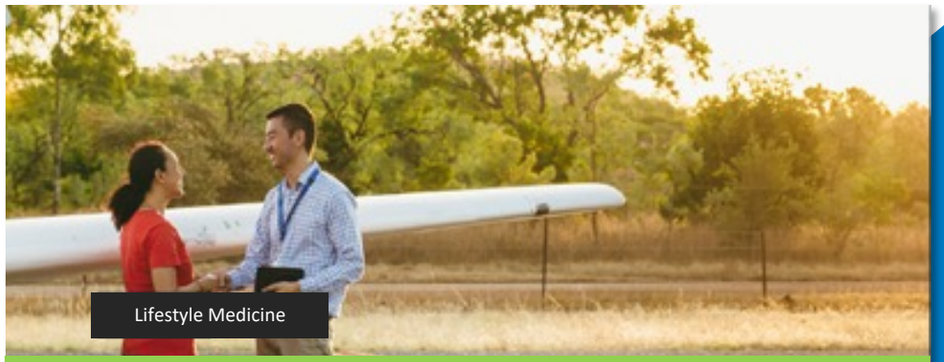
LearnJCU Exemplars

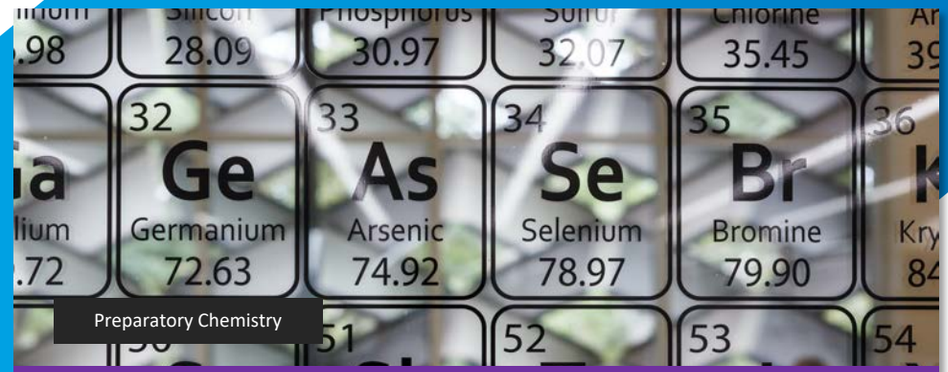
Good practice design for instruction, student experience, and accessibility.

OT1011
Introduction to Occupation and Occupational Therapy



HS5800
Introduction to Lifestyle Medicine

CS1022
Learning in a Digital Environment



CH1020
Preparatory Chemistry

JAMES COOK UNIVERSITY AUSTRALIA

LearnJCU Exemplars

Good practice design for instruction, student experience, and accessibility.

Background

The design elements, principles and rationales included in this resource are based on Australian and international evidence-informed best practice guidelines. These guidelines foster student access, engagement, learning and experience, and contribute to quality of online learning.

The following frameworks and evidence-based literature have informed this resource:

- Technology Enhanced Learning Accreditation Standards (TELAS)
- Quality Matters (QM) Higher Education Rubric
- Opportunity through online learning: Improving student access, participation and success in higher education (National Centre for Student Equity in Higher Education [NCSEHE]) – these are ten National Guidelines for improving student outcomes in online learning
- Threshold Standards for Online Learning Environments (Australasian Council on Open, Distance and e-Learning [ACODE])
- Guidance note: Technology-enhanced learning (Tertiary Education Quality and Standards Agency [TEQSA])

LearnJCU Exemplars

Good practice design for instruction, student experience, and accessibility.

Eight core focus areas

Good Practice in LearnJCU Site Design:

Good practice design includes the following eight (8) core focus areas. These focus areas are those that align with best practice quality learning design and governance frameworks and contribute significantly to students' learning experience and success.

- Subject Orientation
- Learning Outcomes
- Assessment
- Learning materials
- Learning activities & interaction
- Use of technologies
- Learner support
- Accessibility

Exemplar Subject 1

1

OT1011 Introduction to Occupation and Occupational Therapy

The purpose of this subject is to establish an understanding of the meaning and concept of occupation and to be able to apply an occupational perspective to human situations.

Students will engage with the occupational therapy community and identify the foundational processes that underpin occupational therapy practice for enabling change.

LEARNJCU SITE DESIGN HIGHLIGHTS

Assessment

Use of technologies

Learner support

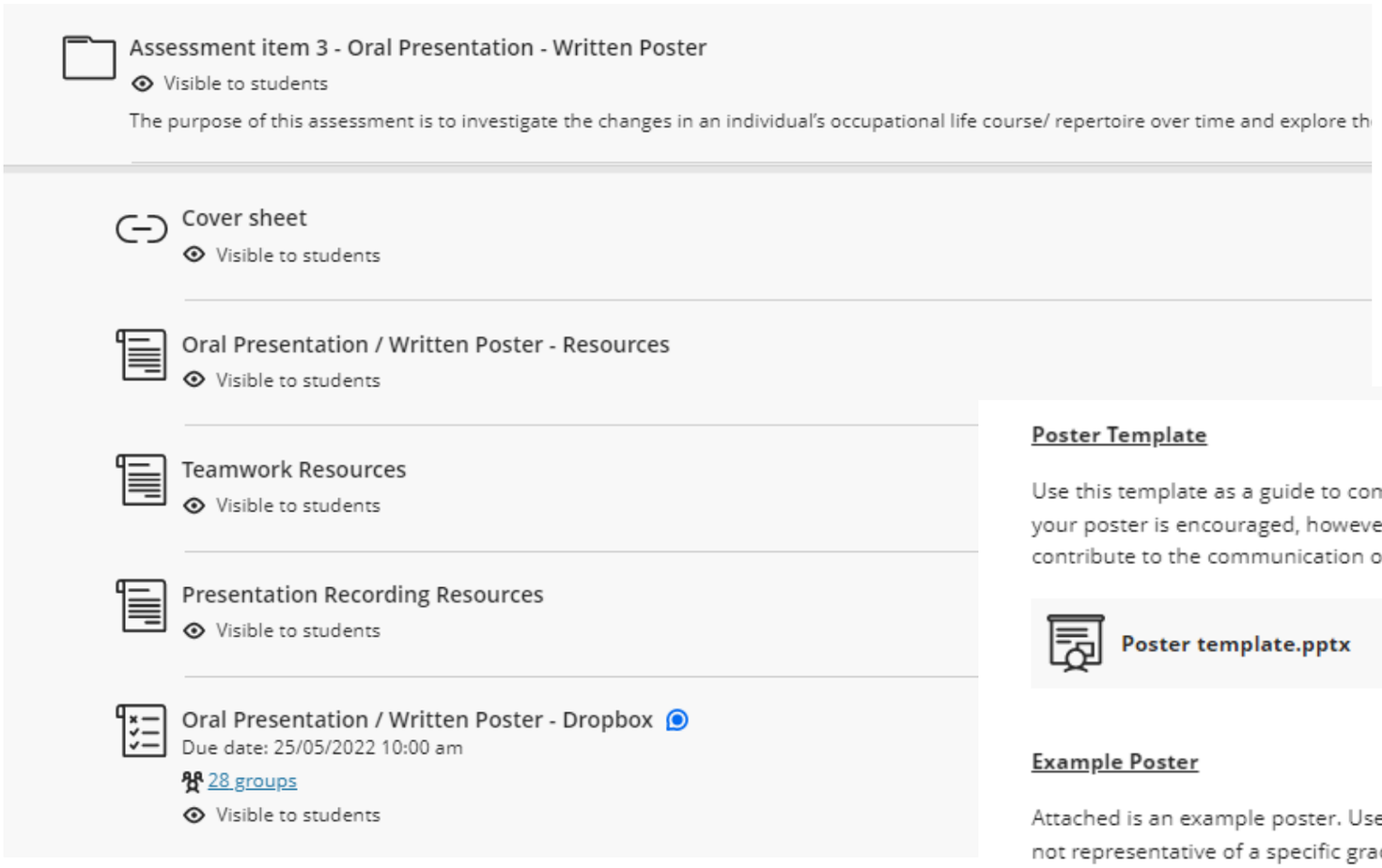
OT1011 Introduction to Occupation and Occupational Therapy

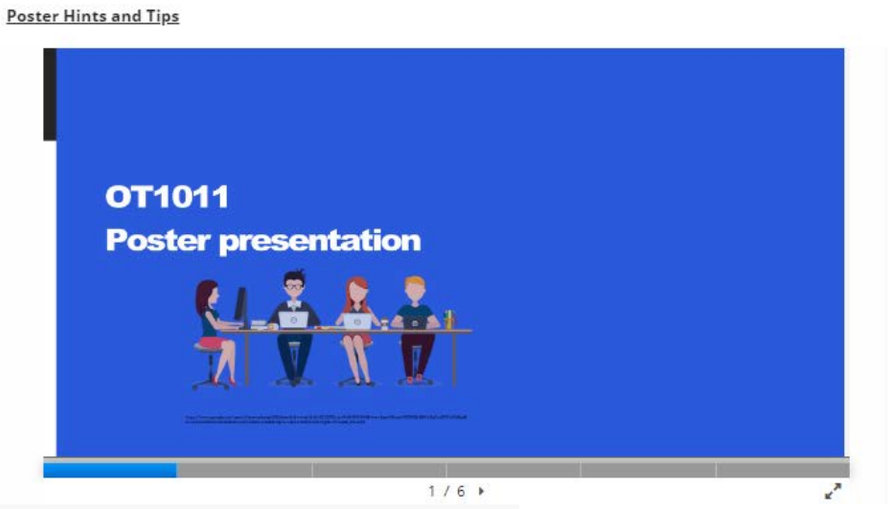
Assessment

Use of technologies

Learner support

Assessments in this subject are varied and each includes a clear task description and LearnJCU rubric. One of the assessment items is a multi-mode group assessment where students are required to create an oral presentation supported by a written poster. For this group task, students are provided with a range of resources to support their successful completion of this task. These supports include a narrated ‘hints and tips’ presentation created in H5P. information for how students can create videos using Panopto, as well as an exemplar and poster template that guide students’ creation of the poster.





Poster Template

Use this template as a guide to complete your poster. Students may make variations to the template. Creativity for your poster is encouraged, however, we do not mark creativity or style per se. Your design choices should contribute to the communication of your message.

