Using Engageli for My Class Sessions

Here is an instruction-based lesson plan that I was able to switch from Zoom to Engageli, which incorporates interactive classroom engagement. I am confident that you and your learners will also appreciate the simplicity and flexibility of using Engageli.

Teaching Preparation

I use **PowerPoint slides** **as visual support for all of my lectures**. I chunk my class sessions into "mini-lectures," each lasting no more than 10 minutes, which give learners time to process the information before new content is presented.

Using the instructions on "Create a Poll or Quiz", I create 4-6 **Engageli polls** within my slides that I use after each "mini-lecture." Some are used for community-building, while other polls are a check for learner understanding about content from the mini-lecture.

I also create a Google doc, making 5 copies for the 5 tables for my class, and upload them to my class Portal, using "Set Up and Distribute Class Documents."

The lesson plan below assumes that all course materials (lecture slides, handouts, polls/quizzes, etc.) have been created ahead of time. Learners are also expected to complete all the previous session's reading assignments before the current session.

Topic: Identity Theft

Learning Objectives:
- Articulate how identity theft is committed and the types of scams identity thieves perpetrate.
- Explain different types of hackers.
- Describe the various tools hackers use and the types of attacks they might launch.
- Explain what cookies are and whether they pose a security threat.
- Describe social engineering techniques, and explain strategies to avoid falling prey to them.

Lecture-Based Lesson Plan: Click the bookmark to view each section
- (5-10 minutes before Class) Before Class
- (5 minutes) Starting Class

- [(10 minutes) Mini-lecture #1 - Identity Theft](#)
- [(2 minutes) Trivia Poll](#)
- [(25 minutes) Video and Group-Based Discussion - Protecting Your Data](#)
- [(10 minutes) Mini-lecture #2 - Hackers and Hacking](#)
- [(5 minutes) Class Wrap Up](#)

Before Class (10 Minutes Before Class)

To prepare, I close all of the apps and browsers on my computer that I will not be using during class. I also ensure that all notifications (Outlook, Google Calendar, Slack, etc.) are either snoozed or shut off. I open my PowerPoint slide deck or any other materials so that they are easily accessible.

Similar to my in-person classes, I have learners who like to join early, so I am always logged in at least five minutes before class starts. The audio defaults to "Room mode", which I leave as is, but remind learners to use the "Raise Hand" button, explained in "Ask a Question", when they're speaking, even to me, so that everyone can see who is speaking. I greet or acknowledge learners by name as they enter my Engageli classroom.

To encourage learners to engage, I post a **"Question of the Day" in the Q&A tab** and ask learners to answer the question as they join the class. I ensure that the questions are opinion questions so that there are no right or wrong answers. This "Question of the Day" could be a question that checks for understanding of a previous assignment, a question about their interest in investigating a particular idea, getting-to-know-you or how-are-you-feeling type questions, etc. For example, for this lecture's "Question of the Day," I have used:
- A Content-Related Question: If your identity was stolen, what kinds of problems might that cause you?
- A Fun Question: If you were a car, what type of car would you be, and why?

Starting Class (5 Minutes)

Once I'm ready to start class, I shift the audio to "Table Mode". For the first five minutes of the class, I take care of some quick housekeeping tasks regarding readings and assignments and provide any reminders. I then share the slides with learners using the "Attach Files" feature in the chat window; this process is explained in "Chat." Finally, I ask learners to indicate their readiness by using the thumbs up/down and check the class gallery to gauge their enthusiasm, which is explained in "Using In-Class Engagement Metrics."

I encourage learners to ask questions during the mini-lectures by raising their hands; directions for this feature are found here: "Ask a Question". For learners who are not comfortable talking in front of the class, I encourage them to post questions to the Q&A tab, which is explained on the "Chat, Q&A and Notes" support page, so that we can discuss them during class.

Once I know learners are ready, I share my screen (using the "Share Your Screen as an Instructor" directions) to show the first slides of the day that outline the Learning Objectives and give A Brief Outline of the Day's Topics and activities if we have any.

Mini-Lecture #1 – Identity Theft (9 Minutes)

I have three (3) slides where I define identity theft. I also have a slide where I introduce a few topics, including various cybercrimes, different scams, and the damages caused by cybercrimes to both corporations and individuals.
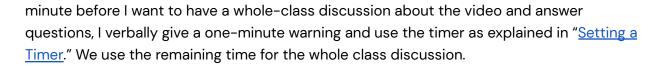
At the end of mini-lecture #1, I let the class know that I am taking a brief minute to review Q&A and answer any questions presented before moving on. I review and answer questions after each mini-lecture.

Trivia Poll (2 Minutes)

Before proceeding to the next mini-lecture, I give the learners their first Trivia Tidbit poll, which is explained in "Using Your Created Polls." The first poll for today is a fun one. While sharing the Trivia Slide, I ask learners, "What do you call a group of otters?" As soon as I share this slide, I activate the Tags by clicking on the **Activate Tag** button. Using this button will launch interactive poll answers labeled A–D. Learners then select an answer and I can also click "Share Results", so learners can see how everyone voted in aggregate.

Video and Small Group Discussion – Protecting Your Data (20–25 Minutes)

I **show a short video** that does an excellent job of explaining how to protect your data; how to show videos is explained in "Set Up and Play Video Clips." The video is about 10 minutes long. After the learners watch the video, I distribute a Google document with questions about identity theft and the protection of data; document distribution directions can be found at "Set Up and Distribute Class Documents." Learners discuss the questions with their tablemates. The class has approximately 7–10 minutes for their table discussions. One

minute before I want to have a whole-class discussion about the video and answer questions, I verbally give a one-minute warning and use the timer as explained in "Setting a Timer." We use the remaining time for the whole class discussion.

Mini-lecture #2 – Hackers and Hacking (7–10 Minutes)

I have three (3) slides related to hackers and hacking. We discuss various types of hackers and the tools they use. Next, we discuss what types of attacks each tool can execute.

At the end of mini-lecture #2, I again let the learners know that I am taking a brief minute to review Q&A and answer any questions before wrapping up the day. I may share one last Trivia Tidbit before wrapping up the session if I have extra time.

Class Wrap-Up (4–5 Minutes)

I spend the last 4–5 minutes of class wrapping up the class session. I ask for any remaining questions, give a brief preview of what we will be doing in the next class meeting, and share a reminder about readings that need to be completed.

I also remind learners to download any notes they have taken during class. Directions for downloading their notes can be found at "Notes."

I encourage you to try Engageli and challenge you to find new and creative ways to engage your online learners.