

# VLS Course Design Kickoff

## Part II: Learning Design

April 29, 2021

<http://ocw.utoronto.ca/vls-support/>

# Kickoff Introductions

- Welcome to the Day
  - OLS Team
  - Project Teams



# Your Team

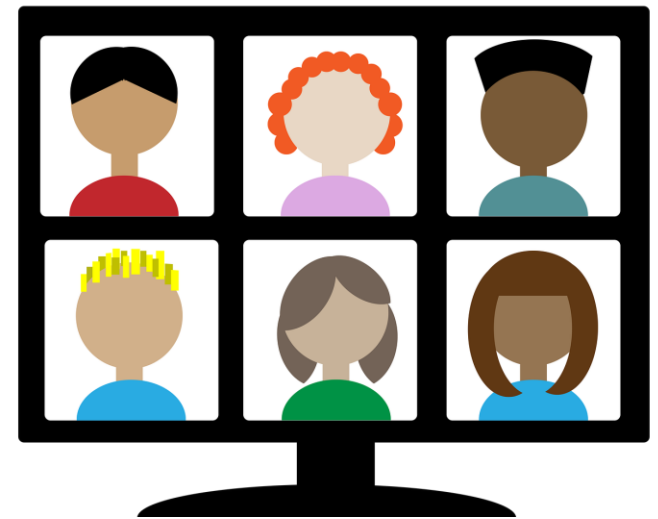
- **SMEs:** Guide and/or prepare high level course outcomes, assessments and activities, as well as content decisions.
- **Instructional Designers:** Input to design of learning experience and development of aligned and scaffolded activities.
- **Educational Technology Support:** Divisional contacts with expertise in both pedagogy and educational technology integration.
- **Developers and Content Builders:** Media development and technical implementation in sharable, accessible formats.
- **Librarians:** Faculty liaison in discipline area or copyright specialist.



# Who is in the Virtual Room?

Complete our poll to tell us what will be your main role on your project?

- **SMEs/Project Lead**
- **Instructional Designers**
- **Educational Technology Support**
- **Developers and Content Builders**
- **Librarians**
- **Project Coordinator**



# Outcomes for Part 2

- Identify packaging strategies for interactive course content
- Identify storyboarding methods
- Showcase examples of content sharing and interactive activities
- Clarify additional technical considerations for sharing in VLS context



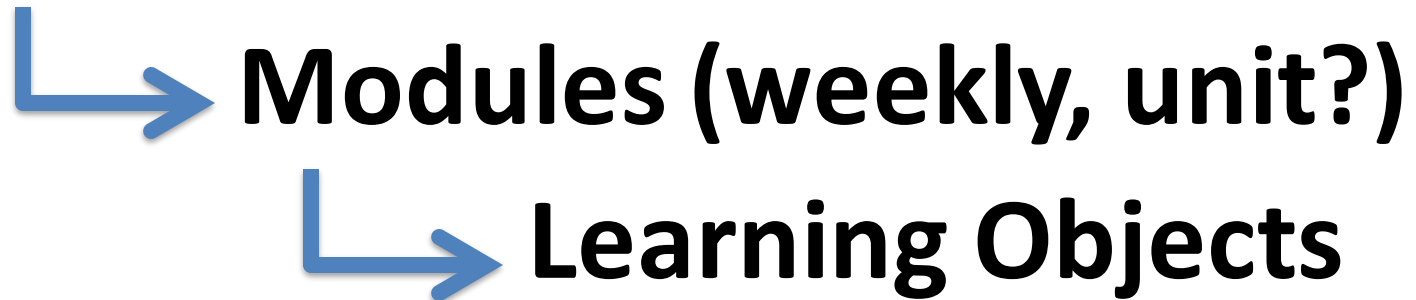
# 1. Possible Course "Packaging" and Sharing Strategies

At the end of the segment, you will be able to:

- Describe different strategies for packaging course content
- Visualize the translation of a high-level story board unit into a learning module
- Compare various approaches to video and interactive content creation

# Content Structuring Strategies

## Course



- How can these materials be packaged for sharing?

# File Content Format Types

## **Upload to share with eCampusOntario:**

- Build in Quercus and export (.imsc file)
- Asset library (.zip file)



# Open UToronto Sharing

- Showcase of VLS projects to be shared on [UofT web site](#)
  - Landing page with link to downloadable file(s)
  - Link to local departmental hosting if preferred/available
  - Not hosting full project assets but rather referring to other locations

The image features a pair of vibrant red curtains, slightly parted in the center, revealing a plain white background. The curtains have a rich, saturated red color and a subtle texture, with soft shadows and highlights that give them a three-dimensional appearance. The central white space is clean and uncluttered, serving as a backdrop for the main text.

