

**NORTHCENTRAL UNIVERSITY  
ASSIGNMENT COVER SHEET**

Learner: **Steven Diaz**

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**Please Follow These Procedures:** If requested by your mentor, use an assignment cover sheet as the first page of the **word processor** file. Use "headers" to indicate your course code, assignment number, and your name on each page of the assignment/homework including this assignment cover sheet. .

**Keep a Photocopy or Electronic Copy Of Your Assignments:** You may need to re-submit assignments if your mentor has indicated that you may or must do so.

**Academic Integrity:** All work submitted in each course must be the Learner's own. This includes all assignments, exams, term papers, and other projects required by the faculty mentor. The knowing submission of another persons work represented as that of the Learner's without properly citing the source of the work will be considered plagiarism and will result in an unsatisfactory grade for the work submitted or for the entire course, and may result in academic dismissal.

**ELT7003**

**Dr. Greg Bischoff**

**Instructional design and Engaging E-  
Learning Activities**

**Assignment 10: Interactive Course  
Activities**

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Interactive Course Activities

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### Interactive Course Activities

One of the goals of Week 9 of UNI-101 is to familiarize students with the career planning process. Lewallen claimed that approximately 20% to 50% of college students are undecided about their educational and career future (as cited in Stark, 2002). This proportion of undecided students might be higher in my UNI-101 courses since I am responsible advising undeclared major freshmen students as part of my responsibilities for working at the Academic Enhancement Center of St. Thomas University. Gordon claimed that undecided students have difficulties making academic and/or career decisions because they lack information in the following areas: (a) they have yet assessed their goals, interests, and abilities; (b) they are unaware of the available academic areas at the institution; (c) and they have yet explored the job market (as cited in Stark, 2002). Meier (n.d.) suggested that is important for students to understand that an effective career decision depends on knowing more about themselves and the world of work. She suggested that advisors should create awareness by directing students to the campus resources about career exploration and help them recognize the importance to be actively engaged in the career planning process early in their college studies. For such reason, the interactive activity *My Career Profile* was designed to provide students the opportunity to initiate the process of being actively engaged in their career exploration and planning.

Week 7 of UNI 101 focus on achieving the goal of becoming familiar with the available school's services and activities. Students are often unaware of the services and activities the school offers to make their college experience manageable and enjoyable. For example, one of my students was under emotional stress due to a family issue that was affecting her school work. When I referred her to visit the school psychologist, she claimed not having financial means to pay for the counseling services. I had to clarify her that school counseling services are free for

enrolled students. In previous UNI 101 courses, I designed a scavenger hunt activity to help students achieve the goal of week 7 in which they physically visited different campus locations where students' services and activities are rendered or take place. Students were asked to collect artifacts, such as business cards, brochures and/or flyers, as proof they visited the campus locations where the services or activities are rendered. Unfortunately, I realized this activity was not effectively familiarizing students with the school services and activities since it lacked a reflection component. My students were just collecting artifacts instead of reflecting how the school's services and activities could help them succeed in their college studies. To induce students to reflect about how school services and activities could help them succeed in college, I designed the interactive activity *Mind Mapping School Services* to enhance the scavenger hunt activity. According to White (2007), a concept map is a tangible way to display what our mind perceives on a particular topic and it help us reflect on what we know and what we do not know. The concept map will add the reflection component the scavenger hunt activity was lacking.

A critical area that freshmen college students often take for granted or ignore is their health and wellbeing. Most freshmen students are making decisions for the first time on how, what and when they do their daily-activities without the supervision of parents or guardians. This independence often result in students shifting their priorities on eating and sleeping habits, doing physical activities and participating in social events that could take a toll on their physical and mental health if done in a careless and/or excessive manner. Unfortunately, young adults have the tendency to believe they are invincible and nothing can hurt them, which often lead them to ignore warning signs of possible physical or mental health issues. Students' chances to succeed in college are less likely without having a healthy mind and body. For such reason, the goal of

week 8 of UNI-101 is to help students explore and promote personal development associated with college success by acquainting students with the campus and outside resources. To help students achieve this goal, I designed the activity *Health and Wellness FAQs*.

