

# AFROHUN Regional eLearning vCOP ECHO

**December 15, 2021**





UNIVERSITY OF  
Global Health  
EQUITY

# SAMR & Engagement Part 1

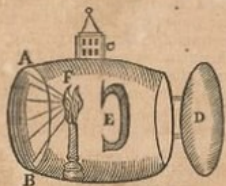
Matthew Ames PhD



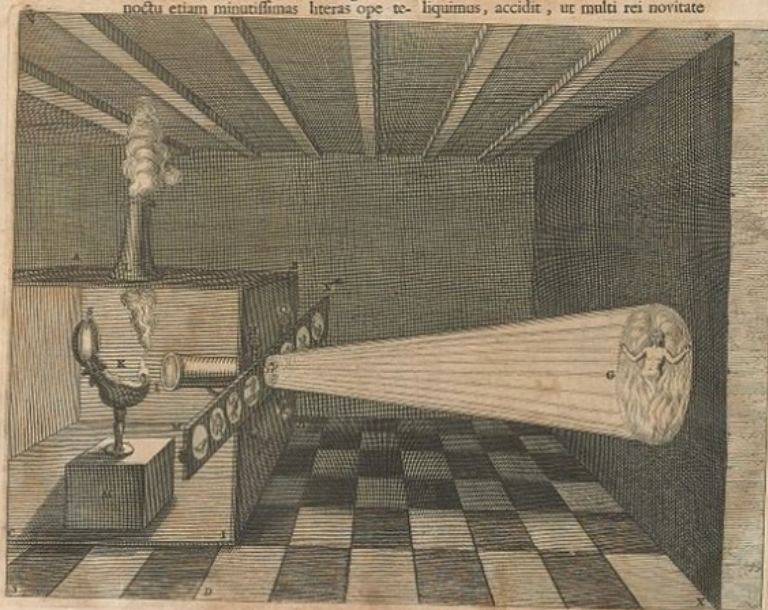
## Problema III.

*Lucernam artificiosam construere, quæ in remota distantia scripta legenda exhibeat.*

**F**iat lucerna, ea, qua hic factum esse vides figura cylindracea; in cuius basi AB speculum concavum, quod parabolam quantum fieri potest, affectet, erigatur.



*Lucerna Catoptrica.* Intra huius speculi focum applicetur F. Flamma candelæ, habebisque quæsitum. Nam tam inusitato splendore fulgebit, ut noctu etiam minutissimas litteras ope te-



allecti ad eam excolendam animum adju-  
cerint, Quos inter primus fuit Thomas  
Walgenstenius Danus, haud infimæ notæ  
Mathematicus, qui recolens meas in de-

lescopiū inspectas nullo negotio exhibeat.  
Remotè verò flammam intuentes, ingen-  
tem ignem esse existimabunt; augebunt  
lumen, si latera cylindri interiora ex ful-  
gido stanno in ellipsin elaborata fuerint.  
Sed inventum figura appositâ satis decla-  
rabit. E manubrium, D fenestram, C in-  
fumbulum designat.

## Problema IV.

*De Lucerna Magica seu Theumaturge constructione.*

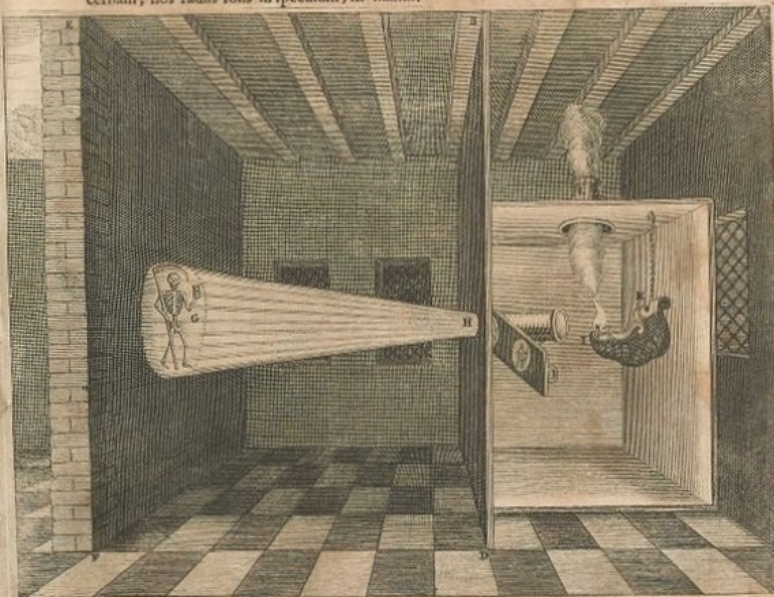
**Q**uamvis in arte Magna Lucis & um-  
bræ folio 767. huiusmodi Lucernæ  
mentionem fecerimus & fol. 793. modum  
per solem simulacrorum in obscurum lo-  
cum transmittendorum, una cum colori-  
bus ad ea depingenda requisitis tradideri-  
mus: Quia tamen in citatis locis, inven-  
tionem hanc prorsus singularem ab aliis  
maioribus inventionibus adornandam re-  
liquimus, accidit, ut multi rei novitate

scribendis iis inventiones Lucernam fol.  
767. à nobis descriptam, in meliorem  
formam reduxit, quam & postea magno  
suo lucro diversis in Italia principibus ven-  
didit;

didit, ut proinde jam Romæ res pene  
vulgaris sit. Non est autem alia inter illam  
& à nobis descriptam Lucernam differen-  
tia, quam quod complurium imaginum  
species in obscuro cubiculo dictus Wal-  
genstenius ostendat satis nitide & polite,  
nec non cum summa spectantium admira-  
tione. Nos in Collegio nostro in obscuro  
cubiculo, 4. novissima summo intuentium  
stupore exhibere solemus. Est autem res  
visu dignissima, cum ejus ope, vel inte-  
gras scenas satyricas, Tragicas theatrales  
& similia ordine ad vivum exhibere liceat.

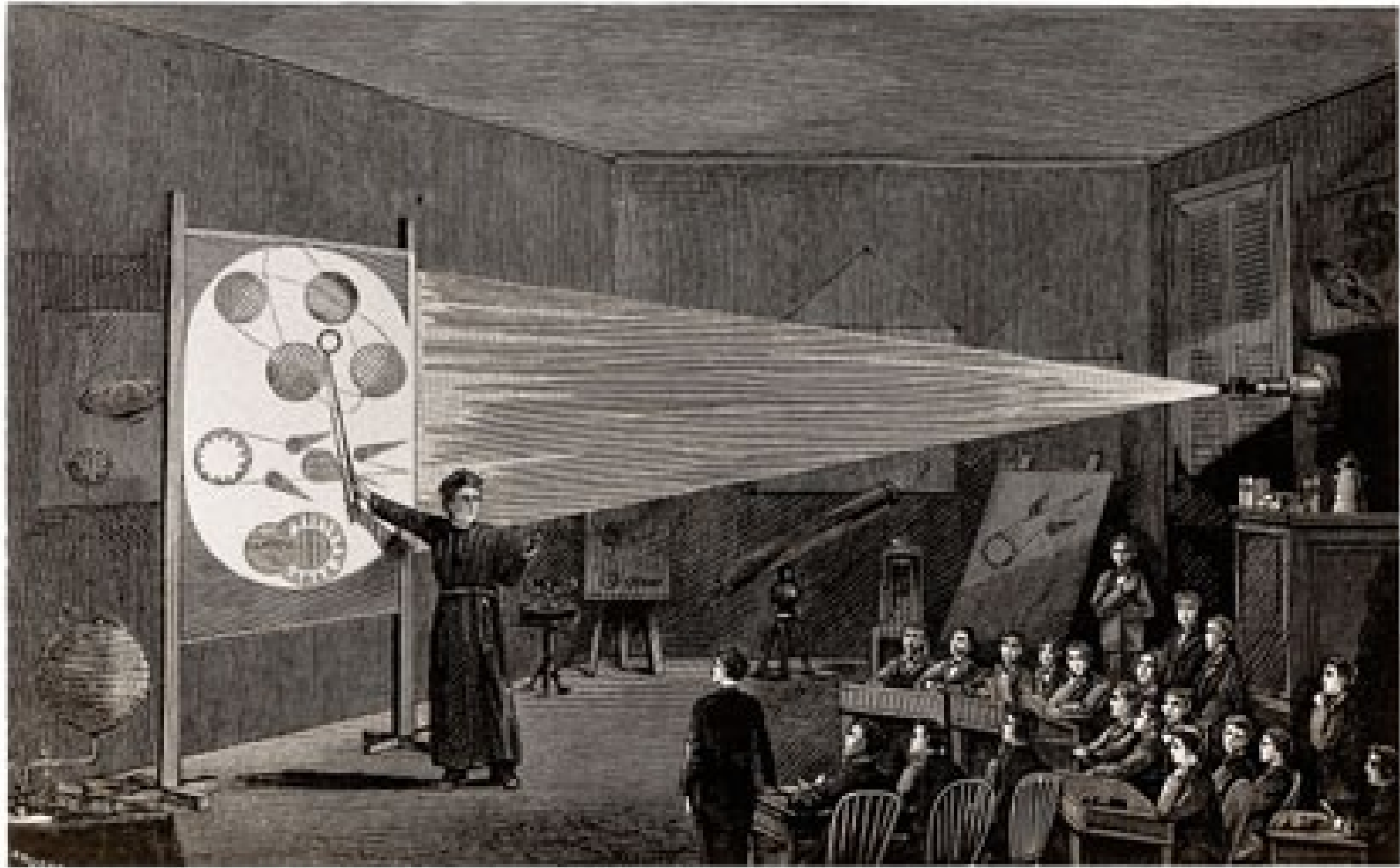
Artificium verò Catoptricum, quod  
nos fol. 793. Artis Magnæ Lucis & um-  
bræ docuimus, non differt ab hac nova  
Lucerna, nisi quod illa per mobilem Lu-  
cernam, nos radiis solis in speculum, in