Poster template.pptx

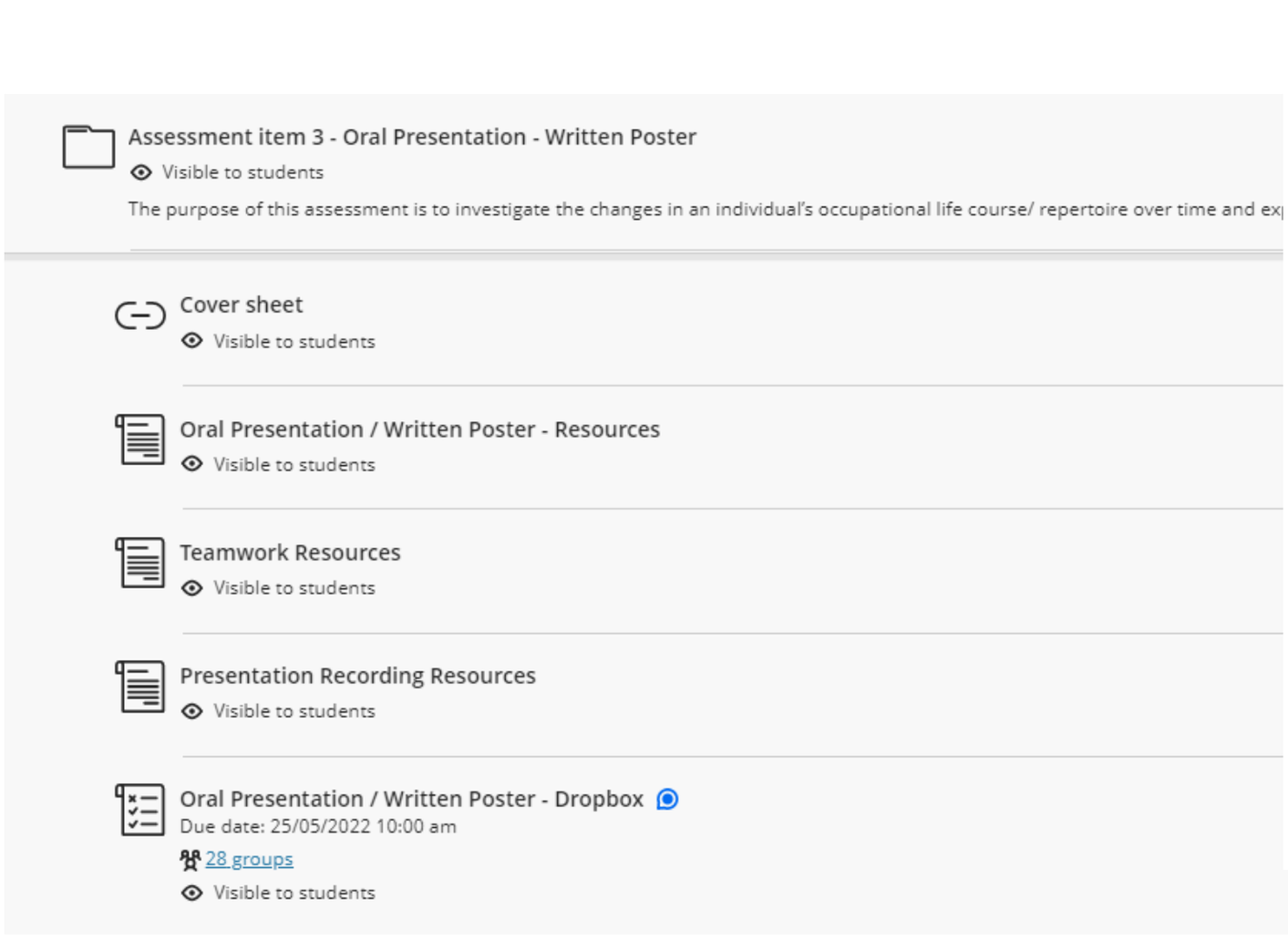
Example Poster

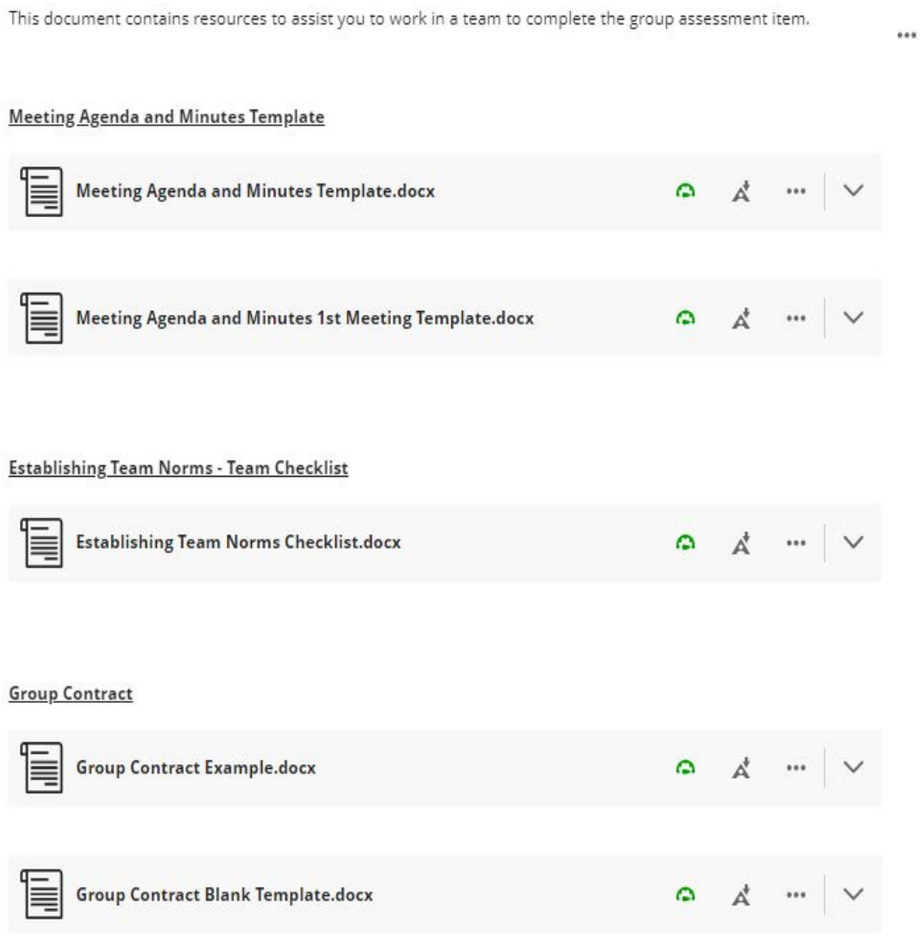
Attached is an example poster. Use this example poster as a guide to create your own poster. Please note this is not representative of a specific grade.

Poster example.pdf

Assessment **Use of technologies** **Learner support**

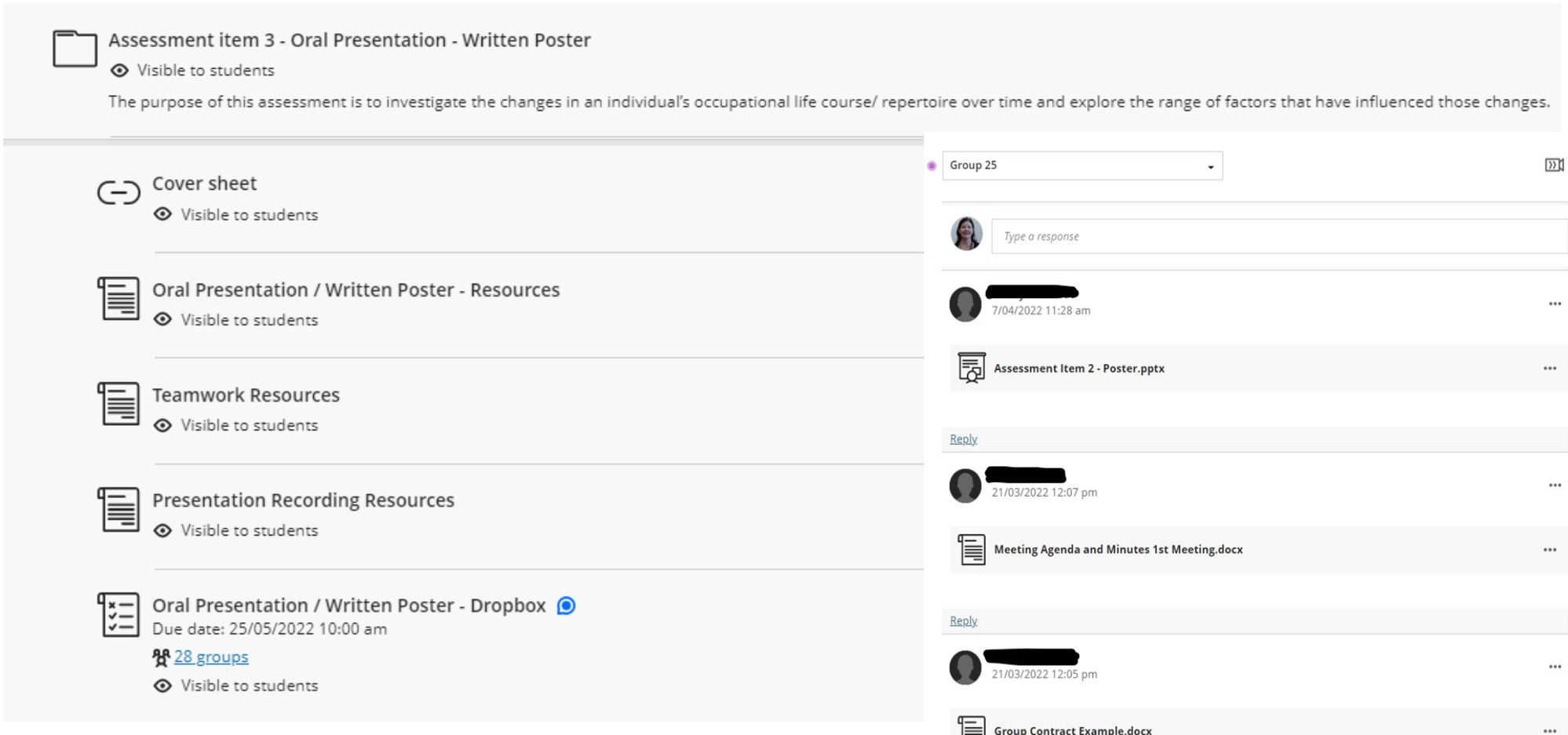
As this assessment is a group task, students' development of teamwork skills are scaffolded and supported. Resources are located in the 'teamwork resources' content item and include templates and examples of meeting minutes, team norms and group contracts. Use Panopto to create digital submissions to LearnJCU. Students are provided with supporting resources to for how to create videos using Panopto and how to submit videos for assessment. Supporting students to create video content contributes to developing their digital skills.





