Universal Design for

Learning Online -

Module 4: Identify strategies to provide multiple means of engagement

Flowcharts and Storyboards

Prepared For

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FLOWCHARTS

The figures in the flowchart sequence below outline the navigation that students will follow upon entering into Webcourses, as well as the instructional interactions that take place in Module 4: Strategies for Providing Multiple Means of Engagement.

Figure 1. Flowchart of Basic Webcourses Features

Figure 1 outlines the navigation of the basic Webcourses features that students will interact with upon entering the web-based portion of Universal Design for Learning Online. The Webcourses Orientation (1.1) is provided for students not familiar with online learning and/or Webcourses. Expansion of the Modules (1) and Assessments (5) features continue on the next pages in Figures 2 and 3, respectively. Storyboards detailing the navigation of this section are also detailed later in this document.



Figure 2. Flowchart of Instructional Module

The figure below outlines the basic structure and sequence of Module 4: Strategies for Providing Multiple Means of Engagement. After navigating through the course home page, students will then access their instructional content through the Modules (1) feature. The Modules will be completed in subsequent order. Figure 2 represents the instructional strategy that students will encounter in Module 4.



Figure 3. Flowchart of Assessments

The flowchart below outlines the assessments and their relative sequence for Module 4: Strategies for Providing Multiple Means of Engagement. The dotted arrows represent that the assessment will be available only after the satisfactory completion of the previous assessment.



STORYBOARDS

1.5 Learning Module Menu Storyboard

Links To Screens: Module 4 Screen Layout: With be developed by Team 3 Explore Ex	 Module 4: Identify strategies Page: 1 of 1 Date: 11/4/14 dentify strategies to provide multiple means of Script: [Header]: Module 4 [Body]: Links to individu content tabs: Screen Description: Shows the content of Module 4 of the Learning Modules 	al
Screen Layout:	4	
Figure 1 Figure 2 <td></td> <td>- </td>		-
i • Module 3: Identify strategies to provide multiple means of action and expression i • Will be developed by Team 3 i • Module 4: Identify strategies to provide multiple means of engagement i • Module 4: Identify strategies to provide multiple means of engagement i • Module 4: Identify strategies to provide multiple means of engagement i • Explain i • Module 5: Adapt online contents using UDL with UCF support services i • Module 5: Adapt online contents using UDL with UCF support services i • Module 5: Adapt online contents using UDL with UCF support services i • Will be developed by Team 5		
iii Will be developed by Team 3 iii • Module 4: Identify strategies to provide multiple means of engagement iiii • Engage iiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiii	o provide multiple means of action and expression	_
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# • Module 4: Identify strategies to provide multiple means of engagement # • • • • • • • • • • • • • • • • • • •	Elaborate	
Image Image <td>o provide multiple means of engagement</td> <td>_</td>	o provide multiple means of engagement	_
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Prerequisites: Getting Started: Webcourses Orientation ×		
III of optimized velocities of lientation x III ~ Module 5: Adapt online contents using UDL with UCF support services III Will be developed by Team 5		
 Module 5: Adapt online contents using UDL with UCF support services Will be developed by Team 5 	nemation x	
Will be developed by Team 5 Image: Comparison of the second sec	nts using UDL with UCF support services	
	۰ ب ک	
Background: DefaultAudio: n/aColor Schemes: DefaultVideo: n/aText Attributes: Arial; Heading 14; body 12Animated Gifs: n/aGraphic Stills: n/a	ing 14; Audio: n/a Video: n/a Animated Gifs: n/a Graphic Stills: n/a	
Developer's Notes:		
 Screen Layout demonstrates content to be packaged within Webcourses (Canvas). Green text are links that open Webcourse pages, assignments, and/or discussions. 	onstrates content to be packaged within as). that open Webcourse pages, assignments,	