quo simulacra rerum descripta sunt, re-  
flectentibus in immobili interioris alicujus  
domus aut cubuli pariete, coloribus ad  
vivum exhibemus omnia ea, quæ per Lu-  
cernam mobilem monstrari solent; quam-  
vis etiam eodem in loco modum sine so-  
lis radiis, per speculum concavum aut len-  
tem diaphanam res representandi doceamus.  
Quæ omnia hic sùsus prosecutus  
sum, ut Lectori, unde hæc nova arcana  
Lucernæ (quàm non immerito Magicam  
& Theumaturgam, à mirifica rerum qua-  
rumcunque tandem in obscuro cubiculo  
aut intempestæ noctis silentio represen-  
tatione appellandam duximus) originem  
suam traxerint. Quibus præmissis nil jam  
restit, nisi ut fabricam ejus paucis expo-  
namus.



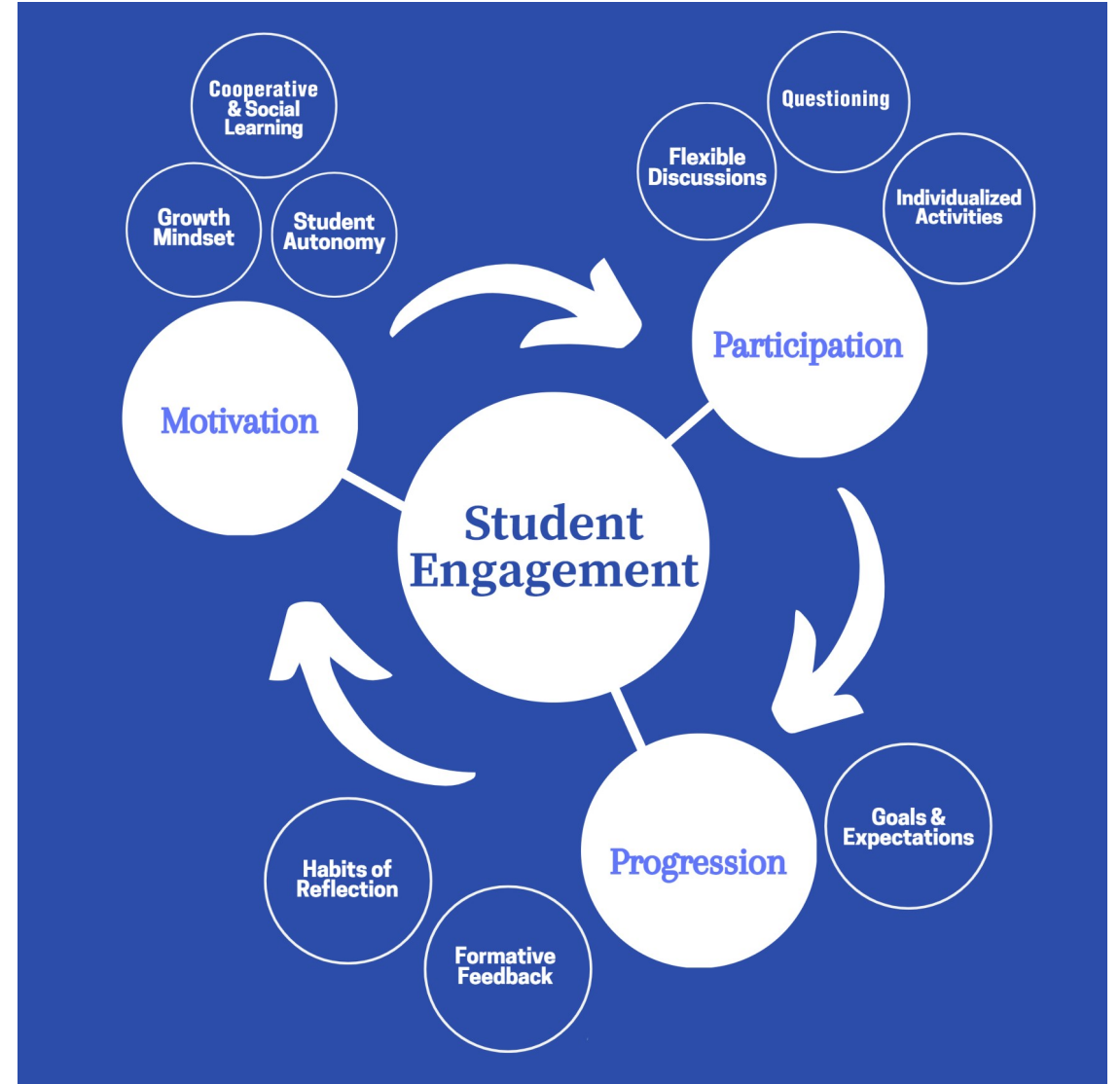
Fiat ex ligno receptaculum A. B. C. D.  
deinde in L. caminus, ut Lucerna per il-  
lum funum suum emittere possit, Lucerna  
verò K in medio ponatur vel affixa filo  
ferreo vel supra fulcrum M è regione fo-  
raminis H, intra quod tubus palmaris  
committatur, in tubi verò principio L. len-  
ticulare vitrum melioris notæ inferatur  
in foramine verò, seu in fine tubi H vitrum

planum probè elaboratum ponatur, in  
quo coloribus aqueis & diaphanis quid-  
quid volueris pingatur; hoc pacto intra  
cubiculum VT SX in muro candido lumen  
lucernæ vitrum lenticulare transiens ima-  
ginem in H vitro plano depictam (quæ  
inverso situ in vitro ponitur) rectam &  
in muro grandiore exhibebit, omnibus  
coloribus ad vivum expressam. Nota ta-



# Agenda

- Engagement
- Motivation
- Participation
- Progression
- Interventions
- Breakout & Discussion



# What is engagement?

- A measure of a student's participation in the learning process.



# Why engagement important?

- Student engagement **increases student satisfaction**, enhances student motivation to learn, reduces the sense of isolation, and improves student performance in online courses.



▼ **Module 1: Computer Basics and Research**

Prerequisites: Beginning Module: Let's Be Online Learners!  
COURSE WILL OPEN MONDAY MORNING AT 8:30 am GROUP  
CHAT BEGINS AT 9:00am

Complete All Items



**Chat to Start the Day**

View



**Module 1: Introduction**



**Video: How to Create Folders**



**Video: How to Find Applications on Macbook Pro Air**



**Folder Organization Skills**

Sep 15, 2020 | 20 pts



**Readings: Computer Basics**



**Discussion: Computer Security**

Sep 15, 2020 | 20 pts



**Quiz: Computer Care and Use**

Sep 15, 2020 | 20 pts



**Video: Starting out in Medical Research**

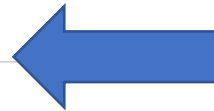


**Group Research Activity**

Sep 15, 2020 | 20 pts



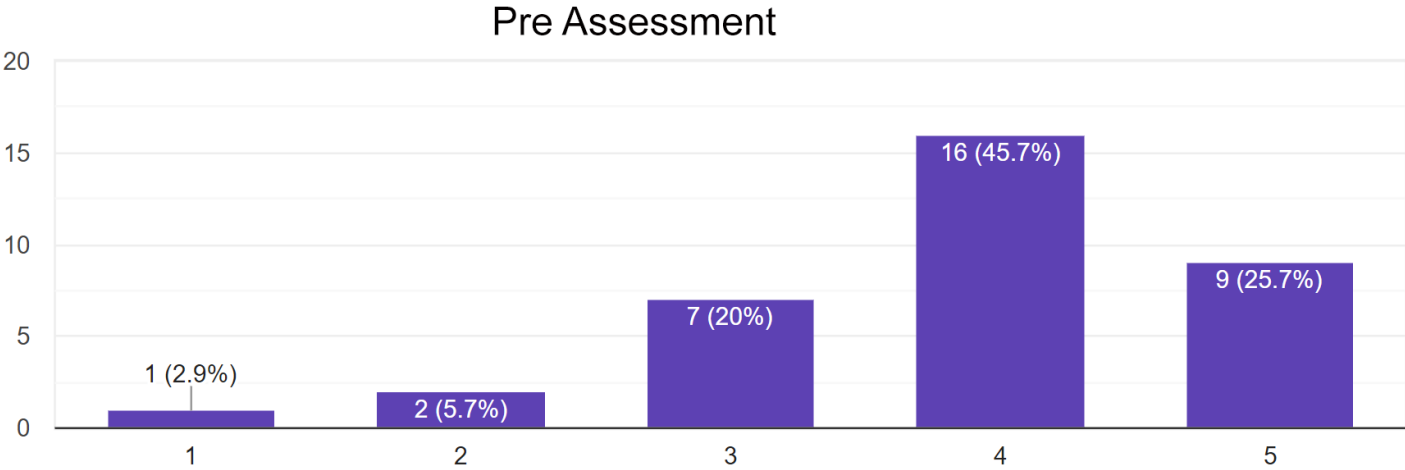
**Module 1: Feedback**



How connected do you feel to the UGHE community?