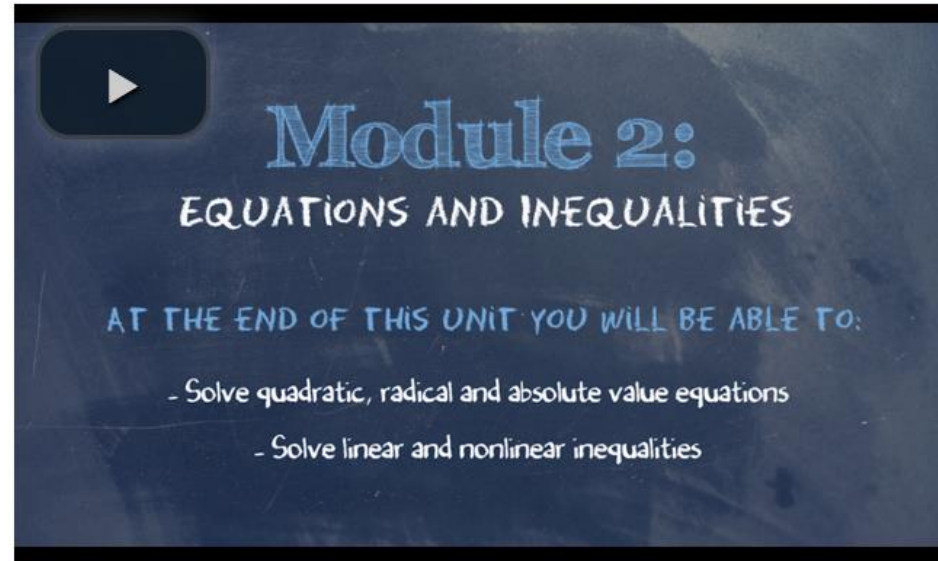
# Showcase of Examples

# Example 1: Mathematics Skill Development

## Packaged for Learning Management System:

Using this format you can create a course as you would normally do for your UofT teaching. Each unit can contain various “items” such as text, video, quizzes.

The course content can be exported in common cartridge format (.imscc) for re-use in other LMSs.



Descriptive Video script: [02\\_DV\\_Equations-and-Inequalities.docx](#)



### Diagnostic Test

Diagnostic Test: [Mod2-DiagnosticTest.pdf](#)




### Solutions to Diagnostic Test

Solutions to the Diagnostic Test: [Mod2-DiagnosticTest-solutions.pdf](#)


# Example 2: Engineering Drawings

## Asset Library:


A series of 4 modules available online to view and adapt. Pick and choose materials.




4 MODULES





INSTRUCTOR  
GUIDES







CLOSE  
CAPTIONED



RE-USE  
ENCOURAGED

Title	Description
 <b>Evolution of Engineering Drawing Formats (Storyline File)</b>	This Storyline File can be downloaded and modified to your specific learning objectives (within the bounds of the creative commons licensing selected for this file). To use this file, you must have installed Articulate Storyline Version 2.0. Any technical issues are not supported by the University of Toronto.
 <b>Evolution of Engineering Drawing Formats (SCORM package)</b>	This SCORM package is the production version of this module. To use it, you must upload it into your institution's Learning Management System (or onto another platform that hosts and plays SCORM packages). Once uploaded, you can specify the settings for this module for your particular use within your class. Students will access this module from your institution's course environment.

Type: Illustrations

Title	Description
 <b>2.1.4-2 Top - Plan</b>    Download File (1.42 MB)	
 <b>2.1.4-3 Site Plan</b>    Download File (2.7 MB)	

# Guiding Adoption and Adaptation

We suggest providing an "Instructor Guide" to help others understand your content and context and how the course is designed.

Depending on how you share your content you may need a more detailed Instructor Guide.

# Consider the Adopter

A user cannot browse an LMS export, they can read a description of the course, but they have to download the exported file and import it into their LMS.

- Once in their LMS, does your design strategy support their context?
- Do they need the whole course or just one unit?

An instructor guide can let users know what to expect in the content package and how it was designed (based on the workshops we're running today).

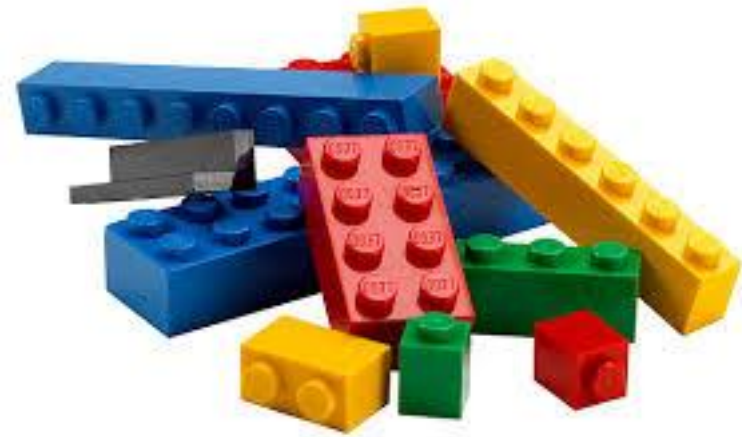
# Poll – For Our Project...???

- Which one of the presentation formats resonates in relation to your project needs?
- Poll will pop up in meeting



# Building blocks... or ready-to-use?

- Pros and cons of pieces to be assembled (asset library) vs. “fully baked” into an LMS export.
- Considerations:
  - Effort and cost to build
  - Flexibility for others to use selected parts
  - Convenience of “ready to go” for you and adopter
  - Sustainability – edits and updates?
  - Planned uses... primarily within an LMS... or not?





# Discussion – Chicken or Egg?

1. Who is reusing your course content and how?  
Create 're-user' stories.
2. What makes most sense for packaging your project?

