

Packaging and Reuse of Modules

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Possible Module "Packaging" and Sharing Strategies

Description of various strategies for packaging module content for Ontario Online projects

Content Structuring Strategies

Course



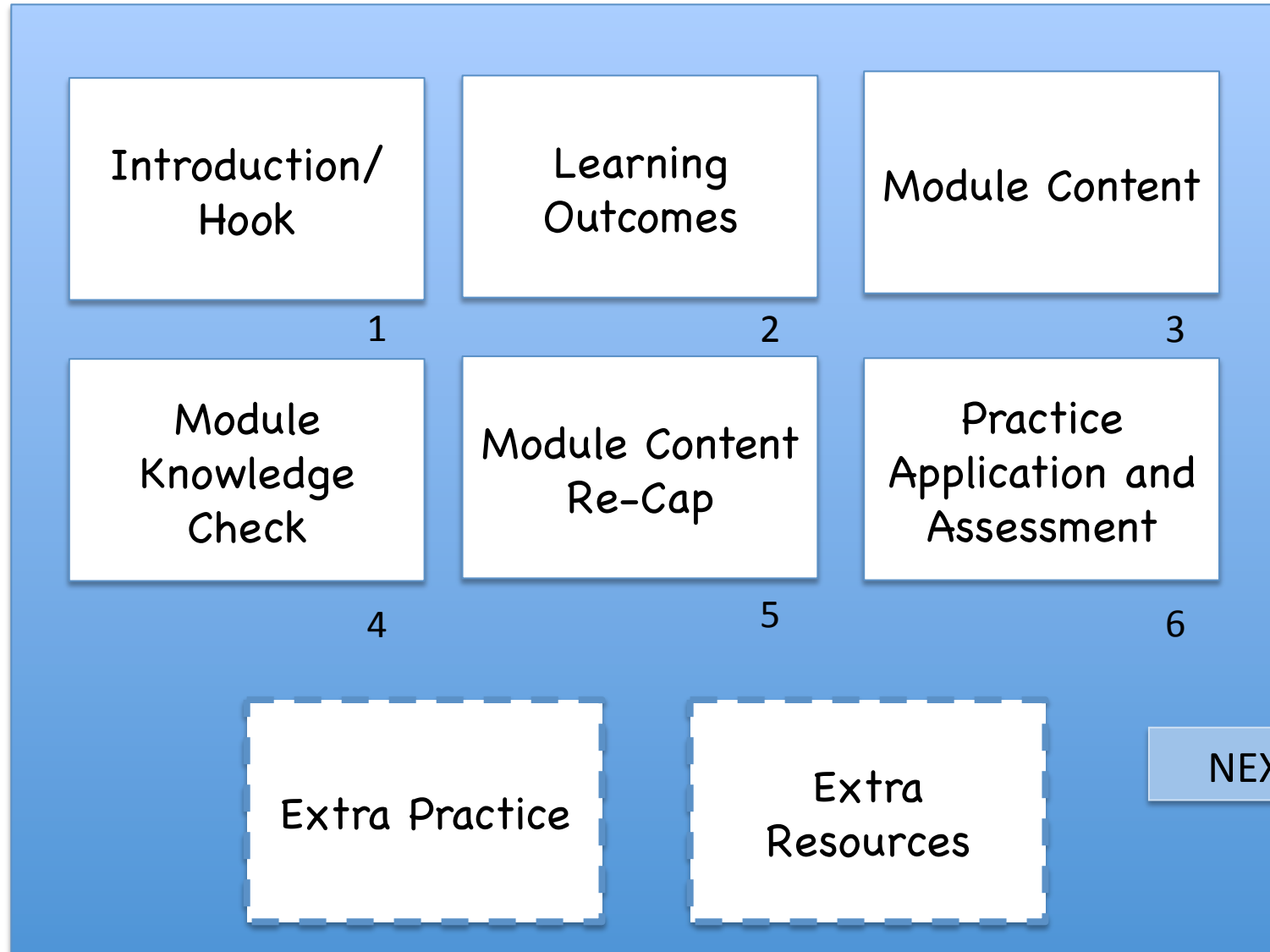
Modules (weekly?)