Assessment **Use of technologies** **Learner support**

To further support students' teamwork skills and to help monitor group progress, the subject coordinator enabled class conversations communication tool for this assessment item in LearnJCU. If the class conversation tool is activated on a group assessment item, then students of that group and teaching staff can converse with each other in a chat like panel and can also enter a Collaborate session together. For this assessment, peers in assessment groups were able to collaborate and communicate via a discussion board including sharing resources, posting meeting minutes and meeting in a private Collaborate room. The lecturer was able to monitor group progress and provide support and guidance to the groups where needed



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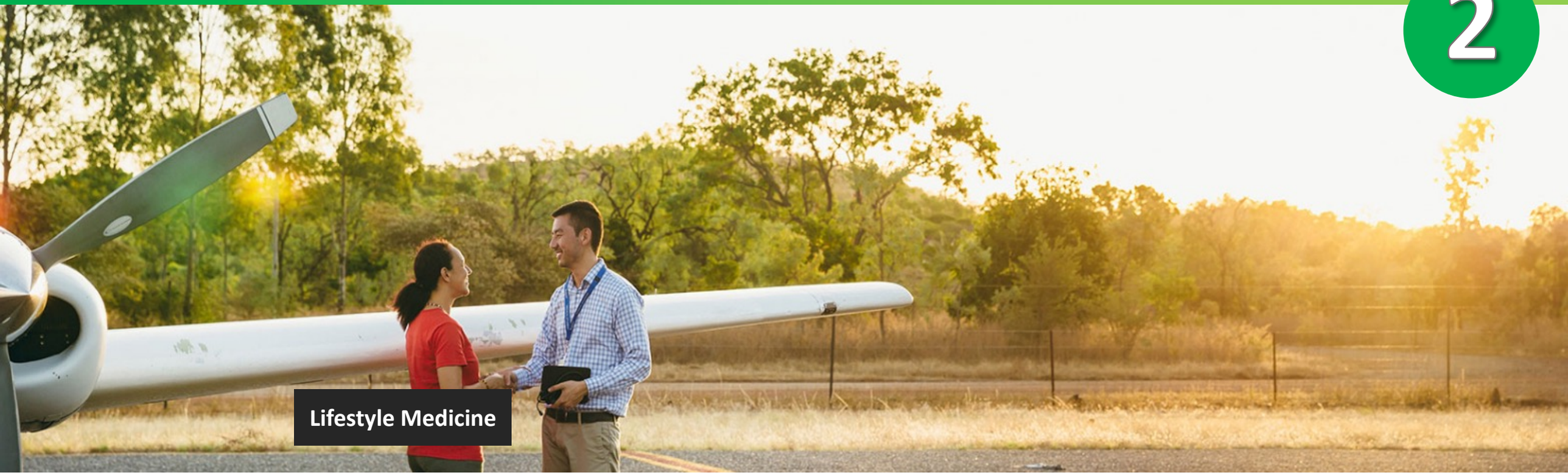


HS5800 Introduction to Lifestyle Medicine

In this subject introduces students to the role of lifestyle and social factors in physical and mental health and illness, including the evidence and scientific understanding for these bio-psycho-social-cultural determinants. Key lifestyle and social factors explored in this subject include nutrition, physical activity, sleep, mindstates and mindsets (e.g. stress management, meditation, tobacco and substance dependence, social connection and technology).

Emphasis is placed on health communication and translation that uses the content knowledge to build real workplace skills required in this modern era.

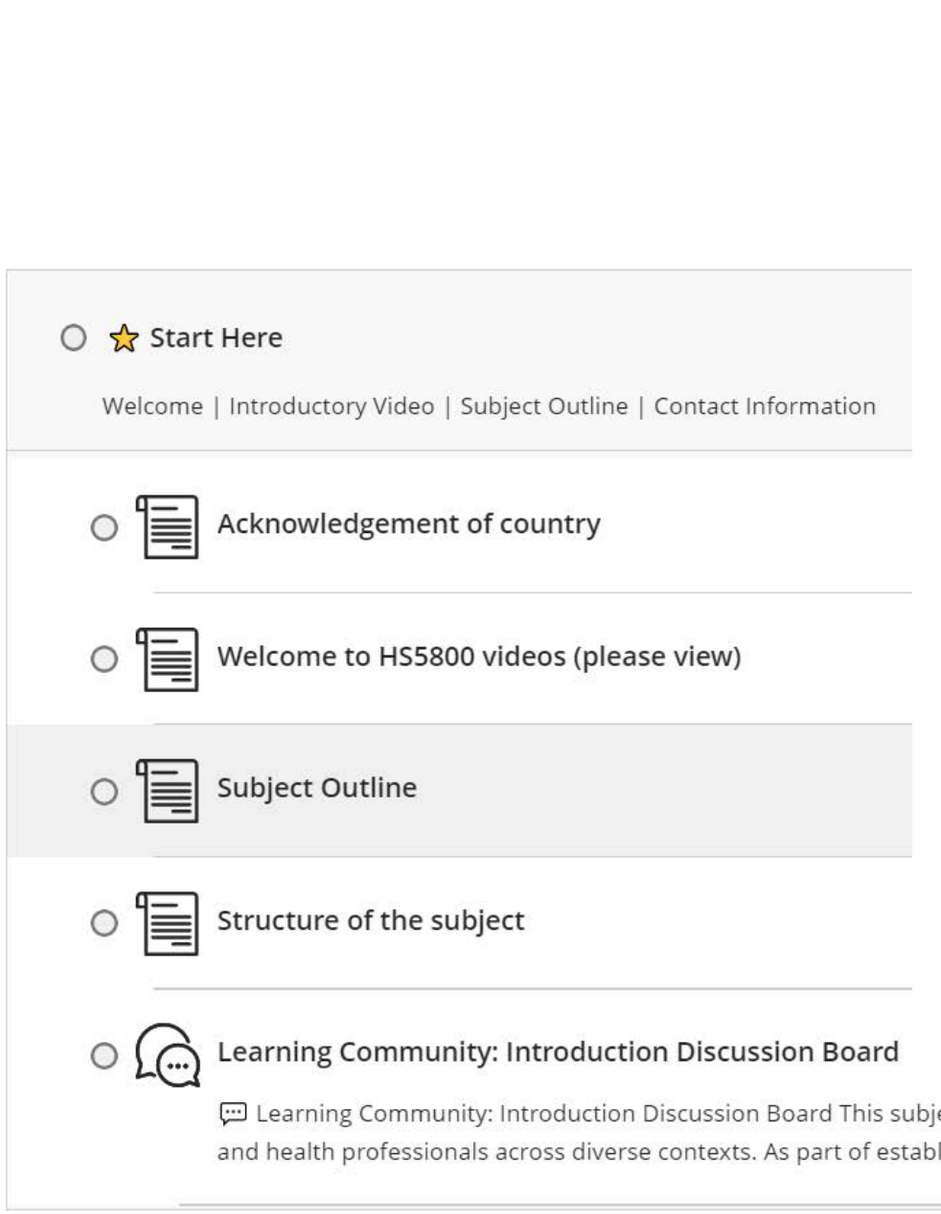
LEARNJCU SITE DESIGN HIGHLIGHTS

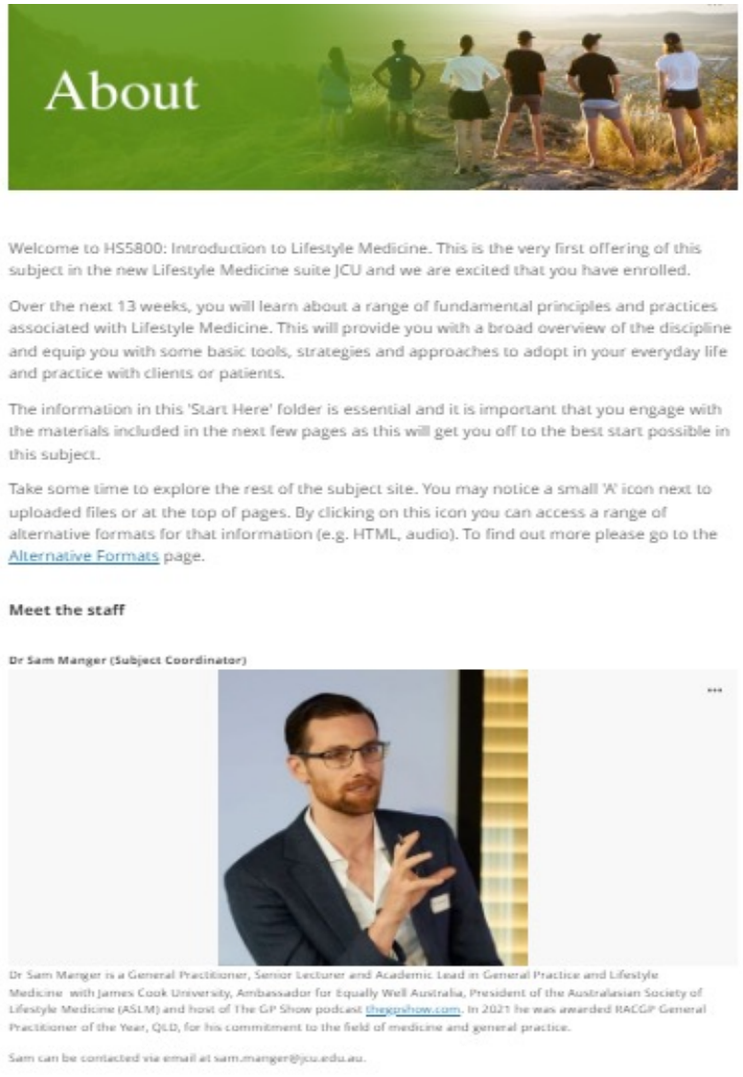
- Subject orientation
- Assessment
- Learning outcomes
- Learner support
- Learning materials
- Accessibility
- Learning activities & interaction
- Use of technologies

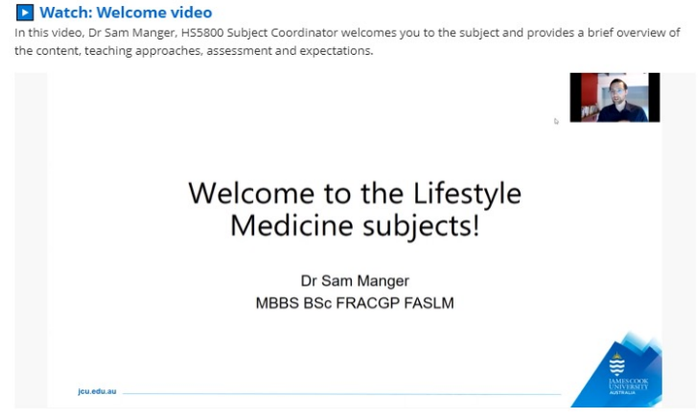
HS5800 Introduction to Lifestyle Medicine

