# Learning by (more than) doing

Developing staff capability through the collaborative creation of an eLearning module

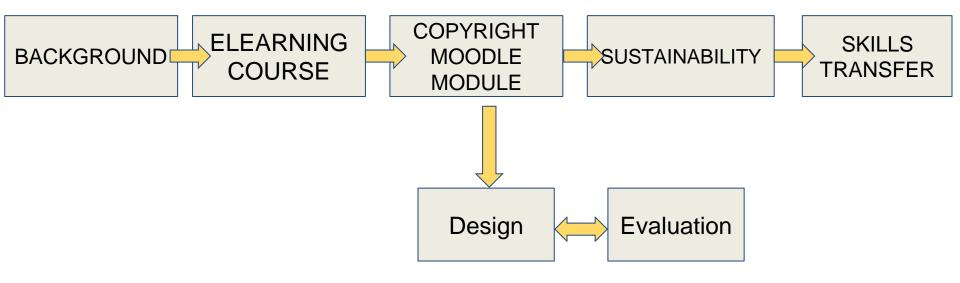
Megan Deacon Amy Han Melanie Thorn Steven Yates





they know?

### Introduction

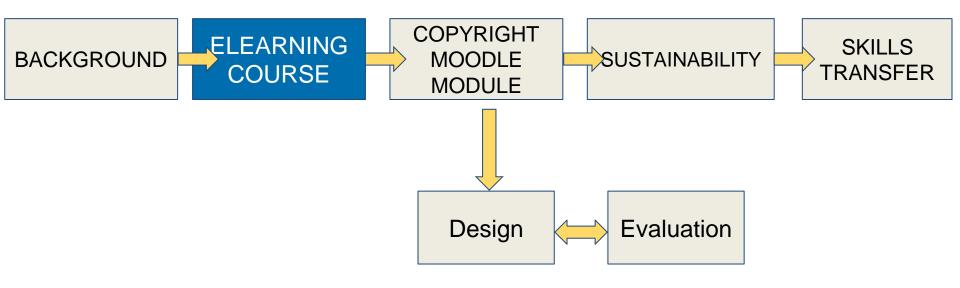








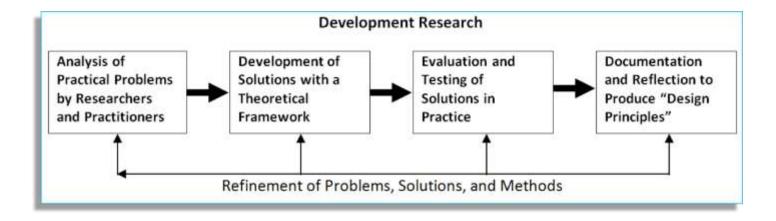
### The eLearning course







### Development evolution

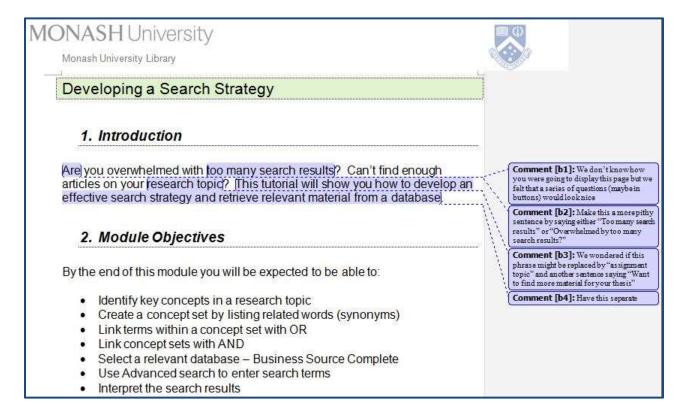


Source: Reeves & Hedberg, (2003, p.274)