### *My Career Profile*

The purpose of this activity is to provide the opportunity for students to self-assess their goals, interests, and abilities to engage actively in career exploration and planning earlier in their college studies. Students will self-assess their goals, interests, and abilities using Sigi<sup>3</sup>, educational and career planning software, which is one of the resources available at the university's Career Services department web page. In addition, students will create a career profile using LinkedIn, a career-oriented social networking site, to showcase their talents to the world of work and to actively engage in career exploration. Finally, students will share information, tips, and comments with classmates about their career exploration and planning experiences. To accomplish the purpose of this activity, students must meet the following objectives:

1. Students will read *Chapter 33 – Career Preparation* and *Chapter 34- Educational Employment* of the course textbook to familiarize with the career planning process.
2. Students will visit *Career Services* web page at St. Thomas University's web site to familiarize with the services and resources available at the school for career exploration and planning.
3. Students will contact by e-mail one of the career advisors available at *Career Services* office to schedule a career advising session and take the career online self-assessment Sigi<sup>3</sup>.

4. Students will create a slide show to present the results of their career online self-assessment and upload the presentation to *SlideShare* web site.
5. Students will create a career profile using *LinkedIn* web site, a career-oriented social networking site, to showcase their career goals, interests, abilities and/or experiences, and start building a professional network.
6. Students will post suggestions, tips and comments in the discussion board to share their experiences about career exploration and planning with classmates.

The following preparation is required to implement this activity:

1. Create a discussion thread in the class discussion board in Blackboard with the subject line *My Career Profile*, where students will embed their slide show presentation about their career profile after taking the online self-assessment Sigi<sup>3</sup>.
2. Create a discussion thread in the class discussion board in Blackboard with the subject line *Join My Professional Network*, where students will post the link to their LinkedIn profiles to start building a professional network with classmates and instructor.
3. Create a discussion thread in the class discussion board in Blackboard with the subject line *Sharing Career Exploration Experiences*, where students will post suggestions, tips, and/or comments about their career exploration experiences.
4. Create a screencast to show how to find *Career Services* web page at St. Thomas University's web site.
5. Create a screencast to show how to embed a document in the discussion board in Blackboard.
6. Create an announcement that includes the following: (a) the objectives and detailed instructions of the activity; (b) the embedded videos *How to Embed Documents in the*

*Discussion Board, How to find Career Services web page, SlideShare Tutorial, What is LinkedIn?* and *How to Create a LinkedIn Profile*; and (c) the rubric that will be used to assess students' attainment of the activity's objectives. This announcement will be posted in the *Assignment* page of the course shell in Blackboard. In addition, this announcement will be emailed to students a few days before the start of Week 9.

The following instructions will be included in the announcement posted in the *Assignment* page:

1. On day 1 of week 9, read *Chapter 33 – Career Preparation* and *Chapter 34- Educational Employment* of the course textbook to familiarize with the career planning process. While reading these chapters, reflect on the following questions: What you know now that you did not know before about career exploration and planning? How this new information can help you succeed in college?
2. On day 1 of week 9, visit *Career Services* web page at St. Thomas University's web site (i.e. <http://www.stu.edu>) to review resources and services this department offers to students. If you have difficulties finding *Career Services* web page, watch the screencast of how to find *Career Services* in the school web site. While navigating throughout the site, reflect on the following questions: What you know now that you did not know before about career exploration and planning? Which career resources and services you found useful to identify your career goals? How this new information can help you succeed in college?
3. On day 2 of week 9, contact by e-mail one of the career advisors available at *Career Services* to request a career advising session and instructions on how to use Sigi<sup>3</sup>, a career online self-assessment program. Career advisors' contact information is available in *Career Services* web page. Send a copy of the e-mail to your UNI-101 instructor's e-mail

address using the *cc* option (i.e. carbon copy) as proof you initiated the contact with career advisor. When you receive an e-mail reply from the career advisor, forward this e-mail to your UNI-101 instructor as proof you have scheduled a career advising session. If you do not receive a reply from the career advisor within 24 hours, send another e-mail to kindly request his/her prompt assistance, or contact another career advisor.