Learning Objects

- How can these materials be packaged for sharing?

Typical components of a Module

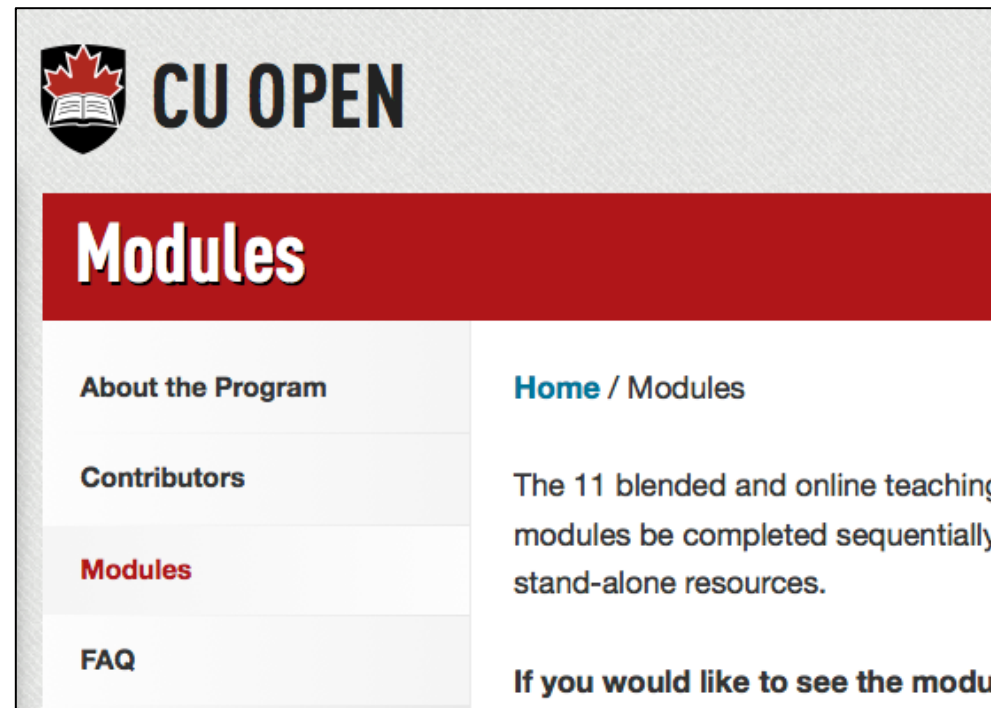


Example 1: CU Open Site and Module

<http://carleton.ca/cuopen/modules/>

A series of 11 modules available online to view and adapt...

How might we present/package our learning modules?