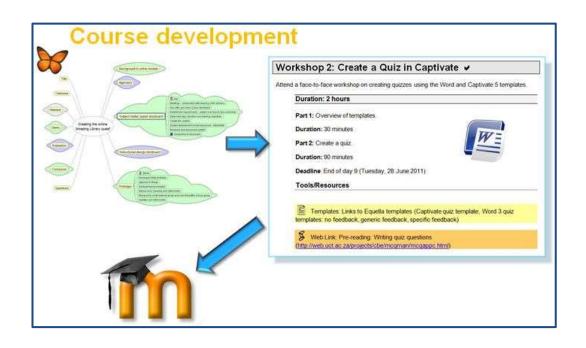
### Collaborative learning - peer review







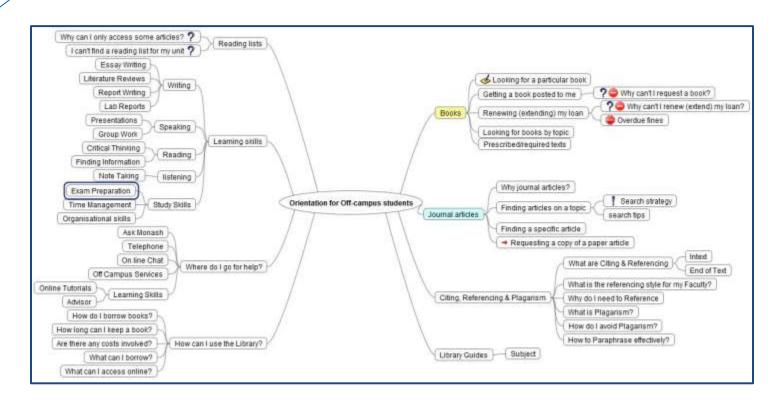
### Practical tasks and process - learn by doing







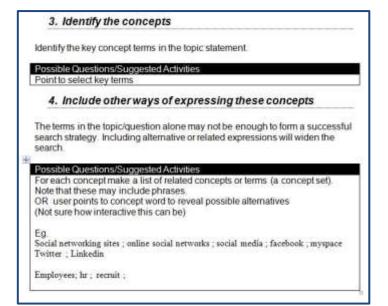
### Authentic learning - mind maps







## Authentic learning - storyboards

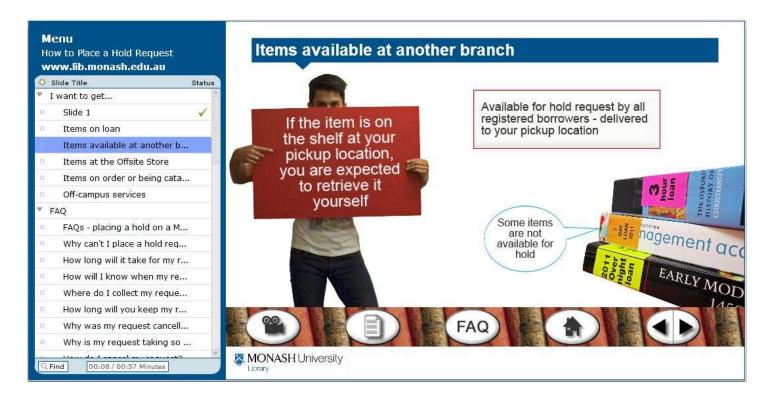








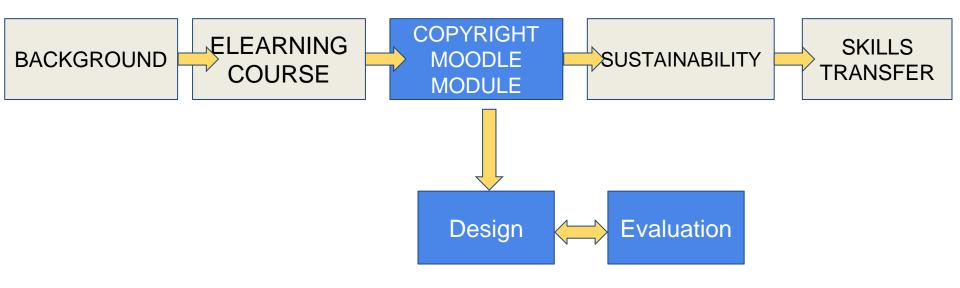
### Authentic learning - a final product