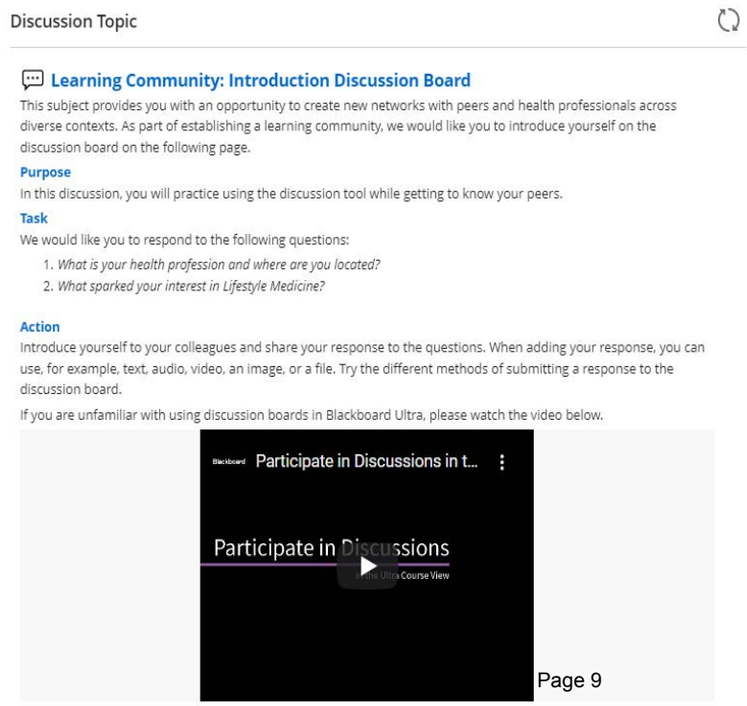
Subject orientation

A learning module content item has been used to structure important subject orientation information. A short welcome video introduces the teaching staff and establishes the teaching presence. Included is LearnJCU site navigation information which helps students know where to find information. The Subject Outline is prominently displayed, and students are provided with an outline of the subject structure. These provide students with important subject information, dates and expectation about their learning journey. The inclusion of an introductory discussion board, with instructions for how to use discussion boards, contributes to the building of a learning community and students' digital literacy skills.





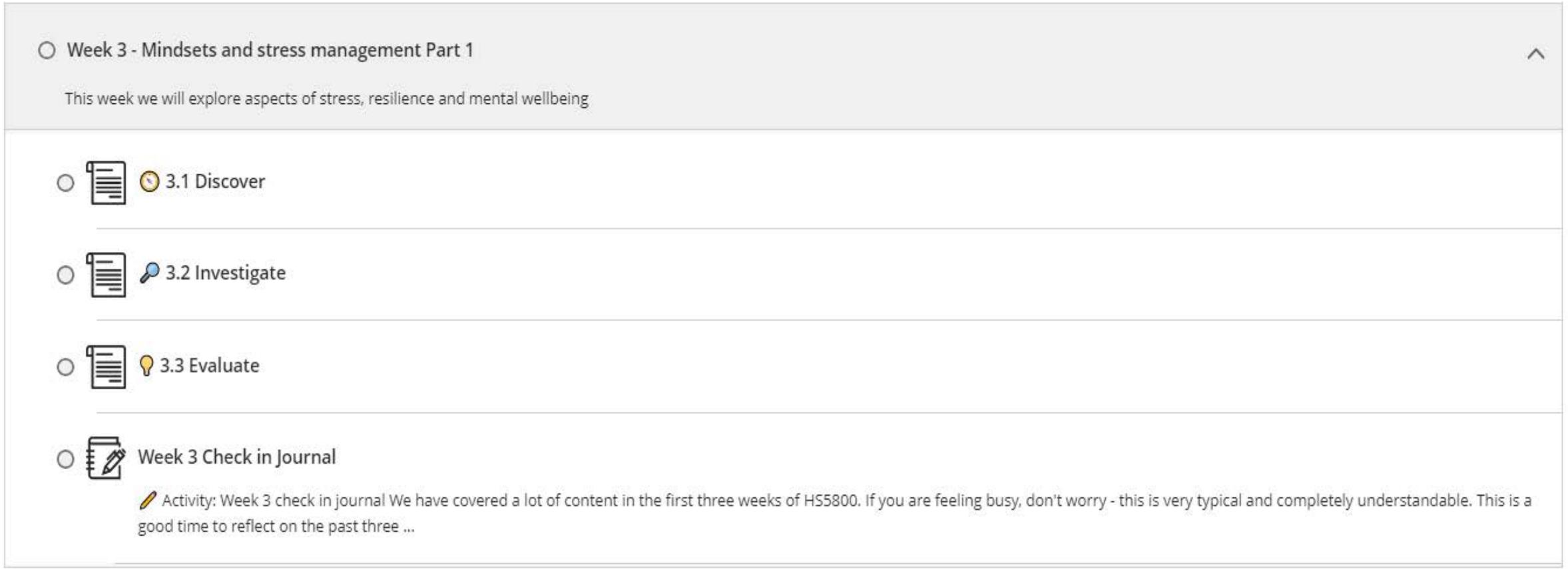




Learning materials

Accessibility

Weekly Ultra Learning Module content items have been used to organise the learning content into logical learning sequences which aids navigation and readability. Each week, content within the Learning Modules are presented in a simple and consistent manner aligned with the 5E's model for guided inquiry. Each week, students move through 'discover'. 'investigate' and 'evaluate' learning content.



HS5800 Introduction to Lifestyle Medicine

Learning materials

Learning outcomes

Learning activities & interaction

Accessibility

In the **'discover'** phase, students engage with 'hook' content designed to motivate their interest in the topic and explore introductory concepts. Introductory text connects learning from the previous week with the current week. Weekly learning outcomes provide students with the main learning required for the week. Students are provided with directions of what activities they are required to complete for the week.

A simple learning preparation activity enables students to engage in initial topic learning and motivates their interest. The activity is clearly structured, so students understand the purpose of the activity, the task and what actions they need to complete. Students can access alternative file formats for the accessible PDF. Appropriate headers structures have been used to organize content.

In this example, students complete a short multi-question quiz to check their understanding of the key concepts. This quiz has been created using a H5P question set item. Students complete the quiz as many times as they need and are provided with automated feedback.

Welcome to week 8 of HS5800. Last week we explored various topics associated with physical activity. No doubt by now in week 8, you are feeling a little fatigued which is why our topic this week is very timely. This week we move onto exploring the topic of **sleep**. In particular, we will explore the physiology of sleep, why sleep matters, sleep disorders, and sleep assessment and prescription.

Weekly learning outcomes

By the end of this week you will be able to:

- Describe common sleep disorders including symptoms, physiology and impacts on health;
- Undertake sleep assessment for health clients;
- Prescribe evidence-based sleep therapies for health clients.

This week you will be required to:

1. Complete the short preparation and learning activities
2. Engage with the lecture materials;
3. Reflect on your learning.

Week 8: Preparation Activity

Purpose: To introduce you to key concepts associated with sleep.

Task: Explore this Sleep health webpage. Consider doing the online sleep assessment, or alternatively completing the attached "Pittsburgh Sleep Quality Index" for yourself

Pittsburgh Sleep Quality Index.pdf

Action: Check your knowledge about some of the key sleep concepts by completing the short quiz below.

Edit | Reports

Which of the following are symptoms of sleep deprivation? Select all that apply.

- [ ] Increased motivation
- [ ] Lower libido
- [ ] Moodiness
- [ ] Yawning
- [ ] Slow reaction time
- [ ] Craving proteins
- [ ] Difficulty thinking and learning