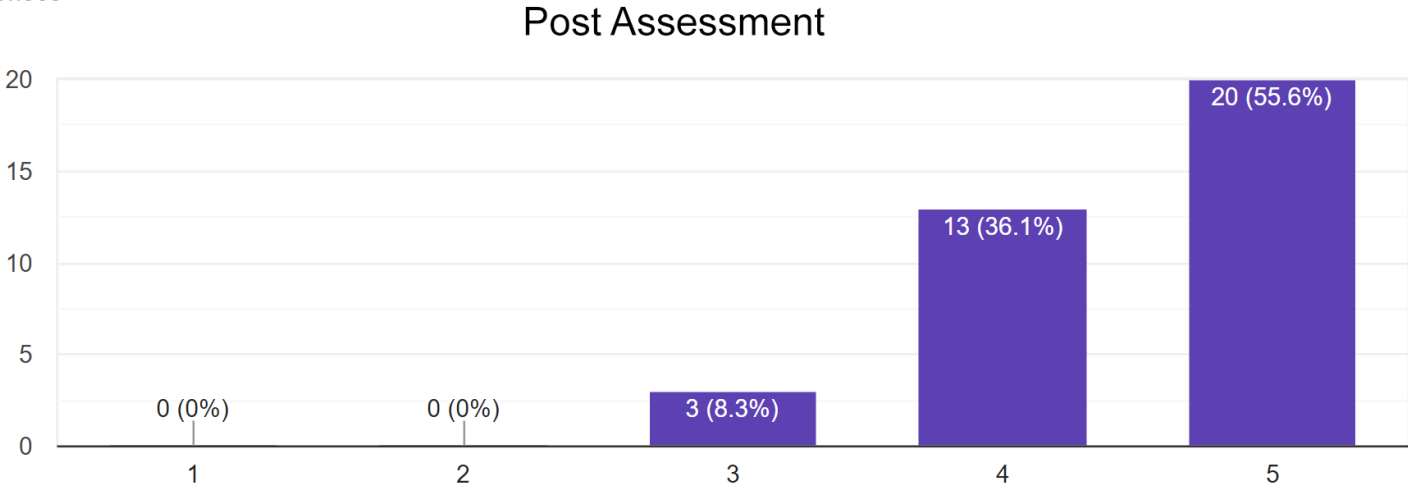


35 responses



How connected do you feel to the UGHE community?

36 responses



# Engagement: Participation in learning

## MOTIVATION PATH

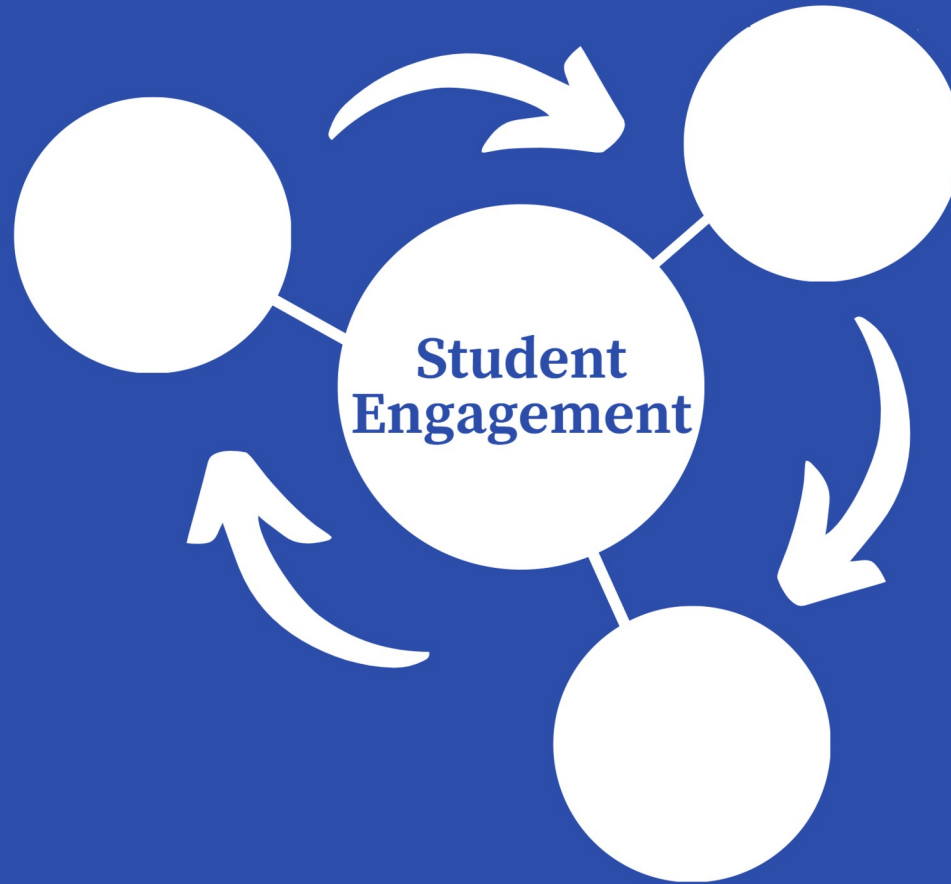
Student proactivity in their learning; the enthusiastic pursuit of learning goals

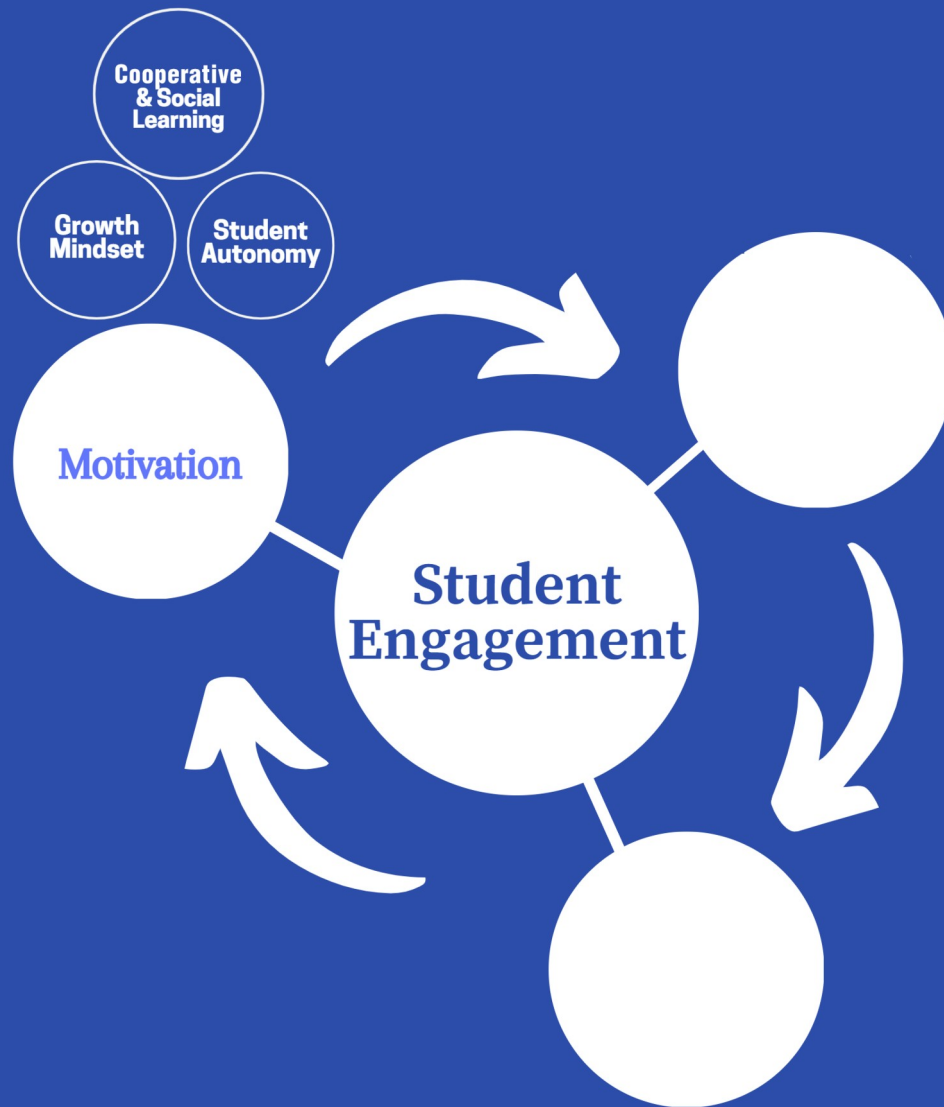
## PARTICIPATION PATH

All students actively working on tasks, individually or with peers, that support learning goals

