ago



10 Online Teaching Tips beyond Zoom: Teaching Without Walls...

105K views • 3 years ago



The Hero's Journey: Star Wars, The Matrix, Hunger Games, and Rango

15K views • 4 years ago



The Hero

3K views • 5 years ago



How to Stop Hating (Country Music)

8.1K views • 5 years ago



Building the Troost Wall: Structural Racism in Kansas City

106K views • 5 years ago



The Matrix & The Social Construction of Reality

35K views • 5 years ago



We Shape Our Tools and then Our Tools Shape Us

12K views • 5 years ago



Sing, Sweat and Run. A 26.2 mile lecture on human evolution.

8.6K views • 5 years ago



The Art of Seeing: Understanding Witchcraft in New Guinea

27K views • 5 years ago



The Future of Public Health: Crash Course Public Health #10

81K views · 6 months ago



Toni Morrison: Crash Course Black American History #48

55K views · 6 months ago



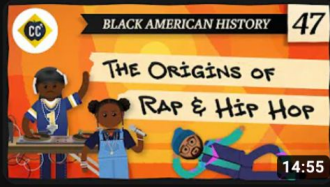
Global Health: Crash Course Public Health #9

56K views · 6 months ago



How Laws Affect Your Health: Crash Course Public Health #8

52K views · 7 months ago



Rap and Hip Hop: Crash Course Black American History #47

128K views · 7 months ago



Which Healthcare System is Best? Crash Course Public Health #7

69K views · 7 months ago



Intro to Epidemiology: Crash Course Public Health #6

72K views · 7 months ago



Anita Hill and Clarence Thomas: Crash Course Black American...

58K views · 7 months ago



Stress is Bad for Your Health: Crash Course Public Health #5

94K views · 7 months ago



Los Angeles Uprisings: Crash Course Black American History #45

68K views · 8 months ago



How Society Affects Your Health: Crash Course Public Health #4

64K views · 8 months ago



How the Environment Affects Your Health: Crash Course Public Healt...

95K views · 8 months ago

Polish

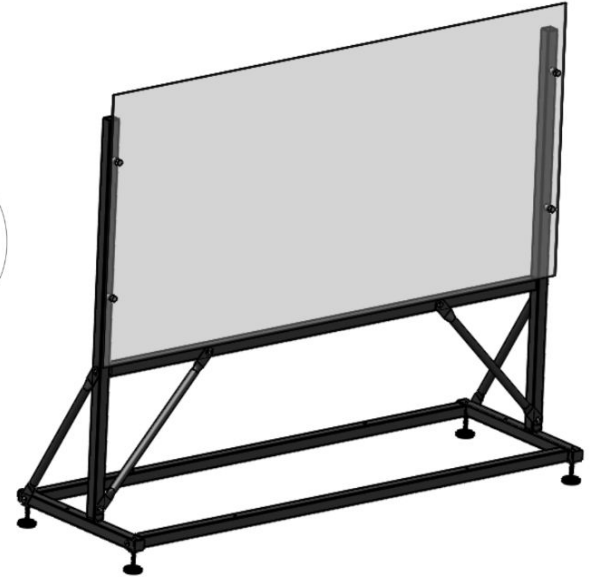
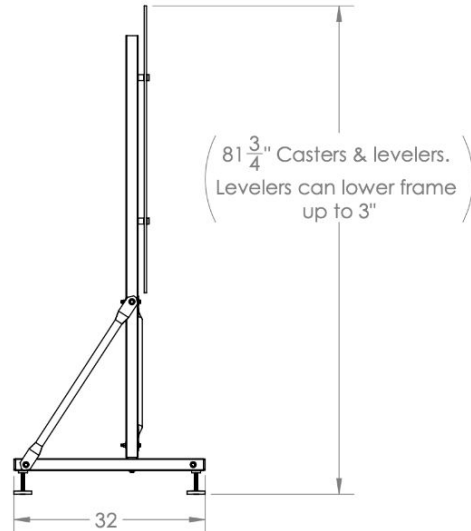
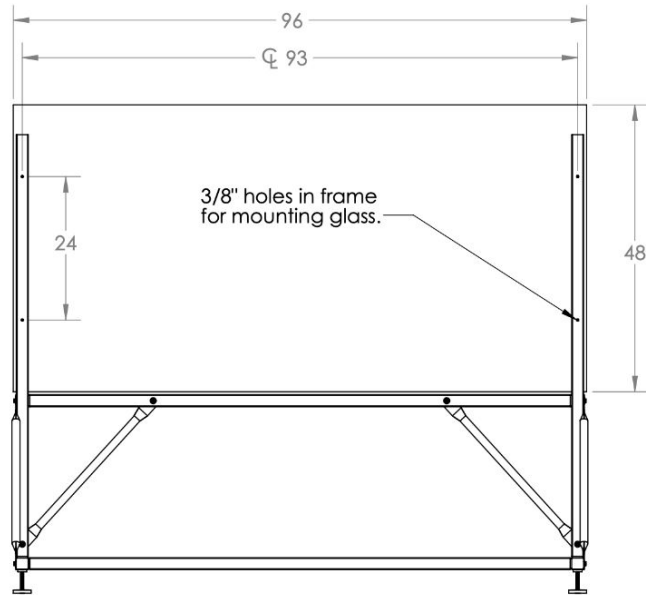
- Refine your videos down to key talking points. If it feels long to you, it's definitely too long for your learners.
- Stand Up! It's hard to be energetic when you're sitting.
(or, drink some tea/coffee)
- Add those title cards to your videos!
- Don't summarize the chapter. That's why learners don't purchase the book. Instead, focus on YOUR perspective and examples. “
(they make great quiz questions that you can't google)
- Practice!

The.
University
of Akron

Learning Glass



Learning Glass



Why Use Learning Glass?



How has this impacted my students?