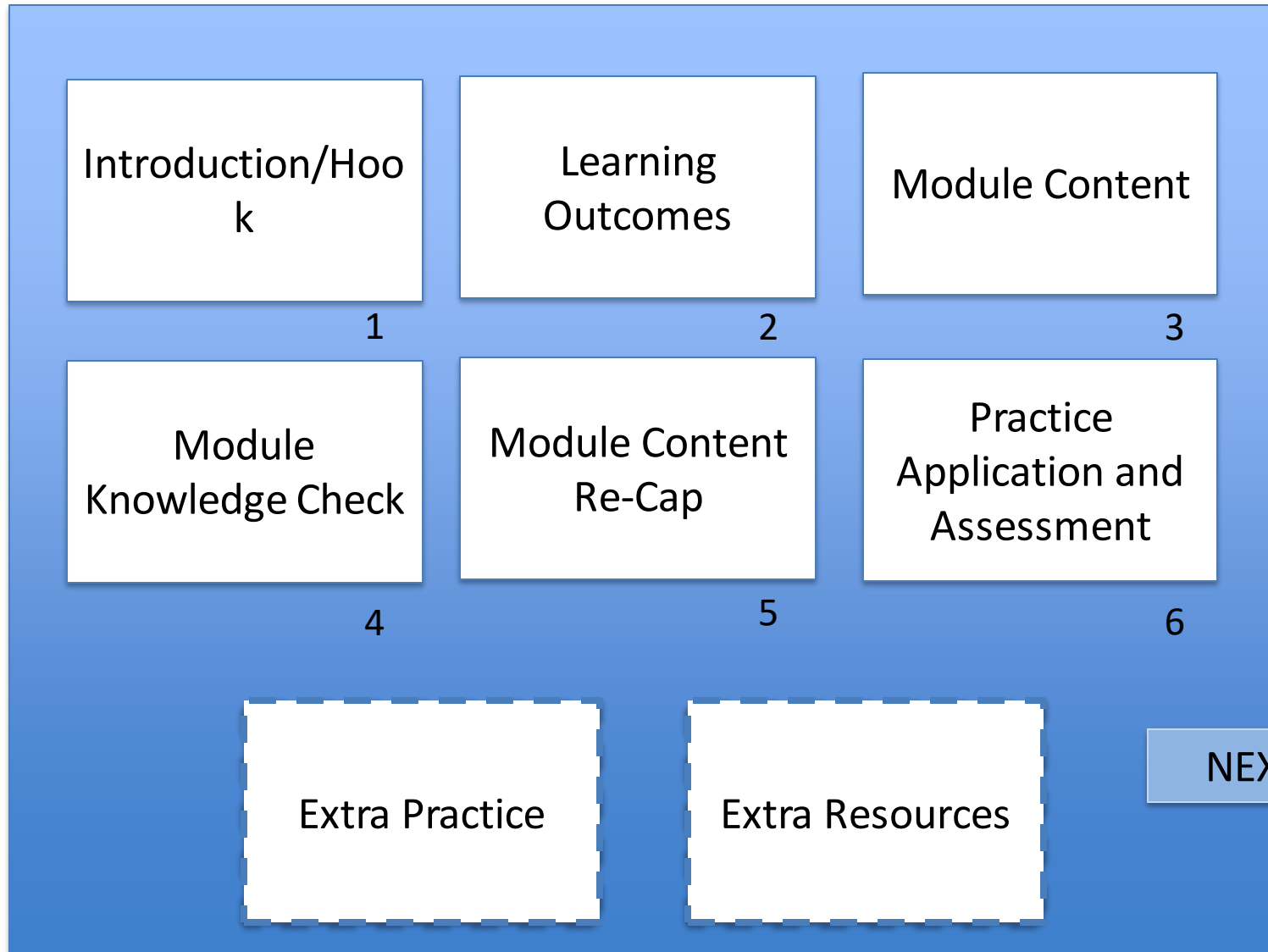


# Storyboarding

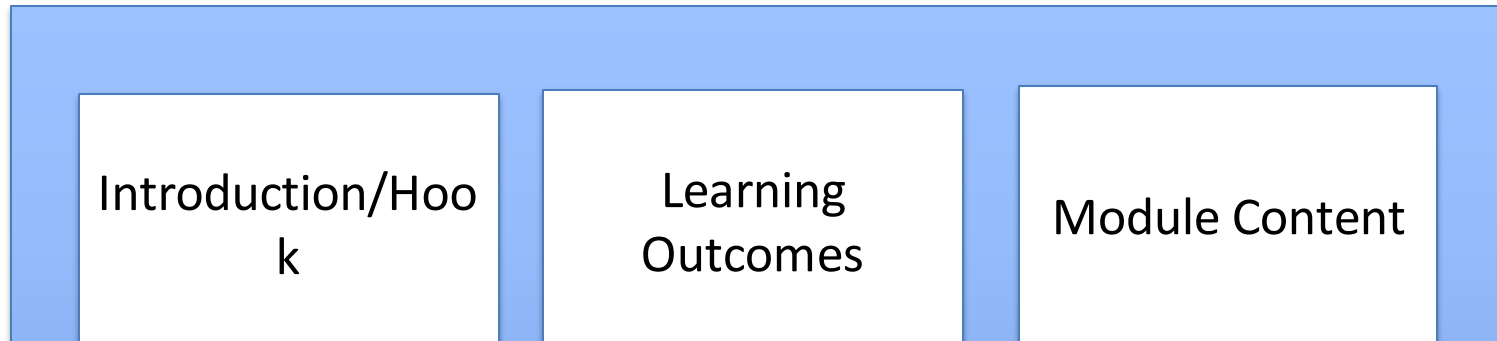


[This Photo](#) by Unknown author is licensed under [CC BY](#).

