

VLS Design Day

Part II: Content Packing and Sharing

April 28, 2021

<https://uoft.me/vls-support>

Kickoff Introductions

- Welcome to the Day
 - OLS Team
 - CTSI Colleagues
 - Project Teams



Your Team

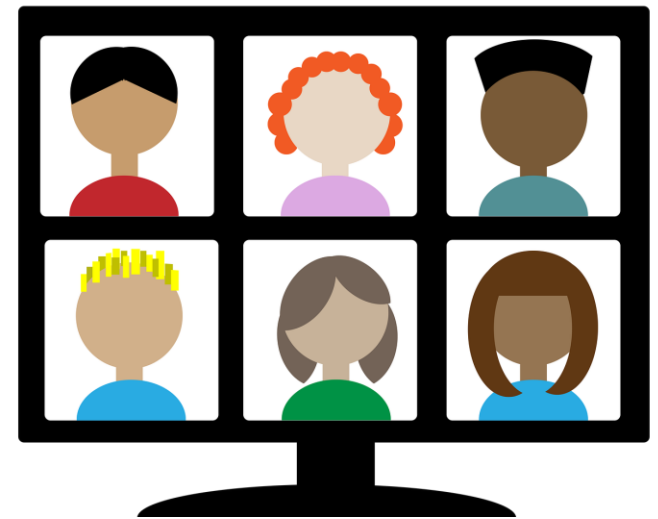
- **SMEs:** Guide and/or prepare high level module outcomes, assessments and activities, as well as content decisions.
- **Instructional Designers:** Input to design of learning experience and development of aligned and scaffolded activities.
- **Educational Technology Support:** Divisional contacts 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 content
- Identify storyboarding methods
- Showcase examples of content sharing and interactive activities
- Clarify additional technical considerations for sharing in VLS context



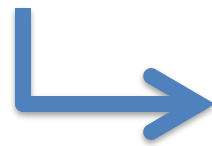
1. Possible Module "Packaging" and Sharing Strategies

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

- Describe different strategies for packaging module 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

 **Modules (weekly, unit?)**

 **Learning Objects**

- How can these materials be packaged for sharing?

File Content Format Types

Upload to share with eCampusOntario:

- Build in Quercus and export (.imsc file)
- Pressbooks export (pressbooks.xml file)
- Storyline modules export (.zip 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 to reveal a plain white background. The curtains have a rich, saturated red color and a visible vertical crease, suggesting a heavy fabric. The lighting is even, highlighting the texture of the fabric. The overall composition is simple and clean, focusing attention on the central text.

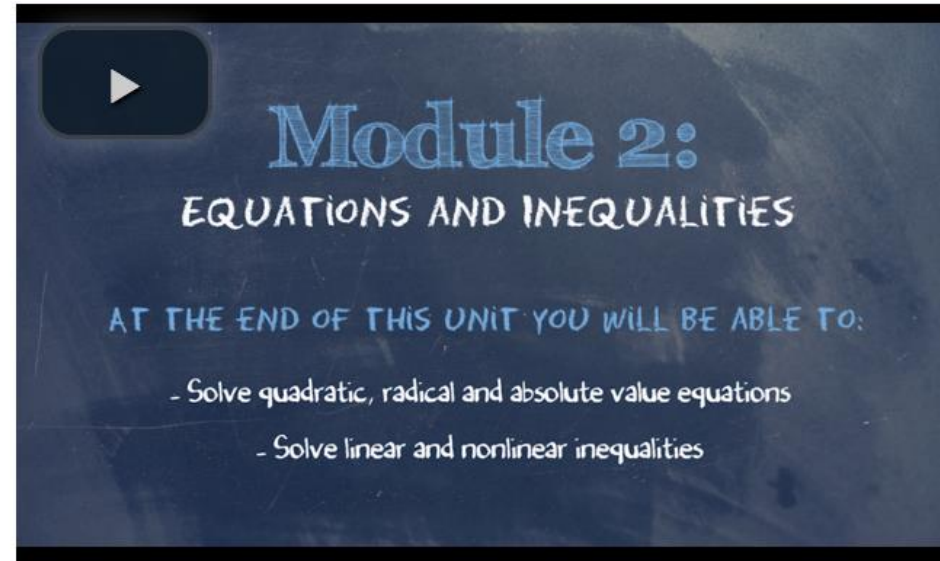
Showcase of Examples

Example 1: Mathematics Skill Development

Packaged for Learning Management System:

Using this format you can create a module with various “items” such as text, video, quizzes.

These modules can be exported in common cartridge format (.imscc) or .zip files for re-use.