Student Feedback



“Circumstances have led me to leave The University of Akron and pursue an education through Oregon State's online college. I am currently taking an Intermediate Microeconomics class and the professor's lectures are just him reading through the powerpoint slides. Every time I watch one, it reminds me just how good your lectures were/are. So, if you have ever wondered if it was worth the time and energy you spent making your lectures, it absolutely was. **They will continue to be the bar by which I judge all other lectures.**”

“Thank you for your hard work attempting to recreate the classroom interaction that is normally lost with online learning.”

“I really enjoyed the videos made by Dr. Ghosh. They are very high quality and much more informative than the videos provided by the publisher, which felt like watching a robot read powerpoint slides. It's nice to see a little passion and personality, particularly in a class with so little direct interaction.”

“How my instructor provided videos of her working out difficult problems helped me a lot.”

“I enjoyed the videos that were provided to us. They helped to understand the content a little bit better and the walkthrough of solving problems”

The Benefits



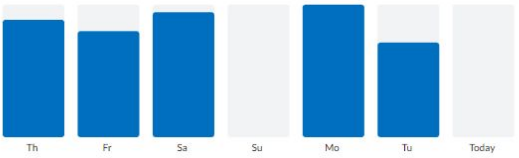
Interactivity in Lectures

and throughout the course!

H5P



Course Overview



No one has visited this course today.

No quizzes have been submitted today.

Class Engagement

Course Access

Tool Access



Dr. Gorogianni's Contact Info



Announcements

Extra credit opportunity!!!

Eugenia Gorogianni posted on Sep 26, 2022 10:18 AM

Need help?

My Laundry List:


- Reduce the cognitive load
- Make it fun and inviting
- Encourage student engagement
- Promote interactivity
- Build a community of active learners

Problems

The background of the slide features a network of approximately 12 light-colored wooden blocks, each with a dark teal question mark on its top surface. These blocks are arranged in a non-uniform pattern and are interconnected by thin, bright blue lines that form a web-like structure. The entire scene is set against a dark, muted blue-grey background.

- Insufficient levels of engagement with class materials
- No quick and easy way to check on students' engagement

* Goals and Solutions

- Increase student engagement
 - Track student engagement
 - Allow for students' to practice
- Connect it to a grade item
- Allow for multiple attempts
- 



1

H5P

The answer to all student engagement woes?



H5P is a registered trademark of Joubel

[Privacy policy](#) | Copyright © 2022



Audio Recorder

Create an audio recording



Chart

Quickly generate bar and pie charts



Collage

Create a collage of multiple images



Column

Column layout for H5P Content



Cornell Notes

Take notes using the Cornell system



Crossword

Create a crossword puzzle



Dialog Cards

Create text-based turning cards



Dictation

Create a dictation with instant feedback



Documentation Tool

Create a form wizard with text export



Drag and Drop

Create drag and drop tasks with images



Drag the Words

Create text-based drag and drop tasks



Essay

Create essay with instant feedback



Fill in the Blanks

Create a task with missing words in a text



Find Multiple Hots...

Create many hotspots for users to find



Find the Hotspot

Create image hotspot for users to find



Find the words

Grid word search game



Flashcards

Create stylish and modern flashcards



Guess the Answer

Create an image with a question and answer



Iframe Embedder

Embed from a url or a set of files



Image Choice

Create a task where the alternatives are images

Impressive Present...
Create a slideshow with
parallax effects



Multiple Choice

Create flexible multiple
choice questions

Interactive Book
Create courses, books
or tests



Personality Quiz

Create personality
quizzes

QR Code
Create QR codes for
different purposes



Questionnaire

Create a questionnaire
to receive feedback

Mark the Words
Create a task where
users highlight words



Quiz (Question Set)

Create a sequence of
various question types

Memory Game
Create the classic image
pairing game



Single Choice Set

Create questions with
one correct answer



Sort the Paragraphs

Create a set of
paragraphs to be sorted



Speak the Words

Answer a question
using your voice



Speak the Words Set

A series of questions
answered by speech



Structure Strip

Interactive structure
strip



Summary

Create tasks with a list
of statements



Timeline

Create a timeline of
events with multimedia



True/False Question

Create True/False
questions



Virtual Tour (360)

Create interactive 360
environments



Complex fill the bla.

Fill in the missing words



Interactive Video

Create videos enriched
with interactions



Course Presentation

Create a presentation
with interactive slides



Branching Scenario

Create dilemmas and
self paced learning

M.4.20 Arenas and the Colosseum (27:18 min. video)



 Edit

Save

Cancel

Create or Upload Content *

 Interactive Video



Tutorial



Example

 Copy

 Paste & Replace

 M.4.20 Arenas and the Colosseum

Title * 

 Tour

Used for searching, reports and copyright information

M.4.20 Arenas and the Colosseum



Step 1

Upload/embed video



Step 2

Add interactions



Step 3

Summary task

Add a video *

Click below to add a video you wish to use in your interactive video. You can add a video link or upload video files. It is possible to add

 Reflect in ePortfolio

Activity Details

Completion Summary

Visibility

 Required: Automatic 

View this topic to complete the activity

Add dates and restrictions...

Options

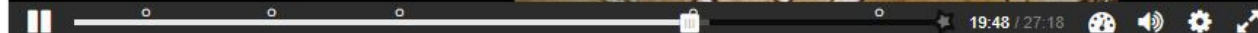
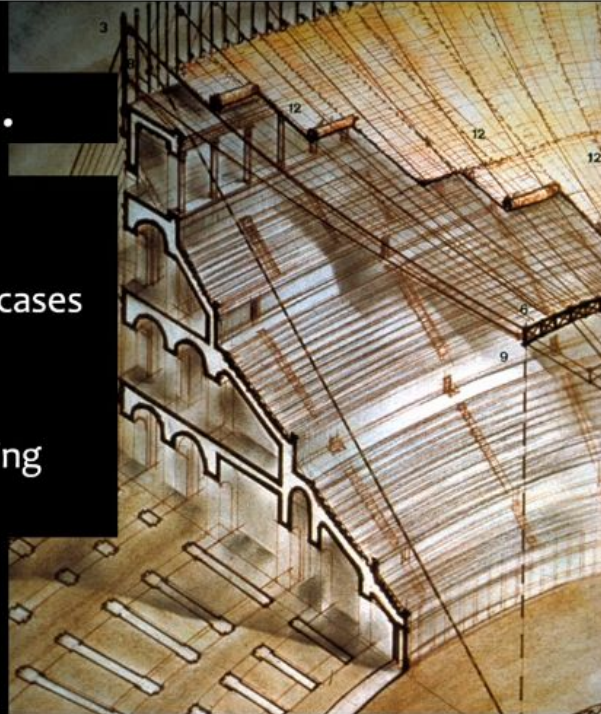
Assessment

Participation:

M.4.20 Arenas and the Colosseum

Getting in...