# Typical unit/module components

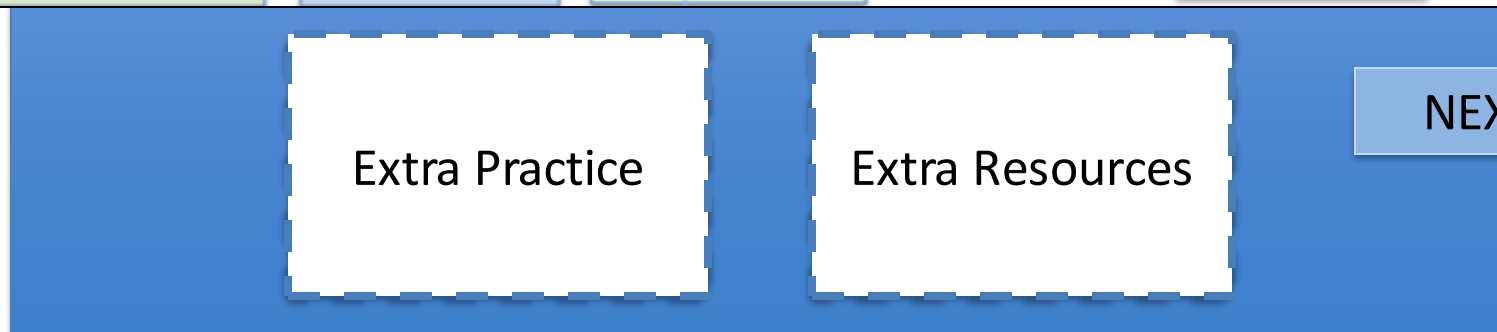
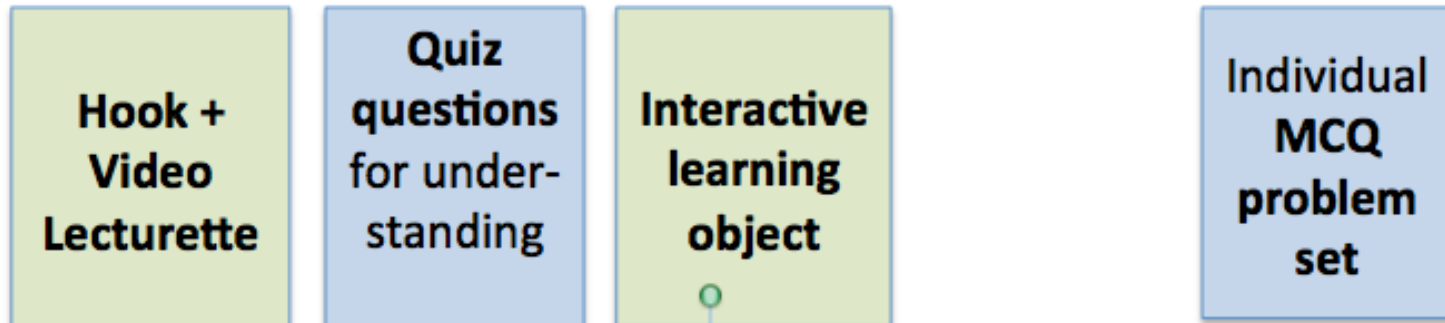


# Typical unit/module components



## Example Learning Module Content

### Unit 1:



# STORYBOARD

## **Visual Layout and Learner Experience**

### **How Detailed?**

- basic to specifics of interactions
- image sources

### **How to create?**

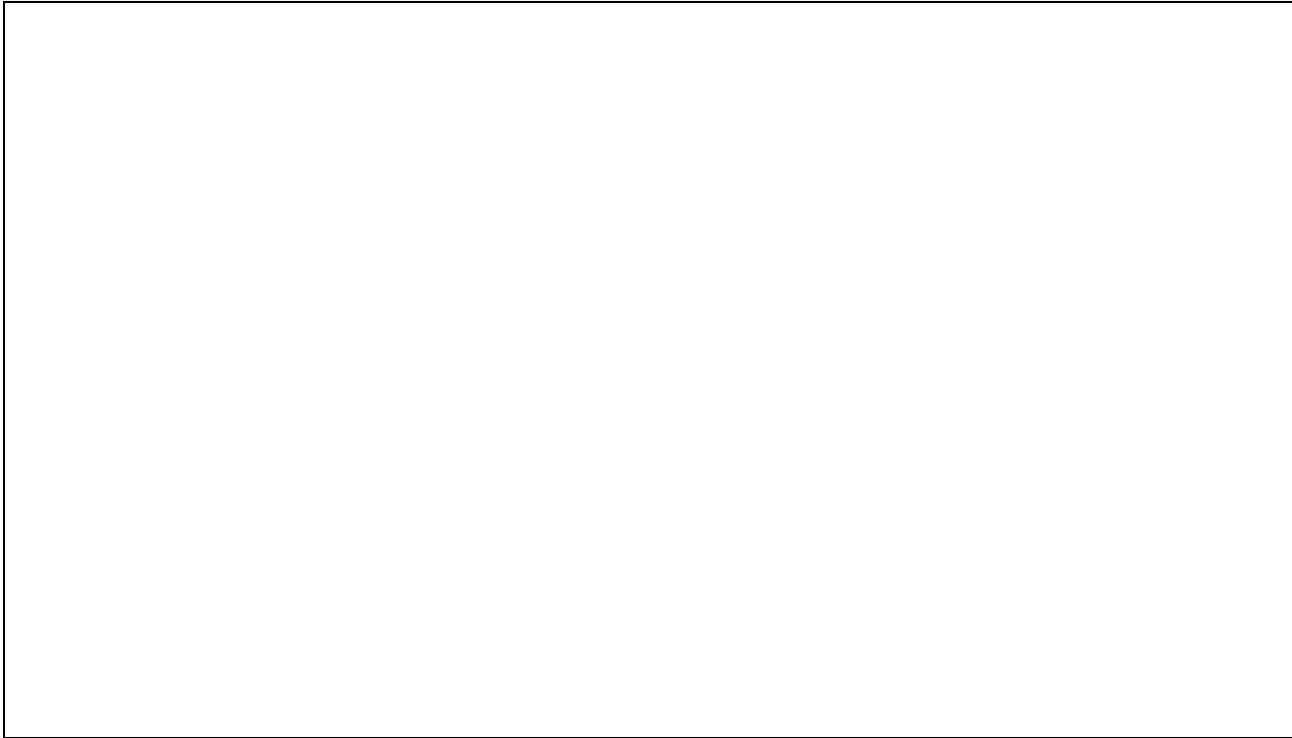
- (PPT) template
- Word template
- PPT slides

