

Student Engagement

"Drawing 'em in" in an Online Environment



Engagement

➤ things we cannot do in traditional classroom



➤ Learning outcomes

➤ Student satisfaction

➤ Linked



Available Technology



High quality video





Tips:

- Incentivize discussion boards with extra credit.
- Keep it simple!
- Objectives: Say it with emojis!
- Engaging prompts...

Announcements

Assignments

Discussions

Grades

People

Syllabus

Quizzes

Modules

Chat

UCF Library
Tools

ProctorHub

Collaborations

Outcomes

Conferences

Files

Pages

Quiz Extensions

Success Re-
sources

Digging Up Jesus

Week 4

Activities/Assignments



Reading:

Garber, chap. 5

This week's reading assignment raises some "mind-blowing" questions. How was Jesus viewed *after* his death by Paul, by rabbinic groups and by the gospel authors? What did the Jews of that era and afterwards think of the many stories of Jesus' miraculous acts? What about the view expressed by some, that Jesus was a divine manifestation (i.e. a "binitarian" theology)? In other words: "What, two Gods? Oy vey!" 🤔

My "video textbook" this week focuses on the archaeology behind Jesus. That relates directly to whether the stories about Jesus are so much folklore, or rooted in what we know to be true about the land of Israel in antiquity. Can we really "dig up Jesus"? Let's "dig in" to the endless controversies. And remember: Let's use our 🧠! No fence-sitting!

Sherlock Quote of the week (particularly relevant to archaeology):



"The world is full of obvious things which nobody by any chance ever observes."

Research Guide

UDOIT

Due Date
Changer

Settings



The video player displays a man with glasses, a mustache, a brown suit jacket, a white shirt, and a red bow tie, standing in a library. The video title is "JST3149 - Digging Up Jesus" in yellow text on a black background. A "Video@CDL" logo is in the top left corner. The video progress bar shows a play button, a timestamp of 19:27, and icons for signal strength, Creative Commons (CC), settings, and full screen. A heart icon is in the top right corner.

Student Perceptions of Learning

- The video lectures in this course were effective in helping me understand the course material.
 - **96% Strongly Agree** (4% Agree)
- When compared to other course formats, learning with video lectures will help me remember the material for a longer period of time.
 - **74% Strongly Agree** (22% Agree; 4% Neither Agree nor Disagree)
- The video lectures in this course have strengthened my critical thinking skills.
 - **63% Strongly Agree** (36% Agree; 11% Neither Agree nor Disagree)

N=27

Learner Engagement

- Watching the videos is an engaging experience.
 - **96% Strongly Agree** (0% Agree; 4% Neither Agree nor Disagree)
- In this course, I feel educationally connected to the instructor.
 - **81% Strongly Agree** (15% Agree; 4% Neither Agree nor Disagree)

N=27

Affordances of Video Technology

- I often pause the videos to take notes, reflect on content, etc.
 - **96% Often** (4% Sometimes; 0% Never)
- I usually watch the course videos more than once.
 - **52% Often** (41% Sometimes; 7% Never)

N=27

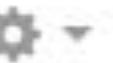
What students are saying

I read the chapters in the texts but what Martin Niemoller had to say touched me -- it gave me insight and ideas and feelings about the subject that I will reflect upon for years to come. I got more from that presentation than I did from reading the assignments. And, if there is any doubt, the presentations that you do are much more effective for my learning process and more pertinent than the texts. Your mode of "teaching" makes the subject matter come alive and that makes it more fun to learn and retain.



Sharilyn Dominguez

Sep 28, 2015



I really enjoy your lectures. Just today I was telling people how much I liked the videos. Next best thing to being there.

Thanks

What students are saying



Julie Anthony, Kenneth Hanson

JST3701-15Fall 0W61

September 22, 2015 at 11:02am

Dr. Hanson,

I would be remiss if I didn't take a quick minute to express my gratitude to you for the time and energy you invest into this class. Engaging an online course, I'm sure, proves challenging, but you have mastered it and your efforts do not go unnoticed by your students. I enrolled in this class as an elective because I had the opportunity to live in Germany for three years and while there visited many WWII sites and saw some of the lingering effects. I have been caught of guard with just how interesting this class is. In fact, I am so impressed with your teaching style and ability to make online courses interesting that I hope to take another of your classes as an elective.