4. On days 3, 4 or 5 of week 9, take the career online self-assessment Sigi<sup>3</sup> to help you identify your career goals, interests, and abilities. Create a Power Point presentation about your career profile using the results you received from Sigi<sup>3</sup> and the career advising session. The presentation is your opportunity to showcase your career goals, interests, and abilities to the world. Create an attractive Power Point presentation by following the suggestions in the article *9 Presentation Tips for Students* (i.e. [http://presentationsoft.about.com/od/classrooms/tp/student\\_tips.htm](http://presentationsoft.about.com/od/classrooms/tp/student_tips.htm)). Once you have created your presentation, upload your presentation to SlideShare web site (<http://www.slideshare.net>). Watch the SlideShare video tutorial (i.e. <http://video.google.com/videoplay?docid=-4653958644238149878&hl=en>) to learn how to upload your presentation in SlideShare web site. After your presentation is uploaded to SlideShare web site, embed your presentation in the class discussion board under the thread *My Career Profile*. Watch the video tutorial *How to Embed Documents in the Discussion Board*, which is located in this announcement, to learn how to embed your presentation. You have until day 5 of week 9 to embed the presentation in Blackboard.
5. On days 5, 6 and 7 of week 9, join the professional networking site LinkedIn (<http://www.linkedin.com>) to create a career profile and start building a network of professionals who share same goals, interests, and abilities as yours. Watch the videos

*What is LinkedIn?* (i.e. <http://www.youtube.com/watch?v=IzT3JVUGUzM>) and *How to Create a LinkedIn Profile* (i.e. <http://www.5min.com/Video/How-to-Create-a-LinkedIn-Profile-40387997>) to learn how to create a LinkedIn account and familiarize with the purpose of this site. I suggest you also visit *LinkedIn Learning Center* (i.e. <http://learn.linkedin.com/what-is-linkedin/>) to learn more on how to use this site to empower your career exploration and planning. Add your SlideShare presentation to your LinkedIn profile, which you can find out how by watching the presentation *Adding SlideShare to LinkedIn* (i.e. <http://www.slideshare.net/ashwan/adding-slideshare-to-linkedin-presentation>). After completing your LinkedIn profile, post the link of your profile in the class discussion board under the thread *Join My Professional Network*. Start building your professional network in LinkedIn by doing the following: (a) Send a request to your instructor to become part of your network; (b) send a request to at least two of your classmates to become part of your network; (c) search for at least one St. Thomas University alumni in LinkedIn site and send a request to join your professional network; and (d) search and join to at least one LinkedIn group that is related with your career goals, interests, and/or abilities. You have until day 7 of week 9 to complete your LinkedIn profile as described here.

6. Post in the class discussion board (under the *Sharing Career Exploration Experience* thread) tips, suggestions, resources and comments about your experiences on career exploration and planning on three different days of week 9. Your posts should help your classmates with their career exploration and planning.

The rubric in the next page will be used by the instructor to assess students' attainment of the requirements of the activity. Students earn completion points for completing satisfactorily each

activity's requirements. The rubric will also be included in the announcement to be posted in the *Assignment* page of Blackboard, so students are aware of what is expected in this activity.