Descriptive Video script: [02_DV_Equations-and-Inequalities.docx](#)



Diagnostic Test

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



Solutions to Diagnostic Test

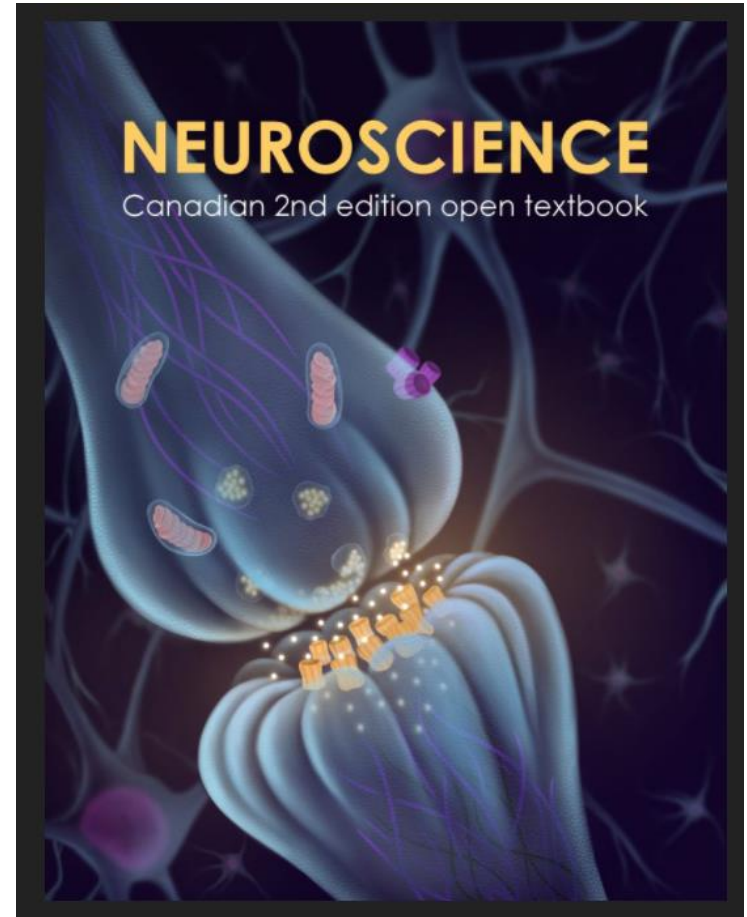
Solutions to the Diagnostic Test: [Mod2-DiagnosticTest-solutions.pdf](#)

Example 2: Neuroscience Open Text

Open Textbook (Pressbooks):

Using this format you can create an (interactive) textbook/OER in units or chapters of content to include text, images, video and embedded quizzes (non-trackable).

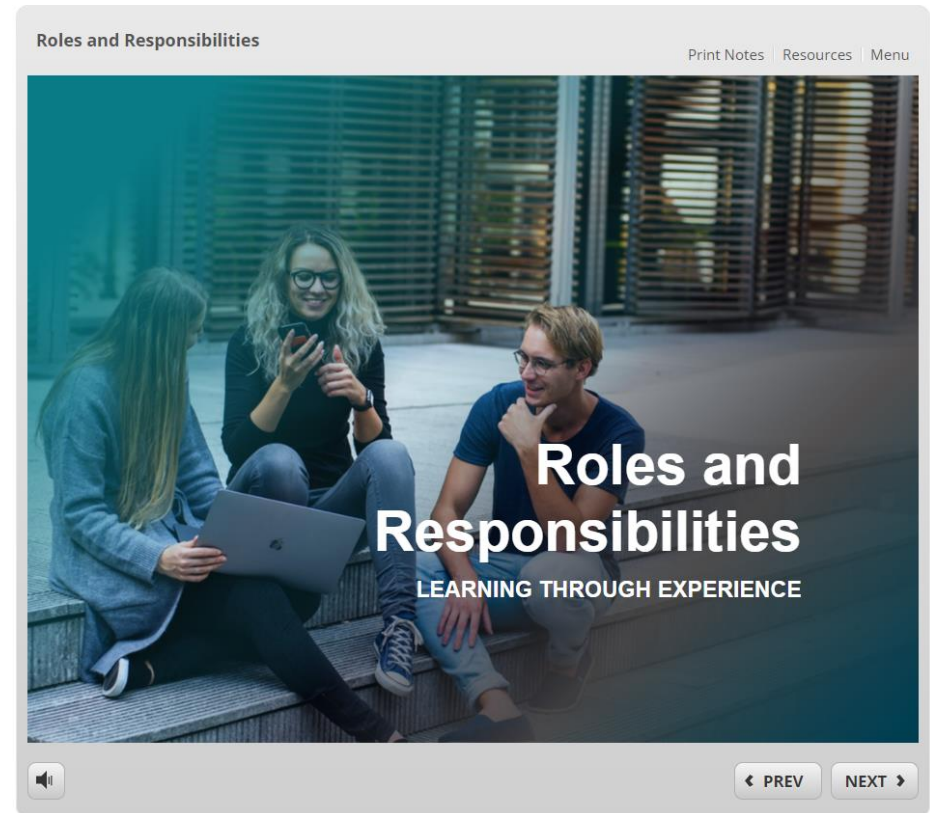
Pressbooks can be shared in the eCO pressbooks library and be exported in pressbooks .xml file for wide sharing.