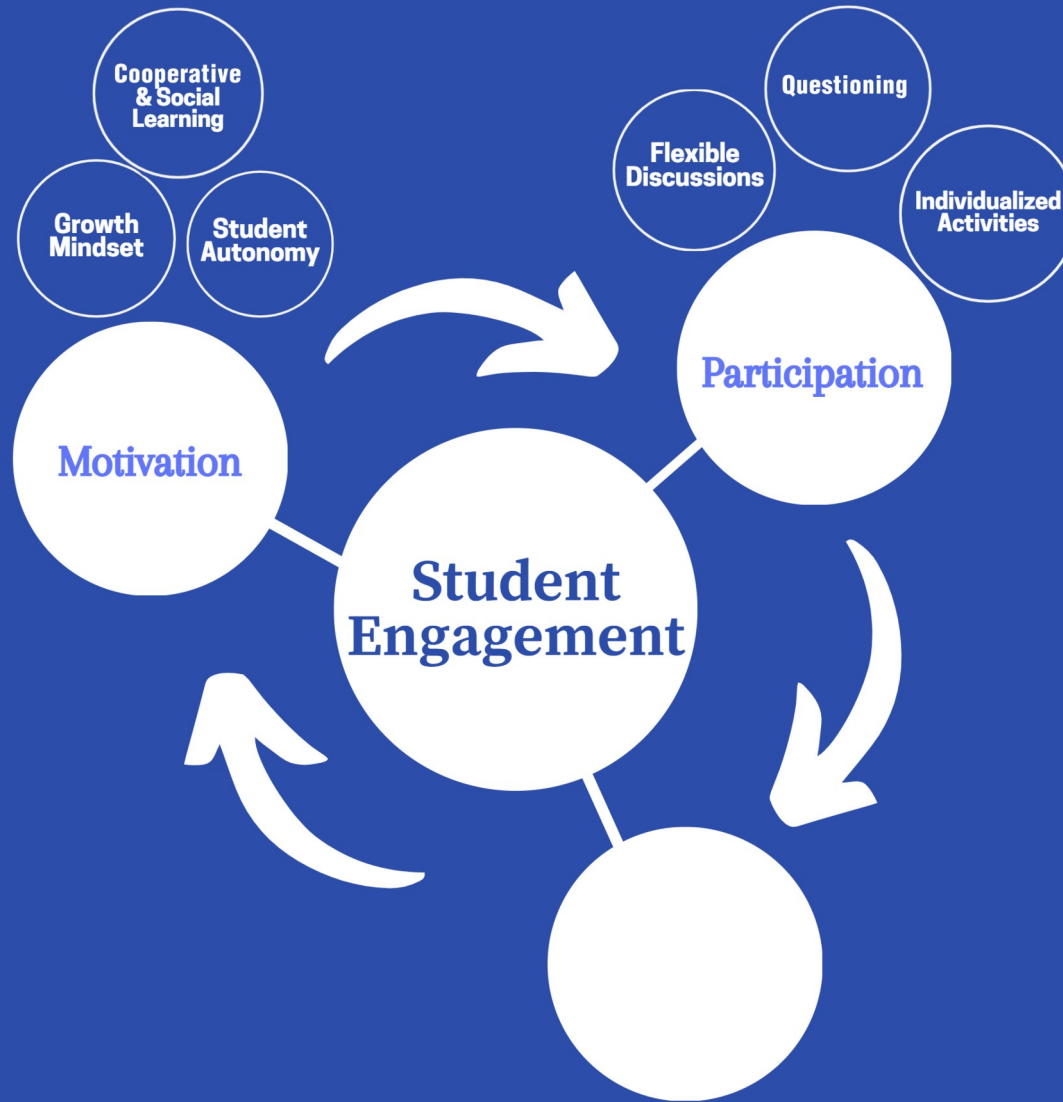
## PROGRESSION PATH

Deliberate improvement as part of learning; advancement toward learning goals

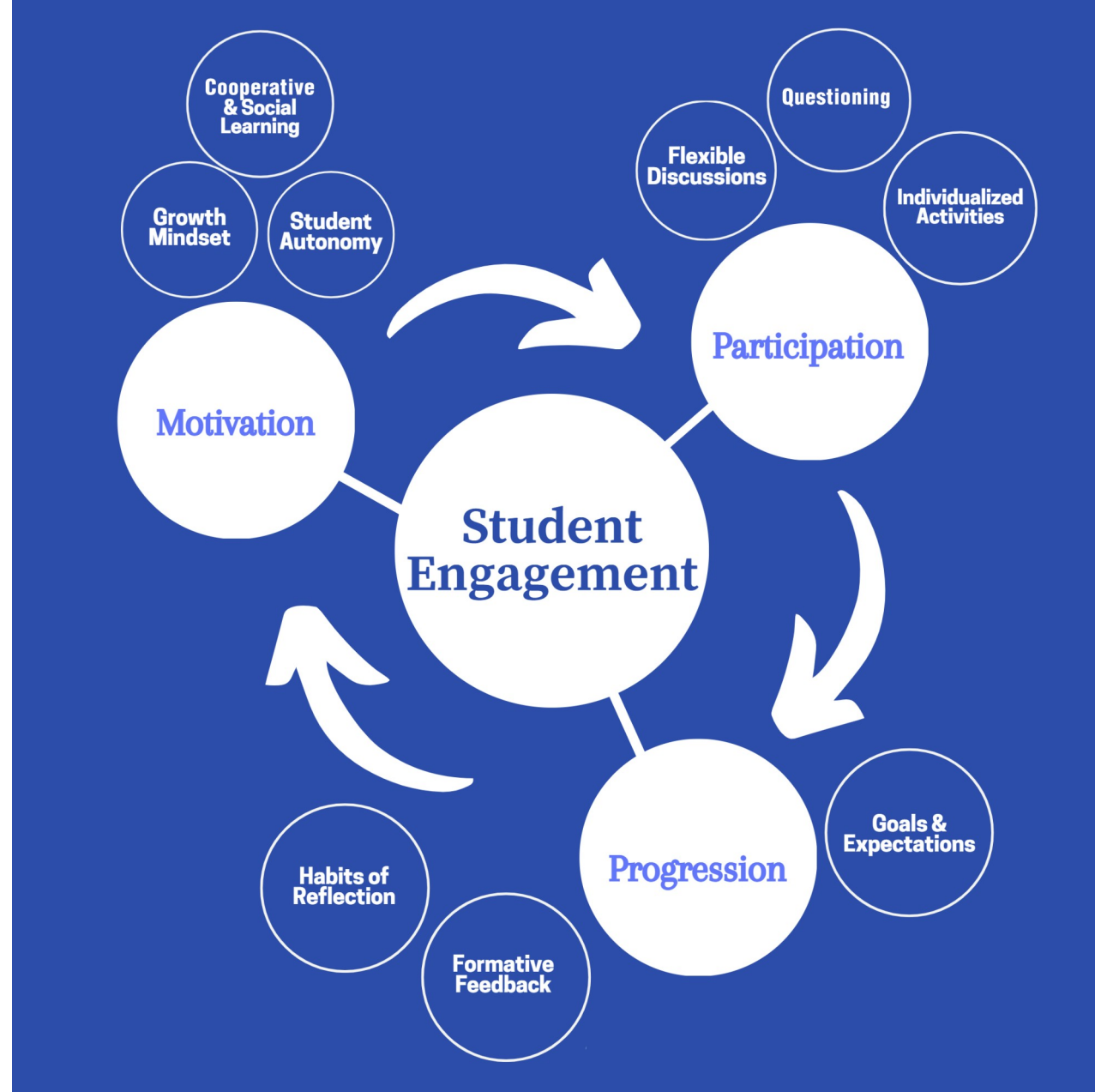




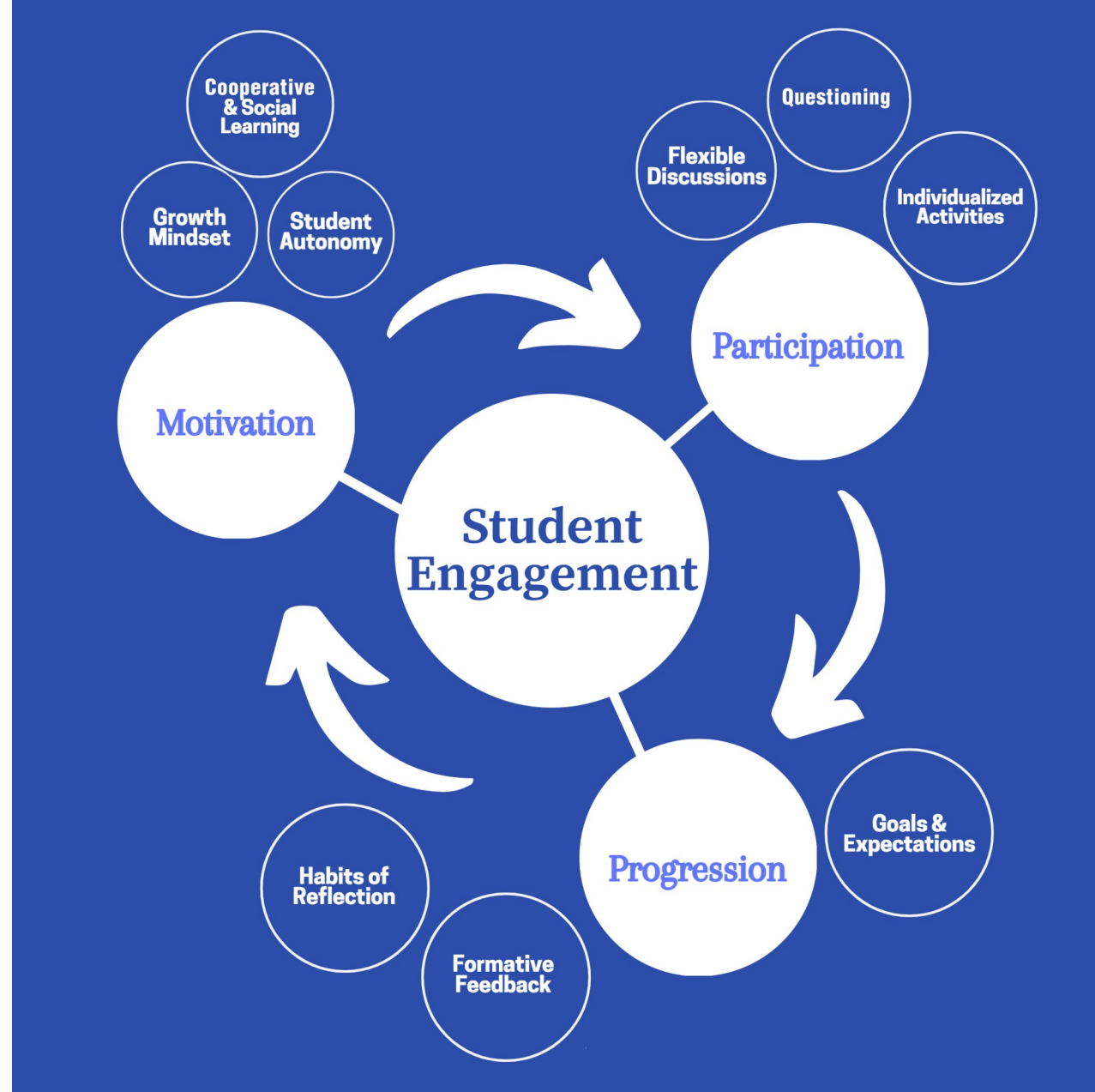
**MOTIVATION PATH**  
Student proactivity in  
their learning; the  
enthusiastic pursuit  
of learning goals



**PARTICIPATION PATH**  
All students actively working on tasks, individually or with peers, that support learning goals



**PROGRESSION PATH**  
Deliberate improvement  
as part of  
learning; advancement  
toward learning goals



## MOTIVATION PATH

Student proactivity in their learning; the enthusiastic pursuit of learning goals

