

# More Than Click & Submit: How to facilitate interactive learning online



# Who Are We?



LEARNING DESIGN



MULTIMEDIA



VIDEO



FACULTY SUPPORT

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# Today's Objectives

1

Define Active Learning

2

Analyze the outlined strategies & methods

3

Identify opportunities for interactive content

4

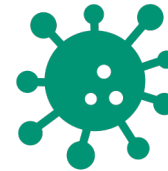
Implement resources & strategies within your own setting



# Defining Active Learning

## DEFINITION:

Learning that encourages students to actively engage with the content, rather than passively consume it.



<b>Passive Learning</b>	A voice over PowerPoint lecture on deadly diseases	A provided image of a cell which is already annotated	Providing a video to watch without incorporating prompts or discussion
<b>Active Learning</b>	A discussion on which diseases students have heard about and in what context.	Providing the un-labelled image of a cell for students to explore and annotate themselves	A simulation which reacts to student interaction or pauses to ask formative questions

# Interactivity Tied to QM Standards

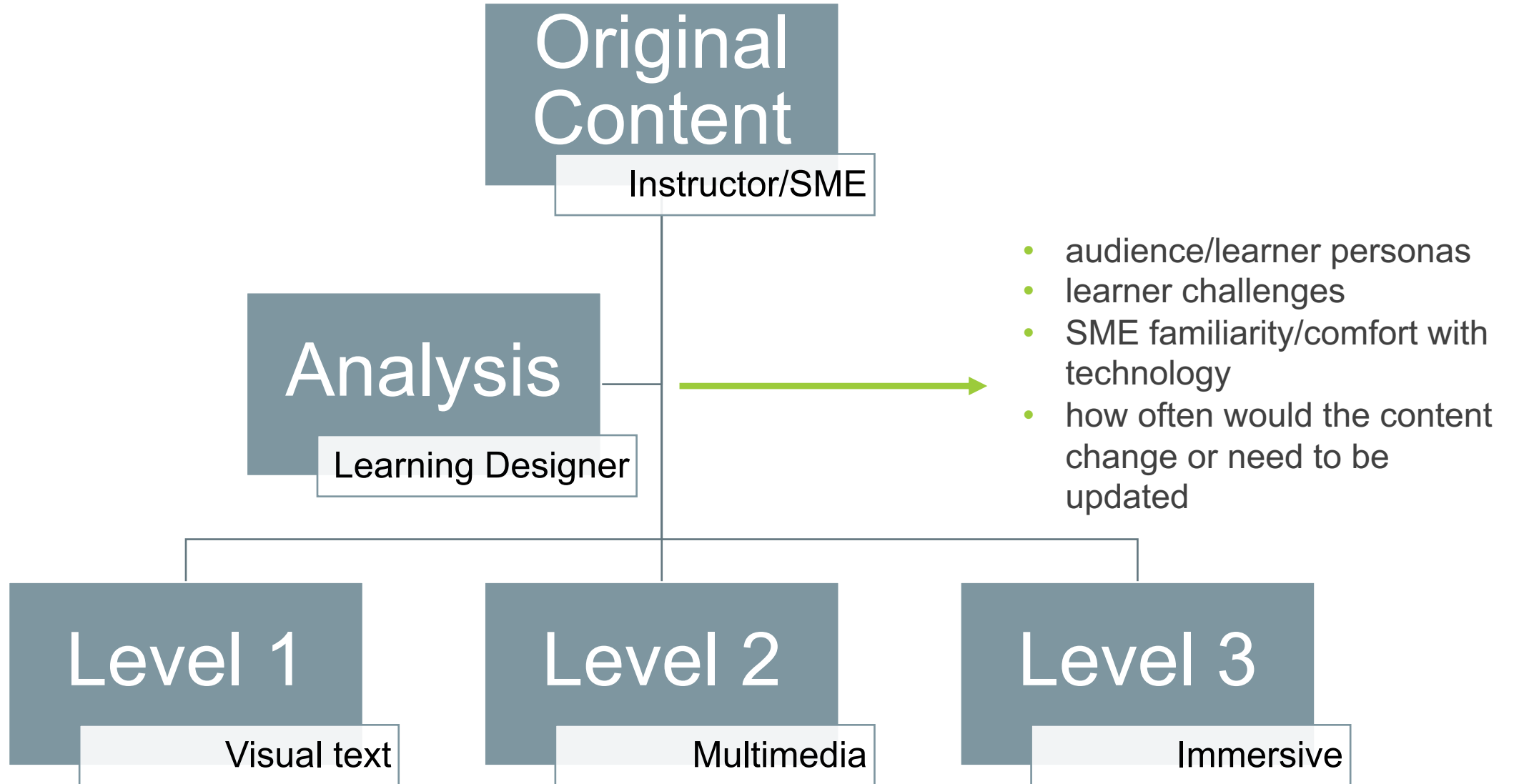
- 4.1 The instructional material contribute to the achievement of the stated learning objectives or competencies.
- 4.4 The instructional materials represent up-to-date theory and practice in the discipline.
- 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
- 5.2 Learning activities provide opportunities for interaction that supports active learning.
- 6.2 Course tools promote learner engagement and active learning.
- 6.3 A variety of technology is used in the course.



