

# Quality Online Spaces



Bringing  
MOOC technology  
to MyLO

11 November 2014

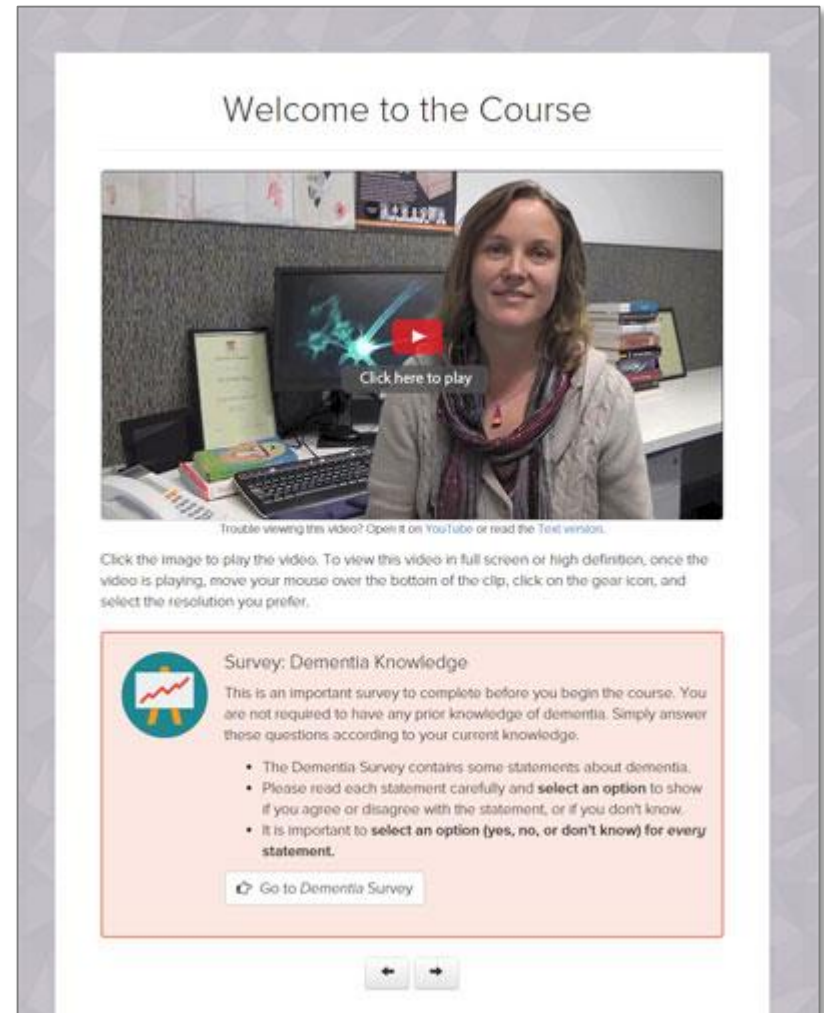
Carolyn King  
and  
Tony Carew

# Broader benefits of the MOOC

## A legacy of Understanding Dementia

### The Content Template solution

- Originally developed for Understanding Dementia
- An example of benefitting from experimenting with online design and delivery
- Aligns with the UTAS blended learning model
- Proven success (very high MOOC completion rates)



Welcome to the Course

Click here to play

Trouble viewing this video? Open it on YouTube or read the Text version.

Click the image to play the video. To view this video in full screen or high definition, once the video is playing, move your mouse over the bottom of the clip, click on the gear icon, and select the resolution you prefer.

#### Survey: Dementia Knowledge

This is an important survey to complete before you begin the course. You are not required to have any prior knowledge of dementia. Simply answer these questions according to your current knowledge.