### **Cooperative learning**

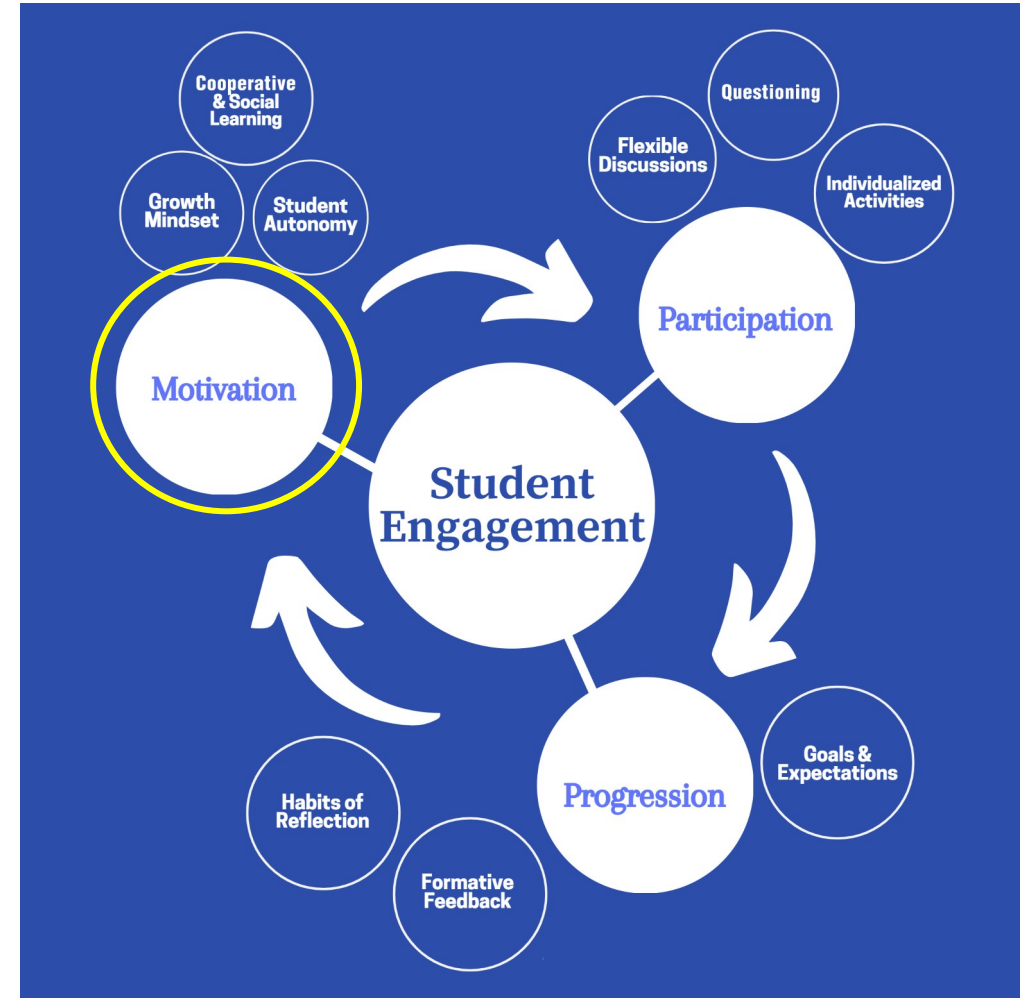
Jigsaw: Students break into groups where each group examines a specific topic. After, the groups are mixed. (Groups)

### **Student autonomy**

Discussion: Allow discussions to be student driven. (Discussion)

### **Growth mindset**

Announcements: Teacher uses announcements to post excellent student work and learning strategies.

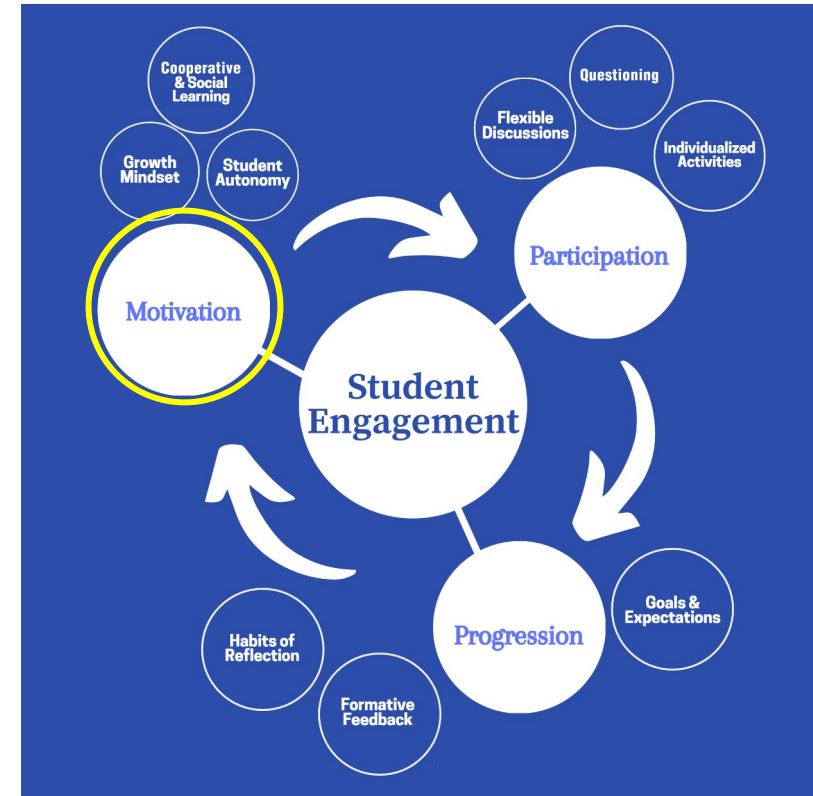


# Motivation: Cooperative and Social Learning

Use cooperative and social learning to create a classroom community where students know, interact with, and support each other.

