

Shifting technology ceilings: Digital design for learning consultants

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Please have your phones, laptops, or ipads handy to access
<https://bit.ly/2PpDL4k>

Our story of embedding support so far...

– What we were doing:

- Face-to-face workshops
- ‘One-way’ online workshops
- A general focus

Students enrolled:

Internal = approx. 54%

Distance = approx. 46%

– What we are now doing differently:

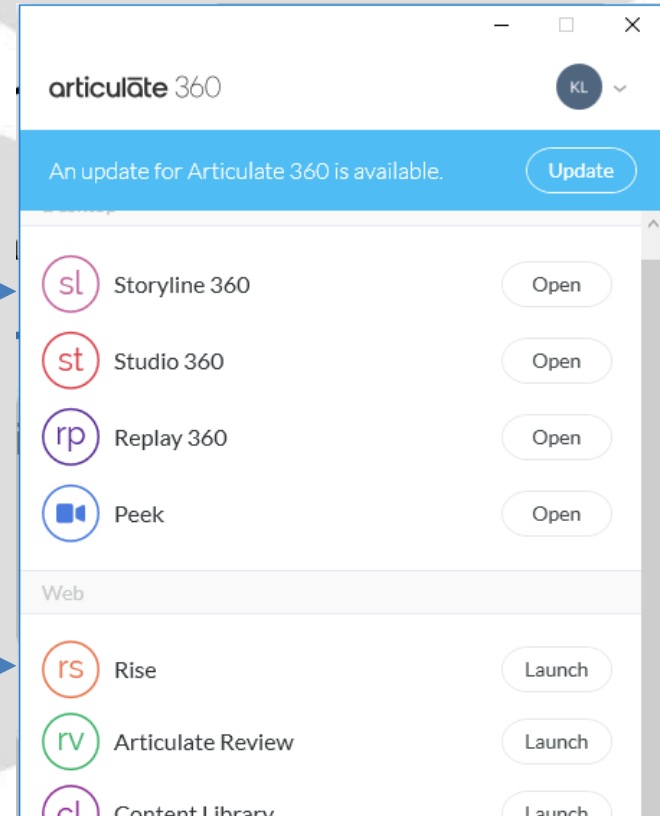
- Interactive Digital Learning Objects (DLOs)
- Embedded learning support specific to courses

Embedding learning support in courses

Approach	Implementation
Integration of explicit instruction to scaffold learning process (Kift et al., 2010)	Skills learning activities embedded in course content and sometimes throughout curriculum
Constructive alignment (Biggs & Tang, 2011)	Activities aligned to assessed learning outcomes in courses and attached to specific tasks in courses
Academic/professional partnership: “one-world view from from student facing perspective” (Kift et al. p. 11)	Collaborative design of activities and resources - CTL/Teaching staff (Library) Clear space for resources in LMS
Blended learning	Face to face workshops Digital learning objects (DLOs)

Applications for embedded learning support

- Articulate 360 applications:
 - Storyline 360, and Rise
- Engaging learners in interactive online tutorials



Using Storyline 360

- Tu Kupu: Writing and Inquiry 230.111
- Paraphrasing DLO demo:
 - <https://360.articulate.com/review/content/e55f185c-c619-41e2-8e23-35fef1085534/review>

Collaboration

- Articulate Review:
 - Collaboration with students
 - Collaboration with lecturers/tutors
 - Across disciplines
 - Across various university units (e.g. FLIF project)
- Paraphrasing DLO [review notes](#)