- The Dementia Survey contains some statements about dementia.
- Please read each statement carefully and **select an option** to show if you agree or disagree with the statement, or if you don't know.
- It is important to **select an option (yes, no, or don't know) for every statement.**

[Go to Dementia Survey](#)

“*Reflective writing is a practice in which the writer describes a real or imaginary scene, event, interaction, passing thought, memory form, adding a personal reflection on the meaning of the item or incident, thought, feeling, emotion, or situation.*”

—[http://en.wikipedia.org/wiki/Reflective\\_writing](http://en.wikipedia.org/wiki/Reflective_writing)



[Reflective Writing](#)

#### What is reflective writing?

##### Reflective writing is:

- your response to experiences, opinions, events or new information
- your response to thoughts and feelings
- a way of thinking to explore your learning
- an opportunity to gain self-knowledge
- a way to achieve clarity and better understanding of what you are learning
- a chance to develop and reinforce writing skills
- a way of making meaning out of what you study

##### Reflective writing is not:

- just conveying information, instruction or argument
- pure description, though there may be descriptive elements
- straight forward decision or judgement (e.g. about whether something is right or wrong, good or bad)
- simple problem-solving
- a summary of course notes
- a standard university essay

from <http://www.ic.unsw.edu.au/onl/olp/reflective.pdf>



# Content Template

## What is it, and why use it?

### What it is:

- A content solution
- **A process for using it**
- A collection of web components for presentation and functionality

### What it is not:

- A whole-of-unit ‘template’ (i.e. the Minimum Online Presence)
- Merely a webpage layout

# Content Template

## Its use in MyLO

MyLO

Template HTML



referenced by

VM

Styles, scripts,  
template images



HTML components



copied into

# Content Template

## How to use it

Copy to Clipboard



Dr Carolyn King and Dr Matthew Kirkcaldie

Dr Carolyn King

Dr Matthew Kirkcaldie is a neuroscientist here at Wicking. He is going to tell us a bit about how the brain works, what those little parts are that make up the brain, the nerve cells or neurons, and a bit about how it relates to the issue of dementia.

I guess the first thing we really need to know is – what is the nervous system?

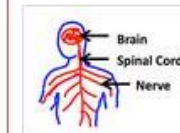
Dr Matthew Kirkcaldie

Well the nervous system is a specialised part of the body which is adapted for gathering information from the outside world and it organises and understands that information. So there are familiar things like vision and hearing and touch and that sort of stuff. It combines all that information together and, by understanding it, then forms an idea of how you ought to behave. So you can make certain responses. You can decide to talk to someone, or scratch your nose, whatever you want to do.

Dr Carolyn King

It's got the sense of shifting information through the body. Is that a communication type of mechanism?

Dr Matthew Kirkcaldie



putCaptionHere

That is the main thing that the nervous system does. We are used to thinking about the nervous system as having the central organising parts, being the brain, of course, up here in the head and also you have got sort of a nerve trunk that comes from the brain down through the back bone. And then, from this trunk, the spinal cord, we have got all sorts of nerves that feed out to the rest of the body.

Those nerves are sort of two way streets and what they do is they both collect information from say the skin or from other sensory parts of the body and they bring it in. They also carry information from the nervous system which is used to control things, out to the muscles and glands. The main thing that the nervous system does is to connect the body together. It is like an organising network that regulates most things that go on in the body. But what it needs to do that is connection between cells.

Dr Carolyn King

Now you are talking about the cells. What are the cells of the nervous system?



# Digital Innovation Team

Template Builder

Contact: [Digital\\_Team@utas.edu.au](mailto:Digital_Team@utas.edu.au)



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TASMANIA

Headings ▾

Block Quotes ▾

Tasks/Activities

Attention

Panels ▾

Images

Bubbles ▾

Tables

Assessment

Videos ▾

Interactive ▾

Spacers

## Headings With full-width under-rule

Choose the size of the heading that you wish to insert. You can use headings at the beginning of a page or to separate sections within a page. The 'full-width underlined' heading is particularly useful for separating topics on a page.

### OPTIONS

1 (largest)

2

3

4

5

6 (smallest)

**h1. Heading** Secondary text

Copy to Clipboard



## Calendar



The calendar will help you keep track of key dates.

## Activity



General tasks and activities will appear here.

## Learning Outcomes



Learning Outcomes are the results and skills you can expect to gain from a unit.

## Discussion



MyLO Discussion Forums are a place where you can post comments with your peers.

## Quiz



Online quizzes will test your knowledge.

## Reading



Your lecturer may prescribe specific readings to support your learning.

## Survey



You may be asked to participate in surveys.

## Experiment



You may be asked to conduct an experimental task.