Example 3: Experiential Learning Modules

Learning Object (Storyline authored):


When you publish a Storyline file, you can publish for sharing on the web or for across LMSs. You zip the appropriate file for sharing (SCORM file).




Example 4: 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
 Evolution of Engineering Drawing Formats (Storyline File)	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.
 Evolution of Engineering Drawing Formats (SCORM package)	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
 2.1.4-2 Top - Plan  Download File (1.42 MB)	
 2.1.4-3 Site Plan  Download File (2.7 MB)	

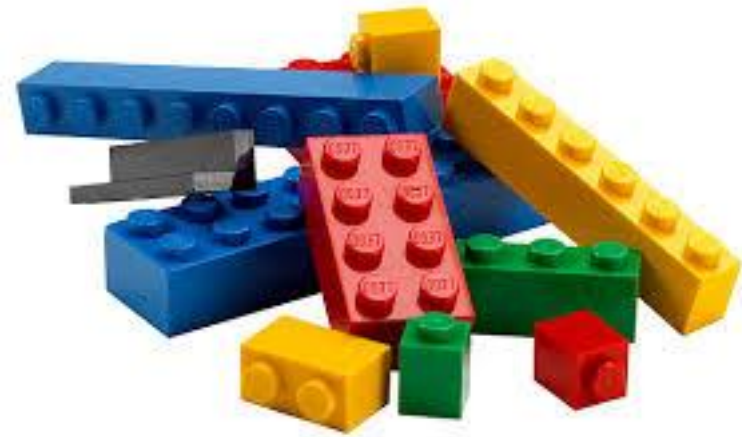
Poll – For Our Project...???

- Which of the four module 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 vs. “fully baked” into a series of learning objects
- Considerations:
 - Effort and cost to build
 - Flexibility for others to use selected parts
 - Convenience of “ready to go”
 - Sustainability – edits and updates?
 - Planned uses... primarily within an LMS... or not?



Discussion – Chicken or Egg?

1. Will your “sharing site” target students or instructors?
2. Who is reusing content and how? Create 're-user' stories.

Discuss in your group. What makes most sense for your project?



Poll Again - For Our Project...???

- After discussing with your group. Which of the four module presentation formats resonates in relation to your project needs?
- Poll will pop up in meeting