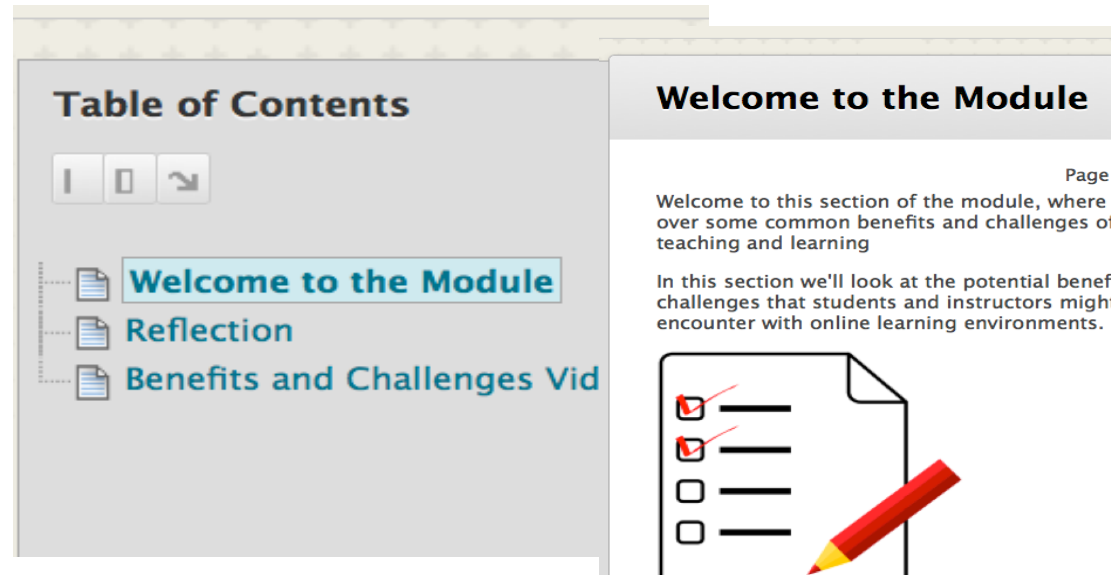


The screenshot shows the CU Open website header with the logo and the text 'CU OPEN'. Below the header is a red banner with the word 'Modules' in white. A navigation menu on the left lists 'About the Program', 'Contributors', 'Modules' (highlighted in red), and 'FAQ'. The main content area on the right shows the breadcrumb 'Home / Modules' and a paragraph of text: 'The 11 blended and online teaching modules be completed sequentially stand-alone resources.' Below this is a partial sentence: 'If you would like to see the modu'.

Example 2: Blackboard Learning Module

Using the Blackboard “Learning Module” format you can create a module with various “Items” such as text, video, quizzes.

These modules can be exported in common cartridge format

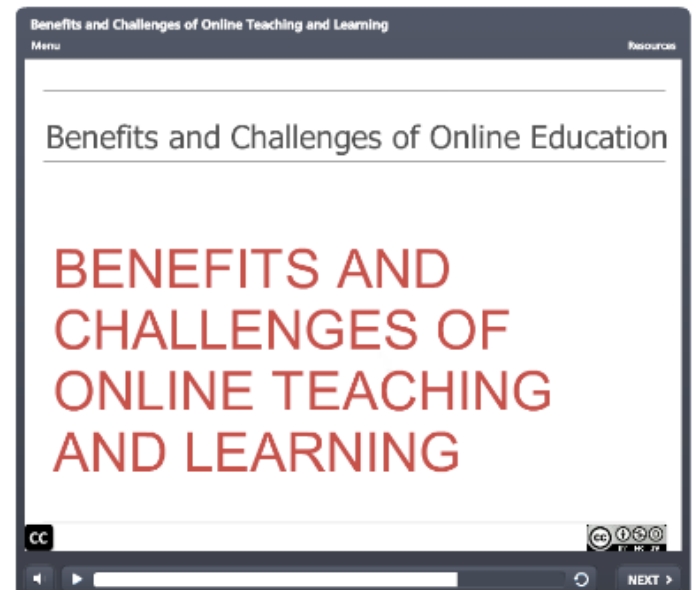


The screenshot displays two overlapping windows from a Blackboard Learning Module. The left window, titled "Table of Contents", features a navigation bar with icons for home, search, and refresh. Below the navigation bar is a list of items: "Welcome to the Module" (highlighted in blue), "Reflection", and "Benefits and Challenges Vid". The right window, titled "Welcome to the Module", contains a page header "Page" and a main text area. The text reads: "Welcome to this section of the module, where over some common benefits and challenges of teaching and learning" and "In this section we'll look at the potential benefits and challenges that students and instructors might encounter with online learning environments." Below the text is a graphic of a document with a checklist (two items checked, two unchecked) and a red pencil.

Example 3: Learning Object (Storyline)

The Storyline Learning Object (which may be a full module) can be held in Blackboard or on a website such as Wordpress.

When you publish a Storyline file, be sure to publish as a SCORM object and zip the resulting file. HTML5 is another option.