## Jigsaw

In this approach, groups of students work in a team of four to become experts on one segment of new material, while other “expert teams” in the class work on other segments of new material. The class then rearranges, forming new groups that have one member from each expert team. The members of the new team then take turns teaching each other the material on which they are experts.

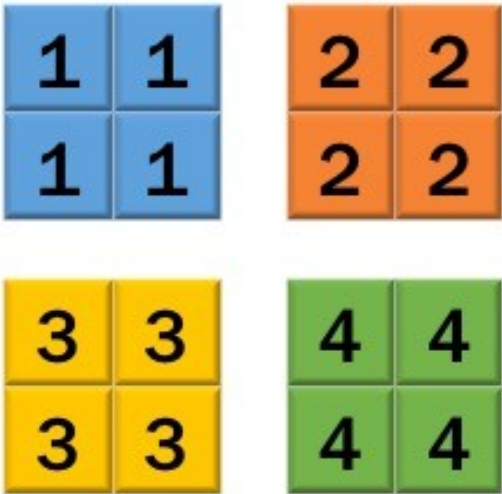


# Motivation: Cooperative and Social Learning

## JIGSAW

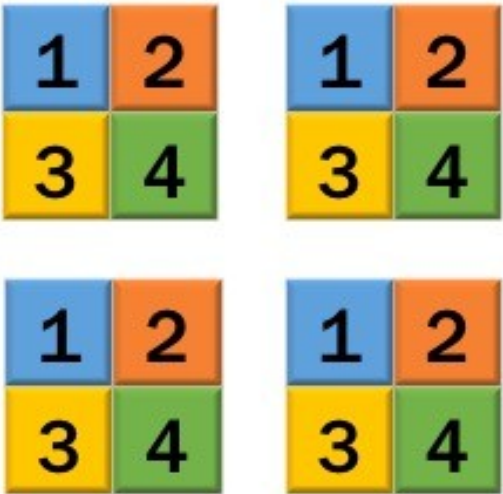
### Round 1 – Focus Groups

Divide students into groups and give each group a different text to read and discuss.



### Round 2 – Task Groups

Mix the groups so that students can bring their specific focus to a common task or problem.



## PARTICIPATION PATH

All students actively working on tasks, individually or with peers, that support learning goals

### Create flexible discussions

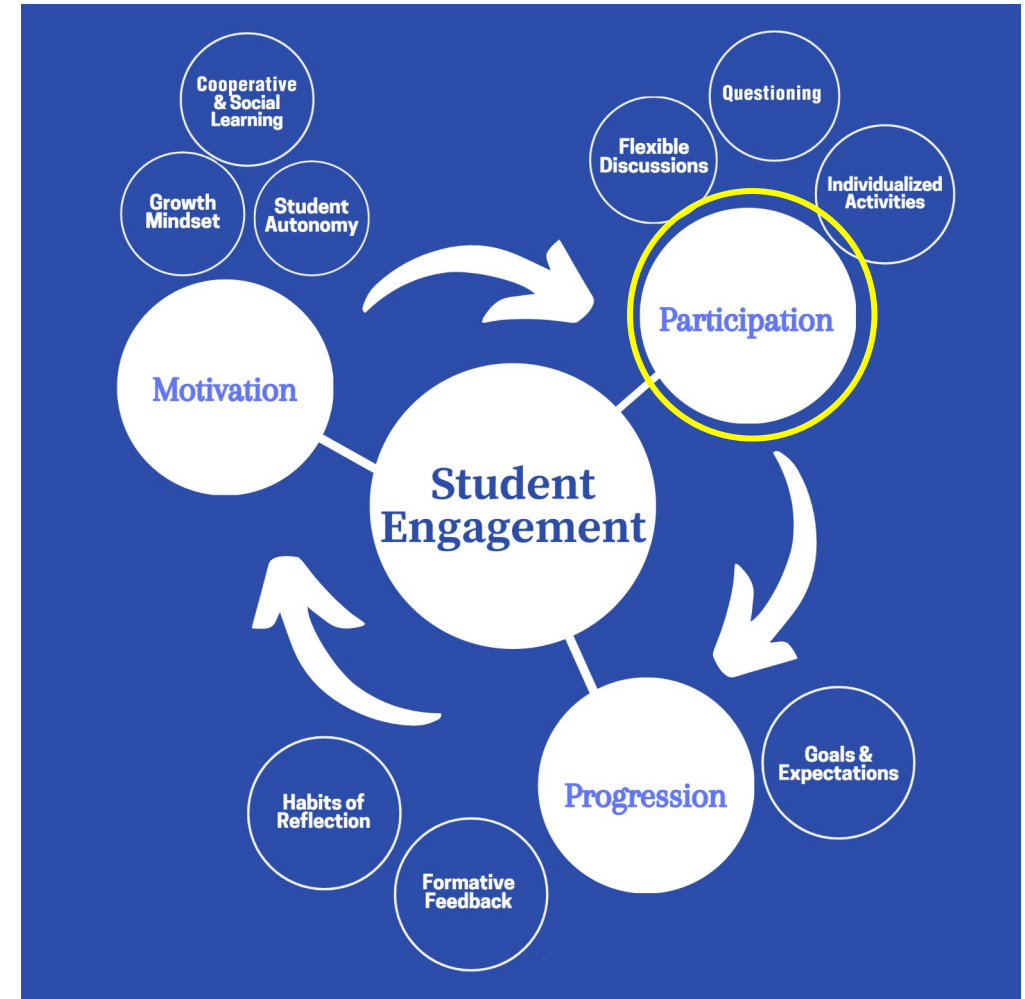
Poster walk: Students load presentations to a discussion board, each student responds to two.  
(Discussion)

### Focus on questioning

Open-ended questions: What makes you think that? What are some of the causes?  
(Discussion, Chat, Zoom)

### Individualize activities

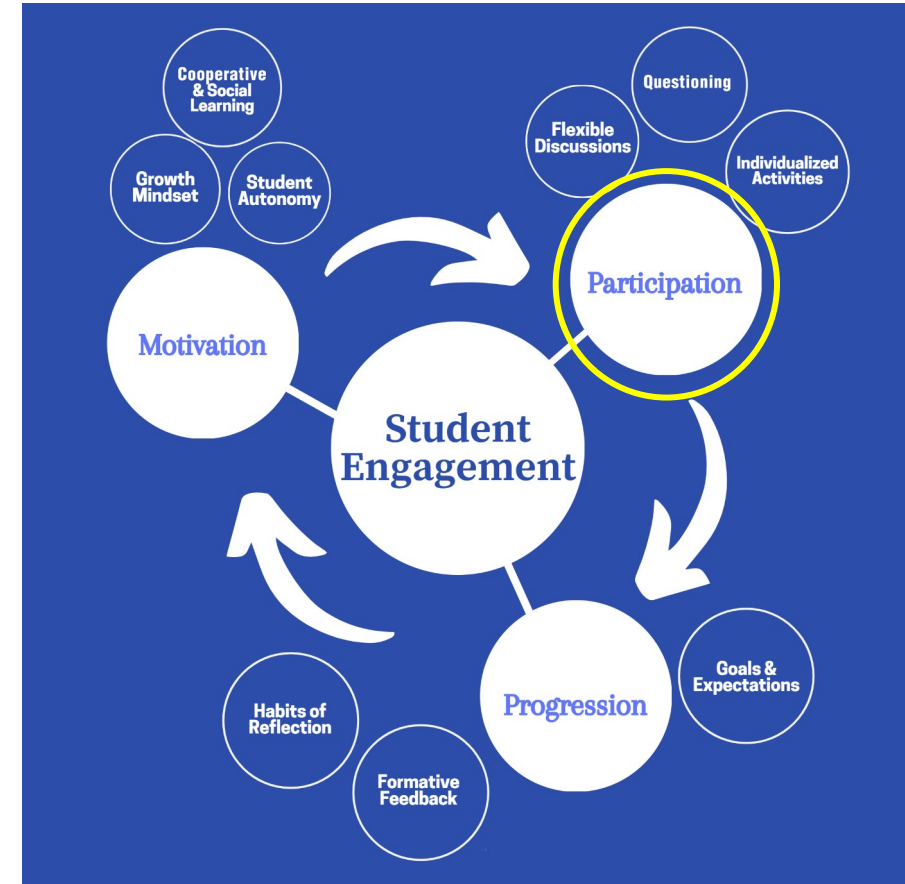
Allow students to submit different media for reports:  
Video, audio, text  
(Assignments)



# Participation: Flexible Discussions

Create flexible discussions that allow more time and opportunity for more students to participate, both with the teacher and their classmates, at a deeper level

Poster Sessions are a time where students or teachers can share their work and knowledge around a specific topic. During poster sessions, students not only have the chance to share their work, but can interact with the work of their peers or the teacher to observe, discuss, and ask questions about the topic being presented.