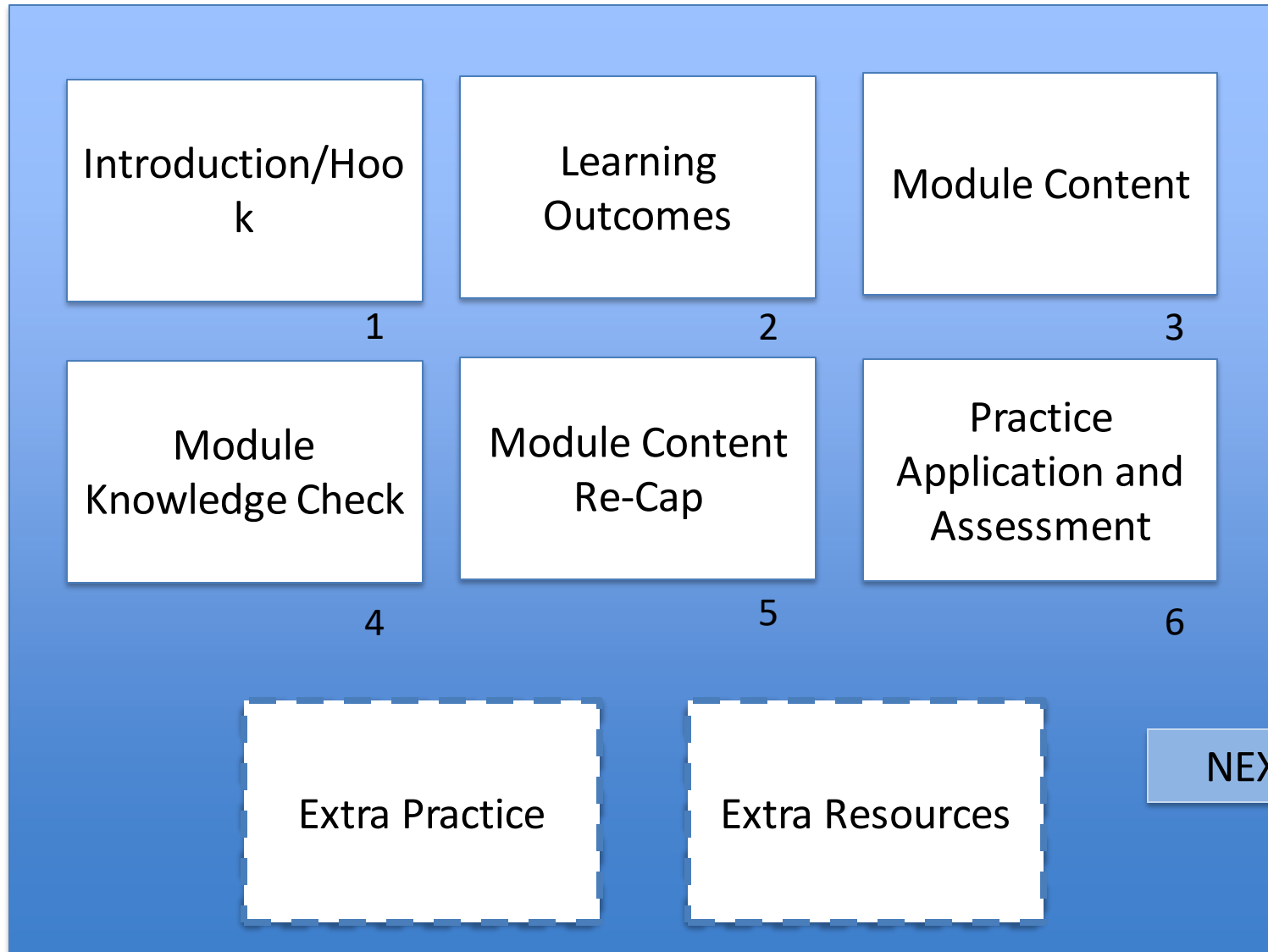


Storyboarding

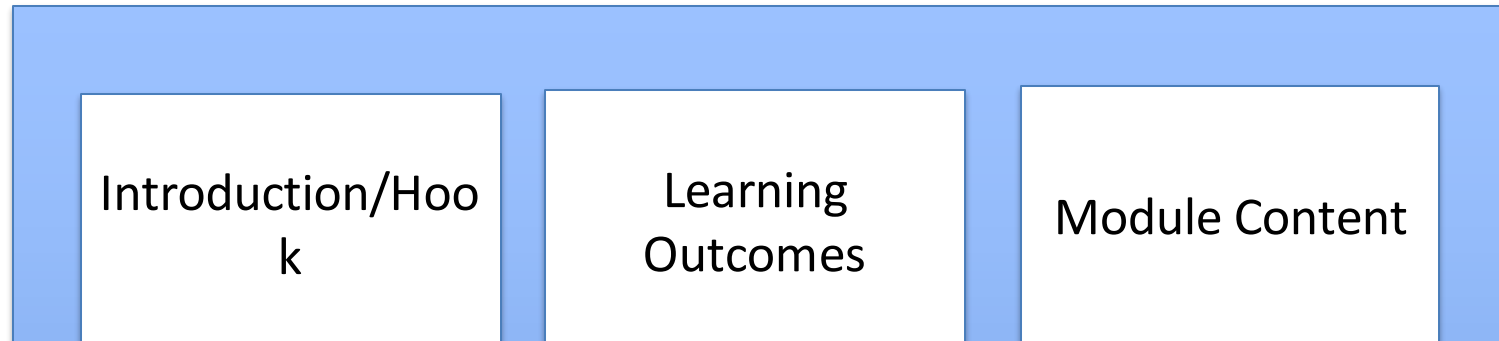


[This Photo](#) by Unknown author is licensed under [CC BY](#).