1.5.1 Engage Storyboard

Project Title: UDL Online – Module 4 to provide multiple means of engagem Lesson Title: Engage File Name: Engagement Actvity.html Frame #: 1.5.1 Links Links From Screen: Course Content Home Links To Screens: Assignment Page Screen Layout:	: Identify strategies Pa lent Da Screen Description: Di Engagement Activity u Assignment Tab	age: 1 of 2 ate: 11/4/14 isplays Tab for inder	Script: [Header]: Assignments [Body]: Engagement Activity (self-regulated) tab links to Engagement Activity Engagement Activity			
Webcourses Ourses Grades Cale Dev_EME6613_Chen_B > Dev_EME6613_Chen_B_13 > Assignments Search for Assignment Search for Assignment 	Nicole Matt in	nbox Settings Logout Holp				
Announcements Discussions If ~ Assignments Assignments If B Engagement Activity (self-regulated)	kodule ≪ Identify strateg	+ Q- Q 0-				
Gutzess Grades Conterences Collaborations Chat Files Outcomes Pages Pages People Settings BY INSTRUCTURE Help Phracy policy Terms of service Facebook Twitter	Grades Conterences Collaborations Collaborations Collaborations Collaborations Collaborations Collaborations Pages Pages Pages People Settings ■ EVINSTRUCTURE Help Phracy paky Terms of service Facebook Twitter					
	Poekaround: Default					
Background: Default Color Schemes: Default Text Attributes: Arial; Heading 14; body 12						
 Developer's Notes: Engagement Activity (is an Ass Content page. Learner clicks of activity. Engagement Activity can also Assignment Tab aside from Content 	signment Tab) first appe on Engage link and is re be opened if the learner ontent Tab.	ears on verted to accesses				
1.5.1 Engagement Activity (sel	f-regulated) Storyboa	ard	1			

Calendar livity (self-regulated)	Nicole Matt	
	Published Edit Our classroom to deo (such as	
o: n/a o: n/a o: n/a hated Gifs: n/a ohic Stills: n/a or a self-regulated r to perform.	until -	
	 m n/a ated Gifs: n/a hic Stills: n/a r a self-regulate to perform. idiness of unit a 	r a self-regulated, non-graded to perform. diness of unit and ability to

1.5.2 Explore Storyboard

Project Titl to provide Lesson Titl File Name: Frame #: 1	e: UDL Online – Module 4 multiple means of engagem le: Explore Explore Content.html .5.2	: Identify strategies Page: 1 of 1 nent Date: 11/4/14	Script: [Header]: Explore [Body]: Module 4.0: Identify strategies to
LinksScreen Description: Shows the content of Module 4 of the Learning Modules		provide multiple means of engagement	
of engager Links To S	nent creens: Content Screen		Module Objectives
Screen Lav Announcements Discussions Modules	yout:	Explore	Overview
Assignments Quizzes Grades Conferences Collaborations	Module 4.0: Identify strategies to provide multiple means <u>Module Objectives:</u> 1. Students will classify options for recruiting interest for online learning.	for engagement	Outline of Content
Chat Files Outcomes Pages People Settings	Students will classify options for self-regulation in an online environme Students will classify options for self-regulation in an online environme Overview: As stated on the UDL web site, UDL "is a set of principles for curriculum d instructional goals, methods, materials, and assessments that work for ev adjusted for individual needs." UDL will help address concerns of accessit to adapt their course for a diverse student body. The UDL course will allow in student success in courses	ent evelopment that give all individuals equal opportunities to learn. UDL provides a blueprint for creating eryone - not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and hilly for online courses. By providing a course on UDL, instructors will be given further strategies on how r faculty to critically analyze and revise their courses so that they are accessible to all students and aid	Explore Some More
	Audentify strategies to provide multiple means for engagement		
	 4.1 Classify options for recruiting interest in online learning 4.1.1 Identify strategies to provide for individual choice and auto Allow participation in design of classroom activities Involve learners in setting their own personal academ 	nomy for online learning: c and behavioral goals	
	 Provide learners with choices in level of perceived chi 4.3.2 Identify strategies to facilitate personal coping skills for an or Provide models to manage frustrations 	^	
Frovide reading access to electric memory access to electric memory access to electric memory access to electric memory access to electric and endour a support Frovide models and/or feedback for developing internal controls and coping skills Frovide feedback appropriately addressing subject specific phobias Utilize simulations or real life simulations to demonstrate coping skills Julize simulations or real life simulations to demonstrate coping skills Julize simulations or real life simulations and reflection Julize simulations and the effection			
	Offer devices, aids, or charts to assist learners in collecting, charting, and displaying data on their own to monitor progress and appropriate change/modifications Use activities in which learners get feedback and have access to alternative scaffolds (e.g. chars, templates, feedback displays) to understand results in a timely manner Explore Some Berger Visit UP) Website a, and evalues the absolute interfeet of a Quide lines 7, 9, and 9. Devalues that interfeet on the "Evalues of Department"		
	Visit UDL Website e and explore the checkpoints for Guidelines expand each checkpoint as well as "latest evidence and scholar attain the objectives for this unit.	7, 8, and 9. Pay particular attention to "Examples and Resources" links when you ty research" links. They will provide useful information and examples to help you	
Backgroun Color Sche Text Attribu body 12	d: Default emes: Default utes: Arial; Heading 14;	Audio: n/a Video: n/a Animated Gifs: n/a Graphic Stills: n/a	