Module/Section Title

ID/Name

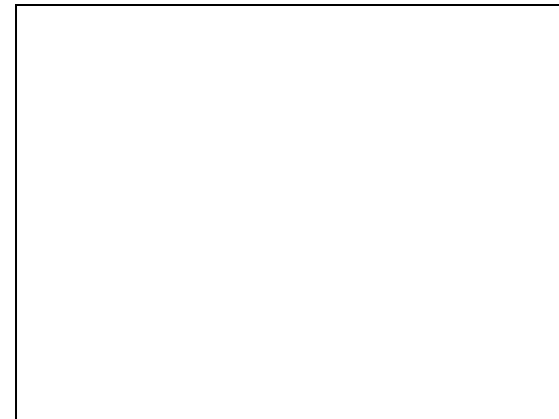
Visual(s): Description, Image, or sketch

Voiceover and/or other audio



Interaction(s)

Notes



# MS Word

- **Module #: Module Title**
- 

Scene #, Slide #

Title: Title of your slide

**On-Screen**

Narration

**[Media description or file reference  
and screen text]**

[Voiceover text or file reference]

**Programming Notes**

**[Description of image or button placement, interactions, branching, etc.]**

# Video Content

## Module 3: Remote Teaching

**Title:** Teaching Research Intensive Courses Remotely

**Link:** <https://www.youtube.com/watch?v=pHjkYX2Civg>

**Notes:** Can be cross-referenced in Module 4: Research



Script in PPT notes



# Lecture Content (H5P Timeline)

The screenshot shows an H5P Timeline interface. The main focus is on the event 'Cultivation in Europe' (1300 — 1700). To the left of the event is a photograph of strawberries on a plant. Below the photo is the text: 'Author: Formulax. License: Creative Commons Attribution-Share Alike 2.0 Generic. URL: <http://commons.wikimedia.org/wiki/File:Strawberries.JPG>'. To the right of the photo is the event title 'Cultivation in Europe' and a description: 'Strawberries were in cultivation in Europe by the 1300s, as the French began transplanting the wood variety to the garden.' The timeline itself is at the bottom, showing a scale from 00 B.C. to 2100. Other events visible include 'Origins' (around 1000 B.C.), 'Early mentions of Strawberries' (around 500 B.C.), 'Middle ages' (around 1300), 'New v: North' (around 1700), 'Strawberries in cosmetics' (around 1800), 'Comm product' (around 1900), 'Strawberries worldwide' (around 2000), and 'Virginian strawberries are replaced' (around 2000). Navigation arrows and a search icon are visible on the left and right sides of the timeline.

## Module 1: Cultivation

**H5P:** Design Strategy Timeline

**Link:** link.address

**Notes:** Can be cross-referenced in Module 2 on food security

Timeline dates and Script  
in PPT notes

<https://h5p.org/content-types-and-applications>

# Reflection Prompt

## YOUR TURN: PREVIOUS SUCCESSFUL EXPERIENCE

Think about a time in your life when you experienced success.

This experience can be career-related but does not have to be; consider all areas of your life including your education, personal life, student clubs or volunteering.

**Describe your experience (When? Where? What?):**

- What difficulties did you experience?
- How did you overcome them?
- What activities and tasks did you most enjoy? Why?

Enter your answers here

Adapted from Franklin M et al. (2015). Narrative Method of Practice increases curiosity and exploration, psychological capital and personal growth leading to career clarity: A retrospective outcome-study. Canadian Journal of Career Development 14 (2).

## Module 2: Understanding your strengths

**Title:** Your Turn: Previous Successful Experience

**Link:** link.address

**Notes:** Suggest a due date to help keep learners on track, based on when you share in your context. Can email reflection as assignment.

Script in PPT notes

# Assets

We recommend keeping a parallel spreadsheet to track asset development. Decide what will be archived and where they will be saved/shared.

What?

- -- primary and/or edited files
- -- all versions or just the final version


Where?

- -- storage requirement + online/offline
- -- plan for the use of materials outside of module
- -- Teams? OneDrive?

# Assets – Shared Folders


We also recommend keeping a clear folder structure for shared files.


## Module Assets


 Name ▾

 Images and Videos

 Instructor Guides


 Student Module PPT files

 Student Module Storyline Files

 Supplementary Resources and worksheets




## Module Assets > Student Module Storyline Files


 Name ▾

 Developing a Personal Learning Plan for Co...