- 76 entrances
- Radiating staircases and ramps
- ring corridors
- wedge of seating



Example of lecture with H5P: Lecture Slide

M4 20 Arenas and the Colosseum

Protection from the elements while you are watching gladiatorial fights? You must be kidding me...

YEAH, you caught me there

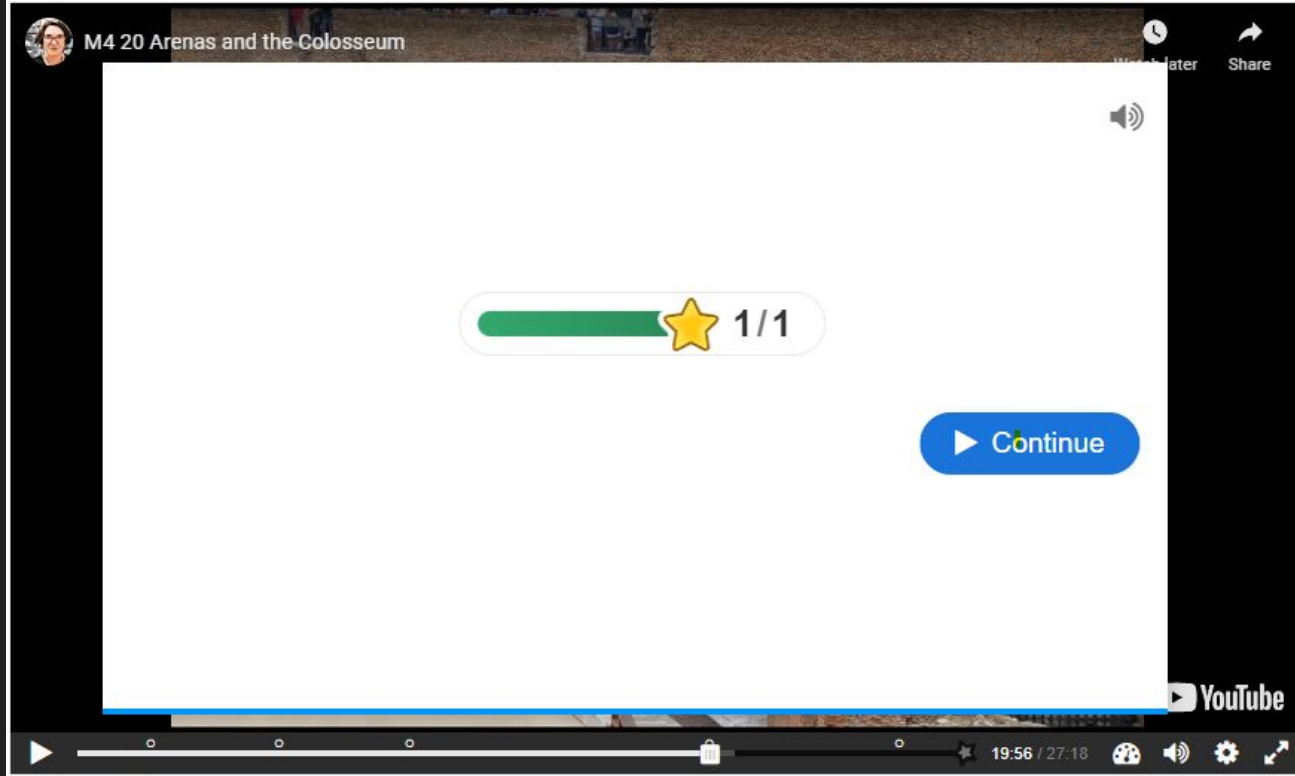
NO, I am not kidding you, they actually existed

YouTube

25:55 / 27:18

The image shows a YouTube video player interface. At the top left, there is a profile picture and the video title "M4 20 Arenas and the Colosseum". The video content is mostly obscured by a white H5P question pop-up. The question text is "Protection from the elements while you are watching gladiatorial fights? You must be kidding me...". Below the question are two answer options in grey boxes: "YEAH, you caught me there" and "NO, I am not kidding you, they actually existed". At the bottom of the video player, there is a progress bar, a volume icon, a settings icon, and a share icon. The time displayed is 25:55 / 27:18. The YouTube logo is visible in the bottom right corner of the video player area.

Example of lecture with H5P: Question pop-up



Example of lecture with H5P: Question submission

★ 2 Question(s) answered ✕

You have answered 2 questions, click below to submit your answers.

[Submit Answers](#)

Answered questions		Score
19:56	5	1 / 1
25:55	5	3 / 3

25:58 / 27:18

Example of lecture with H5P: Final submission screen

View By:

Email

<input type="checkbox"/>	Last Name ▲, First Name	Final Grades							
		Final Calculated Grade ▾	M.0.00 PE ▾	M.1.1. PE ▾	M.1.2. PE ▾	M.1.3. PE ▾	M.1.4 ▾	M.1.5. PE ▾	M.1.5b. PE
<input type="checkbox"/>		F ○	<input type="text" value="10"/> / 10	<input type="text" value="10"/> / 10	<input type="text" value="10"/> / 10	<input type="text" value="10"/> / 10	<input type="text" value="0"/> / 10	<input type="text" value="0"/> / 10	<input type="text" value="0"/>
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<input type="checkbox"/>		F ○	<input type="text" value="7.5"/> / 10	<input type="text" value="10"/> / 10	<input type="text" value="10"/> / 10	<input type="text" value="10"/> / 10	<input type="text" value="10"/> / 10	<input type="text" value="10"/> / 10	<input type="text" value="0"/>

[Need Help?](#)

University of Akron - Mid-Term Student Feedback Spring 2021

What has been most helpful for
your learning in this class so far?