## Moodle: learning by doing







## Why Moodle?



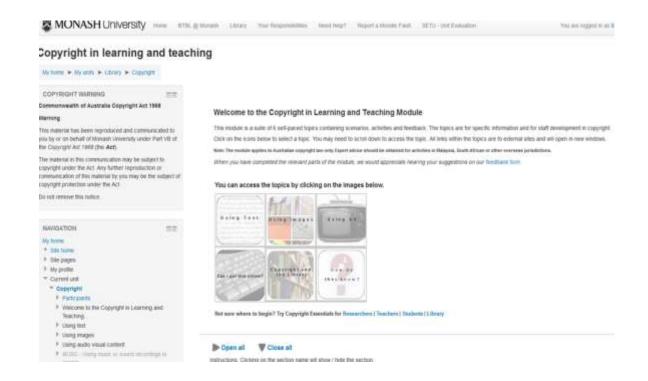
https://moodle.org/logo/moodle-logo.png

Monash only





### Design of copyright module



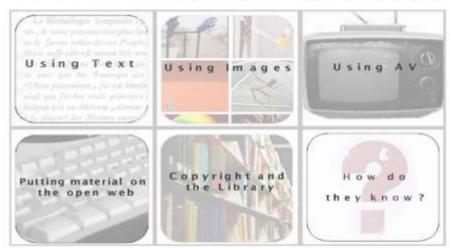




### How it works

### Select topics relevant to you

You can access the topics by clicking on the images below.



Not sure where to begin?

Try Copyright Essentials for Researchers | Teachers | Students | Library





## Formative review of Copyright module



- User testing
- Observation

- the clips are rather large that part of the content gats cut off on the right (and
  you don't see the strot tar until you move further down the page).
   clip "Strary subscribed content" question 1, the "maybe" choice is not very
  clear.
- [Bruce Web] Using YouTube linking and uploading TransTalse Yes/No questions.
   Bhould be a statement instead of a guestion so that the learner can select True or False.
- (Margot Schumacher) Using Text -
  - When getting to end of lesson, the Moodle logic seems errorg, Asks if user wants to return to last screen visited, but 6 doesn't let one rate the lesson. One has to choose "no" THERE MAY ROT BY A FIX (will need to go through all Tessons" to make sure the settings are consistent? CHECKED BY THIS MESSAGE CANNOT BE DISABLED.
  - Getting te end of lesson nevigation issue ("back" button takes one to wrong place). Also the links are not obvious. (the end of section 1 of the ER section is a better example of nevigation that works). FRIED
  - Possibly use a quiz instead of leason as it allows one to re-attempt quiz any amount of times.
- clarify that the 'erasources' section is part of the Using text umbreils FIXED
   (Damier Glesson) Copyright in the Library Quiz activity contains too many constitute.
- . (Janine Wallace) Scenarios seem to short. Need further extrapolation.
- (Margot Schumacher) Could the scenarios be used just with feedback instead of a testing skillation? The scenarios scena to work quite wall. The scenario approach material of a testing situation would work better. • FIXED
- (Paul Bugden) perhaps Instead of lessons and testing 'swareness raising' or increasing awareness or improving knowledge - FIXED
- (ALL) Quits a lot of discossion about the content and the depth of it and what applies to staff and what applies to students. Some clarification of content required regarding
  - Survey Google form
  - Expert review
  - Ongoing peer review

#### Did everything work/work as expected? If no, then in what way?

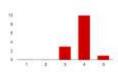
A roughly of the project windows (i.e. Duration of prophyty chain & When to moved Agins segme) feature on porol bank, instead reading the content a list if a souther to provide it.

The calls assumed to work fire but I had trouble getting back to select operations to redo my incorrect answers. It seamed to jump to the seat page of the Richard as accounted, but my horizontage was pady labelood.