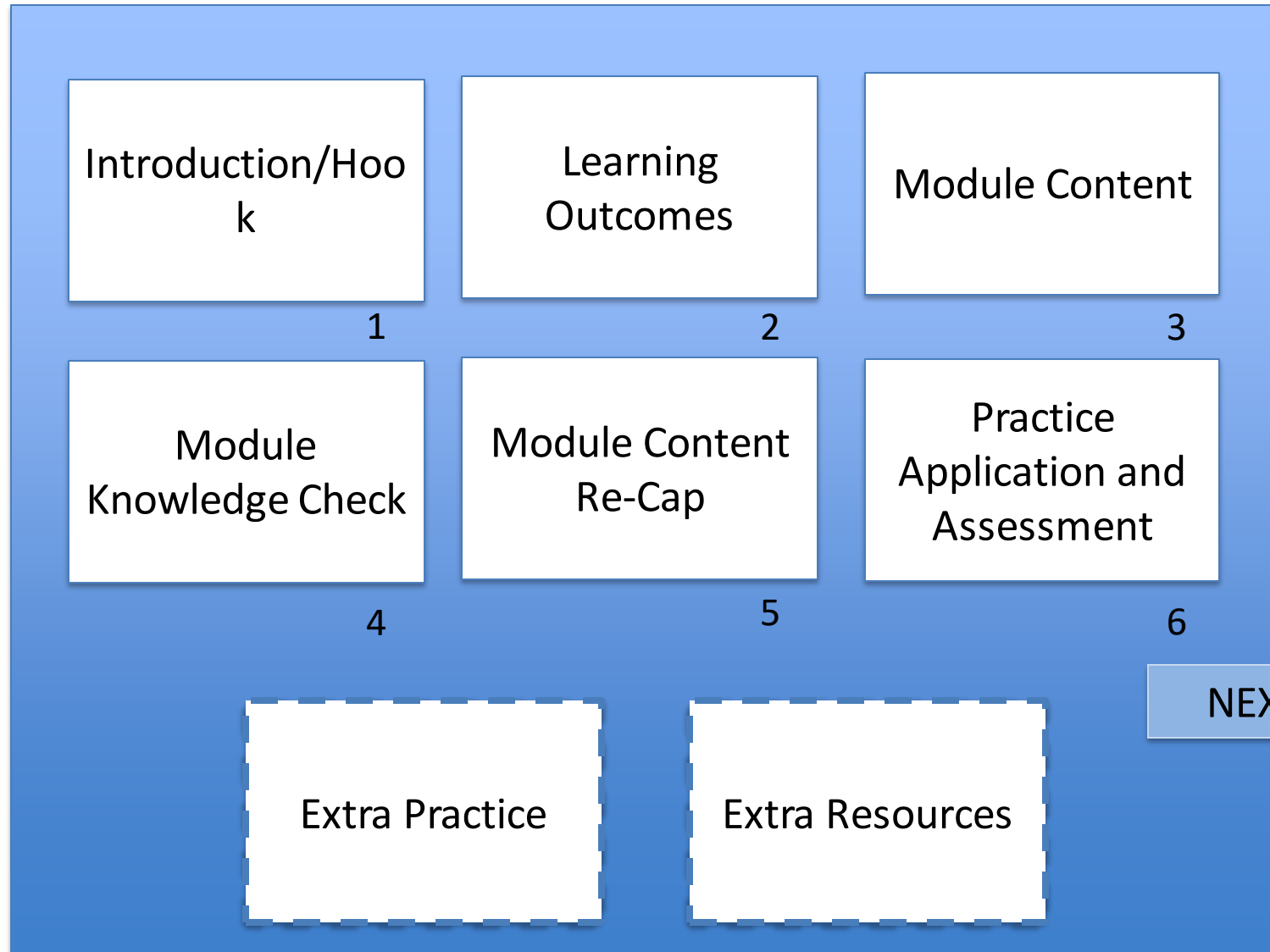
 Developing a Personal Learning Plan for Co...

 Developing a Personal Learning Plan.story

 Introduction to Community-Engaged Learni...

 Introduction to Community-Engaged Learni...

# What media/interactive components can we integrate into our material?



# Options for Interactive Components

- Quiz questions (quiz, drag and drop, chapter end...)
- Videos
- Reflection or journal prompts
- Authentic learning (DIY experiments, cases, scenarios, virtual field trips)
- Simulations and H5P widgets adapted or custom built
- Other



# Quiz Tools

- Quercus
  - MCQ, true/false, select, one word answer

## Storyline

- Basic quizzing; drop downs, drag and drop, timelines, branching
  - More difficult to author/specialized software
  - trackable when integrated into Quercus or LMS
- H5P in Pressbooks
  - Basic quizzing; drop downs, drag and drop, timelines, branching
    - Relatively easy to learn/ open library of templates
    - Not trackable

# Video and Video Production

- [FASE example and resourcing guide](#)
- Video options:
  - standalone
  - inline questions
  - embedded in a storyline sequence
  - intro and outro to an online assignment





# Reflection and Journal Prompts


Menu

- Indigenous Ways of Knowing
  - 1 Welcome
  - Welcome Video
  - Module overview
  - Learning outcomes
  - Reflecting questions
- MAIN MENU
- CREDITS
- RESOURCES
- TOPICS
- Characteristics of Indigenous k...
- Sources of indigenous knowled...
- Indigenous Axiology: Values an...
- Ojibwe Seven Grandfather Teac...
- Indigenous knowledge and We...
- Indigenous languages VIDEO
- Indigenous knowledge and lear...
- Suggested Activities

Understanding Indigenous Perspectives: Indigenous Ways of Knowing Resources

## Indigenous Ways of Knowing

FOR REFLECTION



How do you know what you know? Where do you get your knowledge from?

Are some sources more trustworthy than others?