Out of 28 responses submitted
(50% response rate)

Participation exercises	13
Quality of lectures	7
Clarity and Organization of LMS page	4
Weekly announcements	1
Other	3

A background image showing several people's hands giving thumbs up. The hands are in the foreground, and the people's faces are blurred in the background. The image is overlaid with a semi-transparent dark grey box containing white text.

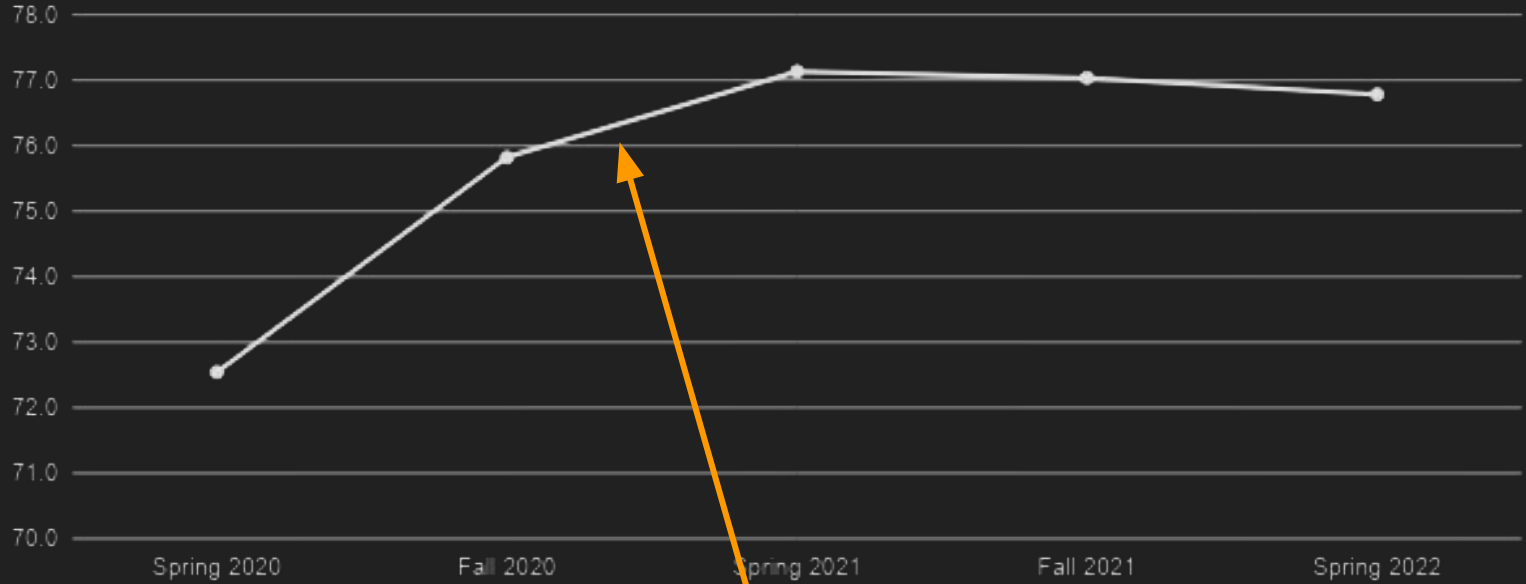
"The short mid lecture quizzes help me internalize all the information [..]"

"I really enjoy the check in questions part way through the lecture videos those have been very helpful"

"The interactive lectures have been a huge help with processing the information"

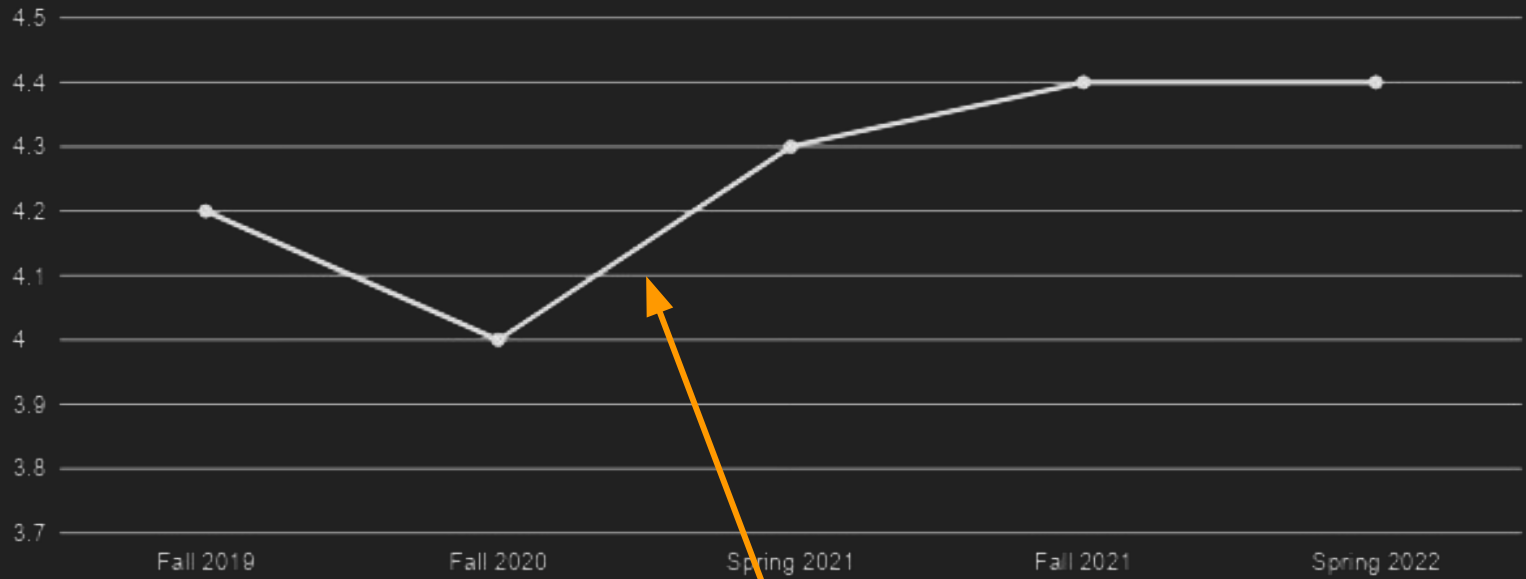
"I like how I can watch the recorded lectures any time, but yet they still have a due date. This keeps me on track and allows me not to procrastinate. I also like how the lectures have participation points. These points review the material and I have learned that I pay more attention to them."