Using Rise

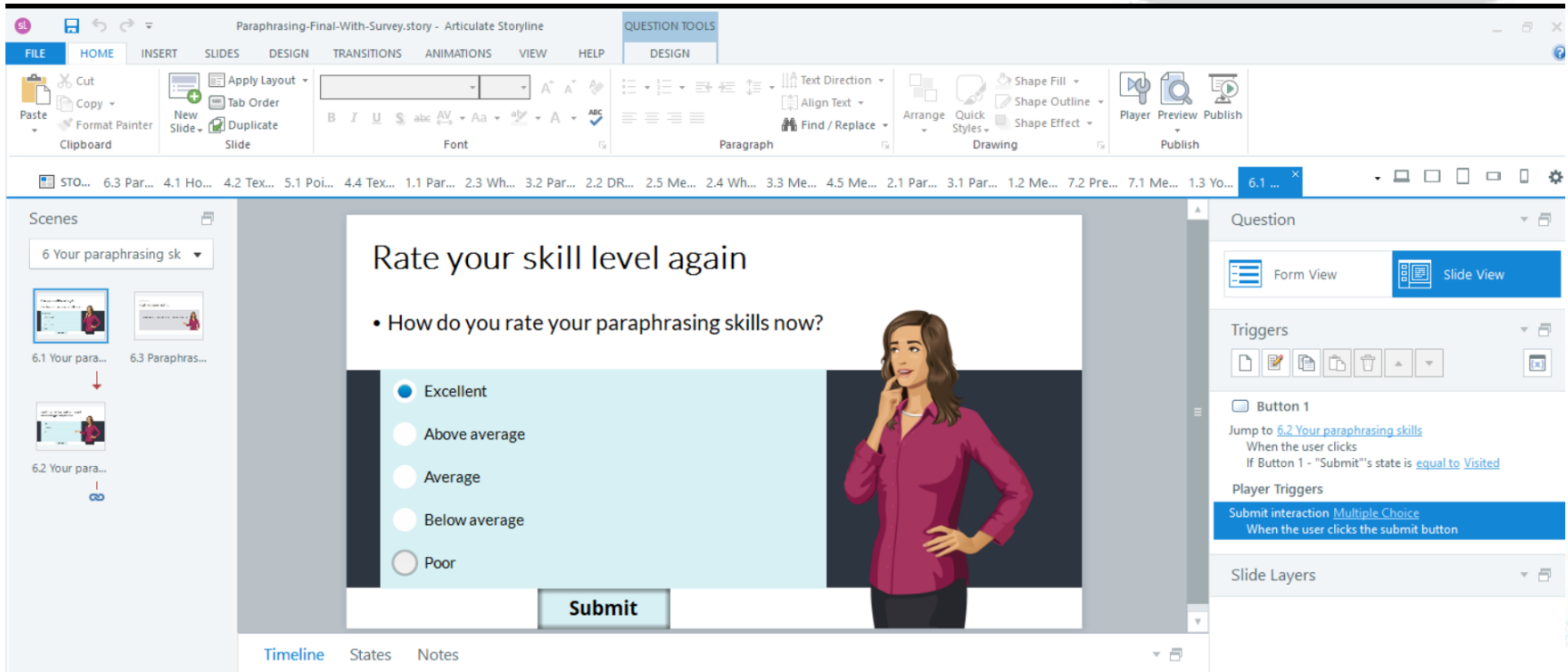
Audience: Year 2 nurses

Purpose: Introduction to using a note-taking matrix

- Navigate to <https://bit.ly/2PpDL4k> and check out one way we've used Rise (5 mins)
- Other ways to use Rise ... <https://bit.ly/2PtSafM>

Research

- Incorporating surveys into DLOs to support evidence based practice and research



The screenshot displays the Articulate Storyline software interface. The main window shows a slide titled "Rate your skill level again" with the question "How do you rate your paraphrasing skills now?". The slide features a list of five radio button options: "Excellent", "Above average", "Average", "Below average", and "Poor". A "Submit" button is located at the bottom of the slide. On the right side, the "Question" panel is visible, showing the "Form View" and "Slide View" tabs. The "Triggers" panel is also open, displaying a trigger for "Button 1" that jumps to slide "6.2 Your paraphrasing skills" when the user clicks the submit button. The "Slide Layers" panel is also visible at the bottom right.

Activity

DLO Brief: Interactive online workshop on reflective writing (using Gibbs' Reflective Cycle) with annotated sample assignment

Original 50-min face to face workshop

- PP presentation introducing reflection and Gibbs cycle
- Students given cut-ups of sample assignment to re-arrange
- Students evaluate assignment by answering questions based on rubric
- Groups feed back and ask for clarification if necessary
- Annotated assignment sample handed out

Think-Pair-Share

What are some of the challenges involved in transforming a workshop like this into an interactive DLO and how could they be overcome using the capabilities of Articulate?