Typical module components

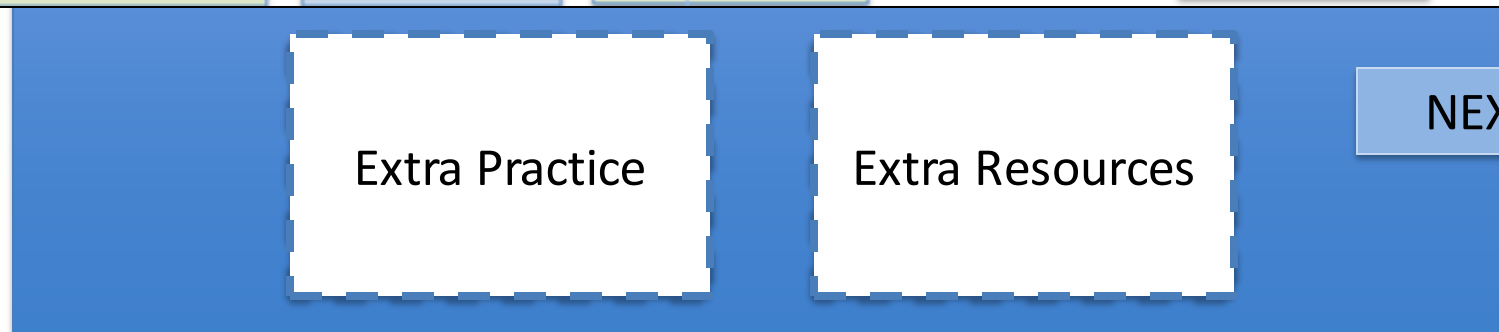
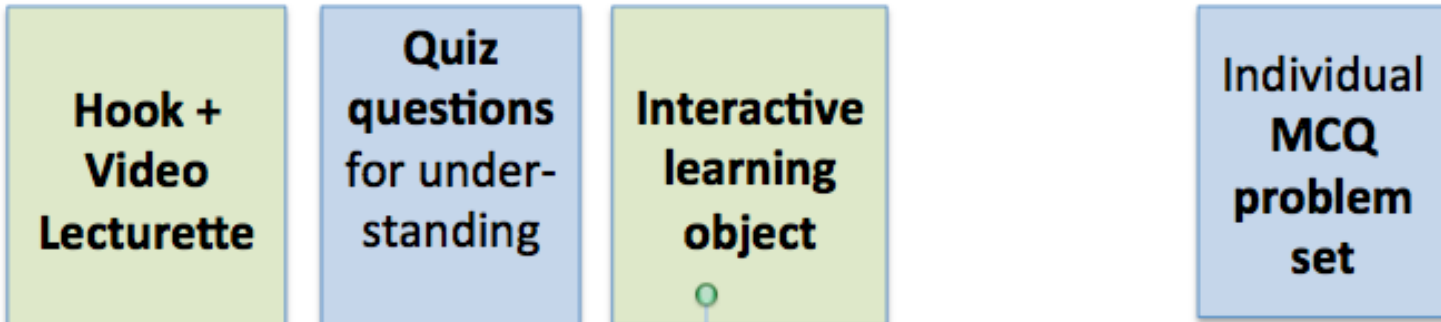


Typical module components



Example Learning Module Content

Unit 1:



STORYBOARD

Visual Layout and Learner Experience

How Detailed?

- basic to specifics of interactions
- image sources

How to create?

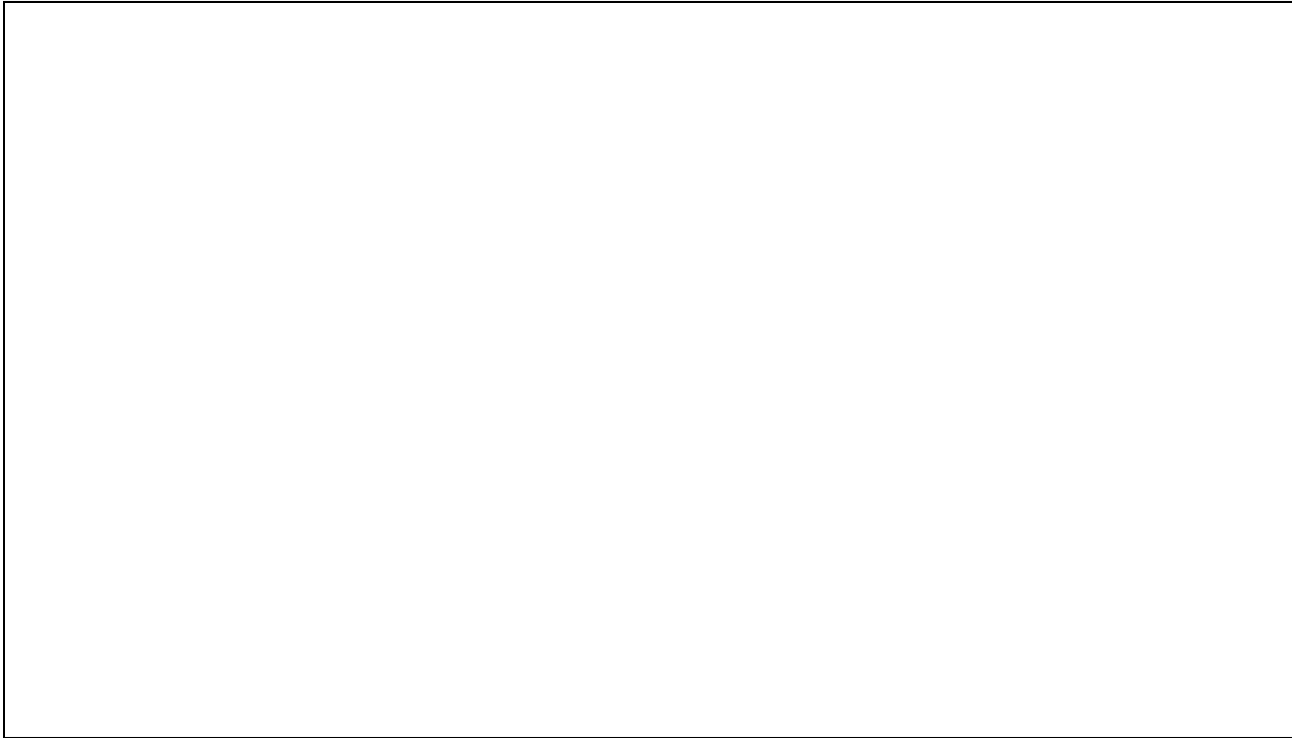
- (PPT) template
- Word template
- PPT slides