Check

Reuse

HS5800 Introduction to Lifestyle Medicine

Learning materials

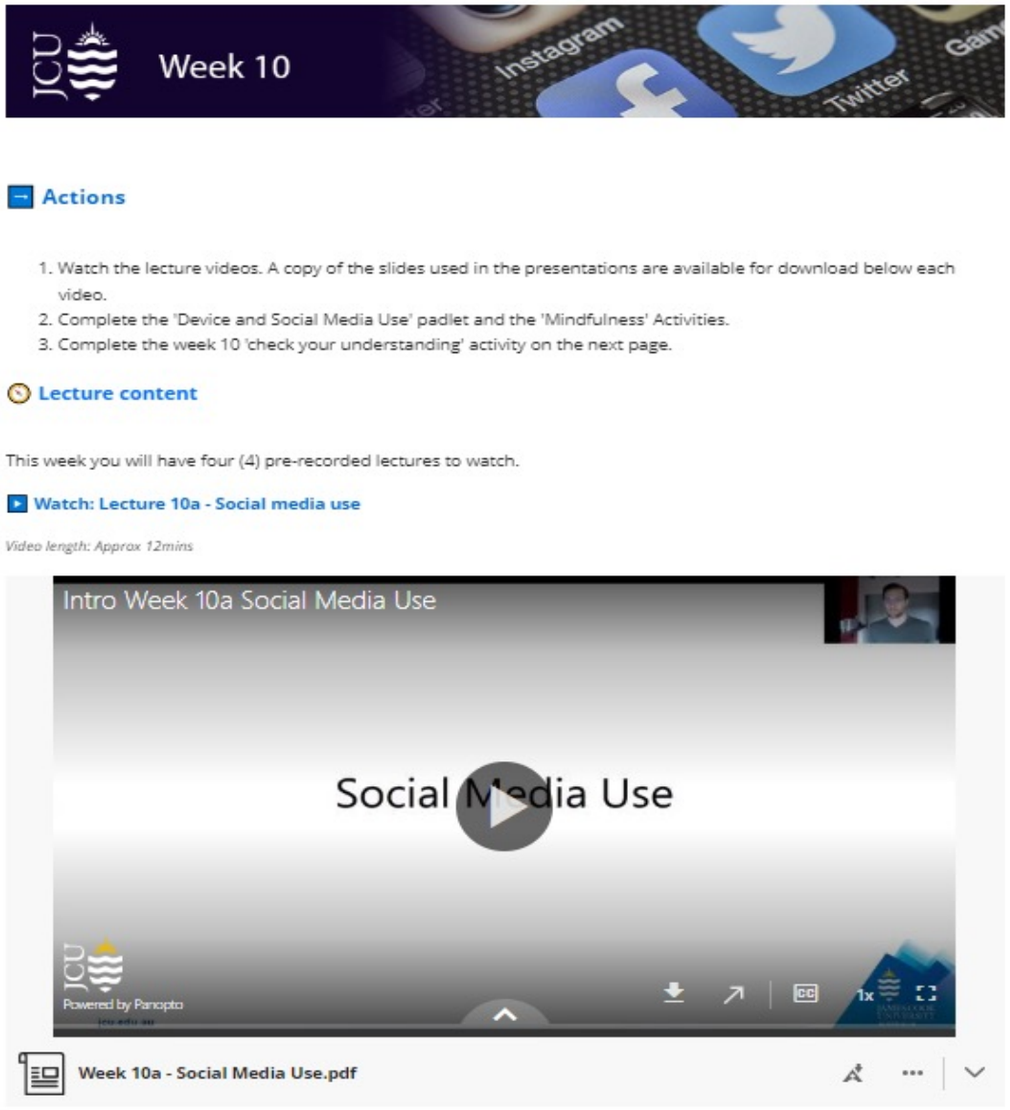
Use of technologies

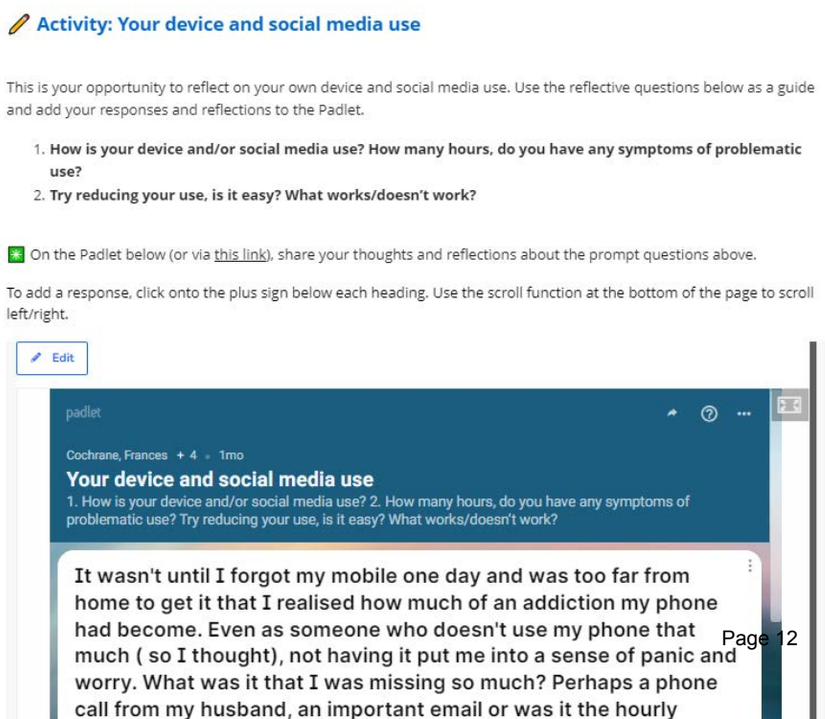
Learning activities & interaction

Accessibility

In the **'investigate'** phase, students engage with short lecturer-created pre-recorded (approx. 10mins) videos created using Panopto with captions enabled. The provision of clear directions and video lengths helps students plan their learning. Students are provided with multiple means of representation of the pre-recorded lecture materials which aligns with Universal Design for Learning (UDL) principles (i.e. video with automated captions; accompanying accessible powerpoint slides where students can access alternative file formats using the A icon next to the file. Appropriate headers structures have been used to organize content.

Students also participate in active learning and authentic activities where they can apply their learning and have the opportunity to collaborate with peers and the lecturer asynchronously via discussion forums, including Ultra journals and Padlet. In this example, students engage with Padlet in-line created using a H5P i-frame embedder item.

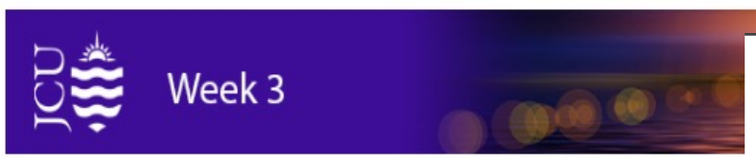




HS5800 Introduction to Lifestyle Medicine

Learning design | **Learner support** | **Learning activities & interaction** | **Use of technologies**

In the **'evaluate'** phase, a summary of the key concepts for the week is provided and students engage in short reflective activities to check their understanding of the content and self-monitor their progress towards achieving the learning outcomes. The examples below showcase the use of an Ultra Journal and H5P document item to help students reflect on their learning and assessment progress at key points in the semester (e.g. pre-census and mid-point). These activities enable the lecturer to provide individual support where required. The third example is a check your understanding short quiz with automated feedback created using a H5P Question Set item.



Three weeks of learning down! This week you explored aspects of s
doubt you are likely feeling a little stressed by the end of week 3. Th
reflect on your learning journey to date and identify strategies to m
next 10 weeks.

Activity: Week 3 check in journal

We have covered a lot of content in the first three weeks of HS5800 and you may be fe
pretty normal and understandable. This is a good time to reflect on the past three wee
your study and assessment planning approaches and self-care practices. Reflect on wh
aspects you might need to improve.

In the journal on the next page, please respond to the following reflective questions:

- What aspects of the subject have you enjoyed so far?
- How well prepared for the assessment tasks do you feel?
- Are there any points or content that you are unclear about and require further
- Do you feel you need support at this time?

NOTE: Your journal entry is only seen by yourself and your lectur students.

This week we explored a range of topics associated with **physical activity** including me
recommendations, assessment and prescription.

Activity: Assessment task reflection and planning

You have already completed one assessment task in HS5800. The two remaining assessment tasks are due in we
(Assessment item 2 Part 1), week 10 (Assessment item 2 Part 2) and week 13 (Assessment item 3). As these final
assessment tasks are fast approaching, now is a good time to reflect on your learning and establish a plan/goals
working towards completion of your remaining two assessment tasks.

Complete the reflection and goal setting activity below. At the completion of the activity, you will be able to down
plan. You will not be able to save your work once you commence the activity therefore you will need to complete
attempt. This activity should take you less than 15 minutes.

Edit | Reports

Week 5 reflection and assessment planning

- Reflection and assessment planning
- Assessment plan
- Action priority page
- Done

Reflection and assessment planning

You have already completed one assessment task in HS5800. The two remaining assessment tasks are due in week 9/10 and week 13. Now is the time to reflect on your progress to date and establish a prioritised plan for working towards completion of your remaining assessment tasks.

For a detailed task description of these two assessments, please refer to the subject outline.

Over the past two weeks we have explored aspects of addiction including a focus on substance use disorders such as alcohol and smoking use.

Activity: Check your understanding

Check your understanding of the key concepts explored this week by completing the short activity below.

You can complete the activity as many times as you like. Review whether your responses are correct or not by clicking onto the 'check' button under each question. Move to the next question by clicking onto the arrow on the right hand side of each page.

Edit | Reports | Confusion Feedback

True or false.

60% of people who attempt to quit smoking relapse within 1 week. There is high quality evidence to suggest that individualised smoking cessation counselling such as Cognitive Behaviour Therapy and pharmacotherapy can assist smokers to quit.

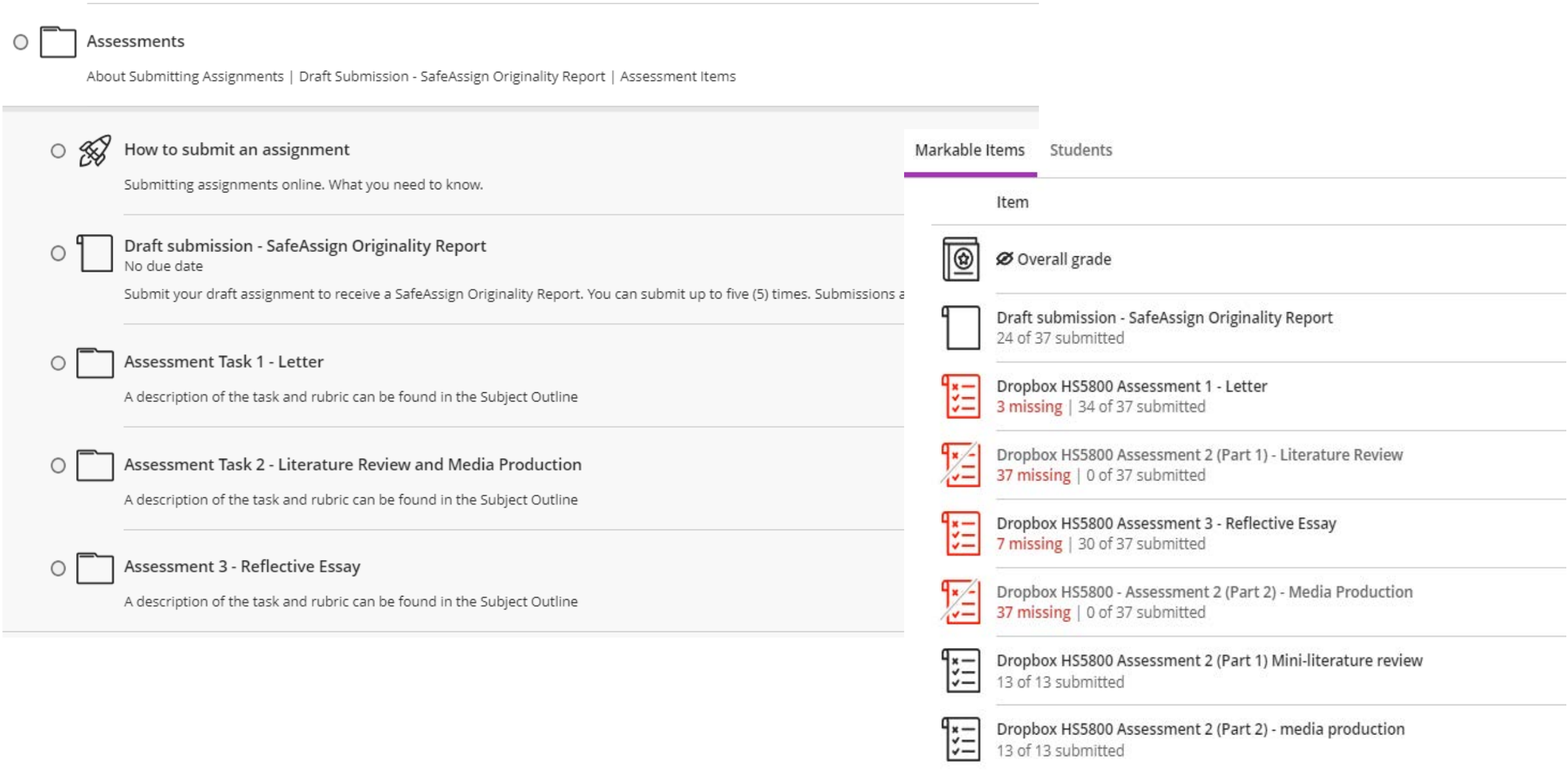
○ True ○ False

Check

Reuse | I am confused

Assessment

Assessments in this subject are well described and structured logically. Students are provided with information about how to submit an assignment and have access to a draft SafeAssign dropbox to support their self-monitoring of academic integrity. Each assessment is represented in the Grade Centre and the Overall Grade feature is used to inform students of their progress.