Developer's Notes:	
 Screen Layout demonstrates content for lesson. Objectives are 	
listed first, followed by overview, then outline of the content, and	
finally an "Explore Some More" section with a link to an external	
website with information to expand upon lesson.	
 The weblink connects the user to the UDL website where the 	
information was obtained from.	

1.5.3 Practice Test Storyboard_

Project Title: UDL Online – Module 4 to provide multiple means of engager Lesson Title: Explain (Practice Test) File Name: Module 4 Practice Test.h Frame #: 1.5.3 Links Links From Screen: Module 4 Content (Home) Page Links To Screens: Explain (Practice Test) Screen Layout:	Identify strategies P nent E tml Screen Description: F opens with Directions Button. Students mus Quiz" in order for prace begin. All of question once.	Page: 1 of 3 Date: 11/4/14 Practice Test and Start st click "Start ctice test to is presented at	Script: [Header]: Explain [Body]: Quiz Instructions followed by Multiple Choice, True/False, and Short Answer Questions
Announcements Decusions Modules Assignments Quizzes Crades Cataborations Cataborations Collaborations Collabora	ction on providing multiple means of engagement (recruiting interes and 1 short answer question. You will need to score 100% in order t w the formative feedback for the question(s) you missed and try age s. uuiz	I, sustaining effort, and providing for Io move on to the next section - in.	
Due For - Everyone	Available from -	Until -	
Dev. EME(613_Chen, B) ♦ > Dev. EME(613_Chen, B) ■ > Dev. EME(613_Chen, B) Home Systew Explain Announcements Statust town 10 at 7 Stam Quiz Instructions Decusions Discussions Quiz Instructions Answer Provide the town objectives 41, 42, and 43 trem the Explore section on providing multiple me regulation) before taking the practice text. Centersces The practice text consists of 20 multiple choice and flue/false guestions and 1 short answer question. Files The practice text consists of 20 multiple choice and flue/false guestions and 1 short answer question. Files Question 1 Outcomes Question 1 Propole Question 1	ans of engagement (recruiting interest, sustaining effort, and providing for self. 'ou will need to score 100% in ouder to move on to the next section - Elaborate. If you missed and try again. I pits e In order to provide included choice and autonomy for online learning?	Questions Counton 1 Counton 3 Counton 3 Counton 4 Counton 5 Counton 6 Counton 7 Counton 7 Counton 7 Counton 9 Counton 9	
Allowing students to use notes on an exam. Allowing students to use notes on an exam. Allowing students to work collaboratively on group projects. Allowing students to choose among a list of assignments that will count for their fin Question 2	Il grade.		

Background: Default Color Schemes: Default Text Attributes: Arial; Heading 14; body 12 Audio: n/a Video: n/a Animated Gifs: n/a Graphic Stills: n/a

Developer's Notes:

- Practice Test is timed and Student has multiple attempts to take the test.
- Students will have opportunity to review answers upon completion.
- 100% test grade required to complete the module.