Module/Section Title

ID/Name

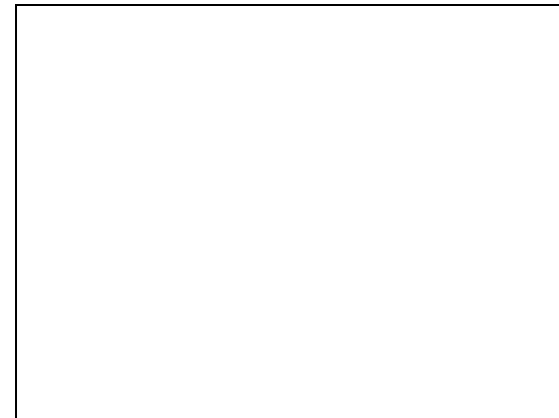
Visual(s): Description, Image, or sketch

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 displays 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 axis at the bottom shows a scale from 00 B.C. to 2100, with major ticks every 100 years. Other events are visible as boxes above the axis: 'Origins' (approx. 1000 B.C. - 1000 A.D.), 'Early mentions of Strawberries' (approx. 1000 A.D. - 1300 A.D.), 'Middle ages' (approx. 500 A.D. - 1300 A.D.), 'New v: North' (approx. 1700 A.D. - 2000 A.D.), 'Strawberries in cosmetics' (approx. 1700 A.D. - 2000 A.D.), 'Comm product' (approx. 1700 A.D. - 2000 A.D.), 'Strawberries worldwide' (approx. 1700 A.D. - 2000 A.D.), and 'Virginian strawberries are replaced' (approx. 1700 A.D. - 2000 A.D.). 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...

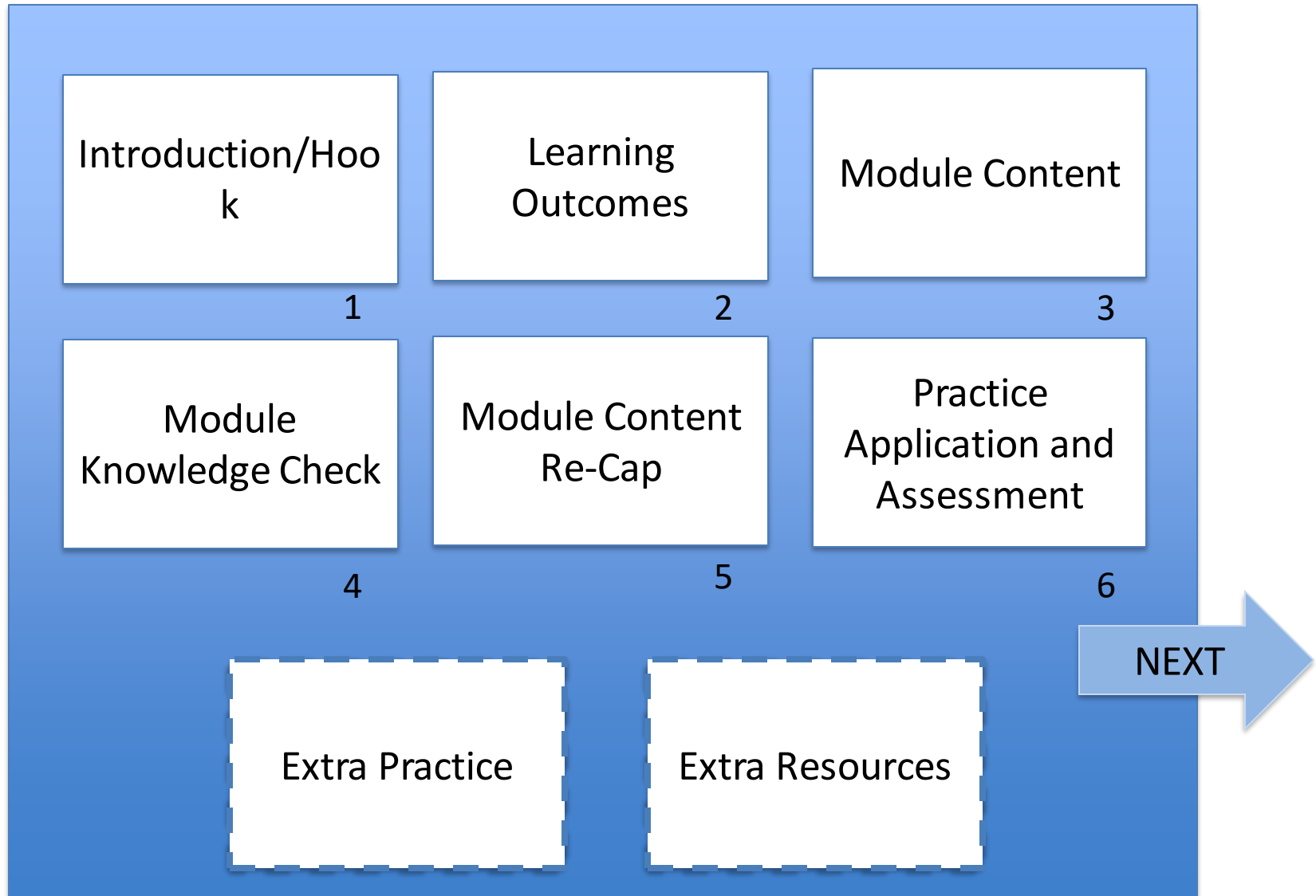
 Developing a Personal Learning Plan for Co...