## What's your go-to interactive learning method?



# Content Analysis Workflow



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# The Three Levels

## Level 1

Presenting text-based information in a visual, engaging way

- Timelines
- Customized graphics
- Infographics
- Customized PDF's

## Level 2

Working through & working with the content

- Interactive videos/animations
- Gamification

## Level 3

Creating an immersive experience

- 360 videos
- Virtual & Augmented Reality
- Branching Scenarios



# The Original Content

- Physical Education course covering the history of sports
- Dates & significance were written in a word document
- Edited into a clearer outline
- Analysis

LECTURE PLAN: LLL####

Module Number/Title: Module #1:  
Presentation Title: Timeline of Sport History  
Instructor Name: Flory

Include a Table of Contents to show the structure and relationship of the content to be presented in this presentation.

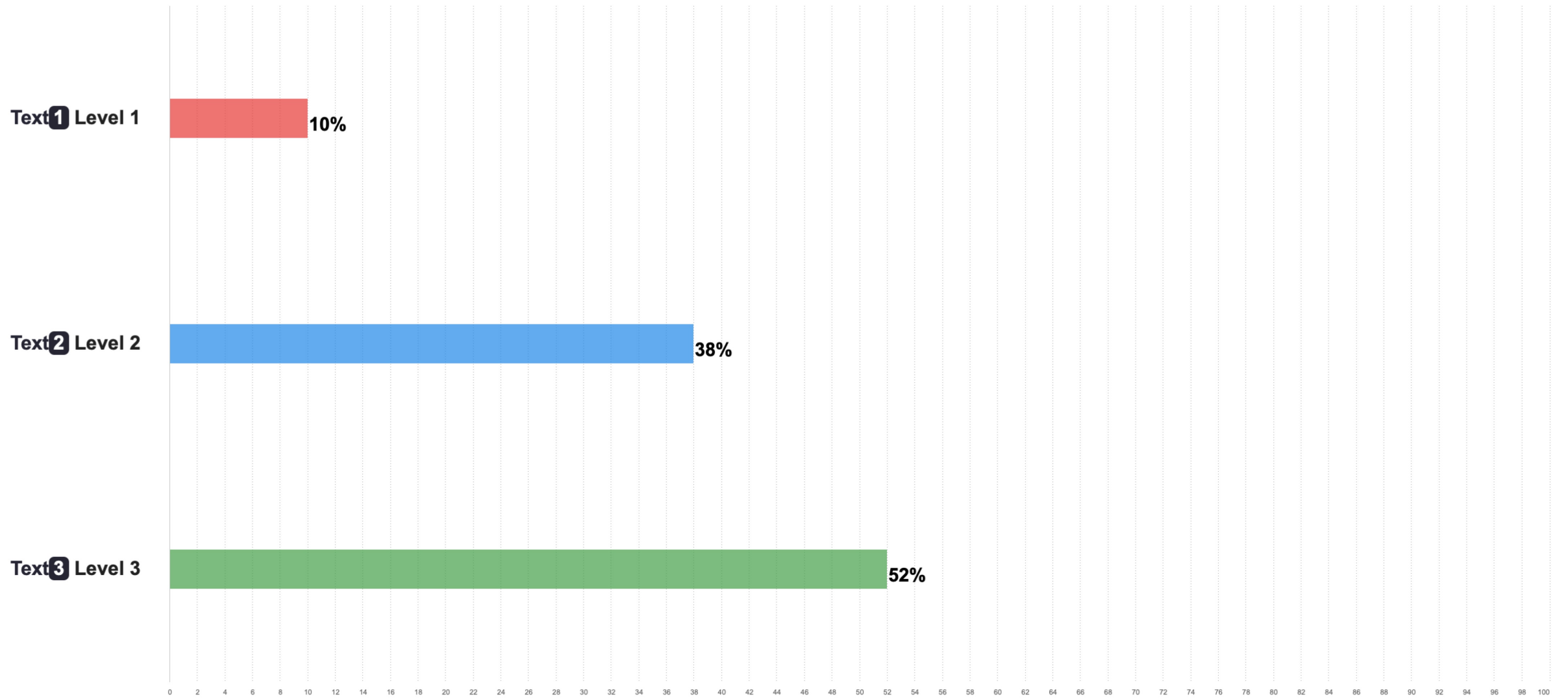
## Table of Contents

1. Introduction
2. Beginning of Sport
3. Sport before the Greeks
4. Sport in Ancient Greece
5. Sport in Europe, 500-1750 A.D.
6. England: Land of Sport
7. American Sport through the 1920s
8. Modern Olympic Games
9. American Sport after 1920
10. Conclusion

+

Slide #	Topic Title	What you want to say	Ideas to represent