Average of Exams



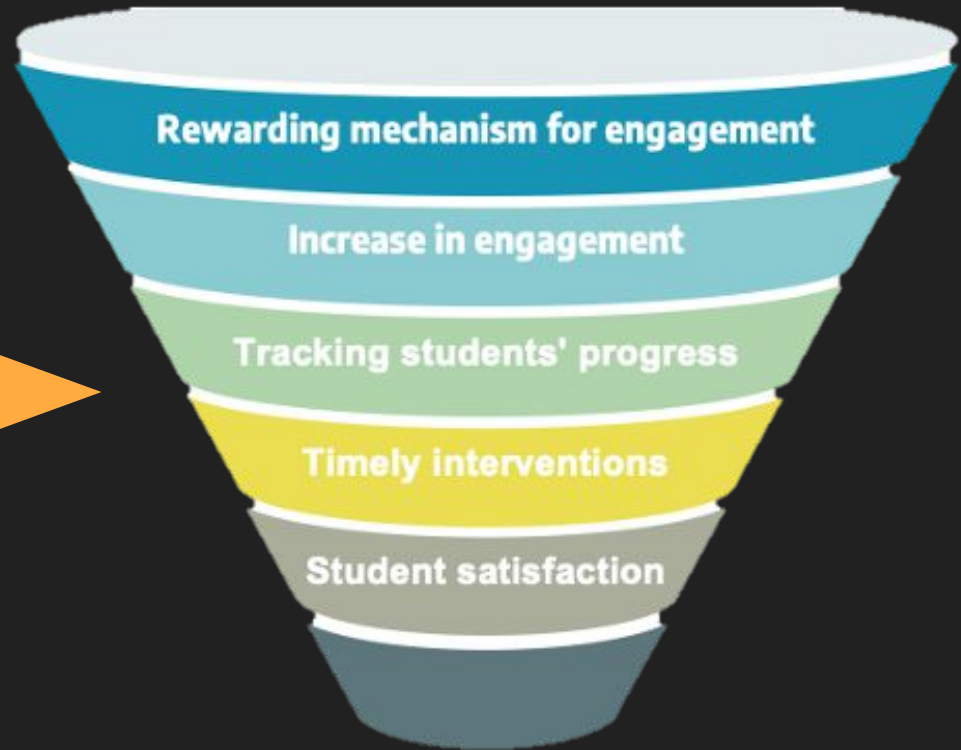
Introduction of Interactive Lectures

Course Evaluation Scores



Introduction of Interactive Lectures

H5P



2

Social Annotation

Problems



- Insufficient levels of engagement with class materials
- Learner isolation
- Needed to design an assignment with a primary source



hypotheses.is



OLYMPIA

Manuscript of Pausanias' Description of Greece, 1485, Biblioteca Medicea Laurenziana, Florence



Exploring Olympia



Assignment Instructions



This assignment is designed to flex your critical thinking skills while getting to know the sanctuary of Olympia (inside and out) through exploration of primary sources (texts, monuments, maps, plans, etc.). This is a multi-part assignment, so budget your time accordingly.

We are going on a treasure hunt through Olympia, or the next best thing! We will be reading a primary source, an excerpt from the *Description of Greece*, by Pausanias. Pausanias was an ancient traveler/writer of the 2nd c. CE, who traveled through Greece and wrote about the sites for his Roman audience. I mean, let me know what you think, but he is the closest Roman equivalent of a travel blogger or YouTuber). Your goal at the end of this assignment is to suggest the most plausible itinerary of Pausanias based on your observations of the evidence. This should be fun!

