

Contribute two ideas with brief descriptions of activities you intend to use. Place your ideas under the relevant category below.

Absorb	Do	Connect	Name (for points)
<ul style="list-style-type: none"> ● Watch Webcast ● Read chapters in textbook 	<ul style="list-style-type: none"> ● Interview School Nurse ● Write up the interview using an interview guide 	<ul style="list-style-type: none"> ● Summarize interview in discussion area ● Respond to two other interviews 	Participant 1
<ul style="list-style-type: none"> ● Listen to podcast ● Watch videos about visual storytelling/data visualization ● Read book 	<ul style="list-style-type: none"> ● Find examples of visual storytelling, share them with others ● Complete online course in math for journalists 	<ul style="list-style-type: none"> ● Produce examples of visual storytelling ● Discuss examples found by fellow students in discussion boards 	Participant 2
<ul style="list-style-type: none"> ● Read short overview of the work of proposals ● Watch a short video introducing the 	<ul style="list-style-type: none"> ● Take notes on the strengths and weaknesses of one example proposal 	<ul style="list-style-type: none"> ● Find a proposal (or RFP) connected to your internship, and report on it 	Participant 3

<p>nuances of proposal writing</p>	<ul style="list-style-type: none"> ● In a group, compose a one-page analysis of the example proposal's strengths and weaknesses 	<ul style="list-style-type: none"> ● Talk to a manager or senior colleague about the proposal process in your field 	
<ul style="list-style-type: none"> ● Read assigned document sections ● Watch instructional modeling videos for building each week's concepts within a simulation 	<ul style="list-style-type: none"> ● Build the component within a building energy simulation ● Demonstrate the properties of the component by varying them within the model 	<ul style="list-style-type: none"> ● Witness how varying properties of one component changes other components ● Understand the building as an interactive connected system 	Participant 4
<p>-Read chapter on proposals -Read sample proposal</p>	<p>-Identify three main strengths and three main weaknesses in the sample proposal -Explain your choices to a partner and see whether you can reach a</p>	<p>-With your own proposal topic in mind, write a paragraph about how you would make the strengths applicable to your work -With your own proposal topic and with the three</p>	Participant 5

	consensus	weaknesses in mind, speculate about what kind of pitfalls you might encounter in your own work.	
<ul style="list-style-type: none"> ● Read provided scholarly article and popular article about the same topic (methane leaks) ● Read assigned webpages about communicating information visually (e.g., infographics) 	<ul style="list-style-type: none"> ● Compare the characteristics of the two types of articles and discuss within small groups ● Explore the web or workplace to identify an example of complex information clearly communicated for a general audience; share image and your observations 	<ul style="list-style-type: none"> ● Create pamphlet or infographic to communicate a complex topic to a general audience ● In journal reflection, describe when you have to communicate to those outside of your expertise in your workplace and what tactics you will try to use 	Participant 6
Watch video/lecture content on the nitrogen life cycle	Discuss about the negative impact of over-usage of nitrogen in agriculture Reproduce the nitrogen	cover a case study on the lawsuit of Des Moines water facility against three counties for high nitrate content in the	Participant 7

	life cycle on a board using different elements inferred in lectures	drinking water. Students have to take stand (as the farmers, the citizen of des moines...) and provide arguments in support/against the lawsuits	
Watch lecture and embedded videos on decision biases and framing; do reading	Design programs to reduce framing errors and decision biases in specific contexts- design these in group activities	Cover a larger case study on framing errors in organizations and then act as a consultant to propose solutions	Participant 8
-watch a brief video on Team Based Care -View a recorded lecture on a topic (diabetes for example)	-answer embedded questions (done through CSCR) -review objectives from the lecture	-ideally would have them connect by observing and participating in the teams they are collaborating with in their clinical rotations -participate in a web conference based on the lecture topic (there will be learner to learner and	Participant 9

		learner to instructor activity)	
<p>-Read Willard Moore's article on Integrated, Perceived and Celebrated Folk Arts</p> <p>-Read articles on immigration to Upper Midwest, look at maps</p>	<p>-First, as an individual exercise (CSCR?) look at images of folk art and categorize them as integrated, perceived or celebrated. Write reflection on what contextual information is needed to categorize each image.</p> <p>-Develop a timeline that shows national and Upper Midwestern historical events and immigration periods and share with group for</p>	<p>-Document a folk art tradition (through image or recording AND description) to share with other students in group. Collaboratively develop list of contextual information needed to understand folk art artifact. Group reflection on usefulness of applying these categories (integrated, perceived, celebrated)--are they the right categories?</p> <p>-Insert student's family's history into timeline, share with group and discuss emerging patterns</p>	<p>Participant 10</p>