Example 4: Standalone Tutorial

Home | [Understanding Academic Integrity](#) | [Understanding Plagiarism](#) | [Glossary of Terms](#)

Have you ever been:

- ⊞ [confused about how to cite your sources properly?](#)
- ⊞ [worried you might be unfairly accused of academic misconduct?](#)
- ⊞ [tempted to borrow from someone else's work?](#)

If you answered "yes" to any of these questions, or if you have other questions about the academic code of ethics, then this site is meant for you.

What you can expect to find in this tutorial is:

- ⊞ [Definitions of Academic Integrity and Plagiarism](#)
- ⊞ [A Video vignette depicting an issue of academic misconduct involving U of G students](#)
- ⊞ [Rules, Regulations, and Penalties for Academic Misconduct at the University of Guelph](#)
- ⊞ [Illustrations of how to avoid unintentional academic misconduct and plagiarism](#)
- ⊞ [Short quizzes and exercises to test your understanding of the rules governing academic work](#)

By the time you've completed this tutorial, you should have a better understanding of how to avoid academic integrity is so important. We hope that this will make you feel more secure when you complete your assignment.

There are two sections to the tutorial. The first discusses the more general topic of academic integrity; the second discusses plagiarism. We suggest that you follow the tutorial in this order, but you can do them independently.

Discussion – For Your Project...???

- Which of the module presentation formats resonates in relation to your project needs?
- What would be your priority to meet your teaching goals for September?
- Will you combine strategies?



Use and Re-Use Strategies

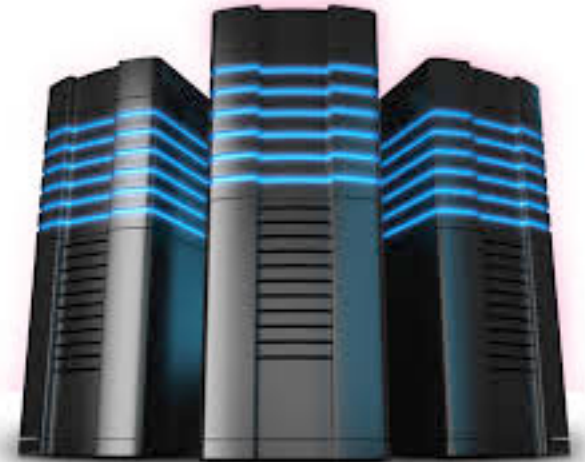
At the end of the segment you will be able to:

- Describe project requirements for sharing
- Identify possible hosting strategies
- Explore available options to meet project needs and funder requirements



Key Questions to ask re Hosting:

- Where will all of my materials be stored?
- How will they be accessed by:
 - Students
 - Instructors
 - Developers for potential future updates?
 - What are the RFP requirements?



RFP - Project Requirement:

“Learning modules supported through the Shared Online Course Fund are required to be made available without charge and in an inter-operable format to other publicly-assisted colleges and universities under an appropriate agreement (for example, a Creative Commons license) that allows, at a minimum, use in their own courses. Inter-operability means that these modules must be developed using methodologies and technologies that enable re-use across multiple learning environments (i.e., no learning platform dependencies). Intellectual property rights for modules will remain as outlined through existing institutional agreements applying to their creators.”

What does sharing mean?

- Plan for both your own use in course context, and a sharing mechanism.
 - Direct open resource site to a collection of assets?
 - Link those open resources into different LMS course shells as needed?

Or

- First organize in Bboard/Storyline and then export to share as in interoperable format (IMS, SCORM)?

Or

- Standalone student-facing tutorial?

IMS, SCORM, LTI – Huh?

- **IMS Content** – standard content package format for import and export of resources used on any **LMS platform***
- **SCORM** - Sharable Content Object Reference Model used to create **units of learning/learning objects** that can be moved from one environment to another and defines the sequence of delivery.
- **LTI** – integration of web applications and various LMS/systems



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?



Supporting Re-Use

- Use standard content formats
- Allow for adaptation (ie don't overbake)
- Avoid course code or contextual titles in reusable assets
- Make it easy to use!



Involving Other Instructors

- Include terms of use and instructors guides to material
- Involve others in your planning...
instructor investment is
critical factor