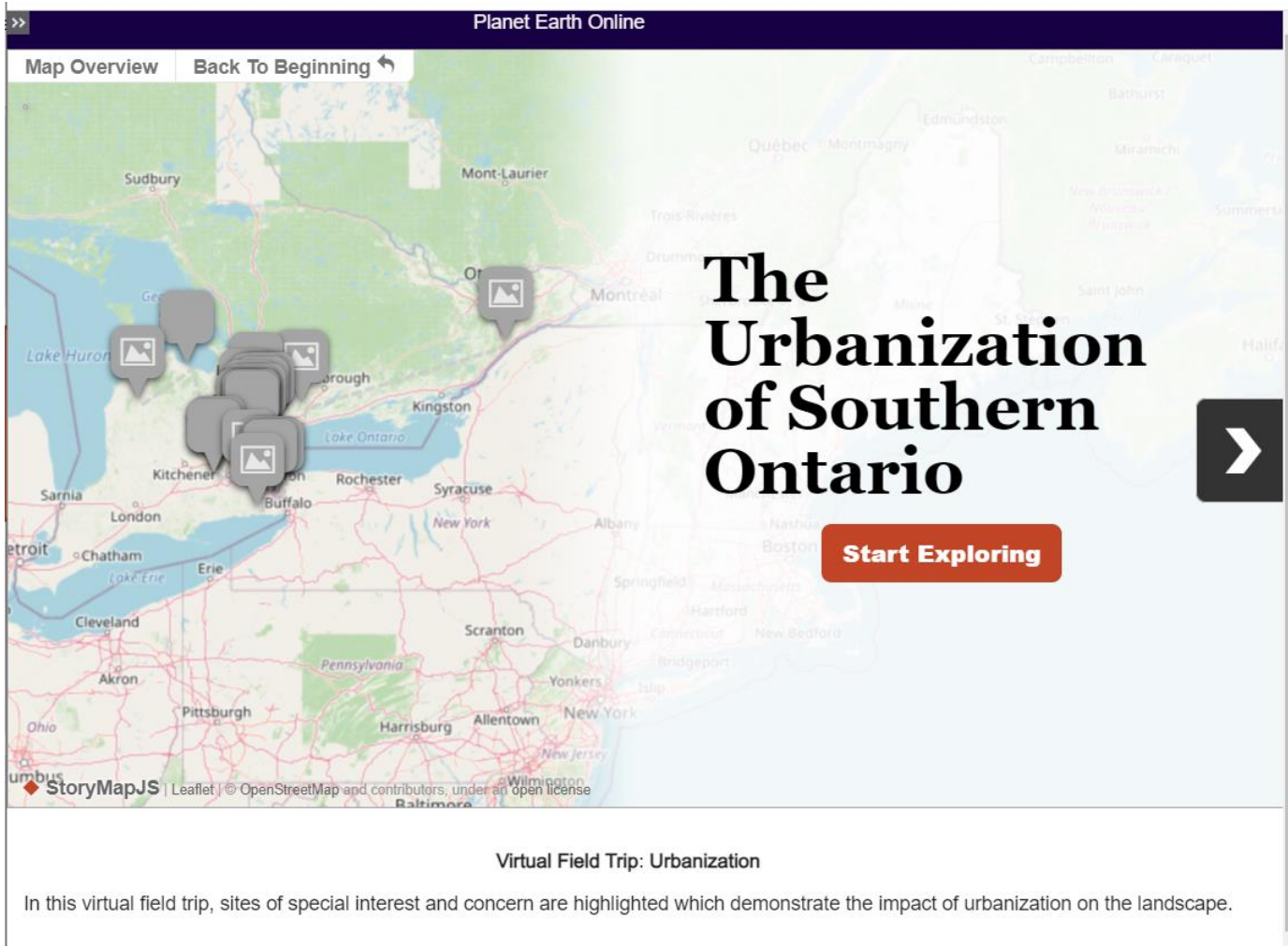
How do you determine what sources of knowledge are credible?

What values underlie your opinions?