Learning objectives evaluated

Content, Information literacy, Critical and complex reasoning

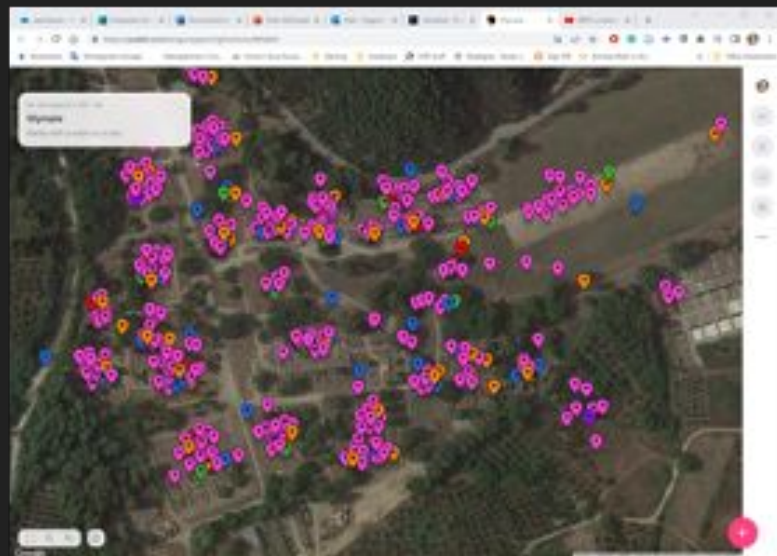
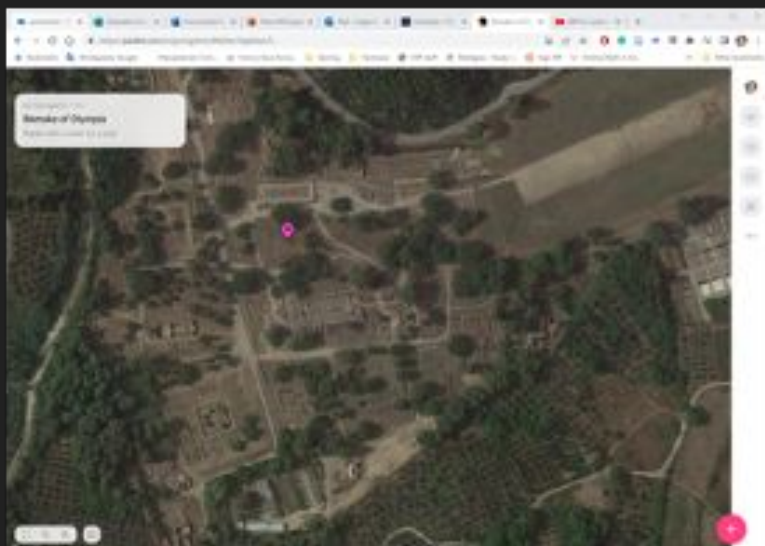
Assignment Instructions

- Grab a map/plan/model of Olympia to use as a point of reference and a notebook of sorts as you are interacting with the various learning activities. Here are two suggestions, but feel free to grab whatever you think works for you, digital or analog (if you prefer the latter, print a copy of the plans below).
 - https://en.wikipedia.org/wiki/Olympia,_Greece#/media/File:Plan_Olympia_sanctuary-en.svg
 - <https://www.greece-is.com/anatomy-of-a-sanctuary/>
- Get familiar with the site of Olympia by consulting your plan or model and interacting with the following great website. Click around, and visit the various buildings that you would see at Olympia. Note down observations, reactions, etc.
 - <http://ancientolympics.arts.kuleuven.be/eng/TA000EN.html>
 - if you would like a bit more traditional, read Young, 52-66.

This assignment involves "social annotating" using a site called Hypothes.is. This will allow you to participate alongside your peers as you begin your observations.

Here's a quick start guide on how to use Hypothes.is.

STEP 1: GET TO KNOW OLYMPIA



STEP 2: PRIMARY SOURCE

← → ↻ 🏠 <https://www.theoi.com/Text/Pausanias5A.html> 🔖 ☆ 🔴 🟢 📄 🗨️ 🏠 157 🗨️ 🗨️ 🗨️ 🗨️ 🗨️

★ Bookmarks 📄 Μετάφραση Google 📄 Mesopotamian Civili... 📄 Home | Save Ancie... 📄 Gaming 📄 Hardware 📄 H5P stuff 📄 Strategies - Study t... 📄 Sign Off » 📄 Other bookmarks

LIBRARY HOME GREEK MYTHOLOGY GREEK GODS ▾ BESTIARY HEROES MISCELLANY ▾ GALLERY

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ENHANCED BY Google

Search Theoi.com

CLASSICAL TEXTS LIBRARY

- Aeschylus, Agamemnon
- Aeschylus, Eumenides
- Aeschylus, Libation Bearers
- Aeschylus, Prometheus Bound
- Aeschylus, Seven Against Thebes
- Aeschylus, Suppliant Women
- Aeschylus, Fragments
- Alcman, Fragments
- Apollodorus, The Library
- Apollonius Rhodius, Argonautica
- Aratus of Soli, Phaenomena

Classical Texts Library >> [Pausanias, Description of Greece](#) >> Book 5.1-15

PAUSANIAS 5. 1 - 15

DESCRIPTION OF GREECE 5. 1 - 15, TRANSLATED BY W. H. S. JONES

ELIS (MYTHICAL HISTORY)

[5.1.1] I. The Greeks who say that the Peloponnesus has five, and only five, divisions must agree that Arcadia contains both Arcadians and Eleans, that the second division belongs to the Achaeans, and the remaining three to the Dorians. Of the races dwelling in Peloponnesus the Arcadians and Achaeans are aborigines. When the Achaeans were driven from their land by the Dorians, they did not retire from Peloponnesus, but they cast out the Ionians and occupied the land called of old Aegialus, but now called Achaea from these Achaeans. The Arcadians, on the other hand, have from the beginning to the present time continued in possession of their own country.

[5.1.2] The rest of Peloponnesus belongs to immigrants. The modern Corinthians are the latest inhabitants of Peloponnesus, and

PAUSANIAS CONTENTS

- [BOOK 1. 1 - 16](#)
- Attica
- [BOOK 1. 17 - 29](#)
- Attica
- [BOOK 1. 30 - 44](#)
- Attica
- [BOOK 2. 1 - 14](#)
- Argolis
- [BOOK 2. 15 - 28](#)
- Argolis

HYPOTHESIS

https://www.theoi.com/Text/Pausanias5A.html

LIBRARY HOME GREEK MYTHOLOGY GREEK GODS BESTIARY HEROES MISCELLANY GALLERY

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CLASSICAL TEXTS LIBRARY

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- Aeschylus, Libation Bearers
- Aeschylus, Prometheus Bound
- Aeschylus, Seven Against Thebes
- Aeschylus, Suppliant Women
- Aeschylus, Fragments
- Alcman, Fragments
- Apollodorus, The Library
- Apollonius Rhodius, Argonautica
- Aratus of Soli, Phaenomena
- Bion, Poems
- Callimachus, Hymns
- Callistratus, Descriptions
- Claudian, Gigantomachia
- Claudian, Rape of Proserpine
- Clement, Exhortation to the Greeks
- Clement, Recognitions
- Colluthus, Rape of Helen
- Dares Phrygius