 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 shared module?



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?

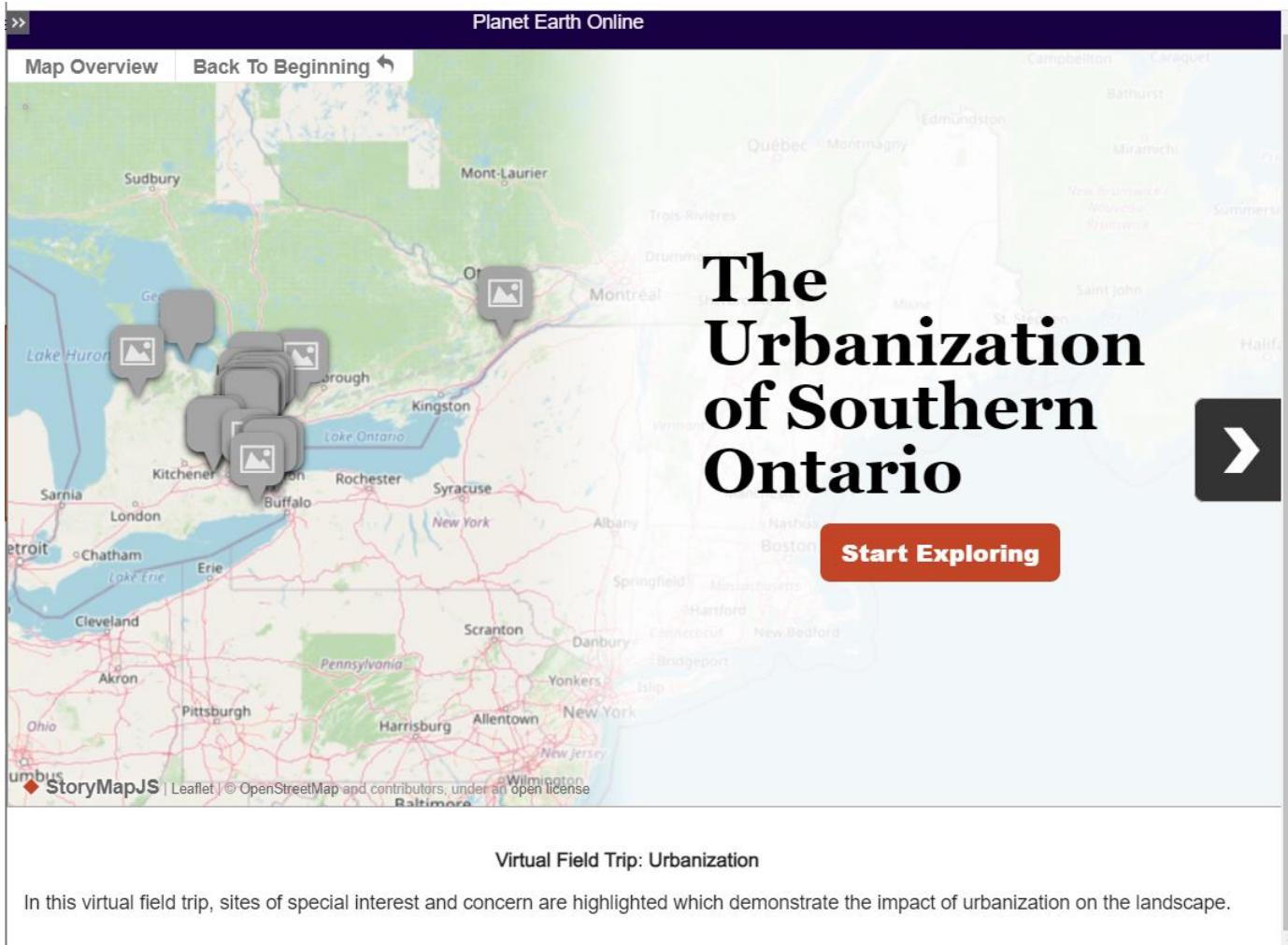
How do you determine what sources of knowledge are credible?