1.5.3 Question 5 Formative Feedback Storyboard

Project Titl provide mu Lesson Titl File Name: Frame #: 1	le: UDL Online – Module 4: I ultiple means of engagement le: Explain (Practice Test) : Module 4 Practice Test.htm l.5.3	dentify strategies to Page: 2 of 3 Date: 11/4/14	Script: [Header]: Question 5 - Incorrect		
Links From	n Screen:	Screen Description:	[Body]:		
Module 4 0	Module 4 Content (Home) Page This screen shows what the student will see				
	r since the				
Links Io S	o question was				
Explain (Pl	ractice Test)	back and review the appropriate objective	incorrect:		
		That the question was derived from:	question title and		
Screen Lav	vout:		answer choices;		
	,		formative		
			feedback		
Incorrect	Question 5	0 / 1 pts	provided for		
			incorrect answer		
	Which of the following instructional activities can be imp setting?	plemented by the instructor to help minimize threats and distractions in an online	choices		
	Provide students with as many supplement	al resources as you can find for a specific topic.			
	Please review objective 4.1.3				
Backgroun	ia: Default	Audio: n/a			
Color Sche	emes: Default	Video: n/a			
Lext Attribu	utes: Arial; Heading 14;	Animated Gifs: n/a			
body 12		Graphic Suils. I/a			
Developer'	's Notes:	1	—		
• Sin	ce a 100% quiz arade is requ	ired to complete the module. students will			
hav	e opportunity to review answ	ers upon completion.			
For	mative feedback provided for	incorrect answer choices helps to guide the			
lea	rner's review before attemptir	ig the practice test again.			
	· · · · · · · · · · · · · · · · · · ·	-			
		7			

1.5.3 Question 21 Formative Feedback Storyboard

Project Title: UDL Online – Module 4: Ider	ntify strategies Page: 3 of 3 Date: 11/4/14	Script: [Header]: Question 21			
Lesson Title: Explain (Practice Test)					
File Name: Module 4 Practice Test.html		[Body]:			
Frame #: 1.5.3		Short answer question			
Links From Screen:	Screen Description:	and directions; student			
Module 4 Content (Home) Page	The short answer question will be	response space;			
	manually graded by the instructor,	generic instructor			
Links To Screens:	however, students will be presented	feedback; not yet			
Explain (Practice Test) Screen	with sample formative feedback	graded			
	(indicated by red arrow) to help				
	compare whether they answered the	•			
	question completely and correctly.	_			
Screen Layout:					
Question 21	Not yet graded / 1 pts				
Directions: After reviewing the scenario below, explain how one of the bullete engagement when learning online. Will it recruit student interest, sustain effor response to one paragraph.	d strategies Professor Piaget incorporated provides for t, or allow students to self-regulate? Please limit your				
Professor Piaget recently took on an undergraduate course in Developmental I Piaget always works hard to develop engaging activities when delivering traditi content won't be as engaging through an online medium and that it will be mor students. In an effort to maintain the engagement of his students, Professor F Universal Design for Learning. (http://www.udlcenter.org/aboutudl/udlguidelines • Professor Piaget assigns group learning activities that must be completed	response to one paragraph. Professor Piaget recently took on an undergraduate course in Developmental Psychology at UCF that he will be teaching online. Professor Piaget always works hard to develop engaging activities when delivering traditional face-to-face lectures. However, he is concerned that his content won't be as engaging through an online medium and that it will be more challenging for him to identify when he has "lost" the students. In an effort to maintain the engagement of his students, Professor Piaget incorporates strategies he found on a website on Universal Design for Learning. (http://www.udlcenter.org/aboutudl/udlguidelines/principle3 er) He has decided to use the following strategies:				
using the iCollaborate tools. Professor Piaget also decides to use a tic-tac-toe strategy where student of the course, they must complete three assignments that create a "row" Professor Piaget decides to track a participation grade by having students the different life stages of their family members according to developmental to the different life stages of their family members according to developmental to the different life stages of their family members according to developmental to the different life stages of their family members according to the different life stages of their family members according to the different life stages of their family members according to the different life stages of the difference stages according to the difference stages of the difference stages according to the difference stagestages according to the difference stagestagest					
Your Answer: Sample answer					
Feedback:	must be completed online within the ols. Fostering collaboration and community is one way trategy engages students by increasing the easily find the help and resources they need to gy where students are given nine assignment options assignments that create a "row" to demonstrate their g individual choice and autonomy which is designed to set their own learning objectives, they can be by that best suits their strengths and interests.				
granted the opportunity to select how they will learn material in a way that best suits their strengths and interests. Learners differ significantly in their interests and skills, therefore allowing them to choose can significantly enhance their engagement and learning of the material. • Professor Piaget decides to track a participation grade by having students create three blog posts throughout the semester reflecting on the different life stages of their family members according to developmental psychology theory. This is a strategy of self-assessment and reflection which engages students by providing for self-regulation. The reflection required in this activity helps students to engage in their own metacognition. Students often lose engagement if they are unable to determine where they are at in their learning. A reflection or self-assessment activity helps to serve as a reminder of where they are at and what they need to still learn.					
	8				