## Calendar



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## Discussion



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## Reflection



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## Quiz



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## Reading



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## Single Question



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## Learning Outcomes



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## Assessment Item



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## Lecture



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## Survey



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## Experiment



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## Thought Tree



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## Activity



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Insert a video clip from YouTube or Echo360 into your unit. For YouTube clips, you will need to locate your video's unique embed code and paste it into this tool BEFORE selecting 'copy to clipboard'.

To find the embed code for a YouTube video, open the video on YouTube and select the 'Share' tab below the clip. Then select the 'Embed' tab and copy the code located within the box. Paste this code into the video insertion tool in the template components, then copy the video to your clipboard for pasting in to your unit.

#### OPTIONS

16:9 aspect ratio

4:3 aspect ratio



putCaptionHere

YouTube embed code

YouTube embed code

Copy to Clipboard

“

*Health is not valued till sickness comes.*”

Thomas Fuller

## What do you know about healthy living?



Since this is essentially a unit about health and how it can be improved for individuals, as well as communities, we thought it might be interesting to start with a few health facts.

Below are some questions. Have a think about the answers before revealing them. You might be surprised at what you discover!

### Food

Are there more overweight or under-nourished people in the world? Select your answer.

Overweight

Under-nourished

Correct! There are currently 1.6 billion overweight people in the world (that's out of a total population of 7.27 billion)

## Illness and disease

Put in order from HIGHEST to LOWEST the number of deaths in the world this year from the following causes (simply drag and drop using your mouse - you will know when you get the correct answer!).

Malaria

Smoking

Cancer

Alcohol

## Illness and disease

Correct - were there any surprises for you?

Cancer

Smoking

Alcohol

Malaria

Which of the following is likely to be linked to a poor health outcome?  
(place each option in either the 'likely' or 'not likely' box)

High Blood Sugar

Stressful work environment

Sedentary Lifestyle

Drinking 8 glasses of water a day

Socialising

Likely

Exercising at least 30 minutes a day

High Blood Pressure

Not likely

A balanced diet

## Orange Juice vs. Milk

Which of the following has the most calories?

100mL of freshly squeezed orange juice or 100mL of milk? (click on the image to find out)



No. 100ml of freshly squeezed orange juice has **45 calories**. Over 90% of the calories in orange juice are from carbohydrates (sugar).

# Content Exporter

## Revision of The Nervous System - Part 1



Dr Carolyn King and Dr Matthew Kirkcaldie

**Dr Carolyn King**  
 Dr Matthew Kirkcaldie is a neuroscientist here at Woking. He is going to tell us a bit about how the brain works, what these little parts are that make up the brain, the nerve cells or neurons, and a bit about how it relates to the issue of dementia.

**Dr Matthew Kirkcaldie**  
 Well the nervous system is a specialised part of the body which is adapted for gathering information from the outside world and it organises and understands that information. So there are familiar things like vision and hearing and touch and that sort of stuff. It combines all that information together and, by understanding it, then forms an idea of how you ought to behave. So, you can make certain responses. You can decide to talk to someone, to scratch your nose, or how you can do so.

**Dr Carolyn King**  
 It's got the sense of shifting information through the body, is that a communication type of mechanism?

**Dr Matthew Kirkcaldie**  
 That is the main thing that the nervous system does. We are used to thinking about the nervous system as having the central organising parts, being the brain, of course, up here in the head and also you have got sort of a nerve trunk that carries the information through the back down. And then from this trunk, the spinal cord, we have got all sorts of nerves that feed out to the rest of the body.

**Dr Carolyn King**  
 These nerves are sort of like tiny streets and what they do is they both collect information from say the skin or from other sensory parts of the body and they bring it in. They also carry information from the nervous system which is used to control things, out to the muscles and glands. The main thing that the nervous system does is to connect the body together. It is like an organising network that regulates most things that go on in the body. But what it needs to do is that is communication between cells.

**Dr Carolyn King**  
 Now you are talking about the cells. What are the cells of the nervous system?

**Dr Matthew Kirkcaldie**  
 Well there are a lot of very important support cells which are called glia, but they are not the ones that we tend to talk about when we talk about how the nervous system functions. So the main cell that we use in the nervous system that does the function is called a neuron, and that is essentially an information-carrying cell that can then transmit to influence other or other neurons or to things like muscles and glands for doing stuff.