<b>Rubric: Activity's Requirement Checklist</b>		
Check if student completed or not the activity's requirements.		
<b>Activity's Requirement</b>	<b>Completed 5-points</b>	<b>Not Completed 0-points</b>
On day two, student contacted by e-mail one of the career advisors to schedule a career advising session. Student sent a carbon copy of the e-mail to the instructor.		
Student forwarded the reply s/he got from the career advisor.		
Student created a presentation about his/her career profile based on the results of Sigi <sup>3</sup> and the career advising session. Student embedded his/her SlideShare presentation in Blackboard.		
Student created a LinkedIn profile and posted the link in Blackboard.		
Student's LinkedIn profile shows his/her SlideShare presentation.		
Student's LinkedIn profile shows that s/he is connected with the instructor.		
Student's LinkedIn profile shows that s/he is connected with at least two classmates.		
Student's LinkedIn profile shows that s/he is connected with at least one St. Thomas University alumni.		
Student's LinkedIn profile shows that s/he joined to at least one group related with his/her career goals, interests and/or abilities.		
Student posted suggestions, tips and/or comments on three different days to help classmates with their career exploration.		
<b>Points Earned Out of 50 Total Points</b>		

### *Mind Mapping School Services*

The purpose of this activity is to familiarize students with the services and activities that are available in the school to help them succeed in college. Working in small groups, students will create a concept map on how the available school's services and activities can help them succeed in college. Students can physically visit the campus locations where the services and activities are rendered to get additional information for their concept maps, or they can also create their concept maps by visiting the web pages where the school's services and activities are described at the institution's web site. To accomplish the purpose of this activity, students must meet the following objectives:

1. Students will read the *Chapter 1 – College Resources* and *Chapter 4 – Campus Activities* of the course textbook to familiarize with the typical services and activities available in every college to help them succeed with their college studies.
2. Based on the college resources and activities listed in *Chapter 1 – College Resources* and *Chapter 4 – Campus Activities* of the course textbook, students will identify and visit the campus locations and/or web pages of the institution's web site where the school services and activities are rendered to get additional information on how these college resources could help them succeed in college.
3. After collecting information about the available school's services and activities, students will create collaboratively a concept map to display what they know about the college resources they can use to succeed in college.
4. Students will post their concept maps in the class discussion board to share information and promote awareness about the school's services and activities to their classmates.

The following preparation is required to implement this activity:

1. Create a discussion thread in the class discussion board in Blackboard with the subject line *Mind Mapping School Services*, where students will post their concept maps about the school's services and activities for their classmates.
2. Create groups of 4 students and assign each group a group page in Blackboard, so group members can collaborate online to create their concept map. If the number of students in the class cannot be divided evenly in groups of 4, add a student per group with the remainder students.
3. Create a group page in *Mindomo* web site (i.e. <http://www.mindomo.com>) for each group that was created in step 2 and send e-mails notifying group members to join the web site to create their group concept map. *Mindomo* is a free, interactive, and collaborative web-based mind mapping tool.
4. Create a screencast to show students how to create a concept map at *Mindomo* web site and how to add images, notes, and links to their concept map.
5. Create an announcement that includes the following: (a) the objectives and detailed instructions of the activity; (b) links to tutorial sites that explain what a concept map is; (c) the embedded video *How to Create Concept Maps in Mindomo*; and (d) the rubric that will be used to assess students' attainment of the activity's objectives. This announcement will be posted in the *Assignment* page of the course shell in Blackboard. In addition, this announcement will be emailed to students a few days before the start of Week 7.

The following instructions will be included in the announcement posted in the *Assignment* page:

1. On day 1 of week 7, read *Chapter 1 – College Resources* of the course textbook to familiarize with the typical resources available for students to achieve college success. In

addition, check your school e-mail account to open and read the instructor's e-mail that contains the instructions on how to register to *Mindomo*, which is an interactive and web-based mind mapping tool. Last, read the following web tutorials about concept maps to familiarize with this thinking strategy: (a) *Introduction to Concept Maps* at <http://classes.aces.uiuc.edu/ACES100/Mind/CMap.html>; and (b) *How to Make a Concept Map* at [http://www.informationtamers.com/WikIT/index.php?title=How\\_to\\_make\\_a\\_concept\\_map](http://www.informationtamers.com/WikIT/index.php?title=How_to_make_a_concept_map).