Background: Default	Audio: n/a	
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Text Attributes: Arial; Heading 14; body	Animated Gifs: n/a	
12	Graphic Stills: n/a	_
Developer's Notes:	disconnects the meridian students	
 Since a 100% quiz grade is require will have appartunity to review appay 	d to complete the module, students	
Eormative feedback provided for inv	correct answer choices helps to quide	
the learner's review before attempti	ing the practice test again	
1.5.4 Elaborate Storyboard		

Links From Screen: Previous (Explain) Next (Evaluate) Downloadable copy of the rubric for the discussion Links To Screens: Module 4 Practice Test screen Evaluate screen Screen Layout: Screen Layout	Lesson Title: Elaborate File Name: Elaborate Discussion Pos Frame #: 1.5.4	H: Identify strategies Page: 1 of nent Date: 11/4/1 st.html	 Script: [Header]: Elaborate Strategy for Engagement Discussion Assignment
by everyone. Screen Layout: We can be added by the programment of biscussion Assignment To submit added by the programment biscussion fastignment by the programment biscussion added by the programment biscussio	Links From Screen: Previous (Explain) Next (Evaluate) Downloadable copy of the rubric for the discussion Links To Screens: Module 4 Practice Test screen Evaluate screen	Screen Description: The purpose for the discussion is described with a description of th criteria. Students must create a discussion post that will be evaluated by two of their peers during the following instructional activity. Discussion posts are no private and as such can be view	s [Body]: ne Discussion intro followed by discussion instructions and criteria with the rubric attached. t ed
Eventse E	Screen Layout:	j by everyone.	
The previous content covered UCL strategies for engagement that provide learners options for recruiting interest, sustaining effort and self-regulation. For each of those approaches the approaches the end of the self-regulation interest of the self-regulation. For each of those approaches the provide learners grow in house courses to angage students using a strategy found in one of the three approaches. This assignment was designed to holp assess the sent for the self-regulation (4.3).	Elaborate Kattin Garrett Strategy for Engagement - Discussion Assignment	Nov 12 a	(11:05am
table growth the table balancing for the strategy process that due to paper a set in the table product in House U. Directions: To identify a strategy for engagement in your ourse, I recommend that you: 1. Review context on nerviting interest (4.1), sustaining effort (4.2), and providing for self-regulation (4.3). 3. Sets your ourse curricultur for areas of wakerbess and strength with regards to learner engagement. 3. Useful the approach your strategy context and your advects to part area to strategy se presented. 3. Useful the approach your strategy context and the how I will be implemented in your course in no more than two paragraphs. 3. Useful the approach your strategy context and the and describe how I will be implemented in your course in no more than two paragraphs. 3. Useful the new for the due to the table you discussion posting. 4. Previous 4. Previous A previ	The previous content covered UDL strategies for engagement that provide learners option there were multiple strategies presented. For this assignment you will identify an opportunity within your course to engage students	s for recruiting interest, sustaining effort and self-regulation. For each of those approad using a strategy found in one of the three approaches. This assignment was designed	to help
To detry 3 strategy for leggend to recurring interest (1) sustaining effect (2), and providing for self-regulation (4.3). A scass your course curriculum for areas of treatments and strongh with regards to learner engagement. I identify an expresent your strategy comes from (1, 1, 2 or 4.3). I identify an expresent your strategy comes from (1, 1, 2 or 4.3). I identify the stategy comes from (1, 1, 2 or 4.3). I identify the stategy comes from (1, 1, 2 or 4.3). I identify the stategy comes from (1, 1, 2 or 4.3). I identify the stategy count is strategy your decursion posting. I identify the statege comes from (1, 1, 2 or 4.3). I identify the statege com	reamers growin men oncersionning of the solategres presented and to prepare them for the Directions:	е пла и ојек п мосије и.	
Search entries or author Unread Repr • Previous Next + Background: Default Color Schemes: Default Color Schemes: Default Text Attributes: Arial; Heading 14; Heading 14; Animated Gifs: n/a Animated Gifs: n/a	 Review content on recruiting interest (4.1), sustaining effort (4.2), and providing for set 2. Assess your ocurse curriculum for areas of weakness and strength with regards to lea 3. Identify an opportunity within your curriculum to engage learners better using one of th 4. Identify the approach your strategy comes from (4.1, 4.2 or 4.3). Explain the reason for selecting the strategy you will use and describe how it will be in 6. Identify at least one potential benefit and challenge of the strategy you chose. *Please review the attached rubric before submitting your discussion posting. Strategy for Engagement discussion rubric.dox 	If-regulation (4.3). rner engagement. ve strategies presented. splemented in your course in no more than two paragraphs.	
Image: style styl	Search entries or author Unread	🛱 Su	ubscribe
Image: Previous Next + Background: Default Audio: n/a Color Schemes: Default Video: n/a Text Attributes: Arial; Heading 14; Animated Gifs: n/a pody 12 Graphic Stills: p/a			
Background: DefaultAudio: n/aColor Schemes: DefaultVideo: n/aText Attributes: Arial; Heading 14;Animated Gifs: n/aDedu 12Graphic Stills: p/a	Reply		
Color Schemes: Default Video: n/a Text Attributes: Arial; Heading 14; Animated Gifs: n/a Craphic Stills: n/a	Reply Previous	N	ext >
	Previous Background: Default	Audio: n/a	ext >