## Week02 - The Nervous System

### Revision of The Nervous System - Part 1



Dr Carolyn King and Dr Matthew Kirkcaldie

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**Dr Carolyn King**  
 What do cells look like? Are they big or are they very small structures. How would we think about a cell if we have never seen one before?

**Dr Matthew Kirkcaldie**

**Dr Carolyn King**  
 So even though it is very thin, it can actually be very long like a cable that connects between different cells?

**Dr Matthew Kirkcaldie**  
 Yes, much, much finer than a human hair would be the actual fibre itself. But the length of the fibre is something that runs across a large part of your body.

**Dr Carolyn King**  
 These main communicating type cells do we have an idea of what they look like?

**Dr Matthew Kirkcaldie**  
 Neurons have got all sorts of different shapes depending on the jobs that they are doing. If you were to draw a generic or an average neuron you might have the cell body that has the cell nucleus inside.

**Dr Carolyn King**  
 The nucleus is the centre part where all the genes and all the chromosomes are kept, the recipe for how the cell is going to operate.

**Dr Matthew Kirkcaldie**  
 Yes, it is the organising centre for the cell. Then we might have a little bit of a cell body around that for the cell to do things like making proteins. And then neurons typically have a direction to them. So they collect information from very fine receiving structures that we call dendrites.



# Evaluating the Template solution

## For potential broader deployment

Goal	Description
Efficiency and sustainability	Does the system avoid burdensome workloads and improve processes?
Knowledge sharing	Is the system documented well?
Quality and conformance	Does the system work well?
Usability	Is the system easy to use?
Extensibility and scalability	Can the system be deployed more broadly?
Security	Is the system robust?
Accessibility	Is the system able to be used by people with disabilities?

# Exemplar unit

## Evaluation, engagement and education

The screenshot shows a Moodle LMS interface. At the top, there are navigation tabs for Content, News, Discussions, Dropbox, Quizzes, Grades, and Groups. Below these are 'Manage Files' and 'Unit Builder' options. The main content area is titled 'Unit Overview' and contains a search bar, a 'Print' button, and a 'Settings' button. The page content includes a welcome message, contact information for the Digital Innovation Team, and a large image of a molecular structure.

Unit Overview

Welcome to the DIT Template Example unit. The intention of this unit is simply to demonstrate some of the styles and features of the unit development template that is currently being trialed in a number of courses across the University.

If you have any queries about the template please contact the Digital Innovation Team:  
Digital.Team@utas.edu.au

Digital Innovation Team

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Template Example Unit

Contact: [Digital.Team@utas.edu.au](mailto:Digital.Team@utas.edu.au)

[Click here to view template examples and features in a new tab or window](#)

Copy and paste elements from the examples into you document.


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Template provided by the [Digital Innovation Team](#)

# Questions?

Welcome to the Course



Click the image to play the video. To view this video in full screen or high definition, once the video is playing, move your mouse over the bottom of the clip, click on the gear icon, and select the resolution you prefer.

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Go to Dementia Survey

What could Katie say to Grandpa MOOC?

Write your notes here...

Save


Click to see what Katie says to Grandpa MOOC



CAD110  
Negotiated Studies in Understanding Dementia

UNIVERSITY of TASMANIA

“*Reflective writing is a practice in which the writer describes a real or imaginary scene, event, interaction, passing thought, memory, form, adding a personal reflection on the meaning of the item or incident, thought, feeling, emotion, or situation.*”



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Template Example Unit

Contact: [Digital.Innovation@utas.edu.au](mailto:Digital.Innovation@utas.edu.au)

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Template provided by the Digital Innovation Team

<b>Calendar</b>	<b>Discussion</b>	<b>Reflection</b>
<b>Quiz</b>	<b>Reading</b>	<b>Single Question</b>
<b>Learning Outcomes</b>	<b>Assessment Item</b>	<b>Lecture</b>
<b>Survey</b>	<b>Experiment</b>	<b>Thought Tree</b>
	<b>Activity</b>	