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 the surrounding region, including parts of the United States and Quebec. A large, semi-transparent white box is overlaid on the map, containing the title "The Urbanization of Southern Ontario" in a large, bold, black serif font. Below the title is a red button with the text "Start Exploring" in white. To the right of the title box is a black square button with a white right-pointing arrow. The map shows several grey location pins with photo icons, indicating points of interest. At the bottom of the map, there is a small red diamond icon followed by the text "StoryMapJS | Leaflet | © OpenStreetMap and contributors, under an open license".

The Urbanization of Southern Ontario

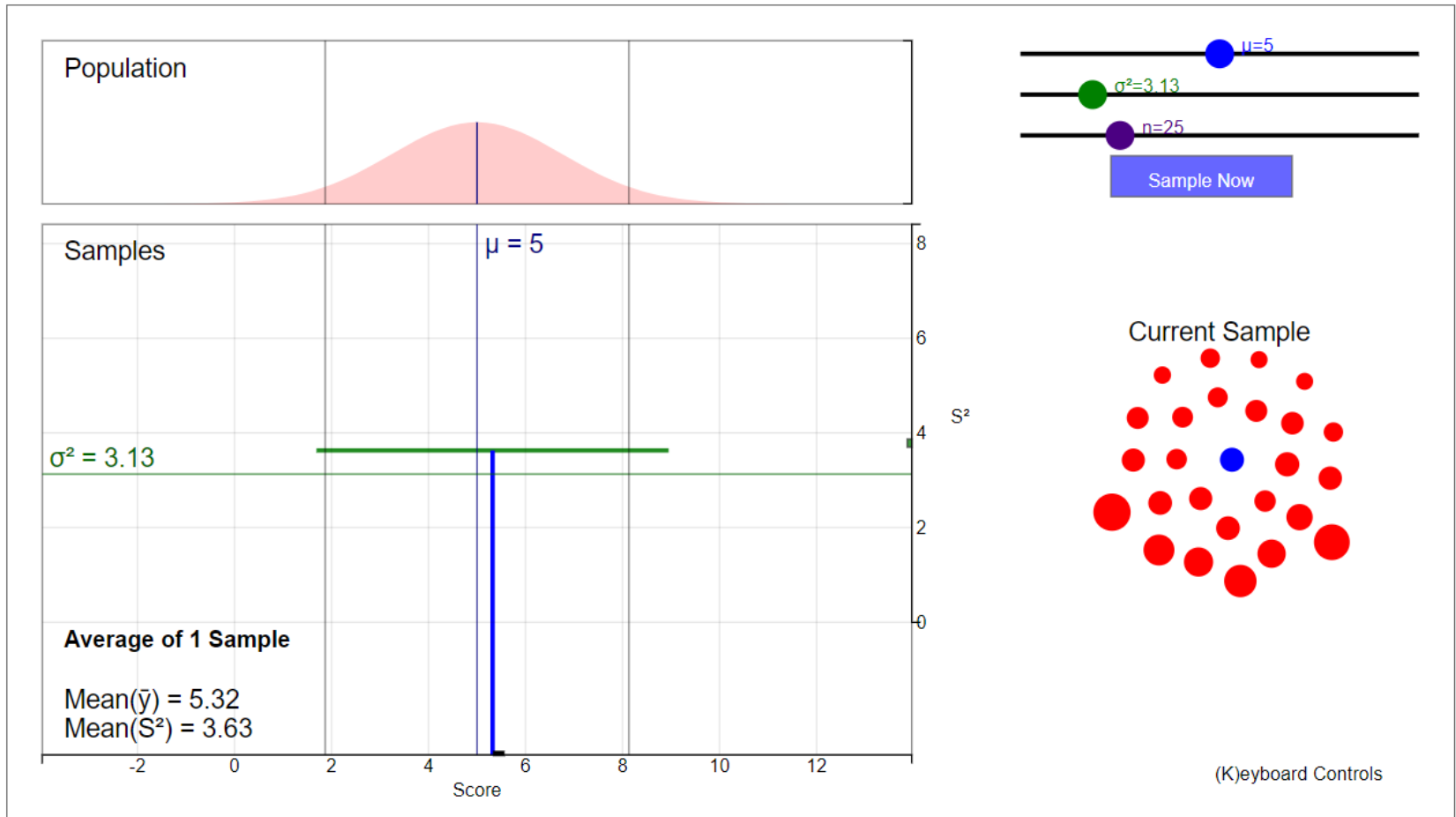
Start Exploring

Virtual Field Trip: Urbanization

In this virtual field trip, sites of special interest and concern are highlighted which demonstrate the impact of urbanization on the landscape.

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. Develop open textbook: ie [Neuroscience](#)
3. Create in Storyline and then export to share as an interoperable format (SCORM)?
ie [Experiential Modules](#)
4. 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!