Developer's Notes:	
 Students are not able to access this portion of the instruction until they have scored a 100% on the practice test. Students will be able to revise their discussion post. Discussion posts can include hypertext or other forms of multimedia. 	

1.5.5 Evaluate Storyboard

Project Title:UDL Online - Module 4: Identify strategiesPage: 1 of 1to provide multiple means of engagementDate: 11/4/14Lesson Title:EvaluateFile Name:Evaluate.htmlFrame #: 1.5.5		Script: [Header]: Evaluate [Body]:
Links From Scroon:		Instructions for how
Links From Screen:	Screen Description:	Instructions for now
Elaborate Discussion Board	This screen shows what the student will	to evaluate their
Elaborate Discussion Assignment	see when reviewing an incorrect answer	peers' discussion
(Previous button)	on their guiz. The formative feedback	posts and checklist
(indicates to go back and review the	for what to include in
Links To Scroops:	appropriate objective that the question	their discussion post
Links TO Sciedins.	appropriate objective that the question	
Elaborate Page (Next button)	was derived from.	response.
Screen Layout:		
Evaluate		
Now that you have identified a strategy for engagement that can be incorporated into your course, please read through the strategies that your peers plan to use by revisiting the discussion board. Provide feedback to at least two of your peers. In no more than a paragraph for each response address the following:		
 Whether the strategy is being used appropriately in the given context. Ex: If the selected strategy is intended by the author to recruit interest, make sure it is a strategy from the recruiting interest content in objective 4.1 A recommendation on how to overcome the challenge that the suthor shared. Is there another strategy that can be used to supplement the chosen one, or is there a way that the strategy can be implemented to mitigate perceived challenges? 		
Evaluative Feedback Criteria Yes No		
Student explains whether the strategy is being used appropriately in the given context		
Student provides a recommendation that addresses the authors concern		
Student provides mastery feedback to peer		
< Previous		
	1	
Background: Default	Audio: n/a	
Color Schemes: Default	Video: n/a	
Text Attributes: Arial: Heading 14	Animated Gifs: n/a	
hody 12	Graphic Stills: n/a	
Developer's Notes:		
Coverence of the second s		
Sudents will reflect on the multiple strategies for engagement as they		
evaluate one another's discussion posts.		
Students will be given a participation grade based on whether or not they		
commented on two postings and met the checklist requirements.		