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CS1022 Learning in a Digital Environment

The subject aims to develop the digital literacy skills required to select and use appropriate tools and technologies for learning and research purposes as well as communicating information, including the use of mobile devices. Through experiential learning activities, you will develop the necessary skills to use computers and other information communication technologies that are integral to learning and success at university.

The subject also introduces students to the LearnJCU platform, exploring its functions and uses across different disciplines. This subject will enable students to apply practices that ensure their safety in a digital environment.

LEARNJCU SITE DESIGN HIGHLIGHTS

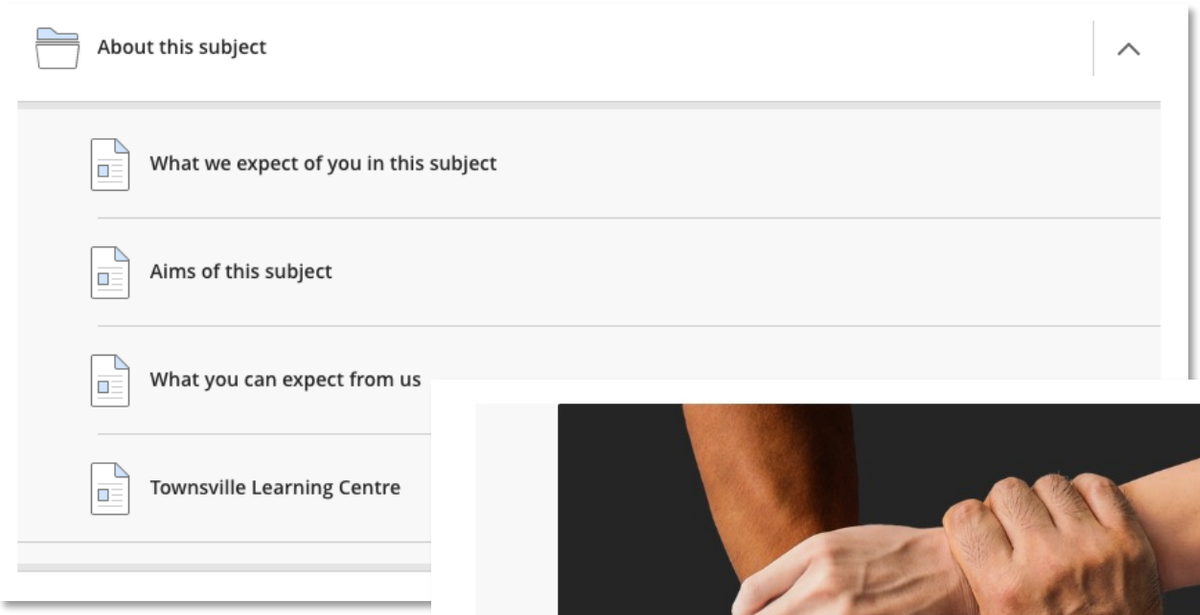
- **Subject orientation**
- **Learning activities & interaction**
- **Use of technologies**
- **Learning materials**
- **Learner support**

CS1022 Learning in a Digital Environment

Subject orientation

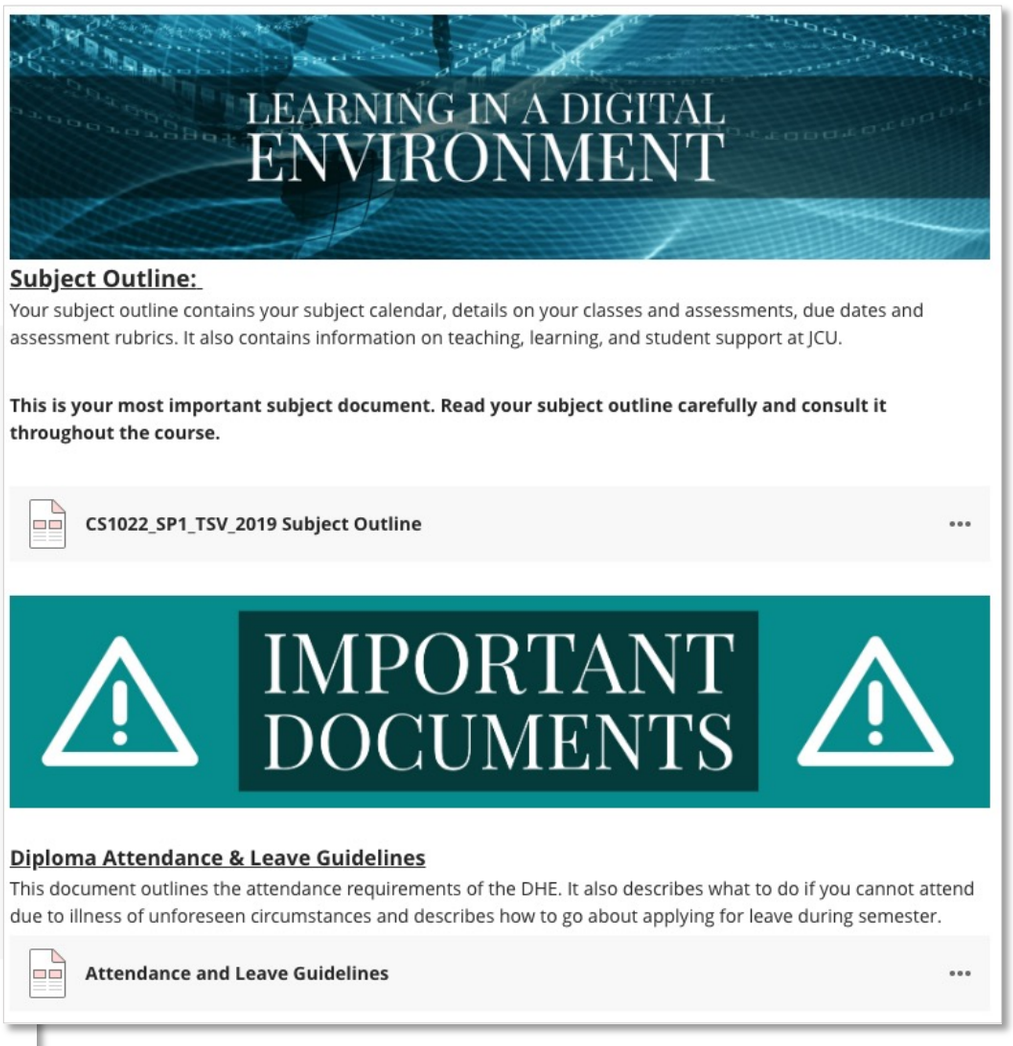
Learner support

This subject sets expectations from both the staff and student point of view. Important guidelines and the subject outline are made available right from the start of the teaching period.



What you can expect from us

- We will provide support as much as is reasonable in a university context
- We will behave in a professional manner at all times
- We will introduce the skills needed for you to meet the expectations of each assessment piece
- We will support you to understand the requirements of each assessment piece
- We will provide scaffolded support through lectures and tutorials
- We will provide a range of learning opportunities and strategies



Learning materials

Learner support

Students engage in subject content and activities design to encourage the development of a digital identity, keeping safe and acting responsibly and ethically online.

Digital Identity

Managing your digital identity involves understanding of how to develop and manage a p
manage online profiles and how to protect your personal data. By the end of this week yo

- maintain privacy in online environments
- manage your digital footprint
- develop and maintain a professional online presence.

The content from this week will also help inform your work in the final digital literacy mod
Identity) and lay the foundations for your ePortfolio.

Workshop Slides

CS1022 week 9 workshop

Your digital identity

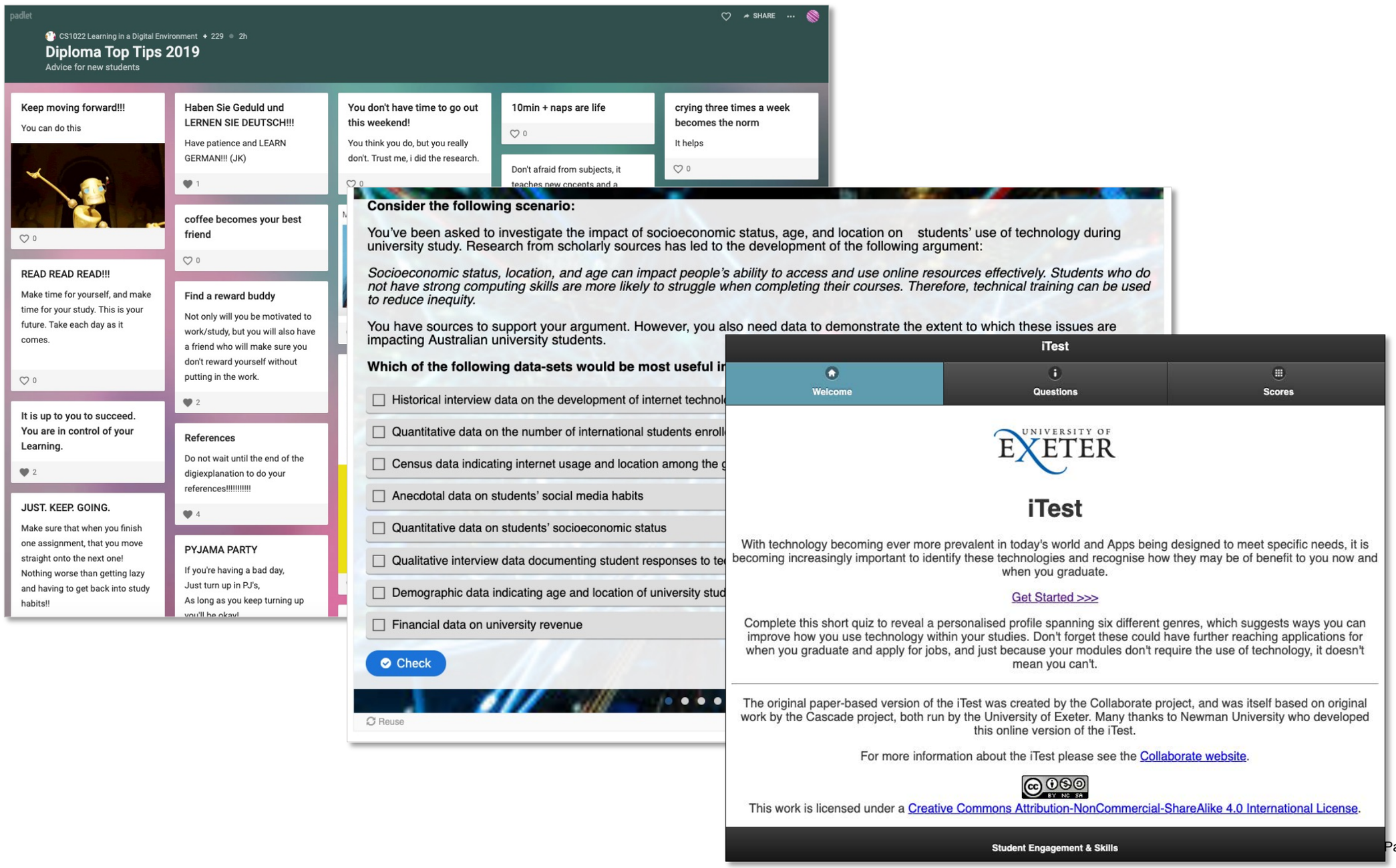
In this video journalist Pernille Tranberg talks about the process of taking control of your digital identity and how to manage your online persona(s).