prev next

◀ PREV NEXT ▶

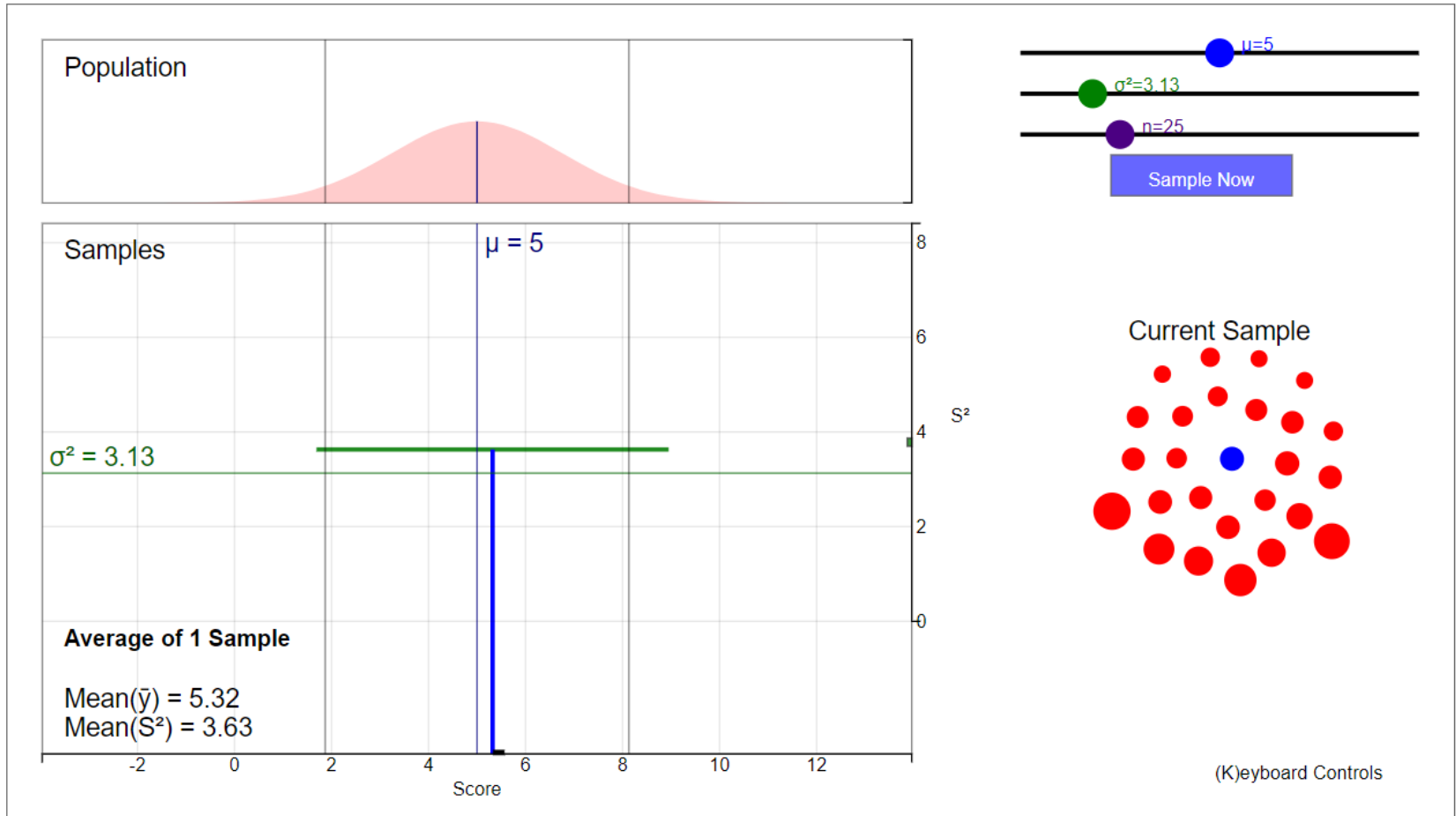
# Authentic Learning



The screenshot displays the Planet Earth Online interface. At the top, there is a dark blue header with the text "Planet Earth Online" and navigation buttons "Map Overview" and "Back To Beginning". The main area features a map of Southern Ontario and surrounding regions, including parts of Quebec, New York, and Pennsylvania. Several grey map pins are placed over the map, indicating points of interest. Overlaid on the right side of the map is a large, bold, black text box that reads "The Urbanization of Southern Ontario". Below this text is a red button with the text "Start Exploring". A black arrow button is also visible on the right side of the map. At the bottom of the map, there is a small text box that reads "Virtual Field Trip: Urbanization" and a paragraph of text: "In this virtual field trip, sites of special interest and concern are highlighted which demonstrate the impact of urbanization on the landscape." The bottom left corner of the map area shows the "StoryMapJS" logo and copyright information: "Leaflet | © OpenStreetMap and contributors, under an open license".

[https://planetearth.utsc.utoronto.ca/demos/mod\\_10/](https://planetearth.utsc.utoronto.ca/demos/mod_10/)

# Simulations and Widgets



<https://statsapp.utsc.utoronto.ca/?m=1&p=simulation>

# Simulations and Widgets - H5P



## Accordion

Create vertically stacked expandable items



## Advent Calendar (b...

Create an advent calendar



## Agamotto

Create a sequence of images that gradually



## Arithmetic Quiz

Create time-based arithmetic quizzes



## Audio Recorder

Create an audio recording



## Chart

Quickly generate bar and pie charts



## Collage

Create a collage of multiple images



## Column

Column layout for H5P Content



## Dialog Cards

Create text-based turning cards



## Dictation

Create a dictation with instant feedback



## Documentation Tool

Create a form wizard with text export



## Drag and Drop

Create drag and drop tasks with images



## Drag the Words

Create text-based drag and drop tasks



## Essay

Create essay with instant feedback



## Fill in the Blanks

Create a task with missing words in a text

# For Our Project...???

- Which of the video format(s) seem most appropriate? See [FASE example and resourcing guide](#)
- Are there examples of interactivity that are possibilities?



## 2. Sharing Strategies

At the end of the segment you will be able to:

- Describe project requirements for sharing
- Explore available options to meet project needs and funder requirements



# VLS Principles

**Collaborative:** The VLS will prioritize collaboration for sector transformation that impacts all institutions

**Learner Driven:** The VLS will drive virtual learning excellence for all learners in Ontario, now and into the future

**Digital by Design:** The VLS supports the development of online content and supports that are digital by design

# eCampus Ontario 2021 Ontario Commons

- **Applies to:** Ontario Public Post-Secondary Educational Institutions
- **Permissions:**
  - Copy the work
  - Adapt the work
- **Conditions:**
  - Credit the original author
  - Use the work only as part of a publicly offered credit or non-credit course or program



# eCampus Ontario 2021 Project Requirements

## **You Must:**

- Consent to the Ontario Commons License for all copyrightable products as part of VLS Contracts for Digital Content, Digital Fluency, and Digital Capacity (Collaborative).
- Provide files for all copyrightable content created to eCampusOntario under the Ontario Commons License.

# What does sharing mean?

Plan for both VLS and your own use in course context. (Make a version you can share and one for your UofT Course or other context)

1. Link those open resources into different LMS course shells as needed?  
ie LMS Package: [Mathematics Skill Development](#)
2. Direct open resource site to a collection of assets?  
ie Asset Library: [Ethics in Engineering](#)

# Supporting Re-Use

- Use standard content formats
- Allow for adaptation (ie don't overbake)
- Avoid course code or contextual titles in re-usable assets
- Make it easy to use!
- Involve others in your planning... instructor investment is critical factor

Who are your collaborators and how will they be involved in the design process?



# Next Steps

- Plan to attend follow up webinars as needed (invitations to join have been sent)
- Look out for an invitation from a member of OLS for a check-in meeting in May (30 mins)
- Financial reporting information will be available in May from VP-IUE



That's It For Part II!