Classical Texts Library >> Pausanias, Description of Greece >> Book 5.1-15

PAUSANIAS 5. 1 - 15

DESCRIPTION OF GREECE 5. 1 - 15, TRANSLATED BY W. H. S. JONES

ELIS (MYTHICAL HISTORY)

[5. 1. 1] I. The Greeks who say that the Peloponnesus has five, and only five, divisions must agree that Arcadia contains both Arcadians and Eleans, that the second division belongs to the Achaeans, and the remaining three to the Dorians. Of the races dwelling in Peloponnesus the Arcadians and Achaeans are aborigines. When the Achaeans were driven from their land by the Dorians, they did not retire from Peloponnesus, but they cast out the Ionians and occupied the land called of old Aegialus, but now called Achaea from these Achaeans. The Arcadians, on the other hand, have from the beginning to the present time continued in possession of their own country.

[5. 1. 2] The rest of Peloponnesus belongs to immigrants. The modern Corinthians are the latest inhabitants of Peloponnesus, and from my time¹ to the time when they received their land from the Roman Emperor² is two hundred and seventeen years. The Dryopians reached the Peloponnesus from Parnassus, the Dorians from Oeta.

[5. 1. 3] The Eleans we know crossed over from Calydon and Aetolia generally. Their earlier history I found to be as follows. The first to rule in this land, they say, was Aethlius, who was the son of Zeus and of Protogeneia, the daughter of Deucalion, and the father of Endymion.

[5. 1. 4] The Moon, they say, fell in love with this Endymion and bore him fifty daughters. Others with greater probability say that Endymion took a wife Asterodia – others say she was Cromia, the daughter of Itonus, the son of Amphictyon; others again, Hyperippe,

PAUSANIAS CONTENTS

- BOOK 1. 1 - 16
- Attica
- BOOK 1. 17 - 29
- Attica
- BOOK 1. 30 - 44
- Attica
- BOOK 2. 1 - 14
- Argolis
- BOOK 2. 15 - 28
- Argolis
- BOOK 2. 29 - 38
- Argolis
- BOOK 3. 1 - 13
- Laconia
- BOOK 3. 14 - 26
- Laconia
- BOOK 4. 1 - 19
- Messenia
- BOOK 4. 20 - 36
- Messenia

Public

slb253 (edited Sep 12)

The order of the games in our own day, which places the sacrifices to the god for the pentathlon and chariot-races second.

Altar of Zeus/Hera

Ada007 (edited Sep 14)

The order of the games in our own day, which places the sacrifices to the god for the pentathlon and chariot-races

altar of zeus

#Altar of Zeus

Trent.Nixon (edited Sep 12)

Possibly the altar of Zeus

corystroupe (edited Sep 12)

he order of the games in our own day, which places the sacrifices to the god for the pentathlon and chariot-races

Analysis of Two Datasets

+ Annotated primary source

The screenshot shows the Perseus Digital Library interface. The main content area displays the text of Pausanias 5.1-15, translated by W. H. S. Jones. The text is annotated with blue hyperlinks and red markers. A search bar is visible at the top, and a sidebar on the left contains a list of classical texts. The right sidebar shows a list of other works by Pausanias, including 'Description of Greece' and 'Pausanias'.

+ Annotated plan

The screenshot shows a Google Earth map of the Olympia archaeological site. The map is annotated with numerous colored pins (pink, yellow, blue, green) indicating specific locations. A search bar at the top left shows the word 'Olympia' and a zoom level of 7. The map is overlaid with a grid and various navigation controls.

STEP 3

- After the due date is passed, go back to the pertinent discussion forum and check out other students' best guess for Pausanias' itinerary. Reevaluate your suggestion by investigating why you arrived at a different conclusion (That does not mean you are wrong, but try to reason for divergent suggestions).
- Watch the following video which is a tour of the Assassins' Creed Odyssey. Submit your critique of the video based on your preparation and your experience in Discussions/Assignment 2b



✧ Let's review

Engagement

"It helps one to be actively involved in studying... speaking for myself at the very least."

"I enjoyed this assignment and I hope we do more like this in class. I feel like people were extremely engaged in this one and kept wanting to learn more."

"I liked trying to figure out where the different things were on the map. That made me feel like I was learning it more than a lecture."

Interactivity

"I liked how interactive this assignment was rather than just going through lectures!"

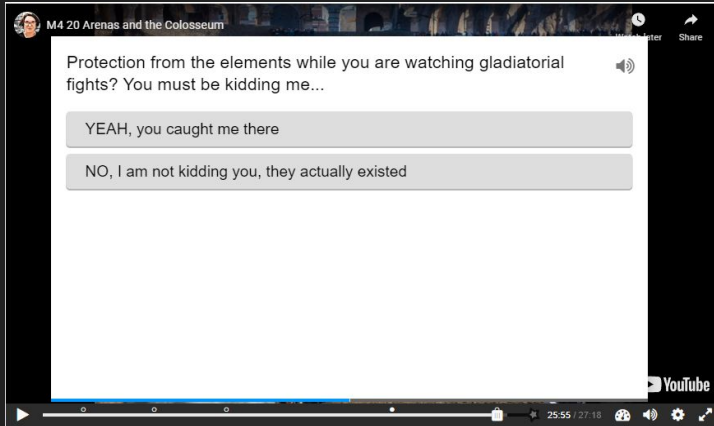
"I think that it was creative and interesting and I liked it as a little mix up every once in a while."

"I enjoyed the assassins creed video It was a good representation and the questions along with it corrected things as it went on haha."