	<b>Introduction</b>	The history of sport spans centuries, and there is no denying the presence and influence of sport in society.-->	

## At what level would you classify this content?



# Solution: Level 1 - Interactive Timeline



# The Original Content

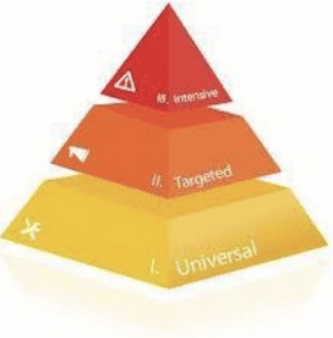
- Education course focused on psychoeducational assessments of exceptional students
- Text-heavy Word document
- Detailing the assessment experience of a young student
- Cognitive overload
- Limited opportunity visualize & interact with content & data
- Analysis

V1 eex6222\_RTI case study revised.docx  
m05 · Updated Jan 29, 2020 by Alana Elkins

11 Page

## Multi-Tiered Systems of Support/RTI in Action

As you work your way through this case study, you will be asked to examine data, make decisions about interventions, and explain how you would monitor student progress. Use the resource and references located within module 3 and within this case study to assist you. After you respond to each scenario you will read what *actually* happened as a team of professionals worked through the Response to Intervention Problem Solving Model.



**Jayden Harper**  
Age: 8  
Grade: 2  
District: District School Board of Dataville County  
School: Dataville Elementary  
Teacher: You!