# Participation: Flexible Discussions

  
UGHE

2020-2021: Fall

[Home](#)

[Announcements](#)

[Modules](#)

[Grades](#)

[Syllabus](#)

[Outcomes](#)

[Rubrics](#)

[New Analytics](#)

[Chat](#)

[Attendance](#)

[YuJa Media Library](#)

[Files](#)

[UGHE Library](#)

[Discussions](#)

[Pages](#)

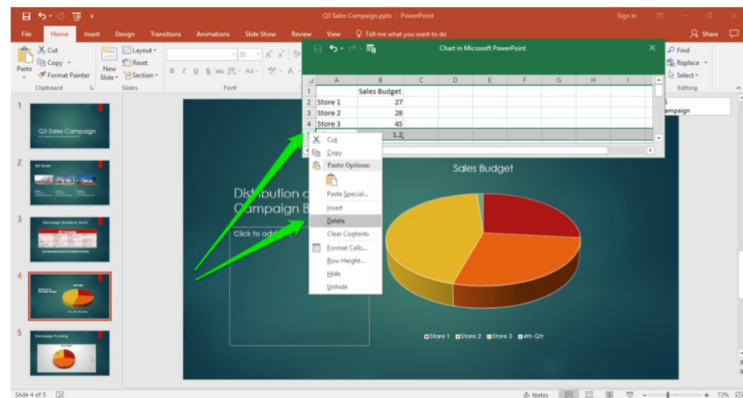
[People](#)

[BigBlueButton \(Conferences\)](#)

[Collaborations](#)

[Assignments](#)

  
Pacifique Ishimwe  
Sep 25, 2020



|   | A       | B   | C | D | E | F | G | H | I |
|---|---------|-----|---|---|---|---|---|---|---|
| 1 |         |     |   |   |   |   |   |   |   |
| 2 | Store 1 | 27  |   |   |   |   |   |   |   |
| 3 | Store 2 | 28  |   |   |   |   |   |   |   |
| 4 | Store 3 | 45  |   |   |   |   |   |   |   |
|   |         | 100 |   |   |   |   |   |   |   |

  
Nadine Iris Ishimwe  
Sep 25, 2020

Hi Ishimwe,  
  
yes Excel is mostly used in statics for well clear displayed and understandable information.Thank you.

  
Moderate Shyaka Tuyisenge  
Sep 25, 2020

Hello Pacifique,  
  
I totally agree that Ms Excel can be a very useful too in statistics due to the reasons stated above.  
  
Also, I would like to add that Ms Excel have many formatting tools that enhance the visual display of data for better usage.  
  
Thank you for sharing your thoughts on the role of Ms Excel!

## PROGRESSION PATH

Deliberate improvement as part of learning;  
advancement toward learning goals

### Goals and expectations

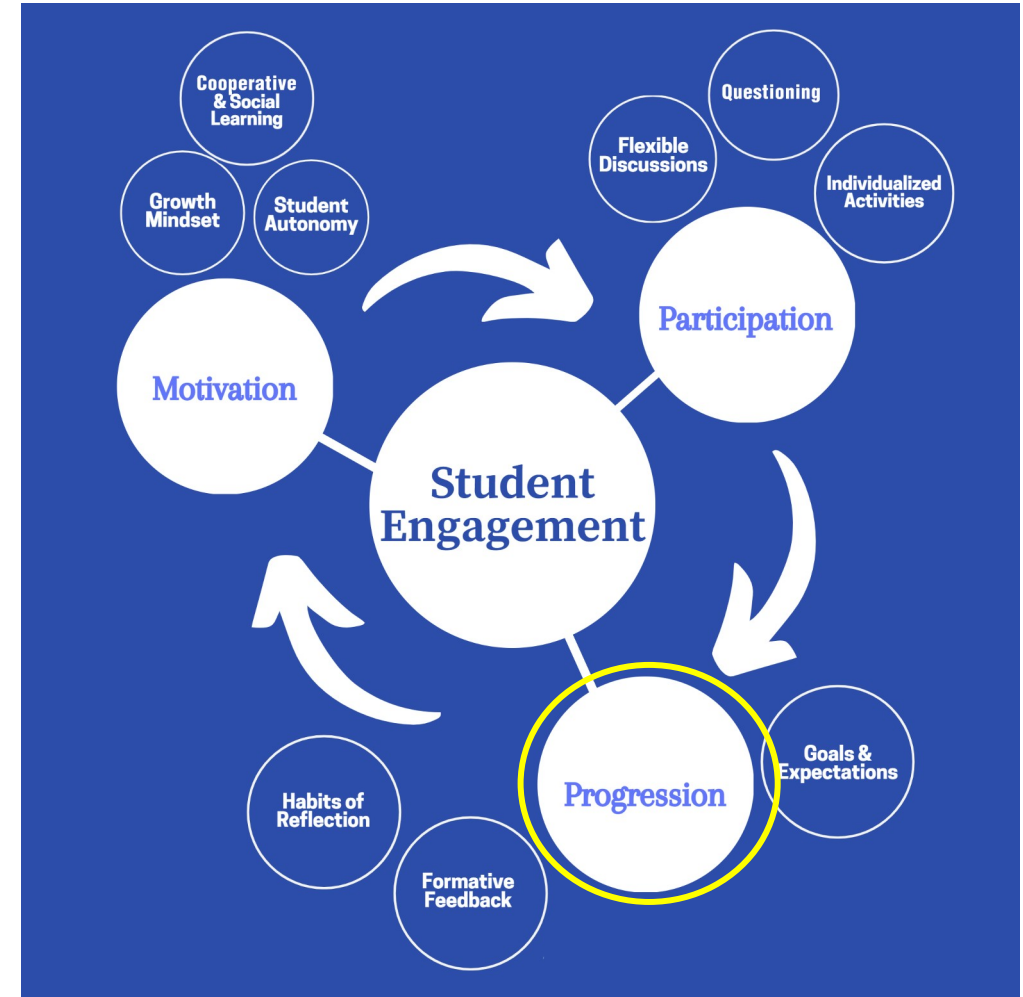
Students set SMART goals:  
Specific, Measurable, Achievable, Realistic, Timely  
(Discussion, Assignments)

### Formative feedback

Peer review: Create groups to peer review written documents.  
(Assignments, Discussion)

### Habits of reflection

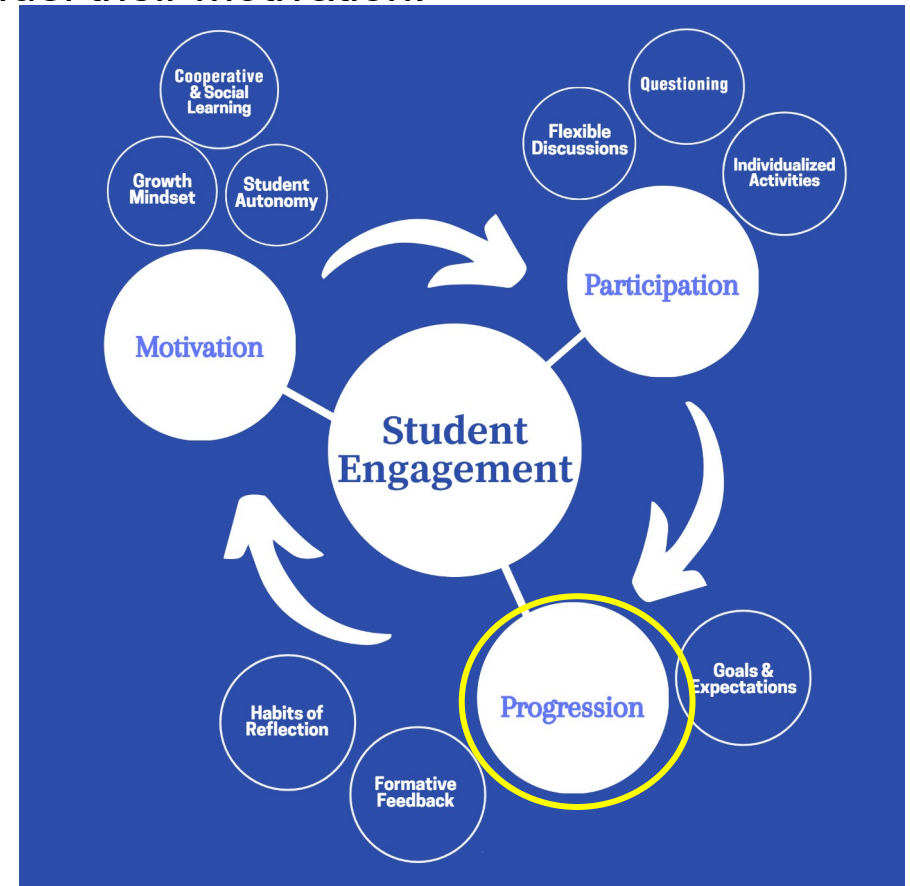
Journals: Students create digital journals (Assignments, ePortfolios)



# Progression: Habits of Reflection

Encourage habits of reflection and self-monitoring, where students set their own goals, examine their own performance, and measure their own progress in order to fuel their motivation.