Using a site such as Linkedin to create a digital CV is one way of developing your professional online presence, that will also enable you to connect with others in your field and explore job opportunities. Following researchers/professionals via social media and exploring opportunities for student memberships to professional bodies (like Engineers Australia or The Australian Sociological Association).

Learning activities & interaction

Use of technologies

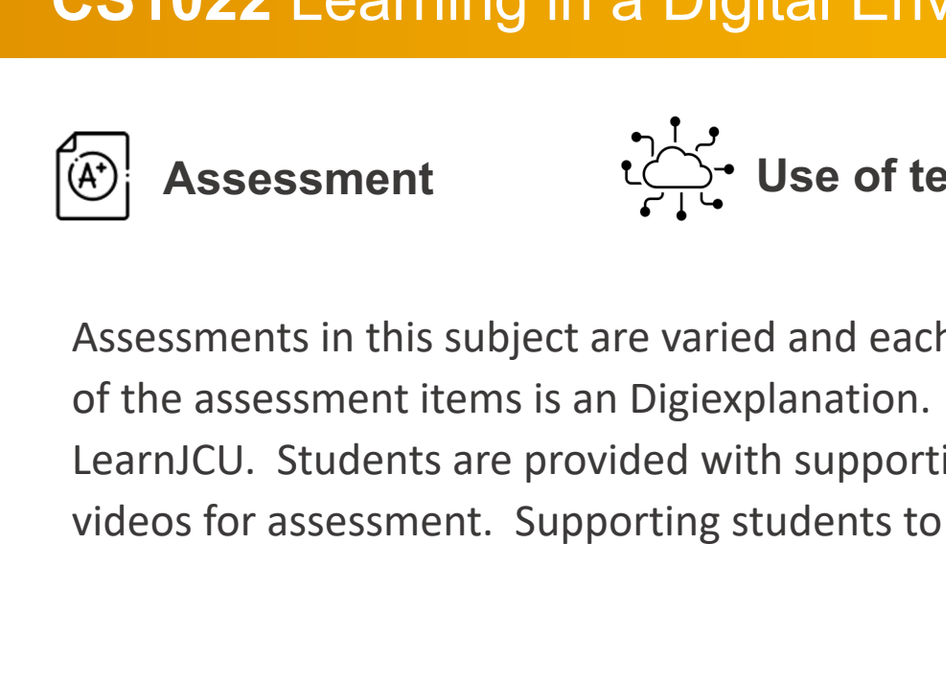
A combination of 3rd-party and integrated tools promotes regular, active learning. These activities take the student beyond a basic **read-watch-respond** format. The examples below include Padlet, H5P quizzes and a 3rd party tool.



Assessment

Use of technologies

Assessments in this subject are varied and each includes a clear task description and LearnJCU rubric. In this subject, one of the assessment items is an Digiexplanation. For this task, students use Panopto to create digital submissions to LearnJCU. Students are provided with supporting resources to for how to create videos using Panopto and how to submit videos for assessment. Supporting students to create video content contributes to developing their digital skills.



Criteria	HD	D	C	P	F
Sources: The explanation is supported by scholarly sources **15%** of total grade	85 - 100% The presentation synthesises information from at least three scholarly sources	75 - 84% The presentation explicitly integrates information from at least three scholarly sources	65 - 74% The presentation explicitly references at least three scholarly sources	50 - 64% The presentation explicitly references at least two scholarly sources	0 - 49% Sources are largely non-scholarly, irrelevant, unreliable, or missing
Content: The presentation provides a clear and accurate overview of the topic **15%** of total grade	85 - 100% The presentation is logically structured (with an introduction, body & conclusion) and provides accurate coverage and sophisticated critical analysis of key aspects of the topic	75 - 84% The presentation is logically structured (with an introduction, body & conclusion), and provides accurate coverage and comprehensive discussion of key aspects of the topic	65 - 74% The presentation is structured (with an introduction, body & conclusion) and provides accurate coverage of key aspects of the topic	50 - 64% The presentation provides generally accurate and well organised coverage of most key aspects of the topic	0 - 49% Information in the presentation is inaccurate, disorganised or incoherent
Argument: Information is clear, coherent, and explicitly supported by evidence in the form of APA style citations **15%** of total grade	85 - 100% The video contains a sophisticated, coherent, argument where all claims are explicitly and consistently supported by citations in the narration and highly accurate APA style on-screen citations, and a full reference list	75 - 84% The video contains a comprehensive, coherent argument where key claims are explicitly supported by citations in the narration and/or through accurate APA style on-screen citations and a full reference list	65 - 74% The video contains a coherent explanation where most claims are explicitly backed by generally consistent APA style on-screen citations and a reference list	50 - 64% A generally coherent explanation that explicitly draws on evidence and includes references	0 - 49% an explanation that is unclear or lacks supporting references
Use of technology: The presentation demonstrates technical skill **15%** of total grade	85 - 100% The presentation demonstrates technical expertise through submission in .mp4 format and seamless integration of text, imagery, automated animations & transitions, audio-visual files and data displays	75 - 84% The presentation demonstrates technical proficiency through submission in .mp4 format and skilful integration of text, imagery, automated animations, transitions, and audio-visual files	65 - 74% The presentation demonstrates technical competence through submission in .mp4 or .ppsx format and use of text, imagery, automated animations and transitions, and audio	50 - 64% The presentation demonstrates technical capability through submission in .pptx or .ppsx format and use of text, imagery, animations, transitions, and audio	0 - 49% The presentation content is wholly or substantially obscured due to technical errors

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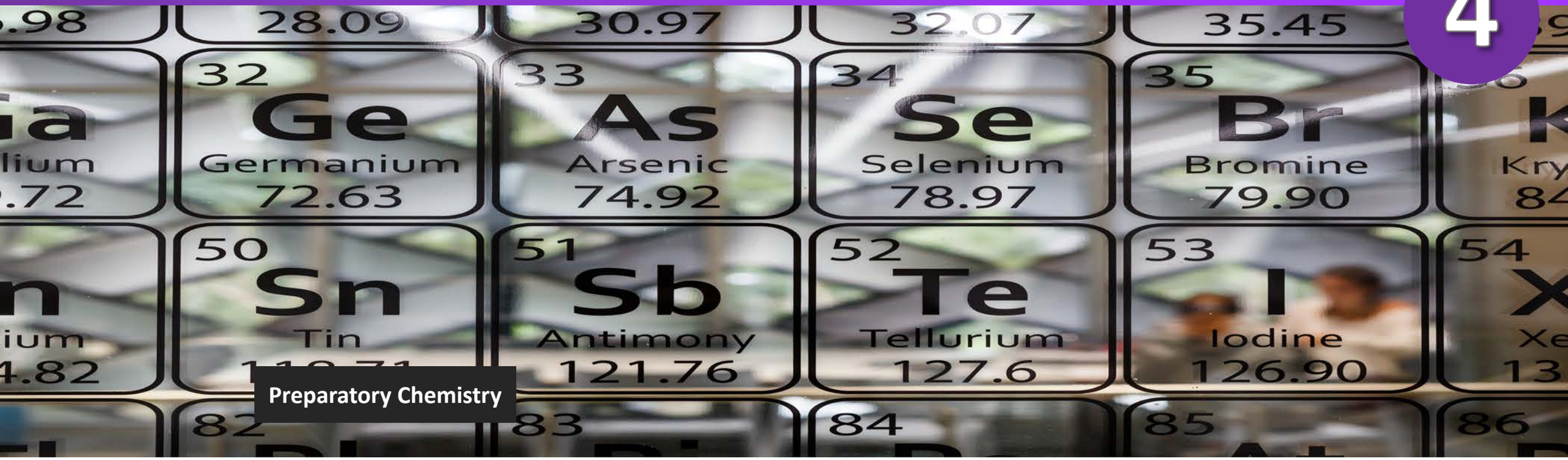


CH1020 Preparatory Chemistry

This subject is a preparatory chemistry subject designed to meet the requirements of JCU, in particular for the B.Sc. Completion of this subject satisfies the chemistry entry requirements for many JCU degree programs.

Content includes chemistry as a science discipline; matter and atoms; elements and the Periodic Table; chemical bonding; molecular shapes and polarity; introduction to organic compounds and structure; moles; reaction stoichiometry; limiting reagents; concentrations; intermolecular interactions; gases; phase transitions and heat capacity; reaction kinetics and enthalpy; fuels and energy; chemical equilibrium; acids and bases; redox reactions.

LEARNJCU SITE DESIGN HIGHLIGHTS

- **Subject orientation**
- **Learning design**
- **Assessment**
- **Media content**

Subject orientation

The subject coordinator has provided valuable information that introduces students to the subject, highlights key activities and provides an overview of the learning sequence used in the subject in diagrammatical form. This consistency supports students to understand workload expectations and predict weekly progress. A short lecturer-created welcome video using Panopto introduces the teaching staff and establishes the teaching presence.

Hi Everyone

Welcome to CH1020 Preparatory Chemistry.

My name is Murray Davies and I am the lecturer/coordinator/facilitator for CH1020 Preparatory Chemistry. As the facilitator I am the one to answer all your questions about the subject as a whole.

Can I ask students to PLEASE use your JCU email account for all correspondence.

Also, please put the subject code CH1020 in your subject of the email.