Nex

Copyright and the library' dot not appear in the "Newgate the unit by topic" box at the top. (Feeline 16.0.1 under Windows AF, 1152664 resource, if it you are also present to the IRSS quit or readings. The make it difficult to find the other content, as the only way to do so was to small all the way to do

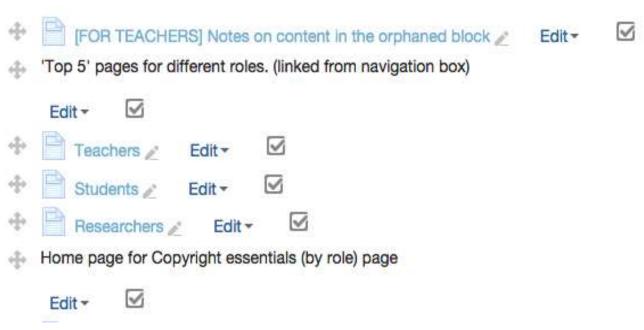
#### Overall frow would you rate the activity?



Point 8 21 3 2 31 4 10 21-01 4 10 21-01 Column 8 1 2-21

### Orphan block

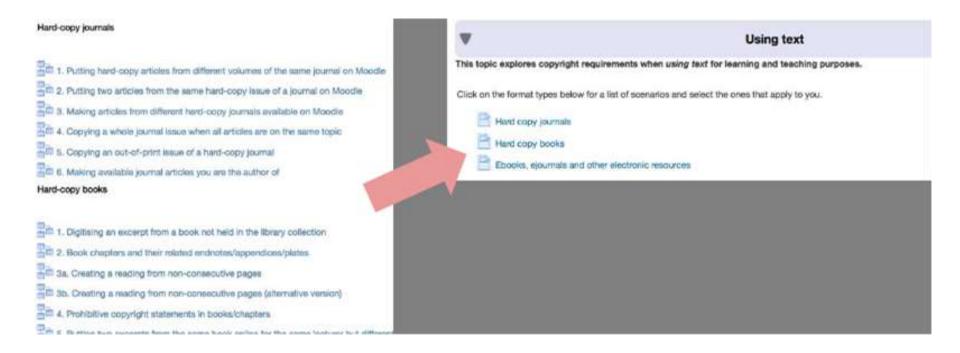
### Orphaned activities (section 11)







### Second level navigation







### Check your understanding

#### Ebooks, ejournals and other electronic resources

Each of the following scenarios will ask you questions to help you understand the copyright issu

- . Scenario 1 Using articles found on an online news service
- . Scenario 2 Using ejournal articles
- . Scenario 3 Linking to books available in full text on social media or file-sh

Return to the Using text topic

#### 2. Using eJournal articles

You want students in your unit to read an article you found in one of the library's ejournals; the article is available for download as a PDF. You can simply go ahead and upload the PDF into Moodle.

Your answer:

True



#### Feedback

Actually no, you can't! The University's access to, and use of, articles within ejournals and databases is governed by separate licence agreements with the providers; the terms of these separate agreements override the normal allowances available in the Copyright Act. So before you upload that PDF you'll need to check that the specific licence terms applying to that ejournal database permit re-uploading.

If uploading the PDF is not allowed, you can provide a link in Moodle to the article or journal on the database for your students. This option is preferred because it removes the need to check the terms and conditions for use for subscribed databases.

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Continue

### Accessing more information

#### 3 YouTube

Here we've done what staff do all the time: provide access to YouTube video footage for their students:

The London Zoological Society LZSvideo Behind the scenes: Being a veterinary nurse (June 2013) (2:37)



(In this case we've used the embedding function provided by YouTube). Embedding displays the content that's hosted from another website on your page, other website to access the content.

You can link to or embed YouTube videos; as long as the content is authorised; that is the rightholder allows the content to be placed on YouTube.

Here it was placed online by the organisation which made the video and which the video is about - so it is legitimate content.

Also YouTube's terms of service do not generally allow downloads of material, only embedding or linking. If you are a Monash student or staff member who plus or with your gmail account then you have already clicked through and agreed to these terms and conditions.