Use ePortfolios to have students track and address their learning throughout a course.



# Progression: Habits of Reflection

Information **My Portfolio** Views Export/Import Shared Portfolios

The Portfolio may be used to store web addresses, files, as well as enter notes that may contain insights or little notes the user may wish to write down.

Categories: Root Category (3 Items)

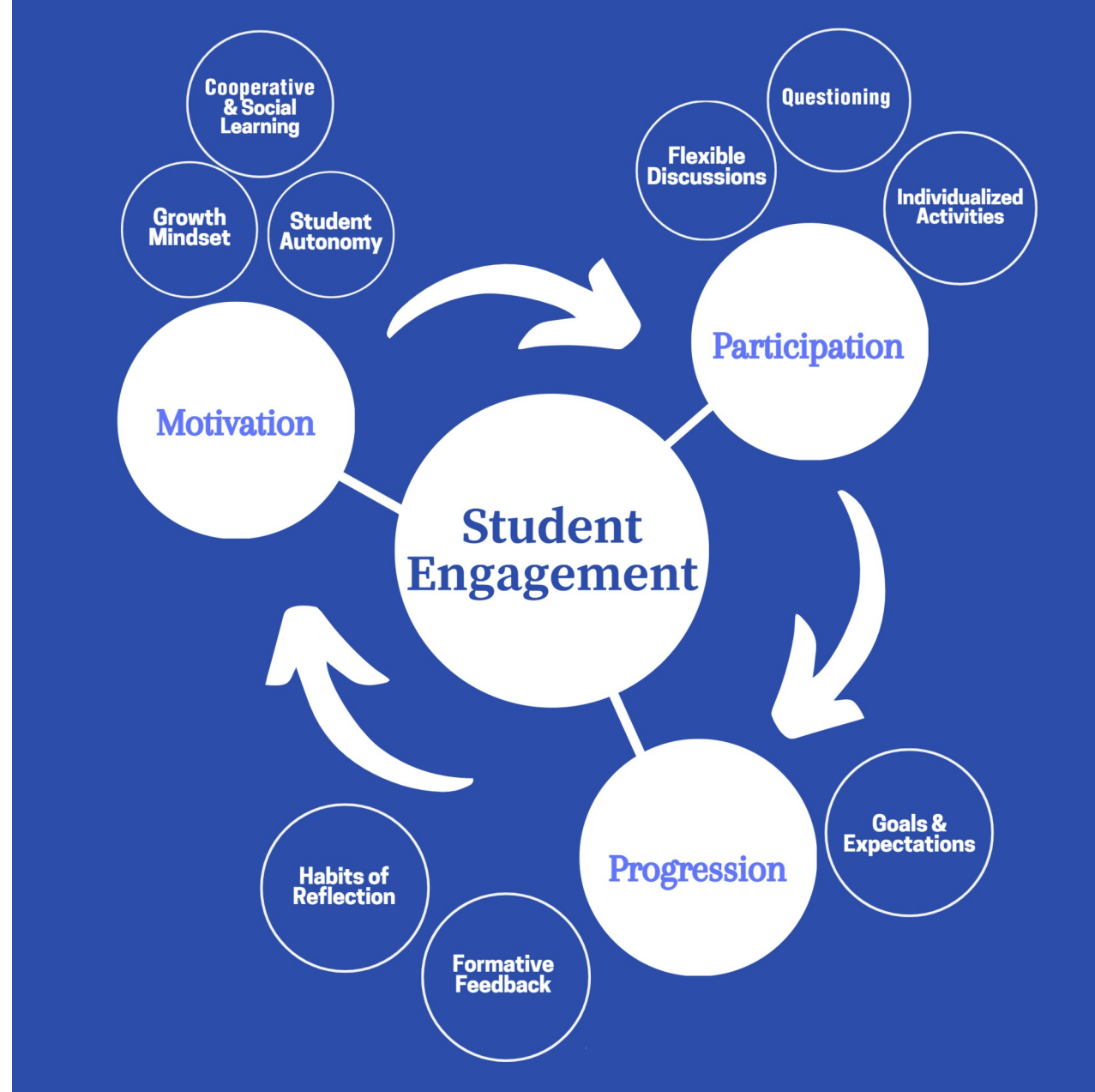


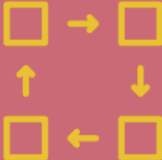
Category Link File Note

Change Layout:  Details  Printer-friendly display

Current Category: **Root Category**

|                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Category  </p>  <p>DELP</p>                                              | <p>Category  </p>  <p>DIGITALE KOMPETENZEN</p>                                                                                                                    | <p>Category  </p>  <p>MY DOMAIN</p>                                                 | <p>Category  </p>  <p>OTA-Praktikum</p> | <p>Category  </p>  <p>PERSONALE KOMPETENZEN</p> | <p>Category  </p>  <p>SOZIALE KOMPETENZEN</p> |
| <p>Note  </p> <p>Sunday, 15 September 2013, 5:01 PM</p>  <p>di'laemma</p> | <p>Link   </p> <p>Sunday, 15 September 2013, 4:48 PM</p>  <p>gtn solutions</p> | <p>Note  </p> <p>Sunday, 8 September 2013, 11:10 PM</p>  <p>digital aristotle</p> |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                        |



|                      | ENHANCEMENT                                                                                                      |                                                                                                                   | TRANSFORMATION                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                             |
|----------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SAMR Levels          | <b>Substitution</b><br>         | <b>Augmentation</b><br>        | <b>Modification</b><br>                                                                                                                                                      | <b>Redefinition</b><br>                                                                                                                                                                  |
| Bloom's Correlations | remember, define, list, recall, identify, label, locate                                                          | apply, understand, explain, solve, contrast, choose, show, report                                                 | evaluate, analyze, apply, categorize, connect, conclude, infer, distinguish                                                                                                                                                                                     | create, evaluate, design, invent, assemble, modify, organize, collaborate                                                                                                                                                                                                   |
| Discussions          | In a discussion, students respond to a question or prompt posed by instructor, but there is no peer interaction. | In a discussion, students respond to a question or prompt from the instructor and also reply to posts from peers. | A scoring guide is used to provide students with feedback on their participation in the discussion, which includes both posts and replies to other students. The feedback can come from the teacher or from other students (utilizing the peer review feature). | Discussions are student-driven. This might mean students generate original discussion questions or prompts to which other students respond, use discussions as a back channel, collaborate with other students on an assignment, or seek or provide help to other students. |

| MOTIVATION PATH<br>Student proactivity in their learning; the enthusiastic pursuit of learning goals                                         | PARTICIPATION PATH<br>All students actively working on tasks, individually or with peers, that support learning goals                     | PROGRESSION PATH<br>Deliberate improvement as part of learning; advancement toward learning goals                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning objective: Describe the difference between a lake and an ocean.</b>                                                              | <b>Learning objective: Describe how the heart and lungs work together in the human body.</b>                                              | <b>Learning objective: Describe the scientific principles behind earthquakes.</b>                                                   |
| Cooperative learning<br>Jigsaw: Students break into groups where each group examines a specific topic. After, the groups are mixed. (Groups) | Create flexible discussions<br>Poster walk: Students load presentations to a discussion board, each student responds to two. (Discussion) | Goals and expectations<br>Students set SMART goals: Specific, Measurable, Achievable, Realistic, Timely (Discussion or Assignments) |
| Student autonomy<br>Discussion: Allow discussions to be student driven. (Discussion)                                                         | Focus on questioning<br>Open-ended questions: What makes you think that? What are some of the causes? (Discussion, Chat)                  | Formative feedback<br>Peer review: Create groups to peer review written documents.                                                  |
| Growth mindset<br>Announcements: Teacher uses announcements to post excellent student work and learning strategies.                          | Individualize activities<br>Allow students to submit different media for reports: Video, audio, text (Assignments)                        | Habits of reflection<br>Journals: Students create digital journals (Assignments, ePortfolios)                                       |

# Breakout Room Practice

1. Three groups
2. Each group is given an engagement path (Motivation, participation, progression)
3. Each group selects a learning objective
4. Each group selects an instructional approach using an engagement strategy discussed here to address this learning objective
5. Each group will meet and discuss the best strategy for the learning objective- there is no correct answer
6. Each group will decide the following: The strategy, why the strategy was chosen, the technology (Discussion board, assignment, etc.) decided upon to implement the strategy and why that technology was selected
7. Each group will select someone from the group to explain their approach to the entire group
8. We will all return to the main group after the group sessions conclude

# Templates for Breakout Rooms

When groups return to the main group their ambassador will provide the following information:

- Which objective was selected
- The strategy selected
- Why the strategy was chosen
- The technology (Discussion board, assignment, etc.) decided upon to implement the strategy
- Why that technology was selected