2. On day 2 of week 7, post messages in the discussion board of your group page in Blackboard to coordinate how to distribute the list of college resources mentioned in Chapter 1 among all members of the group. Each group member is responsible to find the exact school location of the college resources mentioned in chapter 1 and to find the following information: (a) name of the person in charge of the office or department; (b) contact information such as phone number and e-mail address; (c) hours of operation; and (d) literature of the services rendered at the office or department such as brochures, flyers or handouts. To collect this information, you can physically visit the offices or departments where the services are rendered or you can visit the school web site to find the offices' or departments' web pages.
3. On days 3 to 7 of week 7, collect information about the college resources you were assigned to research. Post in the discussion board of your group page in Blackboard a short summary for each college resource you were responsible to research and how the resource could help you succeed in college. For example, if you were responsible to research about three college resources, then you must post three separate summaries in

the discussion board of your group page. The subject line of each post is the name of the college resource. Ask your group members to revise each of your summaries and to give feedback on how the information could be improved.

4. Once your group members approve your summary, go to *Mindomo* website to add the information that you found to the group's concept map. See the video tutorial *How to Create Concept Maps in Mindomo* to learn how to add topics or subtopics to a concept map in *Mindomo*. Each college resource that you researched is a topic or subtopic of the concept map. For each topic or subtopic of the concept map, you must include the following: (a) an image of the school's location of the college resource; (b) notes that provide basic information about the college resource; and (c) a link to the school's web site that supplements the topic's notes or a link to a document (e.g. a scanned brochure that was saved in a document depository web site such as Scribd.com) that contains literature about the college resource.
5. The link of your group's concept map must be posted in the class discussion board in Blackboard by day 7 of week 7, so your classmates can review your group's concept map. Therefore, you should constantly monitor that every member of your group is on task completing this group assignment during the week. Request the cooperation from your group members to complete the requirements of the assignment when they show inactivity. Provide assistance if a group member is struggling completing their part of the assignment. Provide suggestions, tips, or comments to your group members on how to improve the quality of the assignment. The goal is all group members collaborate to successfully complete this assignment.

The rubric below will be used by the instructor to assess students' attainment of the requirements of the activity. Students earn completion points for completing satisfactorily each activity's requirements. The rubric will also be included in the announcement to be posted in the *Assignment* page of Blackboard, so students are aware of what is expected in this activity.

<b>Rubric: Activity's Requirement Checklist</b>		
Check if student completed or not the activity's requirements.		
<b>Activity's Requirement</b>	<b>Completed 5- points</b>	<b>Not Completed 0-points</b>
On day 2, student posted messages in the discussion board to coordinate the distribution of college resources that each student must research.		
By day 3, the student's group demonstrated collaboration in distributing the list of college resources among members of the group.		
On days 3 to 7, student posted in the discussion board of the group page a summary for each college resource s/he was responsible to research. Each summary contains essential information about the services and activities such as the school location of the service or activity, name of the person in charge of the office or department, operation hours, contact information, and additional information about the services/activities.		
On days 3 to 7, student added topics to the group's concept map in Mindomo web site about the college resources that s/he researched. Each topic of the concept map contains an image of the school' location of the college resource, notes about the college resource, and a link to the school web site, or document related with the college resource.		