Dark Mode

Instructions Mode

Chart type Color theme

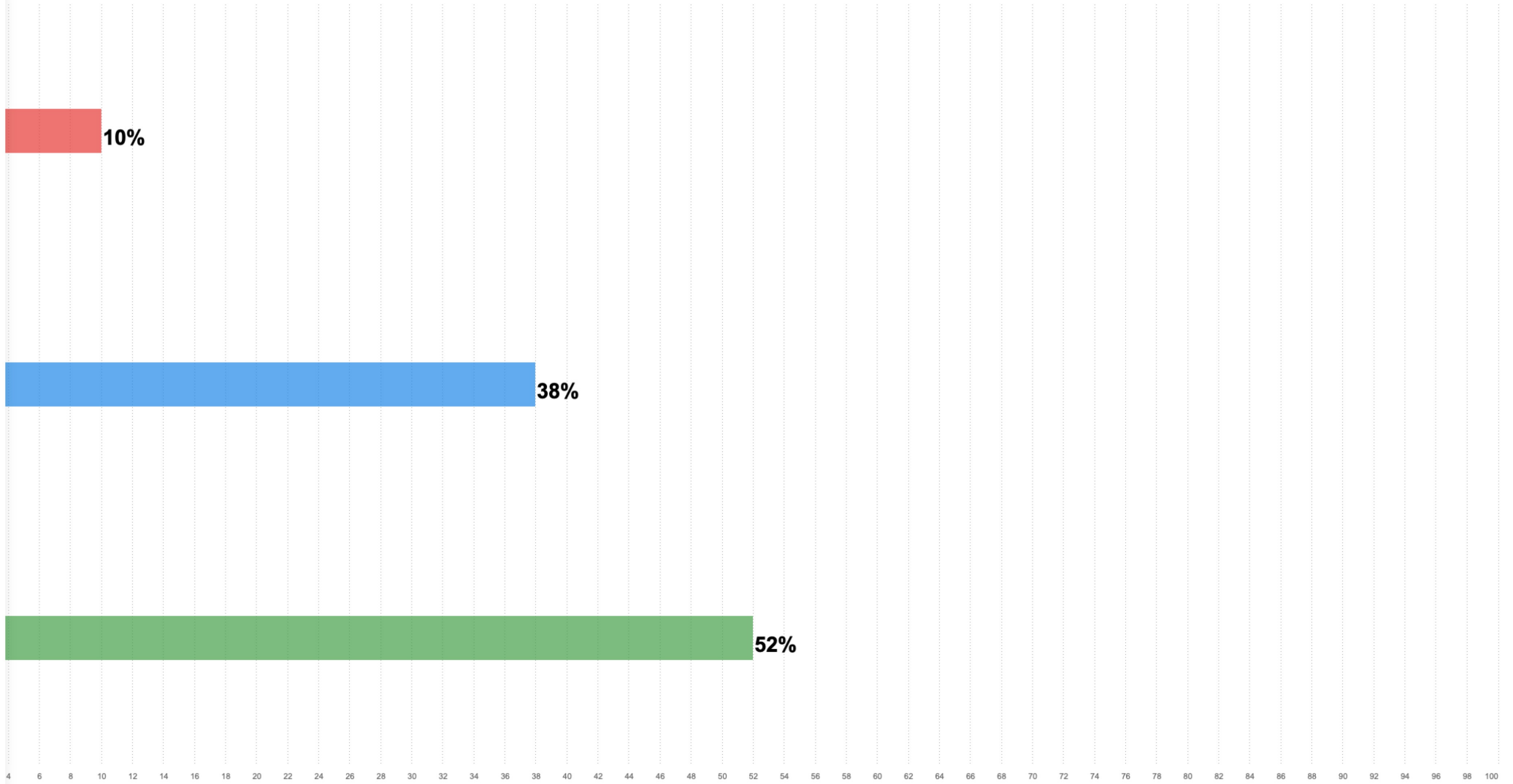


Edit Poll New Poll

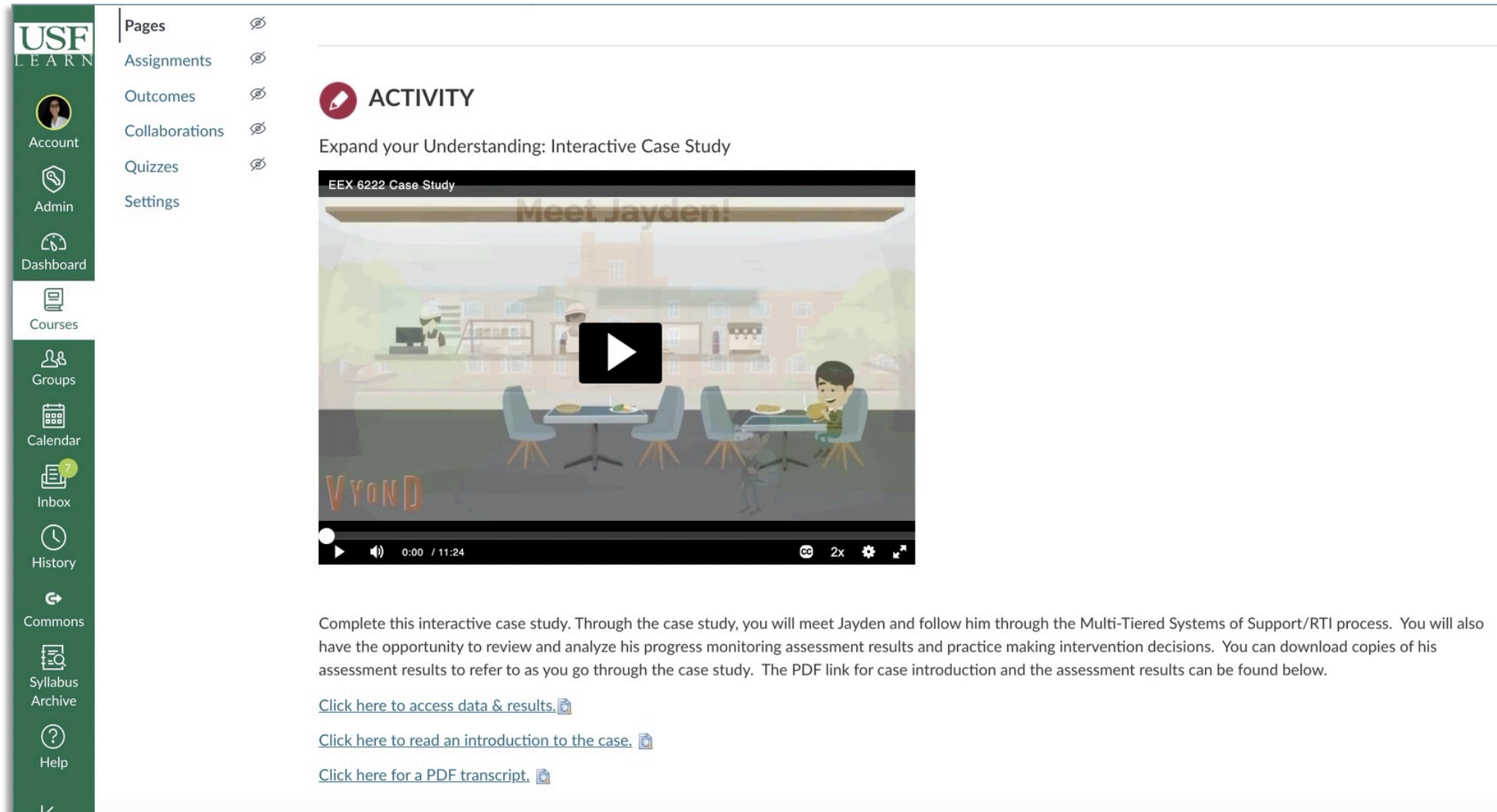
Upload your logo

Reset Poll Votes

# At what level would you classify this content?



# Solution: Level 2 - Animated Case Study



The screenshot displays a Canvas LMS interface. On the left is a dark green sidebar with the 'USF LEARN' logo at the top. Below the logo are icons and labels for 'Account', 'Admin', 'Dashboard', 'Courses', 'Groups', 'Calendar', 'Inbox' (with a '7' notification badge), 'History', 'Commons', 'Syllabus Archive', and 'Help'. To the right of the sidebar is a navigation menu with 'Pages', 'Assignments', 'Outcomes', 'Collaborations', 'Quizzes', and 'Settings', each accompanied by a lock icon. The main content area is titled 'ACTIVITY' with a red pencil icon. Below the title is the text 'Expand your Understanding: Interactive Case Study'. A video player is embedded, showing an animated scene with a man sitting at a table in a cafe. The video title is 'EEX 6222 Case Study' and the scene has a 'Meet Jayden!' banner. The video player controls show a play button, a progress bar at 0:00 / 11:24, and icons for CC, 2x, settings, and full screen. Below the video player are three links: 'Click here to access data & results.', 'Click here to read an introduction to the case.', and 'Click here for a PDF transcript.'

**ACTIVITY**

Expand your Understanding: Interactive Case Study

EEX 6222 Case Study

Meet Jayden!

0:00 / 11:24

Click here to access data & results.

Click here to read an introduction to the case.

Click here for a PDF transcript.

# The Original Content

- Behavioral health & addiction treatment course
- Students provided with a written case
- Occasionally students in a face-to-face setting would take on the scenario roles & act them out
- Instructor wrote out a scenario including potential responses to select from
- Analysis

V5 M2 Case Scenario.docx  
m02 · Updated Feb 19, 2018 by Vicky Buckles

1

2

3

4

**Setting:** Outpatient Screening

**Client:** Jennifer Durgen

**Age/sex:** 28 y/o female

**Presenting Problem:** Jennifer presents to you for a screening to determine appropriate placement. How would you start the interview with her?