For information on how to embed a YouTube video see: Embed videos and playlists.

Why do you have to worry about authorised content if you are only linking to it or embedding it?

Under Australian copyright law it is still an offence to authorise infringement by others. If a staff member links to or embeds a YouTube video which is infring having authorised the students or staff to access that infringing content.

How do you know if the YouTube video is there legally or not?





## Working through scenarios

#### 01. Using watermarked images ®

Preview Edit Reports Grade essays

#### Using watermarked images: The scenario

Ron is an academic teaching a politics unit and plans to discuss the history of international relations. As part of his lecture he intends to use images from September 11, particularly the Twin Towers burning.

Ron quickly finds a suitable image on the Getty Images website for his presentation.

The only drawback he can see is that the image has a watermark in the middle of it, but it might still be useful for the class,



www.gettyimages.com.au/detail/1161133/Getty-Images-News

Continue





### Before



ne images or use the navigation panel at the left to select the case studies that apply to you, or use the arrows at the bottom right of the move through them all one by one.





<> ▶

#### Using images

This topic explores copyright requirements when using images for learning and teaching purposes.

#### Information

Before attempting the activity in this topic, you may like to review the information on the following page:



Information on using images

#### Activity

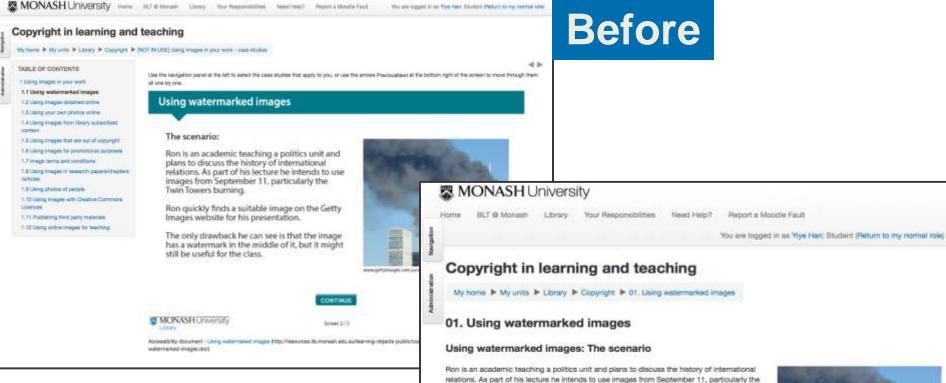
These case studies provide feedback on your understanding of using images in your teaching, your research or for marketing purposes.

If you are not sure which scenarios apply to you, see our Copyright essentials sheets for the scenarios we think are most relevant to your role. Instructions

Click on individual image thumbnals thover over the image to see the topic of the case study) to find the case studies that apply to you.











www.gettycruges.com.auntarat/1181130/Getty-Images-News

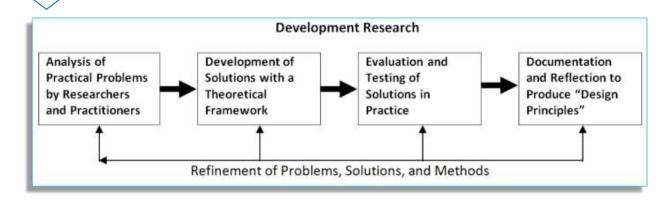
Twin Towers burning.

still be useful for the class.

Ron quickly finds a suitable image on the Getty Images website for his presentation.