Throughout week, student demonstrated collaborative skills to help the group complete the assignment by posting comments, suggestions or tips to his/her group members' posts in the discussion board of the group page.		
Student's group posted the link of their concept map in the class discussion board by day 7.		
<b>Points Earned Out of 30 Total Points</b>		

### *Health and Wellness FAQs*

The goal of this interactive activity is to explore and promote personal development associated with college success by acquainting students with the campus and outside resources. Students will use the course readings and visit health and wellness web sites for college students to create collaboratively a FAQs document about personal development that leads to college success by using Google Docs. The instructor will provide the questions of the FAQs, but students will provide the answers. To accomplish the purpose of this activity, students must meet the following objectives:

1. Students will read *Chapter 23 – Healthy Living* of the course textbook to familiarize with health and wellness information that lead to college success.
2. Students will visit *Freshmen15* web site to familiarize with the phenomenon of how college students gain weight during the first year attending college due to changes in their lifestyles.
3. Students will visit the Health and Wellness Center web page at St. Thomas University web site to familiarize with the school and outside resources available for them to succeed in college.

4. Students will provide collaboratively the answers to a set of frequently asked questions about health and wellness by accessing a Google document that was created by the instructor.

The following preparation is required to implement this activity:

1. Identify and write at least 20 questions that are related with the course readings and assigned web sites about health and wellness for college students.
2. Create a Google document that will be named as *Health and Wellness FAQs*, which students will access to answer in a collaborative manner the questions posted by the instructor about health and wellness for college students.
3. Invite students to access and edit the Google document *Health and Wellness FAQs* by sending them an invitation to their school e-mail accounts.
4. For students who do not have Gmail, create a screencast on how they can create a Gmail account using their school e-mail, which is required to access and edit the Google document *Health and Wellness FAQs*.
5. For students who have Gmail, create a screencast on how they can add their school e-mail to their Gmail account, which is required to access and edit the Google document *Health and Wellness FAQs*.
6. Create an announcement that includes the following: (a) the objectives and detailed instructions of the activity; (b) the embedded videos *How to create a Gmail account using school e-mail address* and *How to add school e-mail address to an already existing Gmail account*; and (c) the rubric that will be used to assess students' attainment of the activity's objectives. This announcement will be posted in the *Assignment* page of the course shell in Blackboard and it will be emailed a few days before week 8.

The following instructions will be included in the announcement posted in the *Assignment* page:

1. On day 1 of week 8, read *Chapter 23 – Healthy Living* of the course textbook to familiarize with health and wellness information that lead to academic success.
2. On day 1 of week 8, visit the web site *Freshmen15* (i.e. <http://www.freshman15.com/>) to familiarize with a health phenomenon that typically occurs to college students during the first year in college.
3. On day 1 of week 8, visit the *Health and Wellness Center* web page at St. Thomas University web site to familiarize with the school and outside resources available for students to succeed in college.
4. On day 1 of week 8, visit the web page *Health and Wellness FAQs* (i.e. [http://docs.google.com/View?docID=0AfH-LZQ0jx35ZGYyY2Z4enBfMTkxY3NwOThrZDI&revision=\\_latest&hgd=1](http://docs.google.com/View?docID=0AfH-LZQ0jx35ZGYyY2Z4enBfMTkxY3NwOThrZDI&revision=_latest&hgd=1)) to familiarize with the questions you will need to answer using the course readings and assigned web sites about health and wellness for college students.
5. On days 2 to 4 of week 8, access the Google document *Health and Wellness FAQs* to provide the answer to one of the questions posted by the instructor. To gain access to the Google document, you must click the link that is included in the e-mail the instructor sent to your school e-mail account. Watch the video tutorials on how to create a Gmail account using your school e-mail address or the video tutorial on how to add your school e-mail address to an existing Gmail account. You need to use your school's e-mail address to gain access and edit the Google document that contains the FAQs.
6. You are responsible to answer one question that has not been answered from the FAQs. You must answer the question using your own words and writing complete sentences. Do

not copy and paste information from the course reading or assigned web sites! However, you must include a reference (a page from the course textbook, or a link to one of the assigned web sites) that can be used to verify the information you provided. You have until day 4 of week 8 to answer one unanswered questions from the FAQs.