**Track 1: Tell me a little bit about what brought you here today**

Client Response: Well, I was told by my family that if I did not come here they were going to kick me out. I really don't want to be homeless again so I decided I would make them happy and come in. I guess they have a point when they say I have problems with substance use, I am just not sure that I agree with them. Based on this information how would you proceed?

Option 1a: So it sounds like what brought you in today was your family's concerns regarding substance abuse, and while you are not quite sure about your use you think it might be an issue. Is that accurate?

Client Response: Yes that is accurate, I mean I am prescribed the Xanax for anxiety and have been for years, however I have noticed that I run out of prescription half way through the month and I have to find additional pills to make it through. Based on this information how would you proceed?

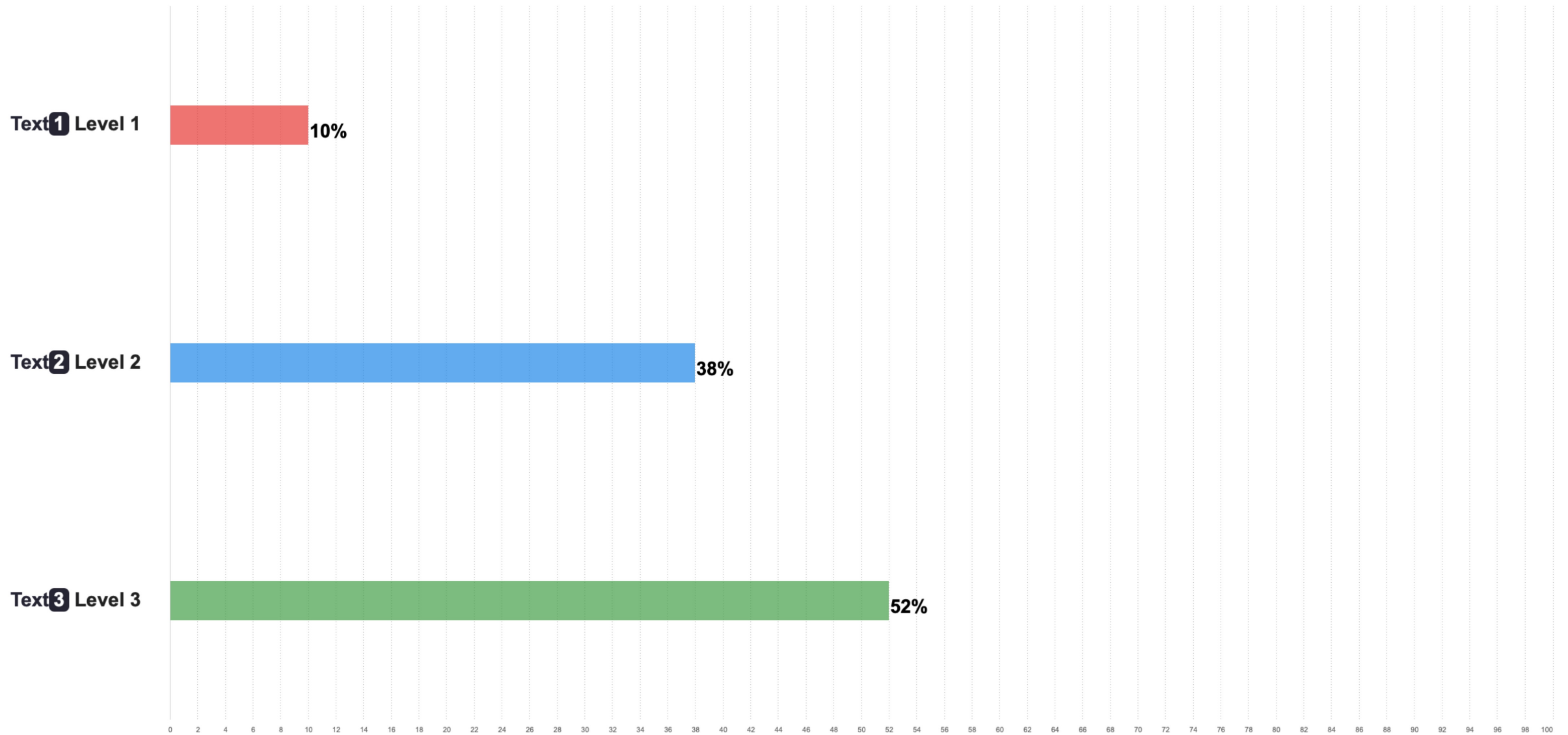
Option: So you are currently being prescribed Xanax from your doctor, however it seems that you have been overusing it since you are running out prior to the end of the month. You also mentioned you have to find additional pills, what things are you doing to find additional pills?