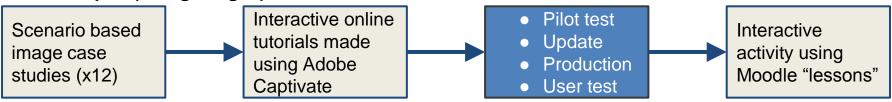
The only drawback he can see is that the image has a watermark in the middle of it, but it might

### Development evolution



Source: Reeves & Hedberg, (2003, p.274)

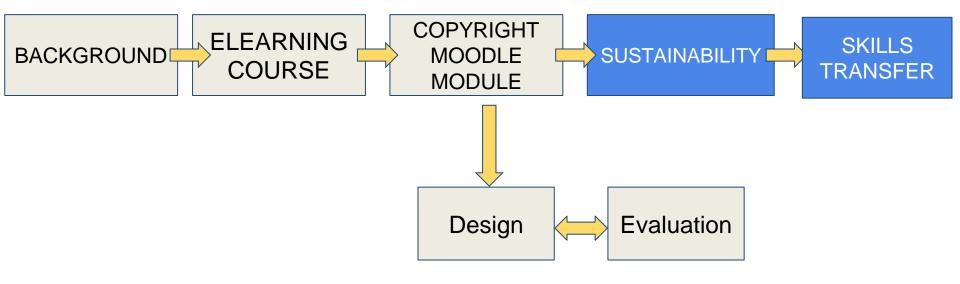
#### For example: (Using images)







## Sustainability







### Principles to guide new development

- Engage and involve stakeholders including library staff and academics
- Design content using existing module templates and planning documentation
- Use prototypes to model new content for the module
- Staff in future iterations of eLearning course to assist with content creation for the module





## Sustainability: communication

Building relationships means connections for future projects







### Sustainability: skills transfer

### Content expert can edit & modify when required



#### Using audio visual content

This topic explores copyright requirements when using video or audio content for learning and teaching purposes.

These scenarios provide feedback on using audiovisual material from YouTube, TV broadcasts, DVDs and other sources in your teaching.

If you are not sure which scenarios apply to you, see our Copyright essentials sheets for suggestions.

Click on the activity types below for a list of scenarios and select the ones that apply to you.



Playing AV content in class

Recording from TV, cable, satellite TV or radio

#### Further Information



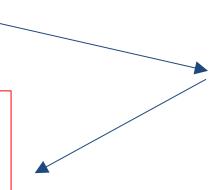
Using AV: linking, uploading or showing in class

This book takes you through some of the options for linking and uploading audio or video content



Monash University Rules for Using YouTube

These rules apply when you are creating and uploading YouTube videos



Vavigation

Inistration

st badges

Activities

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### iLearn @ Monash Library





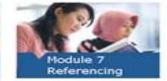


Monash Library

Module 1







Welcome! First, watch the clip below. Then click on one of the modules above.



Monash University Library / Library Guides / Creating Massive Open Online Courses (MOOCs) / Home

#### Creating Massive Open Online Courses (MOOCs): Home

Enter Search Words Search

A guide for academic staff featuring tips and tricks for creating MOOCs

Home Copyright and MOOCs

**Using Monash resources** 

Using external resources

Using open access resources

**LOREM Skills Audit** 

#### Quick links

- MOOCs at Monash (intranet) (1)
- Open resources page (intranet)
- · Librarians and learning skills advisers

#### Before you start

All Monash MOOCs need to be approved by the Office of the Vice Provost Learning and Teaching. If you're a Monash staff member and have an idea for a Monash MOOC, contact: adrian.devey@monash.edu

#### Welcome

Welcome to the Library Guide for Creating Massive Open Online Courses (MOOCs) at Monash University. This guide will alert you to issues to consider when creating your MOOC at Monash and how the library can assist you with copyright, resources, and skills assessment. Please click on the tabs to find information and contacts for these areas.

#### Contacts for staff involved with the Food as Medicine MOOC

#### Subject librarian:

Anne Young (Hargrave-Andrew Library)

#### Learning skills advisers:

Barbara Yazbeck (Hargrave-Andrew Library); Tomas Zahora (Hargrave-Andrew Library)



#### Research & Learning Online

Q



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Melanie Thorn - Subject librarian melanie.thorn@monash.edu

Steven Yates - eLearning coordinator steven.yates@monash.edu



### References

Reeves, T. C., & Hedberg, J. G. (2003). Interactive learning systems evaluation. Englewood Cliffs, N.J.: Educational Technology Publications.