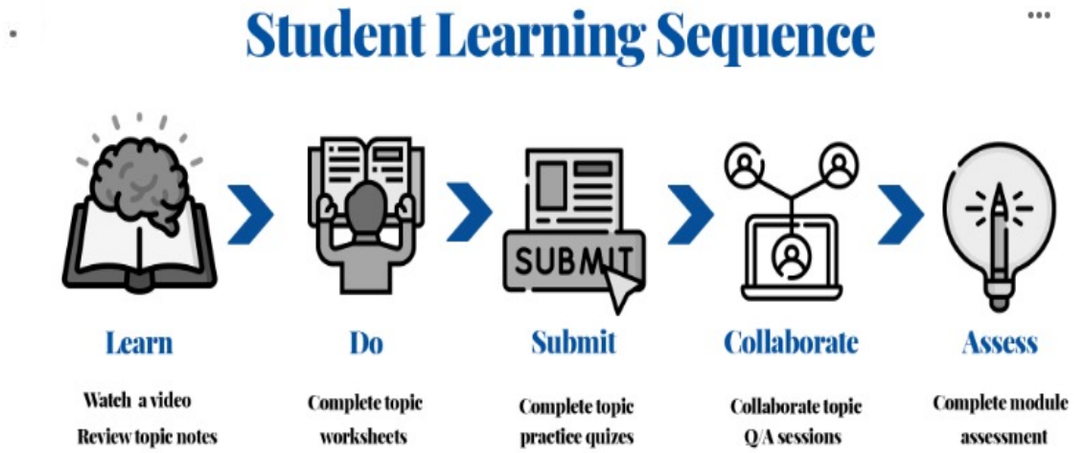
Below is where you will find all the necessary information about the subject.

For many of you CH1020 will be the first university subject that you have taken**.** University is different to school where the onus is on you to learn the subject content. This means you need to find a study routine that works for you. Getting organised is key to this objective.

This subject content is split into **11 lecture content topics**. You will be asked to complete a number of learning activities that are designed to teach you the material described in each topic and then check your understanding of that topic. There are **4 components to the overall assessment:**

- an **online quiz** at the end of Topics 1-10, coupled with an **attendance mark** at the face-to-face tutorials (5 % each)
- **three in-class tests**, the first covering Topics 1 and 2, the second topics 3 and 4 and the third covering Topics 5, 6 and 7. The total of these three tests is 20%.
- **Four Practical experiments**. These are assessed by filling in the laboratory laboratory manual and a short online quiz at the end of the practical session). The total is 20%.
- A **final closed book examination** worth 50%.

Each lecture topic has a Topic work-through page, which were designed with a self-directed learning approach. There are five phases: **LEARN - DO - SUBMIT - COLLABORATE - ASSESS**. Once you've read through the lecture material and watched the lectures (either live or the the lecture recording) and attempted the practice questions for the Topic, you should attempt the Topic quiz. Students must achieve a mark of 7/10 for the quiz to count mark wise to the total and students are allowed 3 attempts to achieve that mark.



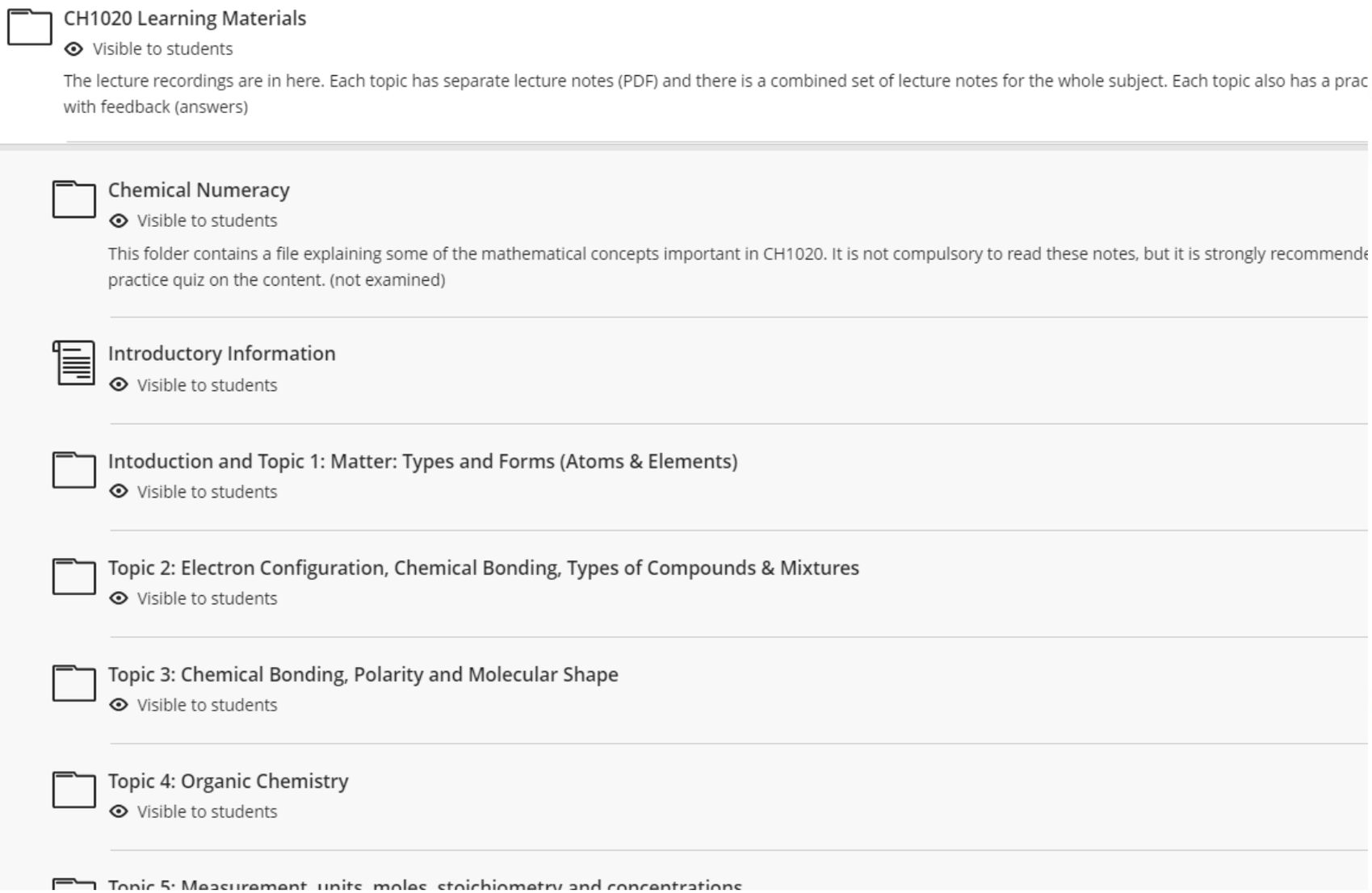
Introductory Video for CH1020

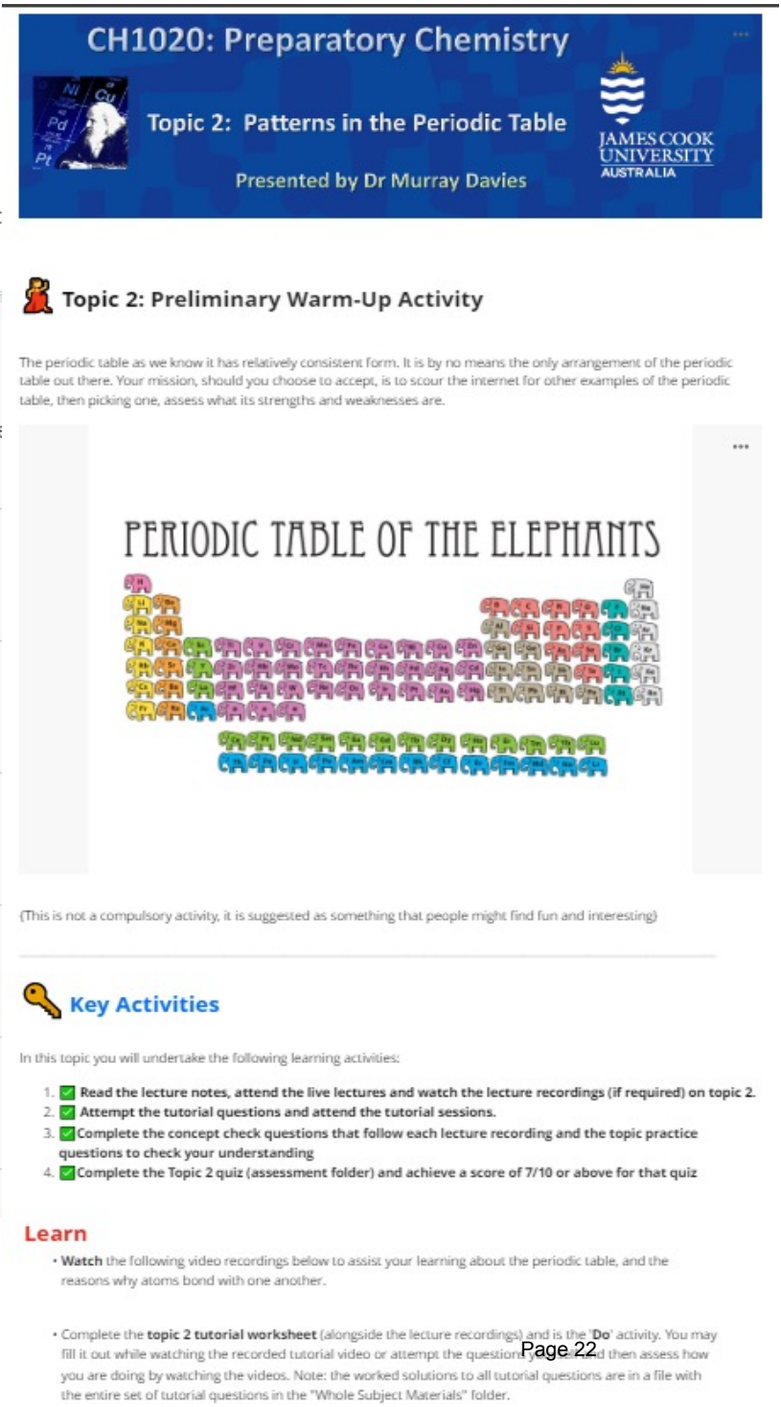
Sorry about the page format - I did this at home and did not realise until I had finished.

CH1020 Preparatory Chemistry

Learning materials

Learning materials are arranged using folders named by topic and follows a consistent and logical format: **Learn – Do – Submit – Lecture – Collaborate – Assess.** This consistency supports students to understand workload expectations and predict weekly progress.





Learning activities & interaction

Use of technologies

Learner support

Information about what students can expect in laboratory practicals is provided in a separate folder. Content within is logically organized and includes information about safety and induction. Students can access a 'virtual laboratory walk-through' video created using a 3D camera. This interactive resource provides students with a valuable introduction to the laboratory environment using a virtual reality tool. *Note: The Create Team in LTSE have 3D cameras.*