Thank you for being a professor who actually teaches and is passionate about educating.

Julie Anthony

What students are saying

How Your Way of Teaching has Influenced a Slow Learner

Professor Hanson, This is more of a thank you note than anything else. I was a severe stutterer from a very early age. My parents took me to a plethora of doctors and shrinks trying to find out the cause and possible cure for my speech impediment. This was back in the early 60's and there wasn't the term learning disability, you were just labeled as slow. I have gone through my whole life with this label. It is very very difficult for me to comprehend what I read from a text book. Your method of teaching, your "mini-movies" as I call them has changed all of that. I retain everything!!!! Your voice, your presentation, the script, has me glued to the screen and I understand and process every word!!! I cant explain why or how, but this method of teaching has made a huge difference to me and im sure its affects many others the same way.

I also just wanted to mention your biggest fan, my mother. My 86 year old mother loves, and I mean loves watching your lectures. At her age her comprehension isn't great, but again, watching you is like watching a movie. I bring over my lap top and we sit at her kitchen table and watch it together and then dicuss the content for hours. I wanted you to know this, I wanted to know what a big difference you have made for me and my mother!!! Thank you so much, George

Well I'm 100% sincere! It's like watching a History Channel (which you've been on) show but knowing the info isn't presented for ratings above all else. Seriously, I'm on my last semester and this teaching method is by far better and allows me to retain more knowledge. I wish more of my classes had been like this. I mean, my wife is even watching them with me and enjoying it! Good stuff, for sure!!! 😊

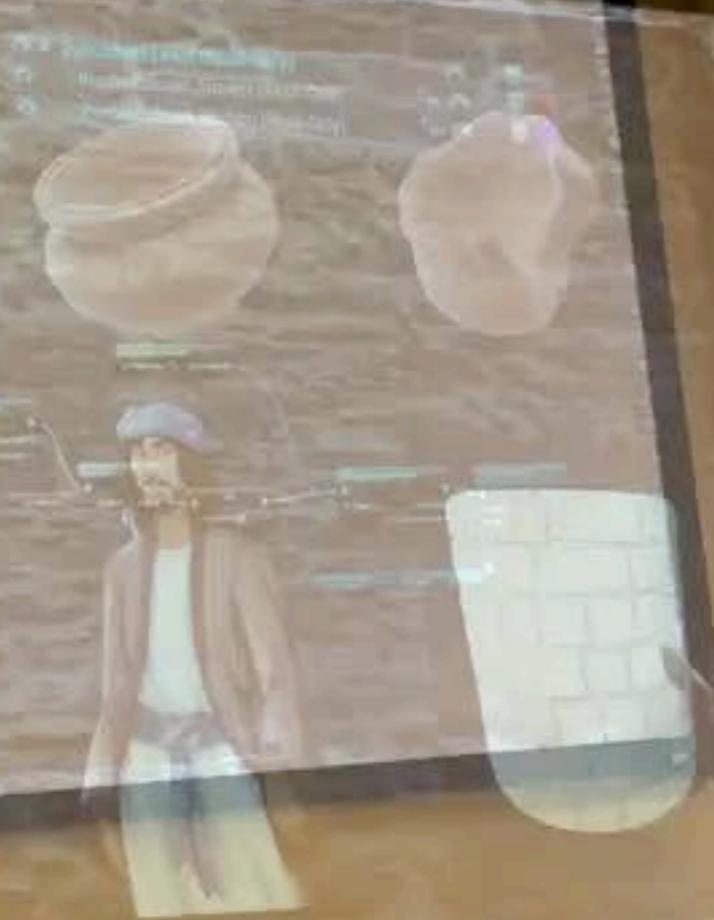
Next Step: Gamification



Gamification

Tech Design

- Player Navigation
- Level Streaming for Different Time Periods
 - Material Creation
 - Time Jump Effect
 - Material Interpolation
- Item Investigation
 - Modeling of Artifacts
 - Character Portraits



Summing Up

TELL ME AND I FORGET

TEACH ME AND I REMEMBER

INVOLVE ME
AND I LEARN

BENJAMIN FRANKLIN