7. You are also responsible to revise and edit at least three of your classmates’ answers. Your revisions must improve the quality of your classmates’ answers. Always verify if your classmates missed important information about the health and wellness that you could add to their answers. You can also fix grammatical and spelling mistakes to provide clarity to your classmates’ answers. You have until day 7 of week 8 to make these revisions.

The rubric below will be used by the instructor to assess students’ attainment of the requirements of the activity. Students earn completion points for completing satisfactorily each activity’s requirements. The rubric will also be included in the announcement to be posted in the *Assignment* page of Blackboard, so students are aware of what is expected in this activity.

<b>Rubric: Activity’s Requirement Checklist</b>		
Check if student completed or not the activity’s requirements.		
<b>Activity’s Requirement</b>	<b>Completed 5- points</b>	<b>Not Completed 0-points</b>
By day 4 of week 8, student answered one unanswered question from the FAQs. Student wrote complete sentences to answer the question.		
By day 7 of week 8, student made revisions to one classmate’s answer, which enhanced the answer.		
By day 7 of week 8, student made revisions to a second classmate’s answer, which enhanced the answer.		

By day 7 of week 8, student made revisions to a third classmate's answer, which enhanced the answer.		
<b>Points Earned Out of 20 Total Points</b>		

### Reflection

I recently watched a short presentation by Dave Bailey, Managing Director at Red Magma, which discourages instructional designers to create e-learning environments that mimic the lecture hall since learners do not actively participate in the learning process. He claims that e-learning environments should apply principles of game design, in which the virtual classroom can provide a controlled environment for experimentation, safe failure, and experiential learning (Bailey, 2009). When I designed the three activities for this assignment, I ensured my students will not be just reading the course textbook or watching a video to write then a paper or post a summary in the discussion board. If I would have designed this type of activities then I would be mimicking the typical lecture hall of onsite courses. Instead, I designed activities where students have to visit different web sites and physical locations to explore its content and make decisions on how the information will benefit them. I designed activities where students need to create products based on the course readings and their research to make learning their own. I designed activities where students must contact, network and collaborate with other people to be able to complete a task. I designed activities in which students must use web-based and productivity tools that will develop their technological skills necessary in the workplace of the 21<sup>st</sup> century. I designed activities in which the content is connected with students' interests, curiosities, goals, and real-life situations. In summary, the activities I designed require active participation, engagement, and interactivity from my students to successfully achieve the course objectives.

The activity *My Career Profile* was originated from my personal experience using the professional networking site LinkedIn. I inferred that if students already are proficient using social networking sites (e.g. Facebook) for social and entertaining purposes, they should use the same proficiencies for productive purposes such as career exploration and planning. I believe that one of my responsibilities as an educator is to teach appropriate and productive uses of technological tools, which students often lack even when they might be technologically savvy than their instructors. The other two activities, *Mind Mapping School Services* and *Health and Wellness FAQs*, were based on the activities *Collaborative Concept Maps* and *Frequently Asked Questions (FAQs)*, respectively, that Watkins (2005) suggested in his book. I chose these activities because I saw an opportunity to use web2.0 tools such as *Mindomo* and *Google Docs* for the first time in my courses. These web2.0 tools are inherently collaborative, which is a skill I want to foster in my students. One of my professional goals is to maximize using web2.0 and open source tools in my teaching practice, so my students and I experience a 21<sup>st</sup> century education.

Overall, I am confident the activities I designed are following the principles of games design as suggested by Bailey (2009). Conrad and Donaldson (2004) stated “An activity that is categorized as a game includes tasks that provide an element of engagement, decision making, and knowledge acquisition from a new perspective” (p. 93). In each of my designed activities, my students will be highly engaged to make decisions on how the course content will help them acquire knowledge that will benefit them in their college studies and careers. Students will be active participants of the learning process and take ownership of their learning. The e-learning environment of my UNI-101 course will not mimic the traditional lecture hall.

## References

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