	connections/corrections		
<ul style="list-style-type: none"> ● Watch TED Talk about wealth creation ● Listen to Podcast about free market and types of competition 	<ul style="list-style-type: none"> ● Research about the debate of making Internet a public utility. 	<ul style="list-style-type: none"> ● Record a 2 minutes audio segment presenting the pros and cons of making Internet a public utility 	Participant 11
<ul style="list-style-type: none"> ● Read the text using critical reader & short lectures, which will make assignment interactive by verifying understanding while doing 	<ul style="list-style-type: none"> ● Take quizzes to verify understanding ● Complete short written assignments promoting reflection ● Complete longer assignments showing deeper understanding 	<ul style="list-style-type: none"> ● Prepare questions for group discussions/answer those of others ● Record an online exposé to present social and literary context of texts studied; respond to student questions ● Participate in group discussions 	Participant 12
<ul style="list-style-type: none"> ● Read text 	<ul style="list-style-type: none"> ● take quizzes 	<ul style="list-style-type: none"> ● present problem 	

<ul style="list-style-type: none"> Find articles 	<ul style="list-style-type: none"> post response to discussion 	<p>statement with recorded powerpoint</p> <ul style="list-style-type: none"> respond to at least 2 discussion postings 	
<p>Read text sections Watch content videos</p>	<p>Try solving homework questions</p>	<p>Post questions and peer help on discussion board</p>	<p>Participant 13</p>
<p>Read assigned chapters, view correlating video</p>	<p>Complete case study</p>	<p>Discuss answers with instructor and peers</p>	<p>Participant 14</p>
<ul style="list-style-type: none"> Read a selected book by renowned leader Watch a Ted talk on leadership styles 	<ul style="list-style-type: none"> Complete a self-assessment of student's own leadership style Write one goal for leadership development 	<ul style="list-style-type: none"> Discuss the leadership goal with a mentor or colleague 	<p>Participant 15</p>
<p>Article combined with a graphic (e.g., recent graphics explaining the</p>	<p>*List the main participants in the war *Motivations</p>	<p>*Exchange with other students, professor *Post questions/concerns</p>	<p>Participant 16</p>

Syrian War)	*Effects	about explanation *Develop list of unanswered questions	
*Read materials on the structure and content of executive summaries *Read some sample executive summaries	*Critique sample summaries according to criteria provided by instructor *Find examples of executive summaries in your own workplace and post in discussion (if cleared for IP)	*Discuss summaries with stakeholders in your organization to understand what perceived strengths are for target audience *Draft a summary on your topic for key stakeholder *Participate in peer review of your summary	Participant 17
Complete instructional tasks on the properties/advantages/etc. of different analysis approaches.	Complete data-using HW activity in which the techniques are implemented.	Participate in discussion forum that critiques a journal article that used the particular technique.	Participant 18
<ul style="list-style-type: none"> View mini podcast, which provides unit overview Read 1-2 assigned 	<ul style="list-style-type: none"> Annotate reading and write a 1 page summary of article 	<ul style="list-style-type: none"> With your personal digital footprint in mind, compare and 	Participant 19

<p>readings</p>	<ul style="list-style-type: none"> Find yourself online, and summarize your digital footprint 	<p>contrast that footprint to a well-known personality.</p> <ul style="list-style-type: none"> What are the implications for you? 	
<p>-watch an animated video on the history of OT from youtube and a 1957 OT video -review readings describing at least four models describing the relationship of occupational</p>	<p>-visit the Wilma West library and read an original text from a founder of OT -draw concept maps of the models and compare and contrast the models</p>	<p>Make a news cast describing how OT has changed since its roots and the current approach to occupation and health</p>	<p>Participant 20</p>
<ul style="list-style-type: none"> Read journal articles re: treatment of specific disease state Listen to podcasts from experts in the related field 	<ul style="list-style-type: none"> As a team, work on an actual case study and develop plan of care Self-assessment quizzes 	<ul style="list-style-type: none"> Class group discussion on how each team approached the problem with feedback to other teams Or 	<p>Participant 21</p>

		<ul style="list-style-type: none"> • CSCRB case with same/similar case with extenuating circumstances 	
Read Text View Video	Small Groups create a concept map about the relationships among nursing theory, research and practice	Individual Assignment: Review selected research articles for evidence of nursing theory, research and practice.	Participant 22
Watch video about Berlin Read travel brochure about Berlin	Create short video about student's home town in target language Create travel brochure about student's hometown in target language	Identify cultural events or business/industry events in the region that would be appropriate events to include a target language brochure to boost tourist interest in student's hometown.	Participant 23