✨ Importance of Institutional Support

- + H5P
- + Padlet
- + Hypothes.is



M4 20 Arenas and the Colosseum

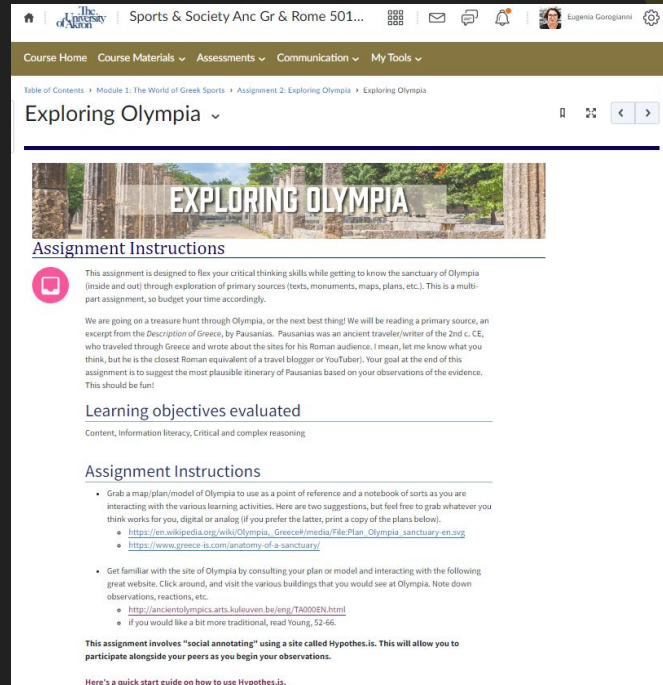
Protection from the elements while you are watching gladiatorial fights? You must be kidding me...

YEAH, you caught me there

NO, I am not kidding you, they actually existed

25:55 / 27:18

YouTube



Sports & Society Anc Gr & Rome 501...

Course Home Course Materials Assessments Communication My Tools

Table of Contents > Module 1: The World of Greek Sports > Assignment 2: Exploring Olympia > Exploring Olympia

Exploring Olympia

Assignment Instructions

This assignment is designed to flex your critical thinking skills while getting to know the sanctuary of Olympia (inside and out) through exploration of primary sources (texts, monuments, maps, plans, etc.). This is a multi-part assignment, so budget your time accordingly.

We are going on a treasure hunt through Olympia, or the next best thing! We will be reading a primary source, an excerpt from the *Description of Greece*, by Pausanias. Pausanias was an ancient traveler/writer of the 2nd c. CE, who traveled through Greece and wrote about the sites for his Roman audience. I mean, let me know what you think, but he is the closest Roman equivalent of a travel blogger or YouTuber). Your goal at the end of this assignment is to suggest the most plausible itinerary of Pausanias based on your observations of the evidence. This should be fun!

Learning objectives evaluated

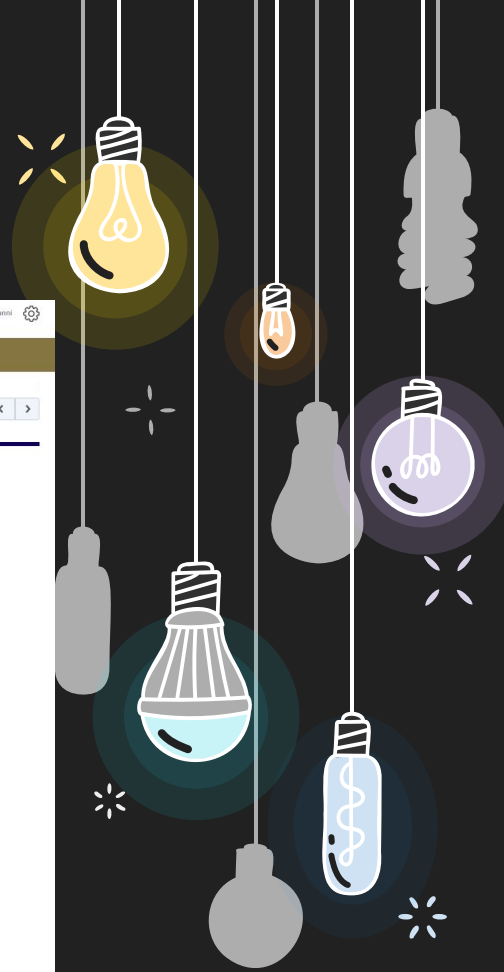
Content, Information literacy, Critical and complex reasoning

Assignment Instructions

- Grab a map/plan/model of Olympia to use as a point of reference and a notebook of sorts as you are interacting with the various learning activities. Here are two suggestions, but feel free to grab whatever you think works for you, digital or analog (if you prefer the latter, print a copy of the plans below).
 - https://en.wikipedia.org/wiki/Olympia,_Greece#/media/File:Plan_Olympia_sanctuary-en.svg
 - <https://www.greece-tu.com/anatomy-of-a-sanctuary/>
- Get familiar with the site of Olympia by consulting your plan or model and interacting with the following great website. Click around, and visit the various buildings that you would see at Olympia. Note down observations, reactions, etc.
 - <http://ancientolympia.srh.kuleuven.be/eng/TA0202EN.html>
 - if you would like a bit more traditional, read Young, 52-66.

This assignment involves "social annotating" using a site called Hypothes.is. This will allow you to participate alongside your peers as you begin your observations.

Here's a quick start guide on how to use Hypothes.is.



My Laundry List:

- Reduce the cognitive load
- Make it fun and inviting
- Encourage student engagement
- Promote interactivity
- Build a community of active learners

slido



What are some of the big ideas that you plan to incorporate into how you create and/or deliver lectures?

① Start presenting to display the poll results on this slide.

A photograph of two people sitting at a desk in a bright, modern office. The person on the left is wearing a maroon sweater and is seated on a yellow chair. The person on the right is wearing a light blue shirt and is pointing at a laptop screen. The desk has an open book, a blue mug, and some papers. A large window in the background shows green foliage. A semi-transparent dark grey banner is overlaid across the middle of the image, containing the text 'Thanks! Questions?' in white.

Thanks! Questions?

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