Client Response to a: I have been either getting pills from friends and sometimes I have to get pills off of the street. It costs a lot of money to get the pills from the street, but I have to have them.

Option a: You state that you have to have the Xanax, what is the reason you feel you have to have it?

Client Response to 3a: If I don't have the Xanax then I

### At what level would you classify this content?





# Solution: Level 3 - Branching Scenario

The screenshot shows a Blackboard LMS interface for an assignment titled "M2 Assignment". The browser address bar shows the URL: `usflearn.instructure.com/courses/1308485/assignments/5826190`. The page header includes the course name "dev\_rcs6930\_addiction\_treatment\_special\_populations\_buckles" and the assignment name "M2 Assignment". A "Student View" button is visible in the top right.

The left sidebar contains navigation options: Home, Announcements, Syllabus, Modules, Grades, **Assignments**, Discussions, People, Media Gallery, My Media, USF Photo Roster, Pages, Files, Outcomes, Collaborations, Quizzes, Rubrics, New Analytics, My Kaltura, Course Kaltura, and Microsoft Teams.

The main content area displays the assignment details:

- Published** (green checkmark icon)
- Edit** (pencil icon)
- Related Items**: SpeedGrader™
- Module 2 Assignment** (title)
- ASSIGNMENT** (pencil icon)
- Purpose:** The goal of this assignment is to learn how to gather appropriate information from the client to make recommendation on level of care.
- Instruction:** For this assignment you will read the attached case study of a client with unique treatment issues. **Be sure to copy your final response and submit it in a word document to support your final reasoning for treatment.**
- Media:** A video player titled "Spectrum of Care Case Study".
- Feedback:** You will receive feedback and score on your assignment within a week of the due date.
- [Click here to download grading rubric](#)
- Points:** 5
- Submitting:** a text entry box or a file upload

At the bottom, a table provides assignment details:

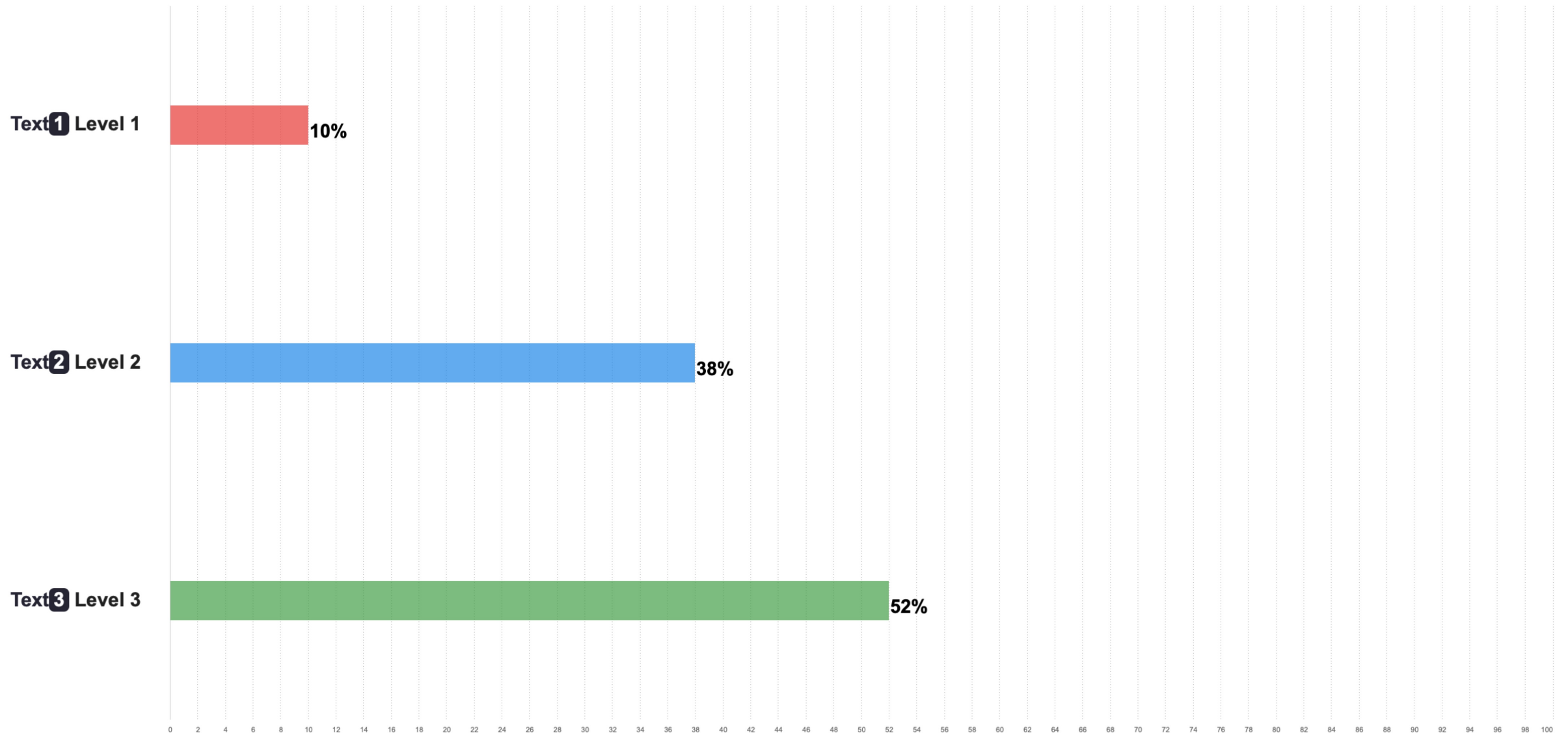
Due	For	Available from	Until
May 27, 2018	Everyone	-	-

# The Original Content

- Social work course focusing on case management
- Finding the Strengths
- How do we make this digitally engaging and interactive?
- Analysis



## At what level would you classify this content?



# Solution: Level 3 - 360 Search & Find

The screenshot shows a web browser window displaying a Blackboard LMS discussion page. The browser's address bar shows the URL: `usflearn.instructure.com/courses/1420928/discussion_topics/6036162?module_item_id=14819449`. The page title is "Topic: M7 Activity: Finding the Strengths".

On the left side, there is a navigation menu with the following items: Modules, Announcements, Assignments, Discussions (highlighted), Collaborations, Flipgrid, People, Grades, Quizzes, Google Drive, Files, Outcomes, Pages, Rubrics, New Analytics, My Kaltura, Course Kaltura, Microsoft Teams (Early Access), Settings, Account, Admin, Dashboard, Courses, Groups, Calendar, Inbox, History, Commons, Syllabus Archive, and Help.

The main content area shows a discussion post by Alana Elkins, dated Nov 21, 2019 at 6:25pm. The post is titled "M7 Activity: Finding the Strengths" and is marked as a graded discussion with 5 points possible. The post content includes:

- A heading "Finding the Strengths" with a gear icon.
- A paragraph: "Watch the video below (in full-screen mode) and make a list of all of the 'strengths' you can find in this situation. This is a 360 video and you are able to use your mouse, phone, or VR device to look around the room. You might need to watch the video a few times from different angles to catch everything that is going on at the same time."
- A "Challenge goal: Find at least 30 strengths".
- Instructions: "Once you have listed all of the strengths you can find, highlight five and discuss why those, in particular, stood out to you the most." and "Once you have made an initial post, please comment on the posts of two other classmates."
- A link: [Refer to the Discussion Guidelines if necessary.](#)
- A video player titled "Finding Strengths" showing a 360-degree view of a room with a play button overlay.

# Tools

FREE

- PowerPoint
- Genially
- Canva
- Powtoon
- H5P

VS

LICENSE REQUIRED

- Kaltura
- Camtasia
- Articulate Rise
- Articulate Storyline
- Vyond
- BranchTrack

# Questions

? How do I determine levels?

? How long does the analysis take?

? Favorite tools?



